

**BELGESELLERİN ÇAĞDAŞ DÜNYA TARİHİ DERSİNE YÖNELİK İLGİ VE  
AKADEMİK BAŞARI ÜZERİNE ETKİSİ**

*THE EFFECT OF DOCUMENTARIES ON THE INTEREST IN MODERN WORLD  
HISTORY CLASSES AND ACADEMIC SUCCESS*

**Yrd. Doç. Dr. İhsan ÜNLÜ**

Erzincan Üniversitesi, Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi Bölümü, ihsan-27@hotmail.com  
Erzincan/Türkiye

**Yrd. Doç. Dr. Alper KAŞKAYA**

Erzincan Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, alperkaskaya@gmail.com Erzincan/Türkiye

**Yrd. Doç. Dr. Sena COŞGUN KANDAL**

Erzincan Üniversitesi, Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi Bölümü, sena-  
cskn@hotmail.com Erzincan/Türkiye

**ABSTRACT**

This study, investigates the effects of documentaries on the interest in Modern World History classes and academic success. The Experimental Design with Pretest-Posttest Control-Study Groups and the Quantitative Research Methods were used in the present study. The experimental process was run in Modern World History classes with Social Sciences Teacher Candidates. One of the groups was assigned as the Control Group, and the other one was assigned as the Study Group in the light of the Convenient Sampling Method. The Interest Scale and the Academic Success Test were filled in by the Teacher Candidates before and after the application. The data obtained in the course of the study were analyzed with the SPSS and Nvivo11 programs. As a result of the analyses, it was determined that the Interest and the Academic Success levels of the Study Group in which documentary movies were used were higher at a significant level. It is understood from the quantitative study data that using documentary movies in the educational processes may have advantages as well as several disadvantages. As a conclusion, documentary movies bring positive contributions to educational processes within the limitations of the present study. It has been considered that the research in which documentary movies are used in different branches with different educational methods-techniques will contribute to the literature.

**Keywords:** Documentary, Movie, History, Academic Success, Interest.

**ÖZ**

Bu araştırma, belgesellerin Çağdaş Dünya Tarihi dersine yönelik ilgi ve akademik başarıya etkini araştırmaktadır. Araştırmada öntest-sontest kontrol-deney gruplu deneysel desen ve nitel araştırma yöntemleri kullanılmıştır. Deneysel süreç Sosyal Bilimler Öğretmen adayları ile birlikte Çağdaş Dünya Tarihi dersinde yürütülmüştür. Uygun örnekleme yöntemi çerçevesinde gruplardan biri kontrol, diğeri ise deney grubu olarak atanmıştır. Uygulama öncesinde ve sonrasında ders ilgi ölçeği ve akademik başarı testi öğretmen adayları tarafından doldurulmuştur. Araştırma süreci sonunda elde edilen veriler SPSS ve Nvivo11 programları ile analiz edilmiştir. Analizler sonucunda belgesel filmlerin kullanıldığı deney grubunun, derse yönelik ilgi ve akademik başarılarının anlamlı düzeyde daha yüksek olduğu görülmüştür. Öğretim sürecinde belgesel filmleri kullanmanın avantaj ve dezavantajları olabileceği ise nitel araştırma verilerinden anlaşılmaktadır. Sonuç olarak belgesel filmler, bu araştırma sınırlılıkları dahilinde öğretim sürecine olumlu yönde katkılar sağlamaktadır. Belgesel filmlerin farklı branşlarda ve farklı öğretim yöntem-tekniğiyle kullanıldığı araştırmaların literatüre farklı katkılar sağlayacağı düşünülmektedir.

**Anahtar Kelimeler:** Belgesel, Film, Tarih, Akademik Başarı, İlgi.

## 1. INTRODUCTION

Interest may be defined as the conscious tendency of an individual towards some objects, people and activities for a long term (Cevizci, 2010: 276); and it has been known for a long time that interest has a close relationship with education. It is also known that considerable studies have been conducted by many educationalists and psychologists since the early 20<sup>th</sup> Century (Claparède, 1913: Dewey, 1913: Thorndike 1935, 1923a, 1923b: Arnold, 1910: Frayer, 1931). As of mid-20<sup>th</sup> Century, although there was a serious reduction in the number of the studies conducted on interest, in late 20<sup>th</sup> Century, interest took its place in pedagogical research in the context of its relation with education (Drottz-Sjöberg, 1989: Iran-Nejad, 1987: Isaac, Sansone, Smith, 1999: Krapp, 1999: Mitchell, 1993: Hidi, 1990: Krapp, Hidi, Renninger, 1992: Schiefele, 1991: Sadoski, Goetz, Fritz, 1993: Sansone, Wiebe, Morgan, 1999: Schiefele, 1996: Schraw, Bruning, Svoboda, 1995); and it has preserved its importance ever since until our present time.

