



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Drama

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds

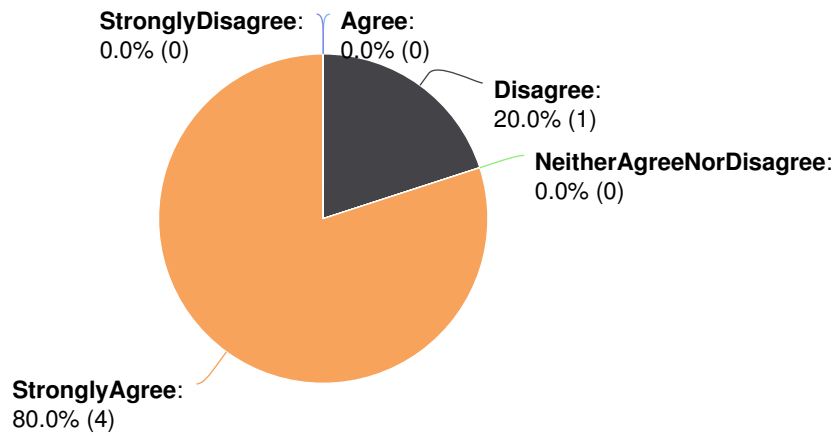


Investing in Your Future

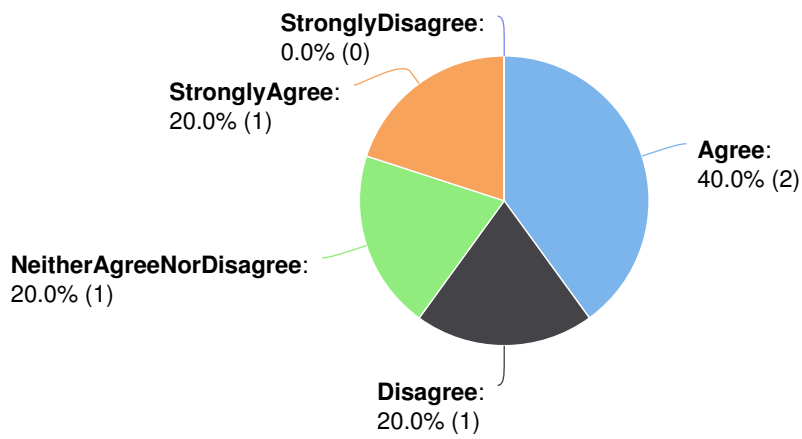
Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	0
Teachers	4
University Lecturers	0
Vocational Education Training Lecturers	0

