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## Cultural heritage readability: Children's perception of cultural landscape, Laodikeia Ancient City, Denizli

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### Abstract

*Aim of study:* The aim of this study is to experience the perception levels of primary school students of cultural landscape values through educational techniques based on verbal conversation-interview, active learning and visual perception studies performed in the archaeological site example.

*Area of study:* Laodikeia archaeological site, which is located within the boundaries of Pamukkale district of Denizli province and is the near neighbor of Seren Bayraktar Primary School, was selected as the sampling area.

*Material and Methods:* The students' levels of perception of cultural landscape values were measured by theoretical and practical informing performed in the Laodikeia ancient city archaeological site and through observation-exploration studies, and their levels of awareness, of cultural landscape values were measured by written and drawing (free painting) applications.

*Main results:* In the evaluation made, it was determined that the fact that students learn verbal information by experiencing with visual data increased their levels of perception and awareness.

*Research highlights:* These practical experiences, that is, personal experiences, can improve students' understanding and connection with the cultural landscape, and the foundations of protecting the past will be laid. It will contribute to thinking about the necessity of using by protecting as a whole. In this context, social landscape studies are important in that they can support people's historical landscape management by reading their perceptions.

**Keywords:** Landscape perception, Social landscape, Cultural landscape, Archaeological heritage, Laodikeia.

## Kültürel mirasın okunabilirliği: Çocukların kültürel peyzaj algısı,

## Laodikeia Antik Kenti, Denizli

### Özet

*Çalışmanın amacı:* İlkokul öğrencilerinin kültürel peyzaj değerlerine ilişkin algı düzeylerinin, arkeolojik sit örneğinde gerçekleştirilen sözlü görüşme, etkin öğrenim ve görsel algı çalışmalarına dayanan eğitim-öğretim teknikleri ile deneyimlenmesidir.

*Çalışma alanı:* Denizli İli, Pamukkale İlçesi sınırların içinde Seren Bayraktar İlkokulu ile yakın komşuluk içinde bulunan Laodikeia arkeolojik sit alanı örneklem alan olarak seçilmiştir.

*Materyal ve Yöntem:* Pamukkale İlçesi Seren Bayraktar İlkokulu'nda kayıtlı 3. ve 4. Sınıf öğrencilerin Laodikeia Antik Kenti arkeolojik sit örneğinde gerçekleştirilen bilgilendirme ve gözlem-keşif çalışmaları yoluyla kültürel peyzaj değerlerine ilişkin algı, koruma bilinci ve farkındalık düzeylerinin yazılı ve çizili uygulamalar (serbest resim) yoluyla ölçümlenmiştir.

*Temel Sonuçlar:* Yapılan değerlendirmede, öğrencilerin sözlü bilgileri görsel veriler ile deneyimleyerek öğrenmesinin algı düzeylerini ve farkındalıklarını arttırdığı belirlenmiştir.

*Araştırma vurguları:* Bu uygulamalı deneyimler, yani kişisel deneyimler öğrencilerin kültürel peyzaj ile olan bağı ve anlayışını geliştirebilir, geçmişini koruma temelleri atılmış olacaktır. Bir bütün olarak koruyarak kullanma gerekliliği düşünmesine katkı sağlanmış olacaktır. Bu bağlamda, sosyal peyzaj çalışmaları insanların algılarını okuyarak tarihi peyzaj yönetimini destekleyebilmesi açısından önem taşımaktadır.

**Anahtar kelimeler:** Peyzaj algısı, Sosyal peyzaj, Kültürel peyzaj, Arkeolojik miras, Laodikeia.



## Introduction

Landscape change is an expression of the dynamic interaction between the natural and cultural forces in the environment. Cultural landscapes result from the successive rearrangement of the land to better adapt the use and spatial structure of the land to the changing social demands. The history has recorded many successive and even destructive landscape changes that have left almost no residues in the present. Nowadays, these changes are considered as a threat and a negative development since they lead to diversity, consistency and identity loss, which are characteristic for traditional cultural landscapes that are disappearing rapidly (Antrop, 2005; Çetin, 2015).

The combined effect of driving forces such as the effects of accessibility, urbanization, globalization and disasters has been different throughout the history and has also affected people's perceptions of landscape as well as affecting the nature and speed of the changes. Values have changed accordingly and led to the use and shaping of the landscape. It is claimed that this changing perception also has effects on the examination, preservation, and management of landscape types and values. The diversity and identity of cultural landscapes are at the center of the discussion. It has been observed that the consistency between small unifying elements in a broader spatial context is important for landscape readability and that the ability to tell the history/story of a place influentially increases the identity and total value of that place. This reveals the inventory and assessment criteria of the landscapes that are necessary to define the management and development of the future. The processes and management in traditional landscapes in the past and the people's bonds to the perceptible environment, relationships and symbolic meanings they have produced will provide valuable information for more sustainable planning and management for future landscapes (Antrop, 2005).

