

EQ952-15 Storytelling drama for education

26/27

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 storytelling drama for education module offers an opportunity to explore the potential for learning through practical drama exploration. The module explores a range of theoretical lenses through which narrative and culture can be critically examined making links between practical drama exploration and theoretical positioning. Due to its emphasis on practical drama exploration, it encourages students to consider how storytelling exploration can offer learning opportunities, and to consider how meanings are made, communicated and / or constructed through story.

Module aims

Through this module, students will explore the role of story and narrative in contemporary and historical traditions relevant to performance and education. They will develop understanding of the didactic and pedagogic claims of storytelling with particular reference to the notion of traditional stories arising from the oral tradition. It is a module that offers opportunities to develop systematic understanding whilst applying practical techniques for real-world situations. The module concludes with a self-selected storytelling challenge planning a storytelling drama performance for a particular target group.

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 introduces students to relevant theories and practices examining the use of story and storytelling drama for education. Through a series of practical workshops and individual tasks, students will discuss sources and versions of traditional tales to examine the particular cultural narratives that they build. The module will consider the various choices open to the practitioner or teacher that can present educational potential. The module is highly practical with all students engaging in workshops examining traditional tales from various cultures. The work of Professor Joe Winston is an integral part of this course. This module will appeal to anyone who is interested in storytelling for educational purposes whether as a practitioner or a teacher.

Learning outcomes

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

- Demonstrate the ability to critically analyse a story showing awareness of historical and / or cultural heritage
- Demonstrate practical and theoretical awareness of storytelling as an art form and the potential for it to be used for educational purposes
- Can work co-operatively in complex and unpredictable contexts to produce a storytelling drama suitable for educational purposes
- Can critically analyse practical exploration communicating evaluation about how storytelling technique have been used for educational and / or performance effect
- Demonstrates comprehensive understanding of relevant techniques, and conceptual understanding, to plan effective and sensitive storytelling

Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

Subject specific skills

Students should demonstrate a systematic understanding of :

- the underlying values, theories and concepts relevant to storytelling drama in education
- the role of story and narrative structure in contemporary and historical performance traditions
- the didactic and pedagogic claims and potential for storytelling exploration in educational settings

Students will be able to:

- apply a range of theoretical lenses to the analysis and exploration of stories emerging from the oral tradition

- communicate clearly through techniques of voice, space, gesture, narration to a target audience in an educational context
- develop a plan for an educational performance based on a traditional story in response to a real-world challenge.
- constructively critique theories and practice of storytelling drama including self-reflection.

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 ability to follow instructions · Intellectual ability · Cultural awareness · Interpersonal and communication · Literacy · Motivation, tenacity, commitment · Negotiation · 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 (9%)
Demonstrations	1 session of 1 hour (1%)
Private study	100 hours (67%)
Assessment	35 hours (23%)
Total	150 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 do not need to pass all assessment components to pass the module.

Assessment group A2

	Weighting	Study time	Eligible for self-certification
Assessment component			
Present a piece of storytelling for educational purposes	25%	10 hours	No
As a group you will present a storytelling drama building on themes introduced in the module. The presentation / performance is designed for a particular educational context. Groups can be made up of 1 - 5 participants and the length of the piece will be calculated allocating 3 mins per person.			

Reassessment component is the same

Assessment component

Storytelling for educational purposes - Reflective journal	75%	25 hours	Yes (extension)
You will complete a reflective journal about your storytelling experiences in which you will document the creation of your performance piece. Your journal will include a rationale, examples of the devising process and evaluative commentary about the effectiveness of the piece for a particular educational context.			

Reassessment component is the same

Feedback on assessment

PGT standard feedback on assignment submitted through Tabula which includes reflective formative task

Availability

Courses

This module is Core for:

- Year 2 of TIEA-X30F Postgraduate Taught Childhood in Society
- 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:

- TIEA-X30C Postgraduate Taught Drama and Theatre Education
 - Year 1 of X3C2 Drama and Theatre Education by Dissertation
 - Year 1 of X3C3 Drama and Theatre Education by Portfolio Route

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)
- 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 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
 - Year 3 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)