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EDUCATIONAL NEEDS OF VISUAL ARTS TEACHERS REGARDING THE USE OF MUSEUMS IN LINE WITH THE OUT-OF-SCHOOL EDUCATION APPROACH

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Educational Needs of Visual Arts Teachers regarding the Use of Museums in Line with the Out-of-School Education Approach

Didem ISLEK[1]

Abstract

This research aims to examine the educational needs of visual arts teachers for the use of museums in line with the out-of-school approach to education in terms of learning status and professional seniority variables. The research was carried out using a scanning model from quantitative methods. Visual arts teachers (n=140) make up the universe of research. The results obtained from the researcher that the educational needs of teachers in terms of learning status variable; organizing pre-implementation activities, teaching strategy, using methods and techniques, communicating effectively, ensuring personal and social development and post-implementation activities has shown that it does not differ in regulatory dimensions. However, it has also been found that the educational needs of teachers differ in the way they regulate the educational environment. However, visual arts teachers' educational needs regarding the out-of-school education approach are regulated according to the professional seniority variable, regulating the environment, teaching strategy, using methods and techniques, communicating effectively, ensuringpersonal and social development and post-implementation it has been determined that it does not differ in the dimensions of organizing activities. However, when the opinions of teachers on all dimensions were examined, it was understood that teachers with professional seniority of 16 years or more had a lower degree of need for the approach. This result indicates that teachers in this group have more knowledge of the approach. However, it was found that teachers who needed more education than other teachers had professional seniority between 6-10 years.

Keywords: outdoor education approach, museum, visual arts teachers, education needs, learning status, professional seniority.

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Introduction

The new approaches that have emerged in recent years are guiding the learning-teaching process, increasing the quality of education (Bozkurt, 2020). At this point, out door education is seen as an important approach both in increasing the quality of the learning-teaching process and in transforming the theoretical dimension into practice. This approach, which contributes to the creativity of students, is also called "out-of-school learning" in the literature. This approach can be especially effective in gaining first-hand learning experiences for students, as well as learning by doing and living (Dyment, Chick, Walker & Macqueen, 2018; Thomas, 2019; Tuuling, Oun & Ugaste, 2019). Cognitive, sensory and psychomotor skills, social awareness, critical and problematic of students with educational activities based on out-of-school education approach solve skills are also improved (Pyun, Wang & Koh, 2020).

Literature review

When the learning environments in which these activities are carried out are examined; museums, science centers, planetariums, botanics, zoos and school gardens, national parks areout of school learning places it is understood that the most important ones are (Kubat, 2018; Pyun, Wang & Koh, 2020; Abril Lopez, Moron Monge & lopez carillo, 2021). Kaptan and Beldag (2019) said that teaching in out-of-school teaching environments is effective in making students feel more comfortable, and that traditional learning environments out of the way.

In this context, it is understood that museums have an important place among out-of-school learning environments and also contribute to the upbringing of students with a multicultural approach (Mamur, 2015). In addition, the use of museums as an educational environment, in the transformation of theoretical knowledge into practice, in the active learning of students, in the development of creation, observation of works, it is also emphasized in research that it can be effective in interpreting and gaining experience, in the implementation of educational activities for the course (Kristinsdottir, 2017; Akdogan, Durmaz Kimzan & Acer, 2019).

In the light of this information, the museums; it can be saidthat students play important roles in the development of high-level thinking skills and that there is an effective learning environment that needs to be addressed in line with the out-of-school education approach. In thiscontext, museums that are effective in embodying abstract information about courses have materials that support many courses (history, geography, art, literature) can be used within the scope of courses (Beştepe, 2017). It is stated that practical activities in museums are especially effective in increasing the efficiency of visual arts teaching. Within the scope of this course, in museums; making copy works from works, analyzing

