

Klip fra nyere forskning omkring Teater/ Dramapædagogik og læring

På baggrund af en metaanalyse af 80 empiriske studier konkluderer Podlozny(2000) at, der er en direkte sammenhæng mellem anvendelse af drama som didaktisk redskab og udvikling af narrativ forståelse, læseparathed, læsning og skrivning.

The results of these meta-analyses are very encouraging for educators who wish to use drama in the classroom to promote deeper learning in a variety of verbal domains. Clearly, drama is an effective tool for increasing achievement in story understanding, reading achievement, reading readiness, and writing. (Podlozny, 2000 s. 268)

På baggrund af en række teoretiske og empiriske dramapædagogiske studier med social belastede børn konkluderer Peter (2009) at, drama er et effektivt redskab til at udvikle børnenes motivation, kreativitet og sociale kompetencer.

Drama is capable of motivating even hard-to-reach children, and developing their essential creativity." "Drama as narrative pedagogy can offer even the most remote, hard-to-reach, socially challenged children the opportunity to develop a sense of narrative identity, and to move towards more effective participation within a social world. (Peter, 2009 s. 15)

På baggrund af det internationale EU projekt DICE 2010, som blev udført af tolv partnere (Ungarn, Tjekkiet, Holland, Norge, Palæstina, Polen, Portugal, Rumænien, Serbien, Slovenien, Sverige og England) konkluderer forskertemaet at, der er evidens for at, drama kan styrke sprog, læring, udvikling af interpersonel, interkulturel, social og medborgerskabs kompetence samt entreprenørskab og kulturelle udtryksformer.

Educational theatre and drama has a significant and objectively measurable impact on five of the eight key competences: Communication in the mother tongue; Learning to learn; Interpersonal, intercultural and social competences, civic competence; Entrepreneurship and Cultural expression (DICE 2010 s. 1)

På baggrund af et større aktionsforskningsstudie konkluderer Cruz, Ming-Con & Morreau at, skabende drama kan styrke børn med læringsvanskeligheders sproglige og sociale udvikling.

Consistent with past studies, the present study demonstrates quantitatively that children with LD can improve and maintain social and oral expressive language (speaking) skills through drama. (Cruz, Ming-Con & Morreau, 2010 s.93)

På baggrund af et omfattende metastudie om de kunstneriske fags læringsmæssige potentiale fra The College Board, 2012 konkluderer forskergruppen, at der er belæg for at, dramapædagogiske arbejde kan kvalificere elevernes udforskning af sig selv hinanden og den verden, de er en del af. Styrke elevernes sprog, kognition og litteracy. Styrke elevernes interpersonelle relationer og sociale kompetencer. Samt styrke elevernes forståelse af teater som kunstart

Leverage theatre tools to help children explore and understand the world around them. Expand students' literacy capacities through active participation in representational play.

Foster activities that engage students in imaginative play and increase their understanding of self in relation to others and their surroundings.

Provide authentic theatre activities and experiences that help young people to value artistic processes. (The College Board, 2012 S. 42)

På baggrund af en metaundersøgelse af dramaabasseret undervisning (DBP. Drama Based Practise) fra børnehaveklasse- afgangsklasse (PreK-16) I USA , Canada, United Kingdom og Australien fra 1985 to 2012 af Kiger Lee, Patall, Cawthon & Steingut, (2014) peger forskerne på at der er positive effekter af dramaundervisning i forhold til at udvikle kreativitet, samarbejde, kommunikation, kritisk tænkning, fleksibilitet og sociale kompetencer.(21 Century skills)

A metaanalysis of this research suggested that DBP has a positive, significant impact on achievement outcomes in educational settings. Effects were strongest when the intervention (a) was led by a classroom teacher or researcher rather than a teaching artist, (b) included more than five lessons, and (c) was integrated into English language arts or science curriculum compared to other domains. Positive effects across psychological and social outcomes were found. (...) DBP had a significant unadjusted effect on the following outcomes achievement: 21st-century skills, attitudes toward the domain, attitudes toward others, motivation, drama skills, and absenteeism. (Kiger Lee, Patall, Cawthon & Steingut, 2014, unnummereret)

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