ARTic Special Issue
Volume 8 Issue 1

IFPSC 2025 , ISTANBUL
International Fine Arts, Printing and Sustainability Conference

THE CONTRIBUTION OF ART EDUCATION TO CREATIVITY: FROM INDIVIDUAL DEVELOPMENT TO SOCIAL INTEGRATION

Asst. Prof. Gözde ÖZALTUN*

Istanbul University-Cerrahpasa, 0000-0001-9616-6782

**Corresponding author: gozde.ozaltun@iuc.edu.tr*

ABSTRACT

Art education assumes a fundamental function in developing individuals' creative thinking capacities and transferring these skills to interdisciplinary life practices. Research shows that the creativity gained in the process of art education is not limited to aesthetic production; it is also directly related to high-level thinking skills such as critical analysis, innovative problem solving, cognitive flexibility and interdisciplinary synthesis. This process nourishes not only the cognitive competencies of the individual, but also the social skills that form the basis of collective life such as empathy, cooperation and social dialogue. Therefore, art education functions as a sociocultural bridge that enables individuals to interact harmoniously and effectively with social systems. Individuals who use the liberating potential of creative expression acquired through art education also gain the ability to develop sensitivity to social problems and to produce collective solutions. In addition, it can be said that art education, beyond being a mere aesthetic experience, is a powerful tool in gaining sensitivity to social problems and creating collective awareness.

The study emphasises the indispensable role of art education within the general education paradigm. Based on its effects on individuals' cognitive skills, it has been demonstrated that art education contributes not only to individual development but also to social integration and cultural sustainability in multiple ways. Art education has been evaluated as a lifelong learning process and has emerged as a continuous area of development that can be related to the individual's experiences. In this context, it has been concluded that art education should be positioned as a strategic learning area that supports individual potential, encourages social development, and increases cultural, aesthetic, and social awareness from pre-school onwards.

Keywords: Art Education, Creativity, Creative Thinking, Cognitive Development, Interdisciplinary Education

This article is an extended version of the paper presented by the author(s) at the 3rd International Fine Arts, Printing and Sustainability Congress, which took place in Istanbul on 29–30 May 2025.

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

1. Introduction

Art is a powerful means of expression and interaction that enriches individuals' life experiences and contributes to their emotional, cognitive and social development in many ways. Going beyond aesthetic experiences, art not only brings out individuals' creative potential, but also enables them to understand their inner worlds and satisfy their emotional needs. Through art, individuals have the opportunity to discover their unique abilities, express them, and develop them more deeply over time. This process not only increases personal satisfaction but also strengthens the individual's relationships with their social environment, positively affecting their overall well-being (Zimmerman, 2010). In this way, art supports individual development while helping to establish meaningful interaction and balance between the individual and society.

Art education plays an important role in developing individuals' creative thinking skills and enabling them to use these skills in different areas of daily life. This process supports many skills beyond the development of aesthetic tastes, such as critical thinking, problem solving, flexible thinking and social awareness. Creative forms of expression developed through art help individuals to better understand themselves, express their feelings and thoughts in unique ways, and build more meaningful relationships with their surroundings. At the same time, it facilitates individuals' participation in social life as more sensitive, engaged, and responsible members of society. In this context, art education should be regarded not only as a field that nurtures individual creativity but also as a multifaceted educational domain that strengthens social bonds and connects the individual with society.

Art education not only develops an individual's creative and interpretive skills, but also helps them to get to know themselves better, connect with their inner world, and develop a more sensitive view of their surroundings. In this process, individuals not only learn to produce their thoughts, but also to interpret them and share them in meaningful ways. Values such as aesthetic sensitivity, intellectual depth and self-awareness develop over time through this interactive relationship with art. Emotions expressed through lines, colours or sounds contribute to the individual's identity formation, while also making them a more understanding, empathetic and participatory member of society. In this sense, art education is a vital learning process that enables individuals to develop a deeper awareness of both themselves and the world they live in.