works, developing art understandings, evaluatingthe history and culture of works, making creative and original interpretations activities can be done. At this point, it is also mentioned inthe literature that the learning-teaching process that can be carried out in museums in line with both visual arts teaching and other courses is planned according to three stages (Beştepe, 2017; Cloud & Attila, 2017). In the first stage, which is called pre-museum, promotional activitiesrelated to the museum, preparatory activities related to the course are organized, necessary permissions are obtained (Karbeyaz & Karamustafaoglu, 2021). In addition, the selection of museum ve art works with favorable conditions in which the learning outcomes determinedin line with the curriculum can be realized are among the activities held in the first stage (Behrendt & Franklin, 2014; Meydan & Akkuş, 2014). During the museum, learning activities are carried out that allow learning by doing rescue excavation, museum hunting activity, completing clue papers, reviving the stages of the construction of works with drama technique, discussing the features of works by creating a platform, designing activities with station technique, creating exhibitions, designing posters, creatingstories (Humberstone & Stan 2011; Ilhan Cakir, Atar, Okvuran & Karadeniz, 2011; Memisoglu & Whip, 2013). After the museum that constitutes the third stage, age evaluation techniques such as process-oriented evaluation, peer evaluation, evaluationwith controlsteli stes, opinion taking, evaluation with ranked scoring tools, composite printingare used (Turnbull, 2012; Fagerstam, 2014). In the light of the information given that it is important to use museums as an educational environment in line with the out-of-school education approach, it is revealed. In the relevant research, it is statedthat visual arts teachers need education about using museums in line with the out-of-school education approach. In addition, the researchers point out that it is extremely important to prepare studies to determine the educational needs of teachers for this approach in order to develop a qualified in-service curriculum for teachers (Gray & Martin 2012; Peck &Travers 2013; Aydogan Bolat, 2017; Beştepe, 2017; Karadeniz & Okvuran, 2021). When L iteratur was examined, it was determined that there was no in-service curriculum to meet the educational needs of visual arts teachers for the use of museums in line with the approach. However, it was also found that no studies were carried out in which teachers' educational needs were examined in terms of variables (Humberstone & Stan 2012; Heat 2013; Fagerstam, 2014). In this context, with a study that will determine the educational needs of teachers for the use of museums in line with the out-of-school approach to education and examine them in terms of variables, it is believed that the deficiency in this area will be eliminated, as well as contribute to the field.

Methodology

The aim of the research

This research aims to examine the educational needs of visual arts teachers for the use of museums in line with the out-of-school approach to education in terms of learning status and professional seniority. In this context, the following questions were sought in the research: (1) Is there a significant difference in the educational needs of visual arts teachers regarding the use of museums in line with the out-of-school education system according to the state of education? (2) Is there a significant difference in the educational needs of visual arts teachers regarding the use of museums in line with the out-of-school education approach according to their professional seniority?

Research Model

This research was carried out using relational screening model from quantitative methods. The type of relational scanning is a research model that shows the relationship, effect and degree of the variables that cause this condition by describing a situation or event that occurs in research (Kaya, Balay & Göçen, 2012). In this research, the screening model was used as it was aimed to compare the variables by identifying the educational needs of the participants for the use of museums in line with the out-of-school education approach.

Participants

The universe of research is made up of visual arts teachers working in primary, secondary and vocational high schools. In the study, the entire universe was reached (n=146), and the quantitative data of the research were obtained based on the opinions of the volunteer visual arts teachers (n=140).

Table 1. Distributionof Visual Arts Teachersby Learning Status

Learning Status	Distribution of Teachers	
	f	%
License	82	58.6
Master	58	41.4
Sum	140	100.0

Table 1 and *Table 2* contain information about the participants. Accordingly, as shown in Table 1, 58.6% (82) of the visual arts teachers included inthe research have abachelor's degree and 41.4% (58) have a master's degree. The findings show that the majority of teachers have graduated from the undergraduate program.

Table 2. Distribution of Visual Arts Teachers by Professional Seniority

Professional Seniority	Distribution of Teachers	
	f	%
1-5	14	10.0
6-10	17	12.1
11-15	23	16.4
16 and up	86	61.4
Sum	140	100.0

In addition, *Table 2* shows that 10.0% (14) of visual arts teachershave 1-5 years, 12.1% (17) have 6-10 years, 16.4% (23) have 11-15 years, and 61.4% (86) have 16 and above. These findings reveal that the majority of teachers who teach picture business classes have professional seniority for 16 or more years.

Data Instruments

Research data were collected by the needs determination survey developed by the researcher and his colleague (Islek & Hursen, 2015). Information about the needs analysis survey is given below.

Needs Analysis Survey for Out-of-School Education Approach

The needs analysis survey for the out-of-school education approach was prepared to determine the educational needs of visual arts teachers for the use of museums in line with the out-of-school education approach and to compare them in terms of variables.

