

The Effect of Creative Drama on Pre-Service Elementary Teachers' Achievement in Art Education Course and Interest in Art

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Abstract

The purpose of this study was to determine the impact of the creative drama method on pre-service elementary teachers' achievement in art education courses and interest in art. The study made use of the experimental pattern with pre- and post-test control groups. Data were collected, analyzed, and interpreted according to the mixed method including both qualitative and quantitative research methods. Before and after the study, both groups were administered the Art Education Achievement Test and the Information Form on the Interest towards Art. Participants in the study and control groups were requested to keep diaries about their emotions, thoughts, and achievements after the art education class every week. Following the study, 12 participants were interviewed individually and a focus group interview was conducted with 6 participants. The study concluded that the creative drama method improved the participants' levels of interest in art and their achievements in the art education course.

Keywords: *Interest in art, achievement in the art education course, creative drama*

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Introduction

As cultural and social creatures, human beings require various resources to live. One of these resources is art. Art is believed to be a necessity for creating a modern and progressive society, as well as ensuring that individuals think independently and originally, address their psychological needs, and express themselves confidently. "Art is necessary for an individual to know and change the world. However, it is necessary just because of the spell it has in its spirit." (Fischer, 2003). Art can enable an individual to be sensitive towards its environment. In the light of these statements, as a field of interest that has impacts on various areas of life, art may become functional when it is well-understood. Therefore, it is important to recognize and interpret art and works of art.

Art is considered to be as old as the history of humanity. "In English, the word "art" comes from *ars* in Latin and *techne* in Greek, used to express all kinds of human skills such as horse breaking, poetry, shoe-making, vase painting, or administration." (Shiner, 2010, p. 22). The concept, which was used to describe craftsmanship in ancient times, has gained its modern meaning over time. The concept of art has been defined in many ways. According to Read (1984), art is simply related to the concepts of "plastics" or "visual"; however, it also involves the concepts of literature and music. Pasin (2004, p. 13) states that art "is the aesthetic relationship between human beings and the facts of nature; it is learning to see". Tezcan (2011, p. 1) defines art as "a creative individual activity which refers to the explanation or communication of certain thoughts, purposes, situations, emotions or events using skills and imagination with the help of experiences". All these definitions illustrate that art is related to the concepts of creativity, aesthetics, and emotion.

A high level of awareness adopted by individuals towards art is essential for the modernization of a society. "Modern individual identity also involves artistic training." (Ozturk, 1994, p. 4). With reference to artistic training, art lessons are incorporated at the elementary school level. According to Artut (2006), art courses at the elementary school level are limited to activities involving manipulative skills, which lead to the perception of art courses as meaningless activities beyond the traditional educational approach, and which may result in a negative influence on students' attitudes towards such courses. It may be concluded that art can achieve its goals when it is perceived as an essential part of education rather than being a free-time activity.

Art education has an important purpose since it enables individuals to think independently, generate new products, produce new and various methods to solutions, and express themselves through diverse fields of art. "The aim is to educate through art; to train all mental skills and processes as sense, affection, perception, visualization, reflection, recalling, and association, activated in an artistic performer or in the one who encounters a work of art for interpretation." (San, 1979, p. 3).

"As we need all of nature, we also need all types of art; together they form a whole." (Lynton, 2004, p. 364). Art education improves the perspectives of an individual through increasing his/her level of appreciation and provides different opportunities to an individual to express him/herself. Art education courses could be considered as important as the courses with social, mathematical, and scientific content. It may be possible for an individual to interpret the works of art and attribute meanings to them through art education courses where the theory and practice are incorporated together. "Appreciating, understanding, and interpreting a work of art require knowledge." (Ozturk, 1994). In this respect, having interest in and knowledge about art has great importance. "Interests of an individual may be predicted through looking at the activities s/he performs in his/her free time in daily life." (Kuzgun, 2009). "Performing activities related to a field of interest is both a source of happiness and a factor influencing achievement for individuals." (Ozguven, 1998, p. 269). Art education may include various fields of art. Creative drama could be used as one of the fields of art as a method in the artistic training processes.

Creative drama has an essential role in art education. During the creative drama processes, participants gain artistic experiences by being involved in the process individually through experiential learning and using their own experiences as well. "Creative drama is an effective teaching tool." (Adiguzel, 2006, p. 8). "The teacher following this method collects the best reference materials,

literature, and artifacts he/she can find. The children are encouraged to spend sufficient time studying them in order to build an original drama.” (Mccaslin, 1984, p. 295). Looking at the purposes of creative drama, one can say that it ensures the improvement of individuals in multiple dimensions. According to Adiguzel (2010), the creative drama method aims to create a student-centered learning environment, encouraging critical and original thinking, the development of creativity along with written and oral communication skills. Considering the provision of such achievements, using the creative drama method in the art education classes could be effective. As Metinnam (2012, p. 46) mentioned in his study, "using creative drama in art education processes would lead individuals to establishing more intensive relationships with the artistic experiences within the process. Art education processes, where creative drama is used as a method, could be designed particularly to improve pre-service teachers' artistic sensibilities". Drama in education may have positive impacts on students' academic performances (Lee, 2013). Drama in education may also help individuals in developing their communication and decision making skills as well as ensuring that individuals gain sensitivity towards their peers (McNaughton, 2004). In light of these explanations, we can say that using creative drama in education would lead to gaining positive skills and experiences.

