

STUDENT VIEWS ON THE LIVE SCULPTURE MUSEUM WORKSHOP**Çiğdem KOZANER YENİGÜL***Dr., European University of Lefke, ckozaner@gmail.com**ORCID Number: 0000-0003-3849-3843***İREM NAMLI ALTINTAŞ***Asst. Prof. Dr., Süleyman Demirel University, iremaltintas@sdu.edu.tr**ORCID Number: 0000-0002-3398-5366**Received: 14.04.2018**Accepted: 11.09.2018***ABSTRACT**

In this study, it is aimed to discover the experiences of middle school 5th grade students toward the live sculpture museum workshop. For this purpose, efforts have been made to acquire skills such as time and chronology perception, problem solving, cooperation, use of evidence, empathy and communication. Fifty-four students attended the workshop. A total of 38 students, 18 boys, 20 girls, were included in the study group. Since any intervention was not made in the activities during the study process, out of qualitative research designs, case study method was used. According to interview forms distributed at the end of the study, the students viewed the live sculpture museum workshop as 68% play, 34% funny/enjoyable, 34% for learning by having fun and 39% related to historical topics. In addition, 37% said that it did not affect the communication with their friends, 39% found the activities as catchy and 60% found them as increasing the interest in the lesson. Accordingly, it can be said that live sculpture museum workshop has a learning and motivation enhancing effect on middle school 5th grade students. The results seem to be consistent with the relevant researches.

Keywords: Social studies, museum education, creative drama, student opinions.

INTRODUCTION

Social Studies is a middle school program prepared with an interdisciplinary approach of the information obtained from social sciences such as History, Geography, Sociology, Political Sciences and Psychology. Social studies lesson, which is an abstract lesson and perceived as a lesson of memorization by some students, should be permanently taught to the students who are at the stage of transitioning from concrete learning to abstract learning, and positive thoughts should be developed in students (Akengin, Sağlam and Dilek, 2002).

Social studies lesson contributes to the individual's having the experiences to make him/her aware of his/her capacity. It also brings in various abilities related to independence and cooperation and assists in the development of skills necessary to understand human relationships (Özmen, 2015). Some of these skills can be ranged as social participation, space perception, observation, critical thinking, cooperation, problem solving, decision making, time and chronology perception (Öztürk, 2018).

These skills have recently been attempted to be acquired through museum education or museum workshops. Studies have also shown that students are more active and more successful when museums are used (Oruç and Altın, 2008; Güleç and Alkış, 2003; Dinç, Acun and Üztemur, 2018). In order for the museums to be used in teaching, it is necessary for them to be included in the education program applied in school. Today the developed countries have effectively integrated the museums, they regard as indispensable learning areas, into their teaching programs (Akmehmet, 2008).

Education in museums has the quality firstly to make students active and to enable them to think creatively. It can be said that the activities performed to this end are based on the students' realizing the works exhibited in museums. The way to establish a connection between the students and the work exhibited in the museum is to make them more creative and active. During the activities, students asking questions and making comments about the work leads them to have an experience about museums. The teacher, in turn, observes the comments they make and opens a door into other comments. Burnham and Kai-Kee (2015) resemble these comments to the balls turned in hand. These balls are endeavored to be held in the air for a long time and turned under the leadership of the teacher. The aim is to follow the observations and make a difference in interpretations.

Studies on museum education can be done in museums or in other places in the classroom or school which are turned into museum environment. For example, if there is no archeological museum in the area, the same work can be done with the photos of the objects in the archaeological museum placed on the walls of the class or sculptures (with their bodies or with clay, ceramic dough, etc.) made by students themselves. In short, although it is preferable to go to the museum for museum learning area, in compulsory cases, the same work can also be carried out in a place arranged like "museum" (İlhan, Artar, Okvuran and Karadeniz, 2011).

At certain levels of education, the learning of the unrestricted museum may continue throughout life. While making history alive, the museums, unlike schools, can create emotional ties with the past and with the cultural and historical background that people have created. Students, who are trying to learn by thinking, talking about texts and pictures seen in textbooks in school environment, learn interactively in museum environment using objects, senses and intuitions in real life, touching, seeing, hearing, playing games, engaging in activities such as role playing (Karaosmanoğlu, 2017).

The learning in the museum is learned from objects, based on life and senses. Learning in the museum should be fun and pleasurable. Observing objects closely and touching them with hands must be allowed. The popular approach in the museums is the "hands on" approach. In this way, it is aimed that children interact and learn through play (Onur, 2010).