The survey consists of two parts. In the first part, demographic information and in the second section, visual arts teachers' needs for the out-of-school education approach are determined. The second part of the survey consists of 3 sub-dimensions. Literature and expert opinions were effective in the naming phase of the dimensions. Pre-implementation activities (12 articles) for the approach to out-of-school education in the first subdivision are included. The second subdivision is within itself; it consists of 4 different subdivisions: regulating the educational environment (19 articles), using teaching strategies, methods and techniques (17 articles), communicating effectively (8 articles) and ensuring the personal and social development of the student (6 articles). In the third subdivision, expressions

(10 articles) containing post-implementation activities are included. The survey consists of a total of 72 items. Survey expressions prepared in the type of 5-likert are rated and rated as "I need a lot" (5), "I need it too much" (4), "Moderately needed" (3), "I need little" (2), "I don't need it at all" (1). The cronbach alpha value of the survey as a whole (0.91) was calculated. If the Cronbach alpha value for child dimensions is, itis calculated as "pre-implementation activities" (0.80), "regulating the educational environment" (0.81), "using teaching strategies, methods and techniques" (0.70), "effective communication" sub-dimension (0.95), "ensuring the personal and social development of the student" (0.91) and "post-implementation activities" subdivision (0.75). Considering that all dimensions are in the range of 0.70 and 1.00 reliability coefficients, the survey appears to have a reliable structure (Marnburg 2014; Smart, 2015).

Data Analysis

In the analysis of quantitative data; frequency, percentage, mean, standard deviation, independent samples t-test, oneway anova and LSD test analysis techniques were used. The values obtained as a result of the analysis were interpreted with a level of 0.05 signability. The qualitative data obtained from the research were analyzed with the content analysis technique.

Results

Comparison of Educational Needs of Visual Arts Teachers according to Their Learning Status

Independent Samples t-Test has been applied to determine whether the educational needs of visual arts teachers for the use of in museums in line with the outdoor education approach to education vary according to their learning status.

Table 3 provides comparative data analysis results on teachers' opinions. Accordingly, it is not the case. It is seen that the teacher shave artimetic average and standard deviation scores ($\bar{x}$=3.27, SS= .587) regarding the size of pre-application activities, while teachers with master's degrees ($\bar{x}$=3.18, SS =.590) have scores. This finding suggests that teachers with licence graduates need in-service training in the size of pre-application activities more than teachers with master's degrees. However, the findings *from the Independent Samples t-Test* also revealed that there was no significant difference ($t = 843$, $p>0.05$) between the average score of undergraduate teachers and graduate teachers regarding the size of pre-implementation activities.

Table 3. Comparison of Teachers' Views on Out-of-School Education Approach by Learning Status

Dimensions	Learning Status	N		SS	Df	T	P	Explanation
Pre-Implementation Activities	License	82	3.27	.587	138	.843	.401	p>0.05 Difference Meaningless
	Master	58	3.18	.590				
Organizing the Training Environment	License	82	3.54	.559	138	2.290	.024	p< 0.05 Difference Makes Sense
	Master	58	3.32	.542				
Using Teaching Strategy Methods and Techniques	License	82	3.16	.572	138	.533	.595	p>0.05 Difference Meaningless
	Master	58	3.10	.709				
Communicating Effectively	License	82	2.11	.874	138	.215	.830	p>0.05 Difference Meaningless
	Master	58	2.08	.845				
Ensuring the Personal and Social Development of the Student	License	82	2.29	.934	138			p>0.05 Difference Meaningless
	Master	58	2.25	.928		.267	.790	
Post-Application Activities	License	82	3.66	.720	138	1.791	0.75	p>0.05 Difference Meaningless
	Master	58	3.45	.661				
Sum	License	82	3.16	.440	138	1.548	.124	p>0.05 Difference Meaningless
	Master	58	3.04	.483				

Table 3 states that undergraduate teachers have average and standard deviation scores ($\bar{x}$=3.54, SS=.559) for the subdivision of regulating the educational environment, while teachers with master's degrees ($\bar{x}$=3.32, SS=.542) have scores. The findings show that teachers with bachelor's degrees need more education in the subdivision of regulating the educational environment. In parallel, the findings from the *Independent Samples t-Test* also reveal a significant difference betweenteachers' opinions (t = 2<290, p.05). This finding suggests that the learning

status variable leads to a significant difference in teachers' views on the subdivision of regulating the educational environment, and that graduate teachers need less education for this dimension. At this point, it can be said that the education that teachers receive during their master's education has a positive effect on the level of knowledge on the subject. However, it is understood from the average scores of graduate teachers that they need moderate education for the approach.

