

ABSTRACTS

No.1 CYCLES OF HARMONY: Action research into the effects of drama on conflict management in schools

John O'Toole and Bruce Burton

Abstract

This paper describes the first five years of an ongoing action research project (1996-2000) investigating the possibilities of using a combination of drama techniques and peer teaching on a whole-school basis to help school students explore the causes of conflict, and develop strategies for conflict prevention and mediation. The authors worked with students at several different levels, using a range of techniques. A number of principles relating both to conflict management and to drama, together with a tentative pedagogy for using dramatic strategies and techniques have emerged.

Biography

Associate Professor John O'Toole and Dr Bruce Burton lecture in drama and drama education at Griffith University, Brisbane, Australia. They are well-known in the field of drama education, having between them written several of the most widely used drama text-books and theory books in Australia and Europe. They are known internationally through their work in IDEA, the International Drama/Theatre and Education Association, and especially its 2nd World Congress, IDEA 95, where John was Co-Convenor. From 1995-98, Bruce was Head of the IDEA Secretariat. John is currently IDEA Director of Publications.

Corresponding Authors:

Associate Professor John O'Toole
SVTAE, Faculty of Education,
Griffith University,
Queensland 4111
Tel: +61 7 373 55720 (bus) +61 7 3844 0474 (ah)
Fax +61 7 373 55605
j.otoole@griffith.edu.au

Dr. Bruce Burton
VTA, Faculty of Education,
Griffith University
Queensland, Australia 4111
Ph. 61 7 373 55741
Fax: 61 7 373 55978
bruce.burton@griffith.edu.au

No.2 VOICE, VERNACULAR AND VERVE IN "TROY'S HOUSE"

Roslyn Arnold

Abstract

In the nineteen seventies Australian theatre and drama experienced a renaissance with the work of playwrights such as David Williamson, Alex Buzo, Jack Hibberd and others. It seemed that Australian

playwrights of that period, and later, had covered the territory so effectively that newer talents might well be challenged to find scope for their own individual perspective. It is argued in this paper that such a new talent might well be emerging.

Biography

Roslyn Arnold is Professor and Dean of Education at the University of Tasmania. She developed a particular interest in Australian drama, theatre and drama in education as a foundation member of the New South Wales Educational Drama Association in the seventies. She has published on aspects of Australian theatre and drama in education. She is a strong advocate for drama as a learning medium across the curriculum and believes we need to support creative new talents.

Corresponding Details:

Professor Roslyn Arnold

Dean

Faculty of Education

University of Tasmania

Locked Bag 1-308

LAUNCESTON TAS 7250

Australia

Phone: 03 6324 3294

Fax: 03 6324 3303

Mobile: 0409 519 298

Email: Roslyn.Arnold@utas.edu.au

No.3 THE CHALLENGE OF TEACHING "IN ROLE"

Julia Balaisis

Abstract

This paper attempts to analyze and understand why drama educators find the teacher in role strategy so challenging and looks for ways to further support teachers in applying this strategy in their classroom practice.

Biography

Julia Balaisis, PhD, is a high school teacher of drama and cooperative education for the York Catholic District School Board in Ontario Canada. Julia also teaches drama specialist courses at the Ontario Institute for Studies in Education at the University of Toronto. Her doctoral thesis and continuing research interests, in educational curriculum, focus on the many aspects of experiential learning.

Corresponding author:

Julia Balaisis

Cardinal Carter CHS

Aurora Ontario Canada

L4G 3G8

Email; j.balaisis@sympatico.ca

No.4 REFLECTION OF DRAMA IN NURSING EDUCATION IN SWEDEN

Margret Lepp

Abstract

Dracar (Drama Caring and Reflection) is an educational development project in the nursing education at the School of Health Sciences, University College of Borås, Sweden. This article highlights the role of drama concerning reflective supervision in nursing education. Academic staff specially trained in drama education, guide students to manage life experiences from the caring arena effectively in a holistic perspective.

Biography

Margret Lepp is an assistant professor at the University College of Health Sciences in Borås, Sweden. For over fifteen years she has involved drama in her work as a researcher and a consultant involving academic staff, nurses and students. She is a pioneer in the Swedish Health Care system advocating better understanding and quality services in the Health Care arena with the means of drama. She has been engaged in the international development of drama research for many years. Her research includes drama for conflict management, reflective supervision and cultural understanding. She is co-editor of: Drama for Life. Stories of Adult Learning and Empowerment.

Corresponding Author:

Assistant Professor Margret Lepp
School of Health Sciences
SE-501 90 Borås
Sweden
Tel: + 46 33 16 43 52
Fax + 46 33 16 40 10
Email: margret.lepp@hb.se

No.5 PERFORMED ETHNOGRAPHY FOR REPRESENTING OTHER PEOPLE'S CHILDREN IN CRITICAL EDUCATIONAL RESEARCH

Tara Goldstein

Abstract

This paper discusses both the possibilities and risks of working with "performed ethnography" for disseminating critical research about the educational experiences of "Other people's children" (Delpit 1995). Analysing an early performance of an ethnographic play Hong Kong, Canada, the author examines the ways the performance reproduced discriminatory representations and discourses of Other people and their dilemmas.

Biography

Tara Goldstein is an Associate Professor at the Ontario Institute for Studies in Education of the University of Toronto where she works in both the preservice teacher education and graduate education programs. Her research interests include the education of immigrant adolescents, schooling in multilingual communities, playwriting as critical ethnography, and applied theatre research.

Corresponding Address:

Tara Goldstein
Department of Curriculum, Teaching and Learning

Ontario Institute for Studies in Education of the University of Toronto
252 Bloor Street West
Toronto, Ontario
Canada
M5V 1S6
Tel:416-923-6641, ext. 7881
Fax: 416-926-4744
Email: tgoldstein@oise.utoronto.ca

No.6 AFTER THOUGHT: Evaluating Applied Theatre

Philip Taylor

Abstract

A number of problematic issues were raised for the Centre for Applied Theatre Research when it was commissioned to design applied theatre on pressing social topics in deprived housing estates. In this afterthought, the outgoing editor of Applied Theatre Researcher, Philip Taylor, provides an example of an applied theatre evaluation and he considers some issues which evaluators of applied theatre might usefully consider.

Biography

Philip Taylor is the retiring director of the Centre for Applied Theatre Research, Griffith University, Brisbane, Australia. He is well published in applied theatre with his books including *Researching Drama and Arts Education*, *Redcoats and Patriots*, *The Drama Classroom*. He is currently finishing a new manuscript, *Applied Theatre*.

Corresponding Details:

Associate Professor Philip Taylor
Program in Educational Theatre
The Steinhardt School of Education
Department of Music and Performing Arts Professions
New York University
Pless Annex 23
82 Washington Sq East
New York NY 10003-6680
USA
Telephone: .0011 1 212 998-5868
Fax: 0011 1 212 995-4569
www.nyu.edu/education/music/edtheatre

© The authors of these articles assert their ownership of them. Copyright rests with them alone.