



An Investigation of Middle School 8th Grade Students' Metaphoric Perceptions Regarding Historical Empathy

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Research Article

Received: 26.05.2021

Revised: 21.10.2021

Accepted: 23.10.2021

ABSTRACT

The main focus of research and studies in the field of historical empathy is to understand and analyze historical events in line with the contextual conditions of the era, without adapting them to today's logic. When the subject is viewed from this point of view, it comes to the fore how students who have historical empathy perceive / liken the concept of historical empathy. In this context, the aim of the study is to determine the perceptions of middle school 8th grade students regarding the concept of historical empathy through metaphors. For this purpose, descriptive model was used in the research. The participants of the study consisted of 50 students at the 8th grade of middle school. The research data were collected through the metaphor form. Content analysis was made on the data. When the mentioned metaphors were examined, it was seen that the students expressed the concept of historical empathy with different metaphors and explanations of these metaphors. Among the 19 metaphors, it was determined that the metaphors most expressed by students regarding the concept of historical empathy were listed as "Hot Pepper, Tornado, History and Video". When these metaphors are evaluated together; it was concluded that students were able to focus on the details of historical events through historical empathy.

Keywords: Historical empathy, metaphor, student perceptions.

Ortaokul 8. Sınıf Öğrencilerinin Tarihsel Empatiye İlişkin Metaforik Algılarının İncelenmesi

Öz

Tarihsel empati alanında yürütülen araştırma ve çalışmaların ana odağında, tarihsel olayları günümüzün mantığına uyarlamadan, devrin (tarihsel dönem/ler) bağlamsal koşulları doğrultusunda anlama ve analiz etme etkinliği bulunmaktadır. Konuya bu açıdan bakıldığında, tarihsel empati yapan öğrencilerin, tarihsel empati kavramını nasıl algıladıkları / tarihsel empatiyi neye benzettikleri ön plana çıkmaktadır. Bu kapsamda araştırmanın amacı, tarihsel empati ile ders işleyen ortaokul 8. sınıf öğrencilerinin tarihsel empatiye yönelik algılarını metaforlar yoluyla ortaya çıkarmaktır. Bunun için araştırmada betimsel model işe koşulmuştur. Araştırmanın katılımcılarını ortaokul 8. sınıf seviyesindeki 50 öğrenci oluşturmuştur. Araştırmanın verileri metafor formu (yarı yapılandırılmış görüşme formu) aracılığıyla toplanmıştır. Veriler üzerinde içerik analizi kullanılmıştır. Belirtilen metaforlar incelendiğinde, öğrencilerin tarihsel empati kavramını farklı metaforlar ve bu metaforların açıklamalarıyla ifade ettikleri görülmüştür. 19 metafor arasında öğrencilerin tarihsel empati kavramına ilişkin en çok ifade ettikleri metaforların "Acı biber, Kasırga, Tarih ve Video" olarak sıralandığı tespit edilmiştir. Bu metaforlar birlikte değerlendirildiğinde; tarihsel empati yoluyla öğrencilerin tarihsel olayların ayrıntılarına odaklanabildikleri sonucuna ulaşılmıştır.

Anahtar kelimeler: Tarihsel empati, metafor, öğrenci algıları.

To cite this article in APA Style:

Elbay, S. (2022). An investigation of middle school 8th grade students' metaphoric perceptions regarding historical empathy. *Bartın University Journal of Faculty of Education*, 11(1), 222-234. <https://doi.org/10.1016/buefad.943398>

1 | INTRODUCTION

Empathy, which has a critical place in the disciplines of Philosophy, Psychology and History, has also taken its place in the curriculum as a skill that should be acquired in the education of individuals. The concept of empathy originated in 1909 by psychologist Titchener as a translation of the German word “Einfühlung” (Gallese, 2003: 175). The word *Einfühlung* was first used by Herder (1744-1803) (Matravers, 2017: 77). According to Özlem (2015), Herder does not use the term *Einfühlung* as a psychological reflection; figuratively described it as part of the historical-philological research process. Vischer, on the other hand, conceptualized the term *einfühlung* as the act of projecting oneself into another body or environment in order to understand how one feels to be in another body or environment (Ganczarek, Hünefeldt & Belardinelli, 2018). Based on this etymological origin of the word, the conceptual framework of historical empathy has been constructed.