Activities in the museum are entertaining practices that are previously planned, open to various alternatives depending on the conditions, appealing to different perceptions and senses suitable educational, creative thinking. It is not necessary for the whole of the museum to be seen in the work to be done in the museum. The museum education, which focuses mostly on an object or period, creative drama and workshop studies supporting new acquisitions (İlhan, Artar, Okvuran and Karadeniz, 2011). Creative drama studies in the museum develop effective learning, research and problem solving skills. Abstract concepts are embodied, a process, in which the student becomes active, is created.

One of the most important studies that can be done in order to derive social studies from being a course based on memorization is to associate them with life and to use various methods and techniques in the teaching process. In teaching social studies, museums and historical places are places providing information and experiences that cannot be gathered elsewhere in terms of concepts and events teaching in any particular context (Meydan and Akkuş, 2014). Active participation of the individual in the process is essential for the learning to take place. This is also true for learning in the museums. Creative drama, one of the ways to provide active participation in the museums, is one of the methods that keep an individual active, plays an effective role in learning in a group accompanied by teacher/leader. The use of creative drama in education allows individuals to learn by doing and experiencing and contributes to the development of the individual, to the development of social skills, to the development of all aspects (Kaf, 2017).

Social studies lesson is important for the individual's adaptation to his/her environment and socialization. Teaching this lesson with teacher-centered method and techniques will prevent to achieve its aim. In general, so far the use of methods and techniques in the traditional education approach has led social studies lesson to be a boring, less popular or less interesting lesson (Parmaksız and Yanpar Şahin, 2004). In this context, it is thought that the use of active learning methods such as education with museum and creative drama, educational play in social studies lesson will increase the interest in the lesson and affect the participation positively.

This study is important in terms of developing time and chronology perception, problem solving, cooperation, use of evidence, empathy and communication skills of the middle school 5th grade students through live sculpture museum workshop in the social studies lesson. In this study, for the live sculpture museum, a workshop was created where different methods and techniques are used for the acquisition of 5th grade "culture and heritage" unit "recognizes the contributions of ancient civilizations to the history of humanity based on the concrete remnants". The museum environment prepared by the students kept them active in every stage.

Purpose of the Research

In this study, it is aimed to discover the experiences of 5th grade students through the activities to be performed in relation to live sculpture museum workshop in Social Studies lesson.

Accordingly; answers to the following questions are sought:

1. What are the opinions of the students on the methods used in the teaching of history subjects in social studies lesson?
2. What kind of experiences did they have during the live sculpture museum workshop preparation process?
3. What are their opinions on the usability of creative drama studies they attended in live sculpture museum workshop in the social studies lesson?
4. In teaching of which topic do they think that the use of live sculpture museum activity will be useful?
5. In what way did their participation in the live sculpture museum workshop affect the relations with their friends?
6. How did the workshop influence their learning the subject?

METHOD

In this study, it is aimed to bring some skills in social studies program in the students through the activities in live sculpture museum workshop. For this purpose, the opinions of the students about the activities of the workshop were taken after the studies were finished. Therefore, no intervention was made during the process. For this reason, out of qualitative research designs, the case study method was used in the study (Creswell, 2007). The researcher observed the process and checked whether the activities were done correctly. Creswell (2007) stated that the studies conducted in this way are case studies and data collection tools in case studies can be arranged as observation, interview or interview form.

Study Group

The study group is composed of 38 5th grade students studying in a private institution under the Ministry of National Education in Çubuk district of Ankara province. The convenience sampling method is preferred when determining the study group. This sampling method is based on individuals who are in the immediate vicinity and who are easy to access, available, and do not want to participate in research (Erkuş, 2009). Fifty-four students attended the workshop process. Fifth grade students were informed of the workshop process and the students who wanted to attend the workshop were selected. Implementation of the interview form was on a volunteer basis. Thirty-eight students completed the interview form. The other 16 students who attended the workshop did not want to answer the questions on the interview form. The participants are composed of 18 boys and 20 girls.

Data Collection Tools

In the research, structured interview form prepared by the researchers was used as data collection tool. The reason for choosing the interview form is to approach experiences of the participants in live sculpture museum workshop in a clear and understandable way. In the preparation of interview questions; attention was paid to include easily understood, focused, different types of questions (Bogdan & Biklen, 1992).

