



**Ortaokul Öğrencileriyle Deprem Üzerine Bir Sözlü Tarih Çalışması: 17 Ağustos 1999
Depreminde Ne Yaşadım?**

Öz. Türkiye deprem doğal afeti gerçeği ile sürekli olarak karşı karşıyadır. Deprem doğal afetinin geçmişte yaşandığını bildiğimiz gibi depremin gelecekte de yaşanabileceğini öngörebiliriz. Bilimsel gerçekler ile ivmelenip doğal afete karşı önlemler almayı ve deprem gerçeği ile yaşamayı öğrenmeye çalışmalıyız. Afetin zararları halkın doğal afet bilinci artırılarak en aza indirgenebilir. Bu makaleyi yazdığımız süreç içerisinde 6 Şubat 2023'te Türkiye'de Kahramanmaraş merkezli yaşanan depremler de acı sonuçlar ortaya çıkarmıştır ve depreme gerekli önlemlerin alınmadığını gösteren bir felaket olarak tarihe geçmiştir. Ancak unutmamak gerekir ki geleceğe umutla bakarak bilimsel önlemler ile kendimize iyi bir gelecek çizebiliriz. Bu çalışmada ortaokul öğrencilerine depremzedelerle sözlü tarih çalışması yaptırılarak doğal afetlere karşı öğrencilerin bilinç kazanmaları ve bilgiye ulaşma düzeylerinde deneyimler yaşamaları sağlanmaya çalışılmıştır. Sakarya ilinde yaşayan depremzedeler ile yarı yapılandırılmış görüşme formu kullanılarak sözlü tarih çalışmaları gerçekleştirilmiştir. Çalışma sonucunda öğrenciler deprem doğal afetinin yaşandığı anda depremzedelerin neler yaptığı ve deprem sonrasında sorunların nasıl çözüldüğü ile yardımlaşma etkinliklerinin nasıl olduğu konusunda olumlu kazanımlar edinmişlerdir.

**An Oral History Study on Earthquake with Secondary School Students: What
Did I Experience During the 17 August 1999 Earthquake?**

Prof. Dr. Sevgi Coşkun Keskin¹

Gazi Candan²

Nejla Pehlivan³

İbrahim Karaloğlu⁴

Cevdet Uysal⁵

^{1,2,3,4,5}Department of Turkish and Social Studies Education, Institute of Education, Sakarya University, Turkey

email: scoskun@sakarya.edu.tr gazi.candan@ogr.sakarya.edu.tr nejla.pehlivan2@ogr.sakarya.edu.tr
ibrahim.karaloglu@ogr.sakarya.edu.tr cevdet.uysal@ogr.sakarya.edu.tr

Abstract. Turkey constantly faces the reality of earthquake natural disasters. As it is known that earthquake natural disasters have occurred in the past, we can predict that earthquakes may also occur in the future. We should accelerate it with scientific facts, attempt to take precautions against natural disasters, and learn to live with the reality of earthquakes. The damages of disaster can be minimized by increasing the natural disaster awareness of people. In the process of writing this paper, the earthquakes that took place in Kahramanmaraş in Turkey on February 6, 2023, also revealed painful results and went down in history as a disaster demonstrating that the necessary precautions had not been taken against the earthquake. Nevertheless, we should not forget that we can create a good future for ourselves with scientific measures by looking at the future with hope. The present study tried to ensure that secondary school students conduct an oral history study with earthquake victims, acquire the awareness of natural disasters, and have experiences at the level of access to information. Oral



history studies were performed with earthquake victims living in Sakarya province using a semi-structured interview form. As a result of the study, students gained positive acquisitions about what earthquake victims did at the time of the earthquake, how the problems were solved after the earthquake, and what the mutual aid activities were.

Keywords: Disaster Education, Natural Disaster, Earthquake, Oral History, Mutual Aid, Solidarity, Prevention.

1. Introduction

The purpose of the social studies course is to raise good/effective citizens for society. With this course, students in primary and secondary schools in Turkey are raised as useful citizens for society. Good/effective citizens are individuals with particular values and attitudes accepted by society who fulfill the requirements of citizenship (Barr, Barth and Shermis, 1978). Numerous methods are employed in schools to raise good/effective citizens. Addressing the events experienced in society in general and the problems arising from these events in the classroom environment is among these methods. Citizenship awareness can be increased through these experiences. Carrying out oral history activities is an appropriate way to incorporate real-life experiences into education (Dere and Dinç, 2018). According to Lehane and Goldman (1977), oral history represents a systematic interview method employed to preserve the memories of ordinary people who have had the chance to see events of historical importance for future generations (Cited by Avcı Akçalı and Erdal, 2012). The present study attempted to ensure that students gain awareness of natural disasters by carrying out an oral history activity. It is a fact that all layers of society are affected, although at different levels, by disasters. Numerous studies emphasize the need to raise public awareness of disaster education to minimize the harmful effects of disasters (Başbüyük, 2004; Erçetin, 2003; Ergünay, 1996; Hurnen & McClure, 1997; Öcal, 2005; Taş, 2003).

1.1. Problem Statement

Natural disasters are large-scale disasters caused by natural events that harm people and the natural environment. These disasters usually develop quickly and are unpredictable (Şahin and Sipahioğlu, 2002). Natural disasters are remembered as unforgettable events in societies due to their devastating effects. Earthquakes that occur due to movements of the earth's crust can cause significant damage to places where people live (Şahin, Doğanay and Özcan, 2004). Oral history, which is the method of this study in which we address natural disasters, helps students to recognize events, people, and societies in the past (Baum, 1987). It improves students' active listening skills and allows them to listen to the narratives of different generations. It helps students to grasp their own history and background (Creswell, 1997). It improves students' abilities to ask questions, listen, explain, and interpret. It gives students the



opportunity to develop critical thinking skills based on various sources, views, and historical perspectives (Welton and Mallan, 1999).

Turkey is considered at high risk in terms of earthquakes (Başibüyük, 2004; Demirkaya, 2007). Fifteen thousand two hundred twenty-six people lost their lives, and 23,983 people were injured in the earthquake with a magnitude of 7.4 on the Richter scale, which took place on the North Anatolian Fault Zone in the Marmara region on August 17, 1999 (İnmez, 2005; Başibüyük, 2004). The number of destroyed and damaged houses and workplaces reached 86,441 (Öçal, 2005; Karancı, 1999). This situation caused migration from the region (Südaş, 2004). The city of Sakarya, which was affected by this earthquake, was established on a risky plain formed by the alluvium of the Sakarya River and is located in a dangerous region with fault lines on the North Anatolian Fault Zone where tectonic movements are observed (Akyol, 2007). In this regard, enabling students in the city to learn their earthquake history is essential in terms of providing disaster education and raising awareness of earthquakes.

Earthquake is the most damaging natural disaster in Turkey, where there are active fault lines, and the traces it leaves on society are valuable for oral history studies. It will be an effective way for students to be active in oral history study if students carry out oral history activities with individuals who have witnessed important events in the past of the city they live in (Öztürkmen, 1998). Thus, students will be able to play an active role as a researcher in an oral history activity by interviewing people who witnessed the 17 August earthquake in their close environment about the event that took place in their city (Safran, 2004). In this respect, for students in a secondary school in Sakarya, choosing the severe and destructive earthquake, also called the Marmara earthquake on August 17, 1999, which has an important place in the city's recent history, for oral history study will be a valuable event that will enable students to acquire knowledge and experience about natural disasters.

The conscious behavior of people during and after the earthquake can contribute to taking precautions against the destructive effect of the earthquake and other damages. The great damage caused by the earthquakes in Turkey reveals that there is no awareness among people in Turkey. The question "Can awareness of earthquakes be raised through oral history studies?" was taken as an assumption. To this end, it was ensured that earthquake victims and students carried out oral history interviews. These oral history studies were used to raise students' awareness of earthquakes, and in this context, answers to the following problems were sought during the study.

1. What information did students receive from earthquake victims in oral history studies?
2. What acquisitions did students obtain concerning the disaster (earthquake) as a result of oral history studies?

