1) Thematisation

This is a thematised bibliography of OSL and related material, of which the principal divisions are listed below. It should be made explicit at the outset that these themes are not unproblematically distinct: for instance, there is no rigid dividing line between embodied learning and the question of cultural bodies, or between the strategic design of HE space and the use of HE space. Some entries could have been recorded under a different heading and remained equally well placed. Policy with regard to sorting the various entries has emphasised those which seem closest to the interests of this project, whilst remaining faithful to the demand that the breadth of the literature on OSL is reflected. The first five categories in the list – some of which have further sub-categories – are the most relevant. When dealing with large, established bodies of literature, however, on topics such as “Experiential learning,” “Active learning,” or “Applied theatre”, it has been necessary to balance the expectation for specificity with the requirement to provide representative examples of the available literature.

- Using Open Spaces in HE Teaching
- Kinaesthetic Learning / Embodied Learning
- Planning (HE) Teaching Space
- “Applied Theatre” Pedagogy
- “Third Space”
- Theories of Space
- Relevant Pedagogic Theories and Thinkers
- Theory of Learning Styles
- Active Learning in Context (Organisational, Cont. Ed.)
- Feminist Bodies/Spaces & Cultural Bodies/Spaces
2) **Disambiguation:**

- “Open Space Technology”: a Business Movement which privileges “no-agenda” meetings with a group/collaborative ethos. This has been excluded from the bibliography except in one or two instances where it has been used as a pedagogical model in the classroom.

- “Open Plan/Space Learning”: This was a joint architectural and pedagogical initiative which produced theoretical and case-based literature in the 1970s, especially in the USA. Because it is formative of contemporary interest in Open Space Learning at HE level a representative sample of this work is included; its focus on sites of primary and secondary education means, however, that this work is corralled within one sub-category.

- “Open Learning” refers to access to learning through information technology. This is not relevant to the concerns of this project.

3) **Annotations**

This is a partially annotated bibliography. There were three conditions which met singly or in combination provoked annotation: where it was felt that the primary relevance of the text merited a short exposition; where it was felt that there was a chapter or several chapters within a text which merited special attention; or where it was felt that the title of a journal article may have misled the reader as to the article’s content.

4) **Star-system.**

A star-system has been introduced to help the reader navigate what is a long bibliography.

1 star* = where the entry matches two or more of the search terms.

2 stars** = where the entry matches two or more of the search terms and the entry is seen to be of particular import to the project.

5) **Search Results:**

- **Search Terms:** Open Space Pedagogy/Learning; Third Space Pedagogy; Active Learning; Embodied Learning; Teaching (and) Bodies; Learning Styles; Experiential Learning; Creative Approaches to Teaching; Creative Learning Spaces; Drama and Pedagogy; Applied Theatre and Pedagogy; Kin(a)esthetics.
- **Catalogues**: Australian Educational Index; British Educational Index; British Library; ERIC; JISC; ETHOS: UK Theses; Google Books; Google Scholar; WorldCat; Warwick University Library Catalogue; US Congress Library.

- **Journal Back Issues**

- **Email correspondence with UK CETLS, Australian University Centres, and cited authors on Educause.**
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Relevant Pedagogical Theory


An overview of the changing demographic in university education and the corresponding need for different learning strategies.


This is a seminal work about drama pedagogy as a social and political formation. It includes a theoretical discussion of the relation between theatre and ethics from Aristotle’s Poetics. Practices such as ‘Forum Theatre’, where audiences (‘spect-actors’) are encouraged to interrupt scripted drama and redirect the action toward social justice, or ‘Newspaper Theatre’, where students improvise/parody or sing news stories in workshop environments, are discussed in detail.


A practical guide for workshop leaders (‘jokers’) and organisers when initiating a ‘Theatre of the Oppressed’.

Bruner, Jerome. Actual Minds, Possible Worlds. Cambridge MA: Harvard University

An exploration of literature and teaching which owes a debt to Vygotsky (see below).


Pt. 6 ‘Critical issues in the classroom’ has some relevance to new learning spaces and strategies.


Makes explicit some of the pedagogical applications and themes in Vygotsky’s social psychology.


A collection of essays on various aspects of pedagogy which includes: C. James ‘Teaching as an affective practice.’


An influential work of educational philosophy which underlies ideas of experiential learning and creative pedagogy.

The author focuses on the performative role of the teacher and the possibilities inherent in cross-disciplinary encounters.


This influential study proposes a radical, active and dialogic pedagogy which opposes the banking model of learning. As with Freire’s other works, he relates pedagogy explicitly to political and economic issues.


A collection of essays on group dynamics in the classroom and the psychology of teaching.


This collection provides a cultural and social perspective on teaching theory.

The ‘spaces’ in question here are the social, cultural and politicised spaces of schools and universities.


Taking existential philosophy as his model, the author considers the mind-body relation, the context of space, the construction of experience in teaching and the role of emotions in learning.


Seminal text which explains the theory and practice of experiential learning and establishes a learning cycle model for understanding participation and reflection in teaching.


*Influential theory of child mind development, often cited in literature on learning environments and learning styles.*


*A study of participatory models of education.*


*A study of experiential and phenomenographic learning.*


*A theoretical account of the bodies and canons of teaching practice. Useful essays include: Jacques Derrida ‘Where a teaching body begins and how it ends;’ Douglas Kellner ‘Multiple literacies and critical pedagogies: new paradigms;’ and Nicholas C. Burbules ‘The limits of dialogue as a critical pedagogy.’*


An influential study of mind development which emphasises social, relational and environmental factors.


A formative account of the role of creative play in the narrative of development.

Theories of Space


*A theoretical consideration of education spaces as spaces for collective engagement, using the work of Deleuze, Guattari, and Noel Gough.


A famous discussion of the spatial orders of power and condemned ‘docile’ bodies which are organised according to institutional power structures. The panopticon as used in the design of prison spaces (so the guards can see the prisoners and not be seen by the prisoners) is explicated as a structure which pervades modern society. The learning spaces of the university are not incommensurable with the punitive spaces of the prison in this respect.


How learning spaces are created in the mathematics classroom.


A good compendium text which gathers together thoughts from different thinkers, including Lefebvre, Bhabha, Deleuze and Foucault, on the subject of space.


A philosophical discussion which challenges any purely geometric conception of space. Space is charged with social and cultural meanings and possibilities: it can be ‘open’ or ‘closed’; monolithic or differentiated.


