Analysis of Human and Space Case from the Geographic Perspective

By

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Abstract

This study has been made to uncover metaphors of the perception that they have about the human and spatial relations of Social Studies Education Department students getting geography education within the Faculty of Education, Department of Elementary Education. A total of 152 students from Social Studies Teacher of the main disciplines of Dumlupınar University Faculty of Education Department in the academic year 2015-2016 have participated in the study. In the following study 1. Social Studies Education Students have used which metaphors while explaining the "Man and Space relations" concept. 2. Answers of questions in terms of public property of metaphors revealed by Social Studies Teacher Education students are grouped under which classifications has been sought. In obtaining the data completing the phrase of "Human and Space ... is like, because ..." was asked from students. In determining the design of the study phenomenology (science of case) was used, content analysis technique was used in revealing the results. According to the findings obtained from the data, Social Studies Teacher Education students have produced 71 different metaphors on the concept of "Man and Space". According to common characteristics of metaphors produced by the students, they are grouped under 6 different conceptual classifications. According to the study results participants have developed different metaphors describing the concept of human and space.

Keywords: *Human and space, Geography, Metaphor, Social Studies*

1.   Introduction

Geography investigates mutual relations between the environment and human and event in the environment in itself. The environment outside the human constitutes space involving the human. It is impossible to evaluate human separated from these values. The first step in the process of recognition of individuals in the world primarily the efforts of recognizing of the places they live. Space can be defined as blend point of natural and cultural characteristics of the environment, emotional perceptions of individuals, needs and experiences (Bott, Cantrill & Meyers, 2003). Spaces are places that gain meaning from human experience. In other words, people create spaces (Semka, 2005). If we define the space as place, place and the places are a part of every person. The space is the place where people perform all activities. (Tümertekin, 1994). The space is where people can live, the realization of all activities, experiencing the whole experience. Geography, a space science all along, was giving importance to enrich the human experience and presence, examining the location of the subject area has been the primary goal. Space in geography has played an important role in identification of the world. However, there is no single conceptual schema to define the space. From time to time the word of venue used synonymously with the environment people; location, depth of location and all is right with the space environment to take up a three-dimensional, it suggests a much broader concept in the environment. At the same time this concept includes psychological, social and economic characteristics (Tümertekin & Özgüç, 1998).Human perception of venue and ideas that create space in the human mind are discussed in several studies. These studies emphasize the need to be perceived correctly by the human space. There are various icons about mankind's natural environment. In order to explain these images geographers use the "environmental perception" term. Environmental perception is a reflection of environmental thought that bear in mind of every person related to space. This model is very important due to create a lot of space for the realization of human behaviour. Detection event and resulting in distinct mental models are influenced by two main interpretations: their opinion on the environment of individual and effect of culture on the opinions (Tümertekin, 1994: 27-28). 'Human-space' relationship; If not gripped people's

history, dealt with in the economic and social reality and so, outlines its efforts on people's objects and If he ignores the obvious orientation on the history of the common life he will not be a real geographer. If the humanitarian cases examination is reduced to geographical layout space and society level natural and social environment and interaction between them will be enlightening (Merlin, 1997).

Generally metaphor means a thought for the understanding and visual form of our world (Morgan, 1998), is regarded as a symbolic linguistic tool which linked two different ideas or concepts (Palmquist, 2001). Even the word of metaphor consisting of a combination of the extreme - otra and install - move in Latin, today has paid off as rhetoric (Salman, 2003). Metaphors, cognitive and literary works as well also used in education. Metaphors can help in the healing intuition and emotional development (Fraser, 2000). Metaphors in the field of education provide an active learning approach to understanding the configuration. The students are able to describe the differences between the presentations through his metaphors with newly learned information. Metaphor is considered as an instrument that shows and express more intellectual and spiritual understanding. The metaphor term, which means as: "figure of speech", can be defined as explaining something by transferring unknown things into a known word or a vision that works by transferring qualities from a reality level to another one" (Mutlu, 1998, p. 106). Metaphor can be conducted by individuals as a powerful mental imaging and modelling mechanism to reflect their own life experience and also design it (Aydoğdu, 2008; Cerit, 2008; Çelikten, 2006; Girmen, 2007; Ocak & Gündüz, 2006; Öztürk, 2007; Saban 2004, 2008, 2009; Şahin, Çermik & Doğan, 2010; Kaya,2010, Töremen & Döş, 2009; Alger, 2009; Botha, 2009; Clarken, 1997; Forceville, 2002; Guerrero & Villamil, 2002; Inbar, 1996; Pishghadam, Torghabeh & Navari, 2009; Pishghadam & Navari, 2010; Shaw, Massengil & Mahlios, 2008). There have been so many studies about metaphors.

