

Perceptions of Cultural and Natural Heritage among Geography Students

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ABSTRACT Currently 13 cultural and natural assets in Turkey are included into the World Heritage List by UNESCO. There is a need to increase individual consciousness for the protection of this heritage in national, international, and global scales. The aim of the current study is to determine student perceptions regarding the concepts of "cultural and natural heritage". The participants of this qualitative phenomenographic study consist of 139 third grade students at the Department of Geography at *Karabuk University*, Turkey. Common definitions provided by the students have been categorized into 5 cultural and 5 natural heritage descriptions. Study findings related to the assets that have been emphasized in terms of visual, historical, scientific, artistic, and educational aspects by the students have been interpreted in the context of citizenship education and environmental consciousness.

INTRODUCTION

Survival of societies is made possible by the transfer of abstract and concrete values reflecting their indigenous characteristics to the next generations. According to Doganer (2003), "the thing that gives heritage specification to a place is the mutual interaction of nature and culture in time" (p. 3). In such cases, heritage properties become noteworthy in terms of natural and cultural or mixed characteristics.

In order to own up to cultural and natural heritage, it is imperative for the meaning and value of this heritage to be comprehended by the parties involved. It is safe to say that individual education as well as knowledge and consciousness attained through personal experience is highly important in the protection of national heritage. In this regard, there have been great efforts by the United Nations Educational, Scientific and Cultural Organization UNESCO towards the development of universal consciousness. On November 16th 1972 "The Convention Concerning the Protection of World Cultural and Natural Heritage" has been opened for signature by UNESCO (1972) and the consequent World Cultural and Natural Heritage List is being continually updated.

The convention has been accepted and gone into effect on 14.04.1982, following its publication in the Official Gazette in 1983, in Turkey. After Turkey's inclusion in the convention, the UNESCO World Heritage List has been updated

several times. Currently a total of 13 heritage properties, 2 mixed (cultural/natural) and 11 cultural are in the list (Official Home Page of UNESCO World Heritage Centre 1992-2014). The heritage sites that have are currently in the list by the order they were included are as follows: *Goreme National Park* and the *Rock Sites of Cappadocia*, *Great Mosque and Hospital of Divrigi*, *The Historic Areas of the old city in Istanbul*, *Hattussha: the Hittite Capital*, *Mount Nemrut*, *Hierapolis-Pamukkale*, *Xanthos-Letoon*, *City of Safranbolu*, *Archaeological Site of Troy*, *Selimiye Mosque and its Social complex*, *Neolithic Site of Catalhoyuk*, *Bursa* and *Cumalikizik: The Birth of the Ottoman Empire*, *Pergamon* and its *Multi-Layered Cultural Landscape*.

UNESCO has determined criteria for cultural and natural heritage. Architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science (within the scope of monuments); groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science (within the scope of groups of buildings); works of man or the combined works of nature and man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological

or anthropological point of view (within the scope of sites) have been described as “cultural heritage” (Official Home Page of UNESCO World Heritage Centre 1992-2014). “World Heritage List does not only include old monuments, historical cities and cultural landscape that has formed by human interaction for centuries; but also includes modern classical architecture samples (such as Sidney Opera House that has been completed in 1973 and added to the list at the latest times)” (Kammeier 2008: 2). Natural features consisting of physical and biological formations or groups of such formations, which are of outstanding universal value from the aesthetic or scientific point of view; geological and physiographical formations and precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value from the point of view of science or conservation; natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty have been described as “natural heritage” (Official Home Page of UNESCO World Heritage Centre 1992-2014).

In the light of the importance of cultural and natural heritage, the requirement of education is clear in order to bring in the individuals consciousness of appreciation, protection and transmission of these heritages to the next generations. “Heritage-related education programs have witnessed a rapid increase all over the world, from Europe to Asia, and from America to Australia, and have become a main policy of both governments and other institutions.” (Simsek and Elitok Kesici 2012: 3817). “The schools are both the protector and the transporter of the cultural heritage. The continuity of cultural heritage has been aimed with the taking up of social values and norms by the students. By this heritage, every generation continues the cultural richness period by taking over from the former generation that leaves it to them” (Tezcan 1999: 58). In that case, the cultural heritage education that the individual has received, also have importance at least as much as the contributions that came from family and society. Even, in some cases, immediate environment has not been a good example enough, with regard to the technological and economical innovations after a speeded up adaptation period cultural change has been experienced. Therefore, this may call for more involvement by schools in heritage education.