A creative drama-based lesson plan would consist of three phases: warm up - preparation, animation and evaluation. First, the warm up - preparation phase involves preparation of the individual for the process both mentally and physically. Second, the animation phase consists of activities in which such techniques as improvisation and role-playing are used. Third, the evaluation phase involves sharing of achievements, emotions and thoughts about the creative drama process by the participants. In this study, certain techniques were used within the creative drama process implemented to the study group. These techniques include improvisation, role-playing, role cards, teacher inclusion in the role, frozen image, simultaneous improvisation, still images, the creative drama oriented station technique, group sculptures - portrait composition, recalling, narration and the creative drama-oriented six thinking hats technique.

Art may be closely related to creative drama. As teachers of the future, pre-service elementary teachers should gain art-related experience and awareness. It is believed that developing an awareness of art is correlated with an interest in art as well as achievement in art education classes. Art education is taught not only by art educators but also by elementary teachers. Studies in the literature have shown that "elementary teachers had difficulties in recognizing new methods used in art education, developing children's imagination and creativity" (Tari, 2011), and that "elementary teachers should obtain knowledge and understanding about the purposes of the visual arts education and its importance in the development of students; they were seen to have difficulties with the topics included in this subject area and with teaching and evaluating student work; therefore, they needed intensive education to overcome these difficulties." (Ozer, 2001).

Considering that the elementary teachers, as implementers of art education, are not sufficiently trained and lack the required knowledge and experience, necessary adjustments should be made to create art awareness. The utilization of the creative drama method has positive results in various fields. Therefore, this study was important in determining whether the creative drama method is effective in creating awareness towards art in elementary teachers. Hence, the purpose of this study was to determine the impact of the creative drama method on pre-service teachers' achievement in the art education course and interest in art.

Methods

This was an experimental study which utilized a quantitative analysis in order to research the interests and achievements of elementary teachers and a qualitative analysis with the aim of determining their opinions. This study was designed in the form of a mixed methodology where qualitative and quantitative data collection tools were used together within an experimental pattern of pre- and post-test control groups. According to Johnson & Christensen (2008), better results are obtained when qualitative and quantitative approaches are used together. The qualitative and quantitative parts of the study may be performed simultaneously or alternatively. In this respect, the researcher may request the participants to express their opinions following a quantitative study or

experiment with the aim of determining whether the results are consistent. Wiersma (1995) mentioned that the experimental pattern with pre- and post-test control groups involves two groups, one of which is administered with experimental processes while the other is not.

The experimental pattern of this study is composed of one study and one control group. The independent variable in this study was "creative drama" while the dependent variables were the pre- and post-test scores in "interest in art" and "art education course achievement". Before and after the study, both groups were administered the Art Education Achievement Test and the Information Form on the Interest towards Art. The study was recorded on video. Pre-service teachers in the study and control groups were requested to keep diaries about their emotions, thoughts, and achievements after the art education class every week. Following the study, 12 pre-service teachers were interviewed individually and a focus group interview was conducted with 6 pre-service teachers. The interview is one of the data collection tools used in qualitative research. "The interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insight on how subjects interpret some piece of the world." (Bogdan & Biklen, 1998, p. 94). The reason for carrying out a focus group interview, in addition to the individual interview was to pave the way for the emergence of new and different opinions through the participants' interaction with the group.

The program content used for the control and study groups was prepared in consultation with four academicians teaching art education at four different universities. The program content used for the experimental processes was prepared in consultation with three academicians teaching drama in the education faculties of two different universities. In the study group, communication - interaction activities were carried out during the first week, followed by the introduction to art in the second week. In the following ten weeks, two periods, the Ancient and the Renaissance Periods, as well as Romanticism, Realism, Impressionism, Cubism, Expressionism, and creativity were taught using the creative drama method. Members of the control and study groups were selected randomly in consideration of their general academic averages and genders. The random selection of group assignments was important in terms of the validity of the study.

Procedure and Participants

The sampling of the study consisted of 57 pre-service teachers, of whom 29 were in the study group and 28 in the control group, studying elementary education at the education faculty of Recep Tayyip Erdogan University during the spring semester of the 2012 - 2013 academic year.

Measures (instruments)

The data collection tools used in this study are listed below.

Information Form on Interest in Art

In order to determine pre-service elementary teachers' levels of interest in art, the "Information Form on Interest in Art", developed by Ozturk (1994), was used. The form consisted of 18 items in line with its aim. In this study, the validity and reliability analyses of the form were repeated. The appropriateness of the items was analyzed by three academicians from Hacettepe University's Faculty of Fine Arts with respect to the content validity of this form. All items were deemed appropriate. In terms of the reliability of the Information Form on Interest in Art, 88 pre-service teachers studying in the Elementary Education Department were administered the form twice in two weeks. The correlation coefficient was found through the test-retest method. A positive and significant relationship at a high level was found between the total scores obtained from the two applications ($r= .82, p<0.01$). In this respect, the scores obtained from the two applications were consistent. This could be considered as proof of the reliability of the information form.

