

## COURSE OUTLINE

### 1. GENERAL

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

### 2. LEARNING OUTCOMES

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<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"> <li>i) recognize the key differences among methodologies under the umbrella term of theatre/drama in education</li> <li>ii) learn how to embed good practices of theatre/drama in education in their teaching</li> <li>iii) develop the skills of a teacher/ drama facilitator</li> <li>iv) experience the educational value of theatre and drama and be prepared to experiment with art-based teaching techniques in their future careers</li> </ul>	
BROAD KNOWLEDGE/COMPETEN	
<p><i>General Competences</i></p> <p>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?</p> <div style="display: flex; justify-content: space-between;"> <div> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> </div> <div> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and</p> </div> </div>	

<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
<b>STUDENT ASSESSMENT</b>	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 Μουδατσάκης, *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.