Solomon, N., B. Boud and D. Rooney. ‘Room to Move: spaces for learning.’ *Enriching*


*A consideration of the overlap of social spaces and work spaces in the process of learning at work.*


Embodied Learning


This essay opens a collection of essays which make the case for dance, choreography, and kinaesthetic embodiment as significant modes of representation in the field of academic research.


This article acknowledges the importance of the body in learning by emphasising the environment, engagement with the senses, and the status of play.


This discussion focuses on the processes of dance education, especially the apprehension of the dancer, and makes productive comparisons with learning in other disciplines (e.g. physics).


*A study of embodiment which seeks to ground an epistemology in the body (and its practices) which, in turn, contributes to adult education and training.*


*Includes: Karen Klein and Linda Hecker ‘The Write Moves: Cultivating Kinaesthetic and Spatial Intelligences in the Writing Process.’*


*This edited collection comprises a thorough study of the body in education. It considers cultural and philosophical contexts for embodied knowledge and then, more specifically, the role of educational settings in exploring embodiment. The following essays are especially significant: Michael Peters ‘Education and the Philosophy of the Body: Bodies of Knowledge and Knowledges of the Body’ (13-18); Wayne Bowman ‘Cognition and the Body: Perspectives from Music Education’ (29-50); Richard Shusterman ‘Somaesthetics and Education: Exploring the Terrain.’ (51-60); Janice Ross ‘The Instructable Body: Student Bodies from Classrooms to*
*Prisons’ (169-182); Judith Davidson ‘Embodied knowledge: Possibilities and Constraints in Arts Education and Curriculum’ (197-212).


This paper examines the link between choreography, dance and research. By proposing the body as a site of knowledge and a productive method of inquiry, the authors raise the question of how an ‘art research’ approach can further inform the scene of education.


An edited volume which includes some discussion of kinaesthetic empathy and the relation between motion and emotion.


The introduction to a special edited journal on the topic of the teacher’s physical body.


A biographical account of a collaborative teaching project linking the principles of writing to those of dance: expressing the rules of punctuation through the time, space, and weight of choreographed movement.


*This article discusses the cultural and interpretative significance of the teacher’s physical body in the learning space.*


*Taking into consideration the effect of new, technologically advanced learning spaces, this paper argues for the continued importance of ‘literal’ and physical interaction between students.*

Though largely concerned with elementary education, this article addresses the agency of the body as it relates cultural and biological discourses.


This paper discusses how the ideas of physical theatre practitioner Jacque Lecoq translate to the classroom.


This article includes a critique of post-structuralist attitudes toward the body, and argues that corporeality can be linked to textuality.


An attempt to define what we mean by active or embodied communication in the school classroom.


This includes a theoretical and psychoanalytically inflected discussion of ‘The Student Body.’

*Giddens, M.J. ‘Freedom through rhythm: the eurhythmics of Emile-Jaques*
How eurhythmic/kinaesthetic exercises used in teaching music can be applied beyond the discipline of music.


*Explores the application of kinaesthetic learning to the interpretation of concepts and the creative response to literary and cultural themes.*


This article discusses participatory modes of consciousness in teaching and learning which emphasises nonverbal, somatic kinship over and above the regulation of spaces between the self and the other.


This is a significant collection of essays on the role of the body in western educational practices. It focuses variously on phenomenology and sensation, feeling and emotion, and the body and its learning environment. Relevant essays include: J.G. Haskell ‘Experiencing Unknown Landscapes: Unfolding a Path of Embodied Respect;’ D.W. Jardine ‘Unable to Return to the Gods that made Them;’ J. Overboe ‘How a Space for ‘Embodied Wisdoms’ in the Education System Can Be Created through Teaching;’ D. Rigo ‘Merleau-Ponty’s Work and Moral Education: Beyond Mind/Body, Self/Other, and Human/Animal Dichotomies;’ and D. Abram and D.W. Jardine ‘Afterword. All Knowledge is Carnal Knowledge: A Correspondence.’


This paper asks how we can expand our notion of contact space and embodiment in teaching.


An introduction to the philosophy and science of embodied learning.


This is a reflection upon undergraduate teaching in light of research on proxemics (social and personal space) and kinesics (body language). It offers strategies for incorporating students’ bodies in the learning process and considers the importance of learning spaces in this process.


*Considers how the body is coded in the practice of the seminar room.*


*This thesis considers how the classroom is both a physical phenomenon and an ethical space and asks how teachers and students can connect in space.*


*An article which argues that internet based learning is no substitute for the sensuous experience of being in the classroom space.*


*A cultural study of movement and play in schools which includes a consideration of the desk as a Western contrivance for controlling movement and equating learning with stillness.*


This is a critical reconsideration of Howard Gardner’s theory of visual-spatial intelligence. It includes: Donald S. Blumenthal-Jones ‘Bodily-kinaesthetic intelligence and the democratic ideal.’


A collection writings and sketches from the dance practitioner Rudolf Laban, who argued that space was constructed through the body’s movement.


This book makes the case for arts-based research (ABR) where creative practices engage holistically with the practices of social research including data collection, analysis, and interpretation. The author organises the book by dedicating each chapter to one creative practice, and discussing its crossover with social research. This sequence includes: narrative art, poetry, music, performance, dance and movement, and visual art.


Focussing mainly on lower school-level formation, this book considers the advantages of a kinaesthetic approach in terms of brain formation, health, prolonged attention, social cohesion, and integrated curricula.


*This essay engages with the dramatic embodiment of theoretical texts and contains several transcript examples of theatrical representations of theory and canonical theorists.*


*How do university students experience their bodies when learning?*


This is a broad ranging account of the double pedagogical move towards new information technologies and new techniques of physical embodiment. Is there a contradiction here? Important chapters include: Erica Mc William ‘Introduction: Pedagogies, Technologies, Bodies;’ Malcolm Vick ‘Fixing the Body: prescriptions for pedagogy, 1850-1950;’ Erica Mc William and Alison Jones ‘Eros and Pedagogical Bodies: the state of (non)affairs;’ and Erica William and Patrick Palmer ‘Pedagogues, Tech(no)bods: re-inventing postgraduate pedagogy.’


Using the theoretical paradigm of conversation analysis, this thesis argues for social and situated learning activities.


A classic phenomenological study of the body, embodiment, and spatial perception.


This article emphasises how tactile/kinaesthetic learning helps students to ‘feel’ how words are made before reading and spelling them.

