

A Study of Oral and Local History on Sportswomen with 5th Grade Students

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Abstract

Problem Statement: Contrary to traditional historiography, which mainly focuses on men's experiences and ignores the women, historiography today includes all people, genders and social groups. Accordingly, school history also needs to regard female actors of the past in order to present a more gender-balanced past that makes visible not only the men's but also the women's experiences. However, objectives on the subjects of women, women's history and gender in the social studies/history curricula in Turkey are very limited. In this sense, teachers need to think about how studies/activities/projects, where women and women's pasts are more visible in environments outside the school, can be conducted considering the skills in the curricula of social studies/history in order to make students aware of women's experiences in the past, empowerment of female students through investigating the pioneer/successful/challenged women in the past and provide gender equality on the educational base. Women's history, which is not sufficiently covered in the curricula and textbooks, could be studied by being integrated with the local and oral history studies.

Purpose of the Study: The study aims to show that students could be upskilled in terms of the history discipline in general and women's history and gender education in particular by ensuring they work on the women's history/experiences based on local and oral history approaches taking part in the current social studies curricula in Turkey.

Method: The study employs a qualitative research design and the action research method. The study was conducted, having a preparation period of two weeks and also two weeks for application, with 19 students who had just finished the 5th grade. The students studied the past sportswomen

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of the Sinop Black Sea Sail Club. Video footage of the process, observation notes of the researcher and the opinions of students received in writing constitute the data set of the study. The triangulation method was adopted and the opinions of two expert academicians were asked in order to ensure validity and reliability. The data were analyzed using the descriptive analysis method.

Findings and Results: In this study, it was found that even students at relatively young ages (11 years) can be upskilled in studying with historical sources, designing and asking questions, having an awareness of gender, appreciating the pioneer women of the past, having an eagerness for researching the lives of these women and feeling excited in a short time through the well-organized small scale, oral, and local history studies.

Conclusion and Recommendations: This study showed that awareness could be raised in both the history discipline and the history of women in students via the oral and local history studies. In this respect, it was recommended that teachers design studies that make women in the local environment visible, people to be researched in the first stage to be chosen among the pioneer women who were successful in their fields, providing sufficient quality and quantity of sources to conduct oral history studies and preferring subjects from socio-cultural fields such as the recent history and sports history, where students can easily perceive change and continuity.

Key Words: Women's history teaching, source-based history teaching, social studies teaching, gender equality.

Introduction

Women's past, as a part of history and women's studies, has become a study field in the 20th century. Criticism on the positivist historiography as from the 1970s and the developments in the field of social history directed women to the purposes of learning their own pasts, writing their own histories and constructing a collective memory of women (Akgokce, 1999; Berktay, 2003). Following up the academic historiography, the reason why women did not take part in history teaching began to be questioned and the history of women began to be included in the curricula of history teaching in countries like Holland, England and the US (Bourdillion, 1996; ten Dam & Schroeff, 1996; Levstik, 2015). Similarly, even if the studies take part in the current social studies and history curricula in Turkey that focus on the history of women in various contexts, the history of women is still very limited as a subject of the history lessons. Since school history has widely focused on men's past experiences, history has become identical with men's stories. However, current historiography includes all people and social groups, including men, women, and children (Cooper, 2007). Therefore, teaching women's history/female actors of the

past that have been neglected or ignored until a very recent time is very important in terms of both contributing to gender equality and presenting a more holistic and complete form of the past which does not include only men but also women. As female actors of the past have been widely neglected or ignored (Dilek, 2012) or under-represented (Alpargu & Celik, 2016) in the curricula and textbooks, studies to be conducted by adopting particularly the local and oral history approaches in the immediate environment are one of the most efficient ways of carrying women's history studies outside the school. Thus, it can be possible to ensure that students have rich learning experiences with the integration of various skills and objectives within the curriculum of women's history. Besides regarding some research findings (Akcali, 2015) showing that most of the teachers think themselves unqualified to conduct outdoor history teaching, including oral and local history activities, this small-scale practical study is expected to partly guide the teachers. In the context of women's history, beginning with the pioneer women, studying women in the past in school history classes is expected to contribute to making students aware that women's experiences are worth studying; of worth are also the empowerment of female students and a more gender-balanced history teaching consisting of both female and male actors of the past.

Transferring The Women's History, Local and Oral History Approaches to History Teaching

Visibility, awareness and empowerment are some of the main concepts in women's studies. "Visibility" (or the invisibility of women), the first stage of women's history, bears the purpose of discovering and revealing the women's experiences that were not recorded with various causes or ignored even if they are in the documents and left out of the historiography (Ilyasoglu, 2006; Perrot, 2009; Cakir, n.d.). Thus, women who were marginalized from the official historiography started to write the women's experiences from a feminist viewpoint (Berkday, 2003). In this sense, works that made the women visible in the history started from the pioneer women and continued to discovering the lives of ordinary women; the oral history method played an important role in conducting these studies. Hence, Thompson (2006, p. 28) was of the opinion that the oral history is a unique way of reaching the experiences of people whose voices remained anonymous and as for him, "these anonymous voices mostly belong to women and therefore the oral history forms the basis to create the history of woman." These arguments show that oral history studies are useful in discovering women's pasts from their own voice; therefore, they are used in this study.

The concept of "awareness" within the frame of women's history can be associated with the difficulties experienced by women in the past and their strategies to cope with these difficulties and being aware of the quality and patterns of gender relationships. Besides the analysis category of gender, the categories like age, class, marital status, ethnic origins, nationality, culture, identity, and experience must also be taken into account in the studies of women's history (Hughes & Hughes, 2005, p. 9; Cakir, 2011, p.43; Scott, 2013, p. 125-173). This principle that refers to being aware

of different aspects of womanhood can also be evaluated within the scope of this theme.