Interest must be dealt with in two different dimensions which are *individual* and *situational*. Individual interest is considered as the relatively permanent preference/tendency of an individual towards certain topics, research areas or activities. These preferences/tendencies show variations in the face of positive feelings, information and values in time. Situational Interest is a condition that emerges with situational stimuli (Schiefele, 1991: 302), and is stimulated with environmental conditions (Farenga, Ness, 2005: 779). Situational Interest has a specific importance for educational activities. It is believed that the more the study topics are made to become interesting in the eye of students in terms of methods-techniques, the more the situational interest of students will increase (Yaman, Dervişoğlu and Soran, 2004: 233).

As it is already known, one of the important people who investigated the relation between interest and education is John Dewey. Dewey had a tremendous effect on the Turkish Educational System in the early years of the Republic, and explained the requirement of the arousing an interest, which he considered as the most important field in education, and how to do this over the famous proverb “*You can take a donkey to water, but you cannot make it drink water if it is not thirsty*”. According to Dewey, the interest is aroused in child in two ways. The first one is reward, punishment and envy, which are the tools that are outside the scope of the *self*-area; and the second one is the internal motivation that will arouse a need and desire in the student (Dewey, 1957: 82).

As of the early 20<sup>th</sup> Century, educationalists have been investigating the issue of which methods to use to arouse the interest of students in classes. The most popular and important study conducted on this topic is the study of Edgar Dale with the title “Audio-Visual Methods in Teaching”. Dale pointed out to the importance of using audio-visual materials in education, and made several explanations on how to use them (Dale, 1959). In Dale’s viewpoint, using audio-visual means in education ensures learning with experience. For this reason, permanency is achieved in this way in learning (Dale, 1959: 3). This viewpoint of Dale still keeps its validity in our present day.

Humans tried to express themselves with images throughout history. The drawings on the cave walls were transformed into hieroglyph and alphabets. Writing, which is the ability of humans to create fiction (Harari: 2000), gradually shaped the way of thinking and viewpoints on life, and constituted the first stone of the domino in the field of theater, and in modern sense, the cinema.

Today, the effects of cinema, documentaries, television and similar communication means on humans are undeniable. Dale became aware of this fact in an earlier time. Technology has become a part of life in our modern age. Technological devices are one of the learning styles of 21<sup>st</sup> Century youth. As a matter of fact, studies show that a child watches TV for 22.000 hours until s/he graduates from high school in the USA (Bleed, 2005: 3.) This situation is not very different in Turkey. According to a survey conducted by RTUK in 2016, 98.3% of the teenagers between the ages 13-16 watch TV for 3 hours 34 minutes in average on weekdays; and for 3 hours 50 minutes at weekends (RTUK, 2016: 68-71). It is clear that entertainment industry has a tremendous effect on the minds of children (Bleed, 2005: 4). TV, movies, video games, etc. are not the part of learning styles of young people, and it seems that this situation will become clearer in the future. The most proper one among these tools is the documentaries. According to a study conducted by Demircioğlu (2007: 81) using movies in history classes brings several benefits like arousing interest, curiosity and increasing motivation, presenting a wide variety in history topics, addressing the feelings of students, providing open and clear ideas on the places and times which are never visited by students before. BBC, the British Broadcasting Corporation, prepares dramatic, entertaining and documentary movies for educational purposes, and these movies are used in history classes at schools (McCulloch and Richardson, 2000). Today, there are many types of documentary movies that may be used in science classes, mathematics, environmental science, physical

education, physics, biology, chemistry and similar classes. We have deliberately used this statement because when the term “documentary movie” is mentioned, the things this term recalls in a person are history, geography and ethnography. For these reasons, we may have the advantages of arousing the interest areas of children in all classes in which we can use documentaries, measure their reactions while they are watching them, and determine which scenes they found more attractive and which scenes boring. These feelings play key roles in learning the behaviors and attitudes of students. It will be beneficial to use these methods in primary, secondary, high school and in higher education in order to determine the feelings of students.

