# An Overview of the Creative Drama Experience in The Information Technologies And Software Course From The Students' Perspective[*]

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**Abstract**: This study aimed to determine the opinions of 6th-grade Information Technologies and Software Course (ITSC) students on the creative drama method. In the first stage of the study, which was designed with the basic qualitative research method, a drama study prepared for the 6th-grade ITSC was applied to a group of 35 students. Focus group interviews were conducted with 24 students at the end of the drama study. Content analysis was used in the analysis of the qualitative data obtained in the study. Research findings showed that creative drama is effective in realizing the achievements of ITSC, in better for expressing students for themselves, in using information technologies, the internet, and social media in their real-life consciously. The results of the research revealed that the drama method and techniques used are effective for students to better understand the subjects covered, focus on the lesson, participate in the lesson more eagerly, feel better during the lesson, and the method in question positively affects their emotions. In this process, the students stated that the games, role-playing and improvisation exercises, and physical activities adapted according to the learning outcomes of the lesson made them more interested and enthusiastic about the lesson. According to the results of the research, it can be suggested that the use of drama methods and techniques in different ways in ITSC should be widespread and the teachers of the ITSC should be educated about drama and should use drama method and techniques in student's learning processes.

**Keywords:** Information and communication technology (ICT), Creative drama, Drama and technology, Focus group interview

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# Introduction

Changes in education systems in recent years have led to the review of methods and techniques used in teaching processes, asking various questions in order to receive a more qualified education for students, and seeking answers to these questions. The curriculum and course contents developed in this process, together with the developing technology, aim to ensure that students use technology in a healthy and conscious manner in accordance with their development. Information technologies are expected to be not only a technological tool used in homes and workplaces, but also as a tool that enriches learning processes, facilitates the research process, and offers students different opportunities to express themselves in their daily lives. To achieve all these goals and expectations, instead of "teacher-centered approaches" where students are the object of information loaded, "student-centered approaches" in which knowledge is questioned and structured by the student, experiences come to the forefront, and students are actively involved in the learning process used (Aykac, 2014). ITSC, which is generally carried out in information technology classrooms, in front of the computer and with the application, is also positively or negatively affected from these developments.

## Information Technologies and Software Course (ITSC)

ITSC, which aims to educate the students to become a person, who is creative, renewable, able to communicate with their environment, and open to cooperation, is a course that aims students to conduct research, think critically, solve problems, and use technological processes for their own purposes (Ministry of National Education [MoNE], 2012, p.4). ITSC topics and contents that are designed to ensure that students adapt to developing technologies, be responsible, distinguish the right information, and comply with ethical rules. The deficiencies in students' transformation of knowledge into skills and transferring them to real-life in the ITSC curriculum (MoNE, 2012), which includes competency areas such as effective use of information technologies, critical and independent thinking, problem-solving, programming, were tried to be eliminated with the final curriculum (MoNE, 2018). The current ITSC curriculum (2018) expects students to have digital citizenship skills, computational thinking, and appropriate programming approaches to solve problems and learn algorithm design. The current curriculum also expects students to develop innovative perspectives on social problems which they encounter in daily life.

One of the aims of ITSC is that students become digitally literate and consciously use online tools, social media, and the internet. In today's information society where access to information, scope of information, and production qualities are rapidly developing, students are expected to access the information which they need, reconstruct this information and transform it into a different form and present it (Celebi Uzgur & Aykac, 2016). In terms of technological skills, students are asked to be a digital citizen who uses information technologies consciously (Dursun & Cuhadar, 2009), and on the

other hand, to be sensitive citizens who fulfill their duties towards the society they live in. In this context, the information technology literacy skills which the students need to have in both the International Society for Technology in Education (ISTE) as well as in Turkey Qualifications Framework (TQF) has been demonstrated. These skills have been determined as *empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator* and *global collaborator* By ISTE (2016). TQF (2016), on the other hand, has discussed these skills under the communication, digital competence, learning to learn, entrepreneurship, cultural awareness, etc. titles. The skills that students need to acquire in these documents cover many areas such as social, cultural, technological and creativity. It is seen that these areas are not only information technology literacy but also include many attitudes, behaviors, and skills related to real life.

ITSC curriculum (MoNE, 2012; 2018) have been prepared on the basis of a constructivist approach. The most important feature of the constructivist approach is that it allows students to interpret, explain, develop and reconstruct the information (Sahan, 2002). In the constructivist approach, which has a student-centered perspective, the student who learns information from a source (teacher, book, etc.) not only perceives the information but also reconstructs and interprets it according to their individual characteristics, previous experiences, beliefs, values, and their cognitive knowledge. In this process, the student is at the center of learning. In this context, it seems effective in terms of the permanence of the learning process where the teaching programs are designed by considering the constructivist approach, which centers on the previous experiences of the students.

