

- **CONTRIBUTION OF TRAINING FOR THE MENTALLY RETARDED IN MUSEUMS TO**
 - **PRE-SERVICE TEACHERS**

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INTRODUCTION

- **Inclusive education which has been adopted all over the world enables mentally retarded students to spend most or all their time with non-disabled students in the same environment without separating them from their peers and become part of the education but: pre-service teachers do not receive education on special education during their training, so: they have difficulty in involving mentally retarded students in this inclusion**

- **Thus, the mentally retarded go to special schools instead of inclusive schools.**
- **The main purpose of this study is to guide the pre-service teachers about the selection of learning environment for the training of the mentally retarded individuals and organization of the materials to be used, have them understand the importance of special education, and create awareness about the mentally retarded individuals.**

- **In this study, the activities done in the museum by the pre-service teachers and the individuals with mental retardation are introduced and its results are presented and discussed.**
- **When education is actualized by the museums, museums create an effective learning environment and they also offer a very good learning environment not only for normal students but also for the individuals with mental retardation.**

- **The museums design programs which are enriched with interesting, object-oriented, fun, participatory games for the children and they give opportunities to the children to work with the objects which they choose and show interest in.**
- **Such activities as conferences with paintings, a touch tour session, telling a story, drama-acting, discussion activities in front of a work of art are organized in the museums apart from the guided tours.**
- **During a touch tour, the aim is to establish a close contact with a museum exhibition, so the intact and reproducible copies are examined with fun by asking questions.**

Museum Education Implementations for the Groups with Mental Retardation

- Because the expressive language is not adequately developed in mentally impaired people, the most important trouble of the teacher is the measurement of success in learning of the mentally impaired children.**
- The activities and exercised made in the museum of sculptures are not abstract and are not two dimensional activities on paper of the class, but they are three dimensional.**
- By help of touching and animating besides the listening and watching, the teaching can become more effective and our chance for measuring the perception success of the students increases**

- **The contribution of museums to lifelong learning create opportunities for the education of visually impaired, hearing impaired, mentally retarded and the other disadvantaged groups.**
- **Many important museums in the world welcome the disadvantaged groups with visual and hearing impairments and mental retardations and they benefit from the museums as educational environment.**

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Enabling the Pre-service Teachers to Benefit from Museum Teaching Opportunities

- I researched about educational activities in museum environment with pre-school, primary school, secondary school, and Fine Art High School, in Turkey, during last years.**
- In a study called “Stimulation of Multiple Intelligence by Museum Education in Teachers Training”, the educational activities carried out by pairing the children and the pre-service teachers revealed positive results in terms of primary school and secondary school students, pre-service teachers, and class teachers (Maccario, 2012 p:807).**

- **These studies carried out in museums enabled the pre-service teachers to realize that museums made contributions to active learning and they were good sources for the activities which would stimulate different domains of intelligence.**
- **Pre-service teachers' experiences in the museum contributed them to learn how to use different teaching methods and to develop teaching materials which they would need in their professional life. Thus, the opportunities which the people with mental retardation benefit from museum education have been explored.**

- **Inclusive education for the disabled has replaced the education in the world.**
- **Therefore, pre-service teachers will teach at least one disabled student when they graduate from the university.**
- **With mentally retarded individuals, receptive language generally develops better than the productive language.**
- **The biggest challenge for the teachers who work with the mentally retarded children with special learning needs is to assess their learning performance.**

- **The purpose of the study is to introduce museum education to pre-service teachers which make contributions to the education of mentally retarded people and to enable them to understand the mentally retarded people with their experiences and become aware of their needs for education.**
- **In addition to these purposes, the study makes contributions to the pre-service teachers' learning about how to design and use the teaching materials which they are going to use during museum education.**