There are many classes in which documentary movies may be used in the classes taught under the umbrella terms of Social Sciences Teacher Training Program. Modern World History classes have the quality of being conducted by using documentary movies. Based on these data, the purpose of the present study is to investigate the effect of documentary movies on the interest in classes and Academic Success.

## **2. METHOD**

### **2.1. The Study Design**

The Experimental Design with Pretest-Posttest, and Study-Control Group has been used in the present study. The Experimental Design is defined as the design used for the purpose of determining the cause-effect relation between the variables (Büyüköztürk, 2007). In the design used in the present study, the independent variable whose effect has been investigated on study groups is “documentary movies”. The Qualitative Data Collection Process was also used in the study in order to be able to support, explain and re-interpret the quantitative data obtained in the study. Since Qualitative Data Collection Process is designed to determine the perceptions of students in “Modern World History” classes that were conducted by watching documentaries, it is possible to claim that it was dealt with in the context of a Case Study. A Case Study is a strategy that aims to understand a social case, and investigates the events that happen in the present environment (Bloor and Wood, 2006).

### **2.2. The Study Group**

This study was conducted with the 4<sup>th</sup> Grade students at Erzinan University, Faculty of Education, Turkish and Social Sciences Education, Social Sciences Teachers Department. 64 social sciences Teacher Candidates participated in the study. 33 Teacher Candidates were included in the Control Group, 31 Teacher Candidates were included in the Study Group. The Study and Control Groups were assigned randomly with the Convenient Sampling Method.

### **2.3. The Application Process**

The study was conducted within a 10-week process in Spring Semester of 2016-2017 Academic Year. The participants in the Control Group continued the education that was based on discussion, narration method, and question-answer technique. The first hour of the classes in the Study Group was completed by watching documentary movies. In the second hour of the classes, question-answer study was applied about the documentary that was watched before, and the details that were not included in the documentaries were told to students in this process. In this process, “The Century in which We Live” documentary movie, which is related with the titles of the topics of the “Modern World History” classes, was used in this process. “The Century in which We Live” documentary movie tells about the events with historical quality in the world between 1914-1951. The documentary consisted of sub-titles of Killing Fields-1914, Lost Peace-1919, On the Line-1924, Breadline-1929, Master Race-1933, Fallout-1945, Brave New World-1945, Freedom Now-1947, Boomtime-1948, Asia Rising-1951.

### **2.4. The Data Collection Tool**

The Interest in the Classes Scale and Academic Success Test were applied in the study. The Academic Success Test was prepared by the academician who taught the classes and who ran the study process. The Success Test was applied as Pre-test and Post-test to the Study and Control Groups. During the course of the study, the “Interest in the Classes Scale” was adopted into Turkish by Akın, Uğur and Akın (2015), and the validity-reliability study was completed. The scale has a structure consisting of 16 items and 2 factors (Affective and Cognitive Interest). The Cronbach Alpha Coefficients of the scale were .90 for the Affective Interest Dimension; and .89 for the Cognitive Interest Dimension. It was observed in the analyses of the data obtained in the study that the Cronbach Alpha Coefficient was .79 for the Affective Interest Dimension; and .82 for the Cognitive Interest Dimension.

In the development process of the Success Test, the authors of the study determined the acquisitions of the classes, and prepared 3 open-ended question statements for each acquisition. The questions were analyzed by 3 different academicians who were specialists in their fields, and rated as 0 "Inadequate", 1 "Must be corrected", and 2 "Suitable". One of the questions that was rated as "0" by the specialists was excluded from the scale, and one question that was rated as "1" was corrected in the light of the viewpoints of the academicians. As a result, a form that consisted of 10 items was obtained. The test that consisted of the open-ended questions was applied to another group, and the reliability of it was measured with Test-Half Life Method. The Correlation Coefficient that was obtained as a result of this application was observed to be .83.