In ITSC, the learning process is enriched with application as well as theoretical knowledge. Various methods, techniques, and strategies such as cooperative learning, problem-solving, and project-based learning are used in order to establish connections between the information learned in the practice-based course and past experiences (MoNE, 2018). When the course applications and learning outcomes are examined, it is seen that the methods used frequently such as practice, lecture, question-answer in achieving the goals and objectives of ITSC and in the realization of the course subjects have similar characteristics, and applications used in the course are inadequate. Life-based methods are needed to overcome this deficiency (Atalay & Sahin, 2012; Karaosmanoglu & Adiguzel, 2017; Sarioglu & Kartal, 2017). The methods in question must be capable of reorganizing the previous cognitive patterns of students, reviewing their observations, experiences, feelings, and lives (San, 2002), containing activities for playful processes and gains, including various roles that can easily be carried to real life, revealing creativity and imagination (Adıguzel, 2019), and at the same time, achieving the goals of the course. Creative drama has these mentioned characteristics. Creative drama is a method that can be effective in achieving the goals and objectives of ITSC and realizing the course outcomes. Students can easily express themselves in the application-oriented ITSC by playing roles and improvisations, games, and can simulate real-life situations, and turn their experiences into life skills, where they can experience them in a fictional and safe environment.

## Creative Drama

According to Adiguzel, creative drama is (2019, p. 73) "The enactment of a goal, a thought by using techniques such as improvisation and role-playing with a group and based on the lives of the group members". Creative drama, which takes advantage of the general features of the game, has characteristics such as spontaneity, the principle of the being here and now, and pretending. In the creative drama process, students who activate their body, emotions, senses, and previous experiences turn this experience into real-life skills by acting out a subject, problem, conflict, or situation.

Creative drama methods and techniques, which are applied as a method in many different courses such as Turkish language, mathematics, and social sciences, aim to achieve outcomes and to enable students to learn the subjects that are based on experiences. Creative drama, as a discipline, also contributes to the development of aesthetic skills of the students, to their role-playing as part of dramatic fiction, and to acquire real-life skills in a fictional process. These two dimensions of creative drama (method and discipline) are not separate from each other, on the contrary, they are like two spirals whose educational and aesthetic processes are tightly linked (Metinnam, 2019). In drama studies, students both become part of an educational learning process and learn new knowledge, and acquire new skills in terms of aesthetics. The drama experience, which cannot be reduced to a single dimension, is an artistic experience that prepares students for real-life, in the school environments. Students who learn new information by using and animating their senses, emotions and imaginations with this experience have the opportunity to review, evaluate and reconstruct the information they have in their real life.

Nowadays, students become individuals who learn and use technology effectively by accessing and reconstructing information rather than learning what is taught (MoNE, 2012). In addition to these qualities, the students do not have any experience in behaviours such as using their imagination, making empathy, experiencing real-life situations, and expressing themselves. It is seen that the methods and techniques used in the field of information technologies are applied without considering these characteristics of the students (Karaosmanoglu & Adiguzel, 2017). It is important to offer different learning experiences to students, to develop them as versatile, to meet their emotional needs, and to make them a person who are creative and imaginative individuals. Apart from the methods and techniques used in ITSC, there is a need for a method that is based on life. In this context, it can be said that creative drama, which is based on role-playing and improvisation, and can provide students with an experience-field that is based on their lives, and whose effectiveness has been proven in many studies, is one of the effective tools to meet this need. The creative drama method can offer students experiences at different levels in their learning process and create an atmosphere that can meet their needs so that they can develop and be creative in a holistic way. Students who are active in the creative drama process can learn lesson subjects by applying, experiencing, playing games, role-playing and performing different roles. Creative drama can contribute to students discovering

information, making explanations, producing solutions, and creating products in ITSC. Drama sessions prepared for ITSC were used before this study, which aimed to reveal student views on the use of creative drama methods in ITSC. Student views were described with the drama sessions prepared by the researcher and the framework restricted by the 11-12 age group students attending the ITSC and the 6th grade in a public school.

# Method

In this section, information is given about the research design, study group, data collection tools, data collection and analysis, and the implementation process.

## Research Design

The method to be chosen in research can be determined depending on the aim of the study and the point that is desired to be reached (Buyukozturk et al., 2014). The purpose of this study was to determine how students make sense of this experience in ITSC, which was taught with creative drama activities. In this study, a basic qualitative research pattern was used as the most common form of qualitative research in application-oriented areas such as education, management, health, social work, consultancy, and business administration (Merriam, 2009). Similarly, Merriam (2002) defined qualitative research, which is interpretive in its nature (Creswell, 2007) "as interpretive qualitative research", and stated that qualitative research is a study based on interpreting the experiences of the participants. The main purpose of qualitative research is to try to understand how people participating in research make sense of their experiences and construct reality in interaction with their social world. For this purpose, it was dwelled on how the students who participated in the drama study built and interpreted their experiences within the framework of certain themes, and how the group and drama activities they were in, affected the experience in question, and what meanings they attributed to these experiences.

## Data Collection Tools

In the basic qualitative research, which is widely used in the field of education, data can be collected before, during, or after the application. Interviews, observations, or document analysis can be used as a form of data collection (Merriam, 2009). The focus group interview technique, which is defined as a standardized open-ended interview (Buyukozturk et al., 2014), was used in the study to collect qualitative data. The focus group interview, which was used to collect data on the feelings, thoughts, experiences, or opinions of the participants, has increased the interaction between the participants and led to the emergence of different opinions (Cokluk, Yilmaz, & Oguz, 2011). In the study, the interview questions prepared, were directed to the students after the drama study, and the students' answers were recorded in a tape recorder. During the interviews, students were allowed to express themselves, questions were

asked for their additional comments and expressions, and students were expected to express their opinions clearly in cases of disagreements (Patton, 2014).