The application of kinaesthetic activities to work with equations and other algebraic expressions.


This book presents two contrasting case studies: one from an undergraduate course in physics, the other from an undergraduate course in management. It considers, in particular, how students conceive of time (the time of education development and, more locally, of timetabling) and space (both learning and social space) within the university. Physics, with a textbook based pedagogy and non-interdisciplinary approach, was found to be significantly different to management, with its integrated curriculum and applied approach to teaching and learning. This is a largely empirical study, but with a theoretical basis.


These essays on the theme of the body return to the relation between the ‘body as flesh’ and the ‘body as text’. Although it extends its focus beyond the university classroom to other cultural institutions such as the cinema and the art gallery this
collection includes essays which deal explicitly with the role of the body in pedagogical practice. The central examples here are: Christopher Beckey ‘Wicked bodies: towards a critical pedagogy of corporeal differences for performance;’ Ray Mission and Wendy Morgan ‘Teaching an embodied aesthetic: towards a different practice of English;’ Daphne Meadmore ‘Testing the bodies of knowledge;’ and Barbara Brook ‘Is there any body out there?: Particular bodies in lecturing spaces.’


*This article questions the construction of the immaterial, postmodern body in education.*


*A description of an experiential pedagogy of space and place which critiques traditional ‘take-away’ pedagogies.*


*This article argues for the importance of the ‘lived body’ to teaching and learning, using the work of Giles Deleuze to describe a relation between affectivity and politics in pedagogy.*

Reeves, Dale. ‘The Embodiment of Learning through Drama.’ MA thesis. Canada:
Mount Saint Vincent University, 1999.


_This thesis uses the author’s own teaching experience to explore the importance of body awareness and embodied connection between teachers and learners._


_Includes the following relevant essays: Erik Myin and Kevin O’Regan ‘Spatial cognition: embodied and situated;’ and Henry Brighton and Peter M. Todd ‘Situativity and learning.’_


_Using the philosophy of Maurice Merleau-Ponty this article considers the nature of bodily knowledge and embodied ethical relations with others in dance education._


_From the ‘biodynamic’ perspective, this book brings together education, psychology, and neuroscience. Topics covered include, the link between learning environments and brain development, embodied or adaptive cognition, and the relation of sense perception to knowledge._


This book considers the body and embodiment, primarily in terms of relationality. It begins by arguing that relational understanding is a species of (taught) knowledge, then it situates the (missing) body in the discourses of ‘postmodern’ and ‘critical’ pedagogy, before suggesting dance education as an effective means of re-integrating the body into education. This pedagogy would be ‘experiential’ and ‘transformative’.


A re-consideration of critical pedagogy which focuses on the role of the body in space and time.


Includes a discussion of the function of space in pedagogy and teacher education.


Describes an exercise in which students are asked to move away from their desks; and addresses the student reaction to moving beyond their normal space.


The author draws on her own experience entering and guiding an art class to consider how ‘body knowledge’ is incorporated into the contemporary curriculum. Whilst contributing to discussions on arts-based research, gender theory, and physical pedagogy, Springgay also recounts her experiences guiding students through three themes of embodiment: ‘body surfaces’, ‘body encounters’, and ‘body sites’. The first deals with artistic representation, the second with global and political relations, and the third with the body’s relation to space.


This study is divided into three parts. The first part considers how play embodies understanding and relates the learner to her environment. The second part develops the association of learning with emotion. The third part considers the new learning technologies.

*Storer, M. ‘Let’s get physical: exploring and exploiting movement in the classroom.’ *Proceedings of the 18th EA Educational Conference 2005.* Surrey Hills, NSW: University of South Australia, Centre of South Australia, 2005. 15 May 2010

*A consideration of the body through philosophy and ethnography.*


*Case studies of two teachers embodying and translating space in their pedagogic practice.*

Kinaesthetic methods in the teaching of curriculum mathematics.


A study of ‘ecocentric,’ kinaesthetic pedagogy: open-space ‘play’, active art projects and outdoor education.


*Wright, D. ‘Creativity and embodied learning: a reflection upon and a synthesis of the learning that arises in creative expression, with particular reference to writing and drama, through the perspective of the participant and self organising systems theory.’ PhD thesis. University of Western Sydney, 1998.


Building on the work of Howard Gardner and Augusto Boal this article explores the relation between physical experience, language and learning.
Discusses the use of drama education, not only to analyse, but to generate a social environment. Working from the theories of Boal and Stanislavsky, and cognitive biology, this work considers how bodies interact and generate meaning.

This paper argues for more consideration within the ‘Applied Theatre’ paradigm of the embodied experience of the actor-participant. This is to redress an over-emphasis on literacy and cultural semiotics in the drama process.


An example of kinaesthetic/embodied learning in the literature classroom.
**Learning through Affect**


*An edited collection which considers the role of the body and the senses in social theory.*


The creation of an emotionally challenging ‘third space’ in education.


A collection of essays which considers the role of emotion and desire in the teaching/learning space.


This book provides practical advice for HE teachers when planning the ‘emotional environment’ and ‘physical experience’ of learners.


This is an edited collection of essays which considers the importance of affective processes in the classroom for pedagogical planning and learning outcomes. Key

‘Applied Theatre’ Pedagogy


*Building on Elyse Lamm Pineau’s notion of ‘critical performative pedagogy’ this article describes a method of reflecting on workshop practices in which student responses to learning sessions are subsequently dramatised or poeticised.*


*A collection of essays on performative pedagogy including: Bryant K. Alexander ‘Critically Analyzing Pedagogical Interactions as Performance;’ and Judith Hamera, ‘Exposing the pedagogical body: protocols and tactics.’*


*Includes a comparative case study in which students working within an ‘as-if’ dramatic context make cognitive gains over those taught in a traditional learning space.*


A critical response to Richard Courtney (see below) on the role of theatre studies in curriculum learning.

Balachandra, Lakshmi. ‘Improvisation and Negotiation, an Introduction.’ 


This paper describes the use of role-play scenarios to recreate plausible situations and increase empathy among trainee healthcare professionals.

*Balme, Christopher B., ed. The Cambridge Introduction to Theatre Studies.*


Chapter 11 considers some of the interdisciplinary applications of theatre studies.


Classic handbook of effective games to play in workshop spaces.


Belliveau, George. ‘An alternative Practicum Model for Teaching and Learning.’
A case study investigating key cognitive and affective learning moments in a drama-based teaching unit at secondary level.