Women's history is an important source that contributes to the "empowerment" of women. "Empowerment" (UNESCO, 2005) "is people – women and men – to gain control over their lives by determining their own agenda, becoming skillful, gaining self-confidence and solving problems." While empowerment is a personal process, national/international collaborator institutions may support the process of self-empowerment (UNESCO, 2005). Oral history studies may contribute to the empowerment of women. According to Ilyasoglu (2001, p.36), researching women's history is important in terms of laying claim to the wealth of experiences, sacrifices and struggles in women's lives and making them visible and ensuring all women have the opportunity to be empowered.

In the field of education, engaging in oral and local history activities encourages students to study history. These are important in terms of a direct introduction of history to students (Danacioglu, 2007, p.5). Oral history studies can be a powerful means of inciting interest in the past. While engaging in oral history, even children of young ages may think that making original contributions to information (to local and sometimes national and mostly to the forgotten women's history) would be possible (Crocco, 2009, p. 254). Students engaging in oral history can evaluate the historical evidences and feel the reality of the history and that it was connected with the current events (Gazel, 2015, p. 111). In addition, oral history provides lively and original material as well as a contribution to historical inquiry to deepen and understand the information about the past (Redfern, 1998, p. 52). Accordingly, social studies curricula in Turkey include some oral and local history studies. "Culture and Heritage" was placed on an expanding framework in the 4th grade social studies curriculum in Turkey by involving oral history, personal historiography (family history) as well as national values (Dilek & Dilek, 2015). The local history approach comes up within the scope of recognizing the historical traces and cultural features in the immediate environment in the 5th grade curriculum (MEB [Ministry of National Education], n.d.) and it offers a perfect opportunity to be integrated by teachers into women's history. Within the scope of this research, students studied the history of a sports club in the immediate environment and on the sportswomen of this sports club in particular; because the existence of women in the field of sports may contribute to both the empowerment of women in the ways of coping with difficulties, being successful and developing self-confidence, and to turning the traditional gender roles on behalf of women through the female activities in the sport branches considered as "masculine." Thus, it can be considered that women engaging in sports provided chances for "physical strength," "personal empowerment," and "equality" and could undertake a role in unsettling the image of "weak and vulnerable women" put forth from a masculine perspective (Hacisoftaoglu, 2015). Sports offer opportunities for women to challenge the world of men (Nanayakkara, 2012, p. 1887). On the other hand, according to Appleby & Foster (2013, p. 11), Female Sports Establishment (2011) indicates that women were lacking positive role models and were faced with fewer opportunities and poor quality

sports. In addition, family or friends engaging in sports activities or the value they attached to the sports is important in determining whether women would participate in sports activities. According to Wheeler (1978, p. 312), sports can be used both as a material and a tool in researching the recent history and may create true grounds for historical studies like the critical interrogation of continuity and change.

This study was constructed on the basic proposition that women's history, which is not sufficiently covered in the curricula and textbooks, could be studied by being integrated into the local and oral history studies. The purpose of the study is to reveal that students could be upskilled in terms of the history discipline in general and women's history and gender education in particular by ensuring they work on women's history/experiences based on the local and oral history approaches taking place in the current social studies curricula in Turkey. Accordingly, the following sub-purposes were determined:

Purposes within the scope of the history discipline.

- To ensure that students are familiar with local and oral history studies (nature, methods, sources);
- To provide students with the skills of working with historical sources/historical thinking (chronology, historical inquiry, making inferences, perceiving changes and continuity) by giving them the roles of history detectives (Nichol & Dean, 1997)/young historians (Dilek, 2007) ;
- To ensure that they design questions for the interview in light of the information obtained from the sources.

Purposes within the scope of women's history.

Visibility

- To make women's experiences in the past visible;
- To ensure the voices of women actors of the past to be heard (To hear the voices of women).

Awareness

- To ensure that they discover the quality of the gender patterns retrospectively in the contexts of change and continuity;
- To consider the differences between women while studying the women's past;
- To create awareness about the difficulties/successes experienced by women in the masculine fields.

Empowerment

- To introduce women as historical subjects;
- To ensure they appreciate strong, challenged, successful and pioneer female model.

Method

Research Design

This study was constructed in accordance with the action research method within the scope of the qualitative study design. Action research “to be attractive for researchers (environmentalist, radical, African, American, feminist, etc.), having definite perspectives,” and carrying “the purpose of increasing awareness and consciousness-raising” (Neuman, 2007, p.42), corresponds to the purposes of this study, which are to create awareness in students through activities where women are visible and to contribute to gender equality. Because the study was conducted by the researcher, the approach where “the applier is researcher at the same time” was adopted (Yildirim & Simsek, 2006, p.297). The times of the action research projects vary by the study dynamics (Tuzel & Cekic, 2013; Johnson, 2014). Accordingly, the study was given a preparation period of two weeks and an application period of two weeks. In accordance with the nature of the action research, the activities were repeated by being revised in the second application.

Participants of the Study

The participants are students who have just finished the 5th grade¹. Because they had not yet started the 6th grade, they were accepted as 5th grade students. The study focused on the first sportswomen of the Sinop Black Sea Sail Club, which was established in 1967, and was conducted with nine females in the first week and five females and five males in the second week, 19 students in total.

Research Instrument and Procedure

The video footage of the activity period, observation notes of the researcher and opinions of the students constitute the data set. The data was recorded through a video camera during the two-week activity period (four hours in total). The information pages involving the newspaper reports belonging to the 1970s (clippings), photographs and the historical information compiled from the Web site² of the club were presented to the students and it was studied on these written and visual sources (17 sources in total) and then oral history works were carried out. The action plan of the activity carried out by two different groups is presented below:

Action plan.

Preparation

- Research and collecting relevant sources concerning the Sinop Black Sea Sail Club;

¹The applications were conducted within the scope of the activity of “We are Shooting a Documentary Film” of the project no 113B109 titled “TUBITAK-Sinop University, Entertaining Science, Art, Sports School in North’s Paradise Sinop” in 2013.

² Visual sources used in this study were received from <http://www.sinopyelken.org/public/page.aspx?id=242>.

- Conducting preliminary interviews with people for whom oral history works will be carried out;
- Creating activity plans and information/worksheets.