METHOD

- A museum education program was designed for the mentally retarded individuals.**
- The program was implemented with the participation of pre-service teachers.**
- The contributions of the study to the pre-service teachers were evaluated.**
- The educational materials for the mentally retarded individuals were designed and developed by the instructor who has been carrying out studies about museum education.**

- **The pre-service teachers participating in the activities were informed within the context of the program.**
- **While the participants with mental retardation were doing activities with the materials, the pre-service teachers mingled with the participants and led them, and they gained experience about how to use and implement the materials.**

- **Ten volunteer pre-service teachers studying in different departments of Education Faculty in Muğla Sıtkı Koçman University participated in the study.**
- **Total ten mentally retarded teenagers and their parents joined the two implementations (workshops) carried out first in Muğla Sıtkı Koçman Cast Gallery and then in the Aphrodisias Museum.**

- **The study is a qualitative study.**
- **The contribution of museum education activity to the pre-service teachers was determined with semi-structured interviews.**
- **The data were obtained from the pre-service teachers and the parents.**
- **After the activities in the museums were completed, because the mentally retarded individuals had difficulty in expressing themselves in writing or verbally, their family members or relatives who accompanied and observed them were asked to evaluate their experiences**

- **The parents' views about their observations were taken and the contribution of the study to the mentally retarded individuals was examined. Thematic content analysis was used for data analysis.**

Implementation Process

Activity 1

- An activity which acted as a preparation for the activity in Aphrodisias Museum later was carried out in Muğla Sıtkı Koçman Cast Gallery to meet the teenagers and have them socialize with each other.
- The activity was decided to be carried out on the “Day of People with Disability” (May 9, 2013).
- Preparation:
- The work sheet and the matching activities which would be used during the museum visit and after the visit to the museum to reinforce what is learned were prepared.

A Visit to Muğla Sitki Koçman Cast Gallery

- **1-When the family members and the volunteer life coaches who accompanied the participants and introduced them and helped them get used to a comprehensible activity which would be carried out came to Muğla Sitki Koçman Cast Gallery, they were shown the museum and informed about the works of art.**



“WHO AM I?”

- 2- Based on the game “Who am I?” used in drama to attract the attention of the qualities of the works of art, the volunteers among the participants imitated the posture of the works of art which they looked at and told the name of the piece.



- **3-After the visit to the museum, the teenagers taking part in the activity were shown an activity on colourful paper bearing the names of the works of art and their photos similar to the previous material and they were asked to match them. Afterwards, the activity was completed. Then, they went to the Aphrodisias Museum.**



Activity 2

- An activity was carried out in Aphrodisias Museum on “Museum Day” on May 18, 2013. Ten mentally retarded teenagers and their parents, volunteer pre-service teachers studying in different departments of Education Faculty in Muğla Sıtkı Koçman University participated in the activity under the supervision of the instructors working in Education Faculty in Muğla Sıtkı Koçman University.**

APHRODISIAS MUSEUM

- **Aphrodisias is a small ancient city located in Turkey and it is inscribed on World Heritage List of UNESCO.**
- **The museum located in the archaeological site exhibits the artefacts belonging to the Roman period.**
- **Aphrodisias is well-known for its fine sculpture and the museum holds many sculptures and reliefs.**
- **The facial expressions and emotions on the reliefs were used both as art activities and as enacting activities.**
- **They enabled to have communication with the mentally retarded individuals and the activities to stimulate multiple intelligence were done.**

Preparation for the Activity in the Aphrodisias Museum

- A worksheet about the museum was generated using a photograph taken in the Aphrodisias Museum. Drama and visual art activities were designed and developed. These materials include
- Symmetric artefact photos about the features of the artefacts.
- Puzzles with the animal figures on the artefacts
- Two materials with moving facial expressions which will stimulate the intelligence and help enacting.
- Visual art activity, which was inspired by the reliefs which exaggerated the emotions on the face of a human, which aims at producing the same facial expressions on the reliefs via pressing clay in plaster moulds.