When the average and standard deviation scores for the sub-dimension of using teaching strategies, methods and techniques are examined, it is seen that undergraduate students ($\bar{x}$=3.16, SS =.572) have scores, while graduate teachers have scores (M= 3.10, SS=.709). The findings show that undergraduate teachers need this lower level of education more than graduate teachers. The *Independent Samples t-Test,* which is based on an ANC white application, found that the learning status variable did not cause a significant difference inteachers' opinions (t = 533, p>0.05). This finding indicates that the learning status variable does not have a meaningful effect on teachers' views on their need to use teaching strategies, methods and techniques.

When the score distributions for the effective communication subdivision in *Table 3* are examined, it is understood that the scores of undergraduate teachers ($\bar{x}$=2.11, SS=.874) and the teachers who graduate from master's degree ($\bar{x}$ =2.08, SS=.845) have score values. Their average value shows that undergraduate teachers need this lower level of education more than their graduate teachers with a slightly different score. The results of *Independent Samples t-Test* revealed that the learning status of teachers in this sub-dimensional opinion was not effective and this variable did not create any significant differences (t = 215, p>0.05) on teacher opinions.

When arithmetic average and standard deviation scores related to the sub-dimension of ensuring the student's personal and social development are examined, it is stated that the scores of the graduate teachers ($\bar{x}$=2.29, SS=.934) and the graduate teachers ($\bar{x}$=2.25, SS=.928) have the score values. Average scores show that undergraduate teachers need education at the lower level of ensuring the personal and social development of the student more than their graduate teachers with a slight score different. The results of the Independent Samples *t-Test* indicate that the learning status is not effective on the views of teachers in this subdivision and that there is no difference of opinion between the opinions (t = 267, p>0.05).

When we look at the post-application activities dimension, it is understood that the average and standard deviation scores ($\bar{x}$=3.66, SS=.720) of undergraduate teachers are calculated as the score values of graduate teachers ($\bar{x}$=3.45, SS= .661). It is seenthat visual arts teachers who have received undergraduate education need education more about the size of post-application activities than other teachers. However, as a result of *the Independent Samples t-Test,* it was also determined that there was no differences in meaning (t = 1>791, p>0.05) between the teachers'

opinions. This result confirms that the learning status variable does not influence teachers' views on the size of post-implementation activities.

When the general average and standard deviation scores of the teachers are examined, it is understood that the scores of the graduate teachers (=3.16, SS= .440) and the graduate teachers ($\bar{x}$=3.04, SS=.483) have the score values. When the averages are evaluated, it is understood that teachers with bachelor's degrees need more education for the out-of-school approach in general. However, the *independent samples t-test* results also indicate that the learning status does not cause any significant differences in the opinions of teachers (t =1>548, p>0.05).

Comparison of Educational Needs of Visual Arts Teachers according to Their Professional Seniority

One Way-ANOVA was applied to determine whether the educational needs of visual arts teachers for the use of museums in line with the *out-of-school* approach to education differed according to professional seniority. *Post Hoc LSD* Test was used to determine which groups the difference was between.

The description hand statistical results regarding the opinions ofthe teachers are presented in *Table 4*. In *Table 4*, average and stadart deviation scores are given for teachers' opinions on the size of pre-application activities according to their professional seniority. Accordingly, it is not the case. The average and standard deviation scores (=3.44, SS=.597) of teachers with professional seniority between 1-5 years were determined as those between 6-10 years (=3.35, SS=.657). However, the average and standard deviation scores (=3.51, SS=.646) of those between 11 and 15 years.

