

Objects in an Archaeology and Nature Museum: An Investigation in the Context of Museum Education

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Received: June 29, 2023

Accepted: August 30, 2023

Online Published: September 25, 2023

doi:10.5539/ies.v16n5p48

URL: <https://doi.org/10.5539/ies.v16n5p48>

Abstract

The general purpose of this research is to examine the objects in the Güzelyurt Archeology and Nature Museum in the context of museum education. Answers to the following questions were sought: which archeological objects are in this museum in line with this general purpose? Can these objects be used in museum education activities in line with the learning outcomes of the lessons taught in the primary school level of the basic education program? In order to collect the data of the research, document analysis method was used. First the learning outcomes of 8 courses in the basic education program were examined. Then, the archaeological objects in the Güzelyurt Archeology and Nature Museum were classified and evaluated according to their characteristics and ages. It is envisaged that 82 archaeological objects belonging to the Neolithic, Ceramic Neolithic, Chalcolithic, Early Bronze, Middle Bronze, Late Bronze, Geometric, Archaic, Classical, Hellenistic and Roman Ages can be used within the scope of museum education.

Keywords: museum, education, archaeological objects, museum education, Cyprus

1. Introduction

In the 21st century, there are two questions that museology seeks to answer: “What are the reasons for the existence of museums?” and “How does a museum contribute to society?” (Karadeniz & Okvuran, 2018). Let’s add two more questions related to the museum education process: In the context of contributing to society and lifelong learning, do museums still maintain their potential as significant institutions within society? Do studies based on objects found in museums continue to hold relevance in the 21st century? The answer we are seeking to these questions is clarified in the new museum definition by the International Council of Museums ICOM (2022), organized for the 22nd time in Prague: “A museum is a permanent institution, non-profit making, serving society and its development, open to the public, accessible, and inclusive, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study, and enjoyment.” Moreover, the ICOM emphasizes the role of museums in the educational process as follows: “Museums work and communicate with ethics, professionalism, and community participation by offering various experiences for education, entertainment, thinking, and knowledge sharing” (ICOM, 2022).

With the changing museum understanding in the 21st century, this transformation is observed in summer studies. According to Burnham and Kai-Kee (2020), museums are public spaces where people can express their understanding of the meaning of artworks, their own thoughts, feelings, and voices. Nowadays, museums are moving towards a concept that stimulates, emotionally resonates, and engages visitors, rather than the traditional notion of static exhibitions (Akyol & Akyol, 2017). As these definitions indicate, contemporary museums offer visitors and museum educators various possibilities through a new museum understanding that appeals to multiple senses. In the future, museums could play a significant role in helping students discover their passions, providing resources and opportunities to sustain these passions, and training educators in experiential learning skills (Kratz & Merritt, 2011).

As emphasized in this new museum description, the concept of museums and education is gaining increasing significance in our era and showcasing the versatility of museums. If we aim to raise children with 21st-century skills, we can achieve this through comprehensive human development models encompassing cognitive skills like critical thinking, creativity, and problem-solving, as well as social-emotional skills like communication, productivity, adaptability, leadership, learning to learn, responsibility, and curiosity (Yeniay, Üsküplü, 2019). In

societies that have embraced this holistic approach, the understanding of contemporary museology and museum education is also rapidly progressing.

For museum visits to become meaningful and for visitors to enjoy spending time in the museum, it is possible through organizing museum trips within the scope of informal learning and museum education context (Öztürk Kömleksiz & Gökmenoğlu, 2020). When we look at visits from early childhood onwards in this way, we can perceive museums as places for joyful experiences. Yıldız, Avcıkurt, and Çolak (2017) state that as the frequency of museum visits increases in children, museum satisfaction also increases.

Karadeniz (2018), while emphasizing the shift from the concept of museum education to the concept of “learning in the museum,” it highlights the need to be more curious about how the public defines the museum, why they visit or do not visit the museum, what they experience during museum visits, and what they think after the visit. Dilligil (2014) states that individuals participating in museum trips find meaning in visiting the museum when museums start organizing educational programs and activities for schools, families, and the local community. Buyurgan (2019) emphasizes the importance of museums in the accumulation of different professional groups and the development of different thinking patterns.