“Culture and Heritage” are one of the nine learning areas of Primary Education Social Studies Curriculum Program (MNE [Ministry of National Education/Republic of Turkey] 2006: 62). When the program guide has been analyzed, it has been seen that the learning and success rates are as following: 4% at 4th grade, 14% at 5th grade 23% at 6th grade and 25% at 7th grade (MNE 2005). In the light of this distribution, it is remarkable that especially at 6th and 7th grades culture and heritage subjects have high rates.

While examining ‘the role of tourism activities on inter societal interaction’ on learning domain of “Global Platform: Program and Countries” in Geography Course Curriculum, it has been emphasized that special care should be given to The Seven Wonders of the World, natural and cultural common heritage of the world and national parks (MNE 2010: 38). In the “Environment and Society” learning domain of the program, it is aimed for the students to “investigate the threats towards to the natural heritages based on the importance of common natural heritage in ecosystem”. In order to achieve that activities such as publishing school newspapers for protection of natural heritage or organizing a trip to the natural heritage places in the environment have been suggested (MNE 2010: 60).

There are a limited number of published heritage studies that come up in literature reviews. While there is only one publication about natural heritage (Gulersoy 2013), the majority is on cultural heritage. The paper discusses the evaluation of curricula for Social Studies (secondary school) and Geography (secondary and higher education) in terms of conservation of natural heritage. Other references (Spennemann 2003; Ulusoy 2009; Arikan 2012; Sidekli and Karaca 2013; Arikan and Dogan 2013; Donmez and Yesilbursa 2014) have primarily focused on identification of opinion, perception, attitude and successes for the concept of cultural heritage.

The aim of this paper is; with the contribution of the course of “Natural and Cultural Heritage of Turkey” that the students of the Department of Geography of *Karabuk* University have taken, to search out how they perceive the concepts of cultural and natural heritage, to form description categories based on the common points between the perceptions that have been determined. Since no opinion could be reached about natural heritage in the corresponding re-

view of literature, filling a gap at the least on this subject is one of the purposes of this paper as well. In addition to these; the fact that the City of *Safranbolu* which has been added to UNESCO World Heritage List in 1994 from cultural category is in *Karabuk* has been highly effective on selecting this research subject.

METHODOLOGY

“Phenomenography is used to form generalizations based on expressions of perceptions on objects and events, in other words, it is used to form description categories. In this context, the description categories are based on the differences of individual” (Demirkaya and Tomal 2008: 2-3). “This method is based on the principle that only a limited number of categories will be obtained and that the categories will be formed by analyzing the data collected for the study. The researcher starts to form the categories by comparing the similarities and differences between the expressions of the individuals that have participated in the study” (Didis et al. 2008: 87-88).

In the current study, 139 third year students enrolled in the Department of Geography of *Karabuk* University constitute the study sample (Table 1). Fifty four of the students are female (38.9%) and 85 of the students are male (61.2%). The department has admitted its first group of students recently, so, there are no fourth grade students. Only third grade students as the only group that have already completed a compulsory course titled “The Natural and Cultural Heritage of Turkey” were included in the study. We used a semi-structured survey form to collect data from 139 participants for phenomenographic analysis. Information regarding the section and gender status of the participating students are given in Table 1.

Table 1: The grade and gender status of the students of the Department of Geography

Grade	Gender	Number (n)	Percentage (%)
Daytime education	Female	22	15.82
	Male	34	24.46
Evening education	Female	19	13.66
	Male	32	23.02
Distance education	Female	13	9.35
	Male	19	13.66
Total		139	100

The data collection form included short-open ended questions directed at the students has been given to the participants requesting their opinions and perception on the terms of “cultural heritage” and “natural heritage”.

“I think the term cultural heritage means..”

“In my opinion cultural heritage is.....”

“I think the term natural heritage means..”

“In my opinion natural heritage is.....”

The form also included questions related to section and gender information. The students were given 20 minutes to complete the form. Raw data constituted hand-written forms collected from the students. Data were analyzed using descriptive statistics and qualitative content analysis. The answers of the students have been classified whereby certain description categories were obtained. In cases where the answer of a participant matched two or more categories, it has been included in the hierarchically highest category.