Cultural landscape can be expressed as the whole of physical remains and historical events shedding light on the past, artistic works such as literature, painting, etc., and values with a heritage value within the context of traditional characteristics and

cultural values and social definitions. When it is considered from this point of view, archaeological sites shaped in company with the past cultural layers and historical topography are heritage resources with cultural landscape characteristics. The facts that archaeological sites are not "isolated islands" and that people have realized the interdependence of social structures and landscape and the related ecological systems are a phenomenon that needs to be considered nowadays.

Therefore, archaeological sites have an important cultural landscape value in terms of the world cultural heritage within the context of establishing consciousness of protection through the transfer and presentation of heritage values to future generations, and creating the urban memory (Çötel, 2012; Özcan and Yenice, 2008).

At this point, the need for carrying out social perception studies to build a bridge between the past, present, and future and to protect and investigate the cultural landscape in awareness studies has been determined, and the need for obtaining information about people's attitudes and understanding with regard to archeology and studies has come into question (Colley, 2007). Different disciplines (such as history, protection, education, etc.) are carrying out studies on cultural heritage education for various purposes such as arousing interest in the past, ensuring the continuity of traditions, creating awareness of the environment where people live and developing the sense of unity and solidarity among people (Şimşek et al., 2013).

Studies have been carried out on people's awareness, knowledge and experience in relation to archaeological sites (Balme and Wilson, 2004; Castillo et al., 2016; Owen and Steele, 2005; Simpson and Williams, 2008). It is observed in the research findings that different methods are used in the studies aimed at creating awareness at the massive level for archaeological sites (Balme and Wilson, 2004; Castillo et al., 2016; Owen and Steele, 2005; Simpson and Williams, 2008). Colley (2007) states in his study that the method of determining the data through questionnaire or interview was used both in his study and in some studies in determining

people's opinions about archeology (Davidson et al., 1995; Field et al., 2000). The questionnaires concerning the public attitudes towards archaeology have made very useful contributions in countries such as America (Ramos and Duganne, 2000) and Australia (Balme and Wilson, 2004). Awareness-oriented experiences based on effective learning and teaching techniques and information transfer are important within the context of the social contribution of archaeological studies (Colley and Ulm, 2005). The need for carrying out social perception studies has been determined for the protection and investigation of the cultural heritage (Castillo et al., 2016).

The fact that the occupational discipline of landscape architecture is able to understand, interpret the cultural landscapes and to transfer them to future generations as protected heritages is among the important study topics (Atik and Tülek, 2013).

In the "Landscape Management Process" report of the 6<sup>th</sup> Council of Europe Conference on the European Landscape Convention, Busquets Fabregas and Cortina Ramos (2011) determined the article of facilitating the decision-making process with social and institutional actors and developing common strategies as one of the main objectives of landscape management. Researchers evaluating landscape management (Bockemühl, 1992; Buchecker et al., 2003; Giorgis, 1995; Naess, 1989; Seel, 1991; Vahle, 1993; Van den Berg et al., 2003; Van den Berg et al., 1998) suggest that the determination of landscape quality objectives is one of the important steps by ensuring the contribution of the society in line with an interdisciplinary approach involving natural, social and human sciences for sustainable landscape management.

Therefore, the policy of the European Landscape Convention is the creation of an integrated, interdisciplinary and innovative landscape management (Höchtl et al., 2007). The Convention emphasizes the role of citizens regarding the realization and evolution of the landscape. The importance of raising awareness regarding the fact that citizens participate in taking decisions that are suitable for creating an effect on the landscape in areas where they live is

emphasized in the Convention. This requirement requires the participation of social partners and taking into consideration the perceptions and requests in various processes of management (Busquets Fabregas and Cortina Ramos, 2011). Within the scope of sustainability, on the basis of the scope of protecting the landscape components and values, among the objectives of the European Landscape Convention, landscape management requires that it should be established on sustainable development principles and the strengthening and harmonization of the relationship between human activities and the environment.

