

Effects of Human Rights Education using the Creative Drama Method on the Attitudes of Pre-service Teachers

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ABSTRACT The study aimed to develop pre-service teachers' skills, awareness and positive attitudes toward basic human rights and freedoms. In order to achieve this, one -group pretest-posttest design was used. Participants of the study were 5 males and 14 females, in total 19, volunteer first-grade pre-service teachers from the Computer Education and Instructional Technology Department, Faculty of Educational Sciences, Ankara University in the 2012–2013 academic year, spring semester. Data of the study were gathered using Attitude Scale for Human Rights Education, Teacher Opinionnaire on Democracy and Semi-structured Interview Schedule; they were analyzed by Wilcoxon Signed Ranks Test and content analyses. Results of the study showed that creative drama is an effective method for developing skills, awareness and positive attitudes toward basic human rights.

INTRODUCTION

Education aims to raise citizens who can adapt to social change and developments. Because of that, in democratic societies, it plays a vital role in enabling individuals to live together in harmony. In societies which are governed on democratic principles, education also has a role in raising individuals who are respectful of human rights and freedoms, can think democratically, can express themselves, can develop empathy and can think creatively, as well as being aware of their responsibilities towards society (Lafer 2014). For this reason, it is very important to train individuals in human rights.

Human rights are the rights an individual has due to being a human (Donnelly 2013; Gulmez 2001). These rights apply to all individuals, regardless of nationality, gender, place of residence, sexual orientation, language, religion, race, color, disability, age or any other status. Human rights are everybody's guarantee of being equal, not only in terms of life, but also in terms of dignity. Human rights are universal and inalienable. Moreover, they have been secured with many international and regional agreements, including particularly the Universal Declaration of Human Rights (Belisle and Sullivan 2007; Flowers 2010; UNHR 2013). Right to live, right of education, right of privacy, immunity of domicile, freedom of expression, freedom of belief and freedom of

association are some of the rights for people to live in dignity.

Human rights have begun to be recognized officially with the foundation of United Nations in 1945. United Nations approved the Universal Declaration of Human Rights, regarded as the basis of law on the 10th of December, 1948 (OHCHR 2004). The basic principles of human rights have predicated on universality, solidarity, indivisibility, equality and non-discrimination (UN 2014). These principles have provided a basis for human rights and freedoms to be recognized and protected.

Rights protecting human dignity are being violated intensively by states. Although individuals fight against violation of rights and freedoms and achieve significant gains, rights and freedoms are still being violated all over the world (Ergun 1993). Therefore, human rights education is necessary for the protection of human rights and to prevent violation.

Human rights education can be described as teaching, informing and educational activities that aim to structure human rights as a universal culture (UNESCO 2012). In addition, Gulmez (2001) described human rights education as "all of the informing educational activities that aim to create a culture of universal human rights composed of knowledge, ability, understanding and behaviors" (Flowers 2000; Rasmussen 2012; UN 1996; UNESCO 2012). Moreover, it can also be

described as education for developing consciousness about knowing, using, protecting their rights and developing their responsibility for respecting others' rights (Aydin 2013; Karaman-Kepenekci 2008).

Human rights education is identified as an education for individuals to learn primarily to respect human rights and realize that these rights are birthright, inalienable and indispensable. States that have signed the international agreements are responsible for teaching human rights to their citizens. Everyone cannot be expected to be aware of rights and freedoms and be respectful to the owners of them without having an education based on human rights (Tanirli 2007).

Human rights education is not only a matter of providing information about protection of human rights, but also of gaining skills for using, protecting and extending human rights in daily life. Human rights education should encourage the acquisition of behaviors and attitudes that respond to the need of protection of human rights for all members of the society (UNESCO 2012). In addition, it should promote the informing of all segments of society about the principles of democracy, communication skills and critical thinking (BEMIS 2013). Human rights education should also include transfer of values concerning human rights and formation of certain types of behaviors. Moreover, it should provide information about international regulations, protect human rights at national, regional and international levels, prevent violations of human rights, enable students to synthesize universal and national values and evaluate standards of human rights. Hence, first and foremost, it is necessary to regulate the educational system in a manner that takes human rights into account. Before anything else, such an educational system should be organized in a way that all students should benefit from educational rights at the highest level (Karaman-Kepenekci 2000). With an education based on human rights, individuals should be able to use their rights consciously and also to attend to activities which concern human rights (Hall and Quinn 2015). Human rights education should begin in the family and continue at school and in society.

