



DRAMA BOREALE 7.8. 2023

TEACHER'S PROFESSIONAL GROWTH AND RESILIENCE IN PROCESSES OF DRAMA EDUCATION

- PERCEPTIONS, EXPERIENCES AND LEARNING PROCESSES

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JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

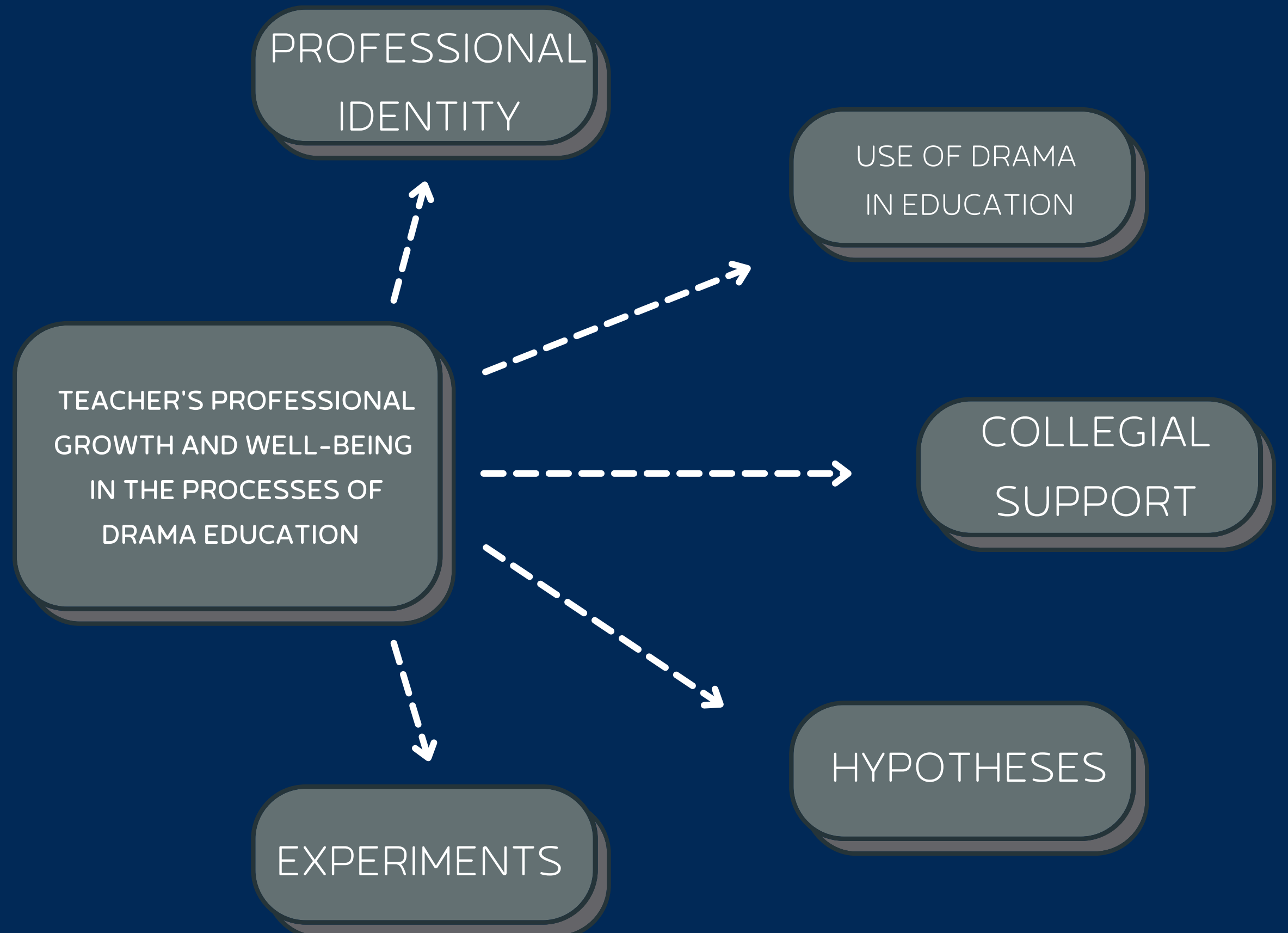


DESIGN-BASED RESEARCH & DEVELOPMENTAL ETHNOGRAPHY

HEIDI-TUULIA EKLUND 2022-2026
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WHY?

- Long-term activity in the educational field
- Concern about the status of drama
 - Personal need of change
 - Development produces new research data for promoting teaching



HEIDI-TUULIA EKLUND 2023-2024
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COLLECTING DATA



Surveys for schools 2023

Electronic surveys with
volunteer teachers on the use
of drama & theatre methods.
What? Where? How? Why?



Narrative interviews 2023-2024

Interviews with volunteer
teachers on the use of
drama. How? Why? When?



Diaries

Teaching diaries of the
participants in the research project
on the use of drama and their own
development.



Analysis phase

Going through the
data triangulation
and selecting an analysis
method.

