



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Drama in Education I							
Course Code		SBE549		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	130 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course, in primary education, based on the appropriate content units to be selected by students, they will be able to prepare instruction design on the basis of drama and can make practise.							
Course Content		<p>Root of drama art and drama in education.</p> <p>In Turkey and in the World,short history of drama in education.</p> <p>Dorothy Heathcote and “Mantle of the Expert”.</p> <p>Definition of the concept “process drama” and principles of practice.</p> <p>Discussion of relationship between drama in education and learning-teaching.</p> <p>Discussion of relationship between drama in education and primary school programs.</p> <p>Basic techniques used for drama in education.</p> <p>Improvisation as a form of art and a technique in education</p> <p>Puppet and Mask: as a form of art , puppet and mask usage in drama through education.</p> <p>Usage of stories,legends and poems in drama: examples of literary scripts.</p> <p>Configuration of a drama lesson: Examination of the sample lesson plans.</p> <p>In a representative instruction, configuring a drama lesson.</p> <p>Looking through the national labors in the field of drama in education.</p> <p>Looking through the foreign labors in the field of drama in education.</p> <p>Planning a teaching and learning process based on drama in education.</p>							
Work Placement		N							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	60
Assignment	1	10
Term Assignment	1	10

Recommended or Required Reading

1	Şener, S. (1993). Oyundan Düşünceye, Gündoğan Yayınları, Ankara.
2	McCaslin, N. (1999). Creative Drama and Beyond, Longman.
3	Bowell, P., Heap, B. S. (2001). Planning Process Drama, David Fulton publishers, London.
4	Somers, J. (1994). Drama in The Curriculum, Cassel Educational limited.
5	Egri, L. (1996). Piyes Yazma Sanatı, Papirüs Yayınları, Ankara.
6	Nutku, Ö. (2001). Dram Sanatı: Tiyatroya Giriş, Kabalcı Yayınevi, İstanbul.
7	Altınay, D. (1999). Psikodrama Grup Terapisi 300 Isınma Oyunu, Sistem Yayıncılık, İstanbul.
8	Wagner, B. J. (1999). Dorothy Heathcote-Drama as a Learning Medium, Calendar Island Publishers.
9	Bloomfield, A., Childs, J. (2000), Teaching Integrated Arts in the Primary School, David Fulton publishers, London.

Week	Weekly Detailed Course Contents	
1	Theoretical	Starting lesson: General principles of the lesson and its importance,announcement of the resources recommended, making students aware of aim,content,process and evaluation, explaining the roles of students and conductor.
2	Theoretical	Root of drama art and concept of drama in education. In Turkey and in the World,short history of drama in education.
	Preparation Work	Şener, S. (1993). Oyundan Düşünceye, Gündoğan Yayınları, Ankara.
3	Theoretical	Dorothy Heathcote and Mantle of the Expert
4	Theoretical	Definition of the concept "process drama" and principles of practice
5	Theoretical	Relationship between drama in education and learning-teaching
	Preparation Work	Wagner, B. J. (1999). Dorothy Heathcote-Drama as a Learning Medium, Calendar Island Publishers.



6	Theoretical	Relationship between drama in education and primary school programs.
7	Theoretical	Basic techniques of drama in education
8	Theoretical	Improvisation as a form of art and a technique for drama in education
9	Intermediate Exam	MIDTERM EXAM
10	Theoretical	Puppet and Mask: as a form of art , puppet and mask usage in drama through education.
	Preparation Work	Altınay, D. (1999). Psikodrama Grup Terapisi 300 Isınma Oyunu, Sistem Yayıncılık, İstanbul.
11	Theoretical	Usage of stories, legends and poems in drama: examples of literary scripts.
12	Theoretical	Configuration of a drama lesson: looking through sample lesson plans
13	Theoretical	In a representative instruction, configuring a drama lesson.
	Preparation Work	Wagner, B. J. (1999). Dorothy Heathcote-Drama as a Learning Medium, Calendar Island Publishers.
14	Theoretical	Looking through the national labors in the field of drama in education.
15	Final Exam	FINAL EXAM

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	3	42
Assignment	4	1	3	16
Term Project	7	0	8	56
Midterm Examination	1	7	1	8
Final Examination	1	7	1	8
Total Workload (Hours)				130
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Semantic knowledge about basic concepts of drama in education.
2	To comprehend the history of the concept of drama in education in the world countries,
3	To comprehend the history of the concept of drama in education in Turkey
4	To comprehend the definition and usage principles of Mantle of the Expert Approach
5	To explain the definition and basic principles of process drama.
6	To explain the relationship of drama in education teaching and learning.
7	To explain the relationship between drama in education and the primary school programs through functional examples
8	To comprehend fundamental techniques used in drama in education
9	To make improvisation appropriate for primary school programmes
10	To comprehend how to use puppet and masks in primary school programmes

Programme Outcomes (Social Studies Education Master)

1	To be able to gain subject knowledge of profession in theory and practice in the learning process.
2	To be able to make plans related to the subject-matter and gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process
3	To be able to gain teaching skills of the profession throughout the learning process.
4	To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process
5	To be able to comprehend contemporary approaches of education and the philosophies they are based on.
6	To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter.
7	To be able to be individuals faithful to the Principles and Revolutions of Atatürk, modern democratic, secular, protecting and developing one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values
8	To be able to improve oneself in terms of sport, art and culture.
9	To be able to be individuals believing in lifelong learning
10	To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High



	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
P1	5	4		5	5		5	5	5	5
P2	5			5			5	4	4	4
P3	4	5	4	4	4	4	5	4	4	4
P4		4			5	4			4	
P5	4	5	4	4			4	4	4	4
P6			5							
P7	4	4		4	4		4	4	4	4
P8			5		4					
P9	4	4		5			4	4	4	4
P10		4	5	5						