Art Education Achievement Test

The achievement levels of pre-service elementary teachers in the art education course were assessed through the "Art Education Achievement Test", developed by Adiguzel (2011). Developed by

a field specialist, the achievement test was administered to 57 pre-service teachers enrolled in the art education course of the Elementary Education Department with the aim of executing an item analysis. The achievement test used in this study, which consisted of 40 items with 5 multiple choice categories, covered basic knowledge on art, Ancient art and Renaissance art, Realism, Impressionism, Cubism, Futurism, and Surrealism movements, as well as the topic of creativity. In the study, the internal consistency was calculated as KR-20 in terms of the reliability coefficient. The reliability coefficient for 40 items was calculated as 0.65. Since the achievement test had been recently developed and used for the first time in a scientific study, this coefficient could be considered sufficient.

Interview Form on the Creative Drama Method

With the aim of taking the opinions of pre-service elementary teachers about the creative drama method, the researcher developed an interview form and modified it in line with the expert opinion. The interview is one of the data collection tools used in qualitative research. "Through interviews, we try to understand the unobservable, such as experiences, attitudes, thoughts, intentions, interpretations, mental perceptions, and reactions." (Yildirim & Simsek, 2006, p. 120). With respect to the interview form, open-ended and easy-to-understand questions of different types were prepared along with alternative questions and probes. The questions were reasonably sequenced and were updated in light of the opinions of the two academicians from Hacettepe University's Faculty of Education. Nine interview questions were prepared for the interview and probes were added to these questions. Twelve participants in the study group were interviewed individually, while focus group interviews were conducted with six participants. Individual interviews were conducted with 12 participants separately and they were audio-recorded. The focus-group interview was conducted with 6 participants and was also audio-recorded.

Video Recording

The entire process involving the study and control groups were video-recorded with a Sony HDD DCR-SR52 video recorder. Video recording has some advantages. "One of them is that it displays non-verbal behaviors such as facial expressions, body movements and mimicry in their original forms and in a certain continuity." (Yildirim & Simsek, 2006, p. 189).

Diaries

Pre-service teachers in the study and control groups kept diaries every week following the art education course on A4 sized papers. These diaries, which reflect their feelings, thoughts, and achievements about the course were collected every week.

Data Analysis

Covariance Analysis (ANCOVA) was conducted in order to determine whether the post-test scores obtained from the Information Form on Interest in Art differed at a statistically significant level. The results of the Art Education Achievement Test scores differed at a statistically significant level, as analyzed through the t-test for independent sampling and the t-test for related sampling among the parametric tests. The descriptive analysis was used for the analysis of the qualitative data collection tools. During the descriptive analysis, the opinions that were obtained from the participants were directly cited. Participants were selected for the interviews on a voluntary basis and permission was obtained from the participants for audio-recording. Each individual interview lasted for 15-20 minutes and the focus group interview lasted for 53 minutes. Audio records were transcribed by the researcher and they were analyzed using a descriptive analysis. In order to provide reliability and validity, the literature was scanned and the findings of the study were supported. The interview durations were clearly indicated in the study.

The reliability of the individual and focus group interview transcription codes were provided through the opinions of two encoders, who had taken a qualitative research in education course during their doctoral degree education in the elementary education department. "Such studies should

conclude with a minimum reliability rate of 70%.” (Yildirim & Simsek, 2006, p. 233). The reliability of the coding was determined through encoding of the audio records by the researcher and the other two encoders. The codes, on which the researcher and the two encoders "agreed" and "disagreed" were determined. In order to calculate the reliability of the coding, the following reliability formula indicated by Miles & Huberman (1994, p. 64) was used:

$$\text{Reliability} = \text{number of agreements} / (\text{total number of agreements} + \text{disagreements})$$

The reliability of the coding obtained from the interviews was calculated to be 86%.

For the analysis of the video recording, the codes obtained from the individual interviews, focus group interviews, and diary entries were gathered. An observation form with a three-point scale was prepared by the researcher and the scoring was made in the form of "Yes, there is", "Partly", "No, there is not". Weekly video records were viewed and scored on the observation form.

Triangulation was performed using the qualitative data including the diary entries, video recordings, and individual and focus group interviews. “Triangulation stands for all efforts to increase the persuasiveness of the research conclusions using varied data resources, data collection tools and analysis methods. One of the most important strategies used in providing the reliability and validity of a study is "triangulation". (Yildirim & Simsek, 2006, p. 94).

Results

The Impact of the Creative Drama Method on Pre-Service Elementary Teachers' Interests towards Art

Table 1. Pre- and Post-test t-test results of the Control Group obtained from the Information Form on the Interest towards Art.

Group	N	X	SD	Sd	t	p
Pre-test	28	25.75	3.26173	27	3.112	.004
Post-test	28	28.04	3.95795			

Table 1 shows that according to the pre- and post-test t-test results of the control group obtained from the Information Form on Interest in Art, the scores of the control group differed statistically ($t(27)=3.11$, $p<.01$). The mean score obtained from the post-test ($X= 28.04$) was found to be higher than the mean score obtained from the pre-test ($X=25.75$). The findings about the pre- and post-test comparison of the study group are displayed in Table 2.

Table 2. Pre-and Post-test t-test results of the Study Group obtained from the Information Form on Interest in Art.