Along with the participatory landscape approach which we can consider as a collaborative process based on the cooperation of different population groups like age, gender, income and educational level in order to experience archaeological sites, which are considered as cultural landscape sources, through learning by having fun and create awareness for the protection of cultural heritage, in other words with the understanding of "social landscape", information will be provided for the management of landscapes by developing the use of landscape resource areas not only as the areas that meet the requirements of today's conditions but also as the areas that can create resource for future generations, within the concept of sustainability (Kaboğlu, 2003; Tazebay and Kaymaz, 2017).

Due to the fact that it is a whole with the people and/or users living in the area with the feature of cultural landscape or its immediate surroundings, the participation of these people in planning, implementation and management stages will be a tool that provides the protection and rational use of the area. The social landscape approach is considered to be an important tool within the context of the protection-development of cultural landscape values and creating social consciousness and consciousness of protection.

Since the understanding of children at this point may be different from that of adults, it is a requirement that their points of view are also important. Furthermore, it will be useful

to determine how children conceptualize and experience the changes in environments and landscapes or how they contribute to these changes.

In this context, the aim of this study is to experience the perception levels of primary school students of cultural landscape values through educational techniques based on verbal conversation-interview, active learning and visual perception studies performed in the archaeological site example.

The method of the study is based on measuring the acquisitions of primary school students in the age group of 9–10 years concerning the subjects of archaeological site, ancient city, cultural heritage and cultural landscape based on verbal transfer and visual perception via free painting activities, which are cognitive maps. With this measurement, it is aimed to create consciousness of protection and awareness in the memory of students concerning the concepts of archaeological site, ancient city, cultural heritage and cultural landscape.

At the end of the study, it is expected that the study will make contribution at the cognitive level in terms of the creation of the perception of cultural landscape and consciousness of protection in the memory of students, regarding the concepts of archaeological site, ancient city, cultural heritage and cultural landscape.

## Material and Method

### Sampling area and sampling set

Within the scope of the study, four criteria were evaluated in the selection of sampling set and sample area.

*The first one*, in the actual state, is the availability of experts authorized both in information transfer and technical trip guidance in the archeological site based on the continuation of archaeological excavations throughout the year under the supervision-monitoring of Pamukkale University Department of Archeology, and the determination of Laodikeia Archaeological Site as a sampling area. The fact that Laodikeia Archaeological Site is the neighbor of Denizli Province Goncalı neighborhood and the availability of experts authorized in information transfer and technical trip guidance throughout the year

have become the factor in this determination. Furthermore, the fact that Laodikeia antique city reflects the universal cultural heritage with its archaeological, historical, scientific, cultural, educational, economic, political and symbolic values, local/social importance, historical and touristic potential and unique settlement texture and is a center of attraction and cultural focus by being included as a cultural heritage in the UNESCO World Heritage Temporary List in 2013 at international level within the scope of UNESCO (International Convention for the Protection of Cultural and Natural Heritage) is one of the reasons for being selected as the sampling area (Figure 1).



Figure 1. Laodikeia Ancient City, positional situation and general view (Google-Earth 2017 satellite image and Laodikeia excavation archive 2002-2017)

*The second one* is the selection of Seren Bayraktar Primary School in Goncalı neighborhood of Pamukkale District of Denizli province as the sampling set, based on the fact that it is the near neighbor of Laodikeia ancient city and at the walk access distance from it (approximately 1.5 km). The study will be carried out especially with 3<sup>rd</sup> and 4<sup>th</sup>-grade primary school students because 9–10 age range is the period during which the visual perception and environmental relations of children develop within the context of children's psychology and they have a certain perspective on people and the environment (Aykaç, 2012; Tsai et al., 2008).

### Study method - process

The method of the study is based on measuring the acquisitions of primary school students in the age group of 9–10 years

concerning the subjects of *archaeological site*, *ancient city* and *cultural landscape* based on verbal transfer and visual perception via free painting activities, which are cognitive maps<sup>1</sup>.

With this measurement, it is aimed to create the consciousness of protection and awareness in the memory of students concerning the concepts of *archaeological site*, *ancient city* and *cultural landscape*.

In this framework, the study was based on a four-stage process design.

### **Technical trip**

It is the organization of a technical day-trip to Laodikeia ancient city together with the students and their teachers.

The exchange of views was performed with the Laodikeia Excavation Presidency and Seren Bayraktar Primary school management for the event schedule in the archaeological site and permissions for the participation of students in the trip and for the determination of the date. Within this framework, 24 students in the age group of 9–10 years enrolled in the 3<sup>rd</sup> and 4<sup>th</sup> grades in total participated, in line with the permissions received from Seren Bayraktar Primary School. On the other hand, topics such as the selection of expert trainers, the planning of sightseeing areas, the verbal transmission program and transportation and catering throughout the trip in the context of guidance service for the technical trip were discussed with the Excavation Presidency.