Parents have important responsibilities for their children's education (UNESCO 2007). In the family, they should respect children's rights and freedoms, provide opportunities for their children to express their ideas, recognize everybody

during the decision-making process and serve as a model to their children with their behavior. Children, who have observed that values are given to rights and freedoms by their family members, first imitate them and then learn human rights and freedoms.

Parents' positive attitudes and behaviors in their families are important in developing awareness of human rights and freedoms of individuals. However, some children may come to school having learnt negative attitudes and behaviors from their families (Yurtseven and Altun 2014). For this reason, schools have important roles in transforming these negative attitudes and behaviors into positive.

With the help of education given in schools, individuals learn to respect others' personalities and rights, to refrain from limiting others' freedoms, to be open-minded and to live in peace together. Nevertheless, the quality of human rights education given in schools is open to question. One of the most important and criticized problems of the Turkish education system is the failure to reach the desired level in raising qualified individuals, who are respectful of human rights and freedoms, developing themselves and their environment and have democratic attitudes and behaviors (Karaman-Kepenekci 2000). In order to develop democratic values in students, it is necessary to start giving human rights education at pre-school and continue through all educational levels.

Since the establishment of the Republic of Turkey, human rights education has taken place as a lesson in elementary and secondary programs with different names (Aydin 2014). It can be seen that, amongst educational faculties, only the Department of Social Sciences Education has lessons about democracy and human rights, named as "Citizenship" and "Human Rights and Education" (YOK 2015).

Research has shown that goals of human rights education have not been attained, even though this type of education is given from pre-school to the end of higher education (Guducu 2008; Guven 2010; Kivanc 2003; Oktay and Unutkan 2007; Toraman and Gozutok 2014; Yigittir 2003). The reasons for this can be shown to be, firstly, using only methods such as lecture, question-answer and discussion, and secondly not arranging the learning environment in such a way as to enable active student participation (Arikan 2002; Aydeniz and Ozcelik 2012; Basaran 2007;

Candan 2006; Dolanbay 2011; Guducu 2008; Ozbek 2004; Uyangor 2007; Toper 2007; Ulubey et al. 2013; Yigittir 2007).

In order for human rights education to achieve its goals, it should be structured by considering human rights and freedoms. Human rights and freedoms should be taught to all students at least at “application level” and students should make protection of their own rights and respect for others’ rights their lifestyle (Bilgen 1994). Moreover, they should develop positive attitudes towards democracy and human rights and freedoms. For this reason, it is important to choose methods in which students take an active part, rather than methods like lecture, question-answer and discussion.

The best method is one which is chosen according to the goals of the lesson, students’ readiness and learning style, the duration of the lesson and the number of students; then it must be implemented successfully (Gozutok 2011). Any methods used should ensure that students play an active role in lessons, individually or as a group (Karaman-Kepeneci 2008). In addition, teachers should have the skills to use the appropriate teaching methods (Karatas and Oral 2015).

Karaman-Kepeneci (2000) stated that the methods used in human rights education include brain storming, case study, discussion, interview, role playing, making reports, relating experiences, conversation groups, problem solving, research, listening and creative drama. Similarly, Gozutok (2011) stated that student-centered methods such as working together, problem solving, station, brain storming, case study and six-hats thinking technique, role playing and creative drama can be used.

Particularly, creative drama is one of the most effective methods of helping students achieve the goals of human rights education. According to Adiguzel (2015), creative drama consists of acting out an aim or an idea based on the experiences of the group members by using methods such as improvisation or role playing in a group. This acting is based on spontaneity, on pretending and on the principles of here-and-now; it is performed with an experienced tutor.