## Focus Group Interview

Interview, which is used to collect research data or to verify inferences obtained from the data, allows the participants to express themselves. In this study, focus group interview questions were used to obtain in-depth information from the participants, to reach different perspectives, and to increase the reliability of the emerging pattern and design (Patton, 2014). The study also aimed to ensure interaction among the participants and to remember the details of the implementation process. The steps of Yildirim and Simsek (2013) were followed in the development of the focus group interview form; focus group interview questions were prepared in accordance with the purpose of the research and put in a certain order. In the focus group interview questions, subjects such as the previous ITSC experiences of the students, the effect of creative drama methods and techniques in ITSC, the role-playing and improvisation activities, the games played, the contributions of the use of drama methods and techniques were discussed. The focus group interview form was revised in line with the suggestions of three assessment and evaluation experts, the necessary corrections were made and the interview form was finalized.

After the focus group, interview form was developed, the information technology class was determined as the meeting place, the questions prepared before the interview were asked to a group of students, and it was checked whether there was a problem in understanding the questions or not. Participants were invited to the meeting place and interviews were conducted. The questions were asked to the students in the same style and order in order to reduce "interviewer bias and subjectivity" (Yildirim & Simsek, 2013). The interviews that were made in groups of eight with 24 students from 35 students participating in the drama, were recorded with a voice recorder. During the interview, it was observed that the students answered the questions asked, the female students held the floor more, and the students answered each other in some questions. It was observed that the participants who answered the questions, in turn, were influenced by each other, and the answers of their friends were guiding when they had difficulty remembering.

## Analysis of Data

During the research, in accordance with the nature of qualitative research, it was tried to reduce the volume of raw data and to understand the essence of the data obtained. Findings were achieved, and logical inferences were made for the drama methods and techniques of the students participating in the ITSC by defining the patterns between the findings and by obtaining new meanings (Patton, 2014). Classifications were made in order to produce meaning about the data obtained in the research and to develop explanations regarding what is represented in the data set according to the themes and categories, and the obtained findings, themes, and categories were interpreted

with the support of opinions of the participants (Celik, Baser Baykal & Kilic Memur, 2020). The qualitative data obtained through the focus group interview form in the study were analyzed with the content analysis technique, which is frequently used in the field of social sciences. Based on the collected data, how the creative drama process affected the experiences of the participants was explained with concepts and relationships. While analyzing the research data, repetitive patterns that characterize the data were identified, and the findings were coded according to the determined concepts, categories, and themes. In this study, coding made in an inductive framework with content analysis technique was used (Yildirim & Simsek, 2013). In order to present the differences that emerged while interpreting the findings, and the participants' understanding of the use of creative drama, different ideas, and suggestions that would contribute to the research were taken into consideration, and these opinions were also included in the findings section together with comments (Kitzinger, 1995). In this context, after reading the data and scanning the literature before the analysis, a general framework was created regarding the themes, and the framework was rearranged in the analysis and interpretation process.

## Study Group

Before the study, a creative drama work was conducted with 6th grade students (16 girls, 19 boys) from a secondary school in Besiktas district of Istanbul. Students, who were aged between 11 and 12 had families in the middle-income group socio-economically. It has been observed that students have access to technological opportunities, they are interested in ITSC, and they want to practice or play games on the computer in previous ITSCs, where different methods and techniques were not used. The school, where the application was carried out, is an institution that has the facilities to meet the needs of students inside or outside the classroom. The school has a cafeteria, gym, and shuttle service. After the creative drama application, a focus group meeting was held with 24 students (11 girls, 13 boys) who were willing to participate. Before the research, the students were asked "Have you ever received creative drama training? When, where?" questions, and they were expected to give written answers. It has been observed that 13 out of 35 students have participated in creative drama activities before (They stated that their teachers had activities similar to drama activities in primary school first-grade or kindergarten).

## Implementation Process

Before the focus group meetings, seven sessions, which were designed for the 6th-grade curriculum outcomes in the ITSC, were implemented, and each session was held for 90 minutes. The activities, which lasted for seven weeks and were performed in the ITSC, were prepared in accordance with the stages of the drama and were implemented in the school conference hall. It was observed in studies, which were conducted without a computer, that the students were willing and enjoyable, and the students who did not attend the lessons conducted with the computer attended the

activities willingly. Subjects such as online environments, computer networks, communication tools, information sharing tools, social media tools, and use social media consciously were covered in the lessons conducted with drama activities. During the study, where drama techniques such as role-playing, improvisation, freze frames, tableaux, meeting arrangement, role on the wall, thought tracking were used, the students produced products such as banners, posters, trailers, public spots, and slogans.

## Validity and Reliability

There are different methods that can be used to ensure validity and reliability in qualitative research (Creswell, 2014). In order to ensure validity in the study, the focus group interview questions were prepared by scanning the literature and presented to the opinions of three experts. The questions were reviewed by taking the suggestions of the experts into account, and the necessary corrections were made in line with the recommendations made by them, and the interview form was finalized. In order to ensure the reliability of the study, audio recordings were taken with the consent of the students and their parents during the interviews. In addition, Maxqda qualitative analysis program was used in the analysis of the data. In the findings obtained from the analysis of the data, the reliability of the research was supported by including direct quotations from the interviews.