Museums, considered as lifelong learning centers, should be able to bring together all individuals under the same roof. Yeşilyurt, Kırlar, and Lale (2014) focus on how the infrastructure should be for “Museums for All,” including all disabled groups as well as the elderly, children, pregnant individuals, etc. They emphasize the need to address infrastructure in museums, such as walking paths and additional platforms like elevators, flat and non-slippery surfaces, barrier-free circulation areas, and international standards of accessibility. Changes in the functions of museums over the last two decades and the redefined ethical codes of museums have also brought their responsibilities to society and museum operations into focus (Karadeniz, 2019). Meaningful learning can be achieved when museum studies are conducted in collaboration with schools.

As the variety of museums increases, the learning environments within museums also exhibit diversity accordingly. The Anatolian archaeology, known as an open-air museum and encompassing numerous civilizations, highlights the richness of archaeological objects found in archaeological museums. The subject of this study, Güzelyurt Archaeology and Nature Museum, was constructed within the Güzelyurt Metropolitan building. After the restoration work carried out in 1979, it was transformed into a museum. The first floor of the museum houses objects from the ‘Archaeology Department.’ The ‘Golden Leaves of Soli’ hall, where artifacts uncovered during the rescue excavation in Soli Necropolis in 2005 are displayed, along with the ‘Tomba tou Skourou’ hall, and various rooms showcasing archaeological items collected from many places in Cyprus, ranging from the Neolithic period to the Byzantine and Lusignan eras, are located on the premises. The museum’s garden is organized as an open-air exhibition, featuring various classical period sculptures and stone works amidst greenery (TRNC Directorate of Antiquities and Museums, 2023). The international promotion and dissemination of the objects housed in museums also hold significant importance for their exposure to humanity.”

The presentation of objects in museums both face-to-face and online is also of particular importance in terms of announcing these objects to humanity. Therefore, objects located in archaeological museums can also support “object-based” learning. Researchers like Schultz (2018), who argue that object-based learning retains its validity in the 21st century, point out that a student who actively interacts with objects in a museum learns to look at that object from a different perspective, which reshapes the student’s learning process. Hardie (2015) suggests that critical perspectives can be developed through the use of objects, which could foster discussions involving focus and reflective thinking. Emeafor, Diminyi, and Duru (2018) emphasize that museum objects are powerful learning tools, capable of arousing a strong desire to know and can unveil strong emotions.

Museum education should not be considered as merely using the museum as a classroom. Learning in a museum is a process that evolves from early childhood to all age groups. Starting with the objects in the museum, museum visits associated with learning outcomes of the courses in the curriculum can transform boring museum visits made in school-museum cooperation into meaningful learnings. To capture this meaning, the educator planning the museum visit needs to have literacy in the curriculum. An educator who is not curriculum literate cannot produce original works. They would be forced to repeat the activities previously done in the museum and examples given in books. It is important for an educator who wants to make a museum visit to establish a connection between the learning outcomes of the course curriculum and the objects in the museum. Thus, students will have acquired behaviors in line with learning outcomes. For this purpose, based on the learning outcomes of a curriculum, an inventory study has been conducted for the Güzelyurt Archaeology and Nature Museum. It has been tried to contribute to the museum and museum education by associating it with the learning outcomes of the curriculum.

2. Method

2.1 Research Design

This research aims to create an inventory of the objects in the museum and to reveal potential museum education activities that can be conducted with these objects. In this context, the study has the nature of a qualitative research based on document analysis. Document analysis is defined as a scientific research method that involves collecting, reviewing, questioning, and analyzing various documents as the primary source of research data (Sak, Şahin Sak, Öneren Şendil & Nas, 2021).

Karasar (2017) states that documentary scanning is also referred to as document analysis, defining documentary scanning as a data collection technique from existing records and documents. Karasar (2017) mentions that the scanned items include photographs, films, records, audio and video recording devices, CDs, various tools, buildings, sculptures, and remnants; all kinds of letters, reports, books, official and private writings, and statistics produced later about facts; minutes, memoirs, life stories, etc.

