

## Application examples and student views on active learning approach integrated with branches of art

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### Abstract

This study aims to analyse the views of elementary school students on active learning integrated with art branches in core courses (Turkish, mathematics, science and social studies). The research was conducted in the province of Bursa during the academic year 2015–2016, and the study sample comprised of 22 students, including 15 male and 7 female students. The core courses of elementary school were taught using active learning techniques, and the subjects taught during the lessons were evaluated through art branches. The research data obtained through observation and by means of an interview form were analysed and interpreted by descriptive analysis method. The frequencies and percentages of the data obtained using qualitative analysis were calculated. Through active learning approaches, the students learnt better and in a more enjoyable way, their self-esteem also increased. Thus, the elementary school students had positive views on active learning integrated with art branches in core courses.

**Keywords:** Active learning approach, arts branches, student views, interdisciplinary teaching.

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## 1. Introduction

Technology is rapidly developing nowadays. In today's information age, it is necessary for students to learn how to use knowledge rather than memorising it. The knowledge, the amount of which is increasing everyday, exists in printed publications and on the Internet. In that case, learning how to reach this knowledge and use it in everyday life is meaningful. The education system of today is composed of student-centred active interaction, developing problem-solving skills and elective courses. This system enables transforming knowledge into real life skills and developing new learning skills. Each country aims for its citizens to reach and have knowledge and skills compatible with the outer world. There are many studies in Turkey in parallel with this aim related to obtaining and using student-centred methods and technics (Ayan, 2002, p. 2).

When the education system of Turkey is examined, it is observed that more student-centred education concepts have started to be developed particularly since 2005. Active learning approach is one of the concepts used to comply with reform efforts in Turkey. Active learning methods are of importance in terms of being applied since primary school period is that in which learning habits are acquired (Senemoglu, Gomleksiz & Ustundag, 2001, p. 5).

Rapid societal, political and economic developments in the world have also made many changes necessary in educational concepts. These changes necessitate for learners to develop themselves from many aspects. Traditional educational methods could fall short in supporting multi-directional change of individuals. Learning processes, which support visual, musical and mental development as well as placing the learners at the core, aim in multi-directional mental development. Acikgoz (2003) have indicated that active learning arouses interest nowadays since it is compatible with the working structure of the brain, meets the lifelong learning needs of individuals, is effective and have many advantages. The fact that traditional learning methods do not appeal to today's needs and there are many differences in teaching-learning approaches increase the importance of active learning methods. Within this context, selecting active learning methods and techniques compatible with achievements and accordingly setting-up the learning process will make it possible to nurture individuals that meet the necessities of the time.

Active learning is a process that learners have a say in their learning process. As is evident from its name, active learning is a type approach in which learners are active throughout the learning process, leads their own learning, use high levels of thinking and decision-making abilities and collaborates with other learners. In this process, students take over their learning responsibility with their own wishes and efforts by using their cognitive skills and explore possibilities of using newly-learnt knowledge in new circumstances by establishing a relationship between old and new knowledge. They evaluate their own performance by checking whether they have learnt. The role of the teacher in the active learning process is setting-up the learning environment compatible with the acquisitions of the course and providing the interaction between the student and the environment. By using their research skills and expertise, teachers apply the methods which are needed for the students to reach the goals and build learning process rather than teaching methods and do not use such techniques as direct instruction, dictation and memorising which all make students passive. Teacher is a mentor in this method who attracts attention, motivates students and makes them to think, research, learn and use the learnt knowledge (Demirci, 2006). Some of the important principles of active learning are individual features of learners and the level of readiness. The learning process and physical environment should be well planned in order to comply with the needs of learners and to create opportunities for students by motivating them to interact with each other. In this method, it is necessary to make use of visual and audial teaching materials and the content should be related to daily life. The learning process should not only be designed to be carried out in the classroom but must include other environments and places in a suitable pace and intensity. The important thing is providing students the necessary time and place to have an interaction and communication.

