



How Drama Activates Learning

**Contemporary
Research and
Practice**

Edited by
Michael Anderson
and Julie Dunn

B L O O M S B U R Y

How Drama Activates Learning Contemporary Research And Practice 2015 05 07

Miranda Jefferson, Michael Anderson



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Performative Language Learning with Refugees and Migrants Erika Piazzoli, Fiona Dalziel, 2024-03-29 This book investigates the use of performative language pedagogy in working with refugees and migrants exploring performative language teaching as the application of drama music dance and storytelling to second language acquisition Documenting a community based project funded by the Irish Research Council and conducted with three groups of refugees and migrants in Ireland and Italy the book explores the methodological pedagogical and ethical elements of performative language learning in the context of migration Written by a team of arts based researchers and practitioners chapters discuss findings from the project that relate to factors such as embodied research methods a motivation to belong and the ethical imagination while exhibiting how performative language pedagogy can be effective in supporting children and adults in a range of challenging contexts Offering a poetic and pictorial representation of the Sorgente Project this book will be of interest to postgraduate students researchers and academics in the fields of English language arts and literacy education drama in education the sociology of education and second language acquisition more broadly Those working in refugee and migrant studies and teacher education studies will also find the volume of use

Drama at the Heart of English Theo Bryer, Maggie Pitfield, Jane Coles, 2023-09-21 Drama at the Heart of English is unique in its exploration of drama s potential to revitalise English as a secondary school subject It focuses specifically on the value and inclusive nature of educational drama practices in the reading of literary dramatic and multimodal texts in the English classroom Examples from the authors research show English teachers working in the drama in English mode with real learners as part of their everyday classroom activity Challenging current curriculum and assessment constraints the authors argue that drama in English pedagogy re establishes English as a creative imaginative and interactive subject This book offers a blend of theory and practice to demonstrate the powerful potential of drama in English proposes that drama is a uniquely sustainable form of learning in English when fully integrated into the daily work of classroom teachers highlights the intrinsic connection that exists between drama and the playful qualities of literary texts analyses landmark moments and key policy shifts that have shaped the development of the relationship between drama and English over time This resource is for all educators interested in and passionate about the field of English and Language Arts It is a must read for the international academic community of researchers practitioners teacher educators and teachers of English as well as student teachers of English

Media Drama Creativity and Democracy in Education Jeff Adams, Allan Owens, 2015-07-16 The struggle to establish more democratic education pedagogies has a long history in the politics of mainstream education This book argues for the significance of the creative arts in the establishment of social justice in education using examples drawn from a selection of contemporary case studies including Japanese applied drama Palestinian teacher education and Room 13 children s contemporary art Jeff Adams and Allan Owens use their research in practice to explore creativity conceptually historically and metaphorically within a variety of UK and international

contexts which are analysed using political and social theories of democratic and relational education Each chapter discusses the relationship between models of democratic creativity and the cultural conditions in which they are practised with a focus on new critical pedagogies that have developed in response to neoliberalism and marketization in education The book is structured throughout by the theories practices and the ideals that were once considered to be foundational for education democratic citizenship and a just society Creativity and Democracy in Education will be of key interest to postgraduate students researchers and academics in the field of education especially those interested in the arts and creativity democratic learning teacher education cultural and organisational studies and political theories of education *How Drama Activates Learning: Contemporary Research and Practice* Michael Anderson,2015 **Developing Literacy and the Arts in Schools** Georgina Barton,2019-07-31 The teaching of the arts and literacy in schools is often at odds with one another The desire for schools to improve results on high stakes testing can lead to a narrow view of literacy rather than one that acknowledges the unique and distinct literacies that exist in other curriculum areas including the arts With methods of communication becoming increasingly complex it will be more and more important for students to be able to utilise all semiotic modes *Developing Literacy and the Arts in Schools* investigates this key issue in education and offers a solution to the negative relationship between the arts and literacy Drawing on interview data and evidence from diverse classrooms it explores the pedagogies of effective arts practitioners and teachers and how they relate to theoretical frameworks to unpack the key elements of effective practice related to literacy and the arts A model of arts literacies is provided to assist arts and literacy educators in developing a common language that acknowledges and values these distinct arts literacies Themes of multimodality diversity aesthetics and reflection in relation to the arts and literacy are foregrounded throughout This book will be of great value to postgraduate students of Education specialising in arts and literacy education academics teacher educators and classroom and preservice teachers *Transforming Schools* Miranda Jefferson,Michael Anderson,2017-02-09 *Transforming Schools* demonstrates how transformation is no longer an option in teaching and learning it has become a necessity Changes in the way we work and the challenges of issues such as climate change poverty and migration mean that teaching and learning need to alter to incorporate capacities that will help us meet those challenges The 4Cs Creativity Critical Reflection Communication and Collaboration have long been present in education but *Transforming Schools* demonstrates how schools can change teaching and leadership to embed and enact the 4Cs to make them central to dynamic and exciting learning Miranda Jefferson and Michael Anderson demonstrate how a renewed approach to teaching that integrates the 4Cs can better equip today's learners They draw on their own international research and experiences in school transformation in a variety of school settings working in partnership with practitioners researchers students and the community The authors consider how schools might reorganise themselves to become more relevant to their students and to the community Practical strategies for transformation are included throughout the chapters to demonstrate how learning can

be supported and how the 4Cs can be made explicit in schools These examples will support school leadership teams and teachers to explicitly teach the 4Cs in relevant and challenging ways This book is essential reading for those looking to transform schools and more effectively meet the needs of today's learners

Applied Theatre: A Pedagogy of Utopia Selina Busby, 2021-03-25 Shortlisted for the 2022 TaPRA David Bradby Monograph Prize Applied Theatre is a widely accepted term to describe a set of practices that encompass community social and participatory theatre making It is an area of performance practice that is flourishing across global contexts and communities However this proliferation is not unproblematic A Pedagogy of Utopia offers a critical consideration of long term applied and participatory theatre projects In doing so it provides a timely analysis of some of the concepts that inform applied theatre and outlines a new way of thinking about making theatre with differing groups of participants The book problematizes some key concepts including safe spaces voice ethical practice and resistance Selina Busby analyses applied theatre projects in India the USA and the UK in youth theatres homeless shelters prisons and with those living in informal housing settlements to consider her key question What might a pedagogy of utopia look like Drawing on 20 years of practice in a range of contexts this book focuses on long term interventions that raise troubling questions about applied theatre cultural colonialism and power while arguing that community or participatory theatre conversely has the potential to generate a resilient sense of optimism or what Busby terms a nebulous utopia

Scottish Education T. G. K. Bryce, 2018-06-21 Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism

Drama and Social Justice Kelly Freebody, Michael Finneran, 2015-08-20 This text offers a cohesive framework for exploring social justice through drama and drama from a social justice perspective Research based examples of practice from a range of international contexts link theory and practice Connecting chapters raise key critical questions in an engaging dialogue format An important addition to the literature on social justice education Lee Anne Bell author *Storytelling for Social Justice* 2010 and co editor of *Teaching for Diversity and Social Justice* Routledge 2007 Much has been written within the tradition of drama education and applied theatre around the premise that drama can be a force for change within both individual lives and society more broadly However little has been published in terms of charting the nature of this relationship By combining theoretical historical and practical perspectives this book unpacks and explores drama's intrinsically entwined relationship with society more comprehensively and critically Chapters gather together and develop a range of theoretical understandings of social justice in applied drama in the first part of the book which are then used to frame and inform more focused discussions of drama research and practice in the second Contributors move beyond practical understandings of drama for empowerment or development in order to engage with the philosophy of praxis the interconnected and symbiotic nature of theory derived from practice and practice derived from theory Including concrete examples from current research and practice in the field the book opens up a conversation on and counter narrative to perceptions of the nature and impact of applied theatre and drama education on social justice Drama

and Social Justice will be key reading for postgraduate students academics researchers and field based practitioners in the areas of applied drama and theatre education and youth work and social justice and the social sciences

The State of the Art Michael Anderson, Colleen Roche, 2015-04-30 The State of the Art Teaching Drama in the 21st Century presents cutting edge scholarship from leading drama education researchers in New South Wales This collection features discussions that are directly relevant to drama teachers in primary and secondary schools artists and theatre makers and drama education researchers

How Drama Activates Learning Michael Anderson, Julie Dunn, 2013-08-01 How Drama Activates Learning Contemporary Research and Practice draws together leaders in drama education and applied theatre from across the globe including authors from Europe North America and Australasia It explores how learning can be activated when drama pedagogies and philosophies are applied across diverse contexts and for varied purposes The areas explored include history literacy oracy and listening health and human relationships education science democracy social justice and global citizenship education bullying and conflict management criticality digital technologies additional language learning Drawing on a range of theoretical perspectives the contributors present case studies of drama and applied theatre work in school and community settings providing rich descriptions of practice accompanied by detailed analysis underpinned by the theoretical perspectives of key thinkers from both within and beyond the field of drama

Educational Neuroscience for Literacy Teachers Lucy Spence, Ayan Mitra, 2023-04-21 Bridging the world of reading instruction and applied cognitive neuroscience this book presents research backed reading instructional methods and explains how they can be understood through the lens of brain processes Dispelling myths about neuroscience Spence and Mitra explore how brain based research informs literacy research in a way that is clear and accessible to pre service teachers Chapters address theories of reading social emotional learning phonological processes embodiment multilingualism reading comprehension and more Featuring examples of instruction and consistent Did you know and Food for thought sections readers will come away with a greater understanding of the reading brain and how neuroscience can facilitate effective instruction Delving into the extent to which neuroscience can underpin reading research this text is ideal for pre service teachers educators and students in the fields of language arts and literacy as well as cognitive neuroscience

Drama and Theatre in Education John Somers, 1996

Key Concepts in Theatre/Drama Education S. Schonmann, 2011-07-22 Key Concepts in Theatre Drama Education provides the first comprehensive survey of contemporary research trends in theatre drama education It is an intriguing rainbow of thought celebrating a journey across three fields of scholarship theatre education and modes of knowing Hitherto no other collection of key concepts has been published in theatre drama education Fifty seven entries written by sixty scholars from across the world aim to convey the zeitgeist of the field The book s key innovation lies in its method of writing through collaborative networking an open peer review process and meaning making involving all contributors Within the framework of key concept entries readers will find valuable judgments and the viewpoints of researchers from North and South America Europe Asia

Africa New Zealand and Australia The volume clearly shows that drama theatre educators and researchers have created a language with its own grammar and lucid syntax The concepts outlined convey the current knowledge of scholars highlighting what they consider significant Entries cover interdependent topics on teaching and learning aesthetics and ethics curricula and history culture and community various populations and their needs theatre for young people digital technology narrative and pedagogy research methods Shakespeare and Brecht other various modes of theatre and the education of theatre teachers It aims to serve as the standard reference book for theatre drama education researchers policymakers practitioners and students around the world A basic companion for researchers students and teachers this sourcebook outlines the key concepts that make the field prominent in the sphere of Arts Education **Dramatic Interactions in Education** Susan Davis,Beth Ferholt,Hannah Grainger Clemson,Satu-Mari Jansson,Ana Marjanovic-Shane,2015-01-15 **Dramatic Interactions in Education** draws together contemporary sociocultural research across drama and educational contents to draw out implications for researchers and practitioners both within and outside the field Drama is a field for which human interactions experience emotional expression and attitude are central with those in non arts fields discovering that understandings emerging from drama education can provide models and means for examining the affective and relational domains which are essential for understanding learning processes In addition to this those in the realm of drama education and applied theatre are realising that sociocultural and historical cultural approaches can usefully inform their research and practice Leading international theorists and researchers from across the UK Europe USA and Australia combine theoretical discussions research methodologies accounts of research and applications in classroom and learning contexts as they explore concepts from Vygotsky s foundational work and interrogate key concepts such as perezhivanie or the emotional lived experience development of self zone of proximal development **Drama Research Methods: Provocations of Practice** ,2018-11-26 At a time when universities demand immediate and quantifiable impacts of scholarship the voices of research participants become secondary to impact factors and the volume of research produced Moreover what counts as research within the academy constrains practices and methods that may more authentically articulate the phenomena being studied When external forces limit methodological practices research innovation slows and homogenizes This book aims to address the methodological interpretive ethical procedural challenges and tensions within theatre based research with a goal of elevating our field s research practice and inquiry Each chapter embraces various methodologies positionalities and examples of mediation by inviting two or more leading researchers to interrogated each other s work and in so doing highlighted current debates and practices in theatre based research Topics include ethics method audience purpose mediation form aesthetics voice data generation and research participants Each chapter frames a critical dialogue between researchers that take multiple forms dialogic interlude research conversation dramatic narrative duologue poetic exchange etc **With Drama in Mind** Patrice Baldwin,2012-03-29 In this new and