## 2.5. The Analyses of the Data

It was determined in the analyses that were made on the data obtained in the study that the data showed normal distribution in the Interest Test and Success Tests, and in the Pre-test Post-test in the Study and Control Groups; however, it was also determined that the data did not show normal distribution in the Success Test Control Group data and in the Post-test in the Study and Control Groups. In this context, the Independent Samplings *t*-test and Paired Samplings *t*-test, and the Mann Whitney-U and Wilcoxon Signed Rank Tests were applied in the study. The data that were obtained in the interviews were analyzed with the Nvivo11 Qualitative Data Analysis program.

## 3. FINDINGS

The findings that were obtained in the present study, which aimed to determine the effects of watching documentaries on the interest and success levels of Social Sciences Teacher Candidates in "Modern World History" classes, are given below. Before the application, the findings on the interest levels of the Study and Control Groups in Modern World History Classes, which was taught on a basis of watching documentaries, are given in Table 1.

**Table 1:** The Interest Levels *t*-test results of the Study and Control Groups in classes before the application

Dimension	Group	N	$\bar{X}$	s.d	t	p
Affective Interest	Study Group	31	23,8710	6,71189	-0,6	0,54
	Control Group	45	24,8667	7,23502		
Cognitive Interest	Study Group	31	25,0000	6,35610	0,22	0,82
	Control Group	45	24,7111	4,21373		

When table 1 is analyzed it is observed that the interests of the Social Sciences Teacher Candidates in the Study and Control Groups in "Modern World History" classes did not differ at a statistically significant level in Affective [ $t(76) = -0.6, p > 0.05$ ] and Cognitive Interest [ $t(76) = 0.22, p > 0.05$ ] Dimensions. After the Modern World History teaching, which was conducted as based on the documentary movies, the interests of the Study and Control Groups in the education process are given in Table 2.

**Table 2:** The t-test results of the interest levels in classes for the Study and Control Groups after the application

Dimension	Group	N	$\bar{X}$	s.d	t	p
Affective Interest	Study Group	29	34,82	8,29	4,58	0.000
	Control Group	33	25,27	8,09		
Cognitive Interest	Study Group	29	30,62	5,15	5,15	0,001
	Control Group	33	25,84	5,33		

When the interest levels of the Control and Study Groups in The Modern World History classes, which were conducted as based on documentary movies, after the application were analyzed, it was determined that the Affective Interest [ $t(62) = 4.58, p < 0.05$ ] and Cognitive Interest [ $t(62) = 5.15, p < 0.05$ ] levels in classes differed at a statistically significant level in favor of the Study Group. After the Modern World History classes that were taught as based on watching documentaries, it was observed that the interest levels of the students in Affective Dimension ( $\bar{X} = 34,82$ ) and Cognitive Dimension ( $\bar{X} = 30,62$ ) were at a significant level in favor

of the Study Group. The findings on the perceptions of the Teacher Candidates in the Study Group before and after the application are given in Table 3.

**Table 3:** The t-test results of the Interest test in the lessons in the Study Group before and after the application

Dimensions	$\bar{X}$	N	s.d	t	p
Affective Pre-test	24,13	29	6,85943	-5,38	0.000
Affective Post-test	34,82	29	8,29832		
Cognitive Pre-test	24,86	29	6,50672	-3,72	0,001
Cognitive Post-test	30,62	29	5,15761		

When Table 3 is analyzed it is observed that the interest levels of the Teacher Candidates in the Study Group in Modern World History classes differed at a statistically significant level in Affective [t (29)=-5.38, p<0.05] and Cognitive [t (29)=-3.72, p<0.05] Dimensions. It is also observed that the interests of the Social Sciences Teacher Candidates in classes were at high levels in Affective Dimension ( $\bar{X}$  =34,82) and Cognitive Dimension ( $\bar{X}$  =30,62) in favor of the Post-test. The findings on the interest levels of the Teacher Candidates in the Control Group in Modern World History classes are given in Table 4.