The questions asked in the structured interview form are related to the methods and techniques applied in the workshop process. In the questions asked, it was aimed to determine the effect of the creative drama method in particular with the student views. The structured interview form was prepared with an expert opinion taken from the social science teacher and creative drama leader.

Analysis of Data

In the study, in the structured interview form prepared in accordance with the aims of the research in order to collect qualitative data, related review of literature was made and six questions whose content validity was reviewed by two experts were determined. The obtained data were grouped according to the similarity of the expressions, main theme and themes were determined, the codes and themes were organized and then the findings were defined and interpreted (Yıldırım and Şimşek, 2006). The data in the forms were obtained using frequency analysis, one of the techniques used in content analysis according to the aim of the research. In order to support the data obtained, original sentences of the students were also included. While frequency analysis results, frequency and percentage data were calculated, not the number of participants but the numbers of themes were taken into consideration. Frequency and percentage data were calculated through the determined themes.

Validity-Reliability Studies

Whether the findings of the study are meaningful or whether it has a truth in terms of the reader constitutes internal validity (Miles and Huberman, 1994). In order to provide internal validity in the research, students' opinions about the workshop were coded and then the codes were supported with direct quotations.

In order to provide external validity, the research process, namely data collection, application and analysis process, were attempted to be explained in detail. In the research, necessary explanations were attempted to be made in order to test the findings in other studies. For reliability study; a checklist of themes and student opinions was created. The codes determined by researchers were controlled by two experts in their field. For the reliability study, $Reliability = \frac{Consensus}{Consensus + Dissensus}$ (Miles and Huberman, 1994) formula was used. As a result of the study conducted, reliability was found as 90%. In reliability calculations, the score more than 70% is accepted as reliable for the research (Miles and Huberman, 1994). While student opinions are stated, male students are coded as (E1), female students as (K2), and so on.

Workshop Process

A meeting was held for students before "Live Sculpture Museum Workshop". As the participants did not have creative drama backgrounds, the students were informed before the workshop within the program. In the preparation before the workshop, 3 groups were formed since the number of participants was too many, live sculptures (Sumerians Urukagina, Hittites, Hattusili, Assyrians, Ashurbanipal, Babylonian King Hammurabi, the Ionian Herodotus, Lydia and Croesus) and the participants were chosen from different branches on a voluntary basis. In the live sculpture museum, 5th grade «culture and heritage» unit «realizes the contributions of the ancient civilizations to the history of humanity based on concrete remains» learning outcome was practiced using creative drama techniques (role playing, preparatory plays, role cards, still image, active learning methods in a 3-hour workshop. In the workshop, materials such as speaker, craft paper, pin, crayon, cards related to Anatolian and Mesopotamian civilizations, free-standing panel, and basket were used.

Participants who will be live sculptures designed costumes to be suitable to the civilization periods. Students prepared model works of civilizations, wall paintings and things and materials used by the civilizations in daily life in groups for the museum where the workshop will be held.

FINDINGS

In this section, the findings obtained from the views of the students on "Live Sculpture Museum" are included.

Table 1. For the Usability in The Teaching of History Subjects

Main Theme	Theme	f	%
For teaching history subjects	Play	26	54
	Activity	7	15
	Drama	4	8
	Animation	4	8
	Teacher's being active	4	8
	Visual material	3	6
Total		48	

A total of 48 sub-themes were obtained from 38 students in the study group for the methods to be used in the teaching of history topics in social studies course. In the social studies lesson, for the methods to be used in teaching history subjects, 54% of the participants explained it as play and the participant (E3) said, "*teaching the lesson by playing attract my attention. This is because the students who sometimes do not understand anything from the lesson can understand better when the lesson is taught by playing.*" 15% of the participants explained it as activity and the participant (E11) said, "*the lesson by conducting an activity attracts my attention. This is because the lesson becomes more catchy.*" 8% of the participants explained it as drama and the participant (K29) said, "*it becomes more memorable thanks to the preparations like drama shows.*" 8% of the participants explained it as animation and the participant (E30) said, "*through animation, we perform a teamwork with our friends as it is enjoyable*". 8% of the participants explained it as teacher being active and the participant (K37) said, "*as I learn by listening, I learn the history subjects by listening to my teacher properly*". 6% of the participants explained it as use of material and the participant (E27) said, "*using visuals, supporting the subjects with videos and topic summaries*".