2.2 Research Process

In this study, initially, the learning outcomes of eight courses taught in 1-5. grades in the primary education curriculum (life knowledge, Turkish, mathematics, social studies, science and technology, visual arts, music, physical education health, and sports) were examined. From these learning outcomes, possible learning outcomes that could be used in museum education activities were determined (Turkish Republic of Northern Cyprus, 2018). Afterward, the museum inventory was extracted. The extraction of the museum inventory was carried out in the following stages:

- 1) Firstly, the necessary permission was obtained from the Ministry of Tourism and Environment, Department of Antiquities and Museums.
- 2) Communication was established with the officers dealing with archaeological objects in the museum, and the purpose of the study was explained. The inventory studies were started with an archaeologist on duty in the museum.
- 3) Handwritten records related to archaeological objects in the museum were examined one by one according to the criteria of the ages they belonged to and material features with the relevant museum officer.
- 4) Photographs of the recorded artifacts in the museum were taken and matched with the relevant records.
- 5) Archaeological records displayed in the museum were digitized, considering the ages they belong to and their material features.
- 6) Archaeological objects that might be suitable for the learning outcomes of the primary education program (1-5. grades) were identified.

During the inventory study, direct primary documents were accessed, and the originality of these documents approved by experts was checked. After determining the inventory, archaeological objects that could be suitable for activities related to learning outcomes were identified. Regarding the suitability of archaeological objects to learning outcomes, the opinions of four museum educators and one faculty member each from Turkish, physical education, social studies, classroom teaching, and curriculum development in education were taken. As is known, in qualitative studies using documents prepared or approved by experts, the validity and reliability of the research also increase (Sak et al., 2021).

The study included examples from related archaeological objects and learning outcomes.

2.3 Analysis of the Data

During the inventory creation stage, the chronology of the museum's archaeology department was established first. Each period within the chronology has been considered as a category. Archaeological objects exhibited in the museum and falling into these categories constituted the analysis unit. Each archaeological object was given a name and an inventory number: For example, mortar and pestle, GY 78/4/27 (Table 1). Archaeological objects have been classified according to their periods, the materials they are made of, the given names, their quantity, and inventory number.

For determining appropriate learning outcomes for archaeological objects, the first step was the examination of the Basic Education Program grades 1-5 courses. The researcher, together with a teaching staff member from the field of curriculum development in education, examined the learning outcomes of the eight courses in the program. In the first phase, learning outcomes that were thought to be suitable for museum education were identified. Archaeological objects that could be used in museum educational activities appropriate to these learning outcomes

were determined. The opinions of eight educators, four of whom are museum educators, were taken regarding whether these archaeological objects were suitable for museum educational activities. After expert opinions were received, appropriate learning outcomes and relevant archaeological objects were presented according to the courses. This study included example learning outcomes for each course and the related archaeological objects (Table 2).

3. Results

As a result of the inventory scan, 81 archaeological artifacts that can be utilized in museum education activities have been identified. The distribution of these artifacts according to periods and materials they were made of is presented in Table 1 (Öztürk Kömleksiz, 2022).

Table 1. Inventory of Güzelyurt archaeology and nature museum

Period	Material	Artifact Name	Quantity	Inventory Number
Aceramic Neolithic	Stone	Mortar and Pestle	2	GY 78/4/27
				GY 78/4/28
Ceramic Neolithic	Stone	Mortar and Pestle	2	GY 78/5/1
				GY 78/5/2
	Terracotta	Pottery	1	GY 78/5/5
Early Bronze	Terracotta	Rhyton	1	GY 79/7/5
	Terracotta	Milk Container	1	GY 75/1/71
	Terracotta	Hearth	1	GY 78/4/32
	Terracotta	Ewer	1	GY 79/4/5
	Bronze	Sword	1	GY 78/2/481
	Bronze	Dagger	1	GY 78/7/7
	Terracotta	Rhyton	1	GY 79/2/1
Middle Bronze	Terracotta	Sling Stones	4	GY 81/2/6
				GY 78/2/455
				GY 78/2/456
				GY 78/2/457
	GY 78/2/458			
Bronze	Eye-Decorated Pin	1	GY 78/7/2	
Late Bronze	Terracotta	Flask	1	GY 78/2/274
	Terracotta	Figurine	1	GY 78/4/18
	Terracotta	Rhyton	1	GY 78/4/19
	Bronze	Shepherd's Crook	1	GY 78/7/1
	Terracotta	Askos	1	GY 76/1/440
	Terracotta	Compound Bowl	1	GY 76/1/310
	Terracotta	Bottle	1	GY 76/1/127
	Terracotta	Figurine Head	1	GY 76/1/483
	Terracotta	Kylix (type of wine-drinking cup)	1	GY 76/1/449
	Terracotta	Loom Weight	1	GY 76/1/498
	Hematite	Cylinder Seal	1	GY 79/3/1
	Terracotta	Barrel-Bodied Ewer	1	GY 80/2/1
	Geometric	Terracotta	Three Legs (Tripod) and Vase	2
GY 80/2/3				
Terracotta		Plate	1	GY 80/1/5
Terracotta		Bottle	1	GY 79/5/1
Terracotta		Ewer	1	GY 79/8/2
Terracotta		Bird-Shaped Askos	1	GY 85/2/1
Archaic	Terracotta	Kylix	1	GY 78/2/347
				GY 78/4/41
	Terracotta	Figurines	2	GY 78/4/42
	Terracotta	Chariot Figurine	1	GY 78/8/8
	Terracotta	Horse and Rider Figurine	1	GY 78/4/29