updated edition Patrice Baldwin brings together key findings from brain research and best practice to highlight the benefits that drama and imagined experience can have on learning creativity motivation and self esteem and explains why and how drama supports learning The book offers sound advice on planning and managing drama across the curriculum from ages 5 14 and provides carefully annotated schemes of work complete with photocopiable resource sheets and online templates Both experienced teachers of drama and non specialists will appreciate the up to date research new pedagogic examples multisensory drama techniques and links to contemporary developments in education such as play based learning learning outside the classroom and Philosophy for Children P4C With Drama in Mind is an invaluable source of inspiration for revitalising your teaching and stimulating pupils imaginations

MasterClass in Drama Education Michael

Anderson,2011-12-01 MasterClass in Drama Education explores drama teaching drawing directly on international research and practice presenting effective and engaging approaches for drama learning and focusing on the skills knowledge and understanding needed by researchers teachers and Master s level students Anderson also draws on the history of drama education to create a foundation for effective learning and teaching Topics covered include The foundations of drama learning Planning Knowledge and skills Assessment MasterClass in Drama Education will be essential reading for all studying the teaching and learning of drama on PGCE and Education MEd MA courses

Drama and Theatre with Children

Charru Sharma,2015-12-14 Drama as a process centred form is a popular and valued methodology used to develop thinking and learning in children while theatre provides a greater focus on the element of performance In recent years offering drama and theatre as a shared experience is increasingly used to engage children and to facilitate learning in a drama classroom Using drama and theatre as a central component with children this book is an amalgamation of theory research and practice from across the globe offering insights into differing educational contexts Chapters provide an exploration of the methodologies and techniques used to improve drama in the curriculum and highlight the beneficial impact drama has in a variety of classrooms enriching learning and communication Contributions from 17 authors ranging from teachers in schools or universities to researchers and drama practitioners examine a variety of perspectives related to drama and children in an attempt to bridge gaps and move ahead collectively as educators practitioners and researchers in drama and theatre Divided into two parts Part I reflects on the use of drama in its varied forms with children while Part II focuses on projects and experiments with children using theatre in order to draw links between drama theatre and pedagogy Drama and Theatre with Children will be key reading for researchers academics and postgraduate students in the fields of drama education theatre education curriculum studies and child development The book will also be of interest to drama practitioners school teachers and teacher training leaders

Drama in Education Ása Helga Ragnarsdóttir,Hákon Sæberg Björnsson,2019-11-22

As schools have become more aware of their role in addressing personal and social issues the importance of values and attitudes have begun shaping education and curricula worldwide Drama in Education explores the six fundamental pillars of

the national curriculum guide of Iceland in relation to these changing values and attitudes Focusing on the importance of human relations this book explores literacy sustainability health and welfare democracy and human rights equality and creativity It demonstrates the capability of drama as a teaching strategy for effectively working towards these fundamental pillars and reflects on how drama in education can be used to empower children to become healthy creative individuals and active members in a democratic society Offering research based examples of using drama successfully in different educational contexts and considering practical challenges within the classroom Drama in Education Exploring Key Research Concepts and Effective Strategies is an essential guide for any modern drama teacher

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