# Findings

In this section, findings resulting from the analysis of the research data and comments supporting the findings are included. As a result of the content analysis of the qualitative data obtained in the study, student views on the themes and themes in Table 1 were reached.

## Table 1.

*Themes and Categories Formed as a Result of the Findings*

| Theme | Categories |
|---|---|
| Readiness | Quickly bored in the lesson<br>Low motivation towards ITSC<br>Low self-esteem<br>Prejudiced against drama<br>Experiencing exam stress in ITSC |
| ITSC with Drama | Learning new information<br>Motivation, focus, interest in the lesson<br>Qualified and permanent learning<br>Contributing to other lessons<br>A better understanding of topics<br>Increasing course success |

| | |
|---|---|
| Development Through Drama | Express yourself<br>Gaining self-confidence<br>Developing creativity, imagination<br>Developing aesthetic skills<br>Studying in harmony as a group<br>Pay attention to the lesson, concentration<br>Self-review |
| Using ICT consciously | Using social media consciously<br>Using computer and internet consciously<br>Taking security measures<br>Noticing his/her mistakes<br>Apply the learned knowledge to daily life |
| The Function of Drama Method | More fun<br>More catchy with games<br>Focused on role-playing and improvisation<br>Preparing for real life<br>Less computer used<br>Taking place in a healthier environment<br>Dealing with different disciplines |
| Suggestions for Using Drama in Courses | Use it in Turkish Language lessons<br>Use it in math class<br>Use it in social sciences lesson<br>It doesn't have to be in every lesson<br>Used it in science class<br>Use it in the ITSC |

## Readiness

The opinions of the students about the ITSC they received before the research were discussed under the theme of Readiness. The opinions about the students' statements are presented below. The statements of the students reveal that the students were bored quickly, their motivation towards the lesson was low and they experienced exam stress in the previous ITSC.

> Before, we did not even care about the topics which the teacher told in front of the computer. Because we were extremely bored with it. It is a dark environment. But right now, we do it in a way that we can understand, just like that, without getting bored, with having fun. (Zeynep)

> We were waiting impatiently for the bell to ring because we had been sitting in front of the computer in last year's computer class. In this semester's computer lesson, we both played games and dwelled on the lesson a little. (Ayse)

> We were very stressed in the old classes because 'There is an exam tomorrow, there is an exam today.' But in this lesson, games always come to my mind because they make us understand. It feels more like it contributes to the exam and we will get higher scores. (Berk).

Some of the students stated that they had a self-confidence problem in ITSC before the study, and that this situation prevented them from expressing themselves, and that the drama activities used in ITSC contributed to them on this issue. The students stated that the information technology classes in which ITSC was held are flattened, stuffy, and

dark. The students, who emphasize the unhealthy conditions of the physical environment, stated that they felt better in the lesson held in a spacious and airy environment such as a conference hall, their participation and motivation was better, and they felt better in the conference hall where the drama work was performed. The statements of some students show that they were prejudiced against drama before the study, and their participation in drama activities in the lesson eliminated this prejudice.

> The use of creative drama activities increased my interest and motivation towards the lesson. We were in a flattened environment last year, this year we have taught in such a radiation-free environment. Of course, this increased my participation in the lesson even more. I think I learn more fondly. (Sila)

> I used to think we would always play games in creative drama. I thought we wouldn't do anything about the lesson, but half of the creative drama was about informatics. (Umit)

## ITSC with Drama

Students' views about ITSC, which is processed with drama methods and techniques, were discussed under the theme of ITSC with Drama. Student views and comments on the theme are presented with quotations containing the students' direct expressions. The students stated that they learned the computer and its parts, the Internet, the functions of e-mail, social media, and the positive or negative aspects of social media through drama study. Students' views show that the games played, role-playing and improvisation exercises make the learning more permanent and fun, encourage students to understand and learn lesson subjects.

> I think we have learned more than our previous lesson. We have already learned that the computer can not only be operated by pressing a key. We learn that there are lots of sites in which we can use them, what we use inside the computer, what we can do when our computer breaks down. At the same time, we have already animated them. We did it by writing and seeing, especially playing games contributed and encouraged us in this situation. (Berk)

> I learned that drama has benefits. For example, I thought we use email only on Facebook, but we used it in many other places. We understood and learned the computers, the forum, the tasks of the e-mail better. (Umit)

> I had been gone to the drama lesson before, but they didn't explain it in detail there. I understood the things, which I didn't understand before, better here, for example, when the teachers give a research assignment, I can do it more comfortably and with a better understanding (Arzu)

The students stated that they were willing, motivated, and focused on the course in the ITSC, which is taught with drama methods and techniques. Students who stated that they had difficulty in being motivated for the lesson in an environment with computers stated that the environment had an effect on this issue and that playing games that were adapted to the achievements of ITSC in drama work were effective in their willingness towards the lesson.

