



# Drama in Education

An innovative competence oriented  
experiential method

**Project: 'Should I stay or should I go?'**

Christina ZOURNA

Secondary Education Mathematics Teacher

MA in Continuing Education and Lifelong Learning

Dpt of Educational and Social Policy, University of Macedonia

Thessaloniki, Greece

## Drama in Education:

- is totally experiential
- exceptionally dynamic
- structured but flexible
  
- uses theatrical techniques
- individual and group activities
- reflective sessions

Drama means “action explored in time and space  
in a fictional context”

## Drama in Education:

- creates a *non threatening atmosphere* of trust, acceptance, security, and support
- helps participants *feel safe* to describe, share and compare ideas and experiences
- uses *different strategies* so as to respond to different learning needs and learning styles
- can be *applied* in almost any context and is easily adaptable
- remains interesting, intriguing, and challenging

## Strong long lasting impact:

- On the facilitators/practitioners
- On the participants

They:

- find connections to their real lives
- acquire and develop social, personal, and professional competences

## Personal competences:

- self-awareness
- self-confidence
- empathy
- emotional awareness
- self-expression
- flexibility
- adaptability
- alertness
- self-empowerment

## Social / Professional competences:

- social awareness
- consider different perspectives
- storytelling
- verbal and non verbal communication
- commitment
- problem solving
- informed decision making
- creative thinking
- critical reasoning
- crisis management

The question is: How can all these learning outcomes be assessed?

- By **qualitative** methods.
- In **short** term:
  - during the process (suitable activities or discussion observed or recorded)
  - after the workshop (open discussion or questionnaire or personal interview)
- In **long** term:
  - further applications with a different subject (dilemma or problem or case study)

## The workshop ‘Should I stay or should I go?’

- initially realized during the course:
- ‘Acquiring personal and professional competences’
- Faculty of Social and Educational Policy
- University of Macedonia, Thessaloniki
- Target group: postgraduate students
- interested in Adult Education and Lifelong Learning

# The workshop

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## The story:

- Hero: a woman, married, mother of two, a high ranking employee at the main offices of a major Business Company
- Exploration: perceptions, needs, dreams, feelings, inner thoughts
- Climax: either she moves to the central office at a neighboring country or she gets dismissed
- Activities: selected to serve the particular story
- Improvisation - decision making process - problem solving - taking action

# Transferability of the method

Some examples already realized:

- ‘Aristotelian Phronesis: an informed decision making process’ (adult educators) (ESREA, Geneva, March 2011)
- Drama in Education meets Transformative Learning (TLC, Athens, May 2011)
- Instructional Training Program for Math Teachers
- How to learn Ancient Egyptian Mathematics (secondary)
- Transforming a Literature Book into a Scenario for a Theatrical Play (secondary)
- Over one century long: The history of Maraslio 19<sup>th</sup> General High School of Thessaloniki (secondary)
- ‘What studies - which profession should I choose?’ Vocational Guidance - secondary
- ‘Should I study abroad?’ Professional Counseling and Guidance for undergraduate and graduate students
- Developing Skills in Communication Disorders Professions, Graduate Studies Program (ASHA convention, Nov 2016)

## Conclusion - Proposals

- Drama in Education has got tremendous potential
- can facilitate lifelong learning, situated learning, training, mentoring or counseling programs
- **Proposals:**
- To implement Drama in Education as an effective qualitative method in the **validation** of competences oriented learning and Continuing Professional Development
- To participate in a **joint** project with those who are interested in applying Drama in Education in any context

## Some references

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Thank you for your attention

Please feel free to contact:  
[chinazou67@gmail.com](mailto:chinazou67@gmail.com)