

Görsel Sanatlar Dersinde Çoklu Zekâ Kuramına Dayalı Öğretimin Öğrenci Tutumuna Etkisi

The Effect of Multiple Intelligence Theory Based Instructions to Student's Attitudes on Visual Art Class

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EXTENDED SUMMARY

Introduction

Dealing with art and a style of self-expression through art starts very beginning of childhood. Painting which is one of the most popular spending time activities of children in preschool period continues during the art education period. Eraslan Taspinar and Pazarlıoğlu Bingöl (2014), students use many skills "like analyzing the facts, producing and editing ideas, defending the ideas, making comparisons, making inferences, editing, organizing, assertion evaluation and problem solving" while painting and doing three-dimensional studies. Art education is very important of gaining these skills and should be included in the educational process from an early age. Visual arts course is a course that children have a good time and develops of their visual and aesthetic perception. However, some children may have different approaches to visual arts because of their individual differences like capability, cognitive and intellectual differences. To categorize of children as talent or untalented negatively effects their art production process and ties with art. All students haven't same talents, but they all have their own talents. They all can be brought out their own talents by appropriated teaching methods.

Individual differences and different learning approaches force to develop new teaching techniques, strategies and methods. Multiple Intelligences Theory was developed by Gardner as a method of focusing on different ways of learning that originated from individual differences and also making out of personal potential. Gardner's multiple intelligences theory has an importance that effects students' perspective positively to visual arts course. The strengths and blind side of students that have different types of intelligences can specify their learning styles. While painting or doing three-dimensional studies, students with different types of intelligence such as linguistic, mathematical, spatial, kinesthetic and physical can better express themselves through appropriated teaching methods and processes. Students can positively approach to multiple intelligences theory based visual art courses which suitable for their differences.

Purpose

Aim of the study was to determine effects of multiple intelligence theory based teaching method on students' attitudes to visual art courses. For this purpose, It was searched to generate answer of below questions for the data obtained from two groups which are the experiment group student got visual art educations using multiple intelligence theory teaching method and the control group students got an ordinary program for visual art class of 8th grade secondary school students;

1. Whether any significant difference of pre-attitudes to visual art courses?
2. Whether any significant difference of post-attitudes to visual art courses?
3. Whether any significant difference between of pre-attitudes and post-attitudes to visual art courses?

Method

The research was designed through experimental method with 63 students which 2012-2013 academic years' 8th grade students of İğdır Atatürk Secondary School. The groups were generated as 32 students for experimental group and 31 students for control group. While the experiment group student got visual art educations using multiple intelligence theory teaching method, the control group students got an ordinary program for visual art class. The attitude scale technique was used to determine the students' attitudes towards the visual arts course to the both groups before the courses very beginning. The experiments took three weeks which 2 classes (40 minutes + 40 minutes) of per week. The attitude scale technique was also used to determine the students' attitudes towards the visual arts course to the both groups after end of the whole courses.

Data were collected using attitude scale technique developed by Alakuş (2002) and Cronbach Alpha was 0.89. The obtained data were analyzed by t-test in SPSS 17 package program. The results of analyzes can be summarized as below;

Findings

1. The experiential group students' average scores of the pre-attitudes was $\bar{x} = 3.53$, meanwhile, the control group students' average scores of the pre-attitudes was $\bar{x} = 3.44$. There was no statistically significant difference between experiential and control groups ($t = .56$; $P > 0.05$).

2. The experiential group students' average scores of the post-attitudes was $\bar{x} = 4.15$, meanwhile, the control group students' average scores of the post-attitudes was $\bar{x} = 3.51$. There was statistically significant difference between experiential and control groups ($t = 4.42$; $P > 0.05$).

3. The difference between of pre-attitudes and post-attitudes to visual art courses in experiment group students that got visual art educations using multiple intelligence theory teaching method was increased from 3.53 to 4.15. Multiple intelligence theory based teaching method induced the students' attitudes to class, and these increases were calculated statistically meaningful. The control group also showed some difference (from 3.44 to 3.51) but it was not statistically significant. Compare to control group, increasing of experimental group student's attitude from pre-attitudes to post-attitudes was significantly different. The calculated t values changed before ($t = .56$) to after exercise ($t = 4.42$) in favor of experimental group.

Conclusions

When compare experimental and control group results;

There is no any significant difference of pre-attitudes to visual art courses

There is a significant difference of post-attitudes to visual art courses in favor of experimental group.

There is a significant difference between of pre-attitudes and post-attitudes to visual art courses in favor of experimental group.

It is very clear that multiple intelligence theory based teaching method increases the students' attitudes to class, and this method can be recommended to visual art courses by considering the research's results.