1.2. Related Research

In the review of studies on natural disasters, Karakuş (2013), who addressed disaster education and focused on earthquake natural disasters, tried to determine the



earthquake perceptions of students who experienced and did not experience earthquakes. Yıldız (2005) examined the rehabilitation studies of primary and secondary education institutions in Istanbul after the Marmara earthquake. Kula (2002) focused on coping with the tangible and intangible damages caused by the earthquake through religious means. Öçal (2005) evaluated the earthquake education included in the social studies course. Faiz (2009) conducted a study describing the perception of primary school students in a district regarding the 17 August Marmara earthquake and the 12 November earthquake that took place in 1999. In their study, Çibuk and Gölcük (2020) attempted to reveal the impacts of the 17 August 1999 Marmara Earthquake on the museum in Kocaeli province. Öztürk (2013) performed a study on the earthquake experiences of primary school teachers. Considering studies on the oral history method, Erol (2018) carried out a study on how the narratives about an earthquake that occurred in 1911 were included in the Anatolian press. Dere (2018) conducted a study on the use of the oral history method in the social studies course curriculum between 2005 and 2017. İncegöl (2010) carried out an oral history application that would set an example in the social studies course. Kaya (2013) tried to show the use of the oral history method in the social studies course in terms of objective, content, and application. The above-mentioned studies are descriptive and determine the situation, but they are not practical studies that can raise students' awareness of natural disasters. The common opinion in these studies is that there is no awareness of natural disasters in Turkey. As a result, it was observed that there was no oral history study in which students took an active role as amateur researchers in oral history studies on natural disasters. It was deemed necessary to conduct this study with the aim of realizing the oral history study experience with students in the leading role. It is thought that the present study will raise awareness of natural disasters and contribute to the field.

1.3. Research Objectives

The objective of this study is to bring together individuals who experienced the earthquake with those who did not in line with the principle of the oral history method and enable them to convey their experiences with the earthquake to students, and in this way, provide disaster education. It was aimed to enable children to learn how to prepare for an earthquake, what they can encounter in an earthquake and how to find solutions to the problems they encounter by concretizing their knowledge about earthquakes from people who have experienced the earthquake. Thus, it was aimed to guide studies to be carried out on this subject. Furthermore, it was aimed to increase students' awareness of the earthquake by interviewing the earthquake victims in their close environment. Additionally, it was aimed to develop the values of responsibility, sensitivity, and helpfulness in students. The present study aimed to enable students to reveal the impacts of the natural disaster by conducting oral history interviews with the earthquake victims who experienced the natural disaster of the 17 August earthquake in or around students' families and thus raise students' awareness of natural disasters.



This oral history study aimed to ensure that students researched natural disasters, among the acquisition themes in the social studies course in Turkey, and the impacts of these disasters on social life. It was aimed to ensure that students would be able to exemplify how this natural disaster affected the people in the region and what earthquake victims experienced with real-life stories.

2. Theoretical Framework

Oral history can be defined as the preservation of historical narratives used by people in history and conveyed orally by societies and their transfer to future generations. These historical narratives can offer a different perspective from the written documents of the state and can play an important role in documenting the cultural heritage of societies. Oral history study uses data collected through meetings, interviews, and other means to preserve memories, stories, and narratives and transfer them to future generations (Counce, 2001). Oral history aims to document people's past events, experiences, and opinions in a different way from written documents. This method of documentation can be an important resource when official historical records are incomplete or inaccurate (Portelli, 1998). It can also help to preserve the cultural heritage, traditions, beliefs, and memories of societies. Oral history collects the remnants of past events from people's memories with their verbal statements, thus bringing the hidden voices and secret ties to light (İlyasoğlu, 2006).

Oral history study is usually carried out through interviews, meetings, or recordings. With this method, people collect stories told by themselves about events they have experienced in the past. These stories can provide an understanding of people's past events, experiences, and opinions and can help us gain a deeper understanding of people's lives in the past (Somersan, 1998). With the oral history method, the experience of the heroes of the subject is unveiled, and the information not included in documents and the data far from reality are clarified, and it is possible to see the hero of the subject from people's eyes (Tan, 2006). Oral history can also be employed in numerous fields, such as historical studies, social history, cultural history, or anthropological research. It can also be used to perform a detailed examination of a particular subject. For example, the oral history method can be used to understand the political history of a state, social movements, or people's lifestyles. Thompson (1978) defines oral history as a form of history created by listening to what people say and using their memories. Oral history is an effective teaching method that makes students active (Avcı Akçalı and Aslan, 2012). When oral history activities are designed well, they can serve four basic cognitive objectives such as improving students' abilities, providing motivation, and evaluating the course content, as well as providing course acquisitions to students (Portelli, 2006).

In oral history activities, students can be active or passive. If students use oral history studies previously carried out by others in the course, they carry out passive oral history activities. However, if students conduct an oral history interview themselves in the role of researcher, they perform an active oral history study. While passive oral history is at the information level, active oral history study is used to acquire high-level skills (Lanman, 1987). When students actively engage in oral history activities, they



produce knowledge themselves, so they can develop skills at the level of analysis, synthesis, and evaluation (Trškan, 2016).

3. Method;

3.1. Research Design

The present study will enable students to reveal the impacts of natural disasters by conducting oral history studies on the earthquake victims of the 17 August 1999 earthquake natural disaster in their families or environment and thus enable students to comprehend the effects of natural disasters on social life. In this respect, the phenomenology design, among the qualitative research methods, was employed to reach the study's objective. Phenomenology is an appropriate design to investigate the phenomena that we may have encountered since they have appeared in our daily lives, but we could not fully comprehend (Yıldırım and Şimşek, 2021). This study addresses the earthquake victims whose lives were affected by the 17 August 1999 earthquake and students who try to learn the effects of natural disasters on social life by researching them through oral history study.

3.2. Determination of the Participant Group

Participants were selected from individuals who experienced the 17 August earthquake in the families or environment of 5th, 6th, and 7th-grade students in a public school in Sakarya. The purposive sampling method was used to determine the participants. In this method, while selecting individuals to be interviewed, it is checked whether they are directly related to the research subject rather than their power to represent the population (Yıldırım and Şimşek, 2021). Purposive sampling allows for an in-depth study of situations that are thought to have rich information (Yıldırım and Şimşek, 2021). The number of interviewing students (S) is nineteen (19), ten of which (10) are male and nine (9) are female. Each student conducted an oral history interview with an earthquake victim (E). The persons interviewed by students are aged between 37 and 73. In this case, the ages of the participants when they experienced the 17 August earthquake ranged from 15 to 51 years. While the place where the participants experienced the earthquake is mostly Adapazarı, two (2) participants experienced the earthquake within the borders of Karasu district. Eight (8) participants are housewives and are not employed. Three (3) persons are engaged in the trade, and five (5) are workers. Two (2) persons are civil servants, and one (1) person is a manager (See Table 1).



Table 1 Characteristics of the Participant Group

Interviewing Student	Interviewees			
	Code	Age	Occupation	Where He/She Experienced the Earthquake
S1	E1	73	Worker (Retired)	Adapazarı
S2	E2	36	Cook (Worker)	Karasu
S3	E3	40	Worker	Adapazarı
S4	E4	47	Housewife	Adapazarı
S5	E5	43	Civil Servant	Adapazarı
S6	E6	50	Tradesman	Adapazarı
S7	E7	37	Worker	Adapazarı
S8	E8	52	Housewife	Adapazarı
S9	E9	51	Housewife	Karasu (Hürriyet Village)
S10	E10	37	Worker	Adapazarı
S11	E11	48	Housewife	Adapazarı
S12	E12	48	Teacher (Civil Servant)	Adapazarı
S13	E13	39	Housewife	Adapazarı
S14	E14	46	Tradesman	Adapazarı
S15	E15	39	Housewife	Adapazarı
S16	E16	37	Housewife	Adapazarı
S17	E17	45	Manager	Adapazarı
S18	E18	41	Housewife	Adapazarı
S19	E19	49	Tradesman	Adapazarı

3.3. Data Collection Tools and Process of the Study

In the study, first, semi-structured questions that students would ask to earthquake victims were prepared and arranged with expert opinions (See Appendix 1). Students were asked to interview the earthquake victims who experienced the 17 August earthquake. Afterward, it was ensured that the interview reports were presented in the classroom environment. As a result of this activity, a separate interview was conducted regarding the thoughts and feelings of the interviewing students. Table 2 contains these stages.