The conceptual foundations of historical empathy were laid by Leopold von Ranke in the late 19th century (Low-Beer, 1989). In this context, by Herder, the historian first of all, the ideologies that mark the life of a nation or an age, the moral, legal, political norms that pervade that nation or age, etc. It has been argued that they have to 'hear in themselves', 'reconstruct' them in their own thought and imagination through an understanding intuition and *Einfühlung* (empathy). In this way, it has been argued by Herder that the peculiarity of a nation or age, its “integrity within itself” and “unlike any other nation or ages” cannot be grasped without resorting to understanding as an “intuitive, empathetic method” (Özlem, 2010: 83). In this context, historical empathy is defined as grasping the historical context and conditions of the period from their perspective, taking into account the mentality, value judgments, attitudes and beliefs of historical representatives and figures (Endacott & Brooks, 2018).

According to Collingwood (1990), historical empathy is traveling to the past time mentally and spiritually by taking multiple perspectives while reconstructing historical events. At this point, most of the early research on historical empathy was based on the assumption that historical empathy is a purely cognitive skill (Foster, 1999). However, Ashby and Lee (1987) argue that historical empathy consists of cognitive dimensions; on the other hand, they argued that it could also contain emotional elements. They point out that historical empathy with sympathy successfully recreates the beliefs, values, goals, and feelings of historical representatives and figures. Bryant (1982) goes further in discussions about the affective dimension, defining historical empathy as “an affective response to the perceived emotional experiences of others” (p. 413). With recent studies, it has been determined that historical empathy is a skill or history teaching method consisting of cognitive and affective dimensions (Bryant & Clark, 2006; Elbay, 2020; Elbay & Kaya, 2021; Endacott & Brooks, 2013). Along with these discussions, “Historical Empathy” in the teaching of Social Studies and History courses has taken its place in the curriculums as one of the historical literacy skills that students want to gain (National Council for the Social Studies [NCSS], 2013; National Curriculum, 2002; Ministry of National Education [MoNE], 2018).

The process of finding a place for historical empathy skill in the curriculum started with students' seeing historical subjects as meaningless lessons with boring subjects and events (Dilek, 2002). As a result of this, The Schools History Project (SHP) in the United Kingdom stated that the main purposes in history teaching with the new historical approach in 1976 was to gain historical skills rather than memorize historical facts (Lee & Shemilt, 2011). This initiative saw a powerful way of involving the student in historical events in the use of historical empathy in history teaching. At this point, characteristics of historical empathy should be specified.

The characteristics of historical empathy are stated by Yeager and Foster (2001) as follows: Historical empathy does not include imagination, identification and sympathy; Historical empathy includes understanding the actions people have done in the past by considering the conditions of the historical period. At the same time, historical empathy necessarily involves students appreciating that the past is a different place from today; it is necessary to be aware of the conditions of the historical period that shaped the historical decisions and events of historical empathy. Parallel to these, historical empathy includes a comprehensive evaluation of historical events; it includes the ability to understand how the attitudes and behaviors of historical representatives and figures in their past lives were and why they had this kind of attitude and behavior set. In addition to these, historical empathy, complex human behavior and attitudes; it assumes that the historical context, conclusion, and historical evidence can be uncovered with a full understanding. Finally, historical empathy requires understanding the past based on multiple evidence and perspectives, and is based on evaluation and analysis of historical evidence.

As can be seen from these characteristics, historical empathy requires high level mental activities. Historical empathy, which is a disciplined process of reasoning based on knowledge, aims to know the historical context, the conditions of the past period and the historical order of time, to search and examine different sources, to evaluate different perspectives, interpretations and findings, and to act independently from today's rules and value judgments in the examination of past events requires (Çalışkan & Demir, 2019). In this context, there is a four-step process in the application of historical empathy in history teaching. These are: identifying a historical event that requires disclosure of people's activities, examining the historical context and chronology of the event, analyzing different historical sources, findings and interpretations, and creating a historical narrative of how the event developed and how it ended (Yeager & Foster, 2001). As a reflection of this situation, various studies are carried out in the field of historical empathy.