Group	N	X	SD	Sd	t	p
Pre-test	29	36.55	4.64132	28	3.803	.001
Post-test	29	39.59	4.46028			

Table 2 indicates that according to the pre-and post-test t-test results of the treatment group obtained from the Information Form on Interest in Art, the scores of the study group differed at a

statistically significant level ($t(28)=3.80, p<.01$). The mean score obtained from the post-test ($X=39.59$) was found to be higher than the mean score obtained from the pre-test ($X=36.55$). Findings showing the pre-test comparison of the control and treatment groups are shown in Table 3.

Table 3. Pre-test t-test results of the Control and Study Groups obtained from the Information Form on Interest in Art.

Group	N	X	SD	Sd	t	p
Control	28	25.75	3.26173	55	10.13	.000
Treatment	29	36.55	4.64132			

Table 3 shows that according to the pre-test t-test results of the control and treatment groups obtained from the Information Form on Interest in Art, the scores of the control and treatment groups differed statistically ($t(55)=10.13, p<.01$). Due to the absence of a significant difference between the pre-test scores, the difference in the post-test scores was analyzed through the covariance analysis. Findings from the post-test comparison of the control and treatment groups are displayed in Table 4.

Table 4. Corrected Average Scores for the Post-test Scores obtained from the Information Form on Interest in Art.

Group	N	Pre-test Average	Post-test Average	Corrected Average
Control	28	25.75	28.04	30.95
Study	29	36.55	39.59	36.77

Table 4 shows that according to the post-test t-test results of the control and study groups obtained from the Information Form on Interest in Art, the scores of the control and treatment groups differed statistically ($t(55)=10.13, p<.01$). The mean score of the study group obtained from the post-test ($X=39.59$) was found to be higher than the mean score of the control group obtained from the post-test ($X=28.04$).

Table 5. Comparison of Post-test Scores obtained from the Information Form on Interest in Art.

Source of variance	Sum of squares	Sd	Mean of Squares	F	p
Post-test	251.124	1	251.124	18.605	.000
Group	167.983	1	167.983	12.445	.001
Error	728.874	54	13.498		
Total	68433.000	57			

According to Table 4 and Table 5, the mean score of the control group obtained from the "Information Form on Interest in Art" that was corrected after the experiment was calculated to be 30.95, and the same value for the study group was found to be 36.77. According to the ANCOVA

results, there was a significant difference between the corrected mean scores of control and study groups obtained from the "Information Form on Interest in Art" [$F_{(1, 54)}=12.45, p<.01$]. In other words, the control group was identified to have a lower mean score than the study group. The quantitative findings obtained from the Information Form on Interest in Art have shown that the levels of interest in art increased more in the study group when compared to those of the control group. As an interpretation of this finding, the quantitative data including the video recordings, individual and focus group interviews were listed under the subheadings below:

Results Obtained from the Diary Entries about the Level of Interest in Art

The opinions expressed by the participants in the control and study groups through diary entries about their interest in art are directly cited. The names of the participants were coded as S1, S2, etc... for the members of the study group, while the coding for the control group members were C1, C2, etc...

S1 stated: "At the end of the lesson, I understood once again that one cannot be unhappy in this course. We learn a lot of things and we do not get bored while doing them. I do not realize how time passes by. The lesson is like therapy at the same time. We are relieved from all the daily exhaustion and problems during the lesson," and that s/he is happy with the lesson, s/he had a high level of motivation and interest in the lesson and s/he feels relieved.

S9 stated: "I thought that art education would be boring and would seem to last forever. I even thought about occasionally missing the classes. However, the way the course is taught, the proximity of the teacher and his/her relaxed attitude removed our prejudices, and enabled us to act comfortably during the lesson. Through the games we played, we got to know our friends better and we learned a lot of things," and expressed that s/he has eliminated his/her prejudices against the course and s/he could act comfortably in the classroom. **S4** expressed that the games provided motivation for the lesson by saying, "The games we play are perhaps the main things that motivate us for the course. We really have great fun."

C6 in the control group said, "The lessons are quite exhausting as we do not have any breaks. However, there is useful knowledge if we follow the lesson and the slides. When we are taught through instruction all the time, we do not pay attention; we enjoy the lesson more when we participate actively and have the right to speak. However, I think it should not last more than one hour" and indicated that the lessons would be more enjoyable when there is active participation by the students. **C14** mentioned that, "Regarding the teaching of the lesson, the participation of everyone is quite good when everyone talks and expresses their opinions." S/he also indicated that it was a good approach to ask for the opinions of each participant. **C1** said, "We are having intensive classes and we sometimes have difficulty in remembering certain things." S/he also expressed that the information that is taught will not be permanent due to the intensity of the lessons.

Results Obtained from the Video Recordings about the Interest in Art

The study group was observed to have greater interest in the lesson and a stronger tendency towards extending attention as well as improved interest in artistic movements, art as a whole, willingness to use art, and a tendency towards art events when compared to the control group. While the study group was observed to have socialized and improved their empathy and communication skills, the same improvement was not observed in the control group. The study group was observed to have improved more than the control group in terms of respecting opinions, recognizing the deficiencies, overcoming prejudices, believing in the necessity of art, and eliminating anxiety towards making mistakes, as well as interpretation skills. Similarly, members of the study group were identified to display more improved behavior than the control group with respect to encouragement, decreased shyness, active participation, critical thinking skills, expressing opinions independently, feeling confident, developing imagination, improving self-confidence, self-evaluation, self-expression,

creating curiosity, appreciation, caring, sharing, positive attitudes, better expression in front of a large group, and displaying creativity.