Application

- Working with sources in the classroom;
- Continuing the study in the bus;
- Interview with Sinop Black Sea Sail Club president Oguz Ozcu (he was the president in 2013);
- Interview with Filiz Koyuncuoglu, one of the former female referees of the sport of sailing in her home (in the 1st application)/Telephone interview with former sailor Simin Arikan (in the 2nd application);
- Receiving the opinions of students about the activity in written form and finalizing the study.

Both applications were carried out in the same work flow and people differentiated only in one activity. In accordance with the action research principles, the application performed in the first week was reviewed and the activities and information sheets were revised in order to use time in a more efficient and economical way. Accordingly, the scope of the study in the second week was reduced and was focused on Simin Arikan's sports history.

Validity and Reliability

The "triangulation" method was used to ensure the validity and reliability of the research (Ekiz, 2003, p. 37; Yildirim & Simsek, 2006, p. 94; Tuzel & Cekic, 2013, p. 234). Different data collection sources were used and the data was collected in different times (Johnson, 2014, p. 111). Accordingly, in addition to the video footage of the process, observation notes were taken by the researcher during the application and the student opinions about the activities were taken in written form at the end of the application. Hence, dialogue and images obtained from the video footage were supported by the observation notes of the researcher and student opinions. In addition, in order to ensure the reliability of the study, data, analysis and the comments were presented to two expert academicians in history teaching and their opinions were received (Ekiz, 2003, p.37-38; Yildirim & Simsek, 2006, p. 263).

Data Analysis

Because the data was collected through the activities performed in a limited time within the scope of the project, it was focused on the performances, tendencies and awareness of the students within the process. The themes used during the time of the analysis were coded as the "Data for History Discipline" and "Data for Women's History" in parallel with the determined sub purposes. Information content of these codes are presented below:

Data for the history discipline. The sub themes of analyzing sources like a historian, chronological thinking, inquiring, making historical inferences, interpreting, perceiving the changes and continuity, which are included in the historical thinking

processes were the focus. Recognizing the oral history method, asking questions, and using listening skills were also coded under this theme.

Data for women's history. The awareness and empowerment sub themes of the visibility of women in the stage of history intended for women's experiences and gender patterns were the focus. The relationship between women and sports was also coded by being involved in this theme. In addition, the student opinions and observational data were also presented under two different titles in order to support other findings. While determining the main framework of the data analysis, these themes have mostly transitional and intricate structures. The descriptive analysis method, which aims to present the data with direct quotations and then interpret it as the most appropriate analysis method for the nature of the study, was used due to this characteristic of the data (Yildirim & Simsek, 2006, p.224). Video footage was watched and all dialogue in the application process was written down; each statement was numbered and the speakers were coded. The researcher was coded as R., female students as FS, male students as MS and each student was coded by being given a number (such as FS1, MS1 etc.). The dialogue is represented by the number 1 for the first group and the number 2 for the second group. Accordingly, for example, the 1.1 code represents the first statement of the first group dialogue and the 2.2 code represents the first statement of the second group.

Results

Chronology Work - Successful/Strong/Subjectivated Women

Following the introduction of sailing sportswomen Simin and her older sister Sema Arikan, the students analyzed Resource 1 (Figure 1) and Resource 2 (Figure 2).



Figure 1. Simin Arikan 1971



Figure 2. The report dated August 18, 1970

The students analyzed Resource 1 in order to introduce the Optimist team, which involved Simin Arikan as a member. The sign on Simin Arikan's t-shirt attracted attention and she was asked what it was. A male student who did sailing in the past answered the question: "Optimist... For example there is laser or something; optimist is the name of a boat." The students were told that Optimist was the name of a boat and there were athletes who drive these boats. Resource 1 is also appropriate for the subjectivity and empowerment themes due to Simin Arikan's confident stance.

Resource 2 was given to ensure that students give attention to the date of a document in terms of the history discipline. Information about how the photograph was taken in the Black Sea regional competition where the Club came first and Simin Arikan and her sister Sema Arikan were placed in the competition was shared and the question of "What can be the date of the Samsun Black Sea Regional competition, where Simin Arikan ranked second?" was asked. The attentive students gave the answer of "August 18, 1970" by looking at the date of the newspaper clipping. A part of the related dialogue is as follows:

2.57. R: *Look, we haven't seen anything about the (Simin Arikan's) age in the sources, have we? However, what we have learnt up to now? Simin Arikan was ranked second in a competition. And her sister ranked third. (...) Well, what date is it?*

(Students think out loud)

2.58. MS1: *August 18, 1970.*

2.59. R.: *Look, you (...) are an attentive historian! What do we look at first? We look at the date of the document, don't we? Now, nothing was told to us in this paragraph about the date the contest was conducted. But, when we look at the date of the newspaper, we find that the context was in 1970. How is it? We work like a detective, don't we? We obtain information by considering the clues!*

Within the scope of the chronology study, students were requested to find Simin Arikan's birth date and how old Simin Arikan was when she and her family came to Sinop in 1962 and how old Simin Arikan was today. Students made mathematical operations by evaluating the clues in Source 5 (Figure 3) titled "Young sailors of Sinop prepare" and Source 6 (Figure 4) titled "The only girl competitor of the youngster's sailing contest, Simin from Sinop ranked second yesterday" and by discovering that the news in Source 5 (the date of which they knew) and the news in Source 6 (the date of which they didn't know) were about the same contest and could respond to all of these questions correctly.



Figure 3. A news article dated 1971

Figure 4. Another news article with the same date

Oral History Method - Successful/Pioneer Women

The students were given a newspaper report where Sema and Simin Arikan and Oguz Ozcu were side by side. They were asked to distinguish that Simin Arikan and Oguz Ozcu were athletes of the same club and knew each other and one of the source persons from whom it could be obtained information about Simin Arikan was Oguz Ozcu. Similarly, a dialogue about the discovery of the information sources of the past was as follows:

2.75. R: "We found the information about Simin Arikan by [analyzing the newspaper reports/sources] by ourselves. Well, how can we obtain information about her except for that?"

