



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

Kelly Freebody, Michael Finneran



How Drama Activates Learning Contemporary Research And Practice:

How Drama Activates Learning: Contemporary Research and Practice Michael Anderson, 2015 *How Drama Activates Learning* Michael Anderson, Julie Dunn, 2013-09-26 Brings together leading scholars to examine the literature scholarship and research of drama education and to consider future directions for practice and research **How Arts Education Makes a Difference**

Josephine Fleming, Robyn Gibson, Michael Anderson, 2015-12-22 This book presents ground breaking research on the ways the Arts fosters motivation and engagement in both academic and non academic domains It reports on mixed method international research that investigated how the Arts make a difference in the lives of young people Drawing on the findings of a longitudinal quantitative study led by the internationally renowned educational psychologist Andrew Martin the book examines the impact of arts involvement in the academic outcomes of 643 students and reports on the in depth qualitative research that investigates what constitutes best practice in learning and teaching in the Arts The book also examines drama dance music visual arts and film classrooms to construct an understanding of quality pedagogy in these classrooms With its evidence based but highly accessible approach this book will be directly and immediately relevant to those interested in the Arts as a force for change in schooling How Arts Education Makes a Difference discusses The Arts Education Motivation Engagement and Achievement Research Visual Arts Drama and Music in Classrooms Technology mediated Arts Engagement International Perspectives on Arts and Cultural Policies in Education This book is a timely collation of research and experiential findings which support the need to promote arts education in schools worldwide It will be particularly useful for educationists researchers in education and arts advocates **Education for Refugees and Forced (Im)Migrants Across Time and Context**

Alexander W. Wiseman, Lisa Damaschke-Deitrick, 2023-08-09 Education for Refugees and Forced Im Migrants Across Time and Context follows the journey of refugee and forced im migrant youths as their educational needs and opportunities vary according to resettlement communities immigration policies dominant culture and language geography and other key factors **Critical Themes in Drama** Kelly Freebody, Michael

Finneran, 2021-03-25 Critical Themes in Drama is concerned with the relationship between drama and the current socio political context It builds on and contributes to ongoing scholarly conversations regarding the use benefit challenges and opportunities for drama and theatre as a social cultural educational and political act The intention of this book is to canvas current theory and practice in drama to provide an extended examination of how drama as a pro social practice intersects with socio cultural institutions to link critical discourse and examine ways drama may contribute to a broader social justice agenda Authors draw on a variety of theoretical tools from the fields of sociology anthropology and cultural studies This combines with an exploration of work from drama practitioners across a variety of countries and practices to provide a map of how the field is shaped and how we might understand drama praxis as a social cultural and political force for change This book offers drama scholars practitioners researchers and teachers a critical exploration which is both hopeful and critical

acknowledging the complexities and potential pitfalls while celebrating the opportunities for drama as a practice for social action and positive change *The Routledge Companion to Drama in Education* Mary McAvoy, Peter O'Connor, 2022-05-23

The Routledge Companion to Drama in Education is a comprehensive reference guide to this unique performance discipline focusing on its process oriented theatrical techniques engagement of a broad spectrum of learners its historical roots as a field of inquiry and its transdisciplinary pedagogical practices The book approaches drama in education DE from a wide range of perspectives from leading scholars to teaching artists and school educators who specialise in DE teaching It presents the central disciplinary conversations around key issues including best practice in DE aesthetics and artistry in teaching the histories of DE ideologies in drama and education and concerns around access inclusivity and justice Including reflections lesson plans programme designs case studies and provocations from scholars educators and community arts workers this is the most robust and comprehensive resource for those interested in DE s past present and future *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 *Applied Theatre: Understanding Change* Kelly Freebody, Michael Balfour, Michael Finneran, Michael Anderson, 2018-06-26 This volume offers researchers and practitioners new perspectives on applied theatre work exploring the relationship between applied theatre and its intent success and value Applied theatre is a well established field focused on the social application of the arts in a range of contexts including schools prisons residential aged care and