“Creative drama aims to make all participants become aware of their bodies, feelings, thoughts and environments. Creative drama as a method can be used for learning purposes as well as teaching different subjects” (Adiguzel and Bestepe 1999: 1).

Creative drama helps students to gain important experiences via their daily life, to think independently, to express their ideas and to develop their creativity. Moreover, creative drama method helps students to grow in terms of emotional maturity by recognizing the emotions (Ward 1960).

Raising individuals with democratic values is also one of the aims of creative drama (Adiguzel 2015). Creative drama method enables students to gain democratic values, like respect for human rights and freedoms, reconciliation, tolerance, equality, freedom and participation. Students can realize the values and qualifications they have (Karatas and Oral 2015). In addition, they can demonstrate analytical aspects by examining contrasting situations and making comparisons. Students can relate reasons and results of events and make inferences from their ideas about situations, events and people (Kaya and Aydin 2016). Since real life is transported to the classroom environment, they can develop their self-expression skills by observing. Furthermore, they can learn cooperation as well as respect for ideas which are different from their own (Ermis and Ermis 2009).

Research about education in different areas has also shown that creative drama method is more effective than other methods (Akyuzluer 2007; Arieli 2007; Hendrix Eick and Shannon 2012; Kadan 2013; Kaplan et al. 2013; Karadag 2015; Karaosmanoglu 2015; Kirkland 2013; Koc 1999; Laurin 2010; Oguz and Sahin 2014; Ozdemir 2003; Ozturk 1997; Sarac 2015; Shand 2008; Ulubey and Gozutok 2015; Ustundag 1997). Creative drama method is a method that can create a rich learning environment based on real life by actively involving pre-service teachers in the learning process, enabling impressive communication, creating awareness of human rights and freedoms in students and facilitating the learning of abstract concepts like democracy, human rights, freedom, equality, justice; it provides an opportunity to develop positive attitudes towards human rights and freedoms and democracy. For this reason, it is thought that giving human rights education, based on creative drama method, to pre-service teachers will enable them to gain skills, awareness and positive attitudes towards human rights and freedoms.

Objectives of the Study

This study has aimed to develop pre-service teachers’ skills, awareness and positive attitudes

towards basic human rights and freedoms with the help of creative drama method. In the light of this primary aim, answers to the following questions were searched throughout the study:

1. Is there a significant difference in scores achieved in matters of human rights education between pre-service teachers' pretest and posttest attitudes?
2. Is there a significant difference between pretest and posttest results of pre-service teachers in levels of attitude towards democracy?
3. What are the opinions of pre-service teachers about human rights education based on creative drama method?

METHODOLOGY

In this study, out of the different experimental designs, one-group pretest-posttest design was chosen. According to

Fraenkel et al. (2014), observation and measurement are conducted on the target group before and after the implementation in one-group pretest-posttest design (Table 1).

Participants

Participants in the study consisted of 5 males and 14 females, in total 19 volunteer first-grade pre-service teachers from the Computer Education and Instructional Technology Department, Faculty of Educational Sciences, Ankara University in the spring semester of the 2012–2013 academic year.

Research Process

Before the study, "Attitude Scale for Human Rights Education" and "Teacher Opinionnaire on Democracy" scales had been completed by pre-service teachers. Then, a 27-hour program, based on creative drama method, was implemented in order to develop skills, awareness and positive attitudes toward human rights and free-

doms. In the first and second sessions, activities were for group members to get to know each other, to communicate and feel at ease with each other. In the third and fourth sessions, names and meanings of basic concepts about human rights were given, followed by personal rights and freedoms in the fifth. The sixth session centered on social and economical rights, followed by political rights and freedoms in the seventh and importance of human rights and freedoms in the eighth. Finally, in the ninth session, activities covered the prevention of discrimination. At the end of the study, measurement instruments were again employed and opinions of pre-service teachers about human rights education, based on creative drama method, were collected.