**Table 4:** The t-test results of the Interest test in lessons in the control group before and after the application

Dimensions	$\bar{X}$	N	s.d	T	p
Affective Pre-test	24,4242	33	6,86035	-0,45	0,65
Affective Post-test	25,2727	33	8,09040		
Cognitive Pre-test	24,4848	33	4,13159	-1,11	0,27
Cognitive Post-test	25,8485	33	5,33925		

When Table 4 is analyzed, it is observed that the interest levels of the Teacher Candidates in the Control Group in Modern World History classes, which were taught as based on watching documentary movies, did not differ at a statistically significant level in Affective [t (33)=-0.45, p>0.05] and Cognitive [t (33)=-1.11, p<0.05] Dimensions before and after the application. In this context, the Modern World History classes did not create any interest in the Teacher Candidates in the Control Group.

The findings on the effects of Modern World History classes, which were taught as based on watching documentaries, on success levels are given in the table below. In this context, the success status of the Study and Control Groups in classes before the application are given in Table 5.

**Table 5:** The t-test results on the Study and Control Groups Pre-test Success levels

Test	Group	N	$\bar{X}$	s.d	t	p
Pretest	Study	31	53,83	15,94594	1.378	0,17
	Control	33	48.84	12.96177		

Before the application, when the success status of the Teacher Candidates in Modern World History Classes is analyzed, it is observed that there are no statistically significant differences between the groups [t (64)=1.38, p>0.05]. The findings on the success status of the Teacher Candidates in the Control and Study Groups are given in Table 6.

**Table 6:** The t-test results of the Study and Control Groups Post-test Success levels

Test	Group	N	Order Average	Total Order	U	P
Post-test	Study	31	45,82	1420,50	98,50	0.000
	Control	33	19,98	659,50		

After the application in Modern World History classes, which was taught as based on watching documentaries, when the success status of the Control and Study Groups in classes was analyzed, it was observed that the difference between the Study and Control Groups was at a statistically significant level [U (64)=98.50, p<0.05]. After the Modern world history classes, which was taught as based on watching documentaries, the success status of the students in the Study Group was higher at a statistically significant level when compared

with those of the students in the Control Group. In this context, after the application, it is possible to claim that the success levels of the Teacher Candidates increased at a statistically significant level. The findings on the success status of the Teacher Candidates in the Control Group are given in Table 7.

**Table 7:** The t-test results of the success status of the Control Group before and after the application

Post-test - Pre-test	N	Order Average	Total Order	z	p
Negative Orders	10	17,65	176,50	-1,637	0,10
Positive Orders	22	15,98	351,50		

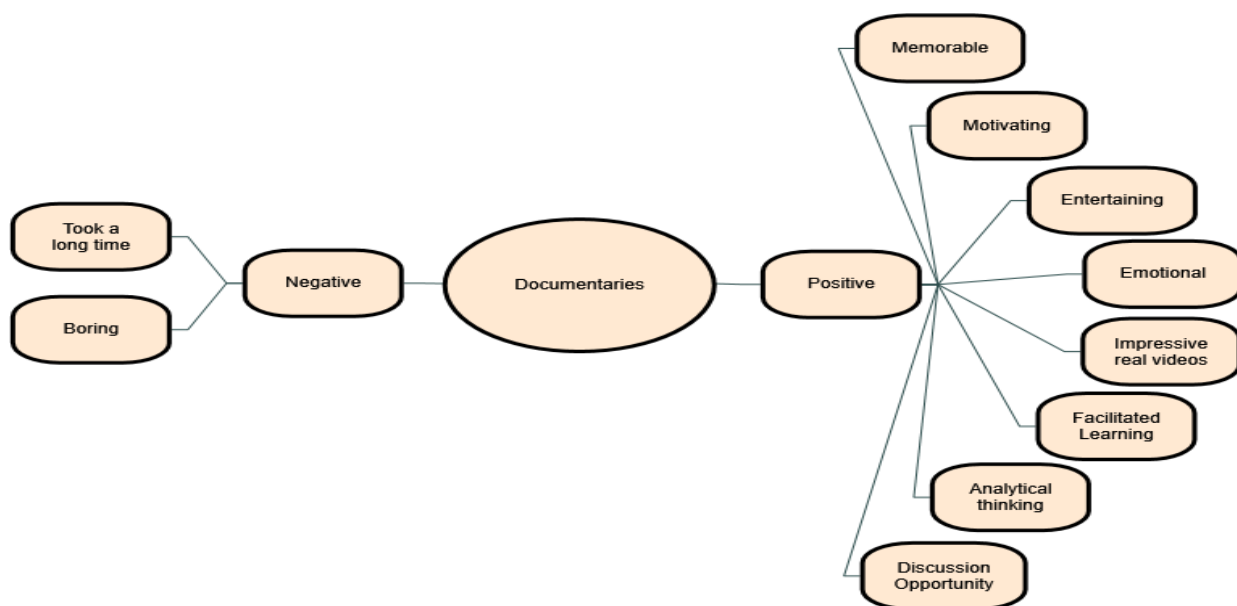
When the success levels of the Teacher Candidates in the Control Group in the Modern World History classes before and after the application were analyzed, it was observed that there was no significant difference between the results before and after the application. When Table 7 is analyzed, it is observed that the scores of 22 of the 33 students increased in the Post-test after the application; the scores of one student remained stable, and the scores of 10 students were not higher when compared with the scores before the application. The findings on the success status of the Teacher Candidates in the Study Group before and after the application are given in Table 8.