> I think it has more impact on my motivation. Because we did not even care about the subjects that the teacher told in front of the computer before. Because we were very bored. It was a

dark environment already. But right now, we do it in such a way that we can understand it, without getting bored, with having fun. That's why it had a lot of impacts. (Zeynep)

I think the effects of the games we played in the lesson on our participation in the lesson were more than anything else. The games we played made us more enthusiastic about the lesson. All of these games were mixed versions of the games we played with the informatics lesson. It was much more enjoyable because everyone participated, we had a big field as well. (Aysun)

I think it has a bit of an effect on my success in the lesson, but I think many times more that it supported me to understand the subjects. It attracted my attention more because we did it with fun and it caused me to listen carefully to the subject and not to get distracted. (Sila)

Students stated that the simulations, connections, or relationships they use in games and improvisations are effective in their learning. For example, the ball of string used in a game they played, contributed to establishing an analogy with real life, to the students' learning better by doing, practicing, playing roles, or improvising, and to the increase of interest and attention towards the lesson.

If we are doing an activity on the computer, a friend of ours, who does not know how to do that activity, cannot learn anything about it. But, as our friend said, anyone can play the game. He both enjoys and learns better. If we had the same thing on a computer, for example, if we did something about the cables, and if we did it wrong, we would say aah! and we would close the case and the lesson would be over. But when we portray it in the drama, we always remember it afterward. (Mehmet)

When we share something with a friend on social media, it becomes a network connection, like throwing a ball of string at another friend. Because he throws it to another friend, and another friend throws it to another, and thus his network connection expands. (Efe)

Another result obtained from the students' opinions is that the drama activities applied in ITSC contribute to other lessons. In a play study conducted in a Turkish Language lesson simultaneously with ITSC, it was seen that the students used the techniques they learned in the drama study such as role-playing and improvisation, and transferred these skills, which they developed, to a different lesson.

The improvisation affected this: We did play mostly in terms of a theater, three or four weeks ago. Our teacher (Turkish Langauge Teacher) said that, 'The improvisations have had a big impact on you. (Pervin)

We also made some improvisations in the Turkish Language lesson. The drama studies we did in the information technologies course contributed to these improvisations. I think we were able to express ourselves as well because it contributed to the drama because I answered the questions asked in the Turkish Language lesson with my interpretation. (Suna).

## Development Through Drama

The views of the students about the development they showed during the drama process were discussed under the theme of Development Through Drama. Student views show that drama work positively affects students' expression skills. The students stated that they talked more comfortably with their teachers, they worked in groups and interacted in lessons, they improved their relationships with their friends, the

improvisations that they made helped them express their views, they gained self-confidence and they improved aesthetic skills.

> Before I did the drama activity, I really couldn't talk to my teachers like this very comfortably. I was talking so difficult. But now I can express myself well. Previously, when we did a study with my friends, I really couldn't find myself very close with my friends, but now I do. (Ayse)

> I used to feel more embarrassed when talking to my friends. Now I'm not embarrassed, I can express myself more clearly. For example, I was having a hard time while making new friends. I could get used to it in a week or two. Now I make friends more comfortably. (Mustafa)

The findings obtained showed that the students were able to define their emotions with the effect of drama work, they felt happy and enjoyable, they had fun, and that the stress and anxiety felt in other lessons were not felt in ITSC. Students also gained experience in dealing with emotions, this situation positively affected their real-life relationships.

> When I got angry with someone or offended, I couldn't talk at all and my eyes would fill up with tears because I was very emotional. Now I am advanced in that respect. (Ahmet)

> I have a very close friend. I was trying to show my anger to her by writing on paper. Before I could never show it, I was writing crazy things. He could not understand what was happening either, I was getting in a funny situation. Then, when I studied creative drama and did the activities, I explained myself better. My friend is also satisfied with this situation right now. (Arzu)

After the drama study, the students stated that they talked without fear of the teachers' reactions, communicated with their introverted friends in the roles, drama work improved their skills in other lessons, and communicated more easily with their teachers. It can be said that the performing acitivites, drama techniques (improvisation, role-playing, freeze frame, still image, etc.), the games that they play, the use of their senses and emotions, their bodies, and gestures are effective for students to acquire these skills, to express themselves freely, safely and better.

> It contributed to my relationship with my friends. Because I expressed myself better there. Especially, since we worked together with my classmates, this helped us a lot. Because we did it all together. For example, we were happy altogether with the achievements we have made. We said, 'Ooh! We did it, we did it.' That's why I think it contributed more to us. (Berk)

> I learn my math lessons by having fun, but not as much as we do in drama. Because we do a few improvisations in the drama, and thanks to these improvisations, we are gaining our self-confidence, and we feel confident. That's why we can express ourselves better to others. (Nuray)

It has been observed that role-playing and improvisation activities, games where computer parts are learned, works such as banners posters, and public spots that serve the achievements of ITSC, increase class participation and motivate students. The students stated that they were more enthusiastic and excited about the lesson with drama, they liked the lesson, they enjoyed the lesson, and the more enjoyable lesson was effective in their participation. Students' opinions show that external factors such as the size and dimensions of the place used, the amount of light and oxygen affect the quality of the lesson and that ITSC, which is only spent on the computer, has a

negative effect on the students in terms of place. While the students stated that they could not trust themselves before the drama process, they acted with the thought that the teacher would get angry and they were embarrassed while answering the questions, they said that they got rid of these thoughts and embarrassments with the drama process.