Data Collection Instruments and Data Analysis

Data of the study were gathered using Attitude Scale for Human Rights Education and Teacher Opinionnaire on Democracy and Semi-structured Interview Schedule. More information about these measurement instruments is given below.

Attitude Scale for Human Rights Education

Studies were conducted on the reliability and validity of Attitude Scale for Human Rights Education which was developed by Kepenekci (1999). To validate results and monitor reliability, content and criterion validity were examined; it was seen that the value on the Cronbach Alpha scale was .90.

The scale was composed of 23 sentences about attitude and two factors. Of these sentences, 18 concerned attitudes toward education of human rights, whilst 5 of them concerned respect for human rights in an educational environment. A 5-Point Likert Scale was used to measure agreement level (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree) of participants with the sentences. Positive items

Table 1: Symbolic representation of one-group pre-test-post-test design

Group	Pre-test	Implementation	Post-test
CEIT	♦ Attitude Scale for Human Rights Education ♦ Teacher Opinionnaire on Democracy	♦ Creative Drama Method	♦ Attitude Scale for Human Rights Education ♦ Teacher Opinionnaire on Democracy

were scored from 5 to 1, and negative ones from 1 to 5 (Kepenekci 1999).

Teacher Opinionnaire on Democracy

In order to define pre-service teachers' attitudes toward democracy, the Teacher Opinionnaire on Democracy scale was used. This scale had been developed and published for the Attitude Research Laboratory and adapted to Turkish by Gozutok (1992). The forms, which included 65 statements, had been translated to Turkish separately by three experts whose English is of an advanced level. Then, a final and common form had been created, using these different translations. Following that, the form with 130 statements had been analyzed by 20 academicians working at the Education Faculty of Anadolu University in accordance with the Turkish education system. Finally, a 50-item scale with 32 positive and 18 negative items had been prepared.

Semi-structured Interview Schedule

A Semi-structured Interview Schedule was prepared by the researcher to reveal the opinions of pre-service teachers about human rights education, based on creative drama method.

With the help of the questions in the interview schedule, it was aimed to identify pre-service awareness level about human rights and the skills developed by human rights education, identifying the advantages of human rights education, based on creative drama method. Opinions of three experts on human rights education, qualitative research and measurement areas were taken for the schedule, and a pilot study for it was carried out by focus group interview. After eliminating the nonworking questions in the pilot study, the final schedule was created. Then, data was gathered again by focus group interviews.

It was seen that an abnormal distribution of data had been gathered by the Attitude Scale for Human Rights Education and Teacher Opinionnaire on Democracy scales. For this reason, data was analyzed using Wilcoxon Signed Ranks Test and the significance level of the test proved to be .05.

Moreover, data gathered by focus group interviews was analyzed by content analysis. In order to achieve this, first a framework for data analysis was created and data were read a cou-

ple of times according to this framework. Secondly, data were separated into meaningful parts and an attempt was made to find the conceptual meanings of every part. After coding these meaningful parts, they were examined in terms of their similarities and differences. Then, these similar codes were taken together and themes created. Finally, these themes were supported by direct quotations.

For transferability and trustworthiness in qualitative studies, strategies such as prolonged engagement, in-depth data gathering, triangulation and expert opinions were recommended (Lincoln and Guba 1985; Meriam 2009; Yildirim and Simsek 2013; Patton 2014). For this study, expert opinions were taken in order to conduct a transferable and trustworthy study. Themes created were shown to two area- and one qualitative-research experts, and the report took its final form according to the feedback and revisions of the experts. Moreover, relevant and descriptive data were given by reporting the results with direct citations, in order to provide a vicarious experience for the reader, and this is named as 'thick description in external validity' by Lincoln and Guba (1985).

RESULTS

Findings of the study, in which it was aimed to develop pre-service teachers' skills, awareness and positive attitudes toward basic human rights and freedoms are given below.