It is a holistic learning process that develops the individual's creative and interpretive skills while enabling them to gain self-awareness, aesthetic sensitivity and intellectual depth. The teachings affect not only the individual's ability to express themselves, but also their understanding of their relationships with their environment and the way they construct their cultural identity. Through artistic activities, individuals have the opportunity to discover their potential and become more sensitive to their environment and value aesthetic values (Şahin & Yağçı, 2012; Jesima & Shobana, 2024; Söylemez, 2024; Lukaka, 2023). In this context, it is possible to see that art education is not limited to individual development but also serves as a tool that supports social integration.

It supports both individual and social development by developing basic skills such as critical thinking, problem solving, communication and multicultural awareness in individuals. The

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

mental activities that result from aesthetic decisions made during the creative process increase the individual's mental flexibility, enabling them to empathise and understand different points of view. It creates a universal language by establishing connections between different cultural, social and ethnic groups. It contributes to the individual becoming an ethically and socially sensitive, responsible person. It also helps them develop sensitivity to social issues and take responsibility towards society (Lukaka, 2023; Kırışoğlu, 2005; Ülger, 2019; Mercin & Alakuş, 2007; Leong, 2010).

This study also examines the impact of art education on creativity in the context of individual development and contribution to society. Art education is considered a learning area that supports individuals' basic competencies, such as self-expression, developing original ideas, empathy, effective communication, and problem solving. Conducted with an interdisciplinary approach, the study sought to reveal that art education supports not only individual creativity but also social harmony, ethical awareness, and the internalisation of democratic values in multicultural societies. In the study, a qualitative method based on literature review was used, and it was observed that art education is a multidimensional and human-centred educational process that reveals individual potential, is nourished by meaningful experiences, and encourages lifelong learning.

2. The Contribution of Art Education to Creativity and Cognitive Development

Creativity is a multifaceted skill that is not limited to the production of new ideas, but also includes the ability to develop original and effective solutions to situations encountered, to establish new connections between different ideas, and to express oneself in creative ways. This skill, which nourishes both the intellectual and emotional worlds of human beings, has the opportunity to develop in learning environments where critical thinking is encouraged, mistakes are accepted as natural, and individuals can freely express their ideas. At this point, art education supports the development of creative thinking by providing individuals with this freedom. Art education, which nourishes basic mental activities such as problem awareness, solution production and evaluation, also enables individuals to make more flexible, productive and conscious decisions in their daily lives. In other words, creative thinking represents a form of mental functioning that is adaptable to many areas of an individual's life and is not limited to aesthetic or artistic production (Atcılar, 2006; Çetin, 2002; Erim, 2011; Eisner, 2002; Georgiev & Georgiev, 2018; Teker, 2009; Yılmaz et al., 2023). It prepares the ground for the development of creative solutions by increasing cognitive flexibility and strengthening intuitive knowledge by enabling the individual to discover different ways of thinking (Winner, Goldstein & Vincent-Lancrin, 2013).

Research has shown that learning experiences supported by art education have a positive effect on students' problem-solving skills, academic achievement, and development in multiple intelligence areas (Hetland et al., 2007; Robinson, 2011). Therefore, it has been observed that art education contributes to the development of higher-level cognitive skills in individuals. In this regard, art education should be evaluated as a learning process that nurtures both artistic formation and cognitive development, completing the individual's intellectual depth and relationship with life.