Table 2: Stages of the Data Collection Process

Process Stages	Number of Students	Stages of the Study	Duration
Stage 1	19	Preparation of the semi-structured interview form	10 days



Stage 2	19	Determination of earthquake victims to be interviewed	15 days
Stage 3	19	Application of semi-structured interview questions to earthquake victims by students	25 days
Stage 4	19	Presentation of the reports of the interviews conducted by students in the classroom environment	10 days
Stage 5	19	Completion of interviews with students about the study that they have carried out	10 days

3.4. Data Analysis

In the analysis of the data collected in this study, the content analysis method, which allows to reveal themes and dimensions (Şimşek and Yıldırım, 2021), was employed. In content analysis, in order to reach the concepts and relationships that can explain the collected data, the data should first be conceptualized, then these concepts should be arranged in a logical way, and themes that explain the data should be revealed (Yıldırım and Şimşek, 2021). Content analysis was conducted through data processing, data coding, theme creation, data visualization, and interpretation.

Data processing. During this process, the interviewing students were numbered as (S1, S2... S19) while the participant earthquake victims were numbered as (E1, E2... E19), and the information they provided was transferred to the computer environment and reviewed numerous times to prepare for coding.

Data coding and theming. Each question was coded and themes were created, in accordance with its own content, through both interviews with earthquake victims and interviews with students.

Visualization and interpretation. At this stage, the codes and themes acquired were converted into schemes or tabulated. Thus, they were prepared for interpretation and interpreted by quoting the discourses of earthquake victims and students.

3.5. Validity and Reliability of the Study

The problems and events experienced during the earthquake were taken into consideration while preparing the interview questions that students would use while interviewing the earthquake victims. As a result of the literature review, a semi-structured interview form was created to include the problems experienced in the earthquake. To ensure the study's credibility, after the interview form was prepared, it was examined by two experts who had worked in the field of social studies education. The form was recreated according to expert opinions. To ensure transferability, the statements given in response to the research questions were included. Statements were included by quoting directly without including the subjective thoughts of the researchers. By choosing criterion sampling, children with families or relatives who experienced the earthquake were included, and thus, it was attempted to contribute to transferability. To ensure consistency, all researchers performed coding together. An



expert's opinion was sought where there was conflict. In the discussion and conclusion section, the findings acquired from the earthquake victims and students were discussed in a holistic way and compared with the findings of previous studies on this subject.

4. Findings

The study consists of two main titles in line with the problems. In accordance with the nature of the study, the information that the students received from the earthquake victims as a result of their oral history studies was discussed under the first title, whereas the second title included the students' acquisitions after the oral history activity.

4.1. Analysis of Information Received from Earthquake Victims Through Oral History Study

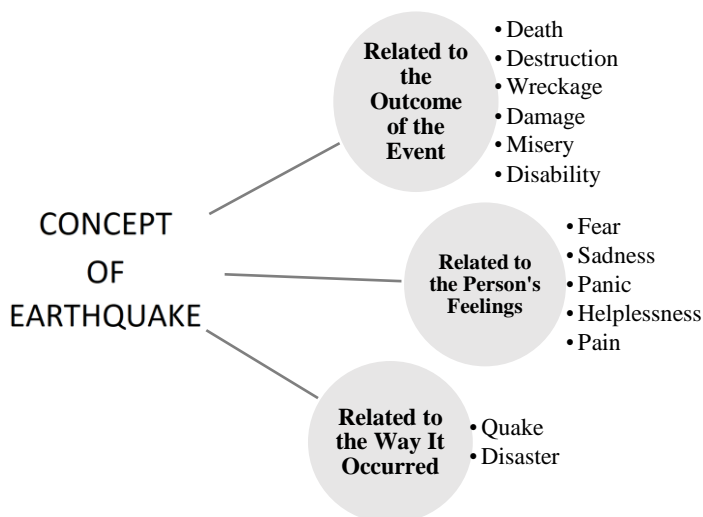
In the oral history activity, students interviewed the earthquake victims of the 17 August 1999 earthquake that took place in Sakarya province. In the context of these interviews, what the earthquake meant to them, what they experienced during the earthquake, what damage they suffered, what they needed after the earthquake, which institutions/organizations or individuals helped them, how the damages were remedied, what precautions they took against this situation nowadays, and their suggestions on this issue are presented below.

4.1.1. Meanings Attributed to the Concept of Earthquake by Earthquake Victims

For earthquake victims, the earthquake has meanings related to *the outcome of the event, the person's feelings, and the way it occurred*. Earthquake victims, who attributed meaning to the outcome of the event, talked about death, destruction, wreckage, damage, misery, and disability. The statement of E18, "*Earthquake means great wreckage and mass death.*", the statement of E15, "*It's like a breaking point, the end of some things, but the beginning of a new life.*", and the statement of E10, "*It is wreckage, fear, panic. It is destruction.*" can be given as examples of this situation.



Figure 1. Meanings Attributed to the Concept of Earthquake by Earthquake Victims



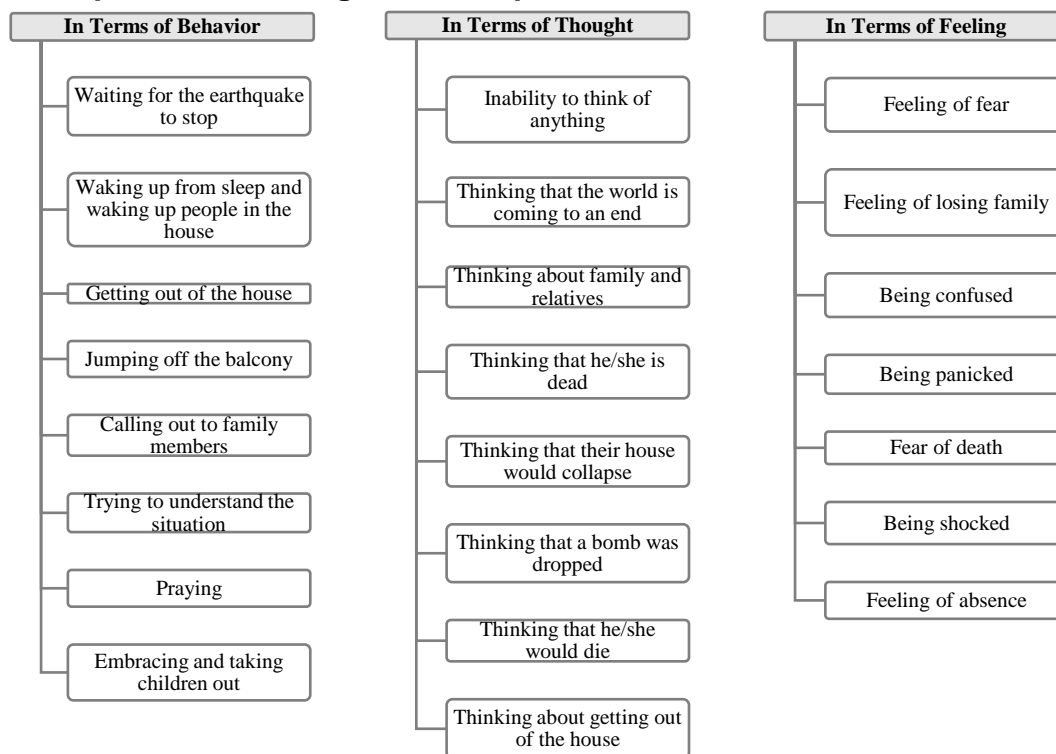
Feelings such as fear, sadness, panic, helplessness, and pain were the meanings attributed with regard to the person's feelings. The statement of E1, "*It's nothing to anyone not knowing it, but it's a chilling, terrible event for anyone experiencing it.*", the statement of E12, "*It evokes the concept of helplessness.*", and the statement of E8, "*I have a bitter feeling.*" reflect the feelings of earthquake victims before and after the earthquake. On the other hand, the meanings related to earthquake formation are the concepts of *quake* and *disaster*.

4.1.2. Experiences of Earthquake Victims at the Time of Earthquake

The *feelings, thoughts, and behaviors* experienced by the earthquake victims during the earthquake were expressed to students in the following contexts.



Figure 2. Experiences During the Earthquake



As seen in the table above, *in terms of behavior*, earthquake victims reacted in the form of waiting for the earthquake to stop, waking up from sleep and waking up people in the house, getting out and running, jumping off from the balcony, calling out to family members, trying to understand the situation, praying, and embracing and taking children out. *In terms of thought*, they were unable to think of anything, thought that the world was coming to an end, thought about family and relatives, thought that he/she was dead, thought that their house would collapse, thought that a bomb was dropped, thought that he/she would die, and thought about getting out of the house. *In terms of feeling*, they experienced feeling of fear, feeling of losing family, being confused, being panicked, fear of death, being shocked, and feeling of absence.

