

ORIGINAL ARTICLE

Investigation of the Creative Drama Levels of Teacher Candidates who Study at University According to Different Variables

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ABSTRACT

Introduction: In this study, pre-service teachers' attitudes towards creative drama in the Physical Education Sports High School (PESC) and classroom teaching departments at Kahramanmaraş Sütçü İmam University in the 2019-2020 Academic year were measured with different variables.

Material and Methods: The Drama Creative Drama Attitude Scale developed by Okvuran (2000) was applied to 120 prospective teachers, 58 of which were PESC and 62 of which were primary school teachers. SPSS program was used for data analysis. Frequency, descriptive statistics, correlation, t-test, ANOVA and Exploratory Factor Analysis (EFA) were used in the analysis.

Results: It was found that there was a negative relationship between the attitudes towards drama and critical attitudes towards drama among the dimensions obtained with EFA. In addition, a statistically significant positive relationship was found between individual attitudes and attitudes towards drama. In addition, it was found that there was a significant difference in gender critical attitudes in favor of female participants. According to their departments, a significant difference was found in critical attitudes. A significant difference was found in favor of high school compared to Anatolian high school.

Conclusions: As a result, it was determined that the sample's perspective on creative drama was positive.

KeyWords: Creative Drama, Prospective Teachers, University

INTRODUCTION

The individual is shaped by the environment while trying to make sense of his/her environment from the moment he/she is born. Thus, as a social being, he/she has to continue his/her life in society¹. In the mentioned change process, education takes its share depending on technological developments^{2,3,4}. It is also emphasized that the effects of technological transformation have effects on all areas of life⁵. As a result, it is stated that to integrate people into society, it is necessary to implement educational programs based on technological developments and to ensure more active participation of people in the process⁶.

Moreover, as a result of technological developments, the fact that the work that people can do can be done by machines is also shown to depend on processes that enable human resources to be shaped in a more qualified way⁷. Thanks to these processes, it is foreseen that society can develop through the development that people put forward through their own experiences⁸. Thus, it is stated that it becomes possible for the individual to take the responsibility of learning⁹. It is also stated that the more active participation of individuals in the processes depends on the fact that education is shaped in such a way that they can realize themselves more pro-actively¹⁰. Furthermore, it is emphasized that an education system should be created in which individuals can effectively use it instead of an education system that requires storing information and reinforce access to information resources¹¹.

With the effect of globalization, people can be in social environments more than ever before, and as a requirement of these, they have to renew themselves at any time. It is also stated that creative drama activities provide significant benefits in self-renewal¹². It is mentioned that thanks to this technique, it is possible for the individual to train himself/herself in a way that he/she can interact

more with the concepts in nature and society¹³. When today's social structure is examined, it is stated that there is a need for a workforce that follows technological developments and transforms them into social benefits, reaching the way of thinking required by the age and thinking creatively. It is shown that this development can only take place with measures that will ensure the participation of teacher candidates in active processes¹⁴.

It is emphasized that drama is a technique that should be learned by teacher candidates, and in which the level of knowledge and skills to teach should be possessed, as it provides benefits in terms of self-development of the individual in education, being able to use language correctly, acquiring the ability to understand others with empathy, and regulating social relations¹⁵. At the same time, it is also asserted that the environment shapes the power of self-expression of the individual¹⁶.

In the light of all this information, it is understood those teacher candidates should go through a training program in which they can train themselves effectively. It is understood that equipping individuals with techniques such as creative drama to reveal activity-based gains can significantly improve the quality of education. It is predicted that determining teacher candidates' attitudes towards creative drama can make significant contributions to the literature. Thus, the main purpose of this study is to examine the creative drama levels of teacher candidates studying at university according to different variables.

MATERIALS AND METHODS

This research was carried out with the approval of Kahramanmaraş Sütçü İmam University, Faculty of Medicine, Scientific Research Ethics Committee no. 9, which was received at the session numbered 2019/03, dated 20.02.2019. Within the scope of the study, a practice was performed to measure the attitudes of teacher

candidates towards creative drama, studying in School of Physical Education and Sports and classroom teaching departments in Kahramanmaraş Sütçü İmam University in the 2019-2020 academic year. As a research model, the scanning model, which is one of the descriptive research methods, was applied. In this context, a questionnaire study, similar to the study as applied by Aykaç and Adıgüzel¹⁶, was carried out depending on the quantitative research method. Volunteering was taken as a basis in filling out the questionnaires.

The study group used in the research was determined by random methods and consisted of 120 teacher candidates in total, 58 candidates studying School of Physical Education and Sports and 62 candidates studying Classroom Teaching at Kahramanmaraş Sütçü İmam University in the 2019-2020 academic year.

