

The Effect of Drama Based Learning Applied in Turkey on Success of Mathematics: A Meta-Analysis Study

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Özet

This study evaluates, with the meta-analysis method of experimental studies, the results of creative-drama based learning studies applied in Turkey in the last 14 years and analyzes the effect of the creative drama method on the success of mathematics. In order to access these studies, YÖK National Thesis Center, Ulakbim and Google Scholar databases were reviewed. As a result of the literature of creative drama based training a total of 20 studies of the effect on students' achievement in mathematics were included in the meta-analysis. 22 value of effect sizes were obtained from these studies. As a result of necessary analyses, it was concluded that using the creative drama method in Turkey is more successful than ongoing education and calculated effect sizes are at a strong level. Comparative effect sizes according to subject of mathematics, educational level, application duration, sample size and publication size were calculated. Effect size on academic success does not differ according to the subject of mathematics course, educational level, application duration, sample size and publication size.

Anahtar Kelimeler

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Abstract

This study evaluates, with the meta-analysis method of experimental studies, the results of creative-drama based learning studies applied in Turkey in the last 14 years and analyzes the effect of the creative drama method on the success of mathematics. In order to access these studies, YÖK National Thesis Center, Ulakbim and Google Scholar databases were reviewed. As a result of the literature of creative drama based training a total of 20 studies of the effect on students' achievement in mathematics were included in the meta-analysis. 22 value of effect sizes were obtained from these studies. As a result of necessary analyses, it was concluded that using the creative drama method in Turkey is more successful than ongoing education and calculated effect sizes are at a strong level. Comparative effect sizes according to subject of mathematics, educational level, application duration, sample size and publication size were calculated. Effect size on academic success does not differ according to the subject of mathematics course, educational level, application duration, sample size and publication size.

Keywords

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