Previous research on historical empathy has primarily focused on several critical issues. First of all, the reflections of historical narratives written about a past period on the dimensions (cognitive and affective) of historical empathy were examined (Aktın, 2021; Altıkulaç & Gökçaya, 2014; Brooks, 2008, 2011; De Leur, Van Boxtel & Wilschut, 2017; Elbay, 2020; Endacott, 2014; Perikleous, 2019; Yancie, 2020). At the same time, the effects of various strategies, methods, techniques and tools for gaining historical empathy skills have been investigated (Bryant & Clark, 2006; Boltz, 2019; Endacott & Brooks, 2013; Güneş, 2019; Kaygısız, 2019; Kosti, Kondoyianni & Tsiaras, 2015; Lydon, 2018; Metzger, 2012; Rantala, 2011; Savenije & De Bruijn, 2017; Sweeney, Newbill, Ogle & Terry, 2018). In some studies, the effects of historical empathy on academic achievement (Demir, 2019) and attitude towards the lesson have been examined (Çorapçı, 2019; Elbay & Kaya, 2021). In addition to these, teachers' views on historical empathy and the strategies they applied were revealed (Harris, 2016; İslam, 2019; Yılmaz & Koca, 2012). As a result, although many studies have been conducted on strategies for the acquisition of historical empathy and their effects, a limited number of studies have aimed to discover what the lessons taught with historical empathy activities mean for students (Doğan, 2019). However, in this study, students' perceptions of historical empathy were not revealed; whether the students liked / disliked historical empathy was questioned.

Apart from these studies, in the literature review conducted with the words “metaphor”, “perception”, “historical empathy”, no research has been found that reveals the perceptions of middle school 8th grade students about the concept of historical empathy through metaphors. For this reason, it is hoped that the lack of a research conducted at the end of this study will add valuable information that will bring a remarkable and different perspective to the literature in terms of understanding how historical empathy is represented in student perceptions and choosing strategies, methods, techniques and tools in this direction. In this context, the aim of the study is to reveal the metaphorical perceptions of 8th grade students regarding the concept of “historical empathy”.

The following sub-questions were determined within the scope of this general purpose in the study:

1. What are the metaphors students have about the concept of historical empathy?
2. Under which conceptual categories are the specified metaphors in terms of common features?

2 | METHOD

RESEARCH DESIGN

This research, which aims to identify the metaphors that 8th grade students use to explain their perceptions of historical empathy, is a research in a descriptive model. To avoid a methodological discussion, 8th grade students were preferred. Because, when the historical empathy literature is examined, it has been determined that contradictory findings regarding the competence of students to make historical empathy before the age of 14 were reported (Barton & Levstik, 2004; Davis, 2001; Dillenburg, 2017; Dulberg, 2002). In addition, since this research was conducted at the end of an experimental study on historical empathy with 8th grade students, 8th grade students who participated in the experimental study and knew what historical empathy meant participated in the research.

The descriptive model is defined as research in which the opinions, perceptions and attitudes of the individuals in the study group about a phenomenon and event are determined, and cases and events are tried to be described (Karakaya, 2012). In other words, a descriptive model is a statistical process that allows collecting, describing and presenting numerical values for a variable (Büyüköztürk et al., 2014). In this study, the descriptive model was

used as it was tried to analyze the students' metaphorical perceptions of 'historical empathy' over numerical values. For this purpose, first of all, students were provided with knowledge and opinions on historical empathy through an experimental study, then a “metaphorical form on historical empathy” was created to determine students' existing perceptions of historical empathy, students were provided to fill this form, and then these forms were analyzed, the existing situation (metaphorical perception towards historical empathy) is presented through numerical values in the findings section as well. Metaphors are very useful in presenting a creative and rich picture regarding the subject studied (Yıldırım & Şimşek, 2013).

STUDY GROUP

The research was conducted in January, February and March in 2020. A total of 50 students enrolled in state a middle school in the city of Sakarya participated in the study. Participants were selected based on the criterion case sampling method. The basic criterion determined is “teaching lessons with historical empathy before”. In this way, students who know historical empathy were included in the study. To put it more clearly, the students who made up the study group became the participants of an experimental study in which lessons were taught with historical empathy. At the end of an experimental study on historical empathy, it was tried to learn the metaphorical perceptions of students participating in the experimental study about historical empathy. 29 of these students included in the study are female and 21 of them are male. Some demographic conditions of the study group are presented in Table 1.

Table 1. Some Demographic Characteristics of the Study Group

Demographic features		f	%
Gender	Female	29	58
	Male	21	42
Age	13	13	26
	14	36	72
	15	1	2
Mother's education level	Illiterate	4	8
	Literate	1	2
	Elementary school	26	52
	Middle school	17	34
	High school	1	2
Father's education level	University	1	2
	Illiterate	-	-
	Literate	1	2
	Elementary school	19	38
	Middle school	21	42
Monthly income level of the family	High school	9	18
	University	-	-
	Below 2080 Turkish Lira* (TL)	7	14
	Between 2080-3000 TL	17	34
	Between 3501-4000 TL	17	34
Technological products belonging to students	Between 4001-4500 TL	3	6
	4501 TL and above	6	12
	Smartphone	27	42
	Computer	19	30
	Tablet	18	28

DATA COLLECTION TOOL

METAPHORICAL FORM

Metaphors are frequently used as a data collection tool on subjects such as developing creative and critical thinking, planning teaching, developing curricula, and directing teacher practices (Vadeboncoeur & Torres, 2003). While preparing the data collection tool of the research, related studies were examined in which metaphors were used as a tool to reveal students' perceptions (Aktepe, Uzunöz & Sarıçam, 2020; Çatak, 2018; Kırmızı & Tarhan,

2020). After reviewing the literature, it was determined that although different data collection tools were used in metaphor research, semi-structured questions were generally preferred. For this reason, this question form has been molded in this research. In other words, in this research, the data were collected from the semi-structured question using a metaphor form. In the form, each student was asked to complete the following sentences in order to determine students' perceptions of the concept of historical empathy.

“Historical empathy is similar to Because.....”

In this questionnaire, the concept of “similar” is often used to more clearly evoke the link between “the source of the metaphor” and “the subject of the metaphor”. Because it is stated that in order for any phenomenon to be a metaphor, it must be able to answer the following questions (Forceville, 2002):

What is the subject of the metaphor?

What is the source of the metaphor?

What are the features that are considered to be attributed to the subject of the metaphor from its source?

In this study, the concept of “Because” was used, and the participants were asked to state a “justification” for their metaphors. Yıldırım and Şimşek (2013) state that metaphor itself cannot reveal the descriptive and visual power of metaphor sufficiently, and the question of “why” must be asked. For this reason, it was aimed to determine the perceptions of the students towards the concept of historical empathy in detail by asking the question “Because” in order to explain in what sense the students used their metaphors. These points can be described more clearly when exemplified as follows:

Example:

<u>Subject of the metaphor</u>	<u>Source of metaphor</u>
Historical empathy is similar to a tornado.	Because both tornado and historical empathy focus people on themselves

DATA ANALYSIS

Content analysis was performed on the data in order to answer the sub-questions of the research. Content analysis, one of the indispensable methods of social science research, used to analyze a large number of content; it is mostly used to identify and analyze the parts of the content that are considered to be important, such as themes, categories, patterns, and frequent words (Bogdan & Biklen, 2007). In this study, content analysis was used after gathering similar data within certain categories and concepts, organizing this data and interpret them in a way that the reader can understand. Content analysis was carried out in four stages:

1. Naming Stage:

It was checked whether the forms given to the students were written appropriately, and those that were filled in appropriately in both the subject of the metaphor and the source parts of the metaphor were evaluated. In other words, the papers where no metaphor was defined, the participants did not write anything, or the metaphor was not explained logically was marked as “no metaphor” (to be eliminated later). In this context, the forms were numbered from 1 to 50. Then, the metaphor that each student expressed on paper was simply coded (eg tornado, closet, fun, and scenario).

2. Classification Stage:

In the classification stage, each metaphor was subjected to a parsing process through content and metaphor analysis (Yıldırım & Şimşek, 2013). The metaphors obtained in this context were analyzed in terms of technical similarities or common features. In this framework, Forceville (2002) stated that in order for anything to be accepted as a metaphor, at least the following three questions should be answered. These:

- What is the subject of the metaphor?
- What is the source of the metaphor?
- What are the features that are considered to be attributed to the subject of the metaphor from its source?

For this purpose, after reading and analyzing the metaphors written by the participants one by one and taking the necessary notes, each metaphor was evaluated in terms of various criteria. These criteria are:

- (1) The subject of the metaphor,
- (2) The source of the metaphor, and
- (3) Is the relationship between the subject of the metaphor and the source of the metaphor (Chenail, 2012: 248-251).

Afterwards the forms of 50 students in the study group were listed according to their order numbers, along with their metaphors and justifications.

3. Category Development Stage:

At this stage, it was aimed to examine the metaphors generated by the students in terms of their common features regarding “historical empathy”. In line with this goal, firstly, especially in the second stage, each metaphor image was analyzed based on the sample metaphor list and associated with a certain code.

4. Validity and Reliability Stage:

Three criteria were determined in order to ensure the validity of the study. These:

- a) The coding of the data and the data analysis process are explained in detail (Hruschka et al., 2004),
- b) For each of the categories obtained in the study, samples from the student descriptions that are supposed to represent him best were selected, and these explanations were included in the findings section (Yıldırım & Şimşek, 2013),
- c) The literature was searched in detail to ensure consistency between related studies (Ratcliff, 1995).

In order to ensure the reliability of the research, the two researchers worked in harmony at every stage from the beginning to the end of the study (for example, at the stages of creating the research design, writing research questions, collecting data, developing conceptual metaphor categories and interpreting the results). Then, the matches made by these two researchers were compared with their own categories. The number of consensus and disagreement was determined in all comparisons, and the (internal) reliability of the research was calculated using Miles and Huberman's (1994: 102) formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Disagreement}}$). According to this formula, if the agreement between expert/inter-researcher evaluations approaches 90% or exceeds 90%, it can be claimed that the reliability rate is at an acceptable level. In the reliability study conducted specifically for this study, a consensus was reached by 92%. The experts independently classified the expressions (metaphorical forms) in the data set under various categories. Then, these categories determined by the experts were compared considering the criteria of “the meaning of the category and the passages in which it was marked”. As a result of the comparison, a rate of 92% was obtained.

RESEARCH ETHICS

Ethical principles and rules were followed during the planning, data collection, analysis, and reporting of the research. Ethical compliance approval was obtained for this research in accordance with the decision of Anadolu University Ethics Committee dated 08.03.2019 and numbered 20556.

3 | FINDINGS

THE METAPHORS STUDENTS HAVE ABOUT THE CONCEPT OF HISTORICAL EMPATHY

The metaphors students have about the concept of historical empathy are presented in Table 2.

Table 2. Students' Metaphors about the Concept of Historical Empathy

Item	Metaphors	f	Item	Metaphors	f
1	Hot pepper	5	11	Ocean	3
2	Tornado	4	12	Liking	2
3	History	4	13	Camera	2
4	Video	4	14	Time traveler	2
5	Space	3	15	Going back in time	2

6	Closet	3	16	Dialogue	1
7	Entertainment	3	17	Matryoshka	1
8	Scenario	3	18	Interest	1
9	Bottomless pit	3	19	A curious scholar	1
10	Whirlpool	3	19	19 types of metaphors and number of stated opinions	50

When Table 2 is examined; it is seen that the students generated a total of 19 types of metaphors regarding the concept of “historical empathy” and stated 50 opinions for this. The metaphors that students stated the most in the first four ranks regarding the concept of historical empathy are; hot pepper, tornado, history and video. It has been determined that metaphors are generally generated from natural events, abstract and concrete objects. The word cloud of the metaphors that the students stated for the concept of historical empathy is presented in Figure 1.

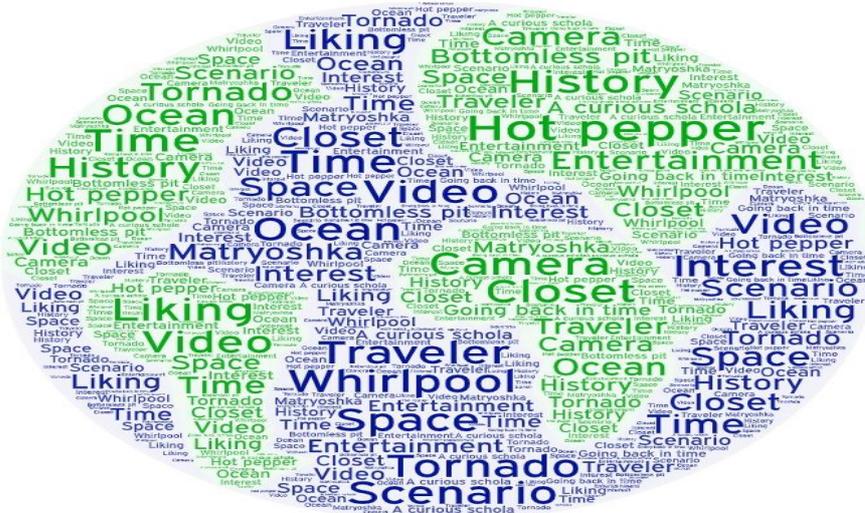


Figure 1. Word Cloud of the Metaphors that the Students Stated Regarding the Concept of Historical Empathy

