

COURSE OUTLINE

1. OVERVIEW

FACULTY	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE TITLE			
Drama Education in Primary School			
COURSE CODE	TE1401	SEMESTER	5, 7
HOURS per WEEK	3	ECTS	4
COURSE CATEGORY	Elective	COURSE TYPE	General background
LANGUAGE OF INSTRUCTION AND EXAMINATIONS	Modern Greek	PREREQUISITES	-
OFFERED TO ERASMUS	YES	ECLASS PAGE	https://eclass.uth.gr/courses/PRE_U_180/

2. LEARNING OUTCOMES

Learning Outcomes
<p>Upon successful completion of the course, students are expected to:</p> <ul style="list-style-type: none"> Understand both the broader and more specific connections between theatrical art and drama education, and appreciate the suitability of Drama in Education and its capacity to foster cognitive, emotional, social, and aesthetic development in students. Identify appropriate exercises and techniques of Drama in Education according to the objectives of the primary school curriculum, classify them based on specific criteria, or discover new approaches. Develop educational programs tailored to different learning environments and group characteristics, effectively integrating theatrical play and artistic expression into the educational process. Create and develop roles derived from imaginary or real-life situations, addressing social, ethical, or other issues while interpreting their social and physical environment through the construction of dramatic and aesthetically meaningful scenarios, positioning themselves in relation to others. Evaluate dramatic outcomes both as spectators and as theatre practitioners, assessing their alignment with specific learning objectives using the language of theatre and aesthetic criteria. Appreciate the artistic dimension of theatre in education, recognizing its power to engage the senses, evoke emotions, and stimulate imagination, while fostering a deeper understanding of theatrical aesthetics and creative storytelling. Take action to shape perspectives—as individuals or as a group—on a social or cultural issue under investigation and present it effectively to others through dramatic enactment and artistic representation.
General Competencies
<ul style="list-style-type: none"> Adaptability to new situations Decision-making Autonomous work Teamwork Work in interdisciplinary contexts Respect for diversity and multiculturalism Respect for the natural environment Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical and self-critical thinking Advancement of free, creative and inductive thinking

3. CONTENT

<p>Drama Education in Primary School: Course Structure and Objectives</p> <p>Participants will explore the three operational levels of Drama in Education (DiE):</p>
--

- a) The pedagogical level, which supports children and adults in developing communication codes;
- b) The theatrical level, which, through role-playing games, enables participants to discover, respond to, and accept given hypothetical conditions while introducing them to the aesthetics and artistic dimension of theatre;
- c) The psychological level, fosters a sense of security that facilitates creative expression and personal liberation, leading to the emergence of artistic and theatrical creation.

The course follows a dual approach, integrating theory and techniques with their potential design and application. Simultaneously, various Drama in Education techniques are interwoven, allowing students to dedicate part of the course to designing both their practical and written assignments. The course emphasizes the aesthetic and artistic dimensions of theatre in education, highlighting how theatre serves as a medium for creative expression, personal growth, and interdisciplinary learning

Weekly Course Outline

Week 1:

- Introduction to the course structure
- Overview of Educational Drama, Drama in Education (DiE), and Drama Pedagogy Methods
- Fundamental principles of Drama in Education (DiE)
- The aesthetic and artistic dimensions of Drama in Education

Week 2:

- Theatre in Education as a Teaching Tool
- DiE as an Interdisciplinary Approach

Week 3:

- DiE in Personal, Social, and Emotional Development
- Introduction to Drama in Education Techniques
- Theatricality in Education: How aesthetic experience enhances learning

Week 4:

- DiE and Language Development
- Utilizing Games and Exercises in Educational Drama

Week 5:

- Exploring the Meaning of a Theatrical Action
- How to Design a Theatrical Play Lesson
- Five Levels of Understanding Action/Performance
- Types of Dramatic Tension
- Workshop related to theory

Week 6:

- Further exploration of Drama in Education Techniques
- Structure of a Drama

Week 7:

- Theatre in Education as a Tool for Research and Social Intervention
- Drama Pedagogy and Intercultural Education

Week 8:

- Applied drama
- From Text to Stage
- Designing a Lesson Based on a Literary Text
- Narrative and the Artistic Construction of a Theatrical Event

Week 9:

- Drama Pedagogy and Peace Education
- Teacher-in-Role Technique

Week 10:

- Character Development Games
- Laban's Movement Qualities

Week 11:

- Forum Theatre: Definition, Techniques, and Application
- Lesson Planning Using Forum Theatre

Week 12:

- The School Theatre Performance
- Creating a Theatrical Script FOR or WITH Children
- From process to performance: The aesthetics of the final product in educational theatre

Week 13: Course Evaluation and Reflection

- Reflection on Learning Outcomes: How Drama in Education contributes to pedagogy, personal development, and artistic expression
- Discussion on the Aesthetic and Artistic Dimensions of Theatre in Education

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING MODE	In person		
USE OF ICT	Teaching and learning: Slide show Laboratory Training: workshop. Communication: Webmail / eClass / MStteams /		
COMPULSORY ATTENDANCE	NO	MAXIMUM NUMBER OF ABSENCES:	
TEACHING ORGANIZATION	Activity		Semester Workload (hours)
	Lectures		26
	Laboratory exercise		13
	Literature study & analysis		43
	Implementation of a study (project)		20
	Essay writing		10
	Course total		112
EVALUATION			
	Type	Format	Weighting
	Written assignment / report / performance / portfolio		50%
	Public presentation / viva examination		50%
Description of other evaluation method / Evaluation criteria:			

5. RECOMMENDED BIBLIOGRAPHY

Core textbooks (available through the Eudoxus service)
Alkistis. (2008). <i>Black Cow – White Cow: Drama in Education and Interculturality</i> . Topos Publications.
Kontogianni, A. (2012). <i>Drama in Education</i> . Topos Publications.
Other books / Notes
-
Scientific journals
The Journal of Applied Theatre and Performance (UK)
Journal for Drama in Education (UK)
Drama Research: International Journal of Drama in Education (UK)
Teaching Theatre Journal (USA)
Applied Theatre Research (Aus)
Scientific articles
Vitsou, M. & Magos, K. (2023). Fostering inmates' self-identity and communication via Drama in Education and puppetry An action research study at the Volos Youth Detention Centre. <i>Education & Theatre</i> 24, 20–31. https://doi.org/10.12681/edth.36298
Vitsou M., Papadopoulou, M. (2023). At first it was like a bridge closed from both sides: Pre-service teachers participate in a drama-based project with refugee children. <i>Education for Refugees and Forced (Im)Migrants Across Time and Context</i> . Επιμέλεια: Wiseman, A.W., & Damaschke-Deitrick, L.-. Bingley.
Vitsou, M., Kontogianni, A., & Magos, K. (2020). Drama in Incarceration Spaces: Investigating the Perceptions of Facilitators in the Tiryns and Nafplio Detention Centers. <i>Education & Theatre</i> , 21, ISSN 1109-821X.
Vitsou, M. (2019). The Multimodal Dimension of Drama: Identity Texts and Personal Empowerment (pp. 148-156). In Giannouli, P., & Koukounaras-Liagkis, M. (Eds.) (2019). <i>Theatre and Performing Arts in Education: Utopia or Necessity?</i> Athens: Panhellenic Network for Theatre in Education. ISBN 978-960-9529-05-1.
Other
https://www.theatroedu.gr
https://ideadrama.org/