Survey analysis
in progress

Interview survey
ongoing

Narrative research

Analyzes

RESEARCH MATERIAL

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- narrative inquiry

- qualitative content analysis

- themes and phenomena

SURVEYS OF PARTICIPANTS IN EDUCATIONAL TRAINING

TURKU KUOPIO
SALO JOENSUU
OULU
OTHER CITIES ESPOO

TEACHERS USING DRAMA IN FINLAND - RESEARCH MATERIAL TRIANGULATION

INTERVIEWS
- BASED ON SURVEYS

TEACHER NARRATIVES
- BASIC EDUCATION
- SECONDARY EDUCATION

OBSERVATIONS IN TEACHING

REFLECTIVE CONVERSATIONS

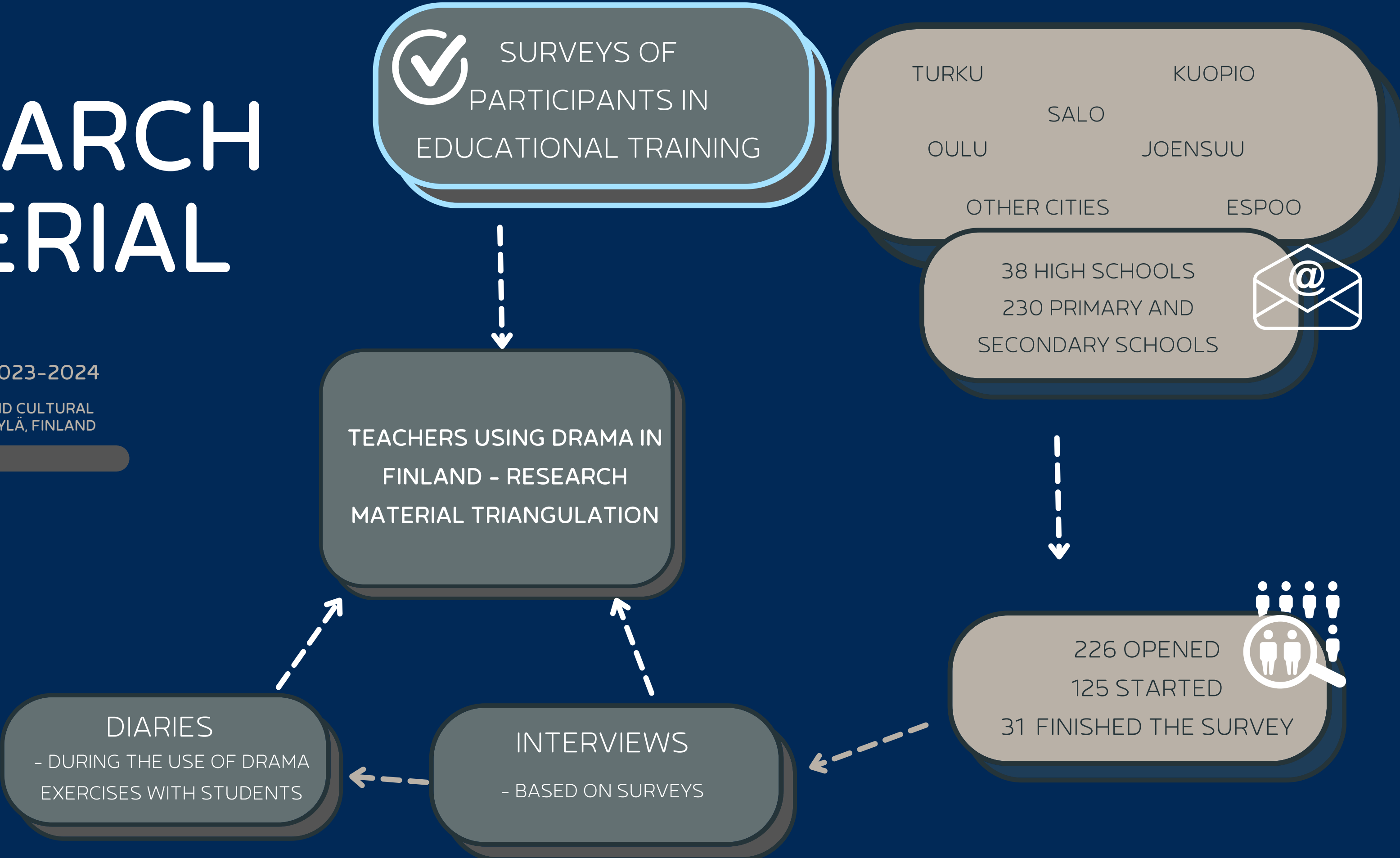
DIARIES
- DURING THE USE OF DRAMA EXERCISES WITH STUDENTS

