

WCES 2012

# Heritage education for primary school children through drama: The case of Aydın, Turkey

Simşek, G<sup>a</sup>, Elitok Kesici, A<sup>b\*†</sup>

<sup>a</sup>Adnan Menderes University, Faculty of Art and Science, Aydın 09100, Turkey

<sup>b</sup>Adnan Menderes University, Faculty of Education, Aydın 09100, Turkey

## Abstract

This paper argues the use of drama as a teaching method for heritage education of primary school children in order to awaken awareness on cultural heritage of their city, Aydın. Drama helps children of Aydın understand where they live, why the historic buildings and environment matters and what children can do for the preservation of cultural heritage in their city. Based on the Project titled 'Discovering the Cultural Properties in Our City' supported by the TUBITAK's (The Scientific and Technological Research Council of Turkey) Science and Society Project Support Program in 2011, the paper will argue the aspects of drama as a teaching method for heritage education.

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Dr. Hüseyin Uzunboylu

Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

**Keywords:** Heritage education; raising awareness on cultural heritage; primary school education; drama; Turkey.

## 1. Introduction

Heritage-related education programs have witnessed a rapid increase all over the world, from Europe to Asia, and from America to Australia, and have become a main policy of both governments and other institutions. In parallel with attempts to increase public participation in the heritage field through such programs as European Heritage Days (1991) and the Faro Convention (2005), there has been a concerted effort to include a cultural heritage dimension also in education. Recently, the goals and means of heritage education, and the ways of improving cross-border cooperation throughout Europe, were explored during the Hague Forum (Europa Nostra, 2004), however this is only one example of the broad variety of attempts to integrate heritage into education. In preservation discourse, heritage education has become one of the main components of both theory and practice. With an eye on the future, focus has been on increasing the awareness of children and young people on the issue since the earliest international documents, with an early example found in the Athens Charter, which recommended educators '...teach them to take a greater and more general interest in the protection of these concrete testimonies of all ages of civilization' (1931: article 7). Since that time, the education of children and young people has been recommended in a variety of documents developed in the field of preservation as summarized by Asatekin (2004). Among these documents, Recommendation No: R (98) 5 (1998) adopted by the Committee of Ministers of the European Council defines heritage education as '... a teaching approach based on cultural heritage, incorporating active educational methods, cross-curricular approaches and a partnership between the fields of education and culture and employing the widest variety of modes of communication and expression'. In addition, the goals and methods of heritage education and the

\* Şimşek, G. Tel.: +90 532 454 3437; fax: +90 256 213 5379.  
E-mail address: [gokce.simsek@adu.edu.tr](mailto:gokce.simsek@adu.edu.tr), [gokcesk@hotmail.com](mailto:gokcesk@hotmail.com)

ways to improve cross-border cooperation throughout Europe were explored through The Hague Forum (Europa Nostra, 2004). Today, the education of people of all ages is considered as part of every interpretation program at all levels, such as school curricula, informal and lifelong learning programs and special activities (ICOMOS Charter for the Interpretation and Presentation of Cultural Sites, 2008). Besides, in the field of education, the importance of heritage education is expressed through numerous documents such as The Dakar Framework for Action (2000), the Recommendation for Education Policies at the beginning of the 21st century (2001), Culture for Children and Young People, Intergovernmental Conference on Cultural Policies for Development issued by UNESCO as summarized by Asatekin (2004). In parallel with these developments, a variety of governments and non-governmental organizations have developed and applied heritage education programs for the general public, and especially for children and young people, in both formal and non-formal education (Gimenez et.al, 2008).

In Turkey there have been attempts to include 'culture' and 'cultural heritage' in the national curriculum of elementary education since the 2000s; and a number of different activities have been conducted as a part of the curriculum development in elementary education, in public and private museums, and in the programs of relevant bodies such as ÇEKÜL (the Foundation for the Promotion and Protection of the Environment and Cultural Heritage), the Ankara Section of the Union of Architects and the Çatalhöyük Archaeological Research Team (educational program conducted at the Neolithic site of Çatalhöyük in Turkey between 2002–2004 within the EU-funded TEMPER) for school-age children. Each heritage program and activity has a different goal, ranging from building awareness on a specific type of cultural heritage to the development of citizenship, and from teaching local history to raising awareness on preservation issues.

On the European Heritage Network website, a number of different teaching methods and tools, including guided tours, experimental excavations, seminars, dramas and exhibitions, are explained for heritage education. Drama, having found popularity in different fields of education, is one such teaching method that has had some success (Courtney, 1968). Drama has been defined as the experiencing and living of a concept, an idea, an event in daily life, or a behavior through the use of acting techniques, considering previous cognitive patterns in the education context (San, 1991). Generally viewed as an appropriate method for heritage-related issues, it is in common use in heritage-related education in many countries in Europe, the United States and beyond (Jackson, 2000).

The use of drama has become a popular approach, particularly at heritage sites and in museums, to educate the general public and schools (Roth, S., 1997); and there have been a variety of studies on use of drama in the museum context. Adigüzel claims that drama enriches the lives of children and young people by contributing to their self-confidence and the development of skills of social interaction (2000). Apart from use of drama in the museum context, drama is also used for heritage education in relation with site-based works. Jackson studied two 'living history' programs based on the use of the site as stage set and characterization through first-person interpretation. He has pointed out both the negative and positive uses of theatrical techniques in educating children in the 'living history' program, claiming that finding a balance between the telling of a good story and opening up the period to complex and often contradictory voices can be difficult (2000). Although there have been a number of researches into the use of drama, both in a museum and a site context, the aim of this study is to investigate its use in real-life situations with particular focus on heritage-related issues, without taking children on a journey to another time and place, and without giving roles to the audience. The children take on the roles of people in real-life present-day situations, and are encouraged to improvise around themes related to basic heritage issues and problems. In this respect, the study raises a variety of questions: Is drama alone an appropriate teaching method, independent from other methods for gaining knowledge in heritage education? Is it necessary to support drama with other teaching methods? What are the effects of implementation drama on the place of cultural heritage or its surroundings? Does it have positive effects on the creation of a bond between children and places, or not? Is drama an effective teaching method for making children aware of certain types of heritage, such as mounds, and related problems, such as illegal excavations, the absence of presentation installations, and a lack of maintenance of cultural heritage? In answering these questions, this study allows an understanding of the effects and effectiveness of drama as a teaching method in the education of primary school children in matters of heritage.

متن کامل مقاله

دریافت فوری ←

**ISI**Articles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات