

# Empowerment of Critical Thinking Skills through Educational Drama in Primary School Students



<b>Code:</b>	MIS: 5048964   K.A.
<b>Programme:</b>	Supporting researchers with emphasis on young researchers - 2nd cycle
<b>Funding Bodies:</b>	Operational Programme “Human Resources Development, Education and Lifelong Learning” 2014-2020
<b>Total budget :</b>	37.037,00
<b>Duration :</b>	01/03/2020 – 01/06/2021   16 months
<b>Host Institution</b>	University of the Peloponnese

## Principal Investigator

Asterios Tsiaras, Associate Professor, Department of Theatre Studies, Faculty of Fine Arts, University of the Peloponnese

## Research Team

- Aikaterini Dima, Doctoral Student, UOP, Faculty of Fine Arts
- Eleni Kaiafa, Doctoral Student, UOP, Faculty of Fine Arts

## Summary

The present research proposal focuses on the acknowledgment of the value of an interventional programme, composed of educational drama techniques aiming at the enhancement of critical thinking skills of students at level-grade D of the Greek elementary school. Critical thinking encompasses all the mental processes that students apply for problem solving purposes and appropriate decision making process. Effective and essential education presupposes a significant condition according to which curricula have to be coordinated so that the whole range of students' critical skills can be developed and enhanced. The value of critical thinking skills is paramount since their development prepares students for what they are going to systematically experience throughout their lives. Students are called upon to activate their judgment, make decisions at the right time, and guide their actions to successful solutions. Educating and training students to think critically is crucial both for themselves and the society alike. The educational drama, being an autonomous field of study, can also be used as a teaching tool, affecting students' judgment. It is important to note that through drama, students do not simply experience situations but they most significantly become aware of these experiences on which they can reflect upon.

Educational drama currently follows a dynamic evolutionary track and it has been established as a fundamental process in human experience. To this end, the implementation and evaluation of an intervention program based on educational drama was designed. This study is planned to be conducted in public elementary schools in the country and the sample will include a population of 9 -year old students. Students' skills of analysis, evaluation, inference, induction and deduction will be studied and examined. The research process will be based on a semi-experimental design with pre-test and post-test evaluation.

The qualitative method of participatory observation will be applied to enhance the results of the research, which will be next triangulated in order to arrive at valid and reliable results. The findings of the experimental research can enhance critical thinking skills of primary school students. Implications of the current research findings involve further application for the development and enhancement of critical thinking skills of students at grade D of Greek elementary school.

## Website | Social media

Under Construction

## Links, publications, deliverables