PARTICIPATORY OBSERVATION AND DIALOGUE



RESEARCH MATERIAL

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SURVEYS OF PARTICIPANTS IN EDUCATIONAL TRAINING

TURKU KUOPIO
SALO JOENSUU
OULU ESPOO
OTHER CITIES

38 HIGH SCHOOLS
230 PRIMARY AND
SECONDARY SCHOOLS



226 OPENED
125 STARTED
31 FINISHED THE SURVEY



TEACHERS USING DRAMA IN FINLAND - RESEARCH MATERIAL TRIANGULATION

DIARIES

- DURING THE USE OF DRAMA EXERCISES WITH STUDENTS

INTERVIEWS

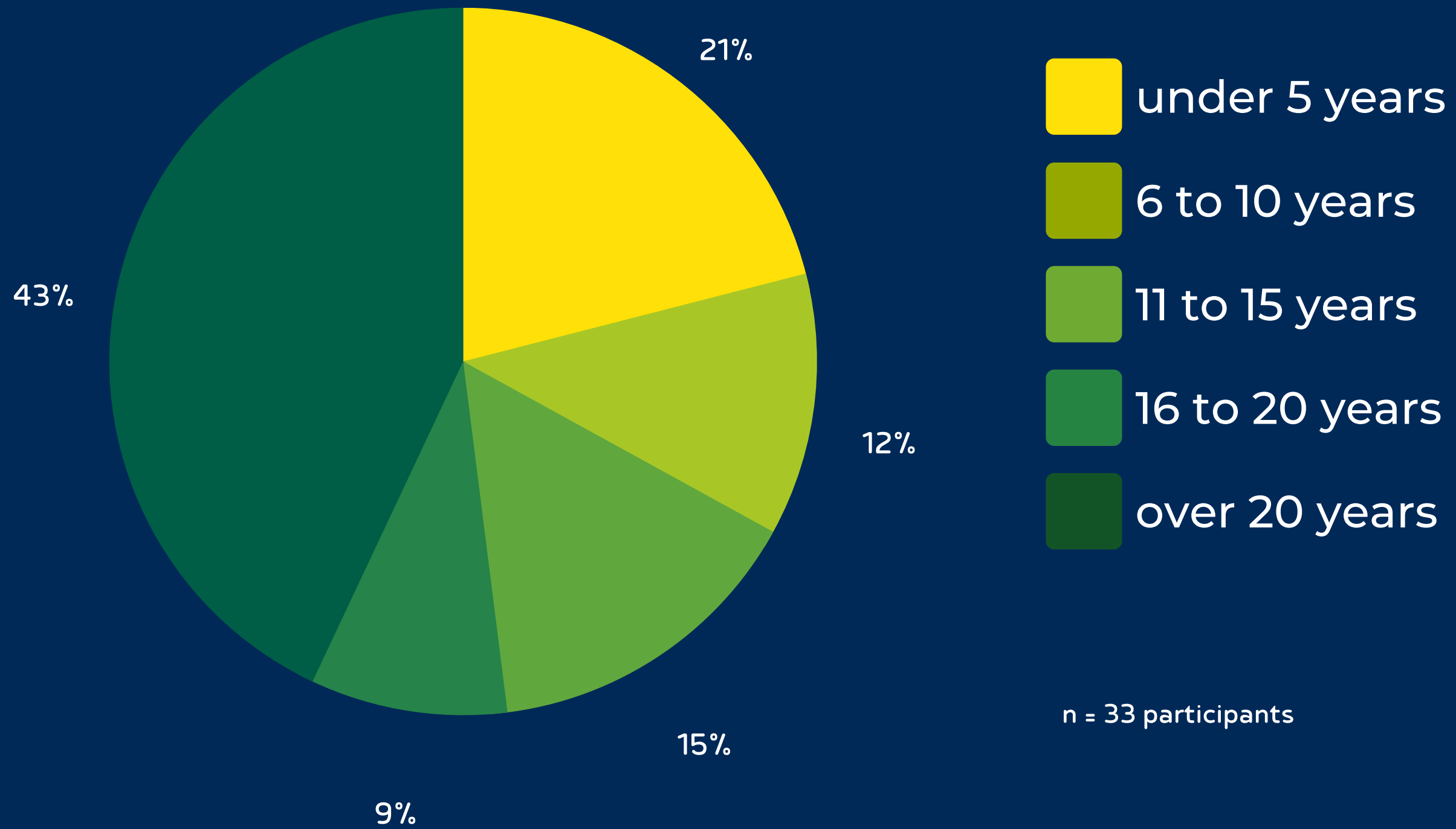
- BASED ON SURVEYS

PRELIMINARY RESULTS OF THE SURVEY

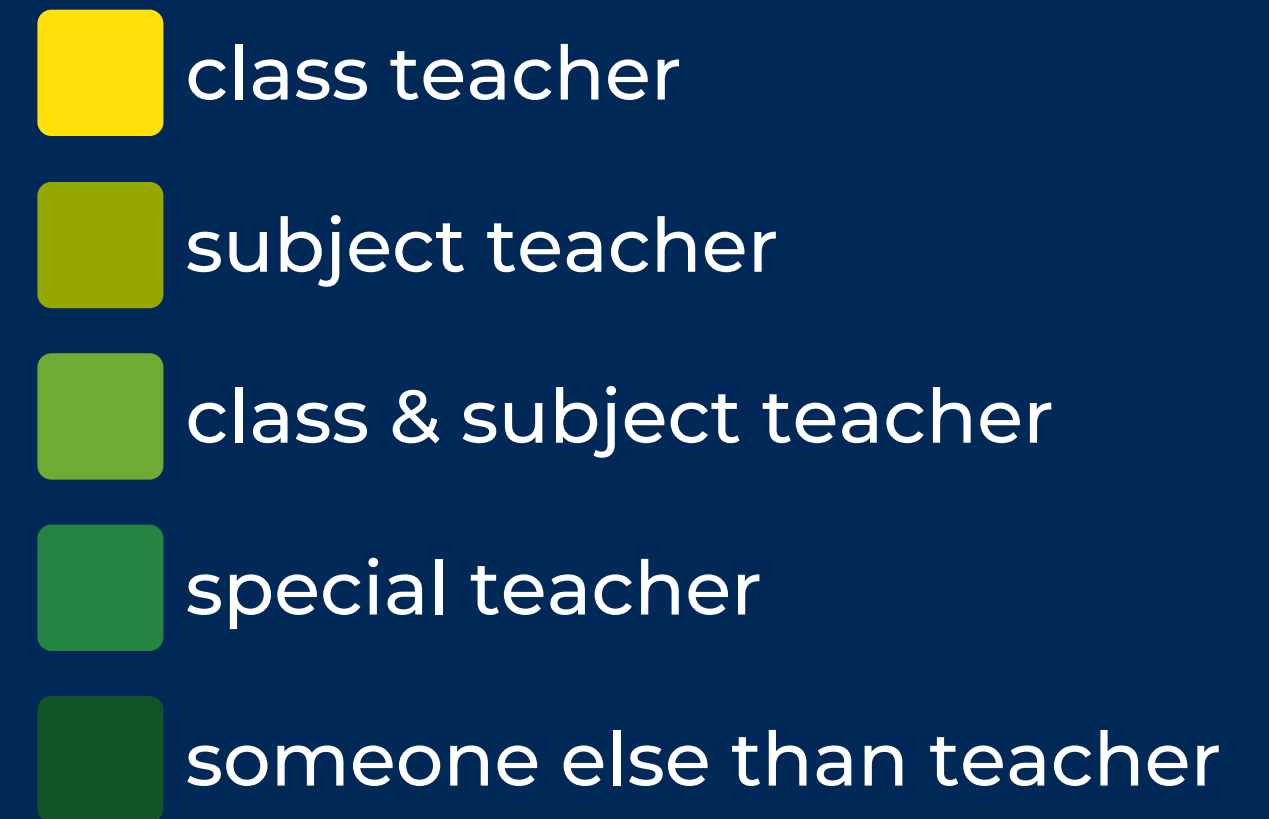
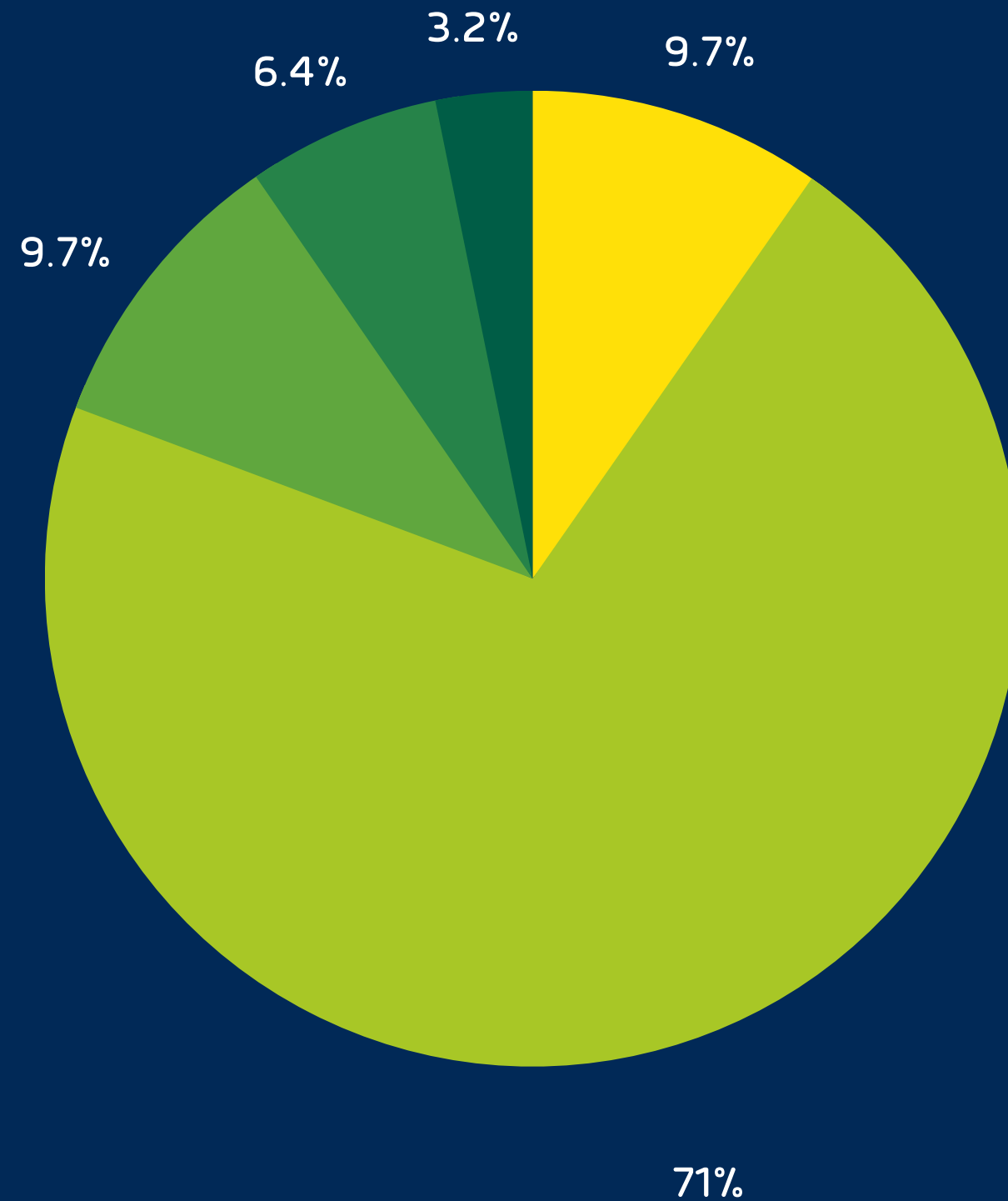