Within the scope of the research, the 45-item Creative Drama Attitude Scale (CDAS), which was presented by Okvuran (2000) and had its validity and reliability proven¹⁷, was used. The scale starts with a personal information form¹⁸. After that, it includes 45 five-point Likert-type questions, starting with "strongly agree" and continuing with "strongly disagree".

For the analysis and resolution of the data, data entries were made for the obtained questionnaire forms, 120 in total, and their accuracy was checked by three different experts. The SPSS 18.0 (The Statistical Packet for The Social Sciences) software was used in the analysis^{19,20}. The normality test was done with the Kolmogorov-Smirnov test. Parametric tests were used in the analysis of the data since the data were normally distributed. In this context, frequency analysis, descriptive statistics, the difference between the two groups were examined with the Independent Samples t-test, the difference between the groups with more than two was examined with the One-Way ANOVA test, the difference between the groups with the Scheffe test, and the correlations between the data were examined with the Pearson correlation test.

RESULTS

As it is presented in the table, the teacher candidates' critical attitudes towards drama are low. When their

attitudes towards drama were examined, it was determined that the highest arithmetic mean was obtained in this regard and the lowest standard deviation was also in this dimension. In the light of these results, it is understood that the participants have a positive perception of drama.

Table 1: Demographic Characteristics of Research Group

		n	%
Department	High school of Physical Education and Sports	58	48,3
	Classroom teaching	62	51,7
Gender	Male	71	59,2
	Female	46	38,3
Age	17-19	2	1,7
	20-22	59	49,2
	23-25	56	46,7
	26 and over	1	,8
Type of High School Graduated	High school	38	31,7
	Anatolian High School	53	44,2
	Vocational high School	10	8,3
	Science High School	2	1,7
	Other	15	12,5

Table 2: Descriptive statistics on attitudes towards drama

	X	SS
Critical attitudes towards drama	2,50	,850
Attitudes towards themselves	3,80	,710
Attitudes towards drama	3,90	,640

Table 3: Correlation analysis of scale sub-dimensions

		CATD	ATT
ATT	r	-,021	
ATD	r	-,335**	,527**

CATD: Critical attitudes towards drama, ATT: Attitudes towards themselves, ATD: Attitudes towards drama, **p<0.01

When the findings were examined, a statistically significant result could not be obtained between self-directed attitudes and critical attitudes. However, a significant negative correlation was found between critical attitudes and attitudes towards drama with a power of $r=-0.335$ and a $p<0.01$ level. In addition, a significant positive correlation was found between attitudes towards self and attitudes towards drama with a power of $r=0.527$ and a level of $p<0.01$.

Table 4: Analysis result according to the gender variable of the research group (t-test)

Gender		N	X	SS	X1-X2	SH	t	P
CATD	Male	71	2,32	,79	-,53	,15	-3,422**	0,001
	Female	46	2,85	,85				
ATT	Male	71	3,82	,81	-,02	,14	-,162	0,871
	Female	46	3,85	,56				
ATD	Male	71	4,03	,72	,20	,12	1,669	0,098
	Female	46	3,83	,49				

CATD: Critical attitudes towards drama, ATT: Attitudes towards themselves, ATD: Attitudes towards drama, **p<0.01

Table 5: Analysis results according to the department variable of the research group (t-test)

Department		N	X	SS	X1-X2	SH	t	P
CATD	School of Physical Education and Sports	58	2,94	,88	,79	,14	5,745**	0,000
	Classroom teaching	62	2,15	,61				
ATT	School of Physical Education and Sports	58	3,77	,77	-,14	,13	-1,043	0,299
	School of Physical Education and Sports	62	3,90	,64				
ATD	School of Physical Education and Sports	58	3,80	,74	-,30	,12	-2,584	0,011
	School of Physical Education and Sports	62	4,10	,50				

CATD: Critical attitudes towards drama, ATT: Attitudes towards themselves, ATD: Attitudes towards drama, **p<0.01

When the answers given according to the gender variable are examined, it is observed that there is a higher perception in favor of women in terms of critical attitudes, and this is statistically significant. No significant differences could be detected in other dimensions.

As can be seen from the table, significant differences were found in both the critical attitudes and the attitudes

towards drama. When these differences are examined, it is seen that School of Physical Education and Sports students have a higher perception of critical attitudes than classroom teaching students. On the other hand, it is observed that classroom teaching students have a higher perception of attitudes towards drama.