2.76. MS2: Teacher! For example we can go to her and obtain information. Maybe we can learn things when we ask her what we couldn't learn from the newspaper(s).

2.77. R.: Very nice. One of the local history sources is humans; source persons. We will have made an oral history work when we conduct an interview with her. (...)

This data proves that the purpose of "ensuring students to be familiar with the local and oral history studies (nature, methods, sources)" targeted within the scope of the history discipline had actualized. The students discovered that they could reach the source persons with whom oral history works could be carried out by evaluating the clues in the newspaper reports.

Making Historical Inferences- Becoming Aware of the Pioneer Women/Empowerment

In order to ensure that students made inferences about the personality characteristics of Simin Arikan, they were asked to analyze a report titled "Optimists hoist sail: Only girl competitor Simin ranked third in the grading" published in the

newspaper dated July 24, 1971. The report is read loudly by the researcher in the classroom. A part of the article read by the researcher is as follows:

“Young Simin’s Success: Competing alone among about a hundred male competitors, the 12 year old girl Simin Arikan from Sinop region showed a great success and ranked third in the personal grading. Following-up her male opponents as from the start of the competitions and being successful, Little Simin (...) turned to the people around her and said “you will see, I will show myself also in Europe in a very short time.”

Dialogue with the students after reading the news is as follows:

2.63. R.: *Now, what can we say about Simin Arikan’s character based on these things? What kind of a child she was?*

2.64. MS2: *Ambitious.*

2.65. MS1: *Farsighted.*

2.66. MS3: *She planned what she would do (...).*

2.68. FS1: *Confident.*

2.69. FS2: *Successful (...).*

2.71. FS3: *Self Confident.*

2.72. FS4: *Stubborn.*

2.73. MS4: *Powerful.*

2.74. MS5: *Smart.*

2.75. FS5: *Clever.*

A part of the dialogue during the bus ride in Group 1 about Simin Arikan’s personality is as follows:

1.1. R: *Ok, we can start.*

1.2. FS1: *Now we are shooting a documentary film. We will try to obtain information about Simin Arikan. We are going to the sail club right now.*

1.3. R: *Ok children, what about your research? What documentary film will you shoot?*

1.4. FS2: *We are researching Simin Arikan’s life.*

1.5. R: *Who is Simin Arikan?*

1.6. FS2: *She is from Sinop (lived in Sinop), a sailor and successful; in Turkey, in the country.*

1.7. R: *How do you know that she was successful?*

1.8. FS2: *We saw it on the news, the news we researched.*

The statement 1.8. of the dialogue shows that students had worked with historical sources/documents; and statement 1.6. shows that a young girl in the 1970s (Simin

Arikan) had engaged in sailing and they obtained the information that she was successful throughout the country. While statement 1.6. was associated with inference, one of the skills of historical thinking, it is also related to awareness of pioneer women/empowerment in the context of women's history. All of these inferences from the sources analyzed by the students indicate that they perceive Simin Arikan to be a subjectivated, challenged and a strong woman. And this data shows that one of the purposes of this study, which is to give female actors the ability to be the historical subjects of the past within the scope of women's history, had been actualized.

In light of the information obtained from the sources, a part of the data obtained within the scope of designing the questions for the interview can be analyzed below:

1.15. R: (...) *What do you want to ask (Simin Arikan)?*

1.16. FS5: *We will ask her purposes.*

1.17. R: *What purposes?*

1.18. FS6: *We will ask, "What was your purpose while starting the sport of sailing?"*

1.19. FS4: *How did you start sailing?*

1.10. FS7: *Why did you choose sailing?*

1.12. FS2: *Have you ever thought of giving sailing lessons to children, or being a teacher?*

1.13. FS1: *What kind of a feeling was it to win among males?*

1.14. FS7: *Who was the best among your friends? (...)*

1.16. FS1: *And how could she find this confidence in herself?*

Among this data, the statement 1.13. indicates that the purpose of creating awareness for the successes of women in a masculine field within the scope of the women's history had been actualized. 1.16. shows that the purpose of ensuring that students appreciate the strong, successful, challenged, pioneer female models and empowerment had been actualized.

Students in Group 1 determined the names of the sportswomen by analyzing Source 12 (Figure 5) as well as other related sources. On the other hand, the news titled "Sailor girls from Sinop seek for opponents to compete-Sailor girls says 'We worked and got into form. Now we want to test our power and feel the excitement of the race'" (Figure 5) contributes to a sense of empowerment, pioneer women and the presentation and perception of women as subjects in the context of women's history. The photograph in the news presents the strong, challenged and subjectivated woman images.



Figure 5. News dated August 31, 1971

Historical Inquiry/Change and Continuity - Gender Patterns /Awareness

Based on the news about Simin Arıkan, students in Group 1 were asked to think about why fewer girls engaged in the sport of sailing compared to boys. A student asserted that it could be related to physical power and boys could be physically more likely to do sailing. The club president Oguz Ozcu (OO) was asked this question during the Sailing Club visit. The related dialogue can be seen below:

1.34. R: Now, for example, let us request from Oguz Ozcu to compare the numbers of sportswomen in those times and present day?

(...)

1.35. OO: Back then, our team consisted of 10 people. There were two sportswomen within those 10 people; Sema and Simin. (...) During all this time, unfortunately things did not change much. (...) It is unfortunately about the structure of our country: families behave more protectively towards their daughters. (...) for example they give permission for volleyball or basketball but they are afraid of sailing. Therefore, the number of sportswomen has not been increasing but while there is a low number of female athletes in Turkey, we have female athletes in Sinop. Their numbers began at about 20 percent and increased up to 30 and 35 percent, but it never was more than this. (...)