### **1.1. The difference between traditional classes and active-learning classes**

Teachers' are helpful in teaching and students research, discover, produce ideas, asks questions and discusses. The main goals of active learning classes are to give concepts meanings, reusing of learnt knowledge and problem solving. Students carry their own responsibility in learning and give their own decisions related to their learning process. In terms of seating plan, students could sit in various places and continuously have a communication with each other.

In the traditional method, teachers are decision-makers and transfer their knowledge to students. Students memorise the transferred knowledge and are passive receivers. The aim of traditional classes is transferring the knowledge to students and enables them to revise this knowledge. The authority belongs to teachers. With regard to seating plan, students sit in rows and they are passive. Students nurtured are close to new developments and not sociable.

When the difference between traditional classes and active-learning classes are analysed in terms of teacher, student, aim, responsibility, seating plan and the type of nurtured students, it is observed that teacher-centred processes are applied in traditional classes while in active-learning classes, it is the student who is at the core of education process.

Active-learning approach contains many strategies and methods as sandglass, network of concepts, dramatisation, snowball, last-word, case-study, trips and experiments. The positive effects of these strategies and methods are proved by many studies. In a study carried out by Caliskan (2005) on the fourth level primary school students in social sciences class, the experiment group to which active-learning approaches have been applied have been compared with the control group to which traditional methods have been applied in terms of achievement, attitude and permanency of knowledge. According to the results, it has been identified that active-learning methods and techniques are effective on such aspects as achievement, retention, class management and the development of new social skills. Koc (2007) has examined the effect of active-learning on reading comprehension and critical thinking ability and has determined that active-learning approach is more effective on learning than traditional methods.

Other studies in the literature (Bolukbas, 2004; Cooper, Lindsay, Nye & Greathouse, 1998; Cuceloglu, 2002; She & Fisher, 2003; Tavsancil, 2002) have also proved that active learning approach is effective on achievement, attitude and permanency. In his meta-analysis of the studies related to active-learning approach between 2000 and 2014 in Turkey, he has examined 203 Masters and Doctoral theses and studies in terms of the views of learners on achievement, attitude and applications. At the end of his study, he has concluded that active-learning approach is 95.5% effective on academic achievement and 96.68% on developing positive attitudes. About 90.6% of the students have expressed positive feelings towards active learning (Kardas & Uca, 2016).

Old as the history of humanity, art is known as expressing the feelings and emotions through imagination and creativity. In short, art is abreacting of emotions. Art has been created with the shaping of concrete and abstract symbols through sounds, lines and colours. The first products of art date back to Palaeolithic times. In later periods, mother goddess and God statues come to the fore. Art is a tool by which humans express themselves. Many philosophers think that art is the most basic necessity after physical needs. In terms of children, art is especially effective in personality development, gaining self-confidence, nurturing independent, humanitarian, creative and social individuals. Art education from early ages enables students gain cultural, artistic and historical values as well as revealing their creativity (Buyurgan, 2001). Creative thinking ability is essential for learning new values, concepts, attitudes and skills which we all want to give to students and for creative thinking ability, the essential thing is art. The core of art which is comprised of the motivation of enabling learners to create new artworks through their individual features and differences bear a close resemblance to active-learning approach. When the studies related to active-learning approach are examined, it is observed that the effects of methods and techniques of this approach on

achievement, attitude, permanency and other skills have been tried to be proved. The main problems lying behind the basic courses in primary schools derive from teacher-centred education approach. In traditional methods, there are few processes in which students express the newly learnt knowledge in a different way. This case may negatively affect the attitude, achievement and motivation. The positive effects of active-learning approach on motivation, achievement and attitudes have been proven by previous studies (Aksu, 2005; McNeal, 2001; Memnun, 2008; Telli, Yildirim, Sensoy & Yalcin, 2004; Tombe, 1989). However, there has been found no study on active-learning approach integrated with branches of art.

Today's education perception has the aim of earning learners skills as well as knowledge, developing interest and abilities of learners, revealing creative aspects, nurturing productive and innovative individuals in science and technical fields and also intellectual, artistic and cultural fields. Art education within this context exists within modern education concepts and applications. The aim of art education is to train students in terms of emotions, give them aesthetical point of view and sensitivity to beautiful shapes. Rather than having an occupation, art education should be given to all students from all levels of education as a sustainable educational process. Art is necessary for students to generate new, genuine and contemporary ideas confidently and independently. Since having the opportunity of expressing themselves in a different way through art, learners could have the ability of exhibiting their creativity. Making use of artistic data and facts apart from art education relieves and relaxes individuals (<http://www.alasayvan.net/bilgi-arsivi/411241-sanatin-insan-uzerindeki-faydalari.html>).