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

Art education creates a multi-layered mental space that supports the development of original thinking. In this context, originality emerges as the fundamental determinant of creativity and brings with it a process of awareness that enables individuals to discover their own forms of expression (Nijstad, De Dreu, Rietzschel & Baas, 2010). It is based on the development of creative thinking capacity in each individual by directing them to develop aesthetic judgements, express their emotional states, and structure their creative thoughts (Yolcu, 2009). It facilitates the development of higher-level cognitive skills by helping individuals go beyond stereotypical thought structures and developing their ability to make critical evaluations. In particular, processes such as analysing works of art, establishing inter-contextual relationships, and interpretive thinking develop an individual's analytical reasoning skills. This aspect of art education has the potential to transform individuals not only in terms of aesthetic values but also in terms of meaning construction and intellectual integrity (Leong, 2010; Hannemann, 2006). A study conducted by Newcastle University has revealed that individuals who regularly participate in art activities have more developed creative thinking capacities and increased ability to develop alternative solutions to problems. It shows that art education encourages the production of original ideas and increases the level of fluency, flexibility, and originality in students' thinking (Rong, 2022). In this context, creativity is not limited to aesthetic production but is reflected in the individual's decision-making, problem-solving, and communication skills. Thus, it supports the individual in developing innovative approaches, synthesising different contexts, and gaining the ability to think holistically among complex structures in their professional life (Özaltun, 2023).

Interdisciplinary research on art education has revealed that arts-based learning offers direct and multifaceted contributions to different professional groups. For example, it has been determined that engineering students who receive art-focused education develop more creative, aesthetically rich, and innovative product designs, while individuals working in the health field strengthen human values such as empathy, communication, and social sensitivity through artistic activities (Sousa and Pilecki, 2013; Winner, Goldstein & Vincent-Lancrin, 2013; Kanat & Mutlu, 2022). Research in the field of education shows that teacher candidates who have received art education adopt creative, student-centred, and inclusive methods more effectively in classroom applications (Winner, Goldstein & Vincent-Lancrin, 2013). These findings clearly demonstrate that art education is a holistic learning tool that supports professional competence and ethical awareness in different disciplines.

Another study by Jesima and Shobana (2024), involving 105 students aged 10–13 and 13 educators, revealed that art education makes meaningful contributions in areas such as creative thinking, problem solving, empathy development, self-control, social skills, and academic adjustment. The findings of the study reveal that art education not only supports aesthetic production but also supports the individual's mental, emotional, social, and cultural development in a holistic manner. Participation in art activities has facilitated students' expression of their individual differences and contributed to the development of life skills such as cooperation, cultural understanding, coping with stress, and developing innovative solutions. These findings demonstrate that art education plays a fundamental role in the multidimensional development of individuals, in addition to interdisciplinary gains.

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

From another perspective, art education also plays a constructive role in the emotional development of individuals. It has been observed that participation in visual arts activities increases empathy and emotional intelligence levels; stress, anxiety and psychological pressures are reduced through artistic expression (Uzunöz & Demirhan, 2017; Baş et al., 2022). The artistic production process has become an alternative channel of expression, especially for individuals who have difficulty expressing their emotions, by supporting non-verbal communication. In addition, group work carried out within the scope of art education enables students to defend their ideas, interact with different perspectives, and strengthen their reasoning skills. In this context, it is possible to consider the development of communication skills and increased mental flexibility as indirect but lasting outcomes of art education (Black & Browning, 2011).

In conclusion, art education stands out as a multifaceted learning area that supports the development of creative thinking and reinforces critical reasoning and problem-solving skills. This educational approach, which views creativity not merely as an individual talent but as a mental process that can be systematically developed, effectively nurtures individuals' higher-level mental skills such as originality, fluency, and cognitive flexibility. Art-based learning processes not only develop an individual's analytical thinking skills but also increase their capacity to connect with different disciplines, generate alternative solutions, and concretise abstract concepts. Furthermore, this process contributes to the formation of a thinking structure integrated with aesthetic sensitivity by supporting the individual's emotional intelligence. In this context, art education is not only a means of developing aesthetic skills, but also a strategic element that should play a central role in education systems by transforming the cognitive structure and revealing the creative potential of individuals to the highest degree.