**Table 8:** The t-test results of the success status of the Study Group before and after the application

Group	Test	N	$\bar{X}$	s.d	t	p
Study Group	Pre-test	31	53,8387	15,94	-11,876	0,000
	Post-test	31	80,1613	11,14		

When the success status of the Teacher Candidates in the Study Group in Modern World History classes, which was taught as based on watching documentary movies method, were analyzed, it was observed that there was no statistically significant differences [t(31)=-11.87, p<0.05]. In this context, the success status of the teachers in the Study Group after the application ( $\bar{X}$  =34,82) was higher than the success status before the application ( $\bar{X}$  =34,82) at a statistically significant level.

Based on the study findings, it is possible to claim that the interests and academic success levels of the Social Sciences Teacher Candidates were affected at a positive way by the Modern World History classes, which were taught as based on watching documentary movies. Especially after the application, when the findings obtained in the interviews made with the Teacher Candidates are analyzed, it is observed that Teacher Candidates have positive as well as negative viewpoints about the application. The findings obtained in the interviews made with the teacher candidates are given in Figure 1.



**Figure 1:** Teacher Viewpoints on Modern World History Classes, which were taught as based on watching documentaries.

Based on Figure 1, it is observed that Social Sciences Teacher candidates state that the application has positive effects in an intense manner. In addition, it is also observed that some teachers stated that there were negative sides of the application. According to Teacher Candidates, the negative sides of the application are collected under two dimensions. These claim that some documentaries are too long and the topics they contain are boring. For example, T15, who is one of the Teacher Candidates, said “... *the topics of the class were too much. Documentaries took too much time. We watched the documentaries for two full hours, and it took even longer*”. Another Teacher Candidate, T3, said “*documentaries were too long, and for this reason, the interest decreased towards the end of the class, I could not watch with full attention*”. T15, who is another Teacher Candidate, stated that documentaries were very boring, and the teaching of the teacher was more boring than the documentary.

Teacher Candidates who had positive thoughts about the process stated that the classes, which were taught as based on documentary movies increased the permanency of the information they learnt, motivated them, made the class become more interesting, they felt emotional during the class, they had the opportunity of seeing issues from different angles, and discuss the topics, the videos were impressive and they learnt more easily. It was also observed that the Teacher Candidates stated that the Modern World History classes became permanent when taught as based on documentary movies. For example, T16 said;

*“...I did not think that I could receive such high grades from this class. It was very entertaining. And then I looked at the question in the visa exam and I noticed that I knew the answer, I remembered the videos in the documentary. When I received high grade in the visa, I studied even more for the final exam. I think we should be taught history classes always in this way”.*

When the viewpoints of the Teacher Candidates about the classes are considered, it is observed that they stated that the visual properties of the documentaries made it easier for them to remember the topics. Another interesting point here is the fact that Teacher Candidates stated that the documentaries made them feel emotional. For example, T7 said “...*It was very different to hear the speeches of people who experienced the 1<sup>st</sup> and 2<sup>nd</sup> World Wars. They had lost their families, they saw the war... I was impressed by their speech and crying*”. It was observed that the documentary was based on real life stories, and therefore created an effect on the teacher candidates because they brought the people who experienced the past event before the eyes of the students. As a matter of fact, it is among the findings of the study obtained in the interviews with the students that the real videos in the documentaries are one of the significant points that increased the effect of them in educational process. Teacher candidates also stated that this situation increased the motivation in the classes. For example, T5 said “*The classes are very boring without documentary movies, and especially the images of the past events and periods made me excited*”. Based on this, it is also possible to claim that the real videos in the documentaries have the function of motivating Teacher Candidates for classes.