Wilcoxon Signed Ranks Test results, showing whether there is a significant difference between pretest and posttest scores of pre-service teachers taken from attitude scale for human rights education, are given in Table 2. According to Table 2, it can be remarked that there is a significant difference between pretest and posttest scores of pre-service teachers taken from attitude scale for human rights education ($z = -2.598$, $p < 0,05$). When means and totals of rows were considered, it was seen that the difference is in favor of post-test scores. According to this finding, it can be stated that education given to pre-service teachers provided an opportunity for them to develop positive attitudes towards human rights education.

By using creative drama method, pre-service teachers have constructed and improvised the conditions prepared so as to provide an oppor-

tunity for them to create awareness to protect and apply human rights and freedoms, therefore this situation could have a significant effect on pre-service teachers' creating awareness towards the importance of human rights.

Moreover, Wilcoxon Signed Ranks Test results, showing whether there is a significant difference between pretest and posttest scores of pre-service teachers taken from attitude scale for democracy, are given in Table 3.

According to Table 3, it can be indicated that there is a significant difference between pretest and posttest scores of pre-service teachers taken from attitude scale for democracy ($z = -2.205$, $p < 0.05$). When means and totals of rows were considered, it was seen that the difference is in favor of post-test scores. Based on this finding, it can be stated that human rights education given to pre-service teachers supports development of democratic attitudes.

Pre-service teachers' improvising the conditions about democracy via learning by doing through creative drama method might have ensured them to create awareness towards democracy.

Opinions of pre-service teachers about human rights education, based on creative drama method, are given in Tables 4, 5, 6 and 7.

As can be seen in Table 4, human rights education, based on creative drama, developed empathy skills in almost all of the pre-service teachers. Only one of them mentioned the opposite. According to the pre-service teachers, improvisations and duo improvisations developed their empathy skills.

According to the qualitative data obtained from this study, the expressions used by the pre-service teachers who stated that his empathy

Table 4: Opinions of pre-service teachers about skills and interestingness of creative drama method

Themes	f
<i>Had an Effect on Empathy Skills</i>	17
Improvisations	10
Duo improvisations	7
No effect	1
<i>Had an Effect on Self-expression Skills</i>	23
Improvisations	7
Group works	4
Duo improvisations	3
Games	2
Evaluation activities	2
Brain storming	2
Poster	2
Activities	1
No effect	1
<i>Interesting</i>	25
Entertaining activities	5
Games	4
Subject of education	4
Different activities	3
Improvisations	3
Learning by doing	2
Memorability	1
Interactive activities	1
Teacher's democratic attitude	1
Evoking a sense of wonder	1

Table 5: Opinions of pre-service teachers about whether human rights education, based on creative drama method, creates awareness of human rights

Themes	f
<i>Yes</i>	19
Awareness of human rights and freedoms	12
Awareness of use of human rights	5
Knowing human rights	5
Classification of human rights	2
Fighting against injustices	2
Protecting human rights	1
Evoking a sense of wonder about human rights	1
Types of discrimination	1

Table 2: Comparison of pre-test and posttest scores of pre-service teachers taken from attitude scale for human rights education

Pre-test-Post-test	n	Mean of row	Total of row	z	p
Negative Row	4 ^a	7.63	30.56	-2.598	.009
Positive Row	15 ^b	10.63	159.50		
Equal	0 ^c				

Table 3: Comparison of pretest and posttest scores of pre-service teachers taken from attitude scale for democracy

Pre-test-Post-test	n	Mean of row	Total of row	z	p
Negative Row	5 ^a	5.10	25.50	-2.205	.027
Positive Row	11 ^b	10.05	110.50		
Equal	3 ^c				

skill had not been developed, it was concluded that he did not understand the term 'empathy skills'.

[P12- "We were having conversations. When you said continue, we found it difficult. Especially in duo improvisations it (empathy skills) has been developed very much. In these activities, I have put myself into my partner's shoes."]

[P13- "You become old, or you become a bus driver while waiting for a bus. While we were doing that, we had become both a bus driver and a disabled person. With the help of this, we had understood both disabled people and bus drivers. In this frame, we had created empathy (skills) very well."]