Within the scope of the trip schedule, Laodikeia ancient city was reached on foot along with a total of 24 students enrolled in 3<sup>rd</sup> and 4<sup>th</sup> grades at Seren Bayraktar Primary School located in Goncalı neighborhood of Pamukkale District of Denizli province and with their classroom teachers on 18.05.2016.

### **Verbal-visual information transfer**

It is the transfer of information about the physical, social and cultural history of Laodikeia ancient city, current excavation

studies, and protection-restoration activities, symbolic and monumental values by the experts to students.

In this context, in the library hall in the excavation house of Laodikeia ancient city, technical information about the conceptual and application processes of the excavation, restoration-conservation activities in Laodikeia ancient city was transferred to the students by the Head of Laodikeia Excavations, Prof. Celal Şimşek, faculty member at Pamukkale University Department of Archeology, and students' questions were answered by transferring information supported by verbal and visual materials about the cleaning, sorting, storage-protection, archiving-presentation of the findings uncovered in archaeological excavations, on-site presentations, the establishment of the ancient city-its development and demolition, its physical structure and social-cultural history.

### **Exploration tour**

It is the organization of an exploration tour for learning and photographing of cultural landscape values through experience. For the reinforcement of the verbal and visual information transfer with audio and visual perception, a sightseeing tour covering the historical sites of different cultural periods in Laodikeia ancient city was programmed under the guidance of expert archaeologist Bilge Yılmaz Kolancı. In this context, information about the Syrian Gate, columned road route, marketplaces, technical infrastructure elements, religious structures such as the Temple structure and Byzantine Church, Monumental Fountain - Nymphaeum and Turkish bath buildings, different monumental structures such as theater and stadium, and cultural landscape values such as the presence of plants and animals will firstly be conveyed to the students by the expert archaeologist in company with verbal and visual representations. Accordingly, it was ensured that the cultural landscape values of the ancient city were observed in place with the exploration tour guided by expert archaeologists working within the Laodikeia Excavation Presidency. They had information about Excavation Works and

<sup>1</sup> It is a kind of mental symbol that helps an individual to acquire, encode, store, remember and solve the information about the relative places and qualities of the phenomena in the daily or conceptual spatial environment. Tolman, E.C., 1948. "Cognitive maps in rats and men". *Psychological Review* 55 (4): 189–208.

Exhibition-Presentation, Visitor  
Management-Supervision, Technical  
Infrastructure Equipment (Excavation House,  
Laboratory) Protection-Supervision  
Facilities.

### ***Free painting activity***

It is the observation and measurement of the traces left by the verbal and visual acquisitions after exploration in the memory of students based on visual perception through free painting activities. "Cultural Landscape" painting activity in the eyes of students will be performed in the Laodikeia Ancient city excavation house to understand their perceptions of the archaeological site and cultural heritage. The question of "*... shall we transfer our experience during the day to the paper ...?*" was firstly posed to students. Accordingly, students were asked to paint the archaeological site explorations during the day, and their interactions with natural and cultural landscape. Students were set free to draw what they wanted in their paintings. They were allowed to choose a material, and no restriction was imposed regarding the use of drawing paper and pencil. They were given a 50-minute period of time. Children reflect their feelings and thoughts, attitudes, wishes and desires via painting (Yavuzer, 2013). Therefore, it will be possible to determine how children perceive their environment and human relations through painting. At this point, the theoretical information that feelings and thoughts, attitudes, behaviors, wishes, and desires are the tools to perceive and describe the outside world as a natural reflection of them for children was taken as a basis for measuring the visual perception via painting (Artut, 2007; Aykaç, 2012; Yaşar and Aral, 2009; Yavuzer, 2013). In the study carried out, an attempt to reveal students' unbiased perceptions based on original experiences was made by measuring their visual perceptions of Laodikeia ancient city via the free painting activity.

### **Findings**

At the end of the study, free painting activities performed by the students after the archaeological site exploration to measure their perceptions of cultural landscape values

within the context of Laodikeia Ancient City were classified under four themes. Archaeological excavations were determined to be the *first theme*, and archaeological artifacts (architectural blocks, reliefs, flooring, game table) were determined to be the *second theme*. The *third theme* under the title of cultural protection structure (viewing terrace) and the *fourth theme* under the title of animal presence/fauna (lizard) were interpreted in detail.