	Stone	Man's Head	1	GY 78/8/14
	Terracotta	Lekythos	1	GY 78/8/5
	Limestone	Statue	1	GY 83/2/11
	Gold	Ivy Garland	1	GY 05/4/95
	Gold	Diadem	1	GY 05/4/96
	Gold	Lip Band	1	GY 05/4/116
	Gold	Ring	1	GY 05/5/6
	Gold	Pendant Necklace in the Shape of a Human Head	1	GY 05/4/105
	Gold	Spiral-Shaped Arm Bands	2	GY 05/4/97 GY 05/4/98
	Gold/Silver	Hemispherical Drinking Vessel		GY 05/4/18 GY 05/4/33 GY 05/4/22 GY 05/4/10 GY 05/4/33 GY 05/4/22 GY 05/4/10
Classical	Bronze	Amphoriskos (small amphora)	6	
	Bronze	Mirror	1	GY 05/4/7
	Bronze	Situla and Silver Kyathos	2	SKK/M4A/05/77 GY 05/4/26
	Limestone	Figurine	1	GY 05/4/1
	Terracotta	Pinch Lamp	1	GY 05/5/27
	Terracotta	Figures on Cedar	1	GY 81/5/1 GY 78/2/344 GY 78/2/345 GY 78/2/346
	Alabaster	Alabastrons (perfume bottles)	3	
	Limestone	Statue	1	GY 78/8/9
	Limestone	Head	1	GY 78/2/470
Hellenistic	Terracotta	Lagynos	1	GY 78/8/3
	Terracotta	Amphoriskos	1	GY 75/2/41 GY 80/4/1 GY 80/4/2 GY 80/4/3
	Marble	Statues of Artemis and Deer	3	
Roman	Terracotta	Candle	1	GY 78/2/445 GY 78/2/475
	Limestone	Torso	3	GY 78/2/476 GY 78/2/477
	Stone	Inscribed Stone	1	GY 76/2/1
Byzantine	Terracotta	Candle	1	GY 78/2/447
	Terracotta	Glazed Bowl	2	GY 75/6/23 GY 75/6/20
Lusignan				
		Total	81	

When Table 1 is examined, it can be seen that archaeological objects are dated from the Aceramic Neolithic period to the Lusignan period. The artifacts are made from baked clay, stone, limestone, soapstone (alabaster), silver, gold, and bronze.

When the artifacts at the Güzelyurt Archaeology and Nature Museum are examined, it can be said that they range from materials used in daily life to those used in rituals and even votive figurines. These objects exhibit similarities to the materials we use in our daily lives today. The group of materials that best reflects daily life arrangements and dietary habits is the group of baked clay vessels. Among these artifacts, many archaeological objects made from baked clay can be found. These include ritons (drinking vessels), milk containers, ovens, distillers, pots, pitchers, figurines, askos vessels, composite bowls, bottles, figurine heads, kylikes, loom weights, lamps, and amphoriskoi. Another material used in museum education based on concrete evidence is stone artifacts. Among the stone artifacts in the museum, there are human busts, mortars, torsos, and inscriptions.