1.37. R (To the children): *What had you been wondering about? Who had said that? "Due to males being stronger...?" (FS1 says it was her) You! (to the student) Say it to Oguz Ozcu.*

1.38. FS1: *Did Simin Arikan stay behind due to males being stronger?*

1.39. OO: *Oh, no. Strength is not important in the sport of sailing as is the case with, for example, weight lifting or football. (...)*

1. 41.OO: *Of course, it is performed with the body, but it is a branch of sport that is performed more with the brain.*

Statement 1.34. is about students understanding the change and continuity in terms of girls and boys engaging in the sport of sailing. Hence, the source person asserted that there was not much change from past to present in the sport of sailing in terms of gender; and as a result of the protective attitudes of families, few girls engaged in the sport of sailing also today in the statement 1.35. In the statement 1.38., changing the initial question, asking about whether the physical features of Simin Arikan caused her to be left behind the boys was attempted. In the continuing dialogue, students acquired the information that the sport of sailing required cognitive skills such as decision making rather than physical power. In this case, the view describing the main obstacle preventing girls from engaging in the sport of sailing arose from the protective attitudes of families came to the fore. These views of Ozcu are in parallel with the proposition that families were determinant in girls' participation in this branch of sports (Appleby & Foster, 2013, p. 11) and Uzel (2012, p.48, 94) also stated that approximately one third of the children sailing in Turkey were girls, considering the statistics from the year 2011. All of this data shows that when they are guided, students can think about the gender patterns, develop some arguments, and check them while interviewing.

Students were requested to find the professions of the fathers of the girls (governor, judge, engineer, etc.) engaging in the sport of sailing by analyzing the sources; and based on this information, they were guided to infer that girls engaging in this branch of sport come from well-educated families with high socio-economic levels. Under the guidance of the researcher, students brought up the question of whether this arose from the possibility that sailing was an expensive branch of sports. The relevant information in the interview with Oguz Ozcu can be analyzed below:

1.46. FS8: *(looking at the information sheets in her hand) There were Gulsun Dagli and Simin Arikan. Her father had a good profession. Was the sport of sailing that expensive in those times?*

1.47. OO: *No. It never was expensive; the sailing course was free. It was free back then and is still free.*

1.48. FS8: *Then why fathers having a good profession... for example Gulsun Dagli's father...*

1.49. R.: *What was the profession of her father? We had checked?*

1.50. FS8: A judge. (...)

1.57. OO: *Let me explain it to you. As for us, it is about education. (...) Well-educated families direct their daughters to social activities more. (...) this has nothing to do with the financial situation; it is completely related to the culture structure and education of families.*

1.58. R: *So, we've reached an accurate result haven't we? We were told that the daughters of well-educated families engaged in this branch of sports.*

(They head towards the board where the current athletes list is hung in order to make a comparison together and OO gives information about the sportswomen)

1.61. OO: *Again, if you look at the rates, there is not much difference between now and those times. I mean, there hasn't been much development in Turkey of girls engaging in this branch of sports. (...)*

In response to the question that he asked in statement 1.46., the student received the answer that the sailing was free in statement 1.47. Statement 1.48. is important for showing the student's efforts in discovering the cause of a case in the past. At this point, the question that the student wanted to ask is "if the sport of sailing is free, then why are only the daughters of families with higher income levels engaged in this branch of sports?" This shows that students can interrogate in terms of "causality" based on the sources while dealing with the oral history (Redfern, 1998; Gazel, 2015).

Students learned from the sources they studied and the interviews with the source persons that the small number of sportswomen having a proclivity for the sport of sailing showed a historical continuity; on the other hand, they learned that there was a change in the socio-economic levels of the families directing their daughters to this branch of sports compared to the past. All of this data shows that the purpose of students discovering women's history and the quality of gender patterns retrospectively in terms of change and continuity had been actualized. In addition, this data also shows that the purpose of observing the female experiences in the sense of awareness by considering the difference among women (Hughes & Hughes, 2005; Cakir, 2011; Perrot, 2015) had been actualized as well.

OO mentioned to the students that the boathouse that is used by the students as the dressing room had not changed since 1967 and the only difference was the beachfront door of the boathouse had become distant from the shore with the filling of the sand within the past 46 years. The dialogue during the Sailing Club visiting continued as follows:

1.26. R: *Years ago... we had calculated her age. Back then she was 12 years old. Look, Simin Arikan used this place.*

1.27. OO: *We also hung our clothes and life vests on these hangers. We did not have cupboards like this back then. But we used to solve our problems in other ways; we were putting our clothes to plastic bags.*

1.28. FS6: *Do the clothes or materials used by Simin Arikan still exist?*

1.29. OO.: *If they exist, she probably holds them. We don't have them here anymore.*

The boathouse as a historical place remaining without change since 1967 until today is important in helping the students to imagine the experiences of Simin Arikan and the other athletes in the past. Through this narration, besides recognizing a historical place, students have found the opportunity to see one of the geographical changes experienced in time. Statement 1.27. involves the change and continuity elements in the use of a historical place. In statement 1.28., it is significant that the students wonder about the belongings that Simin Arikan used in the past based on the use of the place as a dressing room.

Historical Information- Gender Inequality/Empowerment

A part of the dialogue between the students in the Group 2 and Simin Arikan (SA) is as follows:

2.162. MS?: *When did you start the course (the sailing course)?*

2.163. S.A.: *When I was eight years old. I won my first cup at the age of 10. Then it continued. I didn't finish any of the contests without any cup or medal! (...)*

2.170. R: *The students deduced from the documents that you had an [ambitious, strong and self-confident] successful and smart character. (...) I wonder if it was hard to be a sportswoman? Did you experience any difficulties in the past?*

2.171. SA: *Of course I did. I was the only ... the youngest one. I had my sister but (...)*

2.173. SA: *I was the only girl in the contests. Because those were the official contests, I was the youngest one in the club during the contests. There was no female division in the contests, so the grading would be done accordingly. Although I was the youngest one, they would not take my age into consideration because I was the only girl in the contests. I mean, my ranking was lower because there was no female division. Therefore, everyone considered me to be the winner and leader. The features and characteristics you mentioned are about the salesmanship brought by the sailing and I recommend it to children. Courage, self-confidence... all these are the things that develop with sailing. Besides, there was no private dressing room for the females in the contests.*