from 31 to 118 participants

SURVEY - TEACHER CAREER

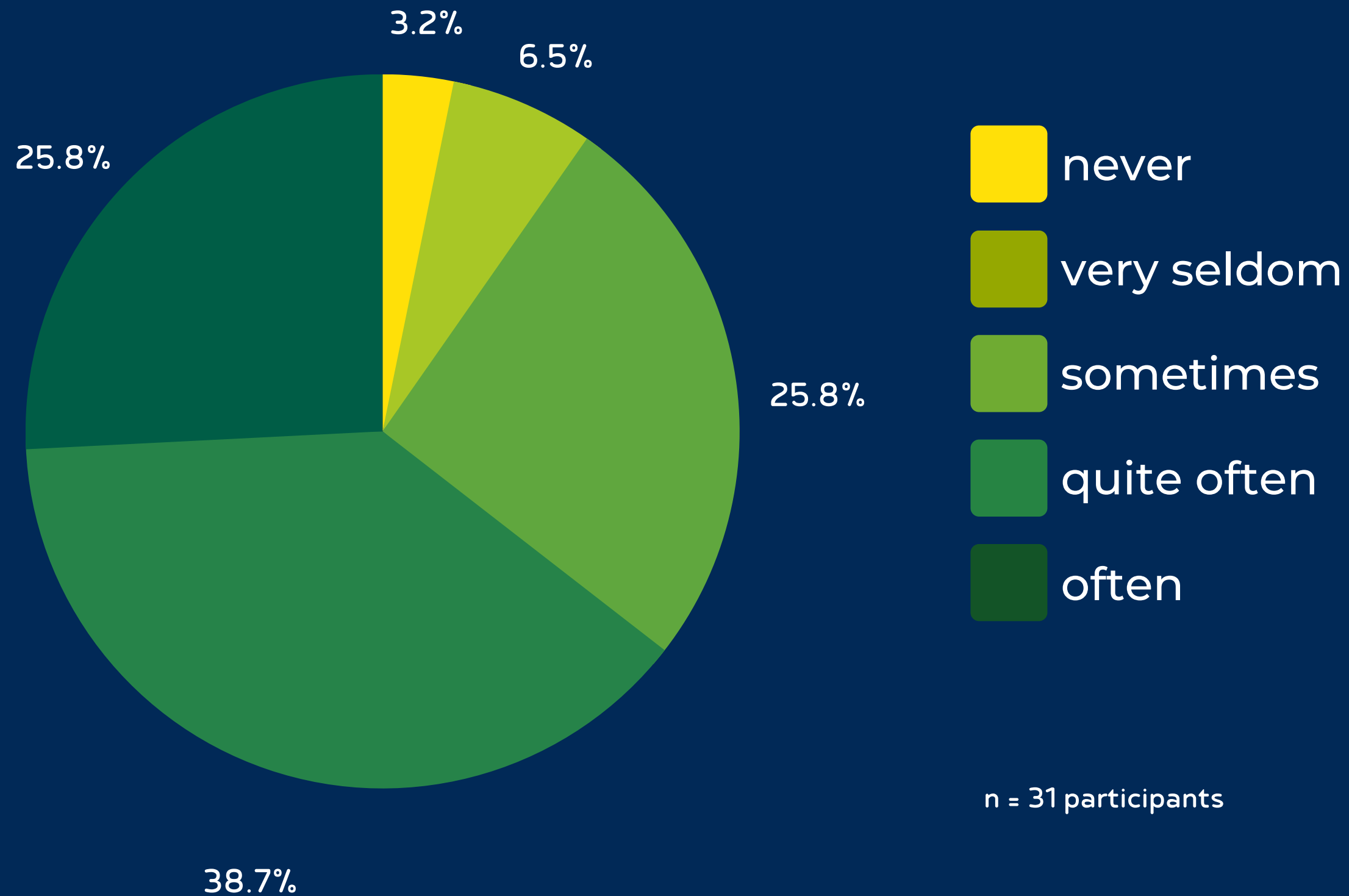


PROFESSION

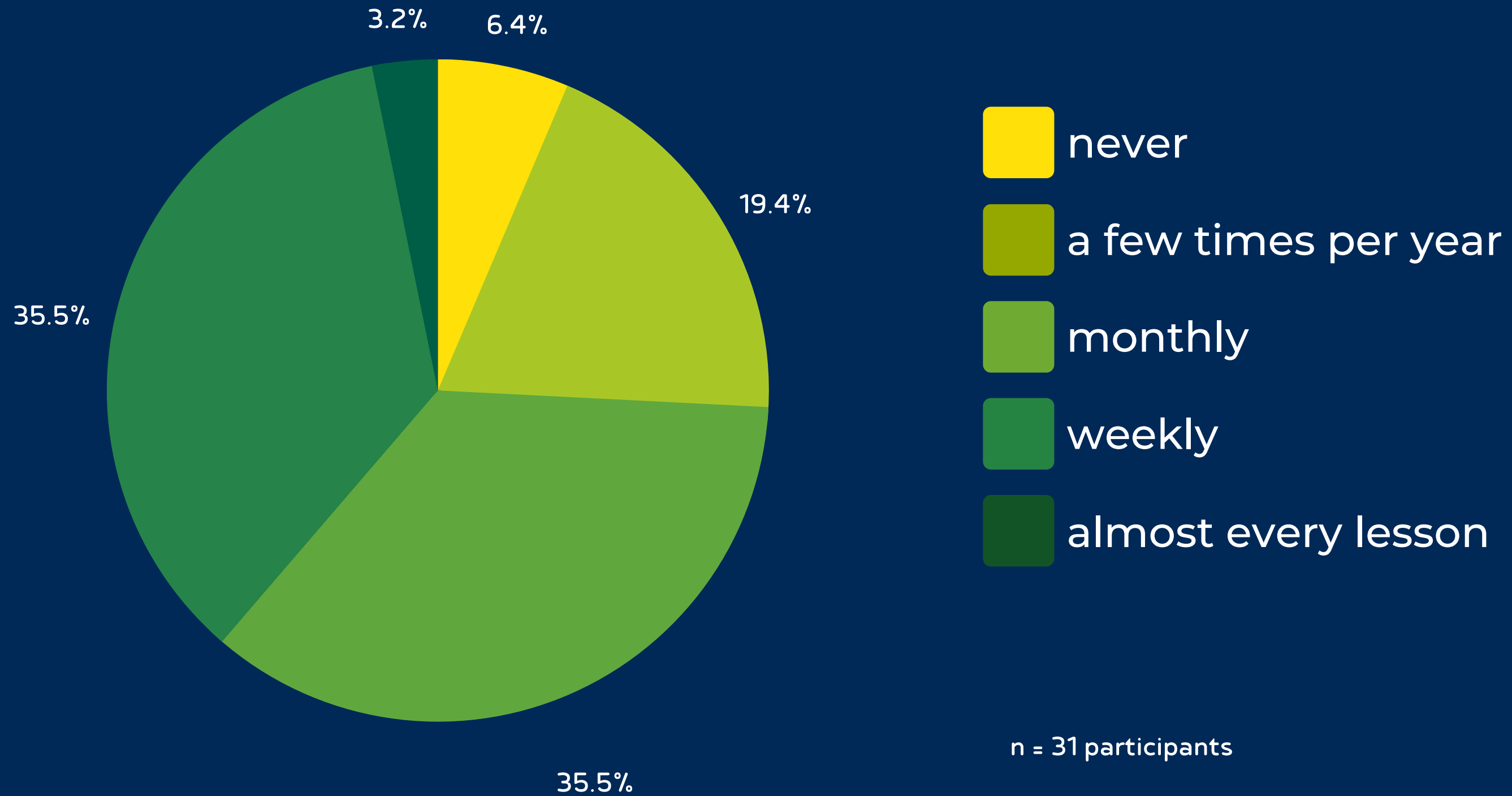


n = 31 participants

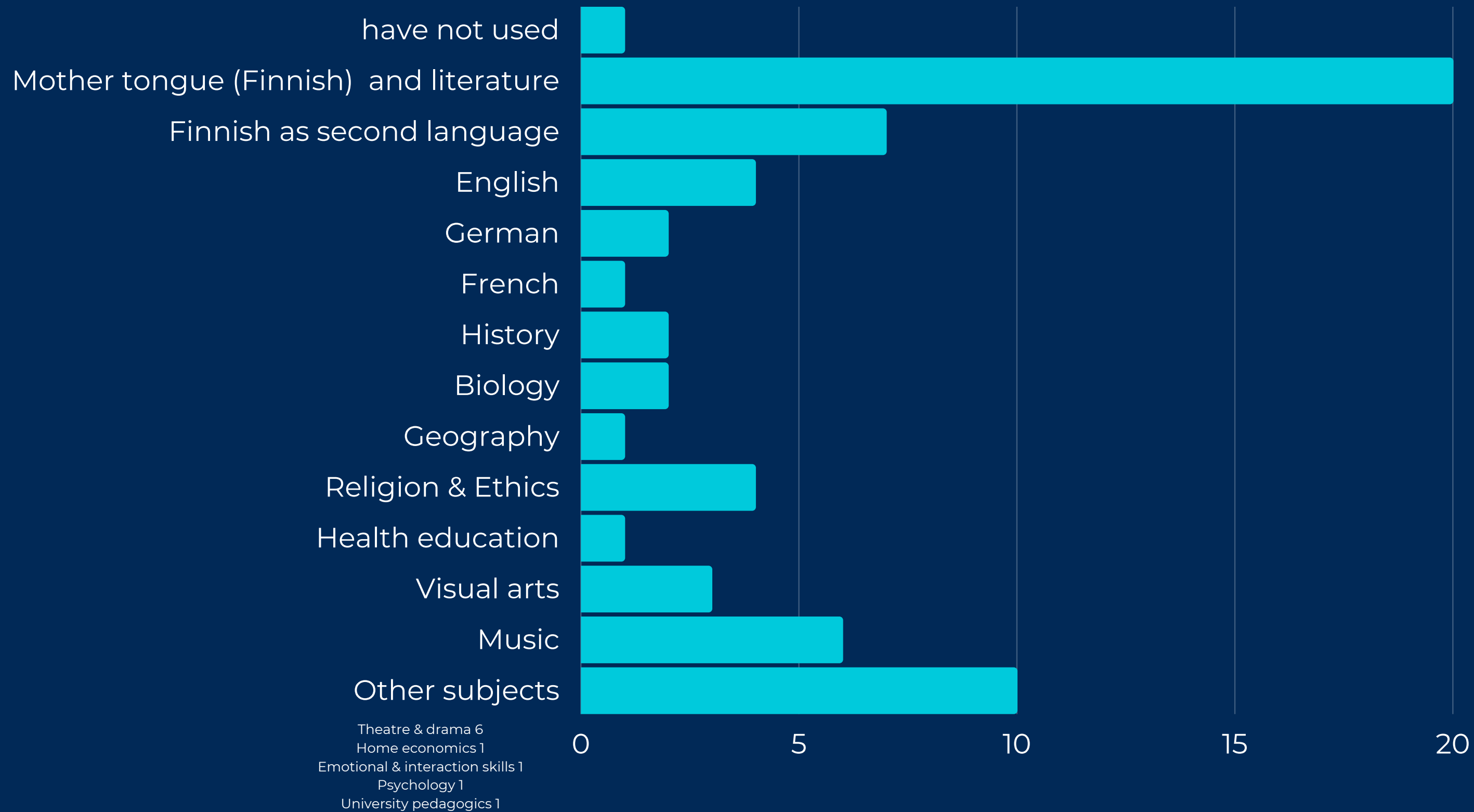
USE OF DRAMA METHODS



HOW OFTEN YOU HAVE USED DRAMA OR THEATRE METHODS?

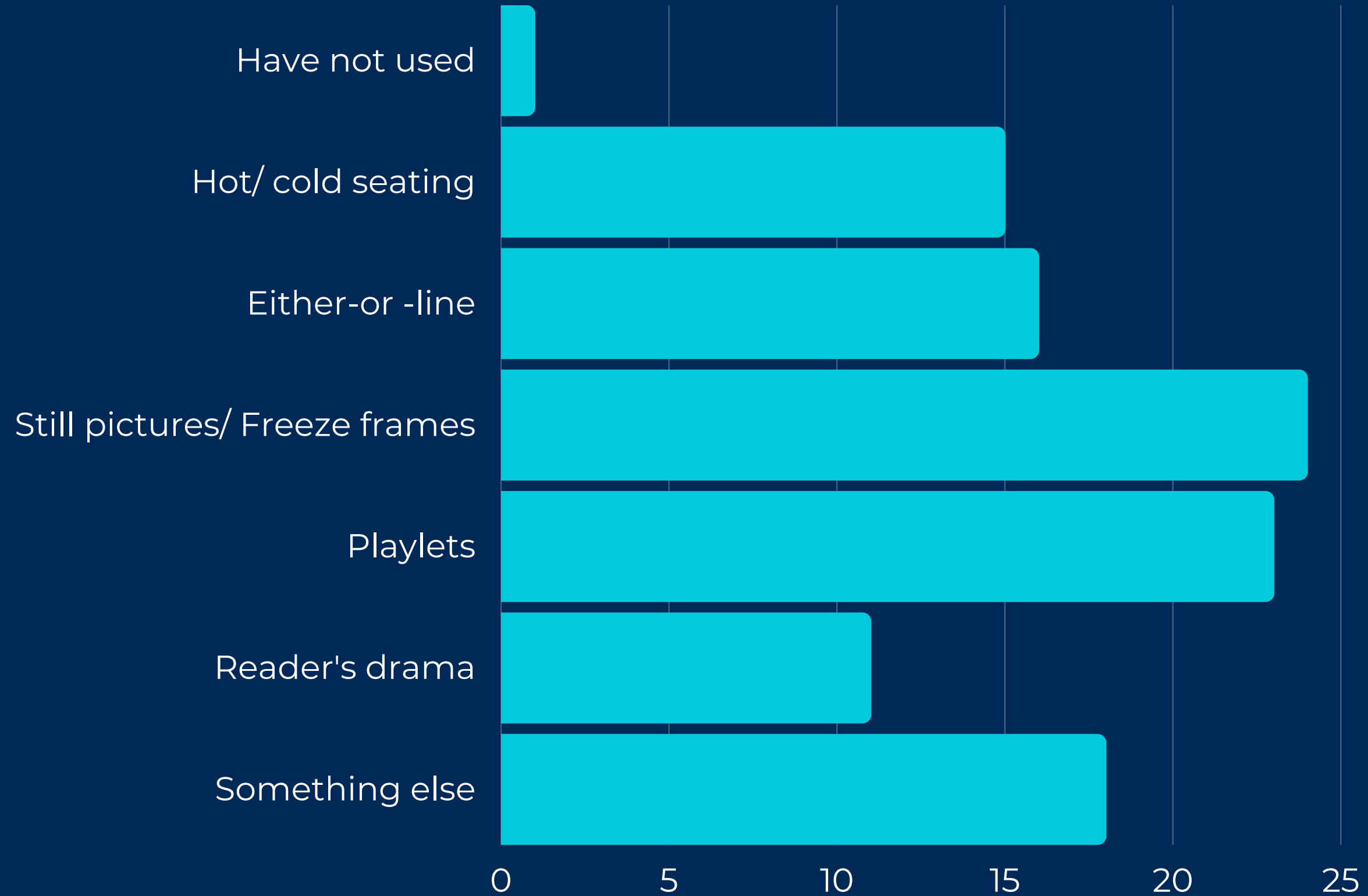


IN WHICH SUBJECTS YOU HAVE USED DRAMA OR THEATRE METHODS?



n = 66 participants

WHAT STRATEGIES YOU HAVE USED?

