



Programme Syllabus

**Study program in Educational Drama, 180 HE credits
Dramapedagogprogrammet, 180 hp**

Programme Code:	HGDRK
Level:	First Cycle
Valid from:	For students admitted in the autumn semester of 2011 and later
Established:	2011-05-17
Diary Number:	HIG 2011/915
Established by:	The Faculty Board

1. Entry Requirements

General Entry Requirements.

Alternative selection applies to no more than one third of the places on the programme.

2. Expected Learning Outcomes

2.1 Expected Learning Outcomes According to the Higher Education Ordinance, Appendix

Knowledge and Understanding

For a bachelor's degree, the student should

- demonstrate knowledge and understanding of the programme's main field of study, including knowledge of the scientific basis of the field, knowledge of applicable methods in the area, advanced study within some part of the field and orientation in current research.

Skills and Abilities

For a bachelor's degree, the student should

- demonstrate the ability to search, collect, evaluate and critically interpret relevant information in a problem, and to discuss phenomena, issues and situations,
- demonstrate the ability to independently identify, formulate and solve problems and to carry out assignments within given periods of time,
- demonstrate the ability to account for and discuss information, problems and solutions in dialogue with different groups, orally and in writing, and
- demonstrate the skills required to work independently within the field of the education.

Judgement and Approach

For a bachelor's degree, the student should

- demonstrate the ability to make assessments with consideration to relevant scientific, social and ethical aspects, within the programme's main field of study
- demonstrate an understanding of the role of knowledge in society and of people's responsibility for how it is used, and
- demonstrate the ability to identify the own need of additional knowledge and to develop the own skills.

2.2 Specific Expected Learning Outcomes for the Programme

The programme should give the students the knowledge and skills required for professional work as a teacher in educational drama.

On completion of the programme, the student should

- have the knowledge and skills to work as a teacher in educational drama in the fields of drama and theatre in, for example, schools, adult education and associations.
- be able to initiate and lead drama and theatre projects within e g the cultural sector, in health care and preventive medicine, and in organisations and industries.
- document and communicate own and others' experiences in educational drama activities to individuals and actors at different levels and in different organisational contexts.
- See also local system of qualifications.

3. Programme Contents and Arrangement

Educational drama as an academic subject and educational method has the starting point in the art form of theatre. In the educational application, artistic expressions are used, such as role-playing and dramatic interpretation. Educational drama may be studied either with a specialisation in artistic expression or as a method to support learning processes in other types of teaching. Activities in educational drama aim to contribute to learning and personal development regardless of if it is carried out within the theatre or as an educational method in contexts with other purposes than the artistic. Therefore, educational theory and didactics are equally important elements in the education as the artistic.

The education focusses on leadership in creative group processes. The contents and didactics of educational drama are studied from different perspectives. Both educational drama and theatre is put into a historical, contemporary and cultural-political context. Group development and leadership in drama and theatre work are studied in theory and practice, in varying social contexts and in different age groups. Knowledge and understanding of social roles, relations and social relations are developed through processing and reflection in dramatic form and by connection to relevant theories. The group, and the experiences of the own creating in this group, are also used as the basis for continuous reflection. The purpose is to both develop general knowledge of group processes and creative development, and contribute to individual awareness and development. Ethical dilemmas are also discussed with the purpose of developing the ability to make ethical considerations in educational practice.

In the subject area of educational drama, drama theory and didactics, communication and creativity, international perspectives on educational drama, research methodology and theory of knowl-

edge are studied. Theatre includes didactics for children and youth theatre, improvisational theatre and directing amateur theatre. Education and didactics includes development, learning and approach to knowledge, the control documents of the school and group dynamics and leadership. The teaching is organised so that the artistic working methods are integrated with teaching of pedagogy and didactics.

The education is professionally established through field studies and mapping of various types of workplaces for teachers in educational drama

4. Courses in the Programme

Year 1

Period	Course Code	Course Name	HE credits	Level	Main Field
1:1-4	HKD04A	Educational Drama (1-30)	30	G1N	Educational Drama
1:1-4	HKD06A	Theatre for Teachers in Educational Drama (1-30)	30	G1N	Educational Drama

Year 2

Period	Course Code	Course Name	HE credits	Level	Main Field
2:1-4	HKD04B	Educational Drama (31-60)	30	G1F	Educational Drama
2:1-4	HKD05A	Education and Didactics for Teachers in Educational Drama	30	G1F	Educational Drama

Year 3

Period	Course Code	Course Name	HE credits	Level	Main Field
3:1-2	KUG000	Technical and Practical Aspects of Theatre I	15	G1N	-
3:3-4	KUG300	Technical and Practical Aspects of Theatre II	15	G1F	-
3:1-4	DPG800	Educational Drama (61-90)	30	G2E	Educational Drama

5. Higher Education Qualification

Those who have successfully completed the all courses in the programme with approved results, fulfil the requirements for a bachelor's degree.

Bachelor of Arts

6. Student Influence and Evaluation

The council for educational affairs should be linked to the study programme. The faculty programme director should be a member of the council and function as chairman and summoner. The purpose of the council for educational affairs is to give students and representatives for the professional life/society influence over the study programmes. The students on the programme should annually be given the opportunity to give their opinions on the study programme through a programme evaluation. The programme evaluation should be carried out with the use of an evaluation tool common for all higher education institutions. A compilation of the evaluation results should be submitted to the Faculty Board.