The main distinctive feature of this study is that there are no studies in the literature about active-learning approach integrated with branches of art. Education has been rapidly developing since the twentieth century. Integrating branches of art with active-learning approach in a multi-disciplinary way will develop the creativity of individuals. Gencaydin (1990, p. 99) has pointed out the importance of thinking art as an integral part of education by saying that 'If we think the human education in an integrity, we have to accept that art is a part of educational activities'. Designing educational processes from primary school level for students in order to reveal the creative skills and views will develop students in various ways. Students actively participate in learning process in active-learning method. For this reason, the evaluation of a course containing active learning methods should be different from that containing traditional methods. When the literature is examined, it has been identified that there are student-centred portfolio evaluation, problem solving and written examinations in active-learning approach (Erten, 2000; Demirci, 2000, 2006). There has been no study in the literature related to the evaluation of students at the end of active learning through different branches of art. The evaluation of students through different branches of art at the end of active learning will make it possible for students to express themselves in a different way. It is thought that the integration of student-centred active-learning approaches with branches of art will positively affect the attitudes towards the course and increase the learning level. The problem statement composed in parallel with the purpose of the study is as follows:

The views of students pertaining to active-learning approach integrated with branches of art (mandala, sand art, origami, food art, etc.) have been collected by researchers within this study. The study bears a complementary feature with this aspect. Students will be more successful and will develop in a multi-directional way if the acquisitions aimed to be earned to students are given through active-learning approach integrated with branches of art. Therefore, the effect of learning through active-learning approach integrated with branches of art in terms of the basic courses in primary school is researched through this study.

### **1.2. The importance of the study**

There are few processes in traditional education methods in terms of ways for students to express themselves in different ways. This case may negatively affect the attitude, achievement and

motivation levels of students. In previous studies, the positive effects of active-learning approach with regard to attitude and motivation have been proved (Aksu, 2005; Demirci, 2006; McNeal, 2001; Memnun, 2008; Telli et al., 2004; Tombe, 1989). The main distinctive feature of this study is that there are no studies in the literature about active-learning approach integrated with branches of art. Education has been rapidly developing since the twentieth century. Integrating branches of art with active-learning approach in a multi-disciplinary way will develop the creativity of individuals. Gencaydin (1990, p. 99) has pointed out the importance of thinking art as an integral part of education by saying that 'If we think the human education in an integrity, we have to accept that art is a part of educational activities'. Designing educational processes from primary school level for students in order to reveal the creative skills and views will develop students in various ways. Students actively participate in learning process in active-learning method. For this reason, the evaluation of a course containing active learning methods should be different from that containing traditional methods. When the literature is examined, it has been identified that there are student-centred portfolio evaluation, problem solving and written examinations in active-learning approach (Demirci, 2000, 2006; Erten, 2000). There has been no study in the literature related to the evaluation of students at the end of active-learning through different branches of art. The evaluation of students through different branches of art at the end of active learning will make it possible for students to express themselves in a different way. It is thought that the integration of student-centred active-learning approaches with branches of art will positively affect the attitudes towards the course and increase the learning level. The problem statement composed in parallel with the purpose of the study is as follows:

### **1.3. The purpose of the study**

The purpose of the study is to determine the views of primary school students on active-learning approaches integrated with branches of art. By abiding to this purpose, answers have been sought for the questions below:

1. What are activities that students like most during the lesson?
2. What are the views of students related to the comparison of previous lessons with those implemented with active-learning approach integrated with branches of art?
3. What are the views of students related to the use of skills they have acquired through active-learning approach integrated with branches of art in their daily life and other classes?
4. What are the views of students related to whether there is a change in their perceptions about their basic lessons after they have learnt active-learning approach integrated with branches of art?