3. The Role of Art Education in Social Interaction and Social Awareness

Art education emerges as a learning field that transforms forms of social interaction, strengthens empathy, and increases cultural awareness. Art, as both a reflection and a transformer of social life, develops channels of communication and a common language of expression among individuals. Read (1981:17) defines art as ‘a mechanism applied in life, without which societies lose their balance,’ emphasising that art is not only an area of individual development but also a fundamental building block that preserves the emotional, cultural, and moral balance of society. In this context, art is a powerful form of expression that allows individuals to express their feelings and thoughts aesthetically, supporting both interpersonal interaction and social integration. As Tolstoy (1996, cited in Yolcu, 2004; 3) also states, art is a product of the individual's desire to share their experiences with others and functions as an empathy-based means of communication. Art education enables individuals to explore their inner worlds while also allowing them to develop sensitivity to different perspectives. It also promotes multidimensional development by increasing social responsibility and cultural awareness (San, 1998; Gökalp et al., 2017; Keser, 2005). Thus, it is evident that art education plays an important role in the transformation of both the individual and society.

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

The social impact of art education begins with the development of an individual's intellectual and emotional abilities and eventually reaches the potential to create collective consciousness. Yerlikaya (2006) and Abacı et al. (2005) state that art education supports critical thinking, synthesis, originality and interpretation skills in individuals, thereby contributing to the development of more qualified and aware individuals in a social context. For this reason, art education makes individuals more sensitive to social issues and ensures their more active participation in democracy (Chappell & Craft, 2011). It also ensures that this development is integrated with social sensitivity. This is because creative thinking is not merely a form of individual expression; it is directly related to the ability to evaluate social issues from different perspectives, generate original solutions, and establish social empathy. In environments where creative thinking develops, individuals become more attentive to their surroundings, more sensitive in their interpersonal relationships, and more responsible towards social issues. Leong (2010) reveals that aesthetic sensitivity developed through art increases both cognitive flexibility and ethical awareness in individuals, while Rong (2022) states that art education supports creative thinking and acts as a mechanism that strengthens social participation and empathy. Uzunöz & Demirhan (2017) state in their study that art-based learning processes have a significant impact on empathy skills and social awareness in children. Therefore, art education is a fundamental tool that not only supports individual development but also promotes social integration through its creativity-nurturing structure.

Social awareness should be considered not only as an abstract moral attitude, but also as a behaviour that can be learned and developed. Individuals educated in the arts, regardless of their chosen profession, contribute more to society as individuals with aesthetic sensitivity and social responsibility. In particular, when integrated into medical education, it has been found to contribute to the development of professional skills such as empathy, communication, observation and interpretation (Macnaughton, 2000; Bardes et al., 2001). In one study conducted with medical students, it was observed that students who received ceramic education made progress in social adaptation skills such as patience, problem solving, developing different perspectives, and coping with stress (Kanat & Mutlu, 2022). In this context, art education contributes to individuals' ability to perceive not only themselves but also the society they live in more deeply and sensitively. These contributions are also evident in the areas of social integration, human values, cultural continuity, and social adaptation (Buyurgan & Buyurgan, 2012; Eisner, 2002). Langer (2012) emphasises the importance of art education in terms of social structure, stating that neglecting art education will result in society succumbing to ‘formless emotion.’ It provides an environment that enables individuals to empathise with different identities and view cultural diversity as a source of richness. Research conducted by UNESCO (2019), the European Commission (2022) and Bamford & Wimmer (2012) has shown that art education increases social inclusion, especially among young people, creates a platform for dialogue between different ethnic groups, and is an effective method in the fight against discrimination. Therefore, art education is more than just a subject area; it is a social learning environment where fundamental values such as democracy, active citizenship, and respect for different cultures are developed (Eisner, 2002).