In daily life, the prehistoric people who used wood, stone, and baked clay to create objects that would facilitate their lives began when they started to utilize metals in all aspects of life with the discovery of metallurgy, employing techniques of forging and casting. Gold and silver are the most important materials that have allowed ancient artifacts to survive to the present day. Another section of the museum is dedicated to artifacts obtained from the excavations in Soli. One of the most notable pieces is a limestone Aphrodite-Eros figurine made from marble, which was discovered in a rescue excavation in the necropolis area of the ancient city of Soli. This figurine provides significant clues about the sculpture art of the period. Ceramic vessels and lamps indicate a strong craftsmanship during this period. Gold and silver jewellery, on the other hand reveal the artistic understanding of the time. Some of these objects made from gold include vine wreaths, spiral-shaped arm bracelets, diadems, rings, and pendant ends. The use of these archaeological objects in museum education will facilitate learning based on past lifestyles and enhance the educational experience within the museum.

In Table 2, example learning outcomes related to 8 lessons (Turkish Republic of Northern Cyprus, 2018) and archaeological objects that can be used in activities related to these outcomes are provided.

Table 2. Sample learning outcomes related to courses and archaeological objects that can be used

Course	Grade	Learning Outcomes	Potential Archaeological Objects to Use
Life Sciences	1	He/She explains the relationships between people, objects, and events in their environment through sensory organs.	Classical Period: Lip Band
	1	Through the sensory organs, he/she reveals the relationships between people, objects, and events around them.	Classical Period: Figurine
	2	He/She identifies the main cultural characteristics of their country.	Aceramic Neolithic Period: Mortar and Pestle
	2	He/She describes a place using basic concepts related to its location.	Byzantine Period: Inscribed Stone
	3	Gives examples of elements that make up our country's cultural assets.	Classical Period: Ivy Garland
	3	Explains the importance of cultural assets to people living together.	Archaic Period: Horse and Rider Figurine
Social Studies	4	He/She arranges major events in his/her life chronologically. He/She researches when people first settled in the place they live. He/She investigates why people settled in the place they live.	Neolithic Period with Ceramics: Mortar and Pestle
	5	Gives examples of elements that make up our country's cultural assets. Explains the importance of cultural assets to people living together. Makes suggestions regarding the activities that should be done to prevent our cultural assets from disappearing	Roman Period: Statues of Artemis and Deer
	1-2	Finds the main idea of what he/she listens to/watches. Expresses what he/she listens to/watches visually. Enacts related to what he/she listens to/watches. Uses words according to their meanings. Speaks impromptu. Recognizes the main sections in reading materials.	Byzantine Period: Inscribed Stone Geometric Period: Bird-Shaped Askos
	4	Enacts related to what he/she reads.	Late Bronze Age: Figurine Head
Turkish	3-4	Enacts related to what he/she reads. Enacts related to what he/she listens to/watches. Predicts situations beyond what he/she listens to/watches. Expresses what he/she listens to/watches visually. Reads paying attention to punctuation marks. Reads paying attention to emphasis, intonation, and pronunciation. Writes narrative text.	Archaic Period: Horse and Rider Figurine