Results Obtained from the Individual Interviews about the Level of Interest in Art

Some of the impressive statements expressed by the participants were as follows:

“I used to think that all singers were artists, but I noticed that I was wrong. All singers are not artists.” (S15)

“I never used to listen to classical music, but now I have a tendency towards doing so.” (S15)

“We always participate in the lesson in an active and dynamic manner.” (S15)

S15 stated that art education was necessary, art gave pleasure, s/he was able to distinguish between who is an artist and who is not, his/her level of interest in art has increased, his/her level of interest in the lesson increased and s/he gained a high level of motivation. In this respect, we can say that **S15** gained awareness about art.

S8 indicated that s/he had overcome his/her prejudices by saying, "At first, I was thinking about missing the classes, but I changed my mind."

S5 said, "I experienced active participation in creative drama, everyone was involved. I believe that I will use the creative drama technique with my students in the future." This was an expression of his/her intention to use creative drama as a method in the future, which may show that the participant is interested in the method.

S25 said, "As we put ourselves in the shoes of those who lived in those periods, it was much easier and was easier to remember." S/he also emphasized that his/her empathy skills improved.

S4 said, "We stand up and act together or perform another activity. We couldn't help participating, and consequently a positive attitude emerged towards the lesson." S/he also expressed his/her increased level of interest in the lesson. **S19**, using the following statement, indicated that with the help of the creative drama technique, s/he was able to respect opinions, gained self-confidence, improved his/her creativity, s/he was more interested in the lesson, s/he learned through enjoying, and that there was sharing among the participants:

“A lesson that I will never forget, even if I want to. I have never attended such a class. It attracts my attention, as it is very different. We continuously participated, we had fun, and enjoyed learning at the same time.” (S19)

The fact that the statements used by **S19** indicated his/her enthusiasm and that s/he did not experience a course where fun and learning were combined in his/her previous educational life, leads to the assumption that the elements of interaction and fun were missing within the educational system. These significant examples of statements obtained from the individual interviews indicated the increase in the level of interest in the art education course. It may be interpreted that the creative drama method is believed to have a great impact on this increase.

Results Obtained from the Focus Group Interview about the Level of Interest in Art

The statements about the interest in art are directly cited below:

“I used to be involved in theatre in the past, I haven't practiced it for a long time. I have missed it, and the lesson was great for me. I noticed, at least I noticed, that I have missed it.” (S17)

“We established better communication with each other. We socialized better and the information we learned was more permanent as we performed all activities through games.” (S14)

“It was the lesson in which I participated in the most all through my life, with joy and without any hesitation, because I used to be shy: “Would it be weird to say that”, “what would my friends think about it?” but I never experienced such a thing here.” (S29)

“When we buy a newspaper or other periodical, we first read the events of the agenda, the headlines, tabloids, horoscope, this and that... However, I feel like art has become my priority now.” (S1)

“We have been to an art exhibition with my classmates, and we interpreted the exhibitions together. We say things like, ‘It should have been like this, they should have thought like that, etc...’ (S29)

“As a country, we are not a community that pays much attention to art, to be honest. I don't think it is easy to attract people in art, Sir. I believe that creative drama has a great impact on that.” (S14)

The opinions obtained from the focus group interviews with the participants in the study group have shown that the creative drama method used in the art education course created an awareness of art, improved self-confidence, provided willing participation, promoted curiosity towards art in newspapers and magazines, removed anxiety towards making mistakes, and enabled students to express their opinions confidently. One can say that the participants were able to express their opinions comfortably, this experience enabled them to interpret the works of art more independently, and that although some of the participants were interested in art in the past, this lesson increased their levels of interest.

The Impact of the Creative Drama Method on Pre-Service Elementary Teachers' Achievement in Art Education

Table 6. The Pre- and Post t-Test results obtained by the Control Group from the Art Education Achievement Test.

Group	N	X	SD	sd	t	p
Pre-test	28	17.71	3.05332	27	20.934	.000
Post-test	28	32.79	2.92318			

Table 6 shows that according to the results of the control group obtained from the Art Education Achievement Test, the scores differed statistically ($t(27)=20.93$, $p<.01$). The mean score obtained from the post-test ($X= 32.79$) was found to be higher than the mean score obtained from the pre-test ($X=17.71$). The findings from the pre- and post-test comparison of the treatment group are displayed in Table 7.

Table 7. The Pre- and Post t-Test results obtained by the Study Group from the Art Education Achievement Test.

Group	N	X	SD	sd	t	p
Pre-test	29	16.69	2.94113	28	22.583	.000
Post-test	29	33.76	3.82338			

Table 7 shows that according to the results of the study group obtained from the Art Education Achievement Test, the scores differed statistically ($t(28)=22.58, p<.01$). The mean score obtained from the post-test ($X= 33.76$) was found to be higher than the mean score obtained from the pre-test ($X=16.69$). The findings from the post-test comparison of the control and study groups are displayed in Table 8.

Table 8. The Post-test Results obtained by the Control and Study Groups from the Art Education Achievement Test.