The social role of art goes beyond facilitating communication between individuals; it also relies on its ability to establish emotional connections, generate meaning, and strengthen social bonds

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

across all layers of society. As Brommer & Horn (1985) put it, art is integrated into everyday life and is present in almost every area of human life, thereby creating a common language between individuals. It enables individuals to perceive and express both their internal and external worlds in a more profound way. Developing aesthetic sensitivity allows individuals to become more aware and responsible towards their environment, human relationships, and social events. It contributes to their cognitive development by meeting their emotional needs (Yolcu 2009). It provides an area of expression, especially for individuals who have experienced trauma, through artistic experiences; art therapy practices support individuals' emotional well-being and social harmony (Malchiodi, 2003). Community-based art education practices, in particular, have become one of the effective tools for reintegrating socially excluded individuals into society (Boal, 2008; Ranciére, 2009; Kim, 2015).

As a result, art education enhances individuals' social interaction skills, increases their social awareness, develops their empathy skills, and creates a tolerant communication platform in a multicultural society. Art education continues to be one of the most fundamental building blocks of contemporary societies in terms of transferring cultural values to future generations, developing a common emotional language, and ensuring social integration. In this context, art education plays a central role in the aesthetic, emotional, and moral development of not only individuals but also entire societies. As a result, individuals become open to understanding and accepting differences, more sensitive in communication, and responsible citizens. The intergenerational transmission of cultural values is achieved through a common language of emotion and expression, and art education constitutes one of the most effective and sustainable ways to achieve this. The fundamental aim of art education can be defined as “maintaining balance in society by ensuring the harmonious development of personality” (San, 2003:139). This definition reveals that art education is a holistic learning process that goes beyond individual development and aims at social integration and cultural continuity. Therefore, art education is a strategic educational field that strengthens the ethical, cultural, and emotional fabric of society beyond nurturing individuals' aesthetic and emotional aspects.

4. Conclusions

Art education offers a holistic learning process that supports emotional, social, and cognitive development beyond revealing individuals' creative capacities. This process develops individuals' aesthetic sensitivity as well as their original thinking skills, empathy, and social responsibility awareness. This multifaceted development contributes to individuals becoming more productive, sensitive, and inclusive in their personal lives and social roles.

Art education supports creativity, enabling individuals to discover different ways of thinking and develop innovative solutions to complex problems. In this context, education policies need to give more space to learning approaches that focus on art. The integration of art-based pedagogical practices into the curriculum from early childhood onwards and their support in lifelong learning processes will ensure the sustainable development of individuals' creative and critical thinking skills.

In addition, art education stands out as a tool that strengthens social interaction and cultural awareness. It increases social harmony and supports cultural pluralism by creating a common

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

area of expression among individuals with different identities, experiences, and worldviews. For this reason, it is important to evaluate art education as an element that increases social inclusiveness in multicultural societies and to establish stronger collaborations between the relevant authorities and educational institutions in this field.

Art education strengthens the awareness of coexistence by developing ethical values, aesthetic understanding, and social empathy in individuals, contributing to the formation of a sensitive society. Therefore, this interdisciplinary educational approach should be supported not only as individual development but also as a priority area in terms of social integration and the construction of common values. Treating art education as a fundamental right to learning rather than a privileged field in education systems will contribute to the construction of a more just, inclusive, and cooperative society in the long term.

In conclusion, art education goes beyond fostering creative individuals; it also helps to create a more just, sensitive, and inclusive society. The process of supporting the discovery and development of individual potential also plays a critical role in improving the quality of social life. For this reason, it is important that arts education occupies a central position in education systems, is disseminated at all levels, is enriched with interdisciplinary approaches, and that educators are trained in this field in a well-equipped manner. In this way, it will be possible to prepare both individuals and societies for a creative, empathetic, and cooperative future, thereby sustainably improving social welfare. In this regard, art education must be redefined not only as an aesthetic field but also as a life skill area where individual awareness, social sensitivity, and creative thinking are developed.

References

Abacı, O., Alakuş, A. O., Yılmaz, M. G., Maccario, N. K., & Tuna, S. (2005). *Theories and methods of primary school art education* (V. Özsoy, Ed.). Visual Arts Education Association Publications.

Atcılar, T. (2006). *Creativity and positioning strategies in advertising: The Coca-Cola example* [Unpublished master's thesis]. Selçuk University.