Table 2. For Live Sculpture Museum Workshop Preparation Process

Main Theme	Theme	f	%
Preparation stage	Enjoyable/Amusing	13	33
	Excitement	8	20
	Anxiety	5	13
	Effective learning	4	10
	Tiresome	4	10
	Responsibility	4	10
	Not stated	2	5
Total		40	

40 sub-themes were obtained from the replies given by 38 students for the live sculpture museum workshop preparation process For the experiences in live sculpture museum workshop preparation process, 33% of the participants explained it as enjoyable/amusing and the participant (K18) said, "*it was very enjoyable, it was amusing to perform a teamwork with my friends. The only drawback is that some officials did not fulfill their*

responsibilities." 20% of the participants explained it as excitement and the participant (E1) said, "I had quite exciting moments. I think there was nothing negative and it was very instructive" 13% of the participants explained it as anxiety and the participant (K12) said, "during the workshop preparation process, some costumes did not fit, and I thought what I would do if the costume issue was not solved." 10% of the participants explained it as effective learning, and the participant (E32) said, "There was nothing negative. On the contrary, I had a lot of fun. The plays that allowed me to better understand the subject enabled us both to remember what we learned and to better know the civilizations. 10% of the participants explained it as tiresome by saying it was quite good and enjoyable, walking around the shops was the only negative part, which was tiresome" 10% of the participants explained it as responsibility and the participant (E8) said, "the table was so small that I was worried that the things we prepared might fall and be broken, thus I tried to protect them. 5% of the participants did not state anything.

Table 3. For the Usability in Social Studies Lesson

Main Theme	Theme	f	%
Usability	Learning by having fun	13	34
	Effective/active learning	10	26
	Applicable	6	16
	For repeating purpose	6	16
	Nonapplicable	3	8
Total		38	

A total of 38 sub-themes were obtained from 38 participants for the usability of the creative drama studies they attended in the workshop in social studies lessons. For the applicability of creative drama studies they attended in live sculpture museum workshop in the social studies lesson, 34%, 26%, 16%, and 16% of the participants explained it as learning by having fun, effective/active learning, applicable, for repeating purpose, respectively. The participant (E31) said, "It was good and I learned better. This is because when the lesson is taught in this way, it is more enjoyable and instructive." (K18) said, "I think it can be a very effective method, because everyone chooses to learn in different methods. When we do something, we learn better." (E10) said, "I think it is a good method to review the subjects we learned in the lesson, it can be useful to review or go over"; (K24) said, "I think it is not applicable because some students can get spoiled while playing."

Table 4. For Teaching The Subjects of Social Studies Lesson Through Live Sculpture Museum Activity

Main Theme	Theme	f	%
Its Use for Topics	History topics	15	38
	First age civilizations	13	33
	Science technology and society issues	3	8
	Geography topics	3	8
	All topics	3	8
	Individual and society issues	2	5
Total		39	

A total of 39 sub-themes were obtained from 38 participants about the teaching of which subjects that live sculpture museum event can be used in social studies. In regard to which topics the live sculpture museum

activity can be used in social studies lesson, 38% of the participants said that it would be useful for History topics, 33% of them for first age civilizations, 8% of them for Geography topics, 8% of them for all topics and 5% of them for individual and society issues. The participant (K5) said, "*history topics because it is hard to keep a lot of things in mind. It is easier to learn by playing games like this.*" (E27) said, "*I think civilizations that lived in the past will be useful in life.*" (K12) said, "*I think it will be useful for such issues as climates and weather conditions*". (E30) said, "*it can be technology and science. Technological tools can be exhibited (from past to present)*" (K13) said, "*I think such a workshop can be done in any topic*" (K21) said, "*our roles, duties and responsibilities can be suitable in civilizations*".

Table 5. The Effect of the Workshop on Communication With Friends

Main Theme	Theme	f	%
Its effect on communication with friends	It did not affect	14	37
	Making friends	12	32
	It developed friendship relationships	5	13
	Cooperation	3	8
	Socialization	2	5
	Sharing	2	5
Total		38	

A total of 38 sub-themes were obtained from 38 participants about the effect of the workshop on communication with friends. In regard to the effect of live sculpture museum on friendship relationships, 37% of the participants said that it did not affect friendship relationships, 32% of them said that I made friends, 13% of them said that My friendship relationships developed, 8% of them explained it as cooperation, 5% of them as socialization, and 5% of them as sharing. The participant (K9) said, "*no, it did not affect; my relationships with my friends are already good.*" (E11) said, "*it affected, because I made new friends there*", (K34) said, "*It made me develop an intimacy with a friend coming to the museum in the same lessons with me*". (K13) said, "*Yes. This is because we helped each other with our friends, we shared duties and shared what we searched.*" (K5) said, "*yes, it affected; I was shy but I overcame this and I think it made us become socialized.*" (K21) said, "*since all of my friends did not attend the activity, I shared something about the activity with my friends*".

