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Dynamic -- 3: Rehearsal Space: The Scenic Arrangement of the Classroom Environment -- 4: Mediated Liveness: Technology and Online Teaching -- 5: Rehearsal of Ideas: Low-Stakes Writing -- 6: Production Process and Outcome: Scaffolded Research Project -- 7: Performance Training: Scaffolded College Coursework -- 8: Director as Collaborator: Assessment of Student Writing -- 9: Collaboration and Teamwork: Peer Interaction in the Classroom -- 10: Epilogue: Teaching as Performance.

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## Sommario/riassunto

This volume presents an introspective study of writing pedagogy, explored through the lens of theatre and performance. The chapters explore assessment and issues related to student engagement, in both in-person and online learning spaces, and consider aspects such as class design, environment, activities, and curriculum. The authors draw on educational theory and inquiry-based pedagogy as well as their own experiences to lay out a comprehensive blueprint for teaching in a student centered classroom. Kelly I. Aliano is the author of *Theatre of the Ridiculous: A Critical History* and *The Performance of Video Games*, both published by McFarland. She currently teaches in the English Department at LaGuardia Community College, CUNY, USA and is the Manager of Education Special Projects at the New-York Historical Society, USA. Dongshin Chang is Associate Professor in the Department of Theatre at Hunter College, CUNY, USA. He is the author of *Representing China on the Historical London Stage: From Orientalism to Intercultural Performance*. His research interests include intercultural performance, Chinese theatre, and writing pedagogy. .

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