## **2. Method**

### **2.1. Research design**

Qualitative research design has been used within this study. Providing a descriptive and realistic picture about the studied field is the basic essence of these type of studies (Yildirim & Simsek, 2008) and cases and phenomena are observed in their natural environment. According to qualitative researchers, there is more than one truth and it is socially created. Individuals are studied in their natural environment. Qualitative research studies enrich educational studies in that they aim to understand the natural environment and to identify the effects of this natural environment on the results (Isikoglu, 2005). Since the aim of this study is to examine the views of students related to active-learning approach integrated with branches of art, 'phenomenological' method has been used.

## 2.2. Working group

The working group has been determined through convenient sampling method due to the proximity and convenience of the school to the researcher and is composed of 22 students (14 male and 8 female) attending a private primary school in 2016–2017 academic year. The data have been obtained through an interview form from the same working group.

**Table 1**

		<i>f</i>	%
Gender	Female	8	36.4
	Male	14	63.6
	Total	22	100

As seen in Table 1, there are 22 students participating in study of which 14 are males and 8 are females. For the convenience of the students, the name of them and the school has been kept confidential. The following coding system has been used while receiving their views: S; means the participating student. Ten students have participated in the study. For instance, S1 means the first student interviewed.

## 2.3. Data collecting tool

The data collecting tool of the study is a semi-structured interview form developed by the researchers containing four open-ended questions. The preparation steps of this form are as follows:

After the literature review, nine open-ended questions have been prepared in parallel with the content. After the experts view have been taken, some questions have been excluded and as a result, the number of questions have been decreased to four. The form then has been sent to three teachers to be reviewed in terms of language and expressions. The participant primary school students have verbally expressed their views.

## 2.4. Data collection

Teacher applies the active learning techniques which have been made suitable for the acquisitions of the lesson. Students express the learnt knowledge through a branch of art specified by the researcher. Teacher gives a feedback to students and then, the products are exhibited. Such techniques of active-learning approach have been used within the study as rolling, cornering, snowball, aquarium, butter-bread, sandwich, writing a poem, gossiping, talking tickets, sandglass, brain product, idea scanning, what would you do?, concept check, questioning, union, conceptual caricature, what does it have?, letter or telegraph game, marketplace, paper-bag, trial, learning gallery, bus, horseshoe, soap-opera and story writing. Each technique has been integrated with a branch of art. After active learning techniques have been applied, such branches of art have been provided to students to evaluate the process as food-art, egg-painting, pantomime, music, sand art, ceramics, origami, candle art, painting and print art.

The data have been collected through interview method, one of the techniques of qualitative research techniques. The data collecting tool of the study is a semi-structured interview form developed by the researchers containing four open-ended questions. In this interview, researcher prepares an interview protocol containing the questions. Depending on the course of the interview, the researcher may direct the interviewee by asking different or sub-dimension questions. If the interviewee has answered some questions within another question, the researcher could not ask that question again. Thanks to its standards and flexibility, semi-structured interview technique seems more suitable than any other technique in educational studies (Ekiz, 2009).

Interviewing is the most common method of qualitative research studies. Stewart and Cash (1985) have defined this technique as ‘the mutual and interactive communication process carried out through questions and answers with the aim of reaching a pre-defined and important goal’ (Akt; Yildirim & Simsek, 2008). Questions are prepared early in semi-structured interview technique. The interaction between the interviewer and the interviewee should contain mutual trust and empathy. Individuals could reveal their past experiences and meanings in environments composed of trust and empathy (Yildirim & Simsek, 2005). The qualitative data of the research have been collected via a tape recorder. There are three types of interviews as structured, semi-structured and non-structured. The type of interview used in this study is semi-structured interview technique. This type of interview has some advantages as ease of analysis, opportunity of self-expression and receiving detailed information while the disadvantages are losing control, wasting time on unimportant matters and having no standards while interviewing (Buyukozturk, Cakmak, Akgun, Karadeniz & Demirel, 2009).