FINDINGS

The evaluation of the data that have been obtained from the Department of Geography students who participated in the study has been done by phenomenographic analysis. At the end of the analysis, 5 cultural heritage descriptions and 5 natural heritage descriptions have been determined (Table 2 and Table 3). The descriptions categorized for “cultural heritage”, the number of participants and percentages are presented in Table 2, while the relevant information for “natural heritage” can be found in Table 3.

On Table 2, cultural heritage descriptions of the students of the Department of Geography have been given. The 37.41% of the students (n=52) have expressed ‘They are esthetical structures that have been formed by human effect, without any effect of nature’. The 25.89% of the group (n=36), ‘They are the values that have reflected the life style (such as language, religion, folklore, epic, music, food, dance, clothing, traditions, morale and philosophy) and cultural differences of the societies’. The 19.42% of the group (n=27), have seen the cultural heritage as ‘They are material and spiritual monuments which have historical importance, offer an insight into the past and give the meaning of past and of which the civilizations left to the humanity which have unique architecture such as places, monument, temple, bridge, theatre, sculpture’. Accord-

ing to the description of 15 students in agreement (10.79%) cultural heritage is: 'They are the items that have scientific and artistic value'. The cultural heritage description of a small group of 9 students (6.47%) is as follows: 'The properties which have resulted from the interaction the people with nature and with each other, have come up as a result of the vital activities of people, have made daily life easier, and are easily destroyed (Table 2).

As can be seen on Table 3, 47.48% (n=66) of the students of the Department of Geography have described natural heritage as 'They are the areas which have been formed and continue to be formed by various processes in nature.' 23.02% (n=32) have expressed natural heritage as 'They are the areas containing a rich habitat of various plant and animal kinds (especially endemic, relict and becoming extinct). 15.10% of

the students (n=21) have defined natural heritage as 'They are beauties (of the land) that have visual esthetics, a unique view, unusual, interesting, admirable'. 7.91% (n=11) have expressed natural heritage as 'They are the touristic centers which host various activities for people such as recreation and fun'. According to the opinions of 6.47% (n=9) of the participations, natural heritage is 'They are the areas which have importance in terms of scientific and educational research' (Table 3).

RESULTS

The Concept of Cultural Heritage

Cultural Heritage Concept 1: Cultural heritage is esthetical structures that have been

Table 2: "Cultural heritage" descriptions, the number of participation and percentages of the students of the Department of Geography

<i>"Cultural heritage" descriptions of the students of the Department of Geography</i>	<i>The number of participation</i>	<i>Percentage (%)</i>
<i>Concept 1: They are esthetical structures that have been formed by human effect, without any effect of nature.</i>	52	37.41
<i>Concept 2: They are the values that have reflected the lifestyle (such as language, religion, folklore, epic, music, meal, dance, clothing, traditions, mores, morals and their philosophies) and cultural differences of the societies.</i>	36	25.89
<i>Concept 3: They are material and spiritual monuments which have historical importance, offer an insight into the past and give the meaning of past and of which the civilizations left to the humanity which have unique architecture such as monuments, temples, bridges, theatres, sculptures.</i>	27	19.42
<i>Concept 4: They are the items that have scientific and artistic value.</i>	15	10.79
<i>Concept 5: Things which have resulted from the interaction of people with nature and with each other, have come up as a result of the everyday activities of people, have made the daily life easier, and also more prone to destruction than natural heritage.</i>	9	6.47
Total	139	100

Table 3: "Natural heritage" descriptions, the number of participation and percentages of the students of the Department of Geography

<i>"Natural heritage" descriptions of the students of the Department of Geography</i>	<i>The number of participation</i>	<i>Percentage (%)</i>
<i>Concept 1: They are the areas which have been formed or in the course of forming as a result of natural processes.</i>	66	47.48
<i>Concept 2: They are the areas which contains very various plant and animal kinds (especially endemic and relict), which have a rich habitat.</i>	32	23.02
<i>Concept 3: They the beauties that have visual aesthetics, have a unique view, unusual, interesting, and admirable.</i>	21	15.10
<i>Concept 4: They are the touristic centers which host various activities of the people such as rest and fun.</i>	11	7.91
<i>Concept 5: They are the areas which have importance in terms of scientific and educational research.</i>	9	6.47
Total	139	100

formed by human effect, without any effect of nature.