> Includes a history of twentieth century attitudes to drama in cross-curricular education and develops arguments for emotional and aesthetic forms of knowledge.


> Includes an account of performing a drama workshop in the essay, ‘Drama as Learning, as Art, and as Aesthetic Experience’.


> This is an extended reflection on practitioner Dorothy Heathcote’s seminal approach to cross-curricular drama teaching. Drama is applied as a productive learning tool in language arts, history, mathematics, and science. Bolton presents in detail some of Heathcote’s techniques and processes.


This article takes for its case study a final-year undergraduate elective marketing module entitled ‘New Frontiers in Marketing’.


An assessment of the instructional impact of ‘forum’ or interactive theatre.


This thesis considers five elements of learning through drama: imagination, creativity, identification, transformation and discovery. It argues that the development of educational drama is closely tied to four major theatrical innovators: Stanislavski, Grotowski, Ataud and Brecht.


A consideration of performance space to both incorporate and critique new electronic and digital technologies.


A discussion of the theoretical paradigms which inform educational drama in Africa (most notably, Freire’s codification theory), with extended reference to two working theatres: Amakhosi theatre productions in Zimbabwe and DramAidE (Drama in AIDS Education) in S. Africa.


The ‘Uni-Reach’ program in Griffith University has adopted a community educational drama approach to create ‘empowering spaces’ for secondary level students.


This study suggests that dramatic action is more than a learning tool, it is a cognitive activity in its own right. Experimentation in drama explores the creation of identity, the meaning of social roles, and the power of empathy.


*See article by Bailin above.*


Delavergne-Otty, Nicholas Tildesley. ‘Theatre and Learning: a study between the theatrical and pedagogical practice in Bertolt Brecht, Paulo Freire and Augusto Boal, including an account of the implementation of the ideas of those authors in a course at the University of the West of England.’ PhD thesis. University of Exeter, 1996.


*A discussion of the ‘performance turn’ in the study of the humanities.*


This is a theoretical, political and practical discussion of critical drama pedagogy which places a particular emphasis on the body as a site of desire and expression.


A re-treatment of Boal’s idea of the ‘spect-actor’ considering how cultural issues are embodied on stage and in performance.


Using the term ‘experiential learning’ to mean an active and embodied learning experience, this book considers ‘non-linear’ thought processes emerging from the mime tradition.


A study of social, emotional, and kinaesthetic language learning that is traditionally neglected in instructional settings.


Argues for a clearer distinction to be made between team-taught drama programs and more orthodox theatre programs.


Deals mostly with drama therapy, not drama in Higher Education.

Franks, Anton. ‘Drama Education, the Body and Representation (or, the mystery of the missing bodies).’ *Research in Drama Education: The Journal of Applied Theatre and Performance* 1.1 (1996): 105 -119.

How do we theorize the body in drama pedagogy?


*This is a study written from the perspective of a performance artist who uses his studio as a creative teaching space. Describing different case studies, he discusses issues of embodiment and the political significance of active and creative pedagogy.*


University students and community groups work together in a shared dramatic space.

*Hertzberg, M. ‘Unpacking the drama process as intellectually rigorous: ‘the teacher gives you the bones of it and we have to act the muscles.’’ *NJ (Drama Australia Journal) 28.2 (2004): 41-53.

Makes a case for the intellectual rigour of dramatic experience in the classroom.


Includes a case-study which enacts Boal’s critical pedagogy.


An edited collection of essays which compares the progress of Theatre in Education (TIE) in different countries and considers the future for this methodology.


An historical survey of applied theatre which also considers some of the tensions which exist between theatre as art and theatre as pedagogical application.


*Dorothy Heathcote’s influential accounts of her interdisciplinary practice.*


*This is a very pertinent collection of essays. It includes: Bruce Henderson ‘The Strange Case of the Body in the Performance Literature Classroom: An Enduring Mystery’ (188-204); R.C. Bouman, and Michael S. Bouman ‘On the Bias: From Performance of Literature to Performance of Composition’(205-227); Greg Dimitriadis ‘Pedagogy on the Move: New Intersections in (Between) the Educative and the Performative’ (296-308); and Kristin Bervig Valentine, ‘Unlocking the Doors for Incarcerated Women Through Performance and Creative Writing’ (309-325).*
Markham, M. ‘With the brain in mind: creative and performing arts and learning.’  


> A study of the postmodern curriculum drawing on chaos and complexity theory, with specific reference to applied theatre.


> Using a semiotic and phenomenological framework, this book considers the role of physical space in the theatre, focussing on how actors’ bodies move through space, and connect in performance.


> Examines how to structure a flexible drama experience.

An outcome of a conference at Griffiths University, Australia, this paper asks whether traditional teaching spaces (in particular the lecture theatre) have any future in the postmodern university in the wake of advanced media and information technologies. If they do, can they be (re)organised so that they embody the principles of play and take account of feminist perspectives on space?


*This study looks at the relation between the practice of drama education and participatory ethics. The author engages with issues of location and embodiment, especially in ‘Embodied Pedagogies’ (56-61) and ‘Creative Spaces’ (125-30).*


*A plea that educational drama engage with contemporary debates about gender.*


An edited collection of essays which considers the state of drama in education and pathways for development. It considers the cultural, as well as specifically educational, context of drama education, and contains several exemplary case studies. The most relevant chapters here are as follows: Margaret Burke ‘Sound and Silence –Space and Significance: Drama methods in tertiary classrooms offer a space for cultural exploration and reflection;’ and Minke Van den Berg ‘It is the Body that Matters: The young actor’s body provides opportunities for new cultural meanings and bridges.’


A collection of case studies exemplifying ‘process’ or educational drama.


This compendium of essays and studies presents the history of Drama in Education (DIE) and process theatre. Part III. 8, which looks at, among other things, the contribution of the tertiary sector, and part III.10, which considers interdisciplinarity and the learning environment, are of particular relevance.

Payne, Philip. ‘Educational drama, the state of play: 1. Where we are.’ *Use of English* 27.3 (1976): 5-9.


This book recounts the history of the applied theatre concept and includes a transcript of an interview with the theorist Augusto Boal. Then it focuses on the different locations of applied theatre: in the community, in areas of political conflict, in prisons, and in educational institutions. It works through various case studies and provides practical suggestions for activities.