> I agree with our friends, but there is one more thing I would like to add. Yes, we can mingle with our offended friends in drama activities, but let's say we have a quiet, calm withdrawn friend. If we share the same role with this friend, this friend can express himself even more. We will also know and understand this friend better. I say this same thing because it happened to me too. (Ezgi)

> We also made some improvisations in the Turkish Language lesson. The creative drama studies we did in the information technologies lesson contributed to these improvisations. I think we were able to express ourselves because I answered the questions in the Turkish lesson with my own interpretation, which the drama" contribute to. (Suna)

> I just came to class. I did not have any friends, when we entered the informatics lesson, our teacher gave us a task, everyone was to find a partner in the event. I became a pair with a friend. I was embarrassed, embarrassed to talk to my friends. I was playing outside by myself during breaks. Thanks to drama, I was not embarrassed when I met my friends, I started to be more interested in my friends, they started to take care of me. (Efe)

The students stated that they used the skills they gained during the drama process in plays such as theater and drama, thus this made them express themselves better and that the aesthetic skills developed with drama helped them in areas such as theater.

> As my friend said, when we did the stage play, it helped me a lot in the stage play because we did these works in the informatics lesson. (Ayse)

> I think I have improved as I continue my drama study. For example, when some of our teachers give a play, I can study better. Drama can contribute even when I grow up. For example, I believe it will contribute to me when I enter the theater business. (Efe)

## Using ICT Consciously

The views of the students about their development during the drama process were discussed under the theme of *Using ICT consciously.* When the student views were examined, it was seen that the students have gained awareness of using ICT with the effect of drama work. In this process, students stated that;

- They use social media and the internet, more consciously in real life and act ethically in this process, by learning the positive and negative aspects of social media and the internet.
- They are more careful when setting passwords, sharing photos and private information,
- Behave more consciously by learning the positive and negative aspects of social media,
- They did not write bad content that they used to write as a joke or with anger.

After the drama activities, it is observed that the students started to use the computer, internet, communication tools, and social media more consciously, paid attention to their posts, learned the positive and negative features of the internet, and did not use abusive or insulting expressions in their posts or comments. Students also stated that they started to take security measures such as setting strong passwords, changing passwords regularly, not sharing private information, and they realized the mistakes they made (hacking the social media account of others, writing hurtful comments) and that they are not making these mistakes anymore. Students' opinions show that the role-playing, improvisation activities and games played are effective in these developments.

> First of all, the effect of drama in the lesson in terms of social media was as follows. You know, I was more careful when setting a password. For example, we should pay more attention, we should not share our information or private information. Considering these, for example, it helped more. (Pervin)

> I use social media more consciously now. I know things that I should and shouldn't share. I know about the positive and negative aspects. I act more cautiously when setting a password. (Aysun)

> In the past, we were making comments on social media with bad content when we got a little angry, not just as a joke, but now we learned that this is a crime, that is, it does not proper for conscious users. (Batu)

## The Function of Drama Method

In ITSC where drama methods and techniques are used, students' opinions about the effect of methods and techniques are discussed under the theme of Function of Drama Method. Student views and comments on the theme are presented with quotations containing the students' direct expressions.

The students defined the lesson taught with drama as more fun, more catchy with games, and focused on role-playing and improvisation. The use of games and improvisations in drama, which is a learning process based on experiences, contributed to both the fun of the lesson and the permanent learning of the information. In this process, the studies, which the imagination and creativity are required, contributed to the expression of the students' aforementioned skills and the development of creative products. The examples given by the students point to the concepts they learn in games, the way the games are played, the effects of the games adapted according to the learning outcomes of the lesson, and the applications they use on the computer. For example, playing the role of the cat character in the Scratch program and animating the cat, the "internet basket" game which is used similar to the "fruit basket", the "communication network" activity where the positive or negative aspects of social media are discussed, are some of the examples given by the students.

> I cannot think of others, I do not know how does it work for others, but games remain in my mind more. For example, let me talk about one game we played as follows: Our teacher had made one of us a modem, one of us with a network card, we had changed like that. It has

stayed more in our minds. We also had competitions. We played the fish dragon game for a while. We understood what the game brought in there: When we follow a friend on social networks, we can follow his friends as well because we see his friends. (Pervin)

Last year, we were taking informatics lessons again. Whatever we were doing in the informatics lesson, we do the same in creative drama. We were opening Scratch on the computer and applying it, but in creative drama, we understood better by putting ourselves in its symbol cat and we were doing it on ourselves as if we applied it on the computer. (Batu)

Actually, we stayed away from things such as a computer, internet, etc., but we learned them not through a small screen, but by living and animating. It became more beautiful. Learning by animating has been more effective for us. (Celal)

When we share something with a friend on social media, it becomes a network connection, like throwing a ball of string at another friend. Because he throws it to another friend, and the another throws it to another friend, and thus, his network connection expands. (Efe)

In this process, the students stated that the area in which they learn was healthier and they used fewer computers, and the activities performed were based on movement/body.