community settings The increased uptake of applied theatre in these contexts requires increased analysis and understanding of indications of success and value This volume provides critical commentary and questions regarding issues associated with developing delivering and evaluating applied theatre programs Part 1 of the volume presents a discussion of the ways the concept of change is presented to and by funding bodies practitioners participants researchers and policy makers to discover and analyse the relationships between applied theatre practice transformative intent and evaluation Part 2 of the volume offers perspectives from key authors in the field which extend and contextualize the discussion by examining key themes and practice based examples *Drama in the Language Classroom* Carmela Romano Gillette, Deric McNish, 2023-06-15 *Drama in the Language Classroom* weaves together cutting edge research and practices from the fields of theater and TESOL After providing an overview of how drama can be used in the language classroom Carmela Romano Gillette a TESOL expert and Deric McNish an expert in actor training present a collection of resources teachers need to begin using drama including practical classroom tested and evidence based techniques They show how theater performance and improvisation can help students build confidence develop a deeper context for speaking and create authentic opportunities for language use In addition they outline the para and extra linguistic techniques that can improve expression and meaningful communication Each section includes sample activities such as script analysis for improving fluency and assessment suggestions Readers do not need to have experience with performance or drama to learn how to incorporate these practices into the ESL classroom

Crushing ICE Blaine E. Hatt, 2022-12-08 21st century educators face a new frontier beyond the boundaries of traditional teaching practice and pedagogical praxis Imagination Creativity Education ICE creates fresh opportunities for teachers who are committed to genuine empowering experiential learning In *Crushing ICE* Short on Theoretical Long on Practical Approaches to Imagination Creativity Education teachers will discover how to take risks and transition with confidence from conventional to imaginative and creative approaches promote collaborative learning enrich the efficacy esteem and identity of learners implement learning centred strategies activities and practices informed by diverse theoretical perspectives advance meaningful inquiry and relational learning that engages learners at a deep level Every day teachers confronted with student exceptionalities multi age groupings overemphasis on provincial standardized testing and intransigent administrative practices and directives struggle to promote curiosity imagination creativity innovation creative process and risk taking in their classrooms ICE teaches a practical alternative approach that recognizes the importance of these constructs within the self as teacher the other as learner and all together in a community of learnership An exposition of ICE *Crushing ICE* shows educators how to challenge the status quo enroute to fostering innovative learning in regular courses visual arts performing arts and educational transitions This book is an instructional resource text focused on pre service and in service teachers for creativity based education *Crushing ICE* is a unique compilation of scholarly yet practical writings by nationally and internationally recognized teachers and teacher educators who present a predominantly pan Canadian perspective It can

equally serve as a supplementary text or core text in university courses

Research on Teaching Strategies and Skills in Different Educational Stages Pedro Gil-Madrona, Linda Saraiva, Luisa Losada-Puente, 2025-03-19 The teaching practice becomes a reciprocal activity in the classroom when teachers apply their creativity and their knowledge resulting from research and scientific evidence in the didactic teaching process with the purpose of strengthening in the students the key competencies of their training turning students at the core of the didactic process Teaching strategies must be articulated from previous research and planning and designed sequentially to promote real and interesting learning scenarios and thereby achieve significant learning From this perspective of teaching learning strategies the reciprocal interaction between the student and the teacher becomes the focus of attention with a playful motivating interesting and rewarding approach for the learner The role of the teacher is conceived as fundamental in the teaching process to achieve the link between teaching learning and evaluation strategies For this reason multidisciplinary studies are welcome from all stages of the educational system with quantitative qualitative and mixed approaches and reviews promoting good teaching practices of reflection and innovation from these studies

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

Embodied Aesthetics in Drama Education Matthew DeCoursey, 2018-12-13 If it is a good thing to use drama for education there must be something specific about drama that makes it good for the purpose It has power of some kind it makes things meaningful that would otherwise be meaningless or things memorable that would otherwise be forgettable Or perhaps it enables independent thought in an area that would otherwise become mere rote learning Many practitioners believe that drama has the power to develop learner autonomy or even to give learners power over their lives In the last twenty years a widespread view has developed that this something that creates the benefit of drama is aesthetics There are many views of aesthetics but what unites them is the special significance that art has for our lives This book is about the

relation between aesthetics and education in the use of drama Within it philosophy appears as the essential connecting discipline between the practice of arts based education and our advancing knowledge of the interrelations of cognition emotion and embodiment Matthew DeCoursey argues that the power of dramatic art is to be found in its bodily emotional nature Drawing on recent work in the aesthetics of theatre he shows that much of the power of theatre can be attributed to a specific range of ideas and techniques notably including double meaning making aesthetic focus and dramatic tension Finally the author relates different forms of drama education to different educational results holding that the conventional improvised forms are neither superior nor inferior to scripted theatre but merely serve different purposes Among those educational results discussed are the emancipation sought both by Ranci re and by many practitioners of applied theatre but also curricular areas including language education