The finding of the present study claiming the education that is realized with documentary movies facilitates learning is among the qualitative data. It was also observed that this finding of the study is consistent with the results of the Success Test. T19 stated his viewpoints on this topic as follows;

*“...In my opinion, this class was good. And when you make us watch the documentary in the first hour, and then give us the additional data that are not present in the documentary in the second hour, this makes me understand better because I make associations. For example, at the end of the 1<sup>st</sup> World War, the Germans were defeated and were left under harsh conditions, which I associated with the rise of Hitler. I think classes must be taught in this way”.*

As it may be understood from the statements of T19, especially the teaching being made by associations with the videos in the documentary is perceived like a factor that facilitates learning by Teacher Candidates. Meanwhile, Teacher Candidates had discussions among themselves about the documentaries, and in this sense, they could see the events with a different viewpoint, which was also observed among the study findings. For this reason, in this respect, it is possible to claim that classes that are taught with documentaries have a quality that facilitates learning process.

#### 4. DISCUSSION AND RESULT

This study investigates the effect of teaching Modern World History classes with documentary movies on the Interest and Academic Success. As a result of the analyses of the data obtained in the course of the present study, it was observed that the documentaries affected the interests of Teacher Candidates in Cognitive and Affective terms. When compared with a class which is taught with teaching and question-answer techniques, it is possible that the interest in the classes that are taught with documentary movies increases more. No matter

in which educational stage it is, one of the classes students have difficulty in learning is the History Class. The fact that students have difficulty in making sense of the events that happened in the past, and they perceive history as a field that must be learnt in an abstract manner are given as the reasons for this. However, the educational methods that may influence this situation in a positive way have become possible with the help of educational technologies. Thanks to the tools that are brought to the classroom environment by educational technologies, it is now possible in our present day to keep the positive interest in history classes alive. Classes in universities, high schools and secondary schools are supported with smart boards in Turkey. This situation ensures that teachers bring educational documentary movies to students in an easy way. When the documentaries that bring sound, action and image with them are used for history classes, classes may become more entertaining and productive (Öztaş, 2007). Especially in our present day, the technology used in the preparation of the image and sound effects increase the quality of documentary movies. In a recent study, it was reported that documentary movies are not preferred by schools due to inadequate technological opportunities. Er and Bayındır (2015) conducted a study with the title of "Teaching of Historical Topics by Social Sciences Teachers and the Use of Materials", teachers stated that "Documentary movies are very influential in teaching history; however, we cannot use this education method because of the lack of adequate infrastructure in schools". Again, Çengelci (2013) conducted a study with the title "Determining the Social and Cultural Sources that will be Made Use of in Social Sciences", and reported that students and teachers explained the reason why they could not benefit from these technologies as inadequate technology. As mentioned above, secondary schools were equipped with smart boards as of 2015-2016. In the forthcoming process, it is planned that primary schools are equipped with educational technologies. Unfortunately, the transfer of educational technologies to schools has only been possible in our present day in Turkey. On the other hand, European countries, America, and some Asian countries completed this process in the previous century.

With the help of documentary movies, the increase in the interest in classes also increases the possibility that it may be influential on Academic Success as well. When the results of the Success Test are analyzed, it is observed that the post-test scores of the Study Group are higher at a significant level when compared with the Control Group. As a conclusion, it is possible to claim that documentary movies have positive effects on Modern World History class success levels. There are also several other studies in the literature reporting that documentary movies increase Academic Success. Türker and Arslan (2008) conducted a study with the title "Using Documentary Movies in Primary School 8<sup>th</sup> Grades in the Republic of Turkey, History of Revolutions and Kemalism Classes"; Öztaş (2007) conducted a study with the title "History Teaching and Movies: The Effect of Using Movies in History Teaching on the Success Levels of Students"; Öztaş (2008) conducted a study with the title "History Teaching and Movies"; Aktekin And Çoban (2012) conducted a study with the title "Teachers' and Students' Viewpoints on Using Historical Movies and Series in History Classes: The Case of Trabzon"; Bektaş Öztaşkın (2013) conducted a study with the title "The Effect of Using Documentary Movies in Social Sciences Classes on the Academic Success and Awareness Levels". The results of these studies show similarities with the present study.