2.174. SA: *There was no dressing room for females in the clubs either. Remaining in dormitory rooms used to be a problem. I travelled many places in Turkey (...) I've been abroad. I used to have many difficulties in those places. There was not even a trainer in Adana; we requested a female trainer; they could not employ a female trainer. I was the only sportswoman participating in the contests. We charged my older sister as the trainer. (...) My older sister was the trainer and I was the racer, she was twelve years old and two years older than me.*

2.179. FS3: *Well, who trained you in the sailing course?*

2.180. SA: *The person who made us love sailing and sea was Hizir Reis. I started sailing with him.*

2.202. MS1: Did you engage in another job except for the sailing?

2.203. SA: Except for the sailing; you know I turned my age for sailing. You know it can be done until the age of 13. Then I was 13. (...) I taught children for Optimist in Adana for two years. I was just 13; think about that! There in the camps, I was teaching children. Trainers wanted me to train children. Then I did swimming as a certified athlete in Deniz Sport in Adana. I won medals in that field as well.

2.213. MS2: Did you continue sailing also in other cities; or did you quit right after that?

2.214. SA: When I went to Adana (...) In fact, I have the newspaper clipping: Simin started the first official races in Adana... I have a picture on the boat. (...)

Statement 2.170 is for the purpose of creating awareness against the difficulties experienced by women in a masculine field within the scope of the women's history. The dialogue involves significant data to ensure that students are aware of the gender inequality against women in the past in the field of sports. On the other hand, it involves the relationship between the sport of sailing and personal empowerment (2.173) and the data that shows Simin Arikan was a pioneer woman in the past (like 2.214).

As a result of the classwork, the findings reached by the students by examining the historical sources and the themes associated with them can be seen in Table 1.

Table 1.

The Source-Based Study Process and the Related Themes

Students' Findings	History Discipline	Women's History
Birth of Simin Arikan/Her age of arrival to Sinop	Chronology	Pioneer Women/ Visibility
Names of the girls engaged in the sport of sailing in that period (Group 1)	Historical Information/ Inference	Pioneer Women/Visibility/Empowerment
Professions of the fathers of the sportswomen (Group 1)	Historical Information/ Inference	Difference/Awareness
Simin Arikan's Personality Characteristics/Experiences	Historical Inference	Hearing the Voices of Women / Subjectivity/ Empowerment/ Gender Equality

Table 1 Continue

Students' Findings	History Discipline	Women's History
That Oguz Ozcu, the person they saw in the newspaper reports of the period, was the president of the sailing club and information could be obtained from him about the past of sportswomen	Oral History/Sources	Visibility
Experiences of Simin Arikan and that information about the period could be obtained by interviewing Simin Arikan	Oral History/Sources	Hearing the Voices of Women/Visibility

Findings reached by the students using the interviews within the scope of the oral history and the related themes can be seen in Table 2.

Table 2.*Interview Process and Related Themes*

Students' Findings	History Discipline	Women's History
Short History of the Sailing Club; Simin Arikan's use of the historical place	Local History/ Historical Place/ Change and Continuity	Women's Experiences/Visibility
Comparison of sportswomen in the past and current contexts	Historical Inquiry/ Change and Continuity	Gender Patterns
Comparison of the families of sportswomen	Historical Inquiry/ Change and Continuity	Considering the Difference/Awareness
Difficulties experienced by women in the field of Sports	Historical Information	Strong/Pioneer Women/Awareness/ Gender Inequality

Student Opinions

Almost all students agreed that the study was entertaining. A portion of the students' opinions is as follows:

"We are shooting a documentary film' was the most entertaining one. I wish it would be every day. It would be better if we had met with Simin Arikan."

"We had so much fun. Examining and researching the lives of others amused me."

"This was the one that entertained me the most. I thought of myself as a detective."

"It was very good to ask Oguz Ozcu and Simin Arikan questions."

A dialogue in Group 2 at the end of the study was as follows:

2.231. R: *Well, children, what kind of study did we perform today? (Oral and local history answer is expected)*

2.236. MS1: *Examining the life of a human and then talking to her is ... some weird.*

2.237. R: *What do you mean weird? Can you explain it a bit more?*

2.238. MS1: *A good feeling. Funny.*

2.239. R: *Is it a good feeling? Funny? A person you never met...*

2.240. MS1: *It is exciting.*

2.241. R: *You found it exciting? We firstly analyzed the documents, didn't we? And then we asked the questions about the matters we wondered about. And we got a history of success, a history of a life...*

Observational Data

Observational data also reveals that the students enjoyed performing the study because they have successfully fulfilled the tasks assigned to them, and became impatient when using the camera and with the shooting of the documentary film. Observational data, on the other hand, revealed that such a study helped students to develop positive attitudes of women. Accordingly, it was seen that a male student (MS3) had rejected to work with a female student, and was reluctant to work on the subject of sportswomen. However, then the data showed that he was adapted and appreciated the study. For example, he stated that he wanted to receive the signature of Simin Arikan with the thought that it could be a historical document in the future.

Conclusions and Suggestions

Through this study and by means of oral and local history studies, the findings that prove skills aimed at either history discipline or women's history that can be synchronically realized have been reached. Student statements and observational findings have shown that students find the act of focusing on human experiences interesting and amusing; doing oral and local history studies was enjoyable to them.

That fact proves that oral and local history studies are an immense starting point (Crocco, 2009) in encouraging students to wonder and get excited about the past. Furthermore, this is supported by research facts (Isik, 2008; Akcali & Aslan, 2013) that have shown that local history studies increase the positive attitudes of students towards history lessons.