The Participants' Visit to the Aphrodisias Museum

- **The participants' families and volunteer life coaches accompanied them during the trip and the process is given below:**
- **A visit in the museum: The group visited the museum with the director of the museum who led them and showed around. They were informed about the artefacts and the artefacts were introduced.**
- **The pre-service teachers helped the participants to understand the material they were going to use during the visit.**
- **The volunteers among the participants imitated the postures of the sculptures which they looked at.**

- **After the visit was completed, they sat at the tables prepared for the activities and the instructor told them how to do the activities.**
- **The mentally retarded individuals completed the activities with the help of the pre-service teachers.**



- 1-The participants wrote the names of the artefacts on the blanks under the pictures of the artefacts. (The aim of this activity is to reinforce the participants to remember the features of the artefacts)

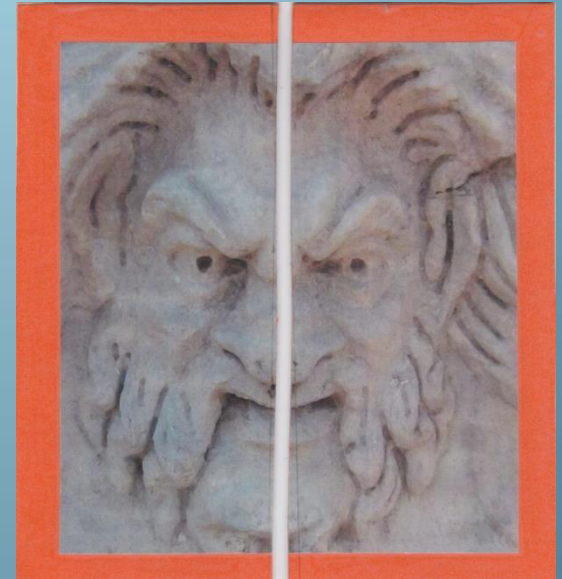
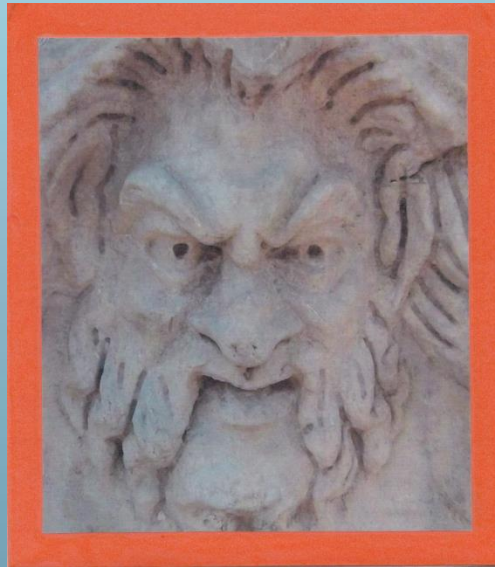
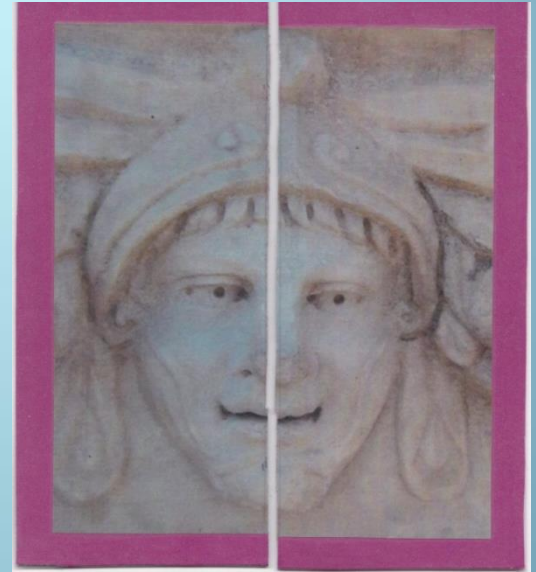
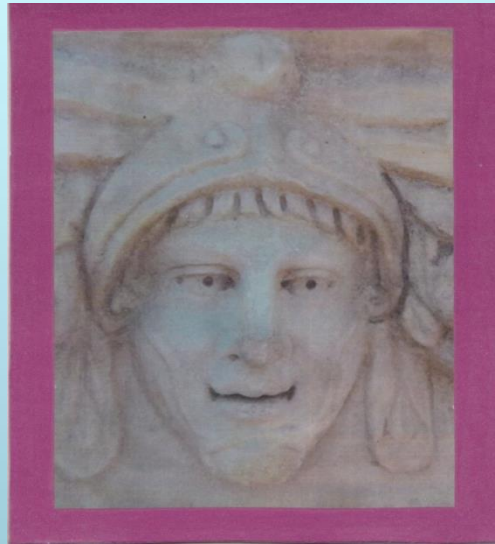
	Afrodit Güzellik tanrıçası	
	Vali Şehri yöneten kişi	
		Apollon Müzik tanrısı
		İmparator Ülkeyi yöneten kişi