Maths	3	Recognizes the structure, meaning, and function of language independently of texts through games, drama, etc.	Late Bronze Age: Cylinder Seal
		Reads with enactment.	Late Bronze Age: Loom Weight
		Pays attention to formal features when creating written texts.	Byzantine Period: Inscribed Stone
		Prepares before writing.	
	3-4-5	Pays attention to formal features when creating written texts.	Classical Period: Bronze Situla and Silver Kyathos
		Determines the purpose of writing.	Classical Period: Mirror
		Speaks on a specific topic.	
		Speaks impromptu.	
	1	Uses appropriate terms to express spatial relationships.	
		Points out objects that resemble geometric names like square, triangle, and circle.	Vessels with geometric shapes and patterns.
	Gives examples of identical objects in size and form.		
	Creates decorations with simple elements.		
1	Points out objects that resemble geometric names like cube, prism, cylinder, cone, and sphere.	Geometric Period: Barrel-Bodied Ewer	
	Creates different structures using cube, prism, cylinder, cone, and sphere models.	Three Legs (Tripod), Vase, Plate, Bottle, Ewer, Bird-Shaped Askos	
2	Completes missing elements in a pattern.	Roman Period: Statues of Artemis and Deer	
		Classical Period: Spiral-Shaped Arm Bands	
2	Finds the general rule in a pattern.	Classical Period: Diadem	
		Classical Period: Spiral-Shaped Arm Bands	
2	Specifies the faces and corners of cube and prism models.		
	Specifies the faces of cylinder, cone, and sphere models.		
	Shows the corners and edges of square, rectangle, and triangle.	Late Bronze Age: Flask	
	Creates square, rectangle, triangle, and circle models.	Geometric Period: Plate	
	Collects data related to a given problem.		
3	Draws using models of triangle, square, rectangle, and circle.	Geometric Period: Barrel-Bodied Ewer	
3	Decorates using a set of geometric shapes with his/her own rule.		
	Completes missing elements in a pattern.		
	Finds the general rule in a completed shape pattern.		
3	Creates new patterns with the same relationship using different materials in a pattern.	Geometric Period: Three Legs (Tripod) and Vase	
	Finds the rule in a completed decoration.		
	Finds the piece that breaks the rule in a completed decoration.		
3	Observes different dressing cultures in the world.	Middle Bronze Age: Eye-Decorated Pin	
	Interprets the functional differences in clothing.	Objects and wall paintings from the Soli region	
Visual Arts	4	Interprets the functional differences in clothing.	
		Uses the collage technique.	Lusignan Period: Glazed Bowl
		Employs various application forms of the collage technique.	
5	Expands expression areas with informal or figurative compositions.		
	Grasps the non-representational painting concept based on color harmony of geometric shapes.	Geometric period vessels in the archaeology section	
	Paints with geometric shapes.		

	1-2	Distinguishes the characteristics of the sounds he/she hears around. Plays sound games. Responds to the music he/she listens to and the sounds he/she hears. Performs body percussion.	Classical Period: Lip Band
Music	1-2-3-4	Recreates sounds he/she hears in nature using various sound sources based on their loudness features. Recognizes the instruments used around him/her. Notifies the sounds he/she hears around. Distinguishes the characteristics of the sounds he/she hears around. Creates his/her own instrument. Improvises.	Archaeological objects from the Soli section
	4-5	Recreates sounds he/she hears in nature using various sound sources based on their loudness features. Recognizes the instruments used around him/her. Notifies the sounds he/she hears around. Distinguishes the characteristics of the sounds he/she hears around. Creates his/her own instrument. Improvises.	Classical Period: Lip Band
	4	Conforms to the sequence during exercises. Protects himself/herself and his/her friends during complex skills. Congratulates friends who show positive movements after exercises.	Geometric Period: Bird-Shaped Askos
	4-5	Creates dance and choreography through activities. Performs the prepared choreography within the desired time.	Archaic Period: Figurines
Physical Education, Health and Sport	3	Applies basic dance techniques as required. Displays movements in a measured manner. Applies rhythm-appropriate choreography.	Geometric Period: Bottle
	3-4	Displays movements in a measured manner. Applies rhythm-appropriate choreography.	Archaic Period: Lekythos
	4	Discusses the habitats of different types of living creatures in their close environment with their friends. Presents a chosen creature and its habitat to his/her friends.	Classical Period: Figures on Cedar
Science and Technology	4	Focuses on whether excessive and unconscious hunting in our country threatens species.	Middle Bronze Age: Sling Stone Early Bronze Age: Dagger
	4	Determines how the environment has changed due to human influence. Discusses the effect of the changing environment on living creatures.	Early Bronze Age: Sword
	5	Discusses the criteria for classifying creatures. Classifies creatures based on their similarities and differences.	Late Bronze Age: Figurine Roman Period: Statues of Artemis and Deer

In Table 2, numerous museum education activities can be conducted based on the given sample learning outcomes with archaeological objects. Beyond the sample learning outcomes provided here, many learning outcomes related to these eight courses can be associated with archaeological objects, and appropriate activities can be carried out. Figure 1 shows the photographs of some archaeological objects related to different periods (Öztürk Kömleksiz, 2022).