In the description category 1, the students have based the occurrence of cultural heritage to the presence of humans. So, the participations of this group have featured the human as the reason of occurrence and transfer of cultural heritage and have emphasized its greatest difference from natural heritage. This description has showed that, in the description of UNESCO (Official Home Page of UNESCO World Heritage Centre 1992-2014), the expression of “they are the structures that have occurred due to the human influence or mix of human and nature influence”, has escaped the students notice. The expressions in this category as mentioned are like following:

They are places that have been made by human hand (n=28).

They are interesting, esthetic structures that have been formed by the influence of the people (n=24).

Cultural Heritage Concept 2: *They are the values that have reflected the lifestyle (such as language, religion, folklore, epic, music, meal, dance, clothing, traditions, mores, morals and their philosophies) and cultural differences of the societies.*

In the description category 2, a point of view has been observed that reflects the description of word ‘culture’ directly. Littrell has described culture as; “the elements that the people have thought (attitude, belief, opinion and values), have done (their behavior and life styles) and have constituted (works of art, crafts, other cultural products)” (Littrell 1997, Translated by: Richards 2001: 5). It can be said that the following comments have coincided with the description of Littrell:

It is a heritage that includes the symbols and structures processed with the values of manners, tradition and lifestyle of a society that have transferred from past to present time (n=11).

They are the values that reflect the characteristics that belong to different cultures (n=9).

They are the monuments made by human hand, that reflect religious, economic and social life and artistic characteristics of civilizations (n=7).

Cultural heritage can be called as all monuments that are left by the civilizations that lived since the beginning of history (n=5).

It is the passing on of traditions and manners that the people have formed to the next generations. With the effect of the place that has been lived in, the people have shaped their lifestyles and have built various structures (n=3).

They are all tangible and intangible values that should be transferred and transported to the next generation. It can be sometimes an architectural structure, a verbal epic, a sculpture or a historic city (n=1).

Cultural Heritage Concept 3: *They are material and spiritual monuments which have historical importance, offer an insight into the past and give the meaning of past and of which the civilizations left to the humanity which have unique architecture such as monuments, temples, bridges, theatres and sculptures.*

In the description category 3, the participants have correlated the elements that belong to cultural heritage directly with history. In this context, they have evaluated all valuable properties which have been taken up to today tangibly and intangibly as the memories of the past civilizations to us. In this description, in some expressions, emphasis has been put on protection of the elements in the environment indirectly, in some expressions directly. The importance of environmental consciousness can be perceived in the expressions. *Safranbolu* houses, which is near to *Karabuk* University and in the World Heritage List of UNESCO has been illustrated among the special places and structures in this category. Being able to visit a World Heritage city frequently has made the heritage perception of the students more tangible.

They are the monuments and areas that have witnessed to the history of humanity (n=8).

It is the taking of the structures and areas (such as *Safranbolu* houses) that had left mark to humanity history, under protection (n=7).

They are areas that have function as memory of humankind and evoked admiration from the humanity (n=5).

They are the human monuments that have reached from the past civilizations until today (Islamic-Ottoman social complex, mosque, church, ancient city) (n=5).

They are the structures which have great importance for the memory of the world, which means if one of them was destroyed; the humanity memory would be destroyed (n=2).

Cultural Heritage Concept 4: *They are the items that have scientific and artistic value.*

In the description category 4, the opinion of, all properties that have been called as cultural heritage are presented to the service of researchers, curious people, scientific-educational and art societies, has been prevalent at the students. It has been understood by this group that, they perceive the cultural properties of cultural heritage concept as the factors that made a great contribution on the intellectual development of individual.

All the immovable properties such as archaeological protected areas that have historical and artistic value and the properties that have universal value such as picture, sculpture is called as cultural heritage (n=9).

They are formations that have been brought to surface after researches and excavations, which have been taken under protection within the scope of heritage (n=6).

Cultural Heritage Concept 5: *Things which have resulted from the interaction of people with nature and with each other, have come up as a result of the everyday activities of people, have made the daily life easier, and also more prone to destruction than natural heritage.*

In the fifth and the last description category that belongs to cultural heritage, this concept has been realized as a result of the relationships between the people completely. The opinion that, with the human can not be thought separated from nature (environment), can be clearly seen in the comments made. It has been seen that, the students have truly perceived the expression of “works of man or the combined works of nature and man” in the description of UNESCO (Official Home Page of UNESCO World Heritage Centre 1992-2014).

They are the remnants that clearly show the ever-changing conditions and changes of cultural nature as a result of human interactions from past to today (n=3).