It can be seen in E1's statement, "*My head hit the wall when I was wondering what's going on.*" that the earthquake victims exhibited behaviors showing the panic they experienced at the time of the earthquake. The statement of E9, "*I went out and remembered that my children were inside at that time, I ran back and took them from inside.*", on the other hand, reveals the state of being surprised and panicked. Some statements of the participants about their experiences at the time of the earthquake are given below.



Earthquake Victim

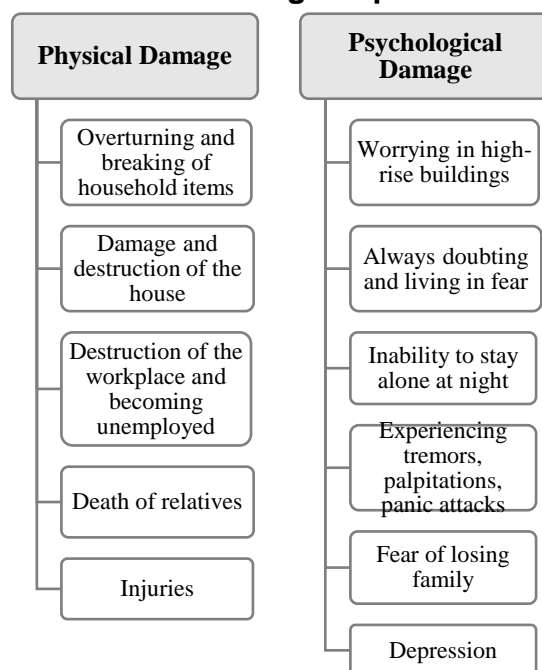
Statements

- E1 *My head hit the wall when I was wondering what's going on. For a moment, I found myself on the ground. You can't make a plan at that moment, and you immediately think of running away. (**Thought and behavior**)*
- E6 *During the earthquake, we first heard a noise like an explosion with a bang. We woke up with a strong quake, and I was hurt a lot due to the wardrobe falling on me. (**Feeling and behavior**)*
- E8 *I got up. Since our flat is on the 1st floor, I jumped off from the balcony. (**Behavior**)*
- E16 *When I realized it was an earthquake, I stayed where I was and waited for it to stop without doing anything. I felt the fear of death and thought about it. (**Feeling and behavior**)*

4.1.3. Damages Experienced in the Earthquake

Earthquake victims expressed their *physical* and *psychological* damage in the earthquake to students.

Figure 3. Dimensions of the Damage Experienced



As stated in the figure above, the earthquake victims experienced physical damage such as overturning and breaking of household items, damage and destruction of the house, destruction of the workplace and becoming unemployed, death of relatives, and injuries. The psychological damage experienced was stated by earthquake victims as



worrying in high-rise buildings, always doubting and living in fear, inability to stay alone at night, experiencing tremors, palpitations and panic attacks, fear of losing family, and depression. According to the statement of E13, one of the earthquake victims interviewed, "*I cannot stay alone at night. I am afraid of losing my family.*", some psychological damage continued after the earthquake. On the other hand, E17's loss of his/her job, which is necessary for his/her living, was regarded as physical damage, with the statement, "*I became unemployed because my workplace was closed.*" The statements of some participants on this subject are presented below.

Earthquake Victim	Statements
E3	<i>We had a great uncle. He was trapped in the wreckage and died in this earthquake. (Physical damage)</i>
E5	<i>I had a market under the five-storey building, it was completely destroyed. I had minor injuries on my head, arm, and foot, and I got out like this. (Physical damage)</i>
E13	<i>At the slightest shaking, I feel like an earthquake is happening again. I can't stay alone at night. I am afraid of losing my family. (Psychological damage)</i>
E16	<i>Fear caused problems such as sudden tremors and palpitations, panic attacks. (Psychological damage)</i>
E17	<i>I became unemployed because my workplace was closed. We were trying to make a living with the help we received. (Physical damage)</i>

4.1.4. Needs After the Earthquake

The needs indicated by the earthquake victims to students were analyzed by coding them as *basic needs, shelter, health, and clothing*, as seen in the table below.

Table 4. Needs after the earthquake	
Category/theme	Code
Basic Needs	Bread, water, other food and beverages
Shelter	Tent, prefabricated house, shed
Health	Medications, other health equipment, mobile hospitals
Clothing	Clothes, diapers, blankets

Among the earthquake victims, the statement of E1, "*There were those who brought bread from rural areas and villages.*" shows that the basic needs that may be experienced at the first time can be met by volunteers. E18's statement, "*We needed food and diapers.*", on the other hand, shows that in addition to the basic need for food in general, there is also a different need due to having an infant. While E11 put the basic needs in the first place among their needs with the statement, "*Meals were the*



most important need." in the interview question, E3 put the need for shelter in the first place with the statement, "*Shelter at first, then drink, food, medications.*"

**Earthquake
Victim**

Statements

- E1 *There were those who brought bread from rural areas and villages. There were those who brought water in tankers and distributed it. The metropolitan municipalities from other provinces, who heard about the earthquake the next day, immediately rushed to help. They came with all their organizations to meet our food, shelter, and social needs, and they helped a lot.*
- E3 *Shelter at first, then drink, food, medications.*
- E18 *As long as we were outside, we received a lot of help, we were never left hungry or out in the cold. We had basic needs such as food and diapers. We received help from our state and the people. The municipality, especially the Red Crescent, established soup kitchens and mobile hospitals.*

4.1.5. Organizations That Helped Earthquake Victims

Earthquake victims stated that there was a high level of cooperation and solidarity and that the aid continued for a long time without interruption in the statements they gave to students. Helping organizations mentioned in the statements are coded as *central government, local governments, and volunteers* and are indicated in the table below.

Table 5. Organizations that helped earthquake victims	
Category/theme	Code
Central Government	Red Crescent, Gendarmerie Provincial Command, TOKİ (Mass Housing Administration), Sakarya Governorship
Local Governments	Sakarya Municipality, Municipalities of neighboring provinces
Volunteers	Search and Rescue Teams, Helpful People

E2, one of the participants, stated the aid received from a charity organization affiliated with the central government with the statement, "*The Red Crescent set up tents, brought supplies and blankets from there.*" E14 said, "*The state provided financial aid for repairs according to the damage situation.*" and indicated that the state provided aid and the aid provided changed according to the damage experienced.



Earthquake Victim	Statements
E2	<i>The Red Crescent set up tents, brought supplies and blankets from there.</i>
E10	<i>We received help from the local governments of many provinces in our country.</i>
E12	<i>We solved our shelter problems with housing support, which has easy terms of payment.</i>
E14	<i>The state provided financial aid for repairs according to the damage situation.</i>
E15	<i>Disaster teams came to rescue the people trapped in the wreckage.</i>

4.1.6. Difficulties Encountered by Earthquake Victims

The difficulties experienced by earthquake victims were described by creating two separate codes, tangible and intangible. *Tangible difficulties* were stated as the inability to find food, drink, shelter, and employment, staying in tents with small infants, lack of electricity and water. *Intangible difficulties* experienced by earthquake victims were stated as adapting to normal life again, leaving the neighborhood and friends, and always having a fear of earthquakes.

Table 6. Difficulties Encountered by Earthquake Victims

Category/theme	Code
Tangible Difficulties	Inability to find food, drink, shelter, and employment, staying in tents with small infants, lack of electricity and water
Intangible Difficulties	Adapting to normal life again, leaving the neighborhood and friends, always having a fear of earthquakes

According to E1's statement, "*The biggest problem after the earthquake was to meet the food needs.*", it is seen to be based on the basic need for nutrition. Another statement supporting this is the statement of E11, "*We had difficulties providing meals and making a living.*" Some statements given by the participants to students regarding these difficulties are as follows.