### **Findings related to archaeological excavation works-themed pictures**

With the protocol signed in cooperation with the excavation team under the presidency of Prof. Celal Şimşek, faculty member at Pamukkale University, Faculty of Science and Literature, Department of Archeology, and the Ministry of Culture and Tourism and Denizli Municipality in 2008, excavation, restoration and conservation, painting and cataloging studies in the city were carried out without interruption for 12 months until the end of 2016. Thus, the fact that foremen trained from the cradle as well as the experts such as an archaeologist, art historian, architect, epigraph, restorer and construction engineer, who were continuously employed in the excavation works, were employed provided a great opportunity to create a functioning and efficient system. In the excavation area, the fact that one or two cranes can be rented continuously when there is a need especially during the process of restoration and renewal of archaeological materials, the use of drawing technical tools such as ground radar and total station, laboratory facilities that allow performing chemical analyses, and the presence of advanced data processing equipment provide an efficient functioning in accordance with the international criteria.

It is possible to observe the impressions left by this technical infrastructure equipment in the visual perception and memory of the students from free painting activities (Figure 2).





Figure 2. Excavation works and students' painting activities interaction (Laodikeia Excavation Presidency archive; Özdemir, 2016)

On the other hand, the statements in the forms of M.C.: "...there were machines in some places in Laodikeia...", H.S.S.: "...I drew the cranes and the people working there ...", H.D.: "...we saw the workers ...", and D.K.: "...we saw the crane ..." that support the students' drawings are considered important in terms of selectivity in visual perception.

### Findings related to archaeological artifacts-themed pictures

#### Architectural blocks

There are architectural blocks in the North (Holy) Agora. It is possible to see marble blocks such as bedplate, column drum, figurative Corinthian cap and Ionic caps, architrave, frieze (mask and garland wreath), geionsima, anta crowns, naos wall blocks dated to Emperor Augustus (27 BC-14AD)-Severus Period in Agora. There are porticos upgraded in one or two steps on both sides of the street (Şimşek, 2013).

In each architectural layout, the columns with a vertical support element have a certain form. It is possible to observe the impressions made by the figurative Corinthian cap and Ionic caps of the architectural blocks of the ancient city in the visual perception and memory of students from their free painting activities (Figure 3).

The statements in the forms of M.C.: ".....we have seen many historical artifacts... M.Y.: "... there were historical artifacts..." and D.K. ".....we have visited the historical works ..." that support the students' drawings are considered important in terms of selectivity in visual perception.

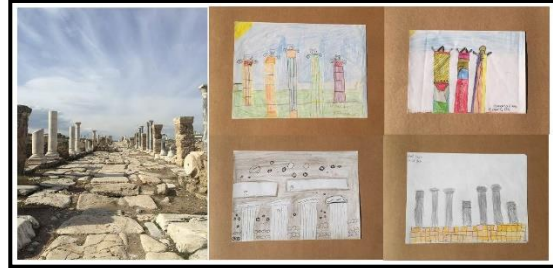


Figure 3. Laodikeia- Syrian Street and students' painting activities interaction (Özdemir, 2016)

#### Game table

In ancient ages, outer public spaces usually involved social activities (Francis, 1989). It is possible to see the spatial traces of social life in the ancient city. The porticos upgraded in one or two steps and the rows of shops behind them are located on both sides of the Syrian Street of Laodikeia ancient city. It is possible to observe the impressions made by the game table on which the people of that period could play when they came together in front of the shop for recreational and chatting purposes in the visual perception and memory of students from their free painting activities (Figure 4).



Figure 4. Syrian Street – game table and students' painting activities interaction (Özdemir, 2016)

#### Flooring

The Syrian Street (Columned Main Street) extending from the city center to the Syrian Gate to the east is a total of 900 m in length. The section of 400 m from Emperor Caracalla (211-217 A.D) Fountain located at the western edge of the street to the East Byzantine Gate was excavated and raised.



The bases of the north portico of the street are covered with rectangular marble plates. However, even though most of them were destroyed, some plates could remain in their place even if in parts (Şimşek, 2013). It is possible to observe the impressions made by the flooring of the Syrian Street in the visual perception and memory of students from their free painting activities (Figure 5).