They are the architectural monuments that have been built for making the daily life easier and developing in socialization behaviors (n=3).

They are the monuments that occurred resulting from the interaction of the human with nature and with each other, have been transferred from generation to generation. Cultural heritage is more easily harmed compared to natural heritage. So, compared to cultural heritage more natural heritage could reach present time (n=2).

They are the properties that people have formed together with interaction and that have

been transferred to the next generations by developing in time (n=1).

The Concept of Natural Heritage

Natural Heritage Concept 1: *They are the areas which have been formed or in the course of forming as a result of natural processes.*

In the description category 1, natural heritage has found an expression by being abstracted from humans completely. Even, in the some comments it has been emphasized that them not being influenced by humans plays an important role in them reaching present time. These areas have been identified as corresponding with the internal and external forming periods above and under ground. The emphasis on geography can be seen much clearly at the following sentences:

It is a heritage that has been formed by nature, without human interference. They are the forms that the natural processes such as river, glacier, wind has formed on the crust of the earth by erosion-deposition activities (n=22).

They are the great looking elements whose forming includes no human effect, which have formed with the geographic factors such as climate, the structure of rock, volcanic eruption, orogenesis, physical disintegration and chemical decomposition (n=19).

The beings that the nature has left to humans are called as natural heritage (n=18).

They are formations such as caves, waterfalls, lakes, canyons, valleys of which there is no deforming-destroying effect of the human (n=5).

They are the areas that all the humanity has accepted as natural common heritage with the slogan of ‘We exist through nature’ (n=2).

Natural Heritage Concept 2: *They are the areas which contains very various plant and animal kinds (especially endemic and relict), which have a rich habitat.*

The description category 2 corresponds with the description of UNESCO “precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value” (Official Home Page of UNESCO World Heritage Centre 1992-2014). The participants that have supported this thought have emphasized the importance of protection of relicts and importance of biological diversity. The expressions that have explained these are at the following:

They are natural regions which have rich habitat regarding the kinds of animal and plant, variety of natural resource (n=14).

They are the plant and animal communities which are especially endangered so in need of protection (n=9).

They are places which contain rare plant and animal species (n=6).

They are areas which has host great continental and nautical ecosystem (n=2).

They are forest-water regions, which contain ecologically important flora and fauna (n=1).

Natural Heritage Concept 3: *They are the beauties that have visual aesthetics, have a unique view, unusual, interesting, and admirable.*

In description category 3, very positive, admiring, and effective adjectives have been used to depict natural heritage: Aesthetical, unique, extraordinary, attractive, interesting, admirable, special, splendid, etc. According to this point of view it can be seen that, natural heritage elements have immensely influenced the participating students emotionally by establishing a tremendous visual effect. Examples of these have been given at the following:

They are special areas which have unique beauty, aesthetical, worth seeing and worth preserving (n=7).

They are the elements that have invaluable aesthetic (n=6).

They are the areas that have natural recreation and beauties, which have been taken under protection in order for them not to be destroyed (n=6).

They are places which have unique beauties of nature, esthetic and have national and international importance (n=2).

Natural Heritage Concept 4: *They are the touristic centers which host various activities of the people such as rest and fun.*

In fourth description category, natural heritage areas have been evaluated in touristic concepts. The participants have perceived the places that have been mentioned as the places that are visited for touristic purposes. In this category, the thought that the sustainability of calming structure of natural environment needs to be protected, is easily perceived. Because the destruction or the thinning down of green areas (such as forests, groves and parks) which provides a calm and relaxing environment, should be prevented. Also, in order for the wetlands (such as

river, stream, waterfall, and lake) to continue their existence, they should be kept clean; falling of the water level and thus, drying up the wetlands should be prevented as well. The expressions of the students who have had this opinion are at the following:

They are areas suitable for people to have rest and have fun (n=11).

They are beautiful, entertaining, magnificent, attractive, natural places (n=10).

Natural Heritage Concept 5: *They are the areas which have importance in terms of scientific and educational research.*

According to the fifth and the last category, natural heritage concept; coinciding with the description of UNESCO "outstanding universal value from the aesthetic or scientific point of view" (Official Home Page of UNESCO World Heritage Centre 1992-2014), depicts unique resources that the scientists-educators benefit from and inform public opinion by reaching scientific results. The opinions in this category are as following:

They are the beauties that have helped to educational and scientific studies (n=6).