## **2.5. Data analysis**

The purpose of this study is to examine the views of students related to active-learning approach integrated with branches of art through the interview form. The interviews have been recorded by a tape recorder. Tape records are useful since they provide the opportunity of re-listening. The data have been analysed and interpreted through descriptive method. In this type of analysis, the data is conveyed without changing. Different views on the same questions are transferred without any changes and in order to convey the views of individuals in an effective way, direct quotations are used.

There are some level in this type of analysis as writing the interviews out and classifying the answers of interviewees. Descriptive analysis has four stages (Altunisik, Coskun, Yildirim & Bayraktaroglu, 2010, s. 322). These are creating a framework for descriptive analysis, processing the data in compliance with the framework, identifying the findings and interpreting the findings. The data are then summarised and interpreted under the predefined titles. Some codes are created while the data are analysed and the frequencies and percentages of the data are calculated. The descriptive analysis stage of this study is as follows:

1. Creating a framework for descriptive analysis: A framework has been created in parallel with the questions and it has been determined that under which theme will the data be collected.
2. Processing the data in compliance with the framework: The data has been read and edited and some of them have been excluded. Direct quotations have been selected for this part.
3. Identifying the findings: The edited data have been identified and supported with direct quotations where necessary.
4. Interpreting the findings: The identified data have been explained and they have all been given a meaning.

The validity factor of a qualitative research means neutral observing the phenomena. Referring direct quotations and explaining the results on the basis of these quotations is of importance for the validity of the study. The reliability is possible when a phenomenon is associated with the same category by different researchers in different periods (Yildirim & Simsek, 2008). The validity of study has been provided by direct quotations from the views of students related to active-learning approach integrated with branches of art. The transforming of raw data into codes and categories has been carried out by the academicians in order to provide the reliability of the study. The internal validity of the study has been ensured by having the results checked by the experts in terms of the data are compliant with the real life. Themes and sub-themes created by the breakdown of voice records have been checked by two field experts. The percentage of concordance formula developed by Miles and Huberman (1994) has been used for the calculation of reliability and the reliability coefficient has been identified as 0.75 ( $P = (N_a \times 100) / (N_a + N_d)$ ) ( $P$ : concordance percentage,  $N_a$ : concordance

amount,  $N_d$ : degree of discrepancy). It could be said that the research is reliable in terms of the calculated value.

The data have been analysed by direct quotations in terms of external validity, purposeful sampling, internal reliability and external reliability (Yildirim & Simsek, 2008). The capacity of the process to reveal the truth is called internal validity while the external validity means the ability of transferring the results to same groups or environments. In order to ensure the internal validity of the research, the data analysis has been evaluated by two independent academicians and the data have been collected via voice recording before being integrated with the results. The fact that direct quotations have been used, confirming of the data and the results by two academicians after being compared with the raw data and the ability of being transferred the data into the same groups have all been supported the external validity of the study. The coding of the data while being processed has been carried out considering the concepts revealed while processing. After the coding stage, the themes composed of embodied codes have been created and the findings have become suitable for interpreting.

### 3. Findings

This part consists of the findings and interpretations of the data obtained from the analysis of the views of primary school students.

The activities that the students like most have been given in Table 2 below.

**Table 2. The activities that the students like most (N: 10)**

Activities	<i>f</i>	%
'Last word' activity along with food art	3	30
'Card matching' activity along with egg painting	2	20
'Finding a motto' activity along with origami	2	20
'Snowball' technique along with Mandala art	1	10
'Aquarium' technique along with pantomime	1	10
'Butter and bread' technique along with ceramics	1	10

As seen in Table 2, the students have been asked about the activity that they like most and the percentages along with frequencies have been given. According to the results, it has been identified that the activity they like most is 'last word' technique along with food art. 'Card matching' activity along with egg painting and 'Finding a motto' activity along with origami comes second in the list. After thinking all the activities done in all lessons, the students have told about the activities they like most in active-learning approach supported with art. The views of the first participant (S1) about the activity he/she like most are as follows:

'... the activity I like most is last word along with food art. Because we have never used food during our classes. It is very fun that we can touch the food and simulate natural disasters on our own. It was very fun to write the knowledge about natural disasters via last word technique on post-its and then sticking them on the wall. I told about this activity to my friends from other schools and they are also curious about this activity'.

