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TEACHING, LEADERSHIP,
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PLANNING FOR IMPROVISATION: AN EXAMINATION OF TWO TEACHERS'
USE OF PROCESS DRAMA (261 pp.)

Co-Directors of Dissertation: Anthony L. Manna, Ph.D.
David L. Bruce, Ph.D.

Two different individuals and their contexts were observed and discussed in an effort to answer the guiding research question for this qualitative study: What does planning look like for secondary classroom teachers as they create process-oriented drama activities for students? The researcher studied the two teachers, their students, their curricula, their districts, their goals for the units, their planning of dramatic episodes (past and present), and their ideas for future process drama work based on their reflections.

Using think-aloud concurrent protocols as teachers planned, videotapes of drama enactments, as well as retrospective protocols as teachers reflected on their process, the researcher was able, through thick description, to describe two case studies of planning processes for drama units. Similarities and differences between the teachers in question emerged in the data, as one was an experienced user of process drama whereas the other was relatively new to using it as a learning tool in her classroom.

Using sub-questions about the teachers' backgrounds, contexts, goals, planning processes, and reflective practices, the researcher found that despite the improvisational nature of process drama, the teachers still planned out much of their drama episodes in advance and worked with their students toward specific goals. Each plan provided a framework within which the drama structure could unfold. In addition, the planning and implementation process was recursive, not linear, as each teacher revisited stages

throughout to revise or adjust her plan. Reflection was a vital part of the process for both of them. Finally, a variety of tensions emerged as they planned, particularly in the balance of control between teachers and students in the improvisation process. These findings have implications for curriculum and instruction, particularly in training pre-service and current teachers to use process drama in their classrooms.