Worksheets and name badges for activities

	Boksör
 	Tiyatrocu
	Düşünür
 	Dinadamı

Dinadamı	 
Boksör	
Düşünür	

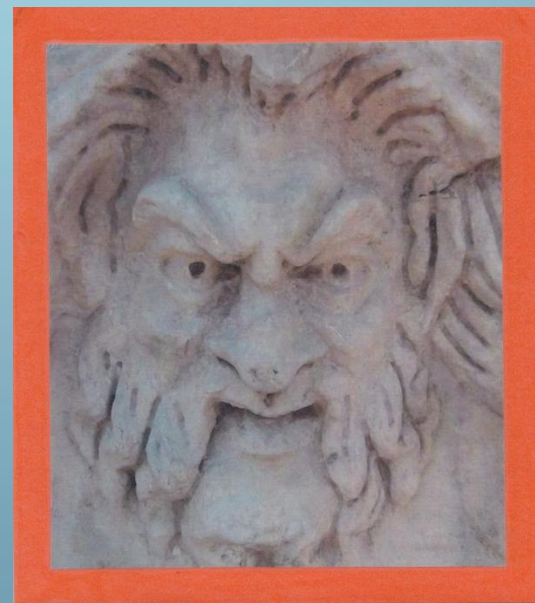
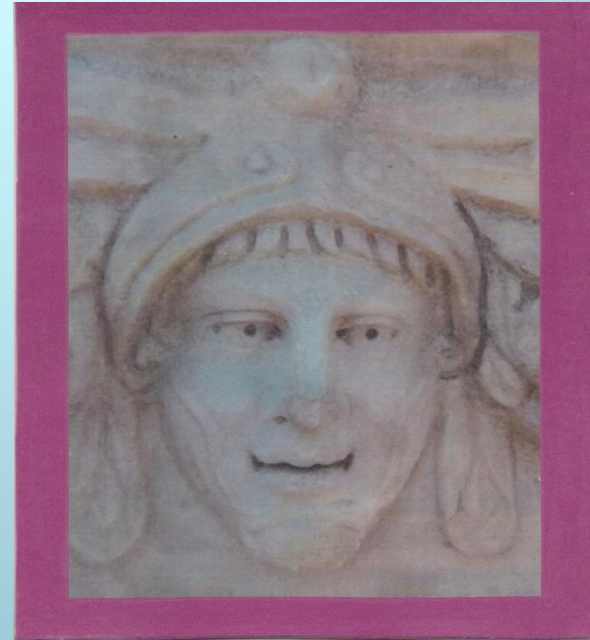
- **2-The participants found the symmetric pieces of the puzzles which were produced by using the photos of the artefacts with exaggerated facial expressions and they matched them, did the puzzle, and completed the artefact.**