Earthquake Victim	Statements
E1	<i>The biggest problem after the earthquake was to meet the food needs. As I said, the municipality helped with this. Large restaurants were established in certain places. Food was being cooked there. Those in need would go and get it from there.</i>
E2	<i>Lack of electricity.</i>



- E15 *Our house was already destroyed. We built a place to live by our own efforts.*
- E17 *After the earthquake, I had difficulties in terms of foods, drinks, shelter, and working life.*
- E18 *We had to stay in a tent with small infants. It was very difficult for our infants.*
- E19 *After the earthquake, people have difficulty adapting to normal life. They live with the psychology that there will be an earthquake at any moment for a certain period of time.*

4.1.7. Elimination of Damages Experienced by Earthquake Victims

Earthquake victims told students that they benefited from the works to eliminate the damages experienced as collecting and cleaning broken items, building a shed for oneself, sheltering in tents or prefabricated houses, opening a workplace in containers, getting a loan from the state for workplace damages, receiving the state's building reinforcement aid, receiving the state's rent aid to those whose houses were damaged and newly built houses, the municipalities' distribution of blankets, clothing, food, and meals. The efforts to eliminate these damages are coded below as those carried out by earthquake victims' own means and those carried out with the help of institutions.

Table 7. Methods of Eliminating Damages Experienced by Earthquake Victims

Category/theme	Code
By Their Own Means	Collecting and cleaning broken items, making shelter for oneself, staying in relatives' houses.
With the Help of the Institution	Accommodation in tents or prefabricated houses, opening a workplace in containers, getting the loan given by the state for workplace damages, receiving the state's building reinforcement aid, receiving the state's rent aid to those whose houses were damaged and newly built houses, the municipalities' distribution of blankets, clothing, food, and meals.

According to the earthquake victims, they mostly compensated for their losses with aid institutions and state support. In the statement of E6, "*The state gave me a container as I had a market before.*", it is seen that he/she solved the damage of the destroyed workplace with the state's support. E15 reveals that he/she received a new house instead of their collapsed house by saying, "*The state gave earthquake-resistant houses built on solid ground.*" E13's statement, "*We mostly stayed at my grandmother's and lived there.*" shows that they tried to solve the problems by their own means. The statements of some participants about the elimination of damages are given below.



**Earthquake
Victim**

Statements

- E5 *We built a shed outside for a certain period of time, and we stayed in the shed. We tried to avoid entering the house as much as possible.*
- E14 *Buildings were reinforced against earthquakes with the money given by the state. This is how houses were reinforced.*
- E16 *The Red Crescent gave tents, and the Gendarmerie kept watch at night. The municipality provided meal aid. They gave us clothing, food, blankets and met all our needs.*
- E17 *Municipalities gathered their teams and set up tent cities. The state provided financial aid to damaged houses.*

4.1.8. Precautions Taken by Earthquake Victims Nowadays

The precautions that earthquake victims said they took against a possible earthquake were fixing items that could tip over, living in robust buildings, making it easier to get out of the house quickly, receiving earthquake education, getting earthquake insurance, determining the places where they can take shelter, and planning. These precautions are coded in the table below as pre-earthquake precautions, precautions for the moment of the earthquake, and post-earthquake precautions.

Table 8. Precautions Taken by Earthquake Victims Nowadays	
Category/theme	Code
Pre-earthquake precautions	Fixing items that can tip over, living in robust buildings.
Precautions for the moment of the earthquake	Determining the places where they can take shelter, planning, receiving earthquake education, making it easier to get out of the house quickly, keeping the phone nearby for communication.
Post-earthquake precautions	Getting earthquake insurance.

The statement of E1, one of the participants, "*We think of dropping, covering and holding on next to robust sofas during an earthquake.*" is about ensuring life safety in the event of an earthquake and is coded as a *precaution for the moment of earthquake*. The precaution in E12's statement, "*We took precautions by getting earthquake*



insurance for the house we live in.", was coded as a *post-earthquake precaution* aimed at contributing to or facilitating our lives after the earthquake.

Earthquake Victim	Statements
E1	<i>We fixed our cabinets to the walls. We think of dropping, covering and holding on next to robust sofas during an earthquake.</i>
E9	<i>We determined a meeting area after the earthquake. So, everyone knows where to go after the earthquake.</i>
E12	<i>We took precautions by getting earthquake insurance for the house we live in.</i>
E17	<i>We reinforced our building. I recommend not to live in old buildings.</i>
E19	<i>In order to leave the house quickly in case of an emergency, we do not leave any items on the road that may create an obstacle.</i>

4.1.9. Recommendations Made by Earthquake Victims

The recommendations provided by the earthquake victims to students that could be taken against the earthquake were living in new and robust buildings, living in houses with solid ground, fixing the furniture in the house, receiving earthquake education, having an earthquake kit, implementing earthquake precautions, living in low-rise buildings, staying in a sheltered place until the earthquake stops, and gathering in the earthquake assembly area. These recommendations were coded as *pre-earthquake recommendations*, *recommendations for the moment of the earthquake*, and *post-earthquake recommendations*.

Table 9. Recommendations Made by Earthquake Victims

Category/theme	Code
Pre-earthquake recommendations	Living in new and robust buildings, living in houses with solid ground, fixing the furniture in the house, receiving earthquake education, living in low-rise buildings, making precautionary plans.
Recommendations for the moment of the earthquake	Having an earthquake kit, staying in a sheltered place until the earthquake stops.
Post-earthquake recommendations	Gathering in the earthquake assembly area.

Since earthquake victims have experienced an earthquake, their recommendations will be valuable. For example, from the statement of E3, "*Earthquake does not kill people, but buildings do.*", it can be inferred that earthquakes should not be held responsible



for the deaths of people and that non-durable buildings can be held responsible. The prominent recommendation of the other participants is living in robust buildings. The statement of E15, "*We must not leave our sheltered place until the earthquake stops.*" is regarded as a recommendation for the moment of the earthquake.

**Earthquake
Victim**

Statements

- | | |
|-----|--|
| E7 | <i>We take care of living in robust buildings. I find it important to take care of living in robust houses and prepare an earthquake kit.</i> |
| E12 | <i>We should check whether the houses we live in and plan to live in are earthquake-resistant. I suggest precautions such as ground survey, etc.</i> |
| E13 | <i>... I recommend that our buildings be built on solid ground.</i> |
| E15 | <i>Owing to the education provided in schools, we have learned many things from our children. Furniture should be fixed in houses, we should talk and determine the places where we will hide in the event of an earthquake. We must not leave our sheltered place until the earthquake stops.</i> |

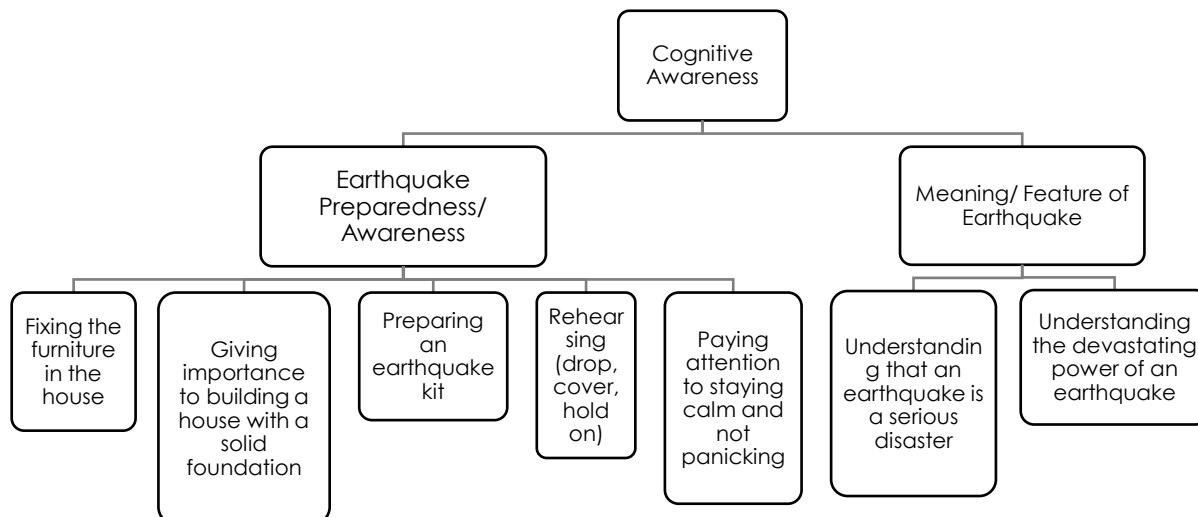
4.2. Analysis of Students' Acquisitions on Disaster (Earthquake) After the Oral History Activity

Students presented their interviews with the earthquake victims to their friends in the classroom environment. Thus, the students also learned the oral history data that differed from other students from their own interviews. What students learned about the oral history activity they carried out, their feelings and thoughts after the activity, the changes in perceptions and feelings that they had not thought about before the activity but that emerged after the activity, and the difficulties they experienced while carrying out the activity were examined under this title.