Purpose of the Research
It has been asked to examine revealed detect depending on the accumulation of previous years of Social Studies Department students belonging the concept of the relationship between man and space one of the main study area geography. For this it is thought that to uncover perception about the people and places of social studies students will gain valuable insights and different perspectives to educators. The purpose of this work to reveal the concept of human perception of space of Social Studies Education Department students through metaphors. In line of these overall objectives, answers to these questions were sought;
1.   Social Studies Education Department students explains through which metaphors the perceptions information about the human and space concept?
2.   Metaphors emerging in terms of the common features are divided into which different conceptual classification?

2. Method

Among the qualitative research designs, "phenomenology design" was used in this research. The research was carried out within content analysis technique which is regarded in qualitative research method with phenomenological scientific design. The main purpose of content analysis is to connect the concepts and relations for the explanation of the collected data. According to Marton (1986), phenomenology is a qualitative study approach and it is defined as "a formation that enables individuals to comprehend the environment from different perspectives the experiences, conceptualizations and perceptions concerning the phenomena in the world around, and to establish a structure through qualitative devices".

Universe and model of the research

Table 1. Distribution of students by gender

Gender	Number	Percentage (%)
Female	74	51.3
Male	78	48.7
Total	152	100

Data collection tool and Data collection
At this stage, literature was examined by looking to previous studies. Based on these studies, in this study To uncover the perceptions they have of the concept of human and space it was asked to complete the sentence of "Human and space like...; because ...." in a 20 minute period from the Social Studies Education Department students. Articles of students related to concept of human and place constitutes a data source of research.

Analysis and Interpretation of Data
In this study, it has been applied the content analysis method for the evaluation of data. The main purpose in using these techniques, to reach concepts and relationships can explain collected data. Transactions made on the basis of content analysis, to combine similar data within the framework of certain concepts and themes and to interpret organized in a way that can be understood by the reader (Yıldırım and Şimşek, 2013).The metaphors developed by the students were analysed and interpreted in five stages. These stages are: (1) Coding, (2) Classification, (3) Category development, (4) Validity and reliability, (5) Transferring Data

Coding; the level of coding in this level, a temporary metaphor list developed by the students was formed according to the alphabetical order. It was figured out if metaphors were used noticeably by the students. All the metaphors written on the paper were coded (for example: football/audience, pencil /eraser, doctor/patient, architects and environment, mechanical gear). The paper with no metaphors written was marked. Some of the papers without any terms written were left out after this phase.

Classification: At Classification Phase, each metaphor was classified into 6 parts by using metaphor analysis (Saban et al., 2006; Saban, 2008; Saban, 2009) and content analysis techniques (Yıldırım and Şimşek, 2013). They were examined to find out the common or similar features with other metaphors. The targeted metaphorsformed by students were checked one by one and (1) The subject of the metaphor, (2) The source of metaphor and (3) The connection between the two parts. In this research, due to the fact that two papers did not include any metaphors, one paper was left blank, and the relation between the subject and the source of the metaphor in 11 papers were incompatible, totally 11 papers were excluded. After the participants' papers including weak formed metaphors have been extracted, 71 valid metaphors among 152 words or phrases were gathered.

Category development: It has been searched how each metaphor conceptualized the fact of "human and place" and by connecting each metaphor according to its perspective with a determined subject, totally 6 various categories have been classified. In order to provide the credibility of the research, two experts were applied to take their thoughts (two lecturers, one of which is at science education department and the other is at the social studies department) in order to confirm whether the metaphors that were given under 6 different categories represented a cognitive category as mentioned. In accordance with this purpose, two lists were given to experts: They were; (a) a list in which 71 sample metaphors were listed according to the alphabetical order, (b) a list which involved the names and specifications of 6 different categories. It has been requested from the expert to match the sample metaphor list at the first list with the 6 categories, at the second list by using these two lists. Then, the experts' matching lists were compared with the researcher's categories.

Validity and reliability: It is important to ensure the validity that how the researcher explain obtained results and to report data in detail in research. Ensuring the reliability and validity in qualitative research is among important criteria the most commonly used (Yıldırım and Şimşek, 2013). At this stage to see if these conceptual chapters have verified metaphors identified common points under section 6 it has been consulted to experts. By comparing with dividing systems made by experts study on sections are carried out together. The reliability of the study, "Reliability = ((Consensus): Calculating with (Consensus + Dissidence)) x 100 " (Miles & Huberman, 1994) formula; Reliability = (71) / (71 + 6) x 100 = 0.92

(0.92%) results were obtained. In qualitative studies the harmony between the assessment between researchers and experts in cases where 90% and above required reliability is ensured (Saban, 2009).