Education and Theatres Michael Finneran, Michael Anderson, 2019-09-25 This volume is the first book to map a broad range of practices and critically examine the impact of education and outreach programmes in theatres and theatre companies around the globe This innovative volume looks specifically at the manner in which theatres and theatre companies engage in educational outreach and community work An array of global case studies examines a wide range of existing and innovative practices and scrutinises how this work achieves successful results and delivers impact and outcome on investment The editors set the scene briefly in terms of the history of education in theatre organisations and then move on to chart some of the difficulties and challenges associated with this work as well as looking into the conceptual issues that need to be interrogated so that we may understand the impact of outreach and education work on the communities and audiences it aims to reach A range of theatre practitioners and academics describe their work its background and what the authors understand to be successful outcomes for both the participants and the theatres Finally the book offers suggestions for both practitioners and researchers regarding further development in this work

Applied Theatre Kay Hepplewhite, 2024-10-24 This accessible book outlines the key ideas that define the global phenomenon of applied theatre not only its theoretical underpinning its origins and practice but also providing eight real life examples drawn from a diversity of forms and settings The clearly arranged topic sections entitled When What Who Why and Where emphasise the responsive nature of applied theatre its social context and the importance of a beneficial outcome for participants which can connect fields as disparate as health criminal justice education and migration Labels and terms are explained along with applied theatre s core values motivations and objectives allowing the reader to build a coherent understanding of its distinguishing features Applied Theatre The Key Concepts is aimed at students academics artists and practitioners of applied theatre as well as those with an interest in this vital blend of social and creative practice

Schools as Queer Transformative Spaces Jón Ingvar Kjaran, Helen Sauntson, 2019-10-08 This book explores the narratives and experiences of LGBTQ and gender non conforming students around the world Much previous research has focused on homophobic transphobic bullying and the negative consequences of expressing non heterosexual

and non gender conforming identities in school environments To date less attention has been paid to what may help LGBTQ students to experience school more positively and relatively little has been done to compare research across the global contexts This book addresses these research gaps by bringing together ongoing research from countries including Brazil China South Africa the UK and many more Each chapter examines results of empirical research into school experiences of LGBTQ students and the experiences and perspectives of teachers and parents All contributions are theoretically informed by aspects of queer theory and or critical feminist theory with additional insights from psychological sociological and linguistic perspectives Contributing chapters consider how educational workers may question socially sanctioned concepts of normality in relation to gender and sexuality in ways that benefit all students and how they can queer schools to make them less oppressive in terms of gender and sexuality Expertly written and researched this book is an invaluable resource for researchers policymakers and students in the fields of education sociology gender studies and anyone with an interest in gender and sexuality studies

Dorothy Heathcote on Education and Drama Cecily O'Neill, 2014-08-27 Dorothy Heathcote MBE was a unique educator whose practice had a vital influence on the international development of Drama in Education For more than half a century she inspired generations of teachers and educators all over the world by her original and authentic approach to teaching and learning This new collection of the essential writings of Dorothy Heathcote traces the development of her practice over her long professional life It combines the most important and influential articles from the first edition with more recent pieces to show the significant development in Heathcote's thinking and practice The book reveals the increasing complexity of her engagement with Mantle of the Expert as an approach to the curriculum and revisits earlier themes that are central to her work in such pieces as Productive Tension and Internal Coherence In everything she writes she is concerned with introducing teachers to the power of drama as a means of activating the curriculum and giving them the insight and understanding to enable them to generate significant learning experiences with their students Each section is accompanied by an introduction a summary of key points and an extensive list of resources Edited by a leading expert in drama education and featuring a Foreword by Gavin Bolton this new collection of Dorothy Heathcote's work will be welcomed by academics teachers of drama and student teachers

Teaching the Arts David Roy, William Baker, Amy Hamilton, 2019-07-02 Foregrounds the importance of arts education to children's development and learning

Pedagogy, Empathy and Praxis Alison Grove O'Grady, 2020-04-21 This book examines the concept of empathy as an essential aspect of the teacher training curriculum and asks how it can be taught While there has been a steady flow of teacher education reform books in recent years there are comparatively few that have considered change from understandings and advances developed in human rights based practices and theatrical traditions The author presents unique and compelling approaches to teacher training and learning developed in conjunction with experts in theatrical and educational fields and combining both research and praxis This pioneering book will appeal to students and scholars of education and empathy as well as those

interested in incorporating empathy into their teaching practice

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

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