Table 6. The effect of Live Sculpture Museum Workshop on Teaching the First Age Civilizations

Main Theme	Theme	f	%
Its effect on learning the topic	Memorable	15	39
	Consolidation/repeating	7	18
	Positive influence	6	16
	Learning by experience	5	13
	No effect	5	13
Total		38	

A total of 38 sub-themes were obtained from 38 participants on the effect of the workshop on the teaching of first-century civilizations. For the question what kind of an effect the workshop had on your learning the topic, 39% of the participants answered it as memorable, 18% of them as consolidation/repeating, 16% of them as

positive influence, 13% of them as learning by experience, and 13% of them as no effect. The participant (K5) said, "We can memorize a lot. It was a memory. We will have a chance to respond directly to a question about civilizations." (K12) said, "it made me understand the topic better. This is because we had a lot of fun, and also repeated and consolidated the topic. " (E10) said, "the live sculpture museum workshop I attended had an enjoyable, good and happy effect on my learning the topic. It is also a good effect to learn by living it" (E7) said, "I already learned the civilizations in the lesson, therefore; it did not have any effect on my learning, I just remembered the topic".

In accordance with the program, «it realizes the contributions of the ancient civilizations to the history of humanity based on concrete remains» learning outcome was taught within the lesson hours in the class. Students, when the opinions taken in the preparation/warming-up stage in the workshop for the first age civilizations were evaluated, said that «the topic is boring, they remember the certain concepts and history topics are difficult». When the opinions taken at the end of the workshop process were considered, it can be said that 33 participants stated positive opinions and it can be useful in learning the topic.

Table 7.The Effect of the Workshop on the Interest in Social Studies Lesson

Main Theme	Theme	f	%
Its effect on the interest in the lesson	Positive influence	23	60
	Interest increased	9	24
	It did not affect	6	16
Total		38	

A total of 38 sub-themes were obtained from 38 participants on the effect of the workshop on the interest in social studies lesson. For the question how the workshop environment affected your interest in the social studies lesson, 60% of the participants answered it as positive influence, 24% of them said that my interest increased, and 16% of them said that it did not affect. The participant (K22) said, "it affected me positive, I'm now interested in social studies, I felt myself different".. (K35) said, "it affected me a lot; I never liked history before, but after this museum almost one of my favorite subjects is social studies". (E36) said "it did not affect. My grades and my point of view for social studies (history) is the same" .

Before the workshop, it is observed that the students were reluctant to or less willing to the participation in the lesson while during the workshop process, based on students' opinions and as the leaders observed, the interest in the lesson increased. The participants asked when such an activity will be performed in another unit. Accordingly, in line with the learning outcomes, in-class activities should be prepared and social studies lesson, one aim of which is to raise active citizens, should be made more active.

DISCUSSION

Human modernization takes place through education. However, education should not be limited to teaching certain things to people and facilitating of lives by these learnings. Education should aim at educating intellectual people who can think scientifically and critically, who love and respect human and nature, who know their rights and their responsibilities towards the collective and who have creative mind (İlhan, Artar, Okvuran and Karadeniz, 2011). An understanding of education, which is overloaded with information and directed at memorizing, which do not lead to enjoying the teaching process and lacks emotional and intuitive aspects in learning and in which the learner cannot learn by experiencing or reach his or her own synthesis, cannot meet the needs of modern human (Adıgüzel, 2014).

Creative drama method is a teaching method that can address students' cognitive, emotional and psychomotor skills. This method is also known as a method based on lived experiences and active learning (Kırkar and Yılmaz, 2008). According to one opinion, creative drama is put into practice without written text. It is prepared by the leader group and the discovery of this group helps their emotions to develop (Çalışkan and Karadağ, 2014). Thus, creative drama can be organized in such a way that it helps the student actively participate in socializing, living and learning.