On the other hand, nearly all of the pre-service teachers stated that the education they had received had developed their self-expression skills, whereas only one of them stated the opposite. According to the pre-service teachers, the factors which support the development of self-expression skills are activities such as improvisation, group work, duo improvisations, games, evaluation activities, brain storming, poster and other activities. Moreover, the pre-service teacher who stated that his self-expression skills had not developed focused on his shyness and mentioned that his shyness continued during the activities. However, he mentioned that he realized he should not have been behaving shyly at the end of the education.

[P14- "More specifically, I think that, in terms of self-development, my self-expression skills had developed in conversations, public speaking and acting."]

All the pre-service teachers are in the same opinion about education's being interesting when it is conducted via creative drama. According to them, factors which make education interesting are that the activities are entertaining, interactive and memorable; they are based on games, they evoke a sense of wonder and are open to different activities and improvisations; they are also about human rights, promote learning by active involvement and are open to teachers' democratic attitudes.

[P7- "We had not done the same at every time. We had done some group working, painting, writing scenarios and stories. We had done some improvisations, written things on the board and cooperated. All of them were pleasant. They were not the same all the time. We did some painting, poster and station method. They were all good."]

[P14- "It was interesting. We both enjoyed the games, ball games and newspaper games, and they were memorable, as well. We had to run one side to the other, sticking posters on the walls. It was very enjoyable and it was also memorable. We will surely use these techniques when we become teachers."]

Improvisations, impersonations, games and other activities in human rights education conducted by applying creative drama method might have developed empathy and self expression skills of pre-service teachers and made the education process more interesting. This situation could have encouraged pre-service teachers to develop positive attitudes towards human rights education and democracy.

Furthermore, when Table 5 given is investigated, it can be indicated that an awareness of human rights has been created in all pre-service teachers. Pre-service teachers mentioned that they learned about their rights and the classification of their rights; as their awareness of human rights and use of these rights developed, they started to fight against injustices. Moreover, the education they had received had evoked a sense of wonder about human rights.

According to the qualitative findings of this study, pre-service teachers stated that improvisations and duo improvisations had created an awareness of human rights in them. Furthermore, they mentioned that creative drama supports learning by becoming involved and is student-centered, and this is effective in creating an awareness of human rights.

[P5- "I could not say I had knew a lot about human rights before this, so I did achieve something. We saw events that we could not see in daily life. We saw what would happen to us with the help of improvisations. We learned how to act in these cases. We should know our rights. We've learned how to do this. I hadn't known about freedom of travel. The most basic thing I learned was that there is a right to elect and to be elected, although the system is not always reliable. But I hadn't known about freedom of travel and so on, so I was happy to learn."]

[P9- "Professor, we learned what to use when we had an injustice in our daily life by learning human rights. Using them appropriately is also important. We learned how to protect our rights when something happens. Improvisations and implementations made it (education) more effective."]

The fact that pre-service teachers have improvised conditions regarding the violations of

rights and freedoms they could encounter in their daily lives might have created awareness towards human rights.

As seen in Table 6, a great number of pre-service teachers mentioned the advantages of human rights education, based on creative drama method. They focused on the fact that human rights education, based on creative drama method, was enjoyable and student-centered; it facilitated their learning, avoiding rote-learning and enabled them to learn by becoming involved and making it more memorable. It created an awareness of the subject, providing high-level skills and developing improvisation skills. It provided teaching by means of games and forged a connection with real life.

[P11- "Professor, both a shortage of time, and also we had shy friends. They would be afraid of admitting they were not learning by asking how to do it, or what to do."]

Although most of the pre-service teachers mentioned that there is no direct disadvantage associated with human rights education, based on creative drama method, some of them drew attention to possible problems. They put forward the points that there might be insufficient time for the implementation of the method; that, while shy students might be loath to express themselves others would go to extremes during improvisations; and finally it would be more difficult to implement the method in crowded classrooms.