Bamford, A., & Wimmer, M. (2012). *The role of arts education in enhancing cultural awareness and social inclusion*. European Expert Network on Culture (EENC).

Bardes, C. L., Gillers, D., & Herman, A. E. (2001). Learning to look: Developing clinical observational skills at an art museum. *Medical Education, 35*(12), 1157–1161. https://doi.org/10.1046/j.1365-2923.2001.01088.x

Baş, M. T., Özpulat, F., Molu, B., & Dönmez, H. (2022). The effect of decorative arts course on nursing students' creativity and critical thinking dispositions. *Nurse Education Today, 119*, 105584. https://doi.org/10.1016/j.nedt.2022.105584

Black, J., & Browning, K. (2011). Creativity in digital art education teaching practices. *Art Education, 64*(5), 19–34.

Boal, A. (2008). *Theatre of the oppressed* (New ed.). Pluto Press.

Brommer, G. S., & Horn, G. S. (1985). *Art in your world* (2nd ed.). Davis Publications.

Buyurgan, S., & Buyurgan, U. (2012). *Art education and teaching.* Pegem Academy Publishing.

Chappell, K., & Craft, A. (2011). Creative learning conversations: Producing living dialogic spaces. *Educational Research, 53*(3), 363–385. https://doi.org/10.1080/00131881.2011.598661

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

Çetin, T. (2002). The nature of creativity and its reflections in art education. *Hacettepe University Faculty of Fine Arts Art Writings*, 9, 71–78.
Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press.
Erim, G. (2011). A sample study on developing students' aesthetic sensitivity and creativity in basic design courses. *Uludağ University Faculty of Education Journal, 24*(2), 487–501.
European Commission. (2022). *A new European agenda for culture: Promoting inclusion and cultural diversity through arts education*. Directorate-General for Education, Youth, Sport and Culture.
Georgiev, G. V., & Georgiev, D. D. (2018). Enhancing user creativity: Semantic measures for idea generation. *Knowledge-Based Systems, 151*, 1-15. https://doi.org/10.1016/j.knosys.2018.03.016
Gökalp, M., Demirci, U. E., Barut, Y., & Türker, İ. H. (2017). The applicability of measurement and evaluation scales determined by the Ministry of National Education in visual arts courses. *Academic Journal of Social Research, 5*(46), 39–62. https://doi.org/10.16992/ASOS.12213
Hannemann, B. T. (2006). Creativity with dementia patients: Can creativity and art stimulate dementia patients positively?. *Gerontology, 52*(1), 59–65. https://doi.org/10.1159/000089827
Hetland, L., Winner, E., Veenema, S., & Sheridan, K. M. (2007). *Studio thinking: The real benefits of visual arts education*. Teachers College Press.
Jesima Banu, M., & Shobana, S. (2024). The role of art education in holistic development. *Shanlax International Journal of English, 13*(S1), 51–55. https://doi.org/10.34293/english.v13iS1-Dec.8520
Kanat, S., & Mutlu, H. S. (2022). Contributions of ceramic art education to medical students. *The Journal of International Social Research, 14*(1), 25–40. http://dx.doi.org/10.17719/jisr.2017.1809
Keser, N. (2005). *Art dictionary.* Utopya Publishing House.
Kırışoğlu, O. T. (2005). *Education in art: Seeing, learning, creating*. Pegem Academy Publishing.
Kim, H. (2015). Community and art: Creative education fostering resilience through art. *Asia Pacific Education Review, 16*, 193–201. https://doi.org/10.1007/s12564-015-9371-z
Langer, K. S. (2012). *Problems in Art* (Mitos-Boyut Art Series 2). Mitos-Boyut Publications.
Leong, J. O. (2010). Creativity and visual arts education: Encouraging young learners to engage with artworks. *International Journal of Education through Art, 6*(2), 125-137. https://doi.org/10.1386/eta.6.2.125_1
Leong, S. (2010). Creativity and assessment in Chinese arts education: Perspectives of Hong Kong students. *Research Studies in Music Education, 32*(1), 75-92. https://doi.org/10.1177/1321103X10370086
Lukaka, D. (2023). Art education and its impact on creativity and critical thinking skills: A review literature. *International Journal of Arts and Humanities, 1*(1), 31–39. https://doi.org/10.61424/ijah.v1i1.15
Macnaughton, J. (2000). The humanities in medical education: Context, outcomes and structures. *Medical Humanities, 26*(1), 23–30. https://doi.org/10.1136/mh.26.1.23
Malchiodi, C. A. (2003). *Handbook of art therapy*. Guilford Press.
Mercin, L., & Alakuş, A. O. (2007). The necessity of art education for individuals and society. *Dicle University Ziya Gökalp Faculty of Education Journal,* 9, 14–20.
Nijstad, B. A., De Dreu, C. K., Rietzschel, E. F., & Baas, M. (2010). The dual pathway to creativity model: Creative ideation as a function of flexibility and persistence. *European Review of Social Psychology, 21*(1), 34–77. https://doi.org/10.1080/10463281003765323
Özaltun, G. (2023). *The effect of the use of augmented reality in basic design education on the creativity process* [Unpublished doctoral thesis]. Yıldız Technical University.
Rancière, J. (2009). *The emancipated spectator*. Verso.