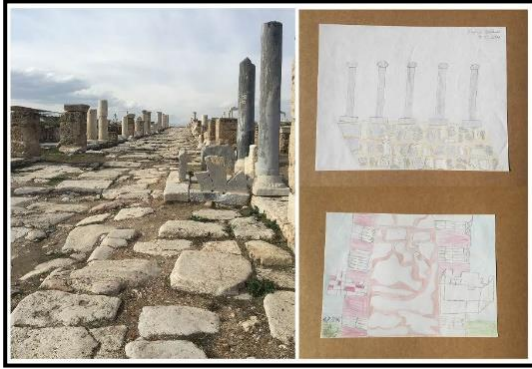


Figure 5. Syrian Street and students' painting activities interaction (Özdemir, 2016)

### Reliefs

#### Animal reliefs-gladiator roosters

In Temple A, which attracts attention with its architectural ornaments and craftsmanship that can be considered as the first class, the "Denizli Rooster" relief made between consoles in geison blocks, providing us with access to concrete information related to the history of Denizli and related to today, takes place (Şimşek, 2011). It is possible to observe the impressions made by the traces of the presence of this poultry, which is the symbol of our province, thousands of years ago in architectural blocks in the visual perception and memory of students from their free painting activities (Figure 6).



Figure 6. Rooster reliefs and students' painting activities interaction (Laodikeia Excavation Presidency Archive; Özdemir, 2016)

### Human reliefs

A large part of the reliefs made based on the architecture was found in Septimius Severus Fountain (A Nymphaeum) and the Syrian Street (Columned Main Street). When architectural and relief findings obtained in Septimius Severus Fountain are examined, it can be determined that most of them were used for the second or even third time. Continuous devastating earthquakes, the Late Antiquity arrangements and the destruction of the people living in the villages established around the city nowadays can be observed intensely in the city (Tarhan, 2006). The columns depicted with human and animal figures are brought to light as a result of the excavations and are protected in situ. It is possible to observe the impressions made by the details on the columns depicted with human figures in the visual perception and memory of students from their free painting activities (Figure 7).

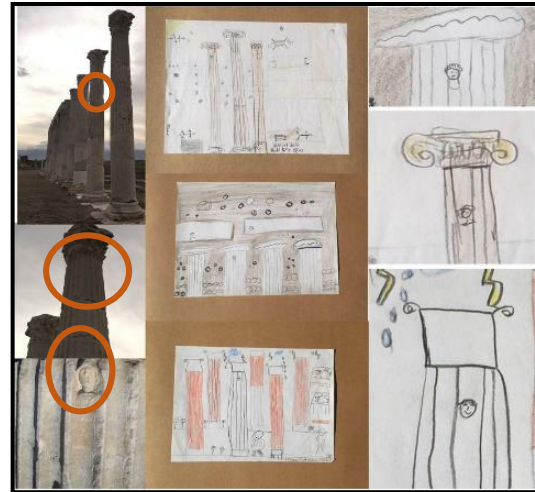


Figure 7. Frieze block and students' painting activities interaction (Özdemir, 2016)

### Findings related to cultural protection structure-themed pictures

**Temple A** Building and its courtyard are located at the northern end of the rectangular courtyard surrounded by the porticos on the north side of the Syrian Street. The upper part of the vaulted space under the naos (sacred room) of Temple A is closed with steel construction and tempered glass. The interior part of the vaulted space was organized as a museum, and some of the embossed columns and architectural pieces

(heads of sculptures, jewelry, ceramic pots, and legs) uncovered in studies were placed there. 14 columns were raised in the courtyard, and the third dimension was added with bedplate, column, header horizontal girder (architrave) and geison-aspect. This area was also made available for the use by visitors with a feature of being a viewing terrace with a spectacular landscape overlooking Pamukkale and the Lykos (Çürüksu) Plain (Şimşek, 2013). It is possible to observe the impressions made by immovable cultural assets such as Temple A Building and movable cultural assets in the visual perception and memory of students from their free painting activities (Figure 8).



Figure 8. Laodikeia Temple A- viewing terrace and students' painting activities interaction (Özdemir, 2016)

On the other hand, the statements in the forms of M.Y.: "...we moved to the glass...there were rocks under the glass...there were historical monuments...", İ.İ.: "...we walked on the glass, the old stones that remained..." A.N.İ.: "...there was a tour guide in Laodikeia, we walked on the glass in Laodikeia, we encountered many historical artifacts under the glass...", H.D.: "...we looked at the stones remaining from the old times ...", D.K.: "...we visited the historical monuments, we walked on the glass ...", N.B.: "...a guide took us for a walk, there was glass there, people were walking on the glass. We also stepped up onto the glass ...", S.Ö.: "...we stepped up onto the three-dimensional glass..." that support the students' drawings are considered important in terms of selectivity in visual perception.