Post-test	N	X	SD	sd	t	p
Study	29	33.76	3.82338	55	1.076	.286
Control	28	32.79	2.92318			

Table 8 shows that the post-test scores of the control and study groups obtained from the Art Education Achievement Test differed statistically ($t(55)=1.08, p>.05$). The mean score of the study group obtained from the post-test ($X= 33.76$) was found to be higher than the mean score of the control group obtained from the post-test ($X=32.79$). This difference, which was not found to be significant, is in favor of the study group. One can say that there was an increase in the achievement levels of pre-service elementary teachers who were in the study group where the creative drama method was used in the art education course. As an interpretation of this finding, the quantitative data including the video recordings, and individual and focus group interviews were listed under the subheadings below.

The Results regarding the Achievement in Art Education Obtained from the Diary Entries

The following statements made by the participants in the study group have shown that they attained knowledge with the help of the creative drama method, they were able to learn by experiencing, permanent learning was realized, and that they learned and enjoyed the experience at the same time:

“I learned about the characteristics of the Romanticism movement in the lesson and that it was not only limited to the feeling of love, but involved other emotions as well.” (S1)

“We created performances of the paintings we liked and we performed frozen image activities. The knowledge we attained was more permanent, as we learned by experiencing. We both had fun and learned at the same time.” (S17)

Looking at the opinions of the participants on the concept of "romanticism", one can say that awareness was created about the fact that the concept had a broader meaning than it was assumed to have, and that the techniques used were effective on the provision of the permanent learning.

“Impressionism = “Each man does not play horon in the same way (horon is a folk dance of the Eastern Black Sea Region)” (S15)

S15's statement in his own words about the Impressionism movement can be interpreted as the internalization of the topic by the participant. Other opinions also showed the emphasis of the participants on the creative drama method, ensuring enjoyable and permanent learning. It was observed that the participants attempted to reflect what they learned on their diary entries, and these efforts indicated the state of well-comprehension.

S22 said, “Our topic was Cubism. I had no previous information about this topic. I wouldn't be able to say a single thing if I were asked by someone. I wouldn't be able to understand if I read about it somewhere. However, with the help of this method, I was able to observe and learn quite well. We put together the picture like a jigsaw puzzle and played a little game with it.” S/he expressed that s/he learned with the help of the creative drama method, while some other participants from the control group stated their thoughts about the lessons being boring as follows:

“This lesson was a bit boring. I think it was boring to me because I didn't like this movement.” (C2)

“I didn't understand much from the lesson on Cubism movement. I couldn't find anything interesting about the topic. I found this lesson a bit boring.” (C10)

According to Gombrich (2009, p. 17), “Most people like to see in paintings, the things they like seeing in real life.” The fact that understanding the Cubism movement, which requires sufficient artistic knowledge and experience, took longer for the participants to understand than the other movements may be due to the reason that the visual images do not literally reflect the reality. Nevertheless, it was observed that the participants in the study group, who learned about the Cubism movement through the creative drama method, emphasized permanent learning and enjoyed learning during the lesson. The traditional teaching implemented in the control group did not change the existing attitudes towards the movement and its contribution to learning was more limited when compared to the creative drama method.

“I strongly believe that in this lesson, we will be able to learn all the information we may need for all aspects of our lives.”(C3)

“We expressed our opinions about art. We learned about the elements of a work of art. We learned about the fields of art. We observed the effects of skill, imagination, emotions, and thoughts on art. I believe that the question and answer method should be used more often in the lesson. That could increase the level of effective participation in the lesson.” (C25)

These opinions indicate that the participants wanted to participate more in the classroom and that they were able to have an idea about the topic in the lesson. However, they were limited due to the teaching methodology of the lesson and they found the question and answer technique useful, yet they were not satisfied with the frequency that was used. Contrary to the learning method based on a unilateral introduction within the traditional approach, interactive learning could be an effective method in making the learning permanent. One can say that the creative drama method may have an important place in not only their own learning, but also among the methods they may use in the future. Furthermore, the creative drama method could be assumed to be as effective on remembering a topic whose reflections are not experienced as frequently within popular culture.

C3 said, “My opinions about the lesson, although the slides are boring, are that they teach us something. We recall our previous knowledge or attain new information.” S/he indicated that s/he learned new knowledge although the lesson was boring. C5 said, “I was happy to acquire this knowledge, as I believe that I will benefit from them in terms of general culture; however, as we learn through reading, I cannot remember them.” S/he expressed that the lesson was beneficial in terms of

attaining information about general culture; however, the knowledge learned would not be permanent. The opinions of the participants in the control and study groups have highlighted two opposing views: while the permanence of the learned knowledge was emphasized in the study group, the control group mentioned that although they found the topic quite interesting, they had difficulty in recalling the information later on.

The Results regarding the Achievement in Art Education Obtained from the Video Recordings

The study group was observed to have student-centered lessons, where there was cooperative learning, learned through concretization and experience. Brainstorming activities were performed, while this was not the case for the control group. Both the control and study groups were observed to have acquired knowledge, were introduced the works of art, attained information on general culture, examined the works of art, and recognized artistic movements, works of art, and fields of art, as well as the artists at the same level. Interpreting the works of art, learning while having fun, ensuring facilitated learning, distinguishing an artist from those who were actually not artists, interpreting art, and increasing the number of known artists were observed more frequently in the study group when compared to the control group. Active participation, the creation of interdisciplinary connections, visualization, and enrichment of materials, active participation ensured by teachers, making the students feel comfortable, and the creation of a comfortable and warm atmosphere were observed to be experienced more intensively in the study group. While interaction was ensured only in the study group, teacher's classroom management was observed in both groups at the same level.