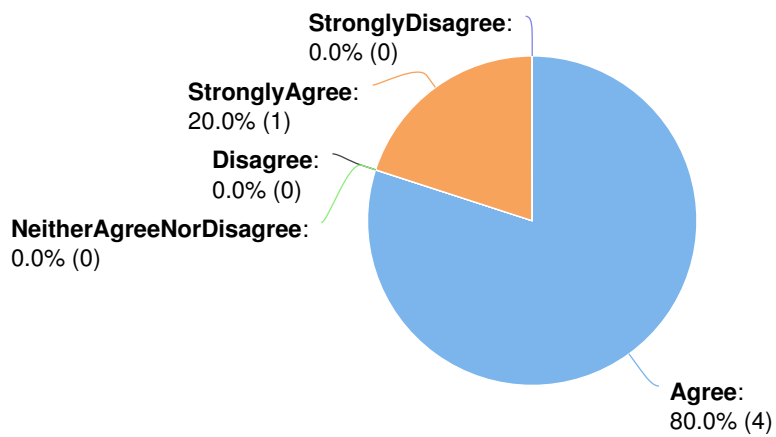
Focused on the learner



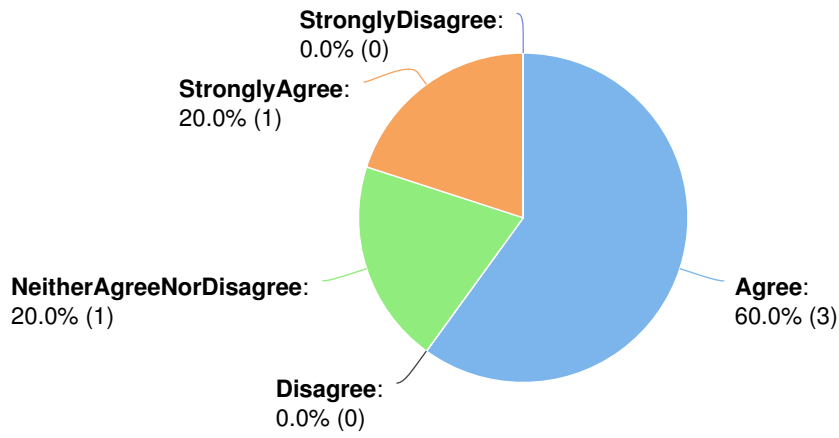
Comprehensive



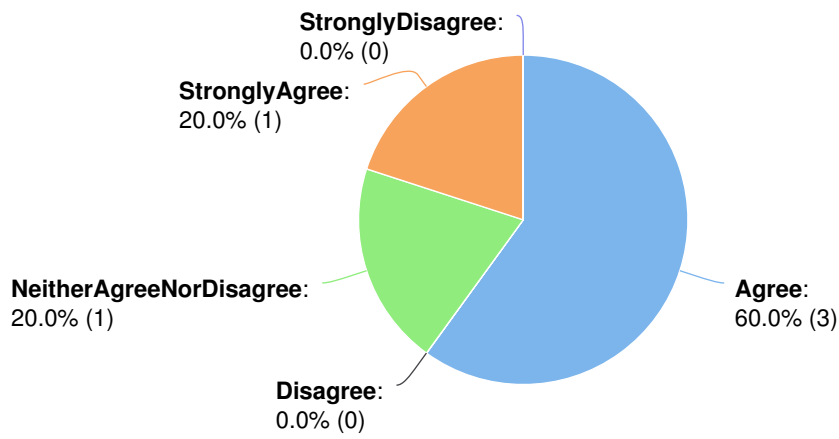
Clear



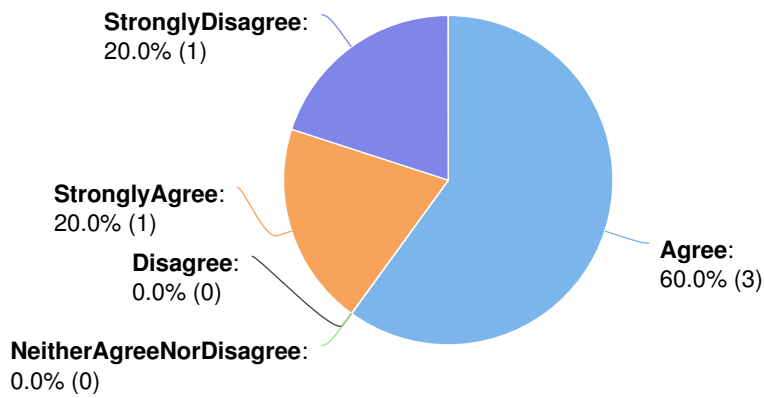
Articulate



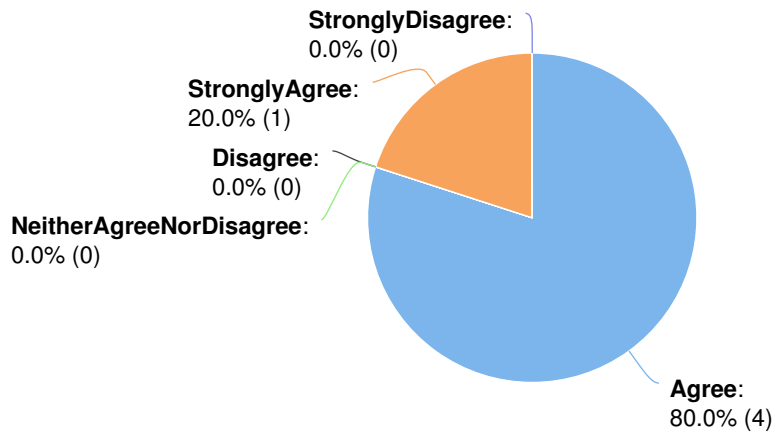
Good for providing direction for learning activities



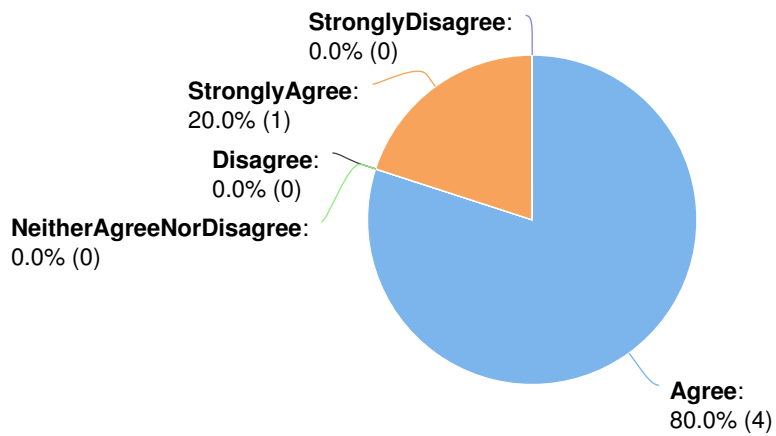
Good guidelines for teaching and assessment



