



An Example of Teaching Sociocultural-Cultural Issues through Creative Drama in Social Studies Education: the Phenomenon of Migration

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Abstract

Socio-cultural issues that address the cultural structures, historical backgrounds, and current social problems of societies occupy an important place in the social studies course, covering subjects such as cultural heritage, gender roles, cultural diversity, respect for differences, human rights, social justice, and migration. Since education is a process of enculturation, using different methods and techniques helps individuals gain knowledge and actively participate in the process. One such method suitable for social studies is creative drama. This study aims to evaluate the use of creative drama in teaching migration, a socio-cultural issue, to pre-service teachers. The research was designed as a case study, one of the qualitative research methods. In the workshops, activities on the subtopics of migration were conducted, and data were collected through pre-, mid-, and post-implementation evaluations, interviews, video recordings, and semi-structured individual interviews. The data were analyzed using inductive analysis. The results showed that before the implementation, pre-service teachers focused on the negative consequences of migration and held negative attitudes towards migrants. After the implementation, they reported understanding the conceptual scope of migration differently, gaining new knowledge, and recognizing misconceptions. In conclusion, the study found that creative drama can be effectively used to enhance pre-service teachers' sensitivity to socio-cultural issues and to teach the topic of migration.

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