[P3- "It facilitates learning, Professor. What else could it be? I mostly think of facilitating learn-

ing. Because there is not memorization in drama. It is an advantage since drama provides learning by enjoyment. When we become teachers, we'll put what we've learned into practice with our students. We've also learned what kind of education we will give."]

[P1- "This is not teacher-centered or rote learning. The reason why students become alienated from school is teacher-centered education. Maybe we liked the drama, since it is not like that. We all enjoyed it and we also learned. Student-centered."]

Being a learner oriented method, maintaining learning by doing and memorability, creative drama might have contributed pre-service teachers to create positive attitudes towards democracy.

Table 7 shows that most of the pre-service teachers stated that creative drama method needs

Table 7: Opinions of pre-service teachers about use of creative drama method in other lessons

<i>Themes</i>	<i>f</i>
<i>Want</i>	
Providing memorability	9
Facilitating learning	3
Arousing students' interests	3
Being enjoyable	3
Providing learning by doing	2
Concretizing learned things	2
Providing socializing	1
Providing participation in lessons	1
Providing self-expression	1
Developing self-confidence	1
<i>Do Not Want</i>	2
Hard to implement	1
Time limitations	2

Table 6: Opinions of pre-service teachers about advantages and disadvantages of human rights education based on creative drama method

<i>Themes</i>	<i>f</i>	<i>Themes</i>	<i>f</i>
<i>Advantages</i>		<i>Disadvantages</i>	
Facilitating learning	5	None	11
Providing learning by doing	6	Shy students' having difficulty in	
implementation	2		
Providing memorability	3	Not having enough time	2
Not being rote-learning	3	Students' exaggerated behaviors during	
implementation	1		
Being enjoyable	2	Difficulty in implementation in crowded	
classrooms	1		
Being student-centered	1		
Creating awareness of subject	1		
Creating an image of professionalism	1		
Providing high level skills	1		
Providing development of improvisation skill	1		
Teaching by games	1		
Providing connection to real life	1		

to be implemented in other lessons too, whereas some of them were of the opinion that the method cannot be used in other lessons. Pre-service teachers expressed their justification for wanting to use creative drama method in other lessons in terms of memorability and the facilitation of learning. It arouses students' interest and is enjoyable; it provides learning by active involvement, concretizes learning and encourages socializing; it improves participation in lessons and self-expression, while developing self-confidence. On the other hand, pre-service teachers who did not want to use creative drama in other lessons focused on the difficulty of implementation of the method and the lack of time for implementation.

[P2- "I'd use it, because it facilitates learning. It creates awareness. I think it is the best for holding students' attention in the lessons. I cannot think how it can be implemented in computer lessons, but perhaps it could be; some research is needed. It could be implemented in Turkish lessons. It can also be implemented in mathematics. Mathematics is a nightmare for most students and for me, as well. I think it can be used in all lessons if it is planned and the students want it."]

[P9- "Professor, in some topics it can give memorability. It can be practical, visual. It can be memorable since it's acted out."]

[P10- "Professor, it cannot be implemented in every case, because there will be time limitations."]

In the quantitative results of the study, it was determined that human rights education via applying creative drama method had a great influence on pre-service teachers' developing positive attitudes towards human rights education and creating democratic attitudes. Also, according to the qualitative results of the study, it can be understood that improvisations, role-plays, games and learner oriented activities have played an important role in this situation.

DISCUSSION

The following results were found in this study which aimed to develop skills, awareness and positive attitudes toward basic human rights and freedoms amongst pre-service teachers: scores of pre-service teachers undergoing human rights education, based on creative drama method, are in favor of post-tests, both on the

scale of attitude towards human rights education and the scale of attitude towards democratic principles. In the light of these results, it can be remarked that creative drama method is an effective way of developing positive attitudes towards human rights education and democracy in pre-service teachers. Other studies have also shown that human rights education based on creative drama method contributes to the development of positive attitudes towards human rights and education in democracy (Ustundag 1997; Ulubey 2015); it also enables students to develop positive attitudes towards democracy (Selcioglu-Demirsoz 2010). Moreover, Kaya (2002) determined in his study that creative drama method is much more effective in teaching basic human rights concepts to the students of police academy. Similarly, studies in the literature revealed that creative drama method also contributes to the development of positive attitudes towards mathematics (Sozer 2006; Isiksal-Bostan and Ertepinar 2015), speaking English (Kilic 2009), history (Wolfensberger and Canella 2015), creative writing (Susar-Kirmizi and Beydemir 2012) and science (Durusoy 2012; Hendrix et al. 2012).