In this research, as focused on the past of pioneer and successful women especially, it has been discovered that almost all students, even including male students, appreciate women. In accordance with that fact, considering characteristics of that particular age group—according to Egan (1986), the romantic stage—it can be suggested that women's history studies should be structured beginning with unusual/pioneer women which have success stories and then progressing to the lives of ordinary women. When considered, the students who are 11 years old are at a relatively early age to be aware of the oppression of women and other concepts and facts in the context of gender; in this study, experiences acquired by students stand on a crucial point concerning the beginning of that awareness. Hereunder, in an interview with Oguz Ozcu, while the students have learned that there is a present existence of a sex-oriented approach (that girls are not led to sailing by their families as much as the boys, more protectionist behaviors by families) against girls in sports like in the past, in an interview with Simin Arikan, they have also learned difficulties experienced by the girls who used to deal with sailing in the past such as they did not have either a dressing room or a dormitory, and they were not given any female trainers. Students, when guided, question the reasons why the sport of sailing is chosen less frequently by the girls, and they can develop some arguments according to that fact; so they finally realized the dynamics which affect women's experiences such as, for instance, education, social class, etc.

Studying with historical sources has become an important starting point for students in order to reach successful learning experiences, specific to the history of women. Hence, that there are more data sources about Simin Arikan have ensured students involve themselves in that subject matter mostly and be productive in designing/asking questions about it. It can be argued that visuals that are viewed will make an important contribution in presenting women as historical subjects. Thus, images presented to the students via visual sources (e.g. information sheets and photographs in newspapers) are such as to bolster up an image of successful, challenging and highly self-confident sportswomen. Similarly, in her research that leads the students to analyze photographs of women from the past in order to enable them to think as an historian, Shocker (2014, p. 448) has proved that studying with the visuals is crucial in teaching history; they are most important when teaching women's history. This research has also given an opportunity for students to engage in interdisciplinary study. The students have set their mathematical knowledge to work in order to discover some dates relating to experiences of Simin Arikan, so through a brief chronology exercise, they have realized that making a history is connected with different disciplines.

When considering the fact that a considerable majority of the students have enjoyed the activity, it can be argued that the primary education level of local history studies', beyond political history, focus on subject matters related to socio-cultural and relatively recent history are a good starting point in improving the skills involved in researching history. On the other hand, assigning the students to shoot a documentary film helps motivate them to be fully engaged in the study. Another dynamic that the students are attracted is that the activity is not limited to only one place. These facts can be taken into consideration in conducting any kind of oral/local history studies.

On the other hand, besides the study asserting a desire to understand human experiences in the history of sports and contributing to a critical inquiry of continuity and change (Wheeler, 1978), it gives the students an opportunity to search the history of sports in general, and the history of female sportswomen in particular, and it also exerts that sports can form a highly efficient basis for meeting competitive, successful, hardworking, decisive, assertive, strong, subjected women images via the competitive and success-driven dimensions of sports. Thus, the presentation of such a woman image can establish a good range of motion in terms of shattering the codes of woman in traditional or affirmed gender roles (e.g. weak, indecisive, in pursuit of success-but not successful, dependent, passive, etc.) (Zeybekoglu, 2013, p. 55), and of making different role models visible. When considering that that particular age group of children (9-11) positioned in the romantic stage have a tendency towards focusing on heroes and victories (Egan, 1986), the studies based on life stories of successful female sportswomen may fill an important blank in education. These women heroes on the stage of history may make a contribution in realizing gender equality at the educational level via an appreciation by male students and by the empowerment of female students.

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5. Sınıf Öğrencileriyle Kadın Sporcular Üzerine Bir Sözlü ve Yerel Tarih Çalışması

Atf:

- Dilek, G. (2016). A study of oral and local history on sportswomen with 5th grade students. *Eurasian Journal of Educational Research*, 63, 89-114, <http://dx.doi.org/10.14689/ejer.2016.63.6>

Özet

Problem Durumu: Türkiye sosyal bilgiler/tarih öğretim programlarında kadınlara/kadın geçmişine/toplumsal cinsiyete odaklanan kazanımlar son derece sınırlıdır. Bu bağlamda toplumsal cinsiyet eşitliğinin eğitim zemininde gerçekleştirilebilmesi için öğretmenlerin sosyal bilgiler programlarındaki ilgili

becerileri dikkate alarak okul dışı ortamlarda kadınların ve kadın geçmişinin daha görünür olduğu çalışmalar/etkinlikler/projelerin nasıl gerçekleştirilebileceği üzerinde düşünmeleri gerekmektedir.

Kadın tarihinin ilk aşaması olan “görünürlük” (ya da kadının görünmezliği), çeşitli nedenlerle kayda geçirilmemiş ya da belgelerde olsa da tarih yazımında görmezden gelinmiş ve tarihin dışında bırakılmış kadın deneyimlerini keşfetme ve görünür kılma amacını taşımaktadır. Bu bağlamda kadınları tarihte görünür kılma çalışmaları öncü kadınlardan başlayarak sıradan kadınların yaşamını keşfetmeye doğru ilerlemiş ve bu çalışmaların yürütülmesinde sözlü tarih yöntemi önemli bir rol üstlenmiştir. Kadın tarihi çerçevesinde “farkındalık” kavramı ise, geçmişte kadınların yaşadıkları güçlükler ve bunlarla başa çıkma stratejileri ve toplumsal cinsiyet ilişkilerinin niteliğini/toplumsal cinsiyet örüntülerini fark etme ile ilişkilendirilebilir. Kadın tarihi, öte yandan, kadınların “güçlenmesine” (*empowerment*) katkı sağlayan önemli bir kaynaktır ve sözlü tarih çalışması kadınların güçlenmesine katkıda bulunabilir. Eğitim alanında ise sözlü tarih ile birlikte yerel tarih, öğrencilerin tarihle doğrudan tanışmaları bakımından önemlidir. Sözlü tarih çalışması, geçmişe heyecan duymayı teşvik etmede, güçlü bir araç olabilir. Sözlü tarih yoluyla öğrenciler, tarihi kanıtları değerlendirebilir; tarihin gerçekliğini ve bugünleriyle ilişkili olduğunu hissedebilir ve tarihsel sorgulamaya katılabilirler. Bu araştırma kapsamında öğrenciler yakın çevredeki bir spor kulübünün tarihini ve daha özeldir bu kulübün geçmişteki kadın sporcularını çalışmışlardır. Zira kadınların spor alanındaki varlığı bir taraftan, güçlüklerle başa çıkma, başarı kazanma ve özgüvenini geliştirme yoluyla kadınların güçlenmesine; öte yandan özellikle “erkeksi” olarak kodlanan spor dallarındaki kadın etkinlikleri yoluyla, geleneksel toplumsal cinsiyet rollerini kadınlar lehine dönüştürmeye katkıda bulunabilir. Bu çalışma, öğretim programlarında ve ders kitaplarında yeterince yer verilmeyen kadın tarihinin, yerel ve sözlü tarih çalışmalarına entegre edilerek çalışılabileceği temel önermesi üzerine inşa edilmiştir.

