

## AN ANALYSIS OF THE EFFECT OF THE PROJECT-BASED EDUCATION APPROACH ON THE DRAWING SKILLS OF 5-YEAR-OLD CHILDREN (60-72 MONTHS)

Yard. Doç. Dr. řermin Metin  
Adnan Menderes Üniversitesi  
[s-metin@hotmail.com](mailto:s-metin@hotmail.com)

Prof. Dr. Neriman Aral  
Ankara Üniversitesi  
[aralneriman@gmail.com](mailto:aralneriman@gmail.com)

### Abstract

The current study aimed to identify the drawing skills of five-year-old children (60-72 months) enrolled in kindergarten and to determine whether there were differences between the drawing skills of the children who were taught using a project-based education approach and those who were not. The experimental patterns of pre-test, post-test, permanence test, and the control-treatment groups were applied to the study. Participants were five-year-old (60-72 months) children with normal developmental processes who were enrolled in kindergarten in the center of Kayseri and were coming from families with middle class socio-economical level. The study was conducted in two kindergartens, which were selected through simple random sampling method. Children enrolled in one of the kindergartens were determined to constitute the control group and the other kindergarten formed the treatment group. There were 22 children in each group. Children in the treatment group received the Project-Based Education Program for three hours per day, in addition to the kindergarten curriculum during eight weeks. Children in the control group, on the other hand, received the kindergarten curriculum. As the data collection tool, a "General Information Form" was used along with the "Silver Drawing Test" (SDT), developed by Rawley Silver (1983), and the reliability and validity study of which was performed by Gür (2006). Data were analyzed through the single factor covariance analysis (ANCOVA) and the single factor ANOVA was used for related sampling (repeated assessments). It was concluded that there was a significant difference in the drawing skill averages of the children in the control and the treatment groups favoring the treatment group ( $p < 0.001$ ). The difference between the post-test and permanence test scores of the children in the treatment group was not significant ( $p > 0.05$ ) and it was observed that the effects of the Project-based Education Program were sustained.

**Key Words:** Project, project-based approach, drawing development, drawing skills.