

COURSE OUTLINE

1. GENERAL

INSTRUCTOR			
SCHOOL	SCHOOL OF PHILOSOPHY		
SEMESTER	SPRING		
DEPARTMENT	PHILOLOGY		
LEVEL	UNDERGRADUATE		
COURSE CODE		CYCLE OF STUDY	ANY
COURSE TITLE	Theatre/Drama in Education		
AUTONOMOUS EDUCATIONAL ACTIVITIES		TEACHING HOURS PER WEEK	CREDITS/ECTS
Lectures		3	5
COURSE TYPE	General Knowledge		
<i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>			
PREREQUISITIES	None		
TEACHING AND EXAM LANGUAGE	Greek		
AVAILABLE TO ERASMUS STUDENTS	Yes, in Greek		
WEBSITE (URL)			

2. LEARNING OUTCOMES

LEARNING OUTCOMES								
<p>The aim of this course is to introduce students to the principles and techniques of theatre/drama in education so that they:</p> <ul style="list-style-type: none"> i) recognize the key differences among methodologies under the umbrella term of theatre/drama in education ii) learn how to embed good practices of theatre/drama in education in their teaching iii) develop the skills of a teacher/ drama facilitator iv) experience the educational value of theatre and drama and be prepared to experiment with art-based teaching techniques in their future careers 								
BROAD KNOWLEDGE/COMPETEN								
<p><i>General Competences</i></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
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<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i>	<i>sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>

Decision making
Working independently
Criticism and self-criticism
Team work
Production of free, creative and inductive thinking

3. COURSE DESCRIPTION

The course will consist of two interconnected parts, a theoretical and a practical one. In more detail, it will develop as follows:

Introduction to theory

- Theatre/ Drama in Education I: Historical background and development of the discipline
- Theatre/ Drama in Education II: Terms, practices and methodologies
- Drama in Education: Introduction to the methodology and the design of a drama class
- Drama in Education in class: Examples of teaching philological subjects through drama

Practice-Workshop

- Basic theatre techniques (sensory exercises, imagination exercises, emotion exercises, group dynamic exercises etc)
- Teaching *Antigone* through drama: A workshop
- Practice I: Students will work in groups and design a drama class (subject and grade of their choice)
- Practice II: Students will present/ apply their drama class in real context (secondary education students or their peers)

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	Lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	PowerPoint presentations, videos, workshops	
COURSE STRUCTURE	ACTIVITY	WORKLOAD
	Lectures	39
	Preparation for participation in the lectures	43
	Preparation for the final exams	40
	Final exam / drama	3

	lesson presentation	
	Total (25 working hours per credit)	125
STUDENT ASSESSMENT	Final presentation of the drama lesson that they will design during the course	

5. SUGGESTED BIBLIOGRAPHY

Αύρα Αυδή και Μελίνα Χατζηγεωργίου, *Η τέχνη του δράματος στην εκπαίδευση*, Μεταίχμιο, Αθήνα 2007.

Νίκος Γκόβας, *Για ένα νεανικό δημιουργικό θέατρο*, Μεταίχμιο, Αθήνα 2003.

Σίμος Παπαδόπουλος, *Παιδαγωγική του θεάτρου*, Παντέλης, Αθήνα 2010.

Τηλέμαχος Μουδατσάκις, *Το θέατρο ως πρακτική τέχνη στην εκπαίδευση*, Παπασωτηρίου, Αθήνα 2005

Davis, David, and Chris Lawrence, (επιμ.) *Gavin Bolton: Selected Writings on Drama in Education*, Longman, Λονδίνο 1986.

Johnson, Liz, and Cecily O'Neill, (επιμ.) *Dorothy Heathcote: Collected Writings on Education and Drama*, Hutchinson, Λονδίνο 1984.

Jonathan Neelands, *Making sense of Drama: A guide to classroom practice*, Heinemann, Oxford 2002.

Michael Anderson, *Masterclass in Drama Education*, Continuum International Publishing Group, Λονδίνο 2012.