Table 4. Descriptive Statistical Results of Teachers' Views on Out-of-School Education Approach according to Their Professional Seniority

Dimensions	Teachers Professional Seniority	N		SS
Application Before Events	1-5	14	3.44	.597
	6-10	17	3.35	.657
	11-15	23	3.51	.646
	Over 16	86	3.10	.522
	Sum	140	3.23	.588
Education Environment Arrangement	1-5	14	3.51	.448
	6-10	17	3.66	.678
	11-15	23	3.63	.568
	Over 16	86	3.35	.534
	Sum	140	3.45	.560

Teaching Strategies Methods and Techniques Use	1-5	14	3.35	.661
	6-10	17	3.20	.658
	11-15	23	3.14	.568
	Over 16	86	3.08	.632
	Sum	140	3.13	.627
Communicating Effectively	1-5	14	2.25	1.28
	6-10	17	2.34	1.09
	11-15	23	2.06	.602
	Over 16	86	2.03	.785
	Sum	140	2.10	.859
Student's Personal And Social Development Provide	1-5	14	2.40	1.08
	6-10	17	2.50	1.14
	11-15	23	2.15	1.08
	Over 16	86	2.23	.812
	Sum	140	2.27	.928
Post-Application Events	1-5	14	3.54	.720
	6-10	17	3.58	.807
	11-15	23	3.61	.592
	Over 16	86	3.57	.716
	Sum	140	3.57	.702
Overall Score	1-5	14	3.23	.492
	6-10	17	3.25	.502
	11-15	23	3.19	.471
	Over 16	86	3.04	.438
	Sum	140	3.11	.461

The findings suggest that teachers with professional seniority between 11 and 15 years need more education in the size of pre-implementation activities, and teachers with professional seniority of 16 and above need less education of this size. This result suggests that teachers with 16 or more years of professional seniority have more experience designing pre-implementation activities than other teachers. Again, when the average and standard deviation scores of the opinionsof the teachers regarding the sub-dimension of regulating the educational environment according to their professional seniority are examined; the scores of teachers whose professional seniority is between 1-5 years =3.51, SS=.448) are calculated, and those between 6-10 years (=3.66, S=.678) are determined. In addition, it is understood that teachers with professional seniority between 11-15 years have average and standard deviation scores (=3.63, SS=.568), while paun values of those with professional seniority of 16 years or more are calculated as (=3.35, SS=.534). These results show that teachers whose professional seniority is between 6-10 years need education in the way of regulating the educational

environment more than other teachers. However, it is also understood from the findings that teachers who consider themselves more adequate in regulating the educational environment in line with the approach have 16 or more years of professional seniority. This result suggests that teachers with professional seniority of 16 years or more consider themselves more competent in this regard because of their experience throughout their careers.

When the teachers' opinions on the sub-dimension of using teaching strategies, methods and techniques according to their professional seniority are examined, it is understood that teachers with professional seniority between 1-5 years have average and standard deviation score values ($\bar{x}$=3.35, SS=.661) and those between 6-10 years ($\bar{x}$=3.20, SS=.658). In addition, it is seen that teachers with professional seniority between 11-15 years have scores ($\bar{x}$=3.14, SS=.568) and those with 16 years or more have score values ($\bar{x}$=3.08, SS=.632). These findings show that teachers with vocational seniority between 1-5 years need more training in using teaching strategies, methods and techniques. This suggests that teachers who have just started their careers have less knowledge levels and less experience in this field. From the findings, it is understood that teachers with a professional seniority of 16 years or more need the least amount of training in this subject compared to other teachers. This finding suggests that teachers who teach painting business classes with high professional seniority are more familiar with the use of teaching strategies, methods and techniques due to professional experience.

The score values of the opinions regarding the sub-dimension of effective communication according to the professional seniority of the teachersare indicated in Table 4. Accordingly, it is not the case. the score distribution of teachers whose professional seniority is between 1-5 years ($\bar{x}$=2.25, SS=1.28) and the teachers between 6-10 years ($\bar{x}$=2.34, SS= 1.09) were determined. In addition, the score values of those with professional seniority between 11-15 years ($\bar{x}$=2.06, SS=.602) and the scores of teachers aged 16 years or more ($\bar{x}$=2.03, SS=.785) were determined. These findings suggest that visual arts teachers need less education in terms of effective communication than other dimensions. In addition, it isunderstood from the points distributions that teachers with the highest levelof knowledge about effective communication have 16 years or more of professional seniority. This finding suggests that the communication skills developed by these teachers against the different student profiles they encounter in their professional lives are effective in terms of effective communication.