4.2.1. Cognitive Awareness Gained by Students with the Oral History Activity

Figure 4. Cognitive Awareness of Students



Theme 1. Earthquake Preparedness/Awareness. As seen in Figure 4, students stated that they gained cognitive awareness of some issues related to earthquakes with these activities. The statement of S2, "*We should fix large items to the wall and be calm and not fussy in the next earthquake. I have learned this.*", shows his/her acquisitions in earthquake preparedness. Likewise, S10's slogan, "*Solid foundation prevents earthquakes.*", can be given as an example of this situation. S18's statement, "*We prepared an earthquake kit. We fixed the cabinets. I understood what to do in another earthquake.*", shows that he/she has transformed what he/she has learned into practice in his/her own house with his/her family. The statement of S15, "*After hearing what happened at the time of the earthquake, I learned that it was important to 'drop, cover, hold on' and create a triangle of life.*", shows his/her cognitive awareness of earthquakes.

Theme 2. Meaning/Feature of Earthquake. It can be said that the statement of S12, "*I learned that the earthquake was a great disaster and that the 17 August earthquake was a great disaster.*", and the statement of S5, "*...I think the earthquake is a serious thing.*", helped students to understand the earthquake better through oral history interviews.

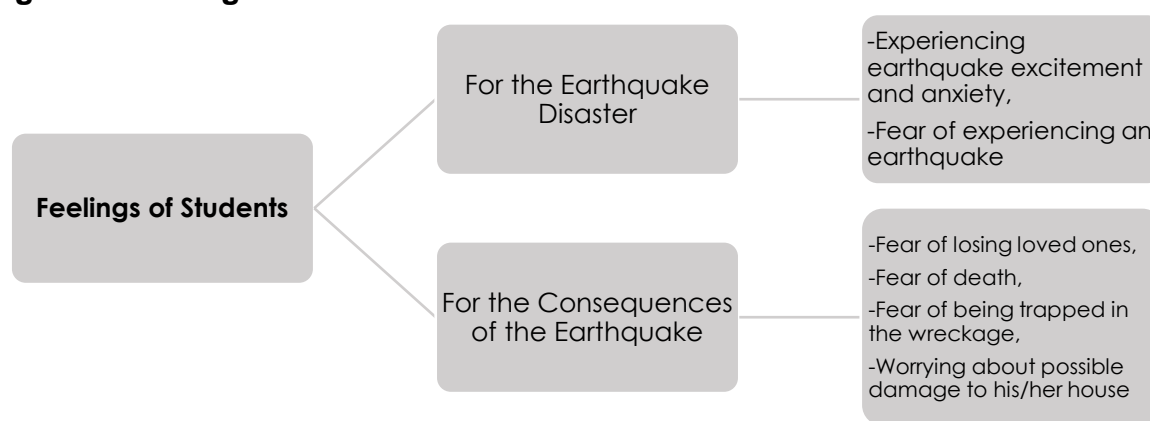
4.2.2. Students' Feelings After the Oral History Activity

This activity caused some feelings in students. Considering S13's statement, "*My fear, excitement, and adrenaline increased. I thought about how to survive the earthquake, where I can stay safe, what to do in the event of an earthquake, my family and friends.*", it can be said that the students developed anxieties about the earthquake as a result of the oral history interviews. It can be stated that this situation will enable students to



be more serious in taking precautions against earthquakes. To ensure protection against earthquakes, the statement of S7, "*My fear and anxiety about the earthquake increased. I started to think about how I could survive under the wreckage.*", is an indication that fears and anxieties started to motivate students to make precautionary plans. The statement of S18, "*I started to be afraid that an earthquake would damage our house.*", on the other hand, shows that he/she learned that there were earthquake risks in the province he/she lived in and that he/she experienced a sense of fear and anxiety in the context of the consequences that could harm him/her.

Figure 5. Feelings of Students



The selected statements in which students expressed their feelings and thoughts after the interviews are listed below.

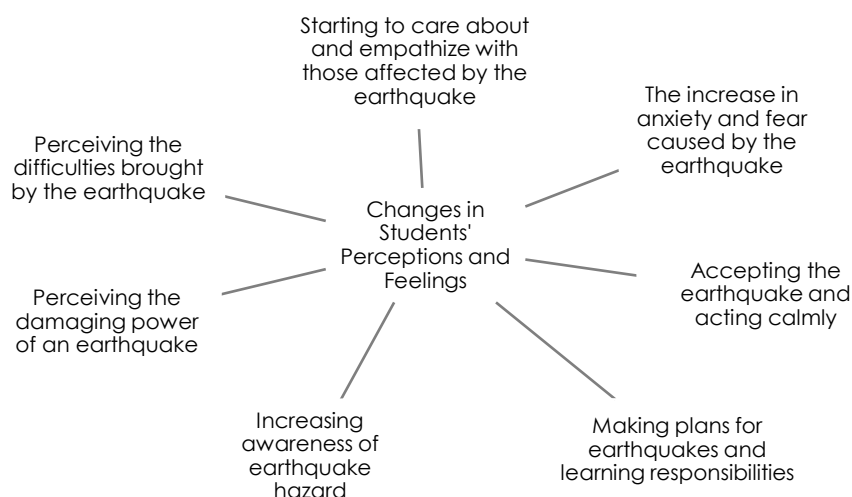
Student	Statements
S5	<i>I experience the fear of losing loved ones and the fear of death, and I think that earthquake is a very serious thing.</i>
S7	<i>My fear and anxiety about the earthquake increased. I started to think about how I could survive under the wreckage.</i>
S8	<i>I learned that earthquake is a very serious disaster, that the 17 August earthquake was a very serious disaster and many people died. If we don't take precautions, the same things can happen to us.</i>
S13	<i>My fear, excitement, and adrenaline increased. I thought about how to survive the earthquake, where I could stay safe, what to do in the event of an earthquake, my family and friends.</i>

4.2.3. Changes in Students' Perceptions and Feelings Compared to the Period Before the Oral History Activity

Students stated that there were changes in their feelings and perceptions after the oral history interviews. These changes in perceptions and feelings are as follows:



Figure 6. Changes in students' perceptions and feelings



Starting to care about and empathize with those affected by the earthquake.

Students stated that they started to care more about earthquake victims after the activity and empathized with them. The statements of S2, *"I didn't care about people whose houses were destroyed in the earthquake, but now I understand their situation even more."* and S13, *"I thought of those who were left homeless in the earthquake and left in the cold and put myself in their place. I empathized with them and felt the pain that they felt."* can be given as examples of this situation.

The increase in anxiety and fear caused by the earthquake. Students stressed that their fears and anxieties increased after this activity. The statement of S6, *"I was not afraid of earthquakes in the past, but now I am more afraid."* proves an increase in the fear of earthquakes. S15's statement, *"I was not afraid before because I live on the 3rd floor, but now I am very afraid."*, is another indication of earthquake fear and anxiety.

Accepting the earthquake and acting calmly. Students also concluded that an earthquake is a natural disaster that can be experienced and that it is necessary to be calm in the face of this disaster. The statement of S1, *"So what I learned from this talk is to be afraid of an earthquake, but act calmly when it happens..."*, reflects the view on accepting the disaster and staying calm during the disaster.

Making plans for earthquakes and learning responsibilities. Students stated that they realized their responsibilities regarding the earthquake. This is clearly seen in Figure 5. Concerning this issue, the statement of S19, *"I learned my responsibilities in the earthquake. I will apply them accordingly."*, can be given as an example.

Increasing awareness of earthquake hazard. It is seen that S12's awareness of the earthquake increased with the statement, *"I used to think that an earthquake was normal, but according to what my mother told me, I realized that it was very scary, very*



difficult and dangerous." An example of this situation is that S5 realized the sensitivity of the region he/she lived in to earthquakes with his/her statement, *"I didn't know that Sakarya was in danger of an earthquake because the ground was soft, but now I know that."*

Perceiving the damaging power of an earthquake. Students stated that they formed a perception about the damaging power of the earthquake. The statement of S8, *"Previously, I used to think that the earthquake was a small shaking, but now I realized that it was strong enough to cause casualties."*, and the statement of S12, *"I used to think that an earthquake was normal, but according to what my mother told me, I realized that it was very scary, very difficult, and dangerous."*, reveal the change in knowledge about the damage caused by the earthquake.