This includes excerpts from theoretical texts (including Chomsky, Bahktin and Boal) and a series of case-studies presenting applied theatre work in a range of disciplines and cultural situations.
Arguing for forms of ‘dramatic knowing’ that reintegrate play and aesthetics with education, this article makes the case for the theatre workshop as a model. Here students can experiment with knowledge by entering a space of strong sense-impressions, and creative disorientation.


The instructive use of theatrical modes of composition and performance in ethnographic studies.


This is an edited collection of essays which traces the links between theatre and ethnography, occasionally treating the themes of performance and space together.


The author considers the relation between performance, kinaesthetics and the self-consciousness of everyday behaviour.


This book focuses on drama praxis. It begins with a discussion of the conditions for effective praxis (‘people’, ‘passion’, and ‘platform’,) and situates these within a broader consideration of the embodied and aesthetic aspects of education through drama. Then, it goes into more technical detail on developing and adapting dramatic strategies for teaching texts, before suggesting ways to extend ‘storydramas’ right across the curriculum.

Taylor, P. ‘Reflecting in the third person and the guided case study.’ Drama and


This edited collection of essays explores the connection between arts research and embodied performance, asking the question: can research be qualitative and transformative? It includes: Philip Taylor ‘Doing reflective practitioner research in arts education;’ Sharon Grady ‘Toward the practice of theory in practice;’ John Carroll ‘Escaping the information Abattoir: critical and transformative research in drama classrooms;’ L. Swortzell ‘History as drama/drama as history: the case for historical reconstruction as research paradigm;’ John O’Toole ‘Art in scholarship and scholarship in art: towards a poetics of drama research;’ and Jonathan Neelands ‘Reflections from an Ivory tower: towards an interactive research paradigm.’


Chapter 1 ‘On the matter of action’ is the most relevant section of this discussion about the general meaning of the term ‘applied theatre.’


This book emphasises the aesthetic aspects of applied theatre and how the affective and embodied experiences of performance might work positively within different cultural and political contexts. As well as being a theoretical intervention in the field it also contains significant case studies.

Belfast: Queens University, 1971.


An examination of how ‘ordinary teaching spaces’ are transformed into new spaces by using multimodal literacy practices, including drawing, storytelling, and using the body to inhabit the room differently. The article follows two case studies, both of which use drama for teaching purposes.


Reports on the state of research into ‘Drama in Education’ (DIE) and statistical analysis of its effectiveness.


Warren, John T. ‘Performative Pedagogy, At-Risk Students, and the Basic Course: 14


A case study considering how theatre engages students ethically.


A book which deals largely with the craft of the actor but which contains some good discussion on embodiment and training.
Planning HE Spaces


An overview of space planning and programming which reflects the changes in Higher Education policy since 1985.


A survey of emerging trends in learning space development. New environments for learning are described, including collaborative teaching and learning environments and immersive environments.


Although this report admits that the demand for traditional lecturing space has remained stable within Higher Education Institutions, it is anticipated that, in line with the increasing diversity of the student body, there will be an increase in demand for smaller, more adaptable learning spaces. Further, more fluid and
diverse educational models may mean a blurring between social spaces and learning spaces.

Bennett, Scott ‘First Questions for Designing Higher Education Learning Spaces.’

This article asks how we can actively develop diverse learning spaces to suit different kinds and qualities of learning rather than simply react to operational demands.


The prospect of designing space for kinesthetic experience rather than according to visual criteria.


This report draws conclusions from contemporary emerging trends in Higher Education to suggest building more flexible spaces.


This edited collection of essays considers the physical aspect of learning space, arguing that innovative spaces can make a positive contribution to learning outcomes. As well as justifying its focus on physical space in education (as distinct from social or conceptual space) this collection presents essays on HE policy, architectural design, the psychology of inhabiting space, and the relation between physical space and virtual space.

The following contents are relevant: Nancy Van Note Chism ‘A tale of two classrooms;’ Ken A. Graetz and Michael J. Goliber ‘Designing collaborative learning places: Psychological foundations and new frontiers;’ Thomas D. Skil, and Brian A. Young ‘Embracing the hybrid model: Working at the intersections of virtual and physical learning spaces;’ Paul Cornell ‘The impact of changes in teaching and learning on furniture and the learning environment;’ Deborah J. Bickford ‘Navigating the white waters of collaborative work in shaping learning environments;’ James Butz ‘Educator and architect partnerships for success;’ Julia Christensen Hughes ‘Developing a classroom vision and implementation plan;’ Joan DeGuire North ‘Put your money where your mouth is: A case study;’ William Dittoe ‘Innovative models of learning environments;’ and Nancy Van Note Chism, and Deborah J. Bickford ‘Improving the environment for learning: An expanded agenda.’


Examines how the built environment/learning space can enable participatory models of learning.


A report into changes and redevelopments of an existing leaning space, taking account of the needs of teachers, students and university administration. Such a narrative establishes the learning space as a ‘technological artefact’.


The introductory essay in this collection is a significant overview of issues in critical education entitled ‘Place, pedagogy, politics: reflections on contemporary classroom configurations.’ Following this, the most relevant chapters are: Henry Giroux ‘The politics of pedagogical space –the politics of public pedagogy’ and Elizabeth Ellsworth, ‘Re-ruling the classroom: the possibilities of places - The U.S. Holocaust Memorial Museum as a scene of pedagogical address.’


This book considers the materiality of pedagogy: how sensations are crucial to understanding; and how time and space are central to the pedagogical experience. It then addresses the conflictual and democratic concerns of pedagogy and describes those significant social sites where pedagogy takes place.
Fielding, R. ‘The Death of the Classroom, Learning Cycles and Roger Schank.’
*Designshare*, 1999. 25 April 2010


As well as emphasizing the need for diversity in the design of learning environments, this report suggests investment in more open and flexible learning spaces for creative teaching.


Includes a report on the following papers: W. Reid, ‘New Learning Spaces: Immersive learning laboratory –Melbourne Campus at Burwood and the Architecture and Building Studio – Geelong Waterfront Campus;’ and N. Appleton,
‘Learning environments of the future – collaborate in design, evaluate the outcome.’


*A case study describing how architectural and pedagogical principles cohere in the design of a new law school complex.*


*This is an edited collection of essays which attempts to define and demonstrate ‘authentic’ HE learning environments by providing significant case studies and examples of good practice. Part 1 looks at the theory and research underlying the idea of an immersive learning environment, which is also able to facilitate...*
reflection, dialogue, and task-based work. Part 2 provides specific examples from across academic disciplines of such environments being used. Part 3 considers how they can be sustained within the broader structures of HE.