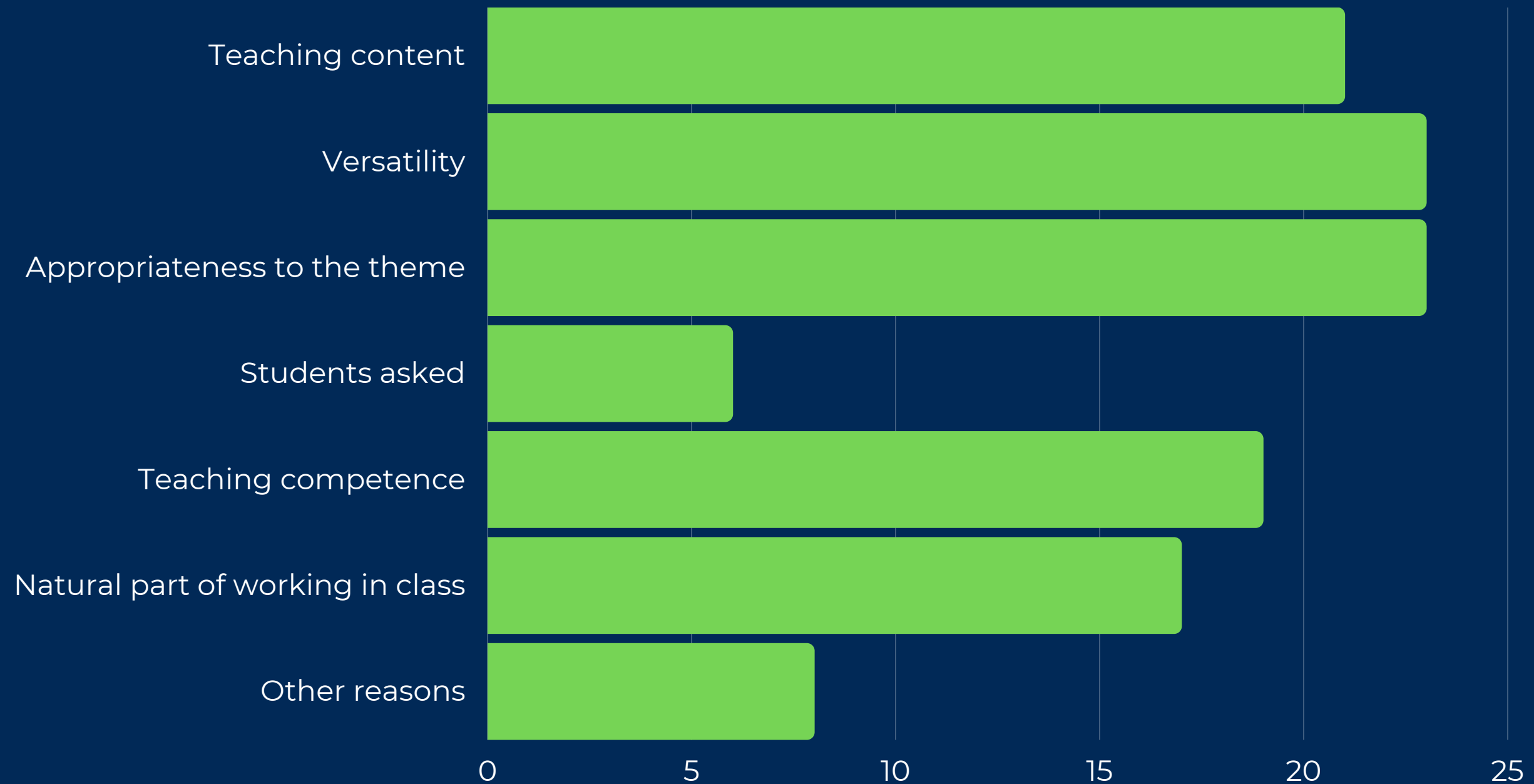


n = 66 participants

WHAT OTHER STRATEGIES YOU HAVE USED?

WARM UPS, GET-TO-KNOWS,
ROLEPLAY,
ROLE-ON-THE-WALL,
PANTOMIME AND SIGN LANGUAGE,
DRAMATIC SCENES FROM LITERATURE WITH DIFFERENT EXERCISES,
IMPROVISATION,
DANCE AND EXPRESSION WITH MOVEMENTS,
THEATRE GAMES,
PROCESS DRAMA
SHADOW THEATRE, TABLE THEATRE, PUPPET PLAY,
STORY THEATRE TECHNIQUES,
MINDFULNESS-BASED SOMATIC DANCE EXERCISES,
AUGUSTO BOAL'S TECHNIQUES,
CONTACT CONCENTRATING AND MULTISENSORY EXERCISES ETC.

WHAT REASONS INFLUENCE YOU TO USE DRAMA & THEATRE STRATEGIES IN YOUR LESSONS?



n = 117 answers

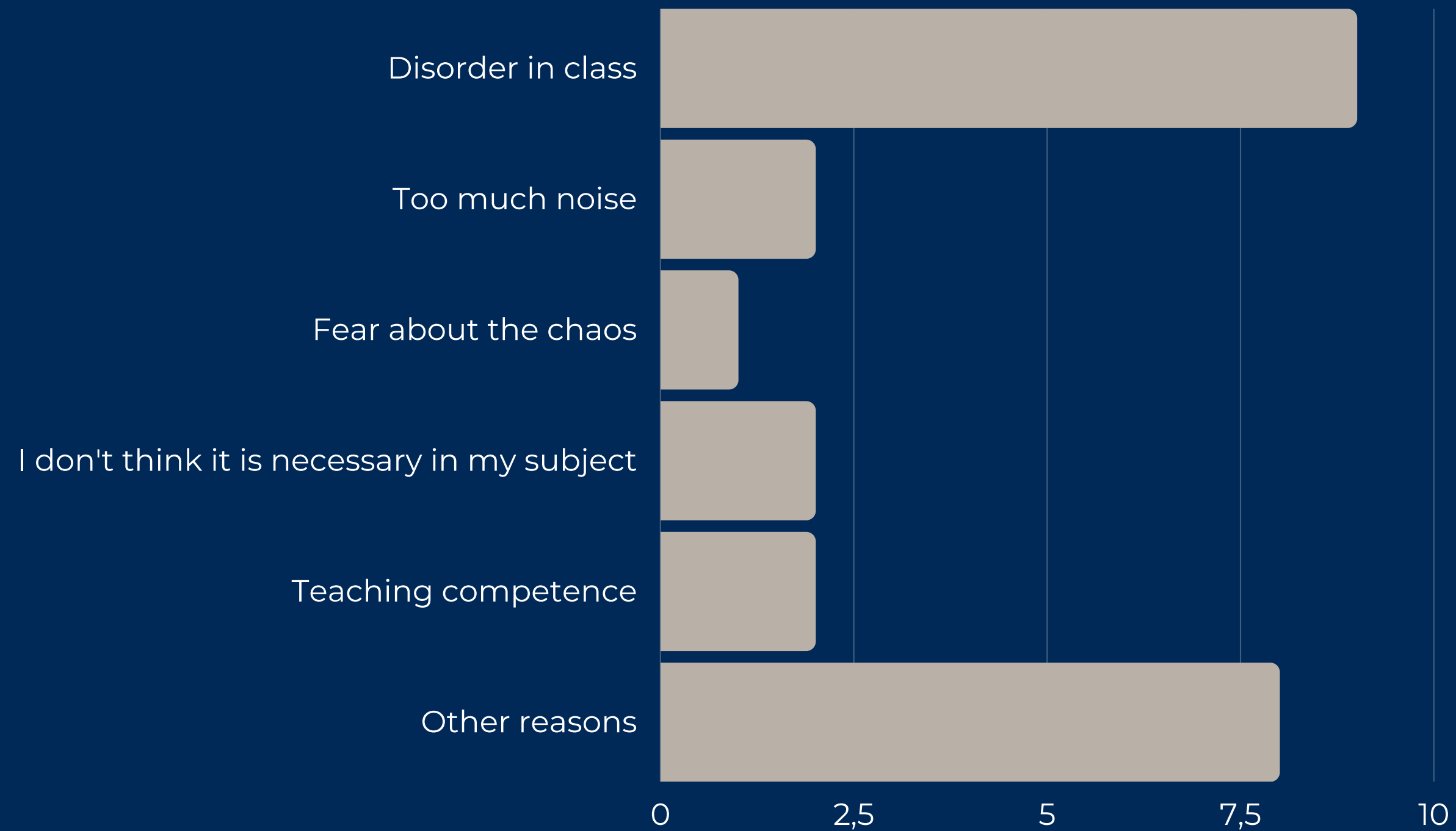
WHAT OTHER REASONS INFLUENCE YOU TO USE DRAMA & THEATRE STRATEGIES IN YOUR LESSONS?

"IT GIVES ME GREAT PLEASURE TO SEE HOW YOUNG PEOPLE BREAK FREE AND FIND THEIR WINGS."

"LIVEN UP TEACHING AND DIFFERENT WORKING METHODS ARE NATURAL FOR ME.
I LIKE CROSS-ARTISM AND IT SHOWS IN MY WORK."

"EVERYONE CAN PERFORM, TRY ON,
BE SEEN,
BE IMPORTANT,
STUDYING IS JOYFUL AND RELAXING,
VARIABILITY,
SURPRISE."

WHAT ARE THE REASONS NOT TO USE DRAMA & THEATRE IN LESSONS?



n = 24 answers

WHAT ARE THE OTHER REASONS NOT TO USE DRAMA & THEATRE IN THE LESSONS?

"IN THE EVERYDAY LIFE OF A CLASSROOM TEACHER, YOU DON'T ALWAYS HAVE TIME TO THINK ABOUT ALL THE EXERCISES AND ASSIGNMENTS FROM THE SCRATCH."

IF THE LEARNING MATERIALS CONTAINED MORE RELEVANT AND DETAILED INSTRUCTIONS FOR THE HANDLING OF VARIOUS ISSUES WITH DRAMA, THE TRESHOLD USING DRAMA EXERCISES WOULD BE CONSIDERABLY LOWER."

"USING DRAMA REQUIRES A LOT OF PLANNING TIME."

"I DON'T USE THEM, IF I DON'T THINK THEY'RE DRIVING THE ISSUE OR IF THERE'S ANOTHER WAY OF WORKING THAT WORKS MORE EFFICIENTLY."

"HOW LINGUISTIC COMPETENCE IS SUFFICIENT TO INSTRUCT AND ACT, AND HOW DO STUDENTS FEEL ABOUT THESE WAYS OF WORKING, DO THEY CONSIDER THEM POINTLESS AND INAUTHENTIC METHODS OF STUDYING."

(STUDENTS OF FINNISH AS A SECOND LANGUAGE)

DO YOU NEED TRAINING TO TEACH DRAMA & THEATRE STRATEGIES?



n = 31 participants

WHAT TRAINING I NEED IN DRAMA & THEATRE?

"UPDATES AND ADDITIONS TO THE PRACTICE BANK FROM TIME TO TIME."

"NEW IDEAS, ESPECIALLY TO THE PROBLEM AREAS OF INTERACTION WITH STUDENTS."

"THE WORKING METHODS OF DRAMA REQUIRE THAT THE TEACHER HAS EXPERIENCE OF HOW THE EXERCISES FEEL."

"I GET BORED WITH THE SAME EXERCISES AND IT'S GREAT WHEN I LEARN NEW METHODS AND EXERCISES MYSELF.
IT'S GOOD TO KEEP YOUR PROFESSIONALISM ALIVE."

THE REASONS WHY TRAINING IS NOT NEEDED

"I HAVE ATTENDED MANY TRAININGS."

"WASTE OF TIME. I TEACH KNOWLEDGE-BASED SUBJECTS."

