

## **ABSTRACTS**

### **No.1**

#### **CYCLES OF HARMONY: ACTION RESEARCH INTO THE EFFECTS OF DRAMA ON CONFLICT MANAGEMENT IN SCHOOLS**

**By John O'Toole and Bruce Burton (Australia)**

##### **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.

### **No.2**

#### **VOICE, VERNACULAR AND VERVE IN 'TROY'S HOUSE'**

**By Roslyn Arnold (Australia)**

##### **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.

### **No.3**

#### **THE CHALLENGE OF TEACHING 'IN ROLE'**

**By Julia Balaisis (Canada)**

##### **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.

### **No.4**

#### **REFLECTIONS ON DRAMA IN NURSING EDUCATION IN SWEDEN**

**By Margret Lepp (Sweden)**

##### **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.

### **No.5**

#### **PERFORMED ETHNOGRAPHY FOR REPRESENTING OTHER PEOPLE'S CHILDREN IN CRITICAL EDUCATIONAL RESEARCH**

**By Tara Goldstein (USA)**

##### **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.

## **No.6**

### **AFTER THOUGHT: EVALUATING APPLIED THEATRE**

**By Philip Taylor (Australia)**

### **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.