The views of the third participant (S3) about the activity that he/she like most are as follows:

'... I was very excited during matching synonymous words. Then, it was very enjoyable to draw the words while trying not to drop the egg. This was the most entertaining lesson I've had. I learnt something while having fun'.

The second question asked to the participants has been which aspects of the active learning lessons supported with art branches do you think are different from other traditional classes.



The responses of the participants have been given in Table 3.

**Table 3. The comparison of active learning class supported with a branch of art with previous classes (N: 10)**

<b>Previous classes</b>	<b>f</b>	<b>Art supported active learning classes</b>	<b>f</b>
Teacher speaks more	3	Student speaks more	3
Reading from a book	2	Both learning and having fun	2
Question and answer	1	Collaboration with friends, student is responsible	1
Taking down on notebooks	1	Carrying out different activities	1
Boring	1	Making research	1
Teacher is responsible	1	Discussing	1
Not to believe in success	1	Sharing activities in classroom	1

It has been identified that active learning classes is more enjoyable than others and contains more collaboration, responsibility, different activities, research, discussion, presentation and more opportunity to talk. The views of the fourth student (S4) about the comparison of art-supported active-learning classes with other ones are as follows:

‘We used to read from course books and the teacher used to talk much; however, in this active learning class, we are the ones who speak much and we both learn and have fun’.

The views of students about using the skills they have acquired through active-learning approach integrated with branches of art in their daily life and other classes have been given in Table 4 as frequencies and percentages.

**Table 4. The views of students about using the skills they have acquired through active-learning approach integrated with branches of art in their daily life and other classes (N: 10)**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	9	90
No	1	10

As seen in Table 4, 90% of the students have expressed that they use the newly acquired skills in other classes.

The views of the tenth student (S10) about using the skills they have acquired through active-learning approach integrated with branches of art in their daily life and other classes are as follows:

‘We collaborate with each other in these classes. Mum is doing everything at home and I told dad we have to collaborate. Anymore, mum is cooking while I help laying the table. Dad is making salad’.

The views of the tenth student (S10) about using the skills they have acquired through active-learning approach integrated with branches of art in their daily life and other classes are given below:

‘I’ve started to show interest in art. When I went to shopping to buy some fruit and vegetables, I wanted to make models of our organs with vegetables and fruit’.

In the fourth question, students have been asked to explain whether there is a change in their perceptions about their basic lessons after they have learnt active-learning approach integrated with branches of art. The frequencies and percentages of responses of this questions have been given in Table 5.

**Table 5. The views of students pertaining whether there is a change in their perceptions about their basic lessons (N: 10)**

<b>Responses</b>	<b>f</b>	<b>%</b>
Yes	9	90
No	1	10

As seen in Table 5, 90% of the students have stated there is change in their perception towards classes after active learning classes while 10% have stated no change. This result points out that there is a positive change in many of students' perception, thanks to active learning classes.

The views of seventh participant (S7) about whether there is a change in their perceptions about their basic lessons after they have learnt active-learning approach integrated with branches of art have been given below:

'Previously, I used to worry when the break was finished; however, I've started to rush to the classroom since we've started to do different activities with art. I understand better and also have fun. I feel sorry when the class finishes. I wonder about the activities we will carry out in the next class'.

The eighth participant (S8):

'Since we do and make something on our own in these classes, I've started to better understand. I don't realise how fast the class finishes'.

The sixth participant (S6):

'We reach the knowledge by thinking on our own. We do not forget the subjects since we have tried to reach them. I wish all the lessons were the same. I especially like the last part of the lesson when we exhibit our products to the teacher. We do not believe how fast the lesson finishes'.