- **3-The participants looked at the puzzles which were formed by using the photos of the reliefs with animal figures. Then, they found the puzzles pieces on the table and put them together.**



- **4-In the activity developed by using the artefacts with exaggerated facial expressions, the material with “moving facial expressions” was shown to the participants to enact these feelings and they made a sound appropriate to the facial expressions in the material.**



- **5-The participants looked at the expressions in the activity which looked like a notebook and consisted of different expressions and they expressed the feelings with an appropriate tone of voice.**





- **The participants pressed a layer of clay inside the plaster moulds to achieve the exaggerated facial expressions on the reliefs. When the cast was removed, they saw that the same facial expressions were created and they did this activity together and produced reliefs.**



Evaluation and Results

- **The pre-service teachers considered in their evaluations that using museum as learning environments would make contributions not only to the non-disabled individuals but also to the individuals with mental retardation. When the activities carried out were evaluated, the following results were revealed:**
- **The individuals with disabilities were actively engaged in museum education; it created a positive and a social environment.**

- **The art activities carried out in the event drew the attention of the disabled individuals; the materials used in the activities included stimulant visual images and they contributed to the introduction of artefacts.**

- **Museums as learning environments created quite a positive environment for permanent behaviour changes.**
- **People actualized more permanent learning when they saw, heard, and touched the things they learned and this implementation in the museum overlapped with the basic principles of general education.**

- **This process also made contributions to the socialization of the mentally retarded individuals.**
- ***Achieving something had a positive effect on the mentally retarded individual. Moreover, it made contributions to the communication skills of the mentally retarded individuals and enable them to adapt to the social environment.**

The study contributed to the pre-service teachers to understand the characteristics of the mentally retarded individuals:

- People should be patient and establish a bond in their relation with the mentally retarded individuals and avoid negative and offending behaviors.**
- A person who is going to carry out such studies must be tolerant, polite, knowledgeable, and patient.**
- People must try to understand the mentally retarded individuals and they must be supported for the things they could do.**

- **People who would help the mentally retarded individuals with their education and their families must interact and communicate with each other; however, the educators play the key role because they must establish reliable dialogues between themselves and the families.**
- **The person who has an interest in the education of the mentally retarded individuals and the family must become one on the basis of love and they must pursue common goals.**
- **The families of the individuals with mental retardation appreciated their children's works and they were affected positively.**
- **The families of the individuals with mental retardation were supported by the teenagers in such environments and sharing the difficulties in their lives and receiving social support affected the families positively.**

The pre-service teachers expressed their feelings about the activity:

- They enjoyed taking part in the activity, working and interacting with the mentally retarded individuals promoted their understanding and acceptance of them and they wished everybody would feel it and these experiences made them gain different perspectives about life.**

- **The parents' views about the activity showed parallelism with the pre-service teachers.**
- **They stated that this process drew the attention of the mentally retarded individuals, they became happy, it enabled them to socialize and finally they were enthusiastic about taking part in such activities.**

CONCLUSION

- **Important museums in the world make contributions to the education of the disadvantaged groups as well as the non-disabled people with their education departments and the education packs offered online.**
- **Private museums make an effort to maintain these attempts in our country, but museum education is not implemented widely in state museums.**

- **Due to lack of education officers and too much workload and responsibility for the staff in the state museums, museums are not able to function as learning environments and it prevents the museum from carrying out contemporary implementations.**

- **Museum education will become popular with the following implementations:**
- **organizing more education programs not only in the private museums but also in state museums,**
- **conducting research and projects in the universities and other institutions,**
- **volunteer educators' working both with the non-disabled groups and the disadvantaged groups in museums, and conveying their experiences to the target groups via their publications**

- **Finally, it can be suggested that the study carried out by the pre-service teachers in museum environment will promote their understanding about the education needs of the mentally retarded individuals and awareness about how to contribute to their education.**

- **Thanks for your attention**

- **Nihal Maccario**