Perceiving the difficulties brought by the earthquake. Students expressed that they understood the difficulties experienced during the earthquake better than before the activity. S4 emphasized the difficulty of being homeless after the earthquake with the statement, *"I am more worried about the earthquake. I remember those who became homeless in the earthquake."*

4.2.4. Difficulties Experienced by Students While Carrying Out an Oral History Activity

Students generally stated that they had difficulties communicating with earthquake victims. These difficulties are the earthquake victim's hesitation/shyness to speak and the thought of not wanting to let students experience the earthquake psychology.

S5's statement, *"I tried for half an hour to get my father to talk."*, shows that he/she had difficulty persuading the participant for the oral history interview. S11's statement, *"I got exhausted while persuading my mother to say it."*, indicated the student's difficulty in persuading.

S19's statement, *"He did not want to tell me about these because so many people died during the earthquake."*, on the other hand, shows that the participant thought that the student would be adversely affected during the oral history interview and did not tell every detail about the deaths in the earthquake because he/she aimed to protect the student's psychological state.

5. Discussion;

With the present study, it was ensured that students researched natural disasters, among the acquisition themes in the social studies course, and the impacts of these disasters on social life through oral history. Students learned how the earthquake affected people from the experiences of the people who experienced the event. With this event in the recent history of the region they live in, students comprehended the people's common feelings and perceptions. Furthermore, with this activity, students saw how the value of helpfulness became widespread among people as a result of the earthquake natural disaster. They realized their responsibilities in taking precautions



by listening to the consequences of the earthquake disaster. Although students did not experience the earthquake, they started to be more sensitive to those who experienced this event in their families and environment and to the consequences of the event. They also understood the necessity of being sensitive to the earthquake and its consequences. Students were also informed about how non-governmental organizations and the state help in the event of natural disasters.

Students conducting oral history interviews can improve their ability to listen and understand other people (Thompson, 1999). In this respect, it can be said that this oral history study contributed to the comprehension and listening skills of students. On the other hand, students have the opportunity to think by asking questions to family members through oral history (Jenks, 2010). With this study, children learned the bad memories and the lessons learned from their families.

According to Safran and Ata (1998) and Sarı (2006), oral history activities provide students with skills. In this study, students demonstrated their skills in subjects such as taking responsibility, empathizing, gaining sensitivity, critical thinking, being prepared for disasters, and staying calm during disasters. For example, S8 explained how he/she put the knowledge he/she had acquired into practice in a critical way with the statement, *"I didn't think about what to do in the event of an earthquake before, but now I started planning things like where to create a triangle of life."* According to Coşkun Keskin (2014), students' empathizing with earthquake victims and feeling their pain and other feelings show that they have experienced the stage of feeling among the empathy steps. Thus, the stage of feeling is a step that adds meaning to empathy.

6. Conclusion;

With the present study, it was ensured that students researched natural disasters, among the acquisition themes in the social studies course, and the impacts of these disasters on social life through oral history. Students learned how the earthquake affected people from the experiences of the people who experienced the event. With this event in the recent history of the region they live in, students comprehended the people's common feelings and perceptions. Furthermore, with this activity, students saw how the value of helpfulness became widespread among people as a result of the earthquake. They realized their responsibilities in taking precautions by listening to the consequences of the earthquake disaster. Although students did not experience the earthquake, they started to be more sensitive to those who experienced this event in their families and environment and to the consequences of the event. They also understood the necessity of being sensitive to the earthquake and its consequences. Students used the skills of taking responsibility, empathizing, gaining sensitivity and critical thinking skills, as well as asking questions, listening, explaining, and interpreting. On the other hand, interviews with earthquake victims contributed to improving students' cognitive skills concerning earthquakes. Students were also informed about how non-governmental organizations and the state help in natural disasters.



Limitation

The study is limited to the data obtained from the 19 participant earthquake victims living in Sakarya province, who experienced the 17 August 1999 earthquake, by the secondary school students who interviewed these earthquake victims in audio, video, or written form.

Recommendation

It can be applied to provide disaster education to students or collect information for events regarded as important. It can be recommended to those who are looking for an effective way to raise awareness of earthquakes and keep this awareness alive. Oral history interviews with witnesses and students taking an active role can be used as a suitable method to ensure that students gain an investigative spirit and experiences such as searching, finding, recording, and analyzing information.

Acknowledgments

We would like to thank the students and participant earthquake victims who took an important place in the implementation of this study.

References

- Akyol, M. (2007). Sakarya'da 17 Ağustos 1999 Depremi Sonrasında Kurulan Yeni Yerleşim Alanları. (Yüksek Lisans Tezi), Sakarya Üniversitesi.
- Avcı Akçalı, A. & Aslan, E. (2012). Tarih Öğretiminin İyileştirilmesi Yolunda Alternatif Bir Yöntem: Sözlü Tarih. Kastamonu Eğitim Dergisi, Mayıs 2012 Cilt:20 No:2 669-688.
- Ata, B. (2006), Sosyal Bilgiler: Toplumsal Yaşama Disiplinler arası Bir Bakış Hayat Bilgisi ve Sosyal Bilgiler Öğretimi Yapılandırmacı Bir Yaklaşım, Editör: Cemil Öztürk, PegemA Yayıncılık, Ankara.
- Barr, R. D. & Barth, J. L. & Shermis, S. S. (1978). The nature of the social studies. California: ETC Publications.
- Baum, Willa K. (1987), Oral history for the Local Historical Society. American for State and Local History, Nashville.
- Başibüyük, A. (2004). Study on earthquake knowledge and affecting factors in adults. Journal of Education and Social Sciences 161: 205–18.
- Counce, S. (2001). Sözlü tarih ve yerel tarihçi. çev. Bilmez Bülent Can, Alper Yalçinkaya; yay. haz. Ayşe Özil, Türkiye Ekonomik ve Toplumsal Tarih Vakfı, 2001: İstanbul.
- Creswell, J. W.(1998). Qualilitative Inguiry and Research Desing: Choosing Among Five Traditions, CA: Sage, Thousand Oaks.



- Coşkun Keskin, S. (2014). From what isn't empathy to empathic learning process, *Procedia - Social and Behavioral Sciences*, 116 (2014), 4932 - 4938.
- ÇİBUK, K. & GÖLCÜK, R. 17 Ağustos 1999 Marmara Depreminin Kocaeli Müzesi'ne Etkileri. *Unimuseum*, 3(1), 1-14.
- Dere, İ. & Dinç, E. (2018). Yapılandırmacı Bir Öğrenme ve Öğretme Yöntemi Olarak Sözlü Tarihin Sosyal Bilgiler Derslerine Entegrasyonu. İnönü Üniversitesi Eğitim Fakültesi Dergisi, 19(2), 115-127.
- Dere, İ. (2018). Sosyal Bilgiler Öğretim Programlarında (2005 Ve 2017) Sözlü Tarih. *Milli Eğitim Dergisi*, 47(219), 33-56.
- Demirkaya, H. (2007). İlköğretim 5. 6. Ve 7. Sınıf Öğrencilerinin Depreme Yönelik Tutumlarının Çeşitli Değişkenlere Göre İncelenmesi, *Türkiye Sosyal Araştırmalar Dergisi*. 3. 38-49.
- Erçetin, Ş. Ş. (2003). Deprem olgusunun okullarda yarattığı problemler. XII. Eğitim Bilimleri Kongresi Bildiriler Kitabı, Antalya, 951-969.
- Ergünay, O. (1996). Afet yönetimi nedir? Nasıl olmalıdır. Ankara: Erzincan ve Dinar Depremleri Işığında Türkiye'nin Deprem Sorunlarına Çözüm Yolları Arayışları. TÜBİTAK Deprem sempozyumu Bildiriler Kitabı. 263-272.
- Erol, M. (2018). Bir sözlü tarih metni olarak kısas-i zelzele ve konusunun Anadolu basınına yansması. *Manas Sosyal Araştırmalar Dergisi*, 7(3).
- Faiz, M. (2009). 17 Ağustos ve 12 Kasım 1999 depremlerinin Gölyaka (Düzce) ilçesine bağlı ilköğretim okulları öğrencileri tarafından algılanışı (Master's thesis, Sosyal Bilimler Enstitüsü).
- Hurnen, F. & McClure, J. (1997). Effect of increased earthquake knowledge. *The Australasian Journal of Disaster and Trauma Studies*, Vol:3. Retrieved from <http://www.massey.ac.nz/~trauma/issues/1997-3/mcclure1.htm>.
- İlker İ. (2005). Doğal Afetlerin Ekonomik Etkisi: 17 Ağustos 1999 Marmara Depremi Örneği. Kocaeli Üniversitesi.
- İlyasoğlu, A. (2006). Türkiye Kadın Tarihinin Araştırılmasında Yöntem Sorunları ve Sözlü Tarih Yöntemi. *Kadın Çalışmaları Dergisi*, 1 (3), 94-101.
- İncegöl, S. (2010). *Sosyal bilgiler dersinde örnek bir sözlü tarih uygulaması* (Doctoral dissertation, Marmara Üniversitesi (Turkey)).
- Jenks, C. E. (2010). Using oral history in the elementary school classroom. *Social Studies and the Young Learner*, 23, 1, 31-32.
- Karakuş, U. (2013). Depremi Yaşamış Ve Yaşamamış Öğrencilerin Deprem Algılarının, Metafor Analizi İle İncelenmesi. *Doğu Coğrafya Dergisi*, 18(29), 97-116.