In this study, creative drama students have been studied in terms of active development. Some active learning methods offer students the opportunity to re-experience a past moment. The role and effectiveness of the activity of substituting oneself and empathy in history teaching is a well accepted fact. (Köstüklü, 2006). The explanations that the students attending the workshop made for the methods to be used in teaching history topics were that when they are active, effective learning is performed. Use of creative drama activities in teaching history topics is important for the students to understand the conditions of the individuals that lived in the past, their ways of living and how the rulers made the decisions under which conditions (Güven, 2005). The active participation of students at each stage of the workshop process positively affected the interest in social studies lesson. Based on the observations by the students on their museum tours, they prepared wall paintings, models and materials used by civilizations for the live sculpture museum. The student opinions taken in intermediate evaluations were that the workshop allowed them to consolidate the topic and had a reminding effect. Education with museum is to establish a relationship between past objects and learners. Museum education has gained an important place in recent years in terms of knowing other cultures tolerantly in addition to one's own culture and developing the consciousness of protecting the cultural and natural assets our country has (Egüz and Kesten, 2012).

Regarding the subject, there are many studies from the pre-school to the university. For example, Arnas (2017) has revealed that children's museums are an important part of the learning experience in preschool education in accordance with the age. He concluded that the drama work he did in the relevant museums were educational. In a similar way, in his creative drama work with adults at Istanbul Archeology Museum, Karaosmanoğlu (2017) has also reached the findings that the learning becomes permanent. After visits made by

Buyurgan (2017) with the students who have vision disorders at the Museum of Anatolian Civilizations, it has become clear that museums are influential in learning. A similar study was conducted by the students of Ankara University at Çorum Archeology museum. This study suggests that an active learning in museum education can take place (Karadeniz and Okvuran, 2014). In their research, Tural and Kala (2018) have reached the conclusion that social science teachers' self-efficacy beliefs about museum education are high. In another study carried out by Yılmaz and Şeker (2011), they reached the conclusion that the perceptions of students visiting the museums in the 6th, 7th and 8th grades are positive and they made suggestions about using museums effectively in teaching social issues and history topics.

It is thought that this work has created awareness for the use of museum. This awareness has been tried to be proved through drama. A similar study was done by Bal İncebacak (2015). The researcher has come to the conclusion in the study that museums can be used for educational purposes through drama. Creative drama can also be used in relation to historical artifacts. For example, in the study of creative drama about the historical monument in Trabzon, it was concluded that history conservation awareness was increased (Kılıçaslan and Adıgüzel, 2016). In the live sculpture museum workshop, students prepared works belonging to Anatolian and Mesopotamian civilizations and they formed their own museum. They used the objects they prepared with their creative drama activities in the workshop, they had the opportunity to discuss the effects and contributions of civilizations to world history.

The drama in the museum contributes to aesthetic education in the participants, provided learning and increases enjoyment. The techniques such as involvement of the participants in the museum with ready-made roles (role playing), animations (spontaneous improvisation) made at that moment in a spontaneous way, reflection of feelings in the role of an important person in history (hot chair) are the techniques that can enhance the empathy skills of the individuals used in the drama in the museum. The drama in the museum improves learning, research, experimentation, problem-solving skills in concrete ways. It provides learning through the simulation technique. It plays a facilitating role in education by embodying the concepts of past, present and future (Okvuran, 2012).

Kaf (2017) thinks that the use of museums is effective in teaching social studies. In his study, Çerkez (2011) has come to the conclusion that the use of museum education-based practices in social studies classes has a significant effect on students' attitudes towards the course, academic achievements.

In a study by Ayva (2010), it is concluded that active learning methods such as drama and drawing comics develop the positive attitude toward social studies lesson and the students become motivated toward the topic. In the study called students' opinions for the drama method used in social studies lesson by Yalçinkaya (2010), when the students' opinions are analyzed in terms of using drama method, a majority of the students stated that this method is positive and successful. Aykaç and Adıgüzel (2011) in their study concluded that experimental group students better understood and learned the topic by way of using creative drama method.

It is another finding of the research that students experienced the feelings such as curiosity, excitement, happiness and desire for lessons intensely. The results of these studies support the findings of the research.

CONCLUSION

The results of this study can be summarized as follows:

Participants predetermined and decided in the objects they prepared for Anatolian and Mesopotamian civilizations to be exhibited in the museum during the workshop preparation process. Playing an active role in each stage of the workshop, the participants received help from their visual arts teacher and created the museum. Considering the opinions of the participants, it can be said that workshop preparation process was effective.

The participants in regard to the methods that can be used in social studies lesson made explanations as play, activities during the lesson, drama, animation, teacher being active and use of visual materials. The answers they give to the questions in intermediate evaluations in the workshop support the data in the interview form.