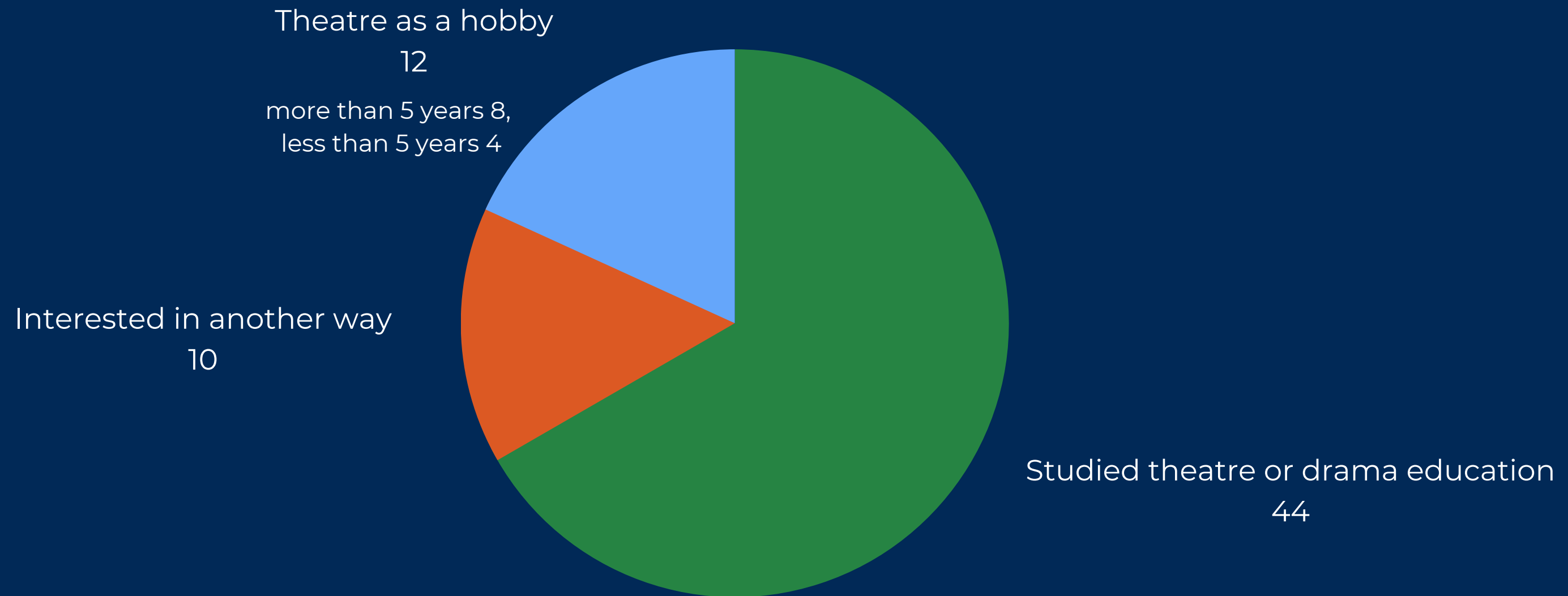
"I KNOW OTHER WAYS TO DIVERSIFY TEACHING."

"I HAVE ALREADY STUDIED THE BASIC AND SUBJECT STUDIES OF DRAMA EDUCATION."

"I HAVE SUFFICIENT SKILLS FOR MY CURRENT JOB DESCRIPTION.
IF I WERE STILL IN MY PREVIOUS WORKPLACE,
I WOULD DEFINITELY WANT AND HAVE THE NEED AND TIME
TO FURTHER TRAIN MYSELF IN THE AREAS OF DRAMA."

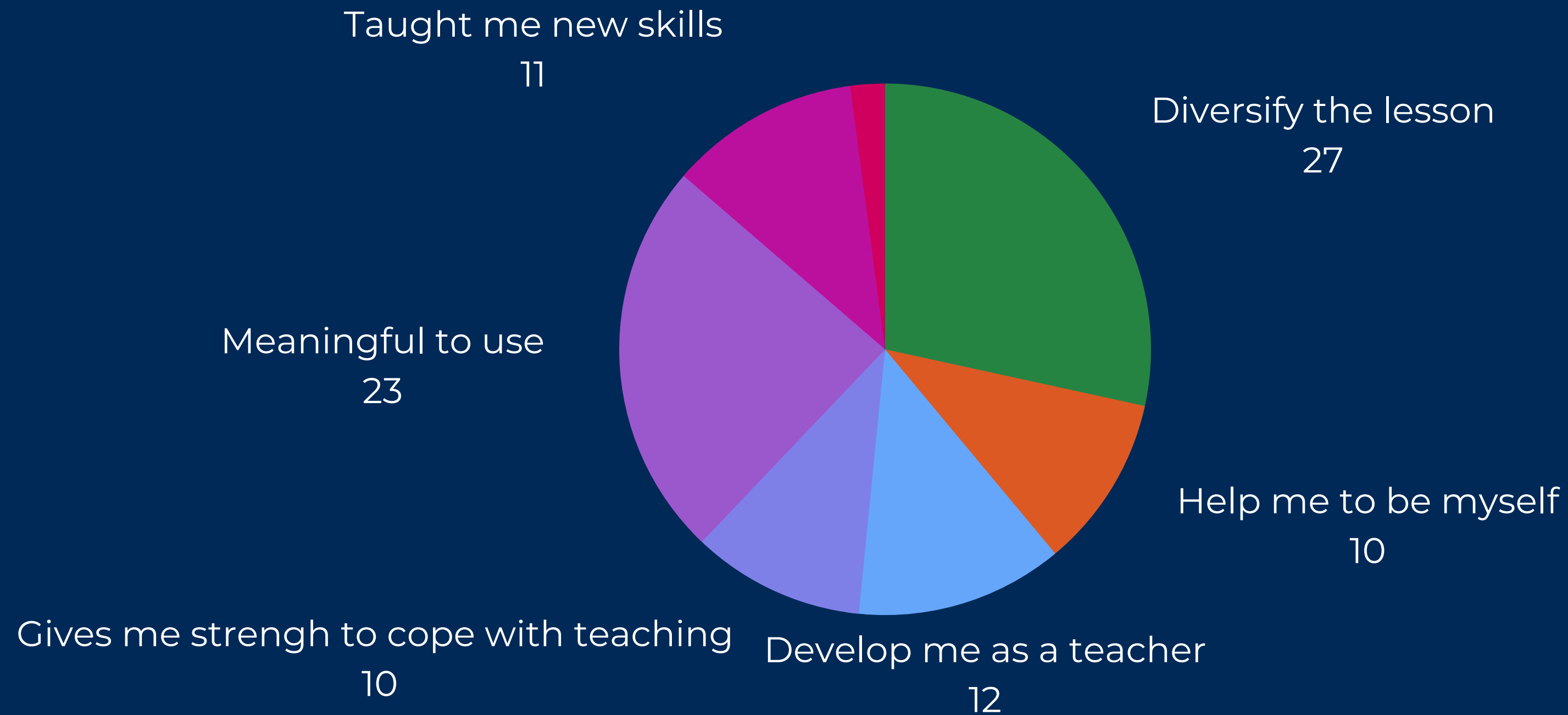
HAVE YOU STUDIED DRAMA OR THEATRE EDUCATION? OR HAVE BEEN INVOLVED IN THEATRE?

n = 66 participants



WHAT KIND OF PERSONAL EXPERIENCES DID YOU HAVE WHEN USING DRAMA & THEATRE?

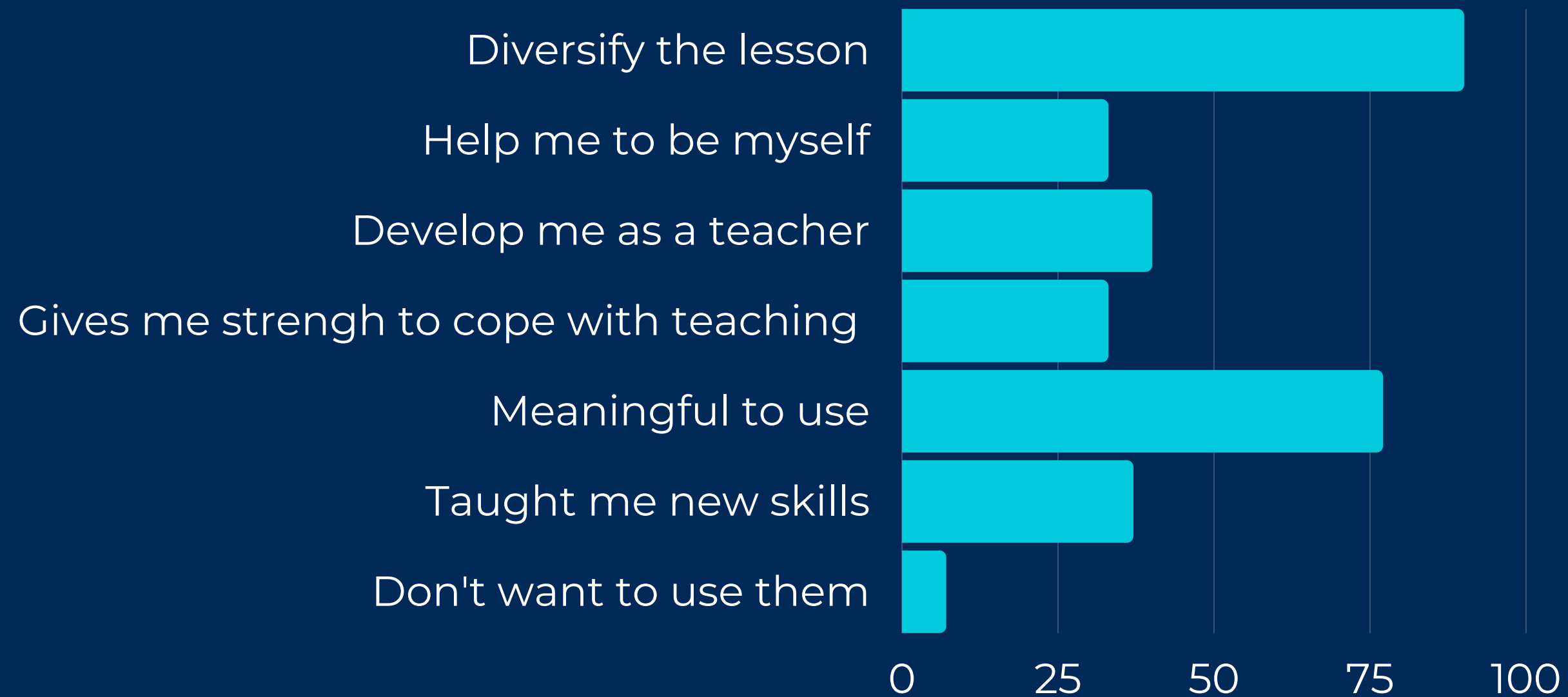
n = 95 participants



NO ANSWERS TO
'THE WORKING METHODS ARE DIFFICULT
OR UNPLEASANT FOR ME.'