Table 6: Analysis results according to the age variable of the research group (ANOVA)

Age		Sum of Squares	df	Mean Squares	F	p
CATD	Between Groups	4,121	3	1,374	1,932	,128
	Within Groups	81,065	114	,711		
	Total	85,186	117			
ATT	Between Groups	1,973	3	,658	1,303	,277
	Within Groups	57,549	114	,505		
	Total	59,522	117			
ATD	Between Groups	2,092	3	,697	1,696	,172
	Within Groups	46,873	114	,411		
	Total	48,965	117			

CATD: Critical attitudes towards drama, ATT: Attitudes towards themselves, ATD: Attitudes towards drama, **p<0.01

No statistically significant difference was found according to the age variable. It is thought the result may be affected by the fact that the teacher candidates consist of age groups between 17 and 26. As a matter of fact, the

ages of these individuals are very close to each other, and participation was low in some groups. Furthermore, when observed from another side in which there is no significant difference, it also shows that they have the same thoughts about these issues.

Table 7: Analysis results according to the type of high school from which the research group graduated (ANOVA)

		Sum of Squares	df	Mean Squares	F	p	Schette Post Hoc
CATD	Between Groups	8,392	4	2,098	3,122*	,018	1> 2
	Within Groups	75,923	113	,672			
	Total	84,314	117				
ATT	Between Groups	,677	4	,169	,325	,860	
	Within Groups	58,774	113	,520			
	Total	59,451	117				
ATD	Between Groups	,774	4	,194	,468	,759	
	Within Groups	46,770	113	,414			
	Total	47,544	117				

CATD: Critical attitudes towards drama, ATT: Attitudes towards themselves, ATD: Attitudes towards drama, **p<0.01, *p<0.05, 1: High School, 2: Anatolian High School.

As a result of the test, it is observed that there is a significant difference between critical attitudes. According to the results of the Scheffe test, which was carried out to understand between which groups this difference is, it is observed between those who graduated from High School and those who graduated from Anatolian High School that there is a significant difference in favor of the high school.

DISCUSSION

When the results were examined, it was revealed that the participants enjoyed drama, they were happy to read about this field, they believed that they could highlight their identities with drama, and they felt relieved after the drama activities.

On the other hand, it was determined that they did not find the drama activities superficial, they benefited from creative drama to gain self-confidence, they could better understand the thoughts of the other person, and they thought that learning was more permanent because they learned by experience. It has also been observed that they do not get bored with drama, they adopt it as a fun and

pleasurable activity, and they have the perception that they can achieve their physical development more easily with creative drama.

On the other hand, it is observed that creative drama can be used in every moment of life and since it is based on play, it is an activity that one can do with pleasure, and they believe that they can improve their skills in actions such as critical thinking and empathy. They also state that drama is considered an extraordinary situation, and it does not frighten them. It has also been revealed that they can be more assertive thanks to creative drama and they think that drama is an opportunity to get to know themselves. Moreover, it is among the results obtained that creative drama can help people get over their prejudices and improve their communicative skills. It is also added that people can learn to value each other's thoughts, as well as the conclusion that it is more possible for a person to realize himself/herself thanks to creative drama. Finally, it has been determined that there is a belief that one's creativity can be improved with drama, and this technique can be applied in any subject.

When the descriptive statistics related to these three factors are examined for the main problem of the study, it is seen that the critical attitudes towards drama are low and the attitudes towards the other two factors are high. From here, it was determined that teacher candidates studying in the School of Physical Education and Sports and Classroom Teaching departments had positive attitudes towards drama. When the relationships between these attitudes were examined, it was determined that there was a negative relationship between critical attitudes and attitudes towards drama and a positive relationship between attitudes towards themselves and attitudes towards drama. Finally, a statistically significant relationship could not be determined between critical attitudes and attitudes towards themselves. From this, it is concluded that their attitudes towards themselves and their attitudes towards drama are highly correlated.

It was determined that there was a difference in favor of women in critical attitudes from the t-test conducted on whether the answers differed significantly according to gender. It is observed that female teacher candidates criticize drama more. It is considered that the reasons for this difference in the perceptions of female teacher candidates can be studied in future studies. Fenli⁸ and Bertiz¹² also suggest investigating the differences in attitudes towards drama by gender. Similarly, Oğuz and Altun¹³ found that women's perception was superior to men's in their study in the context of empathy.

When the differences according to the department they studied were examined, it was determined that School of Physical Education and Sports students had higher perceptions of critical attitudes than classroom teaching students. In addition, it was determined that there was a significant difference in the attitudes towards drama in favor of teacher candidates studying in classroom teaching. From this, it is concluded that the School of Physical Education and Sports students should be informed more about creative drama activities.

Findings regarding the question of whether the perceptions of teacher candidates are different according to age indicate that there is no statistically significant difference. It is deduced that the teacher candidates share the same opinion on the subject regardless of their age. It was determined that teacher candidates differed significantly only in critical attitudes according to the schools they graduated from. It has been determined that this difference is between high school and Anatolian high school graduates and that high school graduates have a higher perception than Anatolian high school graduates.