The control group was observed to have a monotonous teaching experience, where the lesson was taught theoretically. Some of the participants felt bored and the participants remained seated, whereas the same was not experienced in the study group. The question and answer technique was used more frequently in the study group when compared to the control group.

The Results regarding the Achievement in Art Education obtained from the Individual Interviews

Some of the impressive statements expressed by the participants were as follows:

“We learned which painting belonged to which artist, their meanings as well as respective art movements. I noticed that I learned about various artists.” (S18)

“I did not use to have good impressions about the art education courses I had taken in previous years; however, this lesson reversed my prejudices. We performed activities, which increased the permanence of the paintings in our minds, and improved the sense of creativity to a certain extent.” (S21)

“By active participation, I learned better and I enjoyed myself.” (S5)

“The art education lesson was both permanent and educational.” (S25)

These significant examples of statements obtained from the individual interviews indicated the increase in the level of achievement in the art education course. As the opinions of the participants indicate, one can infer that the creative drama method had an impact on increasing the level of achievement in the art education course.

The Results regarding the Achievement in Art Education Obtained from the Focus Group Interviews

The statements made by the participants about their achievements in the Art Education course are directly cited below:

“I socialized with my friends. I saw that we can do something and I believe that we have learned a lot about art.” (S22)

“Sir, if we studied these topics from the course book or slides, we may have forgotten them. I fear how it would be possible to learn so many things if we had studied these topics using the course book. However, we remembered them all, as we learned by experiencing.” (S14)

“Beginning a lesson with games both prepares us for the lesson and enables us to be more active. We get the chance to feel relief at this stage and we become more concentrated on the lesson.” (S1)

“In fact, the concept of “artist” has changed... We learned about the real concept of an artist and the number of artists we know increased.” (S1)

“Frankly, I didn't use to know any artists other than Picasso. Now, I think about, for instance, Van Gogh, Claude Monet, now I know more.” (S17)

“Creative drama means learning by doing and experiencing, we knew about that; but, in this lesson, we experienced how it is performed. I already knew that learning by experiencing and doing was more effective; but in this lesson, I learned about how to implement this. For instance, I can visualize in my mind, and I will implement these to my students in the future.” (S14)

The opinions of the participants in the study group indicate that the education and teaching techniques in which the traditional learning methods were dominant lead to the development of negative attitudes towards learning. However, one can say that the use of the creative drama method in art education courses minimizes this attitude and therefore, the participants become more open to learning by developing an interest and tendencies. In other words, they voluntarily participate in the learning activities instead of by obligation. One can interpret creative drama as an alternative method that ensures learning during the lesson rather than postponing it to a later period.

Discussion

Looking at the Information Form on Interest in Art in general, it may be stated that the art education lessons created awareness in participants with respect to the concepts of art and artist, and promoted their interests in art. The creative drama method used in the study group may have led to an increase in the participants' levels of interest in artists. One can say that the participants adopted new criteria for their perception of "artist".

In terms of interest arousing, the study group was observed to have experienced a greater increase in their levels of interest in art and the art education course. They were observed to be more curious and participate more willingly. Participants in the study group were observed to have a tendency towards using the creative method in the future. In terms of the social skills, participants in the study group were observed to have socialized with the help of the creative drama method and improved their communication skills, overcome shyness, engaged in more exchange and cooperation, were able to speak in front of the public more confidently, and knew their peers better. Participants in the study group mentioned that the creative drama method removed prejudices and the anxiety to make mistakes by ensuring self-development and independent thinking, improving the sense of confidence and empathy skills, promoting respect towards other opinions, improving imagination and self-confidence, facilitating the ability to recognize one's own mistakes, evaluate oneself, express oneself comfortably, be happy, and develop creativity. After the experiment, participants in the study group mentioned that art was necessary for everyone, and emphasized the importance of self-development. They stated that other courses may also be taught using the creative drama method and that the teaching of art education through creative drama during one semester would be a good preparation for the drama course. With respect to the thinking skills, most of the participants in the study group highlighted that the creative drama method improved critical thinking skills.

Participants of the study group expressed that the teachers made them feel comfortable and the participation of the teacher was important in attracting attention to the lesson. The statement by Glasser (1999, p. 313) saying, "As teachers attract the attentions of their students, students will become more active in classrooms," is supportive of this view.

With respect to the classroom environment, the participants in the study group mentioned that it was comfortable, intimate, and vast, while they emphasized the importance of material richness as well as visualization. In terms of teaching, the participants in the study group mentioned that the games increased their motivation, they learned and had fun at the same time, the creative drama method extended their motivation periods, and learning was interactive. In terms of the interest in art, participants of the study group expressed after the experiment that they were interested in artistic events, they valued works of art more than they used to, and that there was an increase in the number of books, magazines, and TV shows about art that they followed.