Araştırmanın Amacı: Çalışmanın amacı, Türkiye’nin güncel ilköğretim programlarında yer bulan yerel ve sözlü tarih yaklaşımlarından hareketle öğrencilerin kadın tarihi/kadın deneyimleri/tarihin kadın aktörlerini çalışmaları sağlanarak genelde tarih disiplini, özeldir kadın tarihi ve toplumsal cinsiyet eğitimine yönelik becerilerin kazandırılabilmesini ortaya koymaktır.

Araştırmanın Yöntemi: Nitel araştırma deseni ve eylem araştırması yönteminin kullanıldığı çalışma iki hafta hazırlık, iki haftanın birer günü uygulama olarak düzenlenmiş; ilk hafta 9, ikinci hafta 10 olmak üzere beşinci sınıfı henüz bitirmiş 19 öğrenci ile yürütülmüştür. Öğrencilerle Sinop Karadeniz Yelken Kulübünün geçmişteki kız sporcuları araştırılmış; öğrencilere sınıfta ve otobüste tarihsel kaynaklarla çalışma, Yelken Kulübüne gezi ve ilgili kişilerle sözlü tarih çalışması yapmaları için araştırmacı tarafından rehberlik edilmiştir. Sürecin video kamera kayıtları, araştırmacının gözlem notları ve yazılı olarak alınan öğrenci görüşleri çalışmanın veri setini oluşturmaktadır. Geçerlik ve güvenilirliği sağlamak üzere çeşitleme yöntemine ve alanında uzman iki akademisyenin görüşlerine

başvurulmuştur. Veriler tarih disiplini ve kadın tarihi olmak üzere iki ana tema altında toplanmış; öğrenci görüşleri ve gözlem verileri de diğer bulguları desteklemek üzere iki ayrı başlık altında sunulmuştur. Veriler betimsel analiz tekniği kullanarak çözümlenmiştir.

Araştırmanın Bulguları: Bu çalışmada iyi organize edilmiş küçük çaplı sözlü ve yerel tarih çalışmaları aracılığıyla, sınırlı bir sürede ve görece küçük yaştaki öğrencilere (11 yaş) bile tarihsel kaynaklarla çalışma, kaynak kişilere soru sorma/tasarlama, toplumsal cinsiyete yönelik farkındalık, -yerel düzlemde- geçmişin öncü kadın aktörlerini fark etme ve onlara değer verme, kadınların yaşam öykülerini araştırmaya heves ve heyecan duyma becerilerinin kazandırılabilceği bulgulanmıştır.

Araştırmanın Sonuçları ve Önerileri: Bu araştırma sözlü ve yerel tarih çalışmaları yoluyla öğrencilere hem tarih disiplini hem de kadın tarihine yönelik becerilerin eş zamanlı olarak kazandırılabilceğini göstermiştir. Öğrenci ifadeleri ve gözlem bulguları, öğrencilerin insan yaşantılarına odaklanmayı ilginç ve eğlenceli bulduklarını, sözlü ve yerel tarih çalışması yapmaktan keyif aldıklarını göstermiştir. Çalışmada özellikle öncü ve başarılı kadınların geçmişine odaklanıldığında, erkek öğrenciler de dâhil olmak üzere hemen hemen tüm öğrencilerin kadınları takdir ettikleri ve onlara değer verdikleri bulgulanmıştır. Öğrencilerin kadın tarihi özelinde başarılı öğrenme deneyimlerine ulaşmalarında tarihsel kaynaklarla çalışma önemli bir başlangıç noktası oluşturmuştur. Seçilen görsellerin de (iddialı/meydan okuyan, özgüveni yüksek, vb.) kadınların tarihsel özneler olarak sunumuna önemli bir katkıda bulunacağı ileri sürülebilir. Bu araştırma öğrencilere disiplinler arası çalışma fırsatı sunmuştur: öğrenciler küçük bir kronoloji çalışması yoluyla tarih yapmanın farklı disiplinlerle ilintisini fark etmişlerdir. Öğrencilerin önemli bir çoğunluğunun etkinlikten keyif aldıkları yönündeki bulgu dikkate alındığında, ilköğretim düzeyinde yerel tarih çalışmalarının siyasi tarihin ötesinde, sosyo-kültürel ve görece yakın tarihli konulara odaklanmasının tarih disiplini kapsamındaki (tarih yapma) becerilerinin geliştirilmesinde iyi bir hareket noktası olacağı ileri sürülebilir.

Bu doğrultuda öğretmenlerin yerel çevrede kadınları görünür kılan çalışmalar tasarlaması, ilk aşamada araştırılacak kişilerin, alanında başarılı öncü kadınlar arasından seçilmesi, sözlü tarih çalışmasını yürütecek yeterli nitelik ve nicelikte kaynağın incelenmesinin sağlanması ve öğrencilerin değişim ve sürekliliği kolay algılayabilecekleri yakın tarihten ve spor tarihi gibi sosyo-kültürel alanlardan konuların seçilmesi önerilmiştir.

Anahtar Kelimeler: Kadın tarihi öğretimi, kaynak temelli tarih öğretimi, sosyal bilgiler öğretimi, toplumsal cinsiyet eşitliği.