I think yes, because how can I say that? There are games anyway. We learn more because we have fun. And our old computing classroom was such a small room, a flattened, a dark little bit. (Pervin)

For example, we do the drama live while we are doing in conference hall. But we only use our fingers while doing it on the computer. We use our whole body in the drama. While using our whole body in drama, we only use our hands and fingers on the computer. (Arzu)

## Suggestions for Using Drama in Lessons

Drama methods and techniques are used in many lessons. In the study, the students made different comments about the drama activities used in the ITSC and made suggestions for the use of the study they participated in for other lessons. Students' views on this subject were discussed under the theme of *Suggestions for Using Drama in Lessons*. Student views and comments on the theme were presented with quotations containing the students' direct expressions.

Creativity and imagination are included in all drama studies. Students produce creative products at every stage of the drama. In this context, looking at students' views in detail and examining their views can show the effect of drama activities that reveal students' imagination and creativity in other lessons. Students' opinions about Turkish Language, Mathematics, Science, Social sciences, Religious Culture, and Moral Knowledge, Visual Arts lessons reveal the effect of the role-playing and improvisation activities on the students. Students who said that creative drama methods and techniques could be used in lessons such as Science and Mathematics, which they thought were boring and difficult, stated that they could learn more easily, permanently, and with fun in these lessons. Students said that they could learn operations such as multiplication, division, formulas, and numerical expressions more easily with games, and the boring

atmosphere in this lesson could be more fun with drama. In the science course, they stated that they could learn microbes and vessel types by doing various experiments.

> Let's say we didn't understand multiplication in math class. One would be four, one would be a multiplication sign, the other would be another number, and one would be equal. After all, we can learn through play. Let's say, there is forty thieves tail in our textbook in the Turkish Language lesson. Here, some of us would be forty thieves and one of us would be Ali Baba. We can understand better in this way. (Batu)

> I saw that it can be used in the Science class. A group of our friends from another class came while we were in the science lesson. They had prepared a drama about microbes for us. They all gave different speeches. They told us different opinions about microbes. Even this was very popular in our class. (Berk)

The students, who stated that they could animate the stories, the events discussed in the stories, the heroes, the characters with role-playing and improvisation techniques in the Turkish Language lesson, and that they would perform the stage play, and the sound loss with drama in a more qualified way, suggested that they could animate the reading subjects instead of summarizing them in the Turkish Language lesson. The students also stated that they could act out a fairy tale, like Ali Baba and Forty Thieves, and role-plays such as Ali Baba and the Thieves in the fairy tale by using techniques such as role-playing and improvisation.

> I would like it to be in Mathematics and Turkish, it may be in English too, but some of our friends are usually bored in Mathematics. Sometimes I get bored too. We can use drama activities to make the lesson more enjoyable and better. For example, we can do the transactions as if we are. In Turkish Language lesson, we can learn activities, stories, vowels or sound events by ourselves through games. (Nuray)

> I think it should be in Turkish Language lesson because our teacher makes us summarize and read books in Turkish Language lessons. It may be easier for us to summarize if we animate the whole book that we are reading. (Ertugrul)

Students stated that drama can be used in classes such as Social sciences, Religious Culture, and Moral Knowledge, Visual Arts and that they can portray important events, stories, and heroes in these lessons. The students stated that they could play the stone age people, sultans such as Fatih Sultan Mehmet in the Ottoman period or viziers and statesmen who lived in this period in the course of Social science, and they could learn cities and regions more easily and permanently with drama methods and techniques. The students also stated that they could understand more easily by animating the entities in subjects that they thought difficult to understand.

> I think there should be drama, especially in the course of the social science. We can process the subjects by making drama, which we cannot learn. There are so many social topics that we can play in drama anyway. For example, we can play people in the stone age. We can learn different things. For example, this will contribute a lot if we say that it was in the 300s BC. We can also choose an announcer for this drama. (Burak)

> It would be good if we use drama in all lessons. Let's say we are in the lesson of social science. We are reading the lives of the sultans. One of us becomes the sultan, the other one becomes the vizier, the other one becomes the executioner. Then it comes out on the exam: Who is this

sultan? It may come to our minds immediately, let's say I became Mehmet the Conqueror, I can remember it from there. (Batu)

I would like it to be in other lessons as well. For example, in religious culture class. We can reenact things from previous lives. We can understand the subjects better. (Efe)

Some students who participated in the study stated that the drama method would not work in other lessons. The fact that drama includes physical activities, games, techniques such as role-playing and improvisation caused students to see drama methods and techniques as a risk for other lessons. These students stated that each lesson has its own way of learning and drama is not suitable for every lesson. Students stated that drama would distract the aforementioned lessons, it would be more complicated for students to understand the lesson, and discipline was required in some lessons.