- Karancı, N. (1999). Depremlerin psiko-sosyal boyutları: Erzincan, Dinar ve 17 Ağustos 1999 Marmara depremleri. *Türk Psikoloji Bülteni*, 5 (14), 55-59.
- Kaya, M. (2013). Sosyal bilgiler dersinde kullanılabilecek bir öğretim yöntemi olarak sözlü tarih: Amaç, içerik, uygulama (Doctoral dissertation, Marmara Üniversitesi (Turkey)).
- Lanman, B. A. (1987). Oral History as an educational tool for teaching immigration and black history in American high schools: Findings and queries. *International Journal of Oral History*, 8(2), 122-135.
- Öçal, A. (2005). İlköğretim sosyal bilgiler dersinde deprem eğitiminin değerlendirilmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 25(1), 169-184.
- ÖZTÜRK, M. K. (2013). Sınıf öğretmeni adaylarının deprem deneyimleri üzerine bir araştırma. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(28-1), 308-319.
- Öztürkmen, A. (1998). "Sözlü Tarihin Yerel Tarih Araştırmalarına Katkısı", *Yerel Tarih Yarışma Dergisi*, 10-16.
- Portelli, A. (1996), "Oral History in Italy", *Oral History An Interdisciplinary Anthology*, Second Edition. Editors: David K. Dunaway, Willa K. Baum. A Division of SAGE Publications, Altamira Press, Inc. Walnut Creek. London. New Delhi.
- Portelli, A. (2006). Introduction. In Lanman, B. A., & Wendling, L. M. (Ed.) *Preparing, the next generation of oral historians: An anthology of oral history education*. Lanham, MD: Rowman ve Littlefield.
- Tan, M. (1996). Çocukluğun Tarihi Araştırmalarında Sözlü Tarih Yaklaşımı ve Sözlü Tarihte Bir Çocuk. *Çocuk Kültürü 1.Ulusal Çocuk Kültürü Kongresi* (s. 31-56). Ankara: Ankara Üniversitesi Araştırma ve Uygulama Merkezi Yayınları No:1.
- Thompson, P. (1999). *Geçmişin sesi*. İstanbul: Tarih Vakfı Yurt Yayınları.
- Trškan, D. (2016). Doing Oral History: Introduction to Active Oral History. In Trškan, D. (Ed.). *Oral history education: Dialogues with past* (pp. 205-214). Ljubljana: Slovenian National Commission for UNESCO.
- Safran, M. & Ata, B., (1998). Okul Dışı Tarih Öğretimi. *Gazi Eğitim Fakültesi Dergisi*, cilt.18, sa.1, 87-94.
- Safran, M. (2004). İlköğretim Programlarında Yeni Yaklaşımlar Sosyal Bilgiler (4-5.Sınıf), *Bilim ve Aklın Aydınlanığında Eğitim Dergisi*, Yıl: 5, Sayı: 54-55.
- Sarı, İ (2006). Akademik Tarih ve Tarih Öğretiminde Sözlü Tarihin Yeri ve Önemi, *Türkiye Sosyal Araştırmalar Dergisi TSA / Yıl: 10, S: 3*, 109-125.
- Südaş İ. (2004). 17 Ağustos 1999 Marmara Depreminin Nüfus ve Yerleşme Üzerindeki Etkileri: Gölcük (Kocaeli) Örneği. *Ege Coğrafya Dergisi*, 13 (2004), 73-91, İzmir.



Somersan, S. (1998). Sözlü Tarih, Araştırmacılık ve Tarih Yazımına Katılım, Tarih Öğretimi ve Ders Kitapları, Yayına Hazırlayan: Salih Özbaran, Dokuz Eylül Yayınları, İzmir.

Şahin, C. & Doğanay, H. & Özcan, N.A. (2004) Türkiye Coğrafyası ve Jeopolitiği (Fiziki-Beşeri-Ekonomik-Jeopolitik). (Genişletilmiş ikinci baskı) Gündüz Eğitim ve Yayıncılık. Ankara.

Şahin, C. & Sipahioğlu, Ş. (2002). Doğal Afetler ve Türkiye. Gündüz Eğitim ve Yayıncılık. Ankara.

Taş, N. (2003). Reducing probable earthquake damages in urban settlements. Uludağ Üniversitesi Mühendislik ve Mimarlık Fakültesi Dergisi, 8(1), 225-231.

Welton, D. & Mallan, T. (1999). Children and Their World: Strategies For Teaching Social Studies, Houghton Mifflin Company, Boston.

Yıldırım, A. & Şimşek, H. (2021). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılık.

Yıldız, A. (2005). 17 Ağustos 1999 Marmara depreminden sonra İstanbul'daki ilk ve orta dereceli eğitim kurumlarının rehabilitasyon çalışmalarının irdelenmesi. Yüksek Lisans Tezi, Gebze Teknik Üniversitesi.

Appendix1:

ORAL HISTORY INTERVIEWS ON EARTHQUAKE

My name and surname:

The person I interviewed:

Degree of kinship:

.....

Sample questions

1. Could you introduce yourself?
2. a) What does the concept of earthquake recall to you?
b) What meanings do you attribute to the concept of earthquake?
3. On which date and in which province did you experience an earthquake?
4. a) Where were you during the earthquake?
b) How many people were there with you? Who were these people? Please tell us.
5. At the time of the earthquake, a) What did you do at that moment? Please tell us.
b) What did you think at that moment? Please tell us.
c) How did you feel at that moment? Please tell us.
6. During the earthquake,
- a) If you were damaged:



- Being buried in the wreckage (How long were you buried in the wreckage, what did you feel, what did you experience at the time of rescue? What did you think about your loved ones, what did you experience?)
- Jumping from the balcony/from somewhere (Why did you do that? Do you know what to do in case of an earthquake? Did you know this at that moment? Did anything happen to you when you jumped?)
- What did you see around you at that moment? What did you feel?)
- Did something fall on you? (What fell? How did you survive? What did you see around you and how did you feel when you got out?)
- b) If you were not damaged:
 - How did you get out? What did you see around you when you got out, how did you feel? How long were you unable to enter the house?
 - How did the earthquake damage you and your relatives in other ways? Please explain in detail.
 - How did this situation affect your psychology? What fears did you experience?
 - How did it affect your economy? How was your relationship with other individuals affected? How did they treat you?
 - What were your needs after the earthquake? How were they provided? Who provided them?
- 7. What were the organizations/institutions that helped you? In what ways did they help you?
- 8. How did the state help you?
- 9. How did local governments help you?
- 10. How did you compensate for the damages? How did you find solutions to post-earthquake problems? Please explain.
- 11. In which subjects did you experience difficulties after the earthquake?
 - A) Meals
 - B) Physical needs
 - C) Making a living
 - D)
- 12. What precautions do you take against earthquakes nowadays? Please explain.
- 13. What advice can you give us after this earthquake? Please explain.

Thank you very much for answering our questions.