Transferring Data: By classifying examined data collected from Social Studies Students a total of 71 pieces metaphor determined generated by these metaphor 6 conceptual classifications improved and all data are saved to the computer. Depending on the process carried out, it was calculated the number of participants (f) and percentage (%) representing 71 metaphor and 6 section.

3. Findings

Data obtained in studies performed about the relationship between human and space is grouped under various classifications. Findings about the metaphors developed about the concept of human and space, by students of social sciences teaching who participated in the study was analysed and interpreted divided into sub-headings in tables. Student, the number and percentage of metaphor belonging to each classification are shown by listing classifications on the produced metaphor by students in Table 2.

Table 2. Number of students and metaphor as a percentage about the concept of Human and Space

Classification	Number of Students	Number of Metaphor	Percentage (%)
Parts Which Complement Each Other	78	33	51.3
The member or part of a family	17	10	11.2
Part of a nature	29	14	19.1
Part of a body	5	6	3.3
Part of a game	9	5	5.9
Elements damaging each other	3	3	2
Not taken into consideration	11		7.2
Total	152	71	100

The students have produced 71 pieces valid metaphor about concept of human and space. In that study, it does not need to investigate due to not performed in accordance with purposes of the study about produced metaphor by 11 students. It has been realized as produced metaphor 33.8% of the 71 metaphors (24 units) being represented by more than one person, only one person is represented by the ratio of metaphor 66.2% (47 units). Obtained data related to concept of human and space was subjected to a classifications process after creating a temporary list and emerged six different classes. Metaphors located in this classification are shown in Table 3 according to the magnitude of frequency. In produced metaphors; as integral parts of each other place where people gather most students (78) and has emerged as classifications in which most metaphors (33) produced. Correspondingly human and space in classification can be seen as the enemy of each other 3 metaphors producing by 3 students, it has emerged the smallest capacity (2%).

Table 3. Classifications related to metaphors about concepts of "Human and Space " belonging students

Classification	Metaphors
Parts which complement each other	Inseparable / binary-20, Meat / Nail-13, Cup / water-3, Two halves of an apple-3, Casserole / Cover-2, Coffee / Sugar-2, Fish / Water-2, Bread / Water-2, Turtle / shell-2, Earth / Space-2, World / human-2, Flower / Insects-2, Meatballs / Bread-2, Watermelon / Core-2, Ketchup, mayonnaise, Water / human, Chicken / Poultry, Tea / Smoking, Football / audience, Pen / Eraser, Doctor / patient, Architects and Environment, Machine gear, Essential, Doughnuts / Buttermilk, Food chain rings, Kütahya vase, Snow / Sun, Plaster / Plaster bowl, Scoop / Boilers, Coast / Tsunami, Flower / Water, Chameleon / Wood

The member or part of a family	Family-4, Mother / Child-3, Wife / Husband-3, Woman man, Friend, Relative, Neediness of the baby' s mother, Mother Daughter, Father and son, Home.
Part of a nature	Soil / Plant-8, Trees / Forest-5, Water / Ground-4, Cloud / Rain-2, Tree / leaf, Nature / animals, Bond, Nature, Precipitation, Izohips, Weather events, Located in the valley, The ride in the clouds of the human spirit, Plant-Climate
Part of a body	Organism-2, Organs, The inside and outside of human, Costume, Soul
Part of a game	Puzzle-4, Puzzle-2, Tetris, Dominoes, Styling
Elements damaging each other	Two enemy states, Cat / dog, Fenerbahce / Galatasaray

Parts which complement each other: 33 metaphors are produced by 78 students in this section considered as complementary of each other about human and space. 'Human and space is an integral whole (20)' the most repetitive metaphor in study are included in this section. Under this classification or multiple recurring metaphors are shaped as inseparable / binary-20, Meat / nail-13, Cup / water-3, Two halves of an apple-3, Pots / cover-2, Tea / sugar-2, Fish / water-2, Bread / water-2, Turtle / shell-2, Earth / space-2, World / human-2, Flowers / bug-2, Meatballs / bread-2, Watermelon / kernel-2. Example metaphors and descriptions within these classifications are as follows.

"People and space is like an integral whole / binary. Because they interact, complements, cannot think separately."
"Human and space like cups and water.Because, human comply with into the space. ."
"Human and space like football and audience.Because, the other is not important without one. ."

The member or part of a family: 10 metaphor produced by 17 students within this classification in which make similarity between human and space and family. While others are used only once, multiple repeated metaphors seen as part or one member of the family are Family-4, Mother / Child-3, Husband / wife-3. Example descriptions within these classifications are as follows.

"Human and space like neediness of the baby to its mother. Because human makes a living from the environment and he feels that there is."
"Human and space like husband and wife.Because if human keep pace with space, it is got on well."
"Human and space like a family.Because human learn properties of space in time ."