WHAT KIND OF PERSONAL EXPERIENCES DID YOU HAVE WHEN USING DRAMA & THEATRE?

n = 95 participants



PERSONAL EXPERIENCES WHEN USING DRAMA & THEATRE

"THEY [DRAMA EXERCISES] ARE CREATIVE AND USUALLY BRING A SMILE TO THE STUDENTS' FACES AS WELL.
THEY MAKE YOU FORGET TIME AND NORMAL TROUBLES FOR A WHILE."

"STUDENTS USUALLY GET EXCITED. THEY DEEPEN LEARNING. THEY BRING OUT NEW ASPECTS OF STUDENTS."

"LEARNING IS THE DEEPEST WHEN A PERSON IS PRESENT AS A WHOLE PERSON
WITH THE INTEGRATION OF INTELLECT, EMOTIONS, SOCIAL AND PHYSICAL ASPECTS."

"IN CREATIVE PROCESSES, LEARNING IS OFTEN STUDENT - AND GROUP-ORIENTED
AND THEREFORE MORE MOTIVATING THAN PREDETERMINED CONTENT."

"IT'S AN ADVENTURE ALSO FOR THE TEACHER,
BRINGS GENUINE PRESENCE AND CONTACT TO THE INTERACTION IN UNPREDICTABLE SITUATIONS.
IT IS THE CREATIVE FLOW OF LIFE AND NOT THE COMPLETION."

LEARNED PEDAGOGIC SKILLS

"GROUP MANAGEMENT SKILLS."

"VERSATILE PLANNING OF LESSONS."

LEARNED TO RECOGNIZE THE MUTUAL INTERACTION PROBLEM POINTS

"THE TEACHER **MUST BE PROACTIVE** IN DRAMATIC LESSONS ALL THE TIME."

"IN PROCESS DRAMA, A TEACHER CAN'T RELAX FOR A MOMENT OR SINK INTO THEIR OWN THOUGHTS.
YOU HAVE TO LIVE **WITH GOOD ENERGY** FROM THE BEGINNING TO THE END OF THE CLASS."

"I HAVE **LEARNED ABOUT MOTIVATING** AND SOCIO-CULTURAL ENTHUSIASM.

I HAVE **LEARNED TO LISTEN** BETTER.

I'VE **LEARNED TO COME UP WITH GOOD QUESTIONS** THAT BRING UP IMPORTANT ISSUES."

"I HAVE **LEARNED TO LEAD LONG CREATIVE PROCESSES**, FROM DREAMING TO PUBLIC PRESENTATIONS AND TO THE FINAL SEMINAR."

"I HAVE **LEARNED TO WORK IN AN INSPIRING COLLABORATION** WITH A MUSIC TEACHER,
A VISUAL ARTS TEACHER AND A PERFORMANCE TECHNOLOGY TEACHER TO IMPLEMENT PERFORMANCES."

LEARNED OTHER SKILLS

"PERSISTENCE, PLANNING, ACCEPTING DIFFERENT LEARNING, TOLERATING INCOMPLETENESS, CHALLENGING ONESELF."

"I HAVE LEARNED A LOT ABOUT MYSELF. I HAVE BEEN VERY SHY, FEARFUL AND EASILY STRESSED."

"SELF-KNOWLEDGE, COURAGE TO THROW YOURSELF."

"TO MANAGE INCOMPLETENESS AND CHAOS."

"TO VALUE DIVERSITY."

"TO INTERACT AND REACT WITH OTHERS."

"JOY."

"I HAVE LEARNED HOW TO GET FROM DARKNESS TO LIGHT."

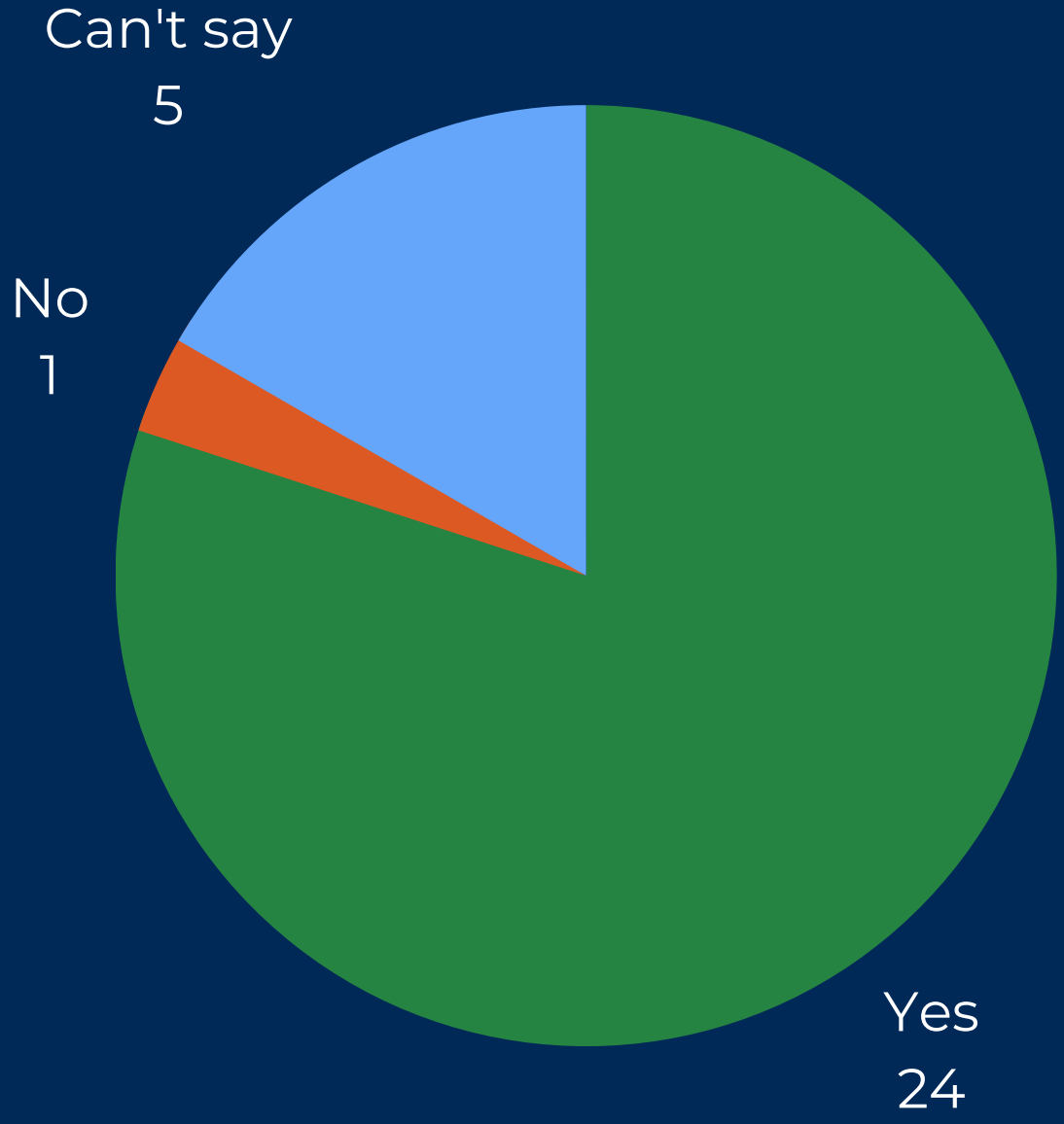
"THE DRAMA HAS OPENED PERSPECTIVES ON WHAT KIND OF PRINCIPLES MY ENTIRE TEACHING IS BASED ON.

I HAVE LEARNED IMPROVISATION AS A PROFESSIONAL LIFE SKILL."

"THE DRAMA HAS HELPED ME ACCEPT MYSELF AS I AM."

IF YOU WERE A STUDENT TEACHER NOW, WOULD YOU CHOOSE DRAMA & THEATRE?

n = 30 participants



WHY WOULD YOU CHOOSE DRAMA & THEATRE IN YOUR STUDIES NOW?

"WORKING IN DRAMA IS BENEFICIAL BOTH FOR MYSELF (E.G. STORY THEATRE) AND FOR THE STUDENTS."

"IN MANY DIFFERENT SUBJECTS, BY USING DRAMA, THE STUDENT COULD ENLIVEN THE SUBJECT BEING STUDIED."

"DRAMA AND THEATRE STUDIES ARE USEFUL IN ANY FIELD. DRAMA HELPS TO BE MORE ONESELF,
TO JUSTIFY OPINIONS AND THOUGHTS, IT DEVELOPS THINKING SKILLS."

"GIVES TOOLS FOR GROUPING, FUNCTIONALITY, INTERACTION SKILLS AND CREATIVITY."