Whether I should say that the use of creative drama in mathematics, Turkish Language, or social sciences will make the lesson out of the way, I don't know, but it doesn't seem very relevant to me. We can combine it in informatics lesson, but if we combine mathematics and creative drama, I do not think that something very effective will come out and I don't think it gets into our mind. (Aysun)

I don't want creative drama to be applied in other lessons because some of our friends may not fully understand a subject. While our teachers want to make this subject easier with creative drama, maybe they can make it even more difficult for our friends. And there is also something like this: each lesson is unique. Therefore, I do not want it to be used in other lessons. It can only be applied in informatics lessons. (Ahmet)

Of course it would be good for us to have a few more, but not all of them. I think it would be good because that is always about the game, there has to be a discipline. That's why I think it shouldn't be in all of them. It's nice to have it in the informatics class. Maybe it could have been in a few more lessons, but it is good like this. (Mehmet)

## Discussion, Conclusion, and Suggestions

In this study, it was aimed to reveal the students' views on the use of the creative drama method in ITSC. It was intended to describe the results of the designed research with a qualitative point of view, no generalization purpose has been pursued. The discussion section and the results of the research were presented to determine the students' views about the ITSC taught with the creative drama method. According to the findings of the research, it was observed that the students had the readiness characteristics such as being bored in ITSC, having difficulty in focusing on the lesson, having low self-confidence and difficulty in expressing themselves in the course, experiencing exam stress in ITSC, and being prejudiced against drama. It was observed that the creative drama method used was effective in the development of students' skills such as expressing themselves and relaxing them, having self-confidence and aesthetic skills, studying in harmony with the group, and focusing (Celikkaya, 2014). It was observed that the students' imaginations were higher after the drama activities, and the roles they played, the improvisations they did, the games they played, and other physical

activities were effective in their development and they revised themselves during the whole process.

At the end of the study in which drama methods and techniques were used, the students stated that they participated in the lesson more eagerly, their motivation was high and they felt good, they understood the subjects better and their success in the lesson increased. At this point, the results of the research support the studies (Atalay & Sahin, 2012; Cebi, 2008; Flintoff, 2010; Karaosmanoglu & Adıguzel, 2017; Ozek, 2014; Sarıoglu & Kartal, 2017) on the contribution of drama methods and techniques to the course success. With the contribution of the drama games, role-playing, and improvisation techniques, it can be said that the students are more motivated towards the lesson. After the drama study, the students stated that they express themselves better, they use their body language, gestures and facial expressions, voice tones better, they are more successful in their studies in other lessons (Turkish Language, Social Sciences, Mathematics, etc.), and they improved their self-confidence in these lessons by raising a finger (Oruc & Cagir, 2018). Students also stated that their teachers noticed their progress in other lessons and gave feedback in this direction.

In drama studies, students experienced different roles with techniques such as role-playing, improvisation, and role on the wall, played games and expressed themselves effectively through physical activities. All these possibilities of drama enabled students to take an active role in the lesson and to learn permanently (Adıguzel, 2019; San, 1990; Yilmaz, 2012). Students, who participate in the studies by making and living in ITSC, which is processed with drama methods and techniques, have been at the center of the learning process. Drama methods and techniques have allowed students not to act as passive objects, but to be subjects that restructure the learning process. In ITSC, where methods or techniques such as showing-and-making, application, the presentation with interactive board or projection, lecturing-taking notes are used, teachers are active, whereas students are more passive. It can be said that drama methods and techniques will make students an active learner and the subject of the learning-teaching process in ITSC.

The students suggested that creative drama should be used in many lessons, and they said that they could understand the lesson subjects more easily and fun with drama. Students suggested the drama to be used in lessons such as Turkish Langauge, Social Sciences, Religious Culture and Moral Knowledge in which they had difficulty expressing themselves, and in difficult lessons such as Mathematics and Science (Oruc & Cagir, 2018). While presenting these suggestions, the students gave concrete examples about the application of drama methods and techniques, and they explained how and which subject can be addressed in which lesson, with the examples. Research results revealed that the students use the online environment, the computer, the internet, and social media tools more consciously and they are more careful when sharing photos and private information after the drama study. It was observed that the students who learned the positive and negative aspects of social media changed their attitudes and behaviors on these issues, and they used the tools in accordance with their objectives, without harming others, and by taking ethical rules into account. The

students stated that they did not use abusive or insulting expressions in their posts and comments after the drama study and that they corrected their negative behaviors with the contribution of the roles and games they played and with the contribution of the improvisations.

The findings show that information technology subjects can be approached not only in the information technology class but also in a different place outside the classroom, by using different methods and techniques. The students, who described the classes in which the ITSC was held as flat, stuffy, and boring, stated that the lessons held in different places made them feel better, and some students stated that the lessons were inefficient in these lessons without computers.

Based on the findings and results obtained in the study, the following recommendations have been developed:

- In ITSC, drama methods and techniques can be used in teaching topics such as internet and social media, so that students can use these environments more consciously and effectively.
- Drama methods and techniques can be used in teaching the subjects based on computational thinking skills in the ITSC curriculum.
- The effects of creative drama and other teaching methods and differences between students' learning levels can be compared in ITSC where methods such as lecture, practice, demonstration, problem solving, question-answer are used.

- It is recommended to determine the opinions of ITSC teachers about the use of creative drama methods and techniques in ITSC.

- The research was carried out to teach ITSC subjects in an environment without computers. Researche, which is carried out by using drama methods and techniques in ITSC subjects, can be planned in information technology classes.

- Trainings can be planned for ITSC teachers to learn drama method and techniques that can be effective in the teaching of lesson subjects.

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