DRAMA & INTEGRATION

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Creative Choice Builds Personal Connections

ESSENTIAL QUESTION

How do creative connections enhance understanding?
WHY DRAMA?

**Training teachers increases sustainability:** When teachers regularly integrate creative learning experiences in their teaching, students benefit.

“The effects of arts on student achievement are not sudden but gradual and require sustained access. The data indicated that involvement in the arts went hand-in-hand with engagement in learning at school, with benefits extending to cognitive, physical, emotional, and social aspects.” *Smithrim & Upitis (2005)*. *Learning through the Arts: Lessons of Engagement. Canadian Journal of Education.*
WHY DRAMA?

• “Students are nearly always asked to interpret readings they have not been helped to experience. And without participation, the reader has no experience and no learning to reflect upon.” Edmiston and Wilhelm (1998)

• “When children enter into story, they are transported to other worlds, joining in the adventure and the excitement, freed of their own time and place – and somehow changed by the experience. They learn about the lives of others and in doing so develop a better understanding of their own lives.” Barton and Booth, (1990)

• Current research points out that “when students have had an experience similar to that of a character in a story, they are more likely to understand the character’s motives, thoughts and feelings” and (10) “they comprehend better when they think about the connections they make between the text, their lives and the larger world.” Harvey and Goudvis (2000)
WHY DRAMA?

What Students Say

I love drama! It is like a science experiment! After drama we write and draw about what we did! We clap hands, make sounds, play with our imaginations, read parts of storys, show how we feel when we say words, and answer questions! I didn’t know drama was so active! Ahhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhhh hhhhh... I’M THANKFUL FOR DRAMA!

- 1st Grade Student, Maukalani
WHY DRAMA?

What Teachers Say

“The [students] felt as though they had been through the real experience of being the characters and could relate to their feelings. Discussions about behavior are more in depth now.” Teacher (2000)

“The students could appreciate the story more because they actually had to think and feel the characters’ thoughts and actions. It’s a valuable experience when they can understand the characters’ dilemmas because they themselves had to ‘feel’ it, too.” Teacher (2004)
WHAT’S THE PURPOSE?

Self-Efficacy

Reflection

Collaboration
GOALS
• Appreciate the personal nature of creativity
• Know how self-efficacy contributes to growth
• Understand approaches to cultivating self-efficacy
• Value reflection as a core part of learning

OUTCOMES
• Identify key differences between approaches to drama learning
• Design drama learning experiences that support self-efficacy
• Facilitate drama learning experiences that cultivate creative awareness
• Reflect on their own work to more deeply engage with students
WORKSHOP OVERVIEW

What  “When students have an experience similar to that of a character in a story, they are more likely to understand the character’s motives, thoughts and feelings.”

How  Drama integration strategies and approaches

Why  Develop motivated learning through engaged exploration
Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form.

Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.
QUESTION?
APPROACH
EXAMPLE
Reflection

How might this be applied?
Reflection

What did you notice about yourself as a learner during the activities?

Which activity do you find more interesting or applicable? Why?
STARTING OFF

Collaboration

Cooperation
DEFINE THE DIFFERENCES

DISCUSSION: POSTER DIALOGUE
POSTER DIALOGUE

THE TRIPLE ‘A’S OF INTEGRATION
STUDIO HABITS OF MIND

Develop Craft - Learning to use the tools, materials and practices of an art form.

Engage & Persist - Learning to take up subjects of personal interest and importance with focus on persevering at tasks.

Envision - Learning to imagine what cannot be directly observed, heard or written and to develop possible next steps in making a piece.

Express - Learning to create works that convey an idea, feeling or personal meaning.

Observe - Learning to attend to visual, audible and written context and thereby notice things which might not otherwise be noticed.

Reflect - Learning to think and talk about one's own art processes and those of others.

Stretch & Explore - Learning to reach beyond one's supposed limitations, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.

Understand Arts Community - Learning to interact as an artist with other artists within the broader arts community.
Collaboration

How did our day connect to...
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WHAT’S THE PURPOSE?

Self-Efficacy

Reflection
CREATIVE CHOICE + CRITICAL THINKING = SELF-EFFICACY
LESSON EXEMPLARS

Understand approaches to cultivating self-efficacy

Facilitate drama learning experiences that cultivate creative awareness
苦力
Reflection

What skills are being cultivated in students?

What are highlights of the facilitation process?
ASSIGNMENT
BRING A TEXT OR IDEA
Collaboration Reflection

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WELCOME

TODAY WE PUT OUR LEARNING INTO PRACTICE
FACILITATION ASSIGNMENT

• One Drama Strategy
• Pick a Content or Concept
• Circle up with 3-4 people

• Each lead the process (2-3 minutes)
  • Prep/Prompt
  • Validate
  • Revise
  • Reflect
FACILITATION PRACTICE

PREPARATION – Set the stage for work
PROMPT – Focus student work
VALIDATE – Notice student work
REVISE – Challenge student work
REFLECT – Make meaning of the work
Reflection

What was most challenging?
VALIDATION PRACTICE

I see _______ that are ______________

I imagine I see _______ because I notice ______________
RESPONDING
REFLECTION

• LEVEL 1: Recall/Remember
  • The answer can be found in a text or from something the instructor said.
  • Has to do with facts, not issues.

Examples
• What is...?/Where is...
• When did (that) happen?/How did (that) happen?
• When did...?
• Can you recall...?/Who were the main...?
• List three...
• Which one...?/Who was...?
REFLECTION

• **LEVEL 2: Infer**
  - Includes background knowledge and clues from the text or information.
  - More of an inference/interpretation.
  - Clues are in the text or information, but not the exact answer.

Examples

• How is ____ similar to/different from...?
• What can we infer from...?
• What conclusions can you draw from...?
• How is ____ related to ___?
• Predict what might happen.
• Explain how/why.
• Why did the character...?
• Compare/Contrast.
• Explain why you think...?
REFLECTION

• LEVEL 3: Open-ended/Opinion
• Ask ‘So what...?’
• Analyze/Evaluate
• The world beyond the text or information

Examples
• Imagine what might happen if...
• If _____ then what might happen?
• Why do you think that?
• Explain what was most effective and why.
• What do you imagine might be an alternative choice/action?
• Was that a good/strong/effective choice? Why/why not?
Reflection

What was most useful about today?
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LESSON EXEMPLAR

Introducing Role-play strategies
1. Read about the Rainforest
2. Pick a Role
3. Read about your character
4. Explore your character
Tonight!
Town Hall Meeting!
‘Our Forest and Us’
7 pm

Who will decide the future of our land?
TOWN MEETING DEBRIEF

- **Topic**
- **Role Induction**
  - Who will the students be and how will you prepare them for their role?
- **Teacher Role/Introduction**
  - Who will you be?
  - How will you bring the characters together?
- **Question/Debate**
  - What open question will elicit a discussion?
- **Seek solutions and ‘problematize’**
  - Push past easy solutions
- **Points to Cover**
LESSON PLANNING
PRACTICAL APPLICATION
Collaboration

Reflection

Self-Efficacy

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NATIONAL SCHOOL OF DRAMA, TIE, TRIPURA
Introducing variations on role-play
WHAT’S THE PURPOSE?

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Reflection

Collaboration
CLOSING & THANK YOU