Pre-service teachers who participated in the study stated that human rights education based on creative drama method developed their empathy and self-expression skills. According to pre-service teachers, these skills were developed by improvisations, group working, duo improvisations, games, evaluation activities, brain storming, use of posters and other activities. Moreover, pre-service teachers found activities developing empathy and self-expression skills interesting. In the other studies conducted in literature, it was concluded that creative drama developed some specific skills of students such as empathy (Adiguzel 2015; Aykac and Cakir-Ilhan 2014; Basci and Gundogdu 2011; Yilmaz 2013) and self expression (Durusoy 2012; Gundogdu 2012; Tanriseven and Aykac 2013; Tarman and Kuran 2011; Ulubey and Gozutok 2015). Creative drama method can provide opportunity for individuals to create awareness in various subject matters by maintaining the development of skills. Therefore, in this study, creative drama method might have ensured pre-service teachers to create awareness regarding human rights and democracy by developing their empathy and self expression. This situation could have affected the attitudes of pre-service teachers positively.

Pre-service teachers stated that at the end of the education their awareness of human rights had increased. They also mentioned that they had learned about their rights and how to classify their rights; they had also started to fight against injustices. Moreover, they added that education had created awareness of human rights and usage of human rights, and had stimulated their interest in human rights. Awareness of human rights in pre-service teachers has been met by duo improvisations. In addition, pre-service teachers focused on the effect of creative drama method in creating awareness of human rights, since it is student-centered and provides learning by active involvement.

Most of the pre-service teachers stated that the advantages of human-rights education, based on creative drama method, comprised facilitation of learning and elimination of rote-learning, providing learning by active involvement, which increased memorability; it is student-centered and enjoyable, creating awareness of the subject, providing high level skills and development of improvisation skills, centred upon teaching by games and connection to real life. On the other hand, some of the pre-service teachers stated that the disadvantages of the method are the insufficiency of time for the method, the possibility that students would be injured during improvisations and the problems of crowded classrooms.

Pre-service teachers noted that creative drama method should also be used in other lessons. They justified this idea on the grounds that creative drama method improves memorability, facilitates learning, arouses students' interests and is enjoyable; it provides an opportunity for learning by active involvement and concretizes learning; it provides an opportunity for socializing and participation in lessons, developing self-expression and self-confidence.

Results of the study demonstrates that creative drama method is an effective method of developing positive attitudes towards human rights and democracy, creating awareness of human rights and developing skills like empathy and self-expression of pre-service teachers. In the light of these results, it was concluded that creative drama method is an effective method of creating knowledge, skills and attitudes about human rights.

Similarly, studies about human rights education and teaching of democratic values have also

shown that creative drama method is more effective than other methods (Aykac 2008; Koc 2011; Ulubey 2015; Ustundag 1997).

CONCLUSION

In this study, it can be concluded that human rights education via applying creative drama method has provided pre-service teachers to develop positive attitudes towards human rights and to create democratic attitude. Creative drama method has obviously had a significant effect on pre-service teachers to create positive attitudes. Improvisations, role-plays and other activities have enabled pre-service teachers to develop affectively.

RECOMENDATIONS

Based on the results of the study, it can be recommended that creative drama method can be used in educational programs in order to develop positive attitudes towards human rights and freedoms. Moreover, creative drama method can be used in lessons about human rights and freedoms in pre-service education. In addition, at institutions which specialize in educating creative drama teachers/educators, special workshops for human rights education can be organized. Lastly, similar studies investigating the effectiveness of using creative drama method in human rights education can be conducted.

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