While some participants evaluated the experiences during the live sculpture museum preparation process as enjoyable and exciting, there are also some participants who said that while they were preparing the materials with a sense of responsibility they were worried and it was tiresome.

The participants encountered lots of problems with their friends in regard to the creative drama techniques used in workshop environment and they made cooperation to solve these problems together. In line with the explanations they made, it is observed that it developed communication skills and thanks to the activities they made they tended to get socialized.

The students, in regard to the teaching methods that can be used in teaching the history topics as a result of the workshop they attended, said that more enjoyable methods through which they can be more active should be used in the lesson.

They stated that effective learning can be realized with the use of live sculpture museum in social studies lesson. Most of the participant's views are concentrated in history topics in regard to which subjects it can be used in social studies lesson.

There are also participants who indicated workshop process positively affected or did not affected the friendship relationships. It is observed that since social studies lesson which is interpreted as a lesson based on memorization made the students active thanks to such workshops, it positively affected their interests in the lesson. In social studies lesson, such activities that enable students to take part in every stage provide active participation of students in the process. Therefore, it increases the curiosity in the lesson and positively affects student's interest in the lesson.

REFERENCES

- Adıgüzel, Ö. (2014). *Eğitimde Yaratıcı Drama*. Ankara: Pegem Akademi.
- Akengin, H., Sağlam, D. and Dilek, A. (2002). "İlköğretim 4. ve 5 Sınıf Öğrencilerinin Sosyal Bilgiler Dersi ile İlgili Görüşleri." *M.Ü. Atatürk Eğitim Bilimleri Dergisi*,(16): 1-12.
- Akmehmet, T. K. (2008). "Müzelerin Tarih Öğretiminde Nesne Merkezli Eğitim Etkinlikleriyle Kullanılması ve İlköğretim Sosyal Bilgiler Öğretimi." *Milli Eğitim Dergisi*, (180):50-67.
- Arnas, Y. A. (2017). "Oyun, Öğrenme ve Deneşimin Birleşimi: Çocuk Müzeleri." *Yaratıcı Drama Dergisi*, 12(2), 17-30.
- Aykaç, M. and Adıgüzel, Ö. (2011). "Sosyal Bilgiler Dersinde Yaratıcı Dramanın Yöntem Olarak Kullanılmasının Öğrenci Başarısına Etkisi." *Kastamonu Eğitim Dergisi*, 19(1):297-314.
- Ayva, Ö. (2010). "Sosyal Bilgiler Dersi Öğrenme Öğretme Süreci İle İlgili Öğrenci Görüşleri. I. Uluslararası Eğitimde Yeni Yönelimler Kongresi", 11-13 Kasım, Antalya.
- Bogdan, R. and S. K. Biklen. (1992). *Qualitative Research For Education*. London: Allyn and Bacon
- Burnham, R., and Kai-Kee, E. (2015). *Müze Dersleri: Yorum ve Deneyim*. İstanbul: Koç Üniversitesi Yayınları.
- Buyurgan, S. (2017). "Yaşayan ve Yaşatan Müze." *Yaratıcı Drama Dergisi*, 12(2), 127-135.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design Choosing Among Five Traditions*, London: Sage Publication.
- Çalışkan, N., and Karadağ, E. (2014). *Eğitimde Drama: Teorik Temelleri ve Uygulama Örnekleri*. Ankara: Anı Yayıncılık.
- Çerkez, S. (2011). *Sosyal Bilgiler Eğitimine Dayalı Öğretim Uygulamalarının Öğrencilerin Akademik Başarısına Etkisi*. Yayınlanmamış Yüksek Lisan Tezi, Kastamonu Üniversitesi, Sosyal Bilimler Enstitüsü, Kastamonu.
- Dinç, E., Acun, İ., and Üztemur, S. (2018). "Müzeler ve Tarihi Mekânlarda Uygulanan Etkinlikler Aracılığıyla Öğrencilerin Sosyal Bilgilere Özgü Becerilerinin Geliştirilmesi." *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (46):294-324.
- Egüz, Ş. and Kesten, A. (2012). "Sosyal Bilgiler Dersinde Müze İle Eğitimin Öğretmen ve Öğrenci Görüşlerine Göre Değerlendirilmesi: Samsun İli Örneği." *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 13(1):81-103.
- Erkuş, A.(2009). *Davranış Bilimleri İçin Bilimsel Araştırma Süreci*. Ankara: Seçkin Yayıncılık.
- Güleç, S., and Alkış, S. (2003). "Sosyal Bilgiler Öğretiminde Müze Gezilerinin İletişimsel Boyutu." *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17(1): 63-78.
- Güven, A. (2005). "İlköğretim Okulları Sosyal Bilgiler Dersindeki Tarih Konularında Yaratıcı Drama Kullanımı." *Kazım Karabekir Eğitim Fakültesi Dergisi*, (11):455-461.
- İlhan, A., Artar, M., Okvuran, A. and Karadeniz, C. (2011). *Müze Eğitim Modülü. Yetişkin Kitabı*. Ankara: MDGF-UNICEF Yayını.
- İncebacak, B. B. (2015). "Müzedede Drama: Heykel ve İmgelem Kavramı." *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 306-318.
- Kaf, Ö. (2017). "Sosyal Bilgiler Öğretiminde Yaratıcı Drama ve Müze." *Yaratıcı Drama Dergisi*. 12(2):137-146.

