EQ951-15 Drama and Literacy

25/26

Department
Education Studies
Level
Taught Postgraduate Level
Module leader
Cheryl Cane
Credit value
15
Module duration
8 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

The Drama and Literacy (15 CAT) module is responsive to the stress placed internationally on the development of literacy in educational settings. It looks specifically at theories of literacy that emphasise the importance of cultural semiotics and social context. It considers the close historical relationship between drama and English in schools and explores the specific contribution drama can make to children's language development including the development of reading, writing, speaking and listening.

Module aims

- To introduce sociolinguistic and other socio-cultural theories of language and language acquisition that underpin the drama and literacy relationship.
- To assist in the development of coherent learning opportunities for literacy through drama pedagogy.
- To provide students with opportunities to develop skills and understandings applicable to teachers and / or practitioners of drama and literacy within an educational setting.
- To develop understandings of contemporary and international models of theory and practice in drama education and their relevance to the teaching of literacy.
- To provide the opportunity for evaluating the pedagogic claims that have been made for drama as a method of learning in English / a language curriculum.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module in underpinned by an introduction to theoretical perspectives on drama and literacy. Socio-cultural theories of language acquisition are utilised to illuminate the relationship between drama and the development of literacy. The module takes place across 8 practical sessions. In each session we engage with theory and practice to consider approaches to developing literacy (including reading, writing, speaking and listening) through drama pedagogy. The module culminates in an individual workshop plan responding to a particular target group or focus.

Learning outcomes

By the end of the module, students should be able to:

- Understand the potential relationship between drama education and the development of literacy
- Critically analyse a variety of practical approaches in drama and literacy education
- Demonstrate the skills to integrate literacy education within drama exploration
- Demonstrate strong verbal and written communication skills

Indicative reading list

Reading lists can be found in Talis

Specific reading list for the module

Interdisciplinary

This module is inter-disciplinary through the synergies made between education studies and drama / literacy development. It involves some elements of literacy learning across subjects and therefore responds to the need for participants to be able to communicate across disciplines.

Subject specific skills

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to literacy and drama education
- the diversity of literacy definitions and the complexities of the development of literacy
- the relationship between literacy and drama education, and the extent to which participants (including learners and teachers) can influence the learning through active engagement
- a range of possible pedagogic approaches to enhance literacy through drama education
- organisational structures and policies for literacy and the possible implications for learners

- constructively critique theories, practice and research in the area of literacy through drama education.

Transferable skills

- Active listening
- Analysis and decision making
- Attitudes and aptitudes for work
- Cognitive flexibility
- Communication skills
- Complex problem solving
- Confidence
- Coordinating with others
- Creativity
- Critical thinking
- Emotional intelligence
- language learning
- Initiative and also follow instructions
- Intellectual ability
- Cultural awareness
- Interpersonal and communication
- Knowledge of chosen job/career (teaching / literacy)
- Leadership (of literacy learning)
- Literacy
- Motivation, tenacity, commitment
- Negotiation
- Passion
- Performance skills
- Personal development skills
- Persuading/influencing
- Planning and organisational skills
- Problem solving
- Reasoning
- Self-management/resilience
- Team working

Study

Study time

Type	Required
Seminars	7 sessions of 2 hours (12%)
Total	120 hours

Type	Required
Tutorials	1 session of 1 hour (1%)
Private study	105 hours (88%)
Total	120 hours

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

Assessment component	Weighting	Study time	Eligible for self-certification
Present a teaching plan for the use of drama education to support literacy development for a particular target group	100%	30 hours	Yes (extension)

In this assignment you are given the opportunity to present an idea for a teaching plan developing literacy through drama strategies. Your teaching plan will also include a rationale and an evaluation. You can choose your area of focus for literacy and your context for learners so this assignment can be targeted towards individual interests.
Teaching plan is equivalent to 2,500 word essay

Reassessment component is the same

Feedback on assessment

Written assignment feedback

Availability

Courses

This module is Core for:

- Year 1 of TIES-X3BA Postgraduate Taught Drama Education and English Language Teaching
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education

This module is Core optional for:

- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education

This module is Optional for:

- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
    - Year 1 of X35R Education (Part-time - 2 years)
    - Year 2 of X35R Education (Part-time - 2 years)
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
    - Year 1 of X3M2 Educational Leadership and Management by Professional Route
    - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- Year 2 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
    - Year 1 of C8X3 Psychology and Education
    - Year 2 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
    - Year 1 of C8X4 Psychology and Education
    - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
    - Year 1 of X35S Education (Part-time - 3 years)
    - Year 2 of X35S Education (Part-time - 3 years)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
    - Year 1 of X3M2 Educational Leadership and Management by Professional Route

    - Year 3 of X3M2 Educational Leadership and Management by Professional Route

This module is Option list B for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list D for:

- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)