		
Stone Mortar and Pestle Aceramic Neolithic	Pottery Ceramic Neolithic	Hearth Early Bronze
		
Rhyton Middle Bronze	Human Head Figurine Late Bronze	Barrel-Bodied Ewer Geometric
		
Chariot Figurine Archaic	Gold Ivy Garland Classical	Lagynos Hellenistic
		
Statues of Artemis and Deer Roman	Candle Byzantine	Glazed Bowl Lusignan

Figure 1. Examples of Archaeological Objects Related to Periods

4. Discussion

In this study, the aim is to establish a connection between the archaeological objects in the Güzelyurt Archaeology and Nature Museum in the TRNC and the learning outcomes of the TRNC Primary Education (1-5) program, and to support teachers in preparing unique museum education activities based on this connection.

From the examination of objects in the museum within the scope of this research and their association with learning outcomes in the education programs, it has once again emerged that archaeological objects in archaeology museums are important materials for cultural memory formation. As Silav (2019, p. 1488) emphasized, “The concept of culture and memory, which is important for transferring the values possessed by societies to future generations, develops specific to the society in which they live. Museums that offer intercultural interaction opportunities and ensure the continuity of cultural heritage are effective in social communication.”

When considering the learning outcomes in primary education, it is observed that the curriculum has an open structure for object-based learning, which is the most important feature of museum education. As expressed by Emeafor, Diminyi, and Duru (2018), teachers can assign active roles and responsibilities to students using the objects in the museum. Students can be asked which objects they want to examine in the museum. Students can be involved in object-based sensory activities.

One of the significant findings of this study is that teachers who want to conduct museum education can organize activities suitable for many learning outcomes using archaeological objects in various subjects such as “life knowledge, Turkish, mathematics, social studies, science and technology, visual arts, music, physical education, health, and sports”. Thus, adapting museum objects to education and realizing object-based learning in the museum becomes possible. Inventory cards and photographs of objects exhibited in the Güzelyurt Archaeology and Nature Museum, which are presented in the research findings, can be associated with adapting objects to education. Similarly, worksheets titled “search-find” and “yesterday-today-tomorrow” can be prepared with teachers and students to find archaeological objects in the museum and establish a connection between the past and the future. For example, in the Social Studies course, “draws the map of its location” learning outcome worksheets can be used to convey the historical and mythological context of the museum and its artifacts to students, while also encouraging students to use their creativity and critical thinking skills.

Although the study concludes that learning outcomes in the curriculum can be used in museum education, the importance of the teacher’s influence is emphasized in the literature. Akmehmet (2018) emphasizes that teachers implementing the curriculum need to understand the curriculum and have sufficient knowledge and skills for its application. When conducting activities related to museum education, being clearer can increase the use of museum education in classes by teachers to achieve the learning outcomes of the lesson, and therefore students can actively learn in the museum environment. In addition to teachers being curriculum literate, their competencies should be increased with sample museum education activities prepared according to the learning outcomes related to their lessons. Educational activities that can be done especially with the museums in their surroundings can contribute a lot to teachers. Therefore, activities suitable for learning outcomes can be prepared specifically for each museum considering its collection. This can strengthen school-museum cooperation. This way, teachers can know which activities they can do in which museum. Of course, important tasks fall to museums, academics working in the field of museum education, and teachers. Museum education units can prepare museum education books for each museum to guide teachers.

The importance of the variety of objects in a museum and their usability for educational purposes has been highlighted in this research, and it has been stated that it will provide significant support to teachers in terms of museum education. It has been addressed in many studies today that this situation can be supported with the web environment and virtual museums (Din, 2015; Lee, 2023). In the classroom or outside the classroom, before students go to the museum, they can carry out many activities in the virtual environment about that museum and have information about the museum. During the museum visit, they can compare the information they obtained in the virtual environment with the actual situation. This can provide students with rich learning experiences. Promotion of the Güzelyurt Archaeology and Nature Museum objects inventory discussed in this study can also be done online as a virtual museum, e-learning. Digital three-dimensional games for children can be prepared based on the archaeological objects in the museum. It has begun to be recognized today that museums can provide a rewarding and comprehensive environment for online learning (Din, 2015). The problems experienced in museums during the pandemic have shown museum managers the importance of online environments and online learning. The digitization of objects in the museum can be addressed as an important area of work today. In museums, since the emergence of Web 2.0, one of the common usage networks, interactive e-learning resources for remote education can be developed for visitors from different age groups (Lee, 2023).

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Acknowledgments

I would like to thank the staff of the Güzelyurt Archaeology and Nature Museum for their support in my work.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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