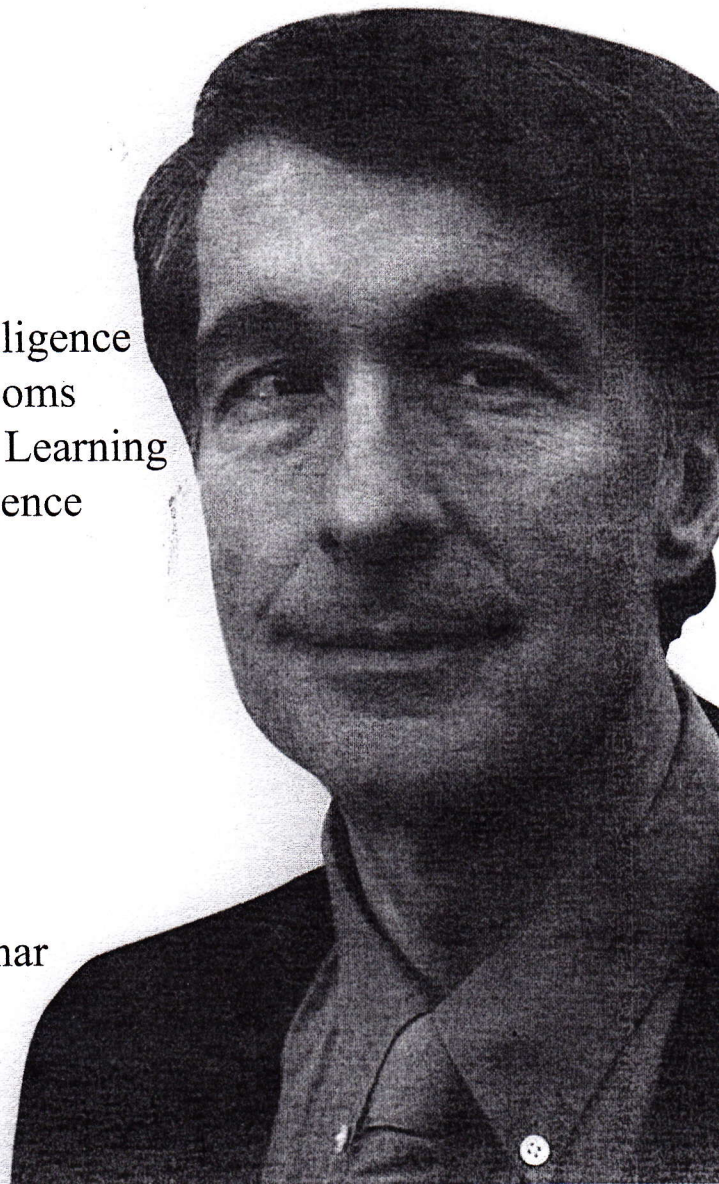
INTERNATIONAL CONFERENCE

MEHMET AKIF ERSOY UNIVERSITY
CONTINUING EDUCATION CENTER

ABSTRACT PROCEEDINGS OF THE I[st] INTERNATIONAL CONFERENCE OF LIVING THEORISTS
"HOWARD GARDNER"

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Topics
Innovation with Intelligence
The Creative Classrooms
Active Teaching and Learning
The Multiple Intelligence

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THE EFFECTIVENESS OF THE "DRAMA IN PRIMARY EDUCATION" COURSE, ON THE MULTIPLE INTELLIGENCE DOMAINS OF PRE-SERVICE TEACHERS IN PRIMARY EDUCATION

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In our present day where technology advances very quickly, accessing and using information gains more importance day by day. Therefore, one of the most important and fundamental goals of our educational system should be promoting our learners with the skills of accessing to information rather than transferring the knowledge aridly. (Demirci&Yağcı 2008). It is especially more important for the solution of public, economical and political matters that the students are educated in accordance with their wills, skills and talents. For this reason, the fact that one intelligence domain may be dominant than the other domains should not be forgotten for healthy socialization and development of individuals. (İzci, Kara and Dalaman, 2007)

Howard Gardner has brought a new dimension to the arguments in the field of intelligence in 1983 by his definition of intelligence as the ability or set of abilities that allows a person to solve problems or to create products that are valued within one or more cultural settings; the potential for finding effective and efficient solutions for problems in real life and a set of skills that make it possible for a person to discover new and complicated problems that needs to be solved. (Saban, 2001).

Realizing the talents in students and raising these skills to above levels are some of the most important functions of education. Multiple intelligence activities help revealing and developing those talents of students. Besides, in order for teachers to create an effective and efficient learning environment; it is very important to address to as many sense organs as possible, to include techniques and methods that activate and involve students into the lesson; to support the course with materials such as visuals and realia and to raise motivation and interest levels of learners for the development of knowledge and skills. (Aykaç, 2005). In this respect Creative drama activities can be considered as a method which supplies great contributions for the teacher.

Creative drama; which is an effective teaching tool, not only helps the participants see their inner self, evaluate themselves and produce workable solutions for dramatic questions, but also redeems students from a passive listener state and activates their bodies and sense organs and enlivens the topics as if they are real incidents to be encountered. (Üstündağ 1988; Adıgüzel, 2007).

Mehmet Akif Ersoy University

Continuing Education Center

Certificate of Participation

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In recognition of your poster presentation and attendance in all sessions as audience at the "1st International Conference of Living Theorists-***Howard Gardner***" held on May 23-24, 2009, in Burdur, Turkey.

Topics

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