DISTRIBUTION OF METAPHORS GENERATED BY STUDENTS FOR THE CONCEPT OF HISTORICAL EMPATHY ACCORDING TO CATEGORIES

The analysis outputs of the distribution of the metaphors that the students stated about the concept of historical empathy according to the categories they were separated in terms of common features are presented in Table 3.

Table 3. Distribution of the Metaphors Generated by Students for the Concept of Historical Empathy by Categories

Categories	Metaphors	f
Get into the details of the matter	Tornado, Space, Closet, Bottomless pit, Whirlpool, Ocean, and Matryoshka	20
To be involved in life experiences	Hot pepper, Video, Scenario, and Camera	14
Uncovering contextual thinking	History, Time traveler, Going back in time, A curious scholar, and Dialogue	10
To be in an affective connection	Entertainment, Liking, and Interest	6

According to Table 3, the metaphors the students generated for the concept of historical empathy were grouped under four categories. Different numbers of metaphors are specified in each of these categories. Explanatory examples for each of the metaphors in these categories are given below, with students' expressions.

Get into the details of the matter

A total of 7 metaphors in this category were specified by the students. Below are explanations of these metaphors.

Tornado: “Historical empathy is like a tornado. Because historical empathy turns us around like a tornado, leading us to previous events.” (Sirri)

Space: “Historical empathy is like space. Because both are unlimited and infinite.” (Şule)

Closet: “Historical empathy is like a closet. Because when you open the doors of the closet, other issues arise from there. When you have historical empathy, you have to address other issues.” (Mürüvvet)

Bottomless pit: “Historical empathy is like the bottomless pit. Because when you have historical empathy, nothing is enlightened. We always go into more detail.” (Hamiyet)

Whirlpool: “Historical empathy is like a whirlpool. Because historical empathy is like a whirlpool. When we are in the detail, we go into more detail and go into detail from detail.” (Hasan)

Ocean: “Historical empathy is like the ocean. Because it starts from a beach. It grows, it grows... Now it comes to such a point that you are in the middle of the ocean. And when you miss a clue somewhere, you get lost in the ocean. Then it will not be so easy to arrive at the totality of the subjects. It's the same thing to do historical empathy.” (Melis)

To be involved in life experiences

Hot pepper: “Historical empathy is like hot pepper. Because the more we eat the hot pepper, the more our mouth burns. The more we show historical empathy, the more we see the events, the more it burns.” (Emine)

Scenario: “Historical empathy is like an actor playing a character in a script. Because when I teach with historical empathy, I define the lesson as a scenario. In this scenario, the historical representatives / figures are the characters of the event. With historical empathy, I put myself in the shoes of historical representatives.” (Raziye)

Camera: “Historical empathy is like a quality camera. Because it's like historical empathy on camera. You press the button, it will shoot what you see. So is historical empathy. If you picture it, you can imagine everything there.” (Zehra)

Uncovering contextual thinking

History: “Historical empathy is like history. Because in historical empathy, people who lived in ancient times and events are told. What would I do if I was in his place, whether I wanted to I'm asking questions like.” (Emrah)

Time traveler: “Historical empathy is like time travel. Because historical empathy makes me feel like a time traveler and takes me back. I put myself in the shoes of historical actors.” (Osman)

Going back in time: “Historical empathy is like going back in time. Because when I learn about historical issues through historical empathy, I feel like I have gone back in time.” (Burhan)

A curious scholar: “Historical empathy is like a curious scholar. Because both scholars and students with historical empathy are curious about many things.” (Ela)

To be in an affective connection

Entertainment: “Historical empathy is like entertainment. Because both historical empathy and entertainment make one feel very good feelings.” (Zarife)

Interest: “Historical empathy is like interest. Because I am interested in commenting, more precisely being able to interpret, understanding our history, and most importantly, feeling our history thanks to historical empathy.” (Reyhan)

