

THEATRE EDUCATION

<p>UNIT TITLE</p>	<p>Theoretical Foundations and Practical Applications of Theater Didactics</p>
<p>GENERAL GOAL</p>	<p>Provide participants with a comprehensive understanding of the theoretical basis of theatre teaching and equip them with practical strategies for its effective application in educational contexts.</p>
<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • Theoretical understanding: A critical examination of the key theoretical frameworks underlying theatre teaching, including constructivism, sociocultural theory, and experiential learning. • Pedagogical Scope Fostering the ability to design and adapt lesson plans integrating theoretical concepts with practical applications in theater education • Critical Analysis and Application To empower participants to apply theoretical knowledge to real-world teaching scenarios through interactive activities
<p>ACTIVITY DESCRIPTION - METHODOLOGY</p>	<p>Theoretical Seminar (1 hour): Participants engage in a seminar-style discussion on the theoretical foundations of theater didactics, referencing works by scholars such as Vygotsky, Dewey, and Bruner.</p> <p>Pedagogical Workshop (1 hour):</p> <ul style="list-style-type: none"> ➤ Practical exploration of pedagogical approaches such as problem-based learning and collaborative learning in the context of theater education. ➤ Participants collaboratively design a sample lesson plan embodying the theoretical principles discussed in the seminar. <p>Critical analysis and Role-Playing (1 hour)</p> <ul style="list-style-type: none"> ➤ Analysis of successful theater education programs as case studies, referencing theoretical frameworks. ➤ Participants engage in role-playing exercises, applying theoretical knowledge to address

	<p>practical challenges (e.g., participants with disabilities) encountered in the case studies.</p> <p>All in all (with no specific methodology followed, just interactive lectures, activities, and workshops), the process is participant-centered, fostering an environment that promotes active participation and peer learning, like a training of trainers seminar targeted for YWs</p>
<p>LITERATURE/SOURCES</p>	<ol style="list-style-type: none"> 1. Boal, A. (2000), <i>Theatre of the Oppressed</i>, London: Pluto Press 2. Howell, P. & Heap, B.S. (2001) <i>Planning Process Drama</i>, London: David Fulton Publishers. 3. Bruner, J. S. (1966). "Toward a Theory of Instruction." W. W. Norton & Company. 4. Dewey, J. (1938). "Experience and Education." Kappa Delta Pi. 5. Fleming, M. (1994) <i>Starting Drama Teaching</i>, London: David Fulton Publ. 6. Fleming, M. (1997) <i>The art of drama teaching</i>, London: David Fulton Publishers 7. Fleming, M. (2001) <i>Teaching Drama in Primary and Secondary Schools. An Integrated Approach</i>, London: David Fulton Publ. 8. Heathcote D. & Bolton G. (1995) <i>Drama for learning, Dorothy Heathcote's Mantle of the Expert Approach to Education</i>, Portsmouth NH: Heinemann. 9. Kempe, A. (1995) <i>The GCSE Drama Coursebook</i>, Stanley Thorns Publ. 10. Morgan, N. & Saxton, J. (1987) <i>Teaching Drama. A mind of many wonders</i>, London: Hutchinson. 11. Neelands, J. (1997) <i>Beginning Drama 11-14</i>, London: David Falmer. 12. Neelands, J. & Goode, T. (2000) <i>Structuring drama work</i>, Cambridge: Cambridge University Press. 13. O'Neill, C. (1995) <i>Drama Worlds: a framework for process drama</i>, Portsmouth: Heinemann. 14. O'Toole, J. (1992) <i>The Process of Drama: Negotiating art and meaning</i>, London: Routledge.

	<p>15. O'Toole, J. & Haseman, B. (1988) Dramawise. An introduction to GCSE Drama, Oxford: Heinemann Educational.</p> <p>16. Somers, J. (1994) Drama in the Curriculum, London: Cassel Educational. Toye, N. & Prendiville, F. (2000) Drama and Traditional Story for the Early Years, London: Routledge/Falmer.</p> <p>17. Vygotsky, L. S. (1978). "Mind in Society: The Development of Higher Psychological Processes." Routledge.</p>
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- <https://theodoregrammatas.com/el/%CF%84%CE%BF-%CE%B8%CE%AD%CE%B1%CF%84%CF%81%CE%BF-%CF%89%CF%82-%CE%B4%CE%B9%CE%B4%CE%B1%CF%83%CE%BA%CF%8C%CE%BC%CE%B5%CE%BD%CE%BF-%CE%BC%CE%AC%CE%B8%CE%B7%CE%BC%CE%B1-%CE%B7-%CE%B1%CE%BD%CE%B1%CE%B3/>
- <https://theodoregrammatas.com/el/%ce%b7-%cf%83%cf%87%ce%bf%ce%bb%ce%b9%ce%ba%ce%ae-%ce%b8%ce%b5%ce%b1%cf%84%cf%81%ce%b9%ce%ba%ce%ae-%cf%80%ce%b1%cf%81%ce%ac%cf%83%cf%84%ce%b1%cf%83%ce%b7/>
- <https://theodoregrammatas.com/el/%ce%bc%cf%80%cf%81%ce%b5%cf%87%cf%84%ce%b9%ce%ba%cf%8c-%ce%ba%ce%b1%ce%b9-%ce%b4%ce%b9%ce%b4%ce%b1%ce%ba%cf%84%ce%b9%ce%ba%cf%8c-%ce%b8%ce%ad%ce%b1%cf%84%cf%81%ce%bf/>
- <https://theodoregrammatas.com/el/%ce%b7-%ce%b8%ce%b5%ce%b1%cf%84%cf%81%ce%b9%ce%ba%ce%b7-%ce%b1%ce%b3%cf%89%ce%b3%ce%b7-%cf%83%cf%84%ce%b7%ce%bd-%cf%80%cf%81%cf%89%cf%84%ce%bf%ce%b2%ce%b1%ce%b8%ce%bc%ce%b9%ce%b1-%ce%ba%ce%b1%ce%b9/>
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- <https://theatroedu.gr/%CE%A7%CF%81%CE%AE%CF%83%CE%B9%CE%BC%CE%BF-%CE%A5%CE%BB%CE%B9%CE%BA%CF%8C/%CE%86%CF%81%CE%B8%CF%81%CE%B1->

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- <https://www.researchgate.net/publication/251713687> Theory and practice of theatre in higher education Body and mind Or neither body nor mind A survey among the students of Yeditepe University Theatre Department
- <https://www.dramatherapyaustin.com/foundations-drama-therapy/>
- <https://plato.stanford.edu/entries/theater/#PhilUndeTheaStudPerfTheo>
- <https://silo.tips/download/four-theories-justifying-the-use-of-drama-techniques-in-language-teaching-kovacs>