## Findings related to animal presence/fauna-themed pictures

### Lizard

The rich floristic structure of the region and the diversity of habitats that this structure provides to the fauna elements lead to the faunistic richness of the area. It is also possible to say that these rich living spaces allow fauna elements from different groups to live together. Bird diversity was observed more in the regions of Asopos Mound Hill and Syrian Gate near Hierapolis Gate having richer vegetation than the other regions in the area. Reptiles, rodent mammals and invertebrate creatures were mostly found in the inner parts (Urhan et al., 2014).

It is possible to observe the impressions made by the big green lizard, *Lacerta trilineata* from the *Lacertidae* family which is one of the reptiles that were firstly observed in 2008, in the visual perception and memory of students from their free painting activities (Figure 9).

On the other hand, the statements in the forms of M.C.: "...we saw huge lizards...", M.Y.: "... there were big lizards...", İ.İ.: "...green lizards..." A.N.İ.: "... we saw huge green lizards...", H.D.: "...there were huge lizards ...", D.K.: "...we saw lizards...", B.O.: "...there were very huge lizards..." that support the students' drawings are considered important in terms of selectivity in visual perception.



Figure 9. Ancient City animal presence - *Lacerta trilineata* (Big green lizard) and students' painting activities interaction (Laodikeia Excavation Presidency Archive; Özdemir, 2016)

## Discussion and Conclusion

Archaeological sites have a feature of a versatile tool especially in terms of providing awareness regarding the values of the cultural landscape and creating consciousness of protection in younger generations through educational activities, as

well as being an important resource value in terms of transferring-presenting and introducing the heritage values of the past cultures to future generations (Colley and Ulm, 2005). Indeed, academic studies carried out on raising awareness in archaeological sites indicate that educational activities significantly contribute to raising awareness (Balme and Wilson, 2004; Castillo et al., 2016; Owen and Steele, 2005; Simpson and Williams, 2008). According to Merriman (2004), the need for obtaining more information about the attitudes and perceptions of people in relation to archaeology and studies has been revealed to design more effective public education programs (Colley, 2007). In another study, it has been proposed to increase opportunities to 'experience' the past through active learning methods, namely, the activities of learning by experience (Castillo et al., 2016).

The questionnaires concerning the public attitudes towards archaeology have made very useful contributions in countries such as America (Ramos and Duganne, 2000) and Australia (Balme and Wilson, 2004). Theoretical information transfer method and in situ active participatory methods through field tours, excavation, artifact processing, and painting were used within the scope of the course. The study carried out by Castillo et al. (2016) for the archaeological information program prepared for the public presents the first methodological experience to understand the social perception of the archaeological dimension. It was observed that the city dwellers showed a significant indifference to the World Heritage and the city's archeology. In addition to this, it was determined that there was a precise gap between the opinions of the experts and community.

Many social studies carried out in North America and Europe reveal the public's first opinion about the protection of archaeological heritage and its role in the contemporary society. The results obtained by analyzing individual responses to online news regarding the protection of archaeological heritage in order to follow public perceptions of the role of archaeological protection in the western region of Canada and its economic effects on

the contemporary society were compared with the past survey data to evaluate the existing public support of archaeological protection policies (Pokotylo, 2015).

In the studies carried out in Turkey (Arıkan and Doğan, 2013; Karip, 2014; Topçu et al., 2013), it was also found out that the people's levels of awareness of the protection of cultural heritage were low. In their studies, Kılcan and Akbaba (2013) determined the children's perception of sensitivity to cultural heritage by three different methods including metaphors, semi-structured interviews and pictures/caricatures drawn. In another study, university students' levels of awareness and experience in relation to natural and cultural heritage were determined by applying questionnaire (Akkuş et al., 2015). In the study carried out by Topçu et al. in 2013, they determined that people did not have enough knowledge about the historical and cultural values of Harput, which is the protected area with an open air museum nature, and that people's consciousness of history and awareness level were low, through the questionnaire study they performed. Karip (2014) concluded in his study that primary school students in Ağrı province and its districts did not have the consciousness of protecting the cultural heritage, using the questionnaire technique. In another study, it was determined that a city as a learning environment contributed to children's levels of consciousness in the cultural heritage education (Şimşek et al., 2013).

This study focusing on the fact that younger generations experience the cultural landscape values in archaeological sites through learning by having fun aimed to raise awareness of landscape values based on visual perception and in situ information transfer and observational studies in archaeological sites as a cultural heritage resource area with the participation of primary school students. Within the scope of this purpose, Laodikeia archaeological site, which is located within the boundaries of Pamukkale district of Denizli province and is the near neighbor of Seren Bayraktar Primary School, was selected as the sampling area, and Seren Bayraktar Primary School was selected as the sampling set. Within the

scope of the study, Laodikeia archaeological site research-study trip was organized with 9-10-year-old primary school students under the guidance of expert archaeologists. In this context, the students' levels of perception of cultural landscape values were measured by theoretical and practical informing performed in company with the expert archaeologists in the Laodikeia ancient city archaeological site and through observation-exploration studies, and their levels of awareness of cultural landscape values were measured by written-drawing applications (free painting).