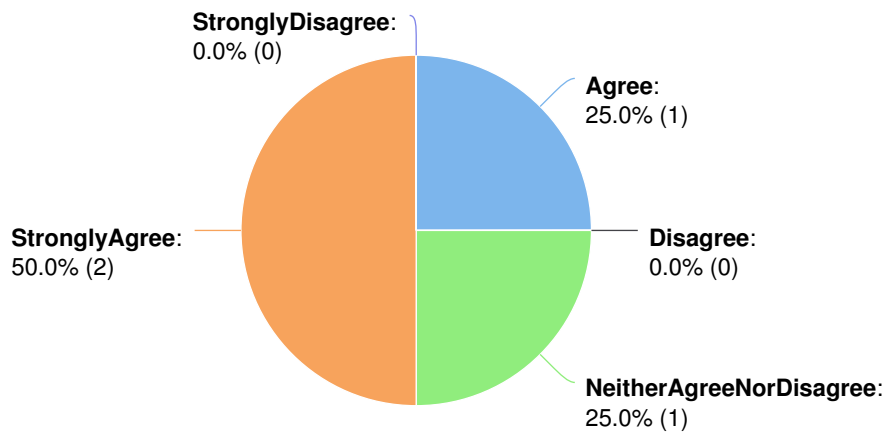
Measurable



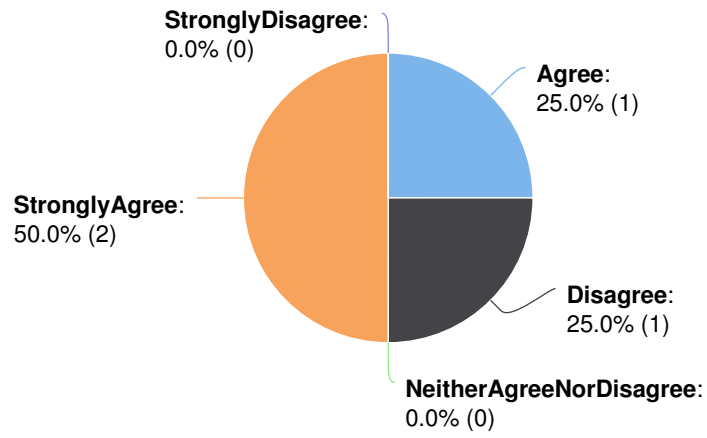
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#29

teacher drama primary church_school

General comments or concerns about the subject:

Drama lessons leave a very positive effect on children. We literally see some of them change in front of our eyes.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

The idea of children writing a script is good. We tried it but found it rather difficult.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

More on voice projection, eye contact and stage space management.

#30

teacher drama primary church_school

General comments or concerns about the subject:

Use of theater arts technology is very limited in our school. And anyway, I think we are asking too much out of 9-10 year olds.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I would not include use of Theater Arts Technology, mainly we would be giving too much responsibility to children to work with laptops some of which are not even school property.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#35

teacher drama secondary church_school

General comments or concerns about the subject:

I think that these outcomes as presented here go above and beyond the capabilities of 11 and 12-year-olds. Children this age perceive drama primarily as a social activity, and only the very few truly interested in theatre would benefit from such an approach. I have been teaching in a mixed ability environment for 20 years and I can say that most students would not benefit from or enjoy this way of doing drama as it is too academic. 11 and 12-year-olds would find it hard, not to mention utterly boring, to try to understand notions such as 'documentary drama' and 'thought tracking'. On the other hand, I think more emphasis should be placed on the community and social aspects of drama, which are only mentioned briefly as an afterthought in the last point. No mention has been made of actual school performances which occupy most of the year's activities.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I think that these outcomes have to be simplified to reflect the students' actual (mixed) abilities. As they stand, these outcomes are not feasible, but, if adapted to the age group by people who know what the average 11/12-year-old's capabilities are, would make good guidelines.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I think that the last point regarding the community aspect of drama should be the main focus of these Learning Outcomes. Experience has taught me that fostering a sense of community and group work as they work towards a common goal (the performance) helps students to grow as individuals and socially, learning to put the good of the team before one's selfish ends. Also I find a great lack in that students with special abilities are not mentioned at all in these outcomes. During my career I have worked with children with autism, Down's, Asperger's and so on. The emphasis on the social aspect of drama has helped these students and their peers immensely.

#83

teacher drama primary state_school

General comments or concerns about the subject:

Drama should be more cross-curricular and used as a methodology/

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#288

None

General comments or concerns about the subject:

What do the icons mean? Why some of the LOs have an icon and others do not? I should be able to see a legend with such icons at each level.

The use of a colour code for the levels of the LOs and that of the school cycles can immediately create a link between them. For example a blue colour for levels 5, 6 and Junior Years; an orange colour for level 7 and Middle Years; etc.

LOs indicate how these will be assessed: this information will promote transparency in a learner-centred environment and is helpful to the teacher. The use of a table with the various methods of assessments and the list of all LO/s being measured could give a clearer picture: this is also a system to check oneself whether each LO is measured.

How do these levels match to MQF?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.
