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Zealand)10. Drama and Beauty: Promise, Pleasure and Pedagogy, Joe Winston (University of Warwick, UK) 11. Drama and the Audience: Transformative Encounters in TheatreSpace, Penny Bundy (Griffith University, Australia), Robyn Ewing (University of Sydney, Australia) and Josephine Fleming (University of Sydney, Australia)12. Drama, Speaking and Listening: The Treasure of Oracy, John O'Toole (Griffith University, Australia) and Madonna Stinson (Griffith University, Australia)13. Drama for Health and Human Relationships Education: Aligning Purpose and Design, Helen Cahill (University of Melbourne, Australia)Part III: Activating Curriculum 14. Drama and History: A Kind of Integrity, Andy Kempe (University of Reading, UK)15. Drama for Additional Language Learning: Dramatic Contexts and Pedagogical Possibilities, Madonna Stinson (Griffith University, Australia) and Erika Piazzoli (Griffith University, Australia)16. Drama and Learning Technologies: To Affinity Spaces and Beyond, Michael Anderson (University of Sydney, Australia) and Dave Cameron (University of Newcastle, UK)17. Drama and Writing: 'Overcoming the Hurdle of the Blank Page', Julie Dunn (Griffith University, Australia), Annette Harden (St Bernard State School, Australia) and Sarah Marino18. Drama and Science: An Unlikely Partnership for Inquiry, Christine Warner (Ohio State University, USA) 19. Drama and Literature: Masks and Love Potions, George Belliveau (University of British Columbia, Canada) and Monica Prendergast (University of Victoria, Canada) Conclusion 20. Drama and the Future: Activating New Possibilities, Julie Dunn (Griffith University, Australia) and Michael Anderson (University of Sydney, Australia).

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Sommario/riassunto

"How Drama Activates Learning: Contemporary Research and Practice draws together leaders in drama and education from across the globe, including authors from Europe, North America and Australasia to explore the transformations that can be achieved across a diverse range of learning areas when the processes of drama education are applied, enlivening and enriching a range of learning contexts. The range of areas explored includes: History Literacy and literature Creativity and imagination Science Citizenship, democracy and social justice education language learning Human relationships Conflict management Drawing on a range of theoretical perspectives, the contributors present detailed case study material that outlines these processes in action, before the v. editors synthesize the key findings generated"--

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