The results of the study show that the use of documentary movies increases academic success. However, is the sole reason that the interest or the success in classes increases is watching documentaries? Bennet and Scholes (2001) conducted a study and reported that classes might become more entertaining by using technology, and teachers might thus develop new educational strategies. In fact, the point that must be considered here is the fact that teachers are enabled to use different methods and techniques with the inclusion of educational technologies in classrooms. Using documentary movies in history classes may create an enhanced environment for the executer of the class in terms of method/technique, and may create a multiple viewpoint.

The most influential factor that gives rise to different ideas in the teacher and learner is the fact that documentary movies and the subjects of the classes overlap with each other at a great deal (Bektaş Öztaşkın, 2013). In this study, it was observed that the topics of the Modern World History classes and the parts of the documentary movie are in great consistence with each other in terms of the time of the historical events and the titles of the subjects of the class. At the end of the study process, it was determined as a result of the analysis of the interviews with the Teacher Candidates that the participants thought "the agreement between the documentary movies and the topics of the class ensures that the learners acquire in a easier way and the information that is learnt is permanent".

Documentary movies are created on a firm context, which is also the case in cinema movies. However, a significant property differentiates cinema movies from documentary ones. This property is that real life events are dealt with in documentaries rather than fiction. It is also possible that the persons and characters in



documentaries are the real heroes of the events in real life. Documentary movies have the property of being the primary sources for history classes, and when they are used together with method/technique processes, they enable the thinker to develop historical thinking skills (Dilek, 2009). We may claim that documentary movies that reflect the trilogy of *historical place, time and events* in a way that is close to reality may be used for educational purposes (Bozkurt and Bayındır, 2015). The common idea of the Teacher Candidates on the sense of reality in documentary movies is that the real life studies in the scenario made them feel sensitive and the images of real time increased their motivations.

As a conclusion, we may claim that educational processes that are conducted with the help of documentaries increase the permanency of the information, ensure motivation, make the classes become more entertaining, ensure that students participate in discussions, develop historical empathy skills, ensure better learning opportunities, and teach how to look at events from a different viewpoint. Another conclusion reached in the present study is the fact that Teacher Candidates discuss the documentary movies, and in one sense, the classes in extracurricular times (at dormitory, home and street).

In terms of the study process, Teacher Candidates also stated that documentary movies also had some limitations. The first one of these limitations is the fact that there are documentary movies that are longer than necessary. The second one is the fact that the scenario is found to be boring by learners. This situation shows that the selection of documentaries must be made carefully, and the duration of watching must be determined as based on the attention time of the viewers. The main points that must be considered are that the documentaries selected for educational purposes must be carefully determined to be suitable for the levels of the students, for the contents of the classes, and the method/technique used together with documentaries must also be suitable for the context.

#### 4.1. Recommendations

- ✓ The number of studies conducted on using documentary movies at every level of education must be increased. Today, when the durations of children in watching TV and the time they spend on the Internet are analyzed, it is clearly observed that children are addicted to a digital screen. Although this is considered as a disadvantage, it may be converted into something beneficial if it serves planned education purposes integrated with educational technologies.
- ✓ Studies should be conducted on using documentary movies with different methods/techniques. Of course, using documentaries alone will not be adequate to sustain the desired outcomes. For example, activities intended to develop historical thinking and empathy skills after watching documentary movies will be more beneficial.
- ✓ It must be cared much that the documentary movies that are associated with a specific class are not too long. Right at this point, it is considered important that the class should be taught by using the clips that include striking scenes.
- ✓ It is considered that especially including documentaries that have real life stories in them will make the educational processes become more efficient.
- ✓ Again, it is foreseen that using the documentaries that include the real videos of people who lived in relevant historical periods will make teaching become more effective.
- ✓ It is also considered that giving students the opportunity of discussing the topic in teaching environments in which documentary movies are used will make the educational process become more effective.

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