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	Nota di contenuto	Preliminary Material / Elinor Vettraino and Warren Linds -- Introduction / Warren Linds and Elinor Vettraino -- "You Can't Make Me!" / Anne Hewson -- Transforming Reflection through a Forum Theatre Learning

Approach in Health Education / Kate Collier -- The Use of Interactive Theatre in Digital Technology Research and Awareness Raising / Maggie Morgan and Alan Newell -- Chapter Authors Holding up the Mirror to Their Experiences of Writing / Anne Hewson , Kate Collier , Maggie Morgan and Alan Newell -- Exploring The 6-Part-Story Method As Performative Reflection / Elinor Vettraino -- Exploring The 6-Part-Story-Method as Performative Reflection / Lynn Kelly , Brian Leslie and Tracey Small -- Playing with Reflection in Drama Therapy Education / Jason D. Butler -- Chapter Authors Holding up the Mirror to Their Experiences of Writing / Elinor Vettraino , Lynn Kelly , Brian Leslie , Tracey Small and Jason D. Butler -- Playing in Entangled Spaces / Tristan Khaner and Warren Linds -- Performative Inquiry / Lynn Fels -- Change the Game / Rikke Gørgens Gjørum and Gro Hilde Ramsdal -- Chapter Authors Holding up the Mirror to Their Experiences of Writing / Tristan Khaner , Warren Linds , Lynn Fels , Rikke Gørgens Gjørum and Gro Hilde Ramsdal -- When the Anthropologist Becomes a Character / Sara Jo Breslow -- Action Explorations as Reflective Practice / Adam Blatner -- Image Theatre as Reflective Practice in Teacher Education / Ellie Friedland -- Drama and Ecological Understanding / David Wright -- Chapter Authors Holding up the Mirror to Their Experiences of Writing / Sara Jo Breslow , Adam Blatner , Ellie Friedland and David Wright -- Afterword / Tony Gee -- Biographies / Elinor Vettraino and Warren Linds.

Sommario/riassunto

This book explores the concept of reflection through a dramaturgical lens as practitioners in a wide range of disciplines hold up the mirror to their own practice using theatre and theatricality as a way of unpacking their individual and collective practice. Editors and authors consider the use of drama as the vehicle through which learning takes place for the leader, facilitator or manager of an experience rather than the use of drama and theatre as a tool for learning subject content. Reflective practice is an often cited term in the professional thesaurus of educators, social work practitioners and health care workers. It is perhaps less commonly thought of as the purview of leaders of industry, marketing managers and scientists. We define reflective practice in this context as the development of capacities to reflect on actions, behaviours and attitudes that impact on your own practice, or on the way others engage in their practice, so as to be part of a process of continuous learning. It is therefore crucial for any professional to understand how and why we behave and interact with others the way we do.
