

Research program:
“Theatrical action as mean and purpose for work-related training”

Annex C

CQIA - The Academy for Teaching and Learning Quality

Tutor: **PROF. Giuliana Sandrone**

Research project

In recent decades, there has been a widespread distribution of theatrical activities in Italian schools at all levels. This consensus, which meets an increasingly heterogeneous public, recognizes the theatre not only as an educational experience involving people in an integral way (meaning, physicality, intentionality, reason, freedom and responsibility), but, especially, considering the theatrical action as a place of education in itself as operating field for practical rationality in which thought and action, in their circularity, happen, logically and chronologically, simultaneously. Following the paradigm of work-related training – that is a constant mode of teaching and learning that begins with concrete experience (non-formal, informal, occasional) of the students and gives them the opportunity to take over knowledge (theoretical, technical, practical) critically –, the research aims to analyse pedagogical assumptions and teaching methods through which theatre can be seen as an opportunity for school. Specifically, this content would be investigated considering the theatrical action from a double perspective: as mean to take possession of theoretical knowledge (to know) and technical and operational skills (to know how); as purpose to witness the development of personal skills which are translatable in real-life contexts of the person.

In particular, the research would be divided into three phases:

1. the reconstruction of the existing pedagogical literature about the role of the theatre within educational contexts. It aims to produce a summary about the different epistemological paradigms that underlie the main educational-pedagogical interpretations. This bibliographic inspection examines also, in a comparative perspective, the major contributions that the international debate on the subject gives us;
2. first case study of some best practices offered by some high schools in which theatre, included in the general school organization, is offered as an opportunity for concrete work-related training, seconde case study of different year's issues of "Tempo Sereno Animazione ed Espressione" journal as another way to verify the presence oh absence of work-related training as theory and practice.
3. a hypothesis of a theatre project which, based on a laboratory didactics (functional for the unitary development of personal skills of the student), allows the concrete realization of personalized study plans that, starting from the direct experience of the person, will promote his/her integral development.

Given the different research stages, it would be used different investigation methods: first, the national and international theoretical framework would be explored through an analysis of the main educational and pedagogical sources; secondary, the case study would be conducted through a qualitative survey in which participant

observation, guided by specific observation instruments, including video, would be enriched by the testimonies and narratives collected through semi-structured interviews with students and teachers.

The expected results, therefore, are:

- 1) on the theoretical level: an analytical reconstruction of the guidelines and strategies involved in taking theatre as a chance of work-related training, in terms of teaching and school organization;
- 2) on the practical level: the observation, description and critical analysis of some theatrical experiences that characterize the surroundings from the institutional, pedagogical, educational and organizational point of view.

Through the survey results, the research would hopefully, first, delineate a more articulated frame about the didactical methods and strategies to set theatrical action into the Italian school system. Secondary, structuring a theatre project for school from which will be highlighted, at the same time, those system variables (educational, pedagogical, organizational, strategic, etc.) that are essential for its intake in institutional education and training system Italian.