

Process drama as a methodological approach in a correlation-integration methodological system in primary education

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Abstract

This paper aims to present process drama as an effective methodical approach to achieving educational outcomes in the correlation-integration methodological system in primary education. The correlation-integration methodological system appears as one answer of modern society, where the emphasis is placed on the active position of pupils in the educational process. The paper explains the concept of the correlation-integration system and process drama and gives an overview of the structure of process drama and its characteristics. In addition to theoretical views, an example of a school day with a detailed list and description of drama activities is offered. Finally, the paper presents survey findings about the effectiveness of process drama as a methodological approach in a correlation-integration system and pupil attitudes towards drama activities used in process drama. In addition to theoretical views, an example of a workshop with a detailed list and description of student drama activities is offered. The paper presents survey findings about student attitudes toward drama games and techniques used in the workshops, confirming that such a teaching methodology can be successful. The research was carried out in two elementary schools in Zagreb, and primarily included fourth-graders. The total number of included participants was N=41. The results of the qualitative analysis showed that pupils are not familiar with process drama, but have a positive attitude towards the use of process drama. In the final discussion, the paper presents different aspects of process drama and its usage potential, both in the curriculum and as a positive influence on pupils' acquisition of knowledge and skills.

Keywords: correlation-integration methodological system, intersubject correlation, process drama, primary education