The results obtained comply with the results of previous studies in many respects. As a matter of fact, Akpınar Dellal and Kara¹⁹ found that teachers' self-efficacy in drama was low. In the present study, it was determined that teacher candidates were reluctant to be drama leaders. On the other hand, Arslan et al.²¹ proved that students could overcome the feeling of loneliness with creative drama. The same result is presented in the this study. Again, Aslan¹⁵ claims that the teacher can be used as an important guide in creative drama activities. The results of the present study indicate that the teacher should take an active role in the drama. Ataman¹⁴, on the other hand, claims that the most criticized part of the education

system is raising stereotypical learners. In the current study, it was found that drama can make a person spontaneous. When the two results are evaluated together, it is understood that drama activities will be needed more. Meanwhile, Aykaç and Adıgüzel¹⁶ claim that more effective learning can be achieved with drama.

In addition, while Aykaç and Çetinkaya¹ state that speaking skills can improve with drama, the findings of the current study show that effectiveness in communication can also improve. Moreover, Bilgin² revealed results proving that academic success increased with creative drama, and in the current study, it was found that the individual could convey himself/herself more easily with creative drama. While İşleyen and Küçük⁷ and Dündar⁶ found significant differences regarding creative drama in education levels, the present study also obtained results indicating that drama could be used in every area and moment of life. Besides, while Fenli⁸ found significant differences in the group in terms of teaching type, it was determined that there were significant differences according to the department in this study. On the other hand, Üstündağ²² and Öztürk²³ found that the claim that the contemporary teacher can be revealed through creative drama is compatible with many answers given by the sample in the current study.

It is also observed that the results of some studies differ from the results of the current study. As a matter of fact, Kaf et al.²⁴ stated that individuals put forward attitudes about themselves, and in the current study, it was found that the highest perception was in attitudes towards drama according to the factors obtained from factor analysis, followed by individual perceptions. Similarly, Gök and Erdoğan⁴ did not find a statistically significant difference with the type of school they graduated from, whereas in the present study, it was determined that high school and Anatolian high school graduates differed in terms of critical attitudes.

When all these results are evaluated together, it is observed that the present study has revealed important results that can fulfill its purpose. However, it is planned to complete the study by presenting suggestions that can be applied by researchers and policy developers who may be interested in the subject from these results.

CONCLUSION

Many results were obtained from this study, which was carried out to measure the attitudes of teacher candidates towards creative drama who are in School of Physical Education and Sports and classroom teaching departments and are studying at Kahramanmaraş Sütçü İmam University. When the results were examined, it was revealed that the participants enjoyed drama, they were happy to read about this field, they believed that they could highlight their identities with drama, and they felt relieved after the drama activities. On the other hand, it was determined that they did not find the drama activities superficial, they benefited from creative drama to gain self-confidence, they could better understand the thoughts of the other person, and they thought that learning was more permanent because they learned by experience. It has also been observed that they do not get bored with drama, they adopt it as a fun and pleasurable activity, and they have the

perception that they can achieve their physical development more easily with creative drama. In addition, it has been determined that social skills can be improved more easily with drama studies, they can be more attentive to details thanks to drama, and they have a perception that drama has an important place in the development of the person. It was also revealed that they could feel more successful with drama, they would prefer to learn by living instead of through theoretical studies, and they gained personal satisfaction from receiving creative drama education.

On the other hand, it is observed that creative drama can be used in every moment of life and since it is based on play, it is an activity that one can do with pleasure, and they believe that they can improve their skills in actions such as critical thinking and empathy. They also state that drama is considered an extraordinary situation, and it does not frighten them. It has also been revealed that they can be more assertive thanks to creative drama and they think that drama is an opportunity to get to know themselves. Moreover, it is among the results obtained that creative drama can help people get over their prejudices and improve their communicative skills. Additionally, it is understood that increased sensitivity and the individual's sense of touch can also develop. It is also added that people can learn to value each other's thoughts, as well as the conclusion that it is more possible for a person to realize himself/herself thanks to creative drama. Finally, it has been determined that there is a belief that one's creativity can be improved with drama, and this technique can be applied in any subject.

From these results, suggestions can be made for researchers and policymakers who may be interested in the subject.

For researchers, recommendations are as follows.

- Conducting long-term, qualified and non-repetitive research
 - Orientation towards studies that deal more with organizational behavior issues.
 - Adopting mixed research models that support quantitative research methods with qualitative methods.
- For policy developers, recommendations are as follows.
- Establishment of drama workshops in disadvantaged places to ensure equal opportunity in education
 - Developing the technical infrastructure of teacher training institutions and monitoring the results
 - Remembering that investment in education is the investment with the highest return.

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