At the end of the study, free painting activities prepared by students based on verbal information and visual perception within the context of archaeological site theme were evaluated by being categorized under the headings of archaeological excavation works, archaeological artifacts architectural blocks, reliefs, flooring, game table], cultural protection structure [viewing terrace-platform] and animal presence/fauna [lizard].

The plant and animal structure of a region are shaped under the influence of environmental factors and undergoes changes regularly and constantly. In this process, it will be possible to observe different animal species. Regarding the natural landscape features that reveal the ecological character of the area, the big green lizard, one of the reptiles that caught the eye of the visitors in its habitat, in Laodikeia ancient city with rich diversity in terms of animal presence-fauna provides information about the ecological dimension, and children reveal their awareness of it.

It is possible to observe the cultural landscape features [settlement culture heritage, cultural heritage assets] and values related to social life, having knowledge about the past experience, awareness of cultural landscape features as archeological heritages with traces of the past (architectural blocks, reliefs, flooring, game table), daily life and social life, the magnificence of the buildings and their sizes by the scale, the fact that the texture on the ground comes to the forefront, culture, lifestyle and behavior patterns of that period from children's paintings in the perception, interpretation and evaluation systems.

Furthermore, it is possible to see archaeological sites and heritages which are landscape values of the area with the aesthetic and perceptive effect, its topographic structure, silhouette falling within the perspective, vistas-viewing points, viewing platform for areas with an attractive effect, the fact that the area and its surrounding are protecting their nature, and the perceptions of visual landscapes in children, from the pictures drawn by the children. The viewing platform as a removable structure built on the remains with exhibition strategies based on transforming lifestyle that the historic city has lost to have information about some part of it in our day by protecting partially or the large part of it under the ground presents the archaeological remains to visitors in the most effective way by the removal environmental elements that can pose a hazard to the environment such as differences in elevation in the area and preventing the adverse effects of visitors on the remains such as vandalism. Thus, it is possible to see the perception levels of children by in situ experiencing the archaeological heritage protection strategies in issues such as visitor management and by revealing them via paintings. This will also provide people with in situ historical awareness through the appearance and recognition of cultural landscapes by people without harming in the transfer of values in the archaeological site to next generations, and through the exhibition of historical and cultural heritage uncovered within the framework of protection policies, cultural protection structure (viewing terrace-platform) to provide the awareness of building constructions offering in situ facilities for cultural awareness and to ensure its integrity with the surroundings, so that they will be protected and transferred to future generations.

In the pictures drawn by children, it is observed that there is perception of excavation and restoration works and the protection, presentation, maintenance and repair studies of cultural landscapes.

When the study is examined in relation to the protection, development, and sustenance of the whole of physical, social, cultural and economic values constituting themselves of

the archaeological site, it is possible to observe that children see each important issue of the area (economic, aesthetic, functional protection-focused) within the area and exhibit a holistic viewpoint. The perception of immovable cultural assets, preservation, exhibition and protection of archeological artifacts and excavation and restoration works performed for this, seeing around, beauties from aesthetic aspects and also the presence of living organisms in the ecological environment is observed in children.

In the evaluation made, it was determined that theoretical and practical information about the archaeological site might vary according to age levels but the fact that students learn verbal information by experiencing with visual data increased their levels of perception and awareness. Indeed, when free painting activities are examined, it can be said that students' selectivity criteria in their visual perceptions are based on the association of theoretical and practical information and experiences obtained through observation-exploration studies.

These practical experiences, that is, personal experiences, can improve students' understanding and connection with the cultural landscape, and the foundations of protecting the past will be laid. It will contribute to thinking about the necessity of using by protecting as a whole. In this context, social landscape studies are important in that they can support people's historical landscape management by reading their perceptions.

At the point of recognizing, caring and protecting the city where the child lives, this study has been carried out to start from the children experiencing this awareness in the historic environment in Denizli province with important values of our country, which is rich in natural and cultural landscape values. This study is thought to contribute to similar practices and methodological discussions in creating awareness of natural and cultural landscape values of archeological sites, especially in terms of emphasizing the importance of social landscape understanding.

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