4 | DISCUSSION & CONCLUSION

In this research, it is aimed to determine the metaphors generated by 8th graders regarding the concept of historical empathy. For this purpose, the results obtained from the research are as follows:

In the study, students developed a total of 19 metaphors related to the concept of historical empathy; they have stated a total of 50 opinions for this. When these stated metaphors were analyzed, it was seen that the students expressed the concept of historical empathy with different metaphors and explanations of these metaphors. Among the 19 metaphors, it was determined that the most stated metaphors of the students regarding the concept of historical empathy were listed as “Hot pepper, Tornado, History, and Video”. These metaphors highlighted in the

study were collected in 4 different categories at the end of the analysis. These categories are listed as “get into the details of the matter, to be involved in life experiences, uncovering contextual thinking, to be in an affective connection” in terms of the most metaphorical coverage. When these metaphors, categories for metaphors and student descriptions are evaluated together; through historical empathy, it has been concluded that students can be heavily drawn into historical events.

Get into the details of the matter was identified as the category with the most metaphors. These metaphorical perception results; it is interpreted as the students entering into the details of historical events through historical empathy. In parallel with this, it was found that students examine historical events in detail through historical empathy (Brooks, 2008; Endacott, 2014; Kosti et al., 2015; Perikleous, 2019).

Secondly, the category to be involved in life experiences was obtained. This category is interpreted as students perceive the difficulties experienced in the historical period through historical empathy. In the same way, it has been determined that students understand the difficulties in historical periods through historical empathy (De Leur et al., 2017; Elbay, 2020; Elbay & Kaya, 2021). Thirdly, uncovering contextual thinking category was obtained. This category shows that students can perceive the contextual conditions of the period. Similarly, it was found that students understand the historical context through historical empathy (Aktın, 2021; Elbay, 2020; Elbay & Kaya, 2021; Rantala, 2011; Yancie, 2020). Finally, the category to be in an affective connection was obtained. Based on this category, it can be said that students enjoy lessons taught through historical empathy. Similarly, in the studies conducted, it was found that students enjoyed the lessons taught through historical empathy (Çorapçı, 2019; Elbay & Kaya, 2021).

Although it is stated in living metaphors for the concept of historical empathy by students, it has been determined that mostly inanimate metaphors have been developed. This shows that the students generated metaphors by thinking in the direction of the application purpose, process and results of the concept of historical empathy in the metaphors they stated. In addition, it can be evaluated as an indicator that students are aware of the historical concept of empathy and have a certain cognitive structure in this regard. In conclusion, it is possible to say that the metaphors students developed about the concept of historical empathy reveal their rich, creative and affective perspectives. Because the students expressed many metaphors on the subject. It has been determined that metaphors have various kinds of meanings and have features that evoke abstract and concrete situations (history, video, scenario, time traveler, going back in time, dialogue, a curious scholar). In addition, in the mentioned metaphors; it is striking that students tend to perceive the details of historical events. This may indicate that students tend to clarify the background of historical events. As Barton and Levstik (2011) point out, a student with historical empathy should interpret historical events, taking into account emotional factors such as purpose and intention behind historical events. From this point of view, it can be said that it is important for students to use emotional factors as one of the main elements in the perception of historical events in interpreting historical events.

In light of the results, the recommendations are as follows:

- ✓ Similar studies to this research can be carried out with the participation of teachers and the results can be evaluated comparatively.
- ✓ This research can be carried out by supporting different data collection methods, especially interviews and historical narratives.
- ✓ The research process can be planned to explain the causes of negatively perceived metaphors (such as hot pepper and tornado) that students express to the concept of historical empathy.
- ✓ It is recommended to use historical empathy by teachers to add depth to the understanding of historical subjects and to establish a cognitive and sensory (affective) connection to the contextual conditions of the period.

STATEMENTS OF PUBLICATION ETHICS

As author of the research, I declare that the study has no unethical problem and I observed research and publication ethics. Ethical principles and rules were followed during the planning, data collection, analysis and reporting of the research. Ethical compliance approval was obtained for this research in accordance with the decision of Anadolu University Ethics Committee dated 08.03.2019 and numbered 20556.

RESEARCHERS' CONTRIBUTION RATE

The whole process of the research was carried out by the first author.

CONFLICT OF INTEREST

There is no conflict of interest for this research.

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