As for the academic achievement, participants in the study group indicated that the creative drama method used in the art education courses had an effect on their ability to recognize the fields of art, artists, artistic movements, and works of art, as well as examining and interpreting the works of art and attaining knowledge and general culture. Participants in the control group stated that they were able to recognize the fields of art, artists, artistic movements, and works of art in the art education course and learned how to examine and interpret the works of art through the knowledge acquired and general culture that was learned. In terms of the learning skills, participants in the study group emphasized "permanent learning" more than the participants of the control group. It was mentioned by the participants in the study group that the creative drama method enabled them to learn by doing, experiencing and concretization, and that the creative drama method was a student-centered method facilitating learning and ensuring cooperative learning. The following statement by Glasser (2000, p. 75) is supportive of this result: "Art, particularly music and drama, would naturally encourage human beings to integrate in a cooperative system." Although the emphasis on academic achievement was similar, there were differences favoring the study group with respect to the affective and social skills. Some of the participants in the control group highlighted that there was continuous instruction during the lesson that the lesson was boring as it was taught theoretically, that there was a monotonous instruction, and that the traditional approach would not ensure permanent learning.

It was stated by the participants in the study group that, through the creative drama method, they were able to perform brain storming, participate in the lesson actively, execute group work, enable each participant to make a comment, produce a product, improve their interpretation skills, and use various techniques. Participants in the study group mentioned that after the experiment, they were able to distinguish between a real artist and those who are not, there was an increase in the number of artists they knew and they recognized that there were different artists. As a result, the study revealed that the creative drama method had an impact on participants' achievements in the art education course. This fits with prior research that has shown that art has a positive effect on academic achievement. For instance, Glasser (2000, p. 75) found that the "Academic achievement levels of the teenagers in the Santa Monica orchestra were much better due to being a member of a qualified music group."

Conclusions

The post-test scores of the control and study groups obtained from the Information Form on Interest in Art were observed to have differed statistically. The mean score of the study group obtained from the post-test was found to be higher than the mean score of the control group obtained from the post-test and a significant difference was observed between the average scores. In this respect, one can say that creative drama is an effective method in increasing the level of interest in art. Conclusions of the certain studies in the literature support this finding. For instance, in the study by Lin (2010, p. 108), it was concluded that there was a positive improvement in students' creativity, imagination, independent thinking, and risk taking qualifications. In the study by Ozdemir, Akfirat, & Adiguzel (2009), creative drama was found to be beneficial in terms of students' individual development,

creativity, socialization, and self-expression. According to Okoronkwo & Chuckwu (2011), creative drama could support the cognitive development of a child while improving his/her creativity, ensuring his/her socialization and creating a natural environment for him/her to express her/himself. In this respect, these views are found to be in line with the research conclusions. Antepi & Ceylan (2009) indicated in their study that creative drama enabled pre-service teachers to strengthen their interpersonal relationships, gain self-confidence, and express themselves effectively.

The post-test scores of the control and study groups obtained from the Art Education Achievement Test differed statistically. The mean score of the study group obtained from the post-test was found to be higher than the mean score of the control group obtained from the post-test. This difference, which was not found to be significant, is in favor of the study group. It was not surprising to obtain no significant difference regarding the level of knowledge as the achievements/targets about the level of knowledge were the typical indicators of the traditional approach. In this respect, the creative drama method used in the art education course may be considered as an effective factor in increasing the achievement levels of pre-service teachers in art education courses. In terms of academic achievement, the results of the study were in line with the conclusions of certain studies in the literature. In the study by Adiguzel & Timucin (2010), the creative drama method was found to have a positive impact on the academic achievement levels of students. Research by Miller et al. (1989, p. 28) concluded that the use of drama in the classroom would encourage students to learn and attract their attention to a particular topic. Gumuslu (2009) mentioned in his study that creative drama could be an effective method to be used in graphic design and advertising courses. Creative drama studies were found to enable students to gain significant achievements in terms of their personal development and fields of interest. In a similar study by Sefer & Akfirat (2009), it was stated that creative drama provided more active participation of the participants when compared to the traditional methods and that creative drama activities supported by games and animations would create an environment where the participants could comfortably express themselves, which increased their motivation levels and facilitated their learning.

Ultimately, our results fit with the similar conclusions that have been reached in other studies. However, it is necessary to mention the strengths of the study in terms of quality. According to Glasser (1999, p. 312): "Education is the process during which we understand that learning adds quality to our lives." The results of this study have shown that the creative drama method administered in the study group not only increased the participants' levels of achievement in art education and levels of interest in art, but also contributed to them in terms of affective and social skills. This made the lesson more interesting and led to obtaining stronger results when compared to the control group. The art education course, carried out with the creative drama method, addressed the requirements and individual characteristics of a student rather than considering the student as an object. "According to the control theory, all human beings are born with the five basic needs that have been coded in their genetic structures: survival, love, power, fun, and independence." (Glasser, 1999, p. 50). "Since our birth, all our behaviors are dedicated to the satisfaction of these needs. Therefore, quality is everything that enables us to continuously address one or more of those basic needs." (Glasser, 2000, p. 17). In this respect, the creative drama method may be considered to address these basic needs or create such opportunities. Hence, one can say that the participants in the study group received a better education when compared to the participants in the control group. It would be appropriate to suggest that art is necessary for a better educational approach.

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