Report on a study that explores the relation between learning, innovative pedagogy, and learning spaces.


*Jamieson argues that the traditional structure of university space, in particular the lecture theatre, consolidates a particular power relation between teacher and student, which impedes more creative, student-centred, and active learning processes.


A report on how new pedagogical values require new design principles.

Jamieson, P., Jo Dane, and M. O’Brien. ‘Building learning communities: constructing


<www.jisc.ac.uk/media/documents/publications/learningspaces.pdf>

Broad strategic outline of learning space developments emphasising flexible and collaborative spaces.


Discusses the application of pedagogical knowledge in the design and strategic development of new learning spaces.

<http://edtech-media.uwlax.edu/UWLMediaSite/Viewer/Viewers>

This video presents a history of learning spaces over the last century.


*This book is about encouraging student engagement. It devotes single chapters to adapting fit-for-purpose learning environments (91-108), and the importance of collaborative and active teaching to accommodate different learning styles (193-206).*


*This article begins a dialogue between students and tutors about the impact of space on learning outcomes.*


*Presenting the number one ‘Teaching and Learning challenge’ for 2009 as ‘Creating learning environments that promote active learning, critical thinking,*
collaborative learning, and knowledge creation’, this article asks whether the proliferate language of learning space innovation connects to a culture of practice.


An acknowledgement that active learning rooms need to be designed with ‘space, flexibility and equipment’ to support emerging trends in pedagogy.


A discussion of formal and informal learning spaces, and a consideration of designs which effectively facilitate new modes of learning.

<http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/000019b/80/19/24/55.pdf>

A report upon a US- European conference on the future of learning space design.


Describes the transformation of a military base into a future-oriented university with an unusual emphasis on open spaces and active learning environments.

**Merriënboer, Jeroen J. G. van, Lieven Verschaffel, Noel J. Entwistle, and Erik de

This edited collection brings together contemporary research into teaching and learning environments, drawing on three distinct but related fields of expertise: learning psychology, learning space design, and learning technology. The following essays are the most relevant to the topic of using learning spaces creatively: C. Bereiter and M. Scardamalia ‘Learning to Work Creatively with Knowledge;’ N. Entwistle, V. McCune, and J. Hounsell ‘Investigating ways of Enhancing University Teaching-Learning Environments: Measuring Students’ Approaches to Studying and perceptions of Teaching;’ and J. D. Vermunt ‘The Power of Learning Environments and the Quality of Student Learning.’


An investigation into the concept of flexibility in learning spaces as an aid to participatory learning practices.


<http://www.edfacilities.org/rl/classroom_design_HE.cfm>

Describes the open, flexible space at the new Ford Building at Detroit’s College for Creative Studies.


A consideration of the interaction between architects and educators, emphasising the strategic importance of developing innovative learning spaces.


The author is quite focussed on new virtual rather than physical spaces


This paper provides a methodological framework for considering the relationship between classroom design and pedagogy, building on extant research into the effects of learning space on young people’s emotional states.


A discussion of campus spaces, and then, more specifically, learning spaces, which relates academic success to certain key environmental features; namely, an
environment which is safe, inclusive, encourages group cohesion, and which is technologically connected.

Strauss, Howard. "New Learning Spaces: Smart Learners, Not Smart Classrooms." 

This article warns that new learning technology must only serve the learning needs of the student body.

Report for the Higher Education Academy, 2007. 18 May 2010

This report considers the design requirements for HE in the future, taking into account increasing student numbers, increasing diversity and changing pedagogical methodologies.


A report on the demand for new flexible spaces in Higher Education in the UK.


Although this case study uses a largely technological space, it emphasises some key points about how HE space and the student experience is conceptualised and planned.

Vaughan, Terry Wilson. ‘Good Teaching Rooms: A Campus Resource.’ Academe

*A brief discussion of the impact of studio space on an undergraduate cohort at the University of Pennsylvania.*


<http://www.educause.edu/ECAR/HighVelocityChangeCreatingColl/157548>
Using Open Spaces in Education


*This paper discusses spaces for experiential and transformative learning practices in Engineering.*


*Includes: Joanne Jamie ‘An integrated approach to interdisciplinary advanced chemistry teaching;’ and Robert D Loss ‘Improving learning in undergraduate physics using integrated studio environments.’*


*A practical guide to creative learning techniques and the creative use of space.*


This book includes chapters on learning styles, establishing learning environments and the relation between emotions and learning.


Whilst acknowledging the importance of the learning space in facilitating participatory pedagogy, this article uses Bakhtin’s concept of chronotype to ground learning interaction in dynamic and shifting time-space contexts that emerge with the students’ and teachers’ discursive practices.

Brook P. The Empty Space. New York, Atheneum. 1968,

This is an influential book on the theory of drama, drawing attention to the space in which it takes place.


Taking for its starting point the 2002 UK Government initiative ‘Schools of the Future’ this article goes on to discuss the design and provision of learning environments.


* A discussion of the epistemological ‘spaces’ in the contemporary learning curriculum.


* This is a report of a survey of one thousand two hundred and forty nine students from the Queensland University of Technology on the question of learning environments. A preference was expressed for experiential and interactive teaching.


* Although concentrating on primary education, this book establishes some of the guidelines for creating good teaching/learning space.

Cleveland, Ben. ‘Equitable pedagogical spaces: teaching and learning environments that support personalisation of the learning experience.’ *Critical and Creative Thinking* 17.2 (2009): 59-76.

* Building on Monahan’s concept of ‘built pedagogy’ (IT spaces) as well as work on experiential learning by Dewey, Garner, Vygotsky, Freire and Bruner, this article
considers how the construction of equitable spaces can contribute to student learning.