Part of a nature: 19 metaphors are produced by 29 students within this classification considered as a part of nature of human and space. While Soil / plant-8, Tree / forest-5, Water / ground-4, Cloud / rain-2 repeating in these metaphors, others are used only once.
"Human and space like nature and animal. Because, animals are trying to adapt to nature, human are trying to adapt to space."
"Human and space like soil and plant.Because human lives calm and carefree in places where people feel at ease. ."
"Human and space like a chameleon. Because human take the shape of the space, keep up. ."

Part of a body: 6 metaphors are produced by 5 students within this classification considered as a part of human's body of concept of human and space. The metaphors are seen as a part of the body are classified into Organism-2, Organs, The internal and external human, Costume, Soul. Example descriptions within these classifications are as follows.
"Human and space like organs. Because all of them works in harmony with each other and are inseparable."
"Human and space like clothes.Because, aesthetics and beauty in space must be at the forefront. "
"Human and space like organism.Because it has a complex structure. "

Part of a game: In this chapter, it has been seen man and space as part of a game is discussed. 5 metaphors produced by 9 students within these classifications. Among them Puzzle-4 and Puzzle-2 while multiple repeating Tetris Dominoes, Styling metaphors are used by a student. Sampling studies of these classifications as follows.

"Human and space like dominoes. Because changes in one affects the other."
"Human and space like a Tetris. Because if they combine, meaningful whole is formed."
"Human and space like a puzzle.Because if one of them is deficient, we cannot see the whole. "

Elements damaging each other: In this classification which human and space can be seen as factors that hurt each other 3 students produced 3 metaphors. These are stated as two enemy states, Cat dog, Fenerbahce / Galatasaray. Explanations of these metaphors are as follows.

"Human and space like two enemy states. Because human destroy nature.."
"Human and space like Fenerbahce / Galatasaray.Because there are eternal competition, eternal friendship."
"Human and space like cat / dog. Because they cannot agree but they would be missing if they are not together."

4. Results and Discussion

To reveal the space and human metaphors social studies teacher students collected produced 71 metaphors under 6 classes. Thanks to this metaphor it is described the awareness of the concept of human and space of social studies students. It can be said starting from the metaphors produced by students (such as Meat / nail, Glass / water, Two halves of an apple, Pots / cover, Mother / Daughter, Father and son, Home, Nature, Precipitation, Izohips, Weather events, Costume, Soul, organism, puzzle, Fenerbahce / Galatasaray) human and space which is a multi-dimensional concept by different metaphors.

Students studying in social studies teaching department see various courses about physical, human and economic geography in which human and space examined together during their education. In the metaphor study human and space like ..., because ... it was observed that they put forward earned savings throughout their education life.

It has been identified that 51.3% of 152 students participated in the study perceived man and space as parts complement each other, 11.2% of students as the member or part of a family, 19.1% of students as a part of nature, 3.3% of students as a part of the body, 5.9% of students as part of a game, 2% of students as damaging each other elements. From here it can be said that the students who participated in the survey space and human are in interaction and the place where people live in, will not be unresponsive to incidents in general, in universe, in particular and worldwide and tries to explain the events surrounding with elements of research and analysis.

In this study, it was tried to demonstrate that metaphors have a wide use in the field of education. It has been shown metaphors are extremely useful in concretization and understanding of the abstract concepts in the brain. At the same time, it was observed that thanks to metaphors learned information can be more easily achieved and it is more helpful in the point to remember.

In metaphor there is a similar case related other different concepts or cases. For example; in the study of metaphor of Inbar (1996) on the concept of "student", "teacher", "School administrator" and "school",Guerreroand Villamil (2002). Saban (2004) and Saban, Koçbeker and Saban (2006) the concept of "teacher", Saban (2008) the concept of "knowledge", Cerit (2008) and Saban (2009) the concept of "students", Aydogdu (2008) the concept of "school", Töremen and Döş (2009) the concept of "inspector" an outstanding result; by participating in working groups dealing with related concepts or facts, it is produced in many metaphors.

The following recommendations have been developed in line of findings emerging research:

- This study gives some clues to reveal how geography education of students of Department of Social Studies Education perceives the human and spatial relations. Metaphors can be used as a powerful research tool to reveal and statement understanding the perception that they have on the concept of "human and space" of students.
- In this particular study, the findings derived from the metaphor of the concept of human and space can gain some perspective to academics giving geography lesson in school, those prepared at the graduate level geography textbooks, geography teacher.
- Similarly in study geography teachers, students in different types of schools, school administrators, parents may also be included in the study group.
- While preparing training programs such studies (other courses, and some concepts or facts) can be performed periodically.

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