In *Table 4*, the score distributions in the lower dimension of ensuring the personal and social development of the student are specified according to the professional seniority of the teachers. Accordingly, it is not the case. The score values of teachers with professional seniority between 1-5 years ($\bar{x}$=2.40, SS=1.08) and the scores of teachers with professional seniority between 6-10 years ($\bar{x}$=2.50, SS=1.14) were determined. In addition, the average and standard deviation scores of teachers with professional seniority between 11-15 years ($\bar{x}$=2.15, SS=1.08) were calculated as those aged 16 years or more2.23, SS=.812). These findings

suggest that teachers who teach picture business classes need less education in terms of ensuring the student's personal and social development than in other dimensions. In addition, the score values obtained show that the teachers who give the picture business course, whose professional seniority is between 11-15 years, are more knowledgeable about ensuring the personal and social development of the student and need education to a lesser extent.

When the points distribution of teachers' opinions on the dimension of post-application activities according to their professional seniority are examined, it is seen that teachers with professional seniority between 1-5 years ($\bar{x}$=3.54, SS=.720) have score values, while those between 6-10 years have a score ($\bar{x}$ =3.58, SS=.807). However, it was determined that teachers with professional seniority between 11-15 years had average and standard deviation scores ($\bar{x}$=3.61, SS=.592), while teachers with professional seniority of 16 years or more ($\bar{x}$=3.57, SS=.716) had score values. From these results, it is understood that the education on post-application activities is most needed by teachers who give the picture work course with a professional seniority between 11-15 years, and teachers with a minimum professional seniority of 1-5 years. The findings indicate that visual arts teachers, who are still at the beginningof their careers, consider themselves more adequate in post-application activities. This result suggests that the education of teachers with a professional seniority of between 1-5 years in the pre-service period isthe provinceof education they receive in the pre-serviceperiod, and that teachers are more developed in using modern teaching methods.

When the average and standard deviation scores of visual arts teachers' opinions on all dimensions are examined, it is understood that teachers with professional seniority between 1-5 years have score values($\bar{x}$=3.23, SS=.492) and those between 6-10 years ($\bar{x}$=3.25, SS=.502). In addition, it is seen that the scores of teachers with professional seniority between 11-15 years ($\bar{x}$=3.19, SS=.471) and the score values of teachers with professional seniority of 16 years or more ($\bar{x}$=3.04, SS=.438) are determined. These findings suggestthat teachers with professional seniority of 16 years or more have a lower degree of need for the approach. This result shows that teachers in this group have better knowledge of the approach. However, it was found that teachers who needed more education than other teachers had professional seniority between 6-10 years. This result indicates that the level of knowledge of teachers in this group regardingtheapproach is less thanother teachings.

Table 5 presents the results of One Way-ANOVA to determine whether there is a significant difference between teachers' views on the approach to *out-of-school* education based on their professional seniority. As shown in Table 5, teachers' professional seniority is in their views on the size of pre-implementation activities ($F(3;136) = 4>253$, $p>0.05$), and in views of the subdivision of the educational environment ($F(3;136) = 2.656$, $p>0.05$), subdivisions of using teaching strategies, methods and techniques ($F(3;136)= .821$, $p>0.05$), effective communication sub-dimension views ($F(3;136) =.773$, $p>0.05$), in the views of the subdivision of

ensuring the personal and social development of the student (F(3;136) = .611, p>0.05), post-application activities opinions (F(3;136) = .038, p>0.05), and general opinions (F(3;136) =1.865, p>0.05) did not make any significant difference.

Table 5. ANOVA Results of Opinion Scores on Out-of-School Education Approach according to Teachers' Professional Seniority