*A examination of some contemporary pedagogical theory from the perspective of an English teacher at the University of Reading.*


*Through a series of biographical, ethnographical and theoretical essays the authors argue for responsive and transformable learning spaces. Case studies clarify the theoretical concepts and make the case for a new ethos in teaching and learning.*


*An edited collection of essays and case-studies that considers the reflective cycle of teaching using active scenarios in the class/seminar room. Examples include: Susan Brock ‘Creating scenarios using a reflective cycle and ‘PIA PRISM;’’ Eual Miller et al ‘Can we all just get along?: exploring cultural sensitivity through student-centred scenarios;’ and Edward Peter Errington ‘Writing in role: helping students explore emotional dimensions within scenarios.’*


*A social and cultural consideration of new trends in the organisation of learning spaces, especially de-centred ‘learning bubbles,’ and the implications for affective learning.*


<http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/20/b8.pdf>
A consideration of kinaesthetic methodology in skills training. Combining research into haptics (the experience of touch) and virtual synesthesia (a neurological condition in which a stimulus in one modality is involuntarily elicited in another), this paper suggests investment in Smartrooms where technology, theory and kinaesthetic learning can be combined.


<http://www.inqbate.co.uk/content/view/14/106/>


This article use Lefebvre's rhythmanalysis to analyse two classroom settings. The spatial context is regarded as one of the three key determinants of classroom practice.


<http://www2.warwick.ac.uk/services/ldc/resource/interactions/current/ablambert/>


This is an edited volume which uses theory from Bakhtin, Deleuze, Lefebvre and Soja (who writes the introduction) to consider the relationship between literacy and space. Themes covered include: the construction of different spaces, the third space, and the relation between out-of-school and in-school spaces. There is an
essay by Kevin M. Leander entitled: ‘Reading the Spatial Histories of Positioning in a Classroom Literacy Event.’

<http://info.aia.org/nwsltr_print.cfm?pagename=cae_a_20031101_lippman>


Combining a theoretical perspective with practical insight this paper conceptualises adaptive educational environments as creative interdisciplinary spaces. It looks at ‘playful triggers’ for creative intervention.


This is a report on the C-space (Creative space) in the ‘Bridges’ Centre for Excellence in Teaching and Learning (CETL) at the University of Bedfordshire.


A report on student feedback across teaching styles, from traditional to active and collaborative.


This article discusses learning through play, and asks which kind of learning spaces enhance or impede this process?


This article uses Actor Network Theory (ANT) to consider how the social space of the classroom relates to the material space.

*This article argues for the reconceptualising of learning space in secondary level education.*


*This is a consideration of creativity in universities through collaboration and active learning.*


*This book follows the narrative of five teachers and one university professor as they endeavour to collaborate in their exploratory teaching practices. It discusses the obstacles to creating new learning spaces and the institutional hold of traditional methods of knowledge transfer.*


*This article recognises the importance of space and movement to the construction of meaning within education. However, it also recognises that the literature outstrips the current reality, and considers how non-ideal space (the small seminar room) might be managed.*

This article focuses on the role space plays in identity formation and argues, specifically in the field of teacher education, for the creation of interrogatory spaces for negotiation and fluid formation.


This book considers the integration of learning space (in particular the spaces of secondary level learning) with the wider social space, and includes a discussion of the school as a site for bodily experience.


Oblinger argues that moving from classrooms to learning spaces ‘involves a conceptual shift as well as a commitment to putting learning ahead of technology.’ Space should be designed with the users and the multiple types of learning activity in mind.


This is an edited collection of essays on the trend for developing new learning spaces in higher education, available as an e-resource.

Part 2 is a compendium of case studies, reporting on new and innovative learning complexes.


This is an edited collection of essays which focuses on the ways in which learning space extends beyond the parameters of the classroom or lecture theatre. There is an emphasis on new technologies, and also on socially embedded learning environments.


A special edition of the journal on the ‘spatial turn’ in pedagogical thought.

This is an edited collection on the challenges of teaching writing composition in different social and pedagogical spaces. Essays include: Daphne Desser ‘On Location in Hawai‘i: The Hapa experience and relational authority in the writing classroom;’ Laurie Glover ‘Not what but where the stakes are;’ Kathleen Black Yancey ‘A Place of our own: spaces and materials for composing in the new century;’ and Derek Owens ‘Utopian/dystopian spaces: Multitopia: composing at the edge of the map.’


A case study focussing on how space impacts group and child behaviour.


A booklet which endeavours to define creative learning, looking at traditions of dramatic and visual art and psychology.


*This edited collection of essays considers how students at all levels of education can become active researchers with the ability to read the world. Using the pedagogical models of Paulo Freire and John Dewey, the authors describe strategies for encouraging independent creative thought processes among students.*


*Teaching poetry through the archive and live performance and trying to create authentic learning spaces.*


*An exploration of the relation between literary aesthetics and pedagogy.*

Commenting on the emergent trend for converting traditional classroom space into studio space for active learning, these case-studies consider how new spaces contribute positively to the pedagogical outcomes.


*A case study of an innovative technological and physical learning space at the University of Missouri-St. Louis (UMSL).*

Thompson, O. “‘Much the same, but different’: the use of space as an academic resource.’ Perspectives: Policy and Practice in Higher Education 2 (2002): 105-109.

*A comparative study of space management and planning, looking at the University of Birmingham, UK and the University of British Columbia, Vancouver, Canada.*


Zeisel, John. ‘How Four Walls Could Floor Your Creativity.’ *Times Higher Education Supplement*, 3 March 2006: 16

*A discussion about the effect of teaching space on the creativity of students.*
‘Open Space Learning’ in the 1970s

Bell, Anne E., D.S. Abrahamson, and Rosemary Growse. ‘Achievement and self-reports of responsibility for achievement in informal (open space) and traditional classrooms.’ *British Journal of Educational Psychology* 47.3 (1977): 258-267.

Cullen, P. ‘The motivation for open space teaching.’ *Journal of Open Education Association of Queensland* 3.2 (1979): 16.


*The development of an open space studio in a secondary school.*


Hinkley, O.M. *Change from a traditional to an open space teaching environment.* Adelaide, 1981.


*A handbook on drama education at the secondary level which includes a short chapter on ‘open space drama’.*


Recommendations for new training of elementary school teachers includes fostering community by using open space university classrooms.

Marlow, Ediger. ‘Open Space Education: Success or Failure.’ The Clearing House 50.6 (1977): 262-263.


The potential for developing undifferentiated learning space.
Open Space Technology

Brigham, Steve. ‘Open Space: An Innovative Technique for Participatory Planning.’

Explores the use of ‘open-space technology’ – convening very loosely structured, ‘creative’ meetings – in higher education planning; and the possibility of extending the method to the classroom itself.


Applies Harrison Owen’s understanding of ‘open-space technology’ to English teaching; emphasising dialogism and mobility in the classroom.
Teaching and the ‘Third Space’


Three teachers from African, Asian and Caribbean contexts reflect on their teaching practice and the prospect of creating culturally inclusive ‘third space’ science education.