- Karadeniz, C., & Okvuran, A. (2014). "A Night at the Museum: Museum Education with Ankara University Students at Corum Museum of Archeology." *Elementary Education Online Journal*, 13(3), 865-879.
- Karaosmanoğlu, G. (2017). "Yaratıcı Drama ile Müzede Öğrenme Deneyimi: İstanbul Arkeoloji Müzeleri Örneği." *Yaratıcı Drama Dergisi*. 12(2):43-62.
- Kılıçaslan, H., and Adıgüzel, Ö. (2016). "Mimarlıkta müze Bilinci Kazandırmada Yaratıcı Drama: Trabzon Müzeleri." *Fine Arts*, 11(1), 1-11.
- Kırkar, A. And Yılmaz, N. (2008). *İlköğretim Derslerinde Yaratıcı Drama Uygulamaları*. İstanbul: Çınar Yayınları.
- Köstüklü, N. (2006). *Sosyal Bilgiler ve Tarih Öğretimi*. Konya: Sebat Matbaacılık.
- Meydan, A. and Akkuş, A. (2014). "Sosyal Bilgiler Öğretiminde Müze Gezilerinin Tarihi ve Kültürel Değerlerinin Kazandırılmasındaki Önemi." *Marmara Coğrafya Dergisi*, (29): 402-422.
- Miles, B., and M., Huberman, A. M. (1994). *Qualitative Data Analysis an Expanded Sourcebook*. London: Sage Publication.
- Okvuran, A. (2012). "Müzede Dramanın Bir Öğretim Yöntemi Olarak Türkiye’de Gelişimi." *Eğitim ve Bilim*, 37(166):171-180.
- Onur, B. (2010). *Müze Eğitimi ve Çocuk Müzeleri. Müze Eğitimi Seminerleri (2). Mardin müzeleri*. Ankara: ÇOKAUM ve Mardin Valiliği Yayını.
- Oruç, S., and Altın, B. N. (2008). "Müze Eğitimi ve Yaratıcı Drama." *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 3(35):125-141.
- Özmen, C. (2015). *Dünyada ve Ülkemizde Sosyal Bilgiler C. Dönmez & K. Yazıcı. (Edt.) Sosyal Bilgiler Öğretimi*. Ankara: Pegem Yayıncılık.
- Öztürk, T. (2018). *Sosyal Bilgilerde Beceri Eğitimi H. Çalışkan & B. Kılcan (Edt.) Sosyal Bilgiler Öğretimi*. İstanbul: Lisans Yayıncılık.
- Parmaksız, R. Ş. and Yanpar, Ş. T. (2004). "Aktif Öğrenme Yaklaşımlarının Sosyal Bilgiler Öğretiminde Kullanılabilirliği" XIII. Ulusal Eğitim Bilimleri Kurultayı, 6-9 Temmuz, Malatya.
- Tural, A., and Kala, F. N. (2018). "Sosyal Bilgiler Öğretmen Adaylarının Müze Eğitimine Yönelik Özyeterlik İnançları." *Sınırsız Eğitim ve Araştırma Dergisi*, 3(1), 108-121.
- Yalçınkaya, E. (2010). "Sosyal Bilgiler Dersinde Drama Yönteminin Kullanımına İlişkin Öğrenci Görüşleri." *Milli Eğitim Dergisi*, (186):278-290.
- Yıldırım, A. and Şimşek, H. (2006). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. (5. Baskı). Ankara: Seçkin Yayıncılık.