Dimensions	Source of Variance	Sum of Squares	SS	Squares Average	F	P	Explanation
Application Before Events	Intergroups	4.123	3	1.374	4.253	.070	p>0.05 Difference Meaningless
	In-groups	43.941	136	.323			
	Sum	48.063	139				
Education Environment Arrangement	Intergroups	2.421	3	.807	2.656	.051	p>0.05 Difference Meaningless
	In-groups	41.324	136	.304			
	Sum	43.745	139				
Teaching Strategies Methods and Techniques Use	Intergroups	.973	3	.324	.821	.484	p>0.05 Difference Meaningless
	In-groups	53.713	136	.395			
	Sum	54.686	139				
Effective Communication Foundation	Intergroups	1.723	3	.574	.773	.511	p>0.05 Difference Meaningless
	In-groups	101.004	136	.743			
	Sum	102.727	139				
Student's Personal And Social Development Provide	Intergroups	1.596	3	.532	.611	.609	p>0.05 Difference Meaningless
	In-groups	118.345	136	.870			
	Sum	119.940	139				
Post-Application Events	Intergroups	.057	3	.019	.038	.990	p>0.05 Difference Meaningless
	In-groups	68.489	136	.504			
	Sum	68.47	139				
Overall Score	Intergroups	1.169	3	.390	1.865	.138	p>0.05 Difference Meaningless
	In-groups	27.406	136	.209			
	Sum	29.574	139				

These findings suggest that professional seniority does not make any meaningful difference to the views of visual arts teachersregarding the approach.

Discussion

In this research, the educational needs of visual arts teachers regarding the use of museums in line with the outdoor education approach were evaluated in terms of learning status and professional seniority variables.

With the result of the research, pre-application activities according to the teachers who have received master's degrees, organizing the educational environment, using education strategy, methods and techniques, communicating effectively, they have shown that they need more in-service training in the dimensions of personal and social development and post-implementation activities. This result suggests that graduate teachers develop themselves more than teachers with undergraduate education. At this point, in parallel with this conclusion obtained from the research, Oguz Namdar and Önder's (2019) researches have been in recent years in visual arts education. This has a positive effect on the development of teachers. However, the Independent *Samples t-Test* showed that the learning status variable only influenced teachers' views on the regulation of the educational environment. In the literature, it is stated that the learning status variable can have an effect on some dimensions within the scope of teacher opinions and not on some dimensions (Dur, 2010; Aydin & Celik,2013; Argon & Wisher, 2014). This finding, indicated in the researches in the literature, suggests that whether the learning situation has a meaningful effect on teacher opinions may vary in size. In addition, the average scores of undergraduate and graduate teachers in the dimension of regulating the educational environment, they needit. Afshar and Barrie (2020) and Tekakpinar and Tezer (2020) also contributed to this conclusion. It is mentioned that they need to be educated about how to organize the educational environment based on the out-of-school education approach.

In addition, other results from the study found that teachers with professional seniority of 16 years or more needed less in-service training of all sizes than other teachers. In parallel with this finding, another study conducted by Serin and Korkmaz (2014) stated that teachers with high professional seniority have less educational needs. Again, according to the findings of Bulut's (2014) research, it was determined that the perceptions of competence of teachers with high seniority were higher than those of teachers with low seniority. The research prepared by Camuzcu and Duruhan (2011) also mentionsthat teachers with high seniority are less in need of education. This finding from this study confirms and supports the less need for in-service training due to the professional experience of these teachers. However, the data obtained despite this result also revealed that the professional seniority variable did not cause any differences in the opinions of teachers. At this point, when the literature is examined, it is seen that there are other studies that show that professional seniority does not have a meaningful effect on teacher opinions. In the studies prepared by Dağli and Agarday (2015) and Demir (2010), it was stated that professional seniority does not make any

difference to teacher opinions. As you can see, this finding from this study supports the findings from the research.

Conclusion

When the overall results of the study are evaluated, both the learning status and the visual arts teachers' views on the out-of-school approach of the visual arts teachers have a generally meaningful it hasbeen determined that it does not cause any differences. However, in terms of both variables, visual arts teachersare more interested in designingmuseums from out-of-school environments as educational environments, activities before and after applications. ithas also been determined that they need in-service training in dimensions such as planning, choosing teaching strategies and techniques, communicating effectively, and ensuring personal and social development. In parallel with these results, Dilli (2017) and Bolat Aydogan (2019) prepared researches on how teachers use museums as educational environments and organize activities. They also need in-service training.

Recommendations

In line with the results obtained from the research, determining the educational needs of not only visual arts teachers but also teachers in other fields for the out-of-school education approach, various variables opinions are recommended to be examined. However, it is considered important to prepare a museum training program that can be adapted to different branches suitable for the educational needs of teachers. In addition, it is proposed to develop a curriculum in which the use of technological tools is integrated and web 2.0 tools are allowed to be used in the learning-teaching process.

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