They are special places in which various geographic, geologic, archaeological studies have been made (n=3).

DISCUSSION

As a result of the research, the students of the Department of Geography who participated in this research could not give a complete description about the concepts of "cultural and natural heritage". Some descriptions have been explained simply and understandably (For example; *Natural Heritage Concept 5: They are the areas which have importance in terms of scientific and educational research*), some of them are more detailed and scientific (For example; *Cultural Heritage Concept 2: They are the values that have reflected the lifestyle [such as language, religion, folklore, epic, music, meal, dance, clothing, traditions, mores, morals and their philosophies] and cultural differences of the societies*). It can be said that the most important factors that has affected this perceptions are, 'the differences caused by different experiences in life' and 'the variety of mental stimulants that they have met during their education'.

Only one research, in which the phenomenological approach has been used, has been encountered about the subject of this paper. Selanik Ay and Kurtdele Fidan (2013) have tried to determine the perceptions of Social Studies pre-service teachers regarding the concept of cultural heritage by using metaphors. The researchers have developed total 69 metaphors in 5 different categories. These categories are; cultural heritage in terms of the importance, cultural heritage in terms of society, historical cultural heritage, cultural heritage in terms of values, cultural heritage in terms of other aspects. As a result of the research it has been determined that; the pre-service teachers have seen cultural heritage as the most important, the most valuable and essential element of society; they have thought that the cultural heritage should be protected and they have been aware of the responsibilities for transferring the cultural heritage. Some similarities can be seen between the results of Selanik Ay and Kurtdele Fidan and our research. For example; with the concept 2 of the description that 36 students have given for cultural heritage (*Cultural Heritage Concept 2: They are the values that have reflected the lifestyle [such as language, religion, folklore, epic, music, meal, dance, clothing, traditions, mores, morals and their philosophies] and cultural differences of the societies*) and the title of ‘socially cultural heritage’ of Selanik Ay and Kurtdele Fidan have coincided. Both of them put “society” in the center. Besides, in the concept 3 that has represented the cultural heritage description of 27 students (*Cultural Heritage Concept 3: They are material and spiritual monuments which have historical importance, offer an insight into the past and give the meaning of past and of which the civilizations left to the humanity which have unique architecture such as monuments, temples, bridges, theatres and sculptures.*) the notion of ‘history’ has been emphasized. One of the most important results that Selanik Ay and Kurtdele Fidan have reached is; the metaphors which have been expressed regarding with cultural heritage by pre-service teachers most frequently are ‘history and language’. In this context, it can be said that; the results that have been reached in two studies are coherent with each other.

It has been understood that; in some of the categories determined in the paper, the importance of natural and human environments for

human and the other living creatures has been accentuated. For example; in the concept 5 belongs to cultural heritage, the expression of ‘*resulted from the interaction of people with nature and with each other*’ has reflected natural and human environment. In the two categories that belong to natural heritage (*Natural Heritage Concept 1: They are the areas which have been formed or in the course of forming as a result of natural processes and Natural Heritage Concept 2: They are the areas which contain very various plant and animal kinds [especially endemic and relict], which have a rich habitat*), natural environment has been directly mentioned. So, the students have drawn attention to the importance of cultural and natural heritage for raising environmental awareness.

The students of Department of Geography have emphasized the ‘scientific and educational’ aspect of both cultural heritage and natural heritage (*Cultural Heritage Concept 4: They are the items that have scientific and artistic value. Natural Heritage Concept 5: They are the areas which have importance in terms of scientific and educational research*). There are some studies related to using of cultural heritage at education: Spennemann (2003) has evaluated the attitudes of teacher, university and high-school students regarding heritage in Micronesia. According to the results of the research, all of the elements of traditional abilities, stories, hand-works and etc. have seen higher acceptance than physical places. This observation is valid for every three sample categories. In addition, the attitudes of teachers have been found higher than university and high school students’. Sidekli and Karaca (2013) have researched the opinions of pre-service teachers related to local cultural heritage elements at Social Studies teaching. According to the results, the pre-service teachers had positive opinions about the usage of local cultural heritage elements and have agreed to the opinion that Social Studies course and local culture elements can be correlated. Arikan and Dogan (2013) have evaluated the success levels and attitudes regarding cultural heritage of the students of primary education 7th grade of them related to various variables. It has been determined that; the success of the students participated to the paper have been at medium level, the attitudes of them to cultural heritage have been positive. Another determination is that there is a positive correlation between the attitude