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616

Robinson, K. (2011). *Out of our minds: Learning to be creative* (2nd ed.). Capstone Publishing.
Rong, X. (2022). *The effect of art education on creative thinking among primary school students* [Master's thesis]. Newcastle University.
San, İ. (1998). New ideas on art education. *In Çanakkale 18 Mart University 1st Symposium on Art Education and Issues* (pp. 23–34). Çanakkale.
San, İ. (2003). *Art education: An intercultural perspective.* Utopya Publications.
Sousa, D. A., & Pilecki, T. (2013). *From STEM to STEAM: Using brain-compatible strategies to integrate the arts*. Corwin Press.
Söylemez, S. (2004). New approaches in art education. *2nd Art Education Symposium* (April 28–30, 2004, pp. 393–401). Ankara: Gazi University Faculty of Education.
Şahin, D., & Yağcı, M. M. (2012). The importance of art education in the socialization process of individuals. *Batman University Journal of Life Sciences, 1*(1), 273–277.
Teker, U. (2009). *Graphic design and advertising.* Yorum Sanat Publishing House.
UNESCO. (2019). *Framework for culture and arts education*. Paris: United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000371487
Uzunöz, F. S., & Demirhan, G. (2017). The effect of creative drama on critical thinking in preservice physical education teachers. *Thinking Skills and Creativity, 24*, 164–174.
Ülger, K. (2023). A comparison study from a creative thinking perspective in different domains as art education and non-art education students. *Creativity Studies, 16*(1), 193–210. https://doi.org/10.3846/cs.2023.14593
Winner, E., Goldstein, T. R., and Vincent-Lancrin, S. (2013). *Art for art's sake? The impact of arts education*. OECD Publishing. https://doi.org/10.1787/9789264180789-en
Yerlikaya, H. (2006). *The contributions of basic design courses to creativity in Anatolian Fine Arts High Schools* [Unpublished master's thesis]. Gazi University.
Yılmaz, S., Baltacı, H., & Alpak, E. M. (2023). The effects of basic design courses on creative thinking. *Online Journal of Art & Design, 11*(2), 223–235.
Yolcu, E. (2009). *Theories and methods of art education.* Nobel Publishing.
Zimmerman, E. (2010). Creativity and art education: A personal journey in four acts. *Art Education, 63*(5), 84–92. https://doi.org/10.1080/00043125.2010.11519093

© 2025 by Gözde Özaltun is licensed under CC BY-NC 4.0
DOI: doi.org/10.34010/artic.v8i1.17616