#### **4. Discussion and results**

The purpose of this study is to examine the views of primary school students about active learning integrated with branches of art applied in their basic courses (Turkish Language, maths, science and social science). Students have expressed the knowledge they learnt through active learning techniques that have been made convenient to the acquisitions of the course by the researcher via a branch of art selected again by the researcher. Teacher gives feedback to students and the products are exhibited at the end of the lesson. Such techniques of active-learning approach have been used within the study as rolling, coming, snowball, aquarium, butter-bread, sandwich, writing a poem, gossiping, talking tickets, sandglass, brain product, idea scanning, what would you do?, concept check, questioning, union, conceptual caricature, what does it have?, letter or telegraph game, marketplace, paper-bag, trial, learning gallery, bus, horseshoe, soap-opera and story writing. Each technique has been integrated with a branch of art. After active learning techniques have been applied, such branches of art have been provided to students to evaluate the process as food-art, egg-painting, pantomime, music, sand art, ceramics, origami, candle art, painting and print art. The data have been collected through interview method, one of the techniques of qualitative research techniques. The data collecting tool of the study is a semi-structured interview form developed by the researchers. The data have been recorded by a tape recorder and have been analysed through descriptive analysis. Containing application samples and direct quotations, this study is different from others since it integrates art branches with active learning techniques.

When the findings related to the first sub-problem 'What are activities that students like most during the lesson?' are examined, the students have willingly selected the activities related to active learning techniques. This result proves that the students have liked the art-supported active learning techniques.

When the findings related to the second sub-problem ‘What are views of students related to the comparison of previous lessons with those implemented with active-learning approach integrated with branches of art?’ are examined, the students have stated that active learning classes integrated with branches of art are more enjoyable than other classes and it contains more collaboration, responsibility, different activities, much research, discussion and more opportunity to make presentations. They have expressed they used to do reading from books, take notes in their notebooks and the class used to contain question–answer activities. It has been concluded that the previous classes used to be boring and create lack of self-confidence in students.

When the findings related to the third sub-problem ‘What are the views of students related to the use of skills they have acquired through active-learning approach integrated with branches of art in their daily life and other classes?’ are examined, it has been concluded that 90% of the students have started to use new skills and abilities they acquired after art supported active learning class in other classes and in their daily life. The students have stated that they have become more collaborative, willing to carry out research studies, more communicative and more conscious about their responsibilities.

When the findings of fourth problem of the research ‘What are the views of students related to whether there is a change in their perceptions about their basic lessons after they have learnt active-learning approach integrated with branches of art?’ are examined, it has been concluded that art supported active learning classes have a positive effect on their achievement and attitudes.

Active-learning approach is applied in both primary and secondary levels and in other levels (Pekin, 2000).

Students actively participate in learning process in active-learning method. For this reason, the evaluation of a course containing active learning methods should be different from that containing traditional methods. When the literature is examined, it has been identified that there are student-centred portfolio evaluation, problem solving and written examinations in active-learning approach (Demirci, 2000). There has been no study in the literature related to the evaluation of students at the end of active-learning through different branches of art. The evaluation of students through different branches of art at the end of active learning will make it possible for students to express themselves in a different way. It is thought that the integration of student-centred active-learning approaches with branches of art will positively affect the attitudes towards the course and increase the learning level.

## 5. Recommendations

1. Since active learning techniques integrated with branches of art have a positive effect on students in terms of attitude, it is recommended that this technique should be used in teaching of Turkish Language, maths, social sciences and science.
2. Since active learning techniques have a positive effect on such student skills as collaborative working, sharing ideas, discussion, presentation making, defending individual ideas, expressing views, respecting others and asking questions; provides the necessary environment for students to actively participate in activities, and lastly necessitates making an exhibit created through a branch of art, these techniques could be used to enrich the learning process.
3. Carrying out the same activities may be boring in class. The active learning strategies adapted to the acquisitions of the lesson and integrated with art branches will diversify the activities, entertain students and students will develop a positive attitude towards classes.
4. Using art branches in evaluation process will increase student-centred authentic assessment methods and will have visual and kinaesthetic learning styles be used. It is thought that this study will serve as an example for researchers to include different art branches into the learning process.

5. The students may be given an opportunity of presenting and exhibiting their products created through the learning process.
6. The materials should be prepared beforehand within art supported active-learning approach and the activities should well be planned with regard to the duration of the class.
7. Active-learning approach integrated with art may be used in all levels of education, even in higher education.
8. A study related to the views of teachers about active-learning approach integrated with art branches may be carried out as an alternative.

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