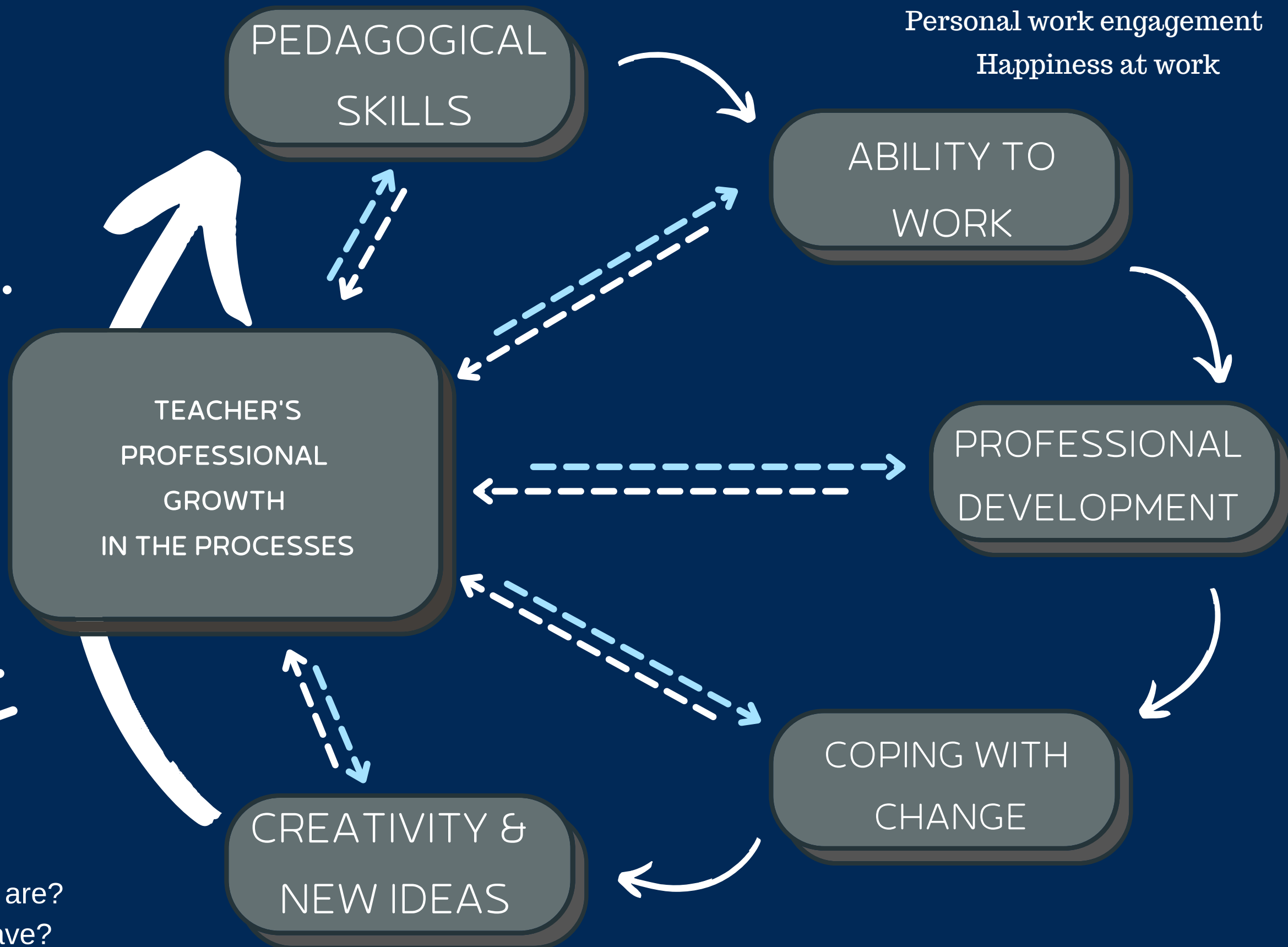
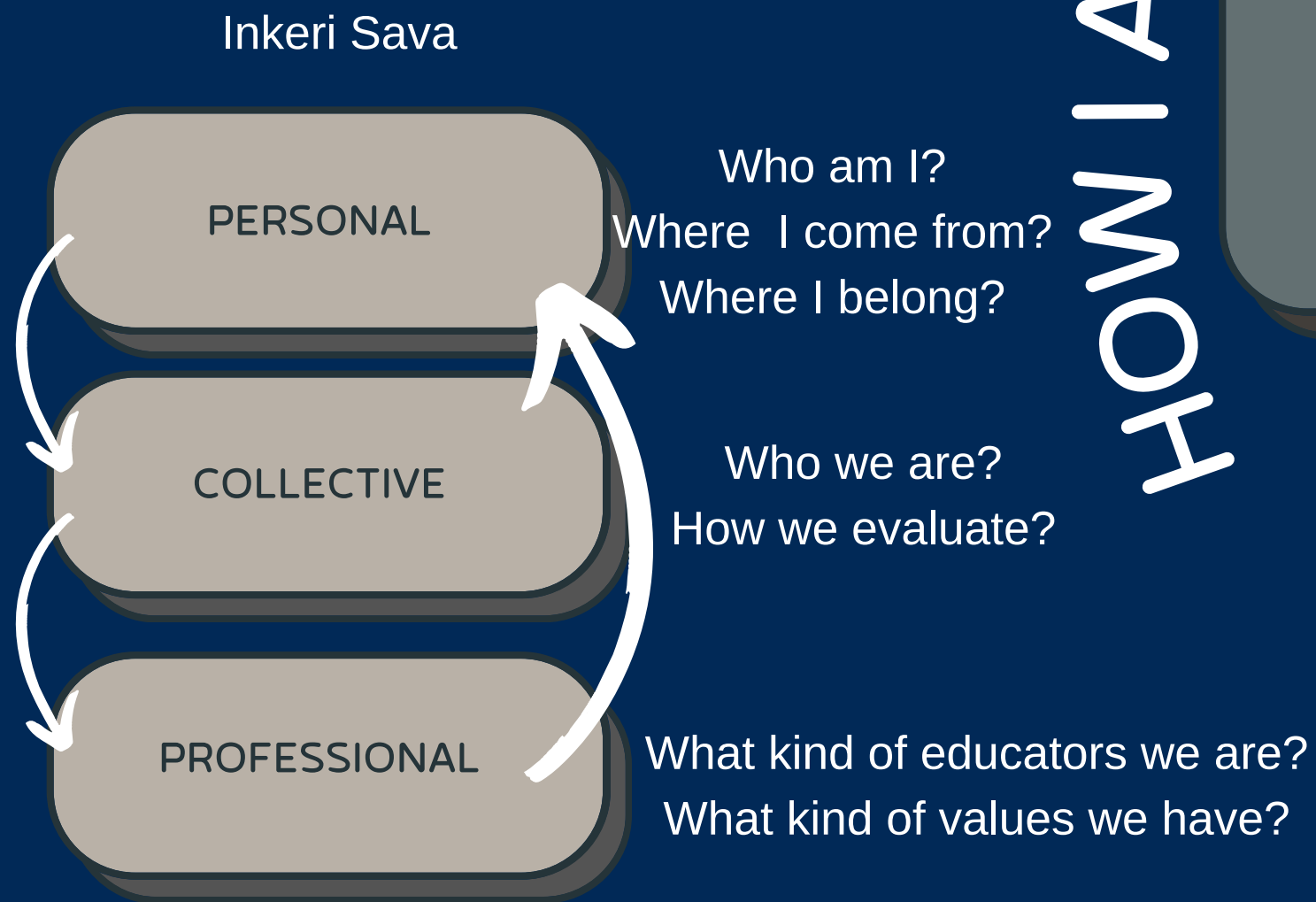
"THIS IS THE MOST IMPORTANT ASPECT OF THE CURRENT CURRICULUM."

WHY WOULD YOU CHOOSE DRAMA & THEATRE IN YOUR STUDIES NOW?

"EVEN THOUGH
I DON'T IMPLEMENT DRAMATIC OR THEATRICAL EXERCISES IN MY TEACHING
AS MUCH AS I WOULD LIKE,
THE BASIC AND SUBJECT STUDIES OF DRAMA EDUCATION
HAVE GIVEN SO MUCH TO MY TEACHER PHILOSOPHY AND SET OF VALUES
THAT I WOULD NOT BE THE SAME TEACHER NOW WITHOUT THEM.
I FEEL THAT THEY [DRAMA & THEATRE] HAVE ALREADY MADE ME A BETTER TEACHER,
EVEN IF I DON'T ACTIVELY POSTPONE THEM FOR EVERY LESSON."

PROFESSIONAL IDENTITY

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CONCLUSIONS

"GIVES TOOLS FOR GROUPING, FUNCTIONALITY, INTERACTION SKILLS AND CREATIVITY."

PEDAGOGICAL SKILLS

"PERSISTENCE, PLANNING, ACCEPTING DIFFERENT LEARNING, TOLERATING INCOMPLETENESS, CHALLENGING ONESELF."

ABILITY TO WORK

PROFESSIONAL DEVELOPMENT

"DRAMA HELPS TO BE MORE ONESELF, TO JUSTIFY OPINIONS AND THOUGHTS, IT DEVELOPS THINKING SKILLS."

PERSONAL

"MADE ME A BETTER TEACHER."

TEACHER'S PROFESSIONAL GROWTH IN THE PROCESSES

COPING WITH CHANGE

"TO VALUE DIVERSITY."

COLLECTIVE

"DRAMA EDUCATION HAVE GIVEN SO MUCH TO MY TEACHER'S PHILOSOPHY AND SET OF VALUES

CREATIVITY & NEW IDEAS

PROFESSIONAL

THAT I WOULD NOT BE THE SAME TEACHER NOW WITHOUT THEM."

"IT'S AN ADVENTURE ALSO FOR THE TEACHER, BRINGS GENUINE PRESENCE AND CONTACT TO THE INTERACTION IN UNPREDICTABLE SITUATIONS.

IT IS THE CREATIVE FLOW OF LIFE AND NOT THE COMPLETION."

THANK YOU!
MANGE TAKK!

TACK SÅ
MYCKET!

KIITOS!

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