about cultural heritage and success. In the same way, Donmez and Yesilbursa (2014) have investigated the effects of heritage education in Social Studies course on the 6th grade students' attitudes toward tangible cultural heritage. Researchers observed that the pupils' attitudes toward tangible cultural heritage were affected positively. Ulusoy (2009), has made some determinations for, what the students have learnt on "Culture and Heritage" learning field of Social Studies course of primary education 4th and 5th grades. The researcher has related his determinations with history field and has expressed that the majority of the students have reached the aims at learning field.

The visual elements have a great contribution to education at Geography, History, Social Studies and the other courses. In this case, Exposito, Trujillo and Gamess (2010) expressed that visual learning was a proven method in which ideas, concepts, data and other information were associated with images and animations, resulting in an easier and more effective method of transmitting skills. According to the researchers, visual elements help students to open their minds and think graphically. In the paper, in the concept 3 belonging to the description of natural heritage (*Natural Heritage Concept 3: They are the beauties that have visual aesthetics, have a unique view, unusual, interesting, and admirable.*), "visuality" has been accentuated clearly. The sample group have given very various epitomes belonging to either cultural heritage (such as places which have unique architecture, monument, temple, bridge, theatre, sculpture, Islamic-Ottoman social complex, mosque, church, ancient city) or natural heritage (such as caves, waterfalls, lakes, canyons, valleys, plant and animal species).

One of the most important aims of the main courses such as Geography, History, and Social Studies are being able to raise ideal citizens. This is only possible through introducing, endearing the values that made lands home to the students, and making them protect these values; in short, building heritage consciousness. Karip (2012) who has made a research for the protection of cultural heritage awareness has evaluated the readiness of 7th grade students in city and counties of *Agri*. At the end of the paper, the researcher has concluded that the students participated to the paper did not have enough enthusiasm regarding the protection of cultural heritage. Also,

he evaluated the protection awareness that has been formed by family, school, environment or media, of younger groups insufficient. Karip has stated (2012: 5): "In terms of awareness about the protection of cultural heritage; educational institutions, non-governmental organizations which have ever increasing importance and mass media, besides domain experts also play an important role. In this context, Gulersoy (2013) who evaluated curricula in terms of creating consciousness of natural heritage conservation put forward that Social Studies Curriculum has been inadequate, but Geography Curriculum of secondary education has looked comparatively adequate. Researcher has examined the higher education institutions, and emphasized that some courses related to the natural heritage and its protection which are taught in only a few universities in Turkey (*Karabuk University* is one of them) should take a place in all departments of Geography and Geography Education.

CONCLUSION

It is seen from the descriptions of students who participated in this research have a positive view towards to the concepts of cultural and natural heritage. In order for these cultural and natural heritages to be protected and passed down the next generations, firstly they need to be identified by societies and countries. Students in their interpretation have emphasized visual, historical, scientific, artistic, and educational aspects of the Turkey's heritage assessments. Moreover, among the conclusions of the research, there are some descriptions that include great potential in domestic and foreign tourism, as the cultural and natural values are frequented places in the time tunnel which has been extended from past to future. Besides, it can be said that student opinions reflects that learning and protecting the values that make a group of people a community, society, folk, public and a nation, are the most important personal and social responsibilities.

RECOMMENDATIONS

The research has been limited with the students of Department of Geography of *Karabuk University*. However, similar researches can be practiced on the students of the Department of Geography in different universities or in differ-

ent departments that reflect the variety in Turkey in order to determine their heritage perceptions and compare the results with each other. Also, the studies in the way of how secondary education students have perceived the concepts of “cultural and natural heritage” in the view of citizenship education can be enriched. In environment education, heritage assets can be benefited from by organizing various activities. Especially, awareness may be evaluated by receiving perceptions of student, teacher, educator, and community regarding importance and protection of natural heritage that has been met very few in literature review and future plans can be made for development.

It has been seen that; the presence of the City of *Safranbolu* which is in the near vicinity of *Karabuk* University and them being visited occasionally by the students, has made positive contribution to opinions of student. Our tangible and intangible values need to be introduced to students via activities such as trip-observation, drama, visiting experts or hosting them in class. Thereby awareness regarding both cultural and natural heritage can be raised in every age group.

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