

Students in Public exemplar details

Faculty, School and Subject Area: Humanities, SALC, Drama

Course Unit/activity: DRAM21251 Drama in Education

Course Unit Director/activity leader: Simon Parry

What is the assignment/knowledge product?

This is an undergraduate module as part of which students develop and deliver a series of workshops in a school or other education context.

Why was it introduced?

This is a key area of drama practice and research so is an important element of the Drama curriculum. It also offers clear opportunities for enhancing student employability.

Where is/could it be published/disseminated?

It could be disseminated within the university or more widely within schools education.

What are the challenges (e.g. copyright)?

Managing relationships with school partners

What are the student perceptions/responses/attainment?

We are running this module for the first time in 2017/18

If published, how do you monitor use of the resource/s?
n/a

Any other comments

Drama in Education

Unit code : DRAM21251

Credit rating : 20

Aims

- To engage with the theory and practice of drama in education
- To explore drama techniques used within educational contexts
- To discuss and debate the role of drama in education
- To develop students' skills in process drama and workshop facilitation
- To reflect critically on how practice might challenge our understanding of process drama and its educational potential

Objectives (Learning outcomes)

- Identify the key features of the main traditions of process drama
- Understand key arguments for the value of drama as pedagogy
- Understand key theoretical issues about the role of drama in education
- Articulate process drama aesthetics
- Plan, structure and deliver process drama workshops in educational contexts
- Evaluate and reflect on their own and others' practice
- Facilitate creative work by children or other non-professionals
- Work professionally within an external context e.g. a school
- Work to a deadline
- Work confidently with children from a range of backgrounds
- Collaborate with peers
- Stimulate and facilitate the creative work of others

Assessment methods

4 workshop session plans and 4 workshops (delivered as group)

500 word session plans (x4) & 4 class workshops

FORMATIVE ASSESSMENT: 15 minute group presentation

Course unit overview

In this course students will explore the theory and practice of drama in education, developing hands-on skills and experience in planning and delivering drama workshops in schools. The first half of the course will introduce a range of techniques that belong to the traditions of process drama and are widely used within educational and community contexts while asking critical questions about the social function of drama (as education) and about the role of creativity within education. In the second half, students will work in small groups delivering drama workshops in a local school or similar educational setting under the supervision of the course tutors. At the end of the module, we will reflect as a whole group how this practical experience has re-shaped our understanding of the key questions introduced at the outset. Students will thereby continue to develop as critical reflective practitioners.

Teaching and learning methods

Week 1-5: 90min lecture and seminar + 90min practical workshop

Weeks 7-10: Students deliver workshop sessions in schools in small groups, followed by reflective mentoring session with tutors

Weeks 11-12: 3 hour lecture/seminar

Weekly reflective journaling

Session planning and feedback on session plans

Group reflection and mentoring

Reading and rich media resources on drama education practice provided via Blackboard