An influential study of the relation between post-colonial politics and space which makes specific use of the term ‘third space’ to describe cultural hybridity.


Using Homi Bhabha’s work and the concept of ‘Third Space’ this article considers role play as a teaching tool: how do we create spaces for students to reinvent themselves in another language?

A study of situated knowledge and its application, which includes a discussion of embodied cognition.

*Ferreira, Ana and Belinda Mendelowitz. ‘Creating a Dynamic Contact Zone: An Undergraduate English Course as Multilingual Pedagogic Space.’ *English Teaching Practice and Critique* 8.2 (2009): 54-79.

Using the multilingual educational context of the Wits school of Education in Johannesburg, this text considers the formation of a discursive space for negotiating and reflecting on linguistic and cultural identity.


A report on a theatre project carried out in Mostar, Bonai-Herzegovina. Focussing on the creation and conceptualisation of cross-cultural space.


This thesis explores the role of theatre and theatrical space ‘as an agent of understanding emergent space’. Theatre not only analyses and reflects but also changes society. The study, taking New Zealand case studies, focuses on the
interaction between Maori and Pakeha cultures and that between indigenous, colonial and immigrant cultures, pointing towards educational policy.


Case study involving a group of mid-career professionals from different backgrounds.


Contact Inc. is a performance group in Brisbane, Australia, which works with young people in the local communities.


This book is prefaced with an essay from Homi K. Bhaba, ‘In the Cave of Making: Thoughts on Third Space.’ Whilst its focus is not strictly pedagogical it deals with the spatial turn in cultural studies and the potential for trans-cultural literacies which do pertain to discussion about contemporary teaching practices.


The case study of Ms Nancy Sharp, a Yupiaq immersion teacher who manages to create a teaching and learning space which adopts her home culture whilst, at the same time, meeting school-based mathematical standards.


A theorisation of academic third space which prompts educators to see students’ non-academic lives as generative of action and discourse.


This brief article introduces, explores, and illustrates third space activities in education.


*McKenzie, Marcia. ‘The Places of Pedagogy: Or What We Can Do With Culture


*This article considers the engaged pedagogy of ‘Playback theatre’ which creates an important site of possibility for students. Using performance and narrative theory, as well as mobilising perspectives on social and service learning, the author describes two practical interventions in the classroom.*


Schillinger, Trace. ‘Humanities and the Social Studies: Studying the Civil War through the Third Space.’ *Social Education* 71.7 (2007): 384-388.
The author describes a history class where students are encouraged to make imaginative and literary identifications.


This is a wide-ranging and theoretically allusive study of ‘Thirdspace’ which incorporates discussion of postmodernity (Foucault and Lefebvre) and postcolonialism (Bhabha and Spivak). It also recounts the author’s experience of space in Los Angeles; including his experience of a campus university.


Using case studies from secondary level education, this book recounts how the use of arts including dance and music in the teaching space improves learning outcomes.


This book is an autoethnography, describing the use of space when teaching second language skills to adults.

*Investigates the importance of creating a space of unknowing/ uncertainty in the classroom because: ‘…creating spaces for embracing unknowing in educational settings is an act of ethical responsibility that recovers a sense of the Other and his/her uniqueness.’*


*Using Foucault’s notion of heterotopia to describe the importance of space in ‘power relations, subjectivities and knowledge development,’ this article considers the role of pedagogical spaces in conflict-ridden societies.*
Cultural Bodies/Spaces


*A sociology of pedagogic space.*


*An interdisciplinary collection which focuses on the relationship between cultural and social spaces and the spaces (curricular and physical) created for learning.*


*This is an edited collection which examines how the ‘spatial turn’ in the humanities and social sciences might play out in teaching and learning. Space, in this context, is physical, cultural, but also virtual. Significant essays here include: Richard Edwards and Robin Usher ‘Putting space back on the map of learning;’ Carrie*
Paechter ‘Territoriality, inter-disciplinarity, and school space;’ and Jan Nespor ‘Undergraduate curricula as networks and trajectories.’


*Working within a postmodern paradigm, the authors consider how learning spaces (virtual and physical) relate to a broader cultural and sociological discourse on space and spatiality. This is an attempt to introduce the specifics of pedagogy to the debate about globalisation.*


*A study of learning space as an empowering space for marginalized groups.*


*A consideration of learning spaces as practical spaces of engagement.*

An edited collection of essays situating pedagogy within contemporary debates on postmodernism and post-colonialism. Embodiment and space are dealt with only tangentially throughout, except for one important essay: Sherry Taylor: ‘Skinned Alive: Towards a Postmodern Pedagogy of the Body.’


A study of the body and the ways it is institutionally governed and formed.


*Includes a chapter on the possibility for new discursive spaces (textual and institutional) in education.*


*This book considers how learning communities are formed and effectively sustained. It concludes with a discussion of learning space design.*
Feminist Bodies/Spaces


*This paper develops an analogy between the use of classroom space and Peter Brook’s 1968 book, ‘The Empty Space.’*


*Influenced by Paulo Freire’s pedagogical theory, this text is concerned to formulate an engaged and ecstatic teaching practice with its roots in radical social theory.*


Jaggar, Alison M., and Susan Bordo. *Gender/Body/Knowledge: Feminist*

An exploration of an embodied feminist epistemology which, although it does not deal directly with teaching practice, underlies the theory of it.


Case Studies 1: Language Learning


This is an edited collection of essays on the theme of drama and performance in second language pedagogy which considers both its cultural and technical significance. Relevant essays include: Lynn Fels and Lynne McGiver, ‘Intercultural recognitions through performative inquiry;’ Ann Axtman ‘Transcultural performance in classroom learning;’ Jun Liu ‘Process drama in second and foreign language classrooms;’ Sarah L. Dodson ‘The educational potential of drama for ESL;’ and Janet Hegman Shier ‘The arts and the foreign-/second-language curriculum: an interdisciplinary approach to actively engage students in their own learning.’


Practical guide to using physical drama in the context of language learning class.


Creating ‘third spaces’ in ESL teaching.

*Schewe, Manfred and Peter Shaw, eds. *Towards Drama as a Method in the Foreign Language Classroom*. Frankfurt am Main; New York: Peter Lang, 1993.


_The use of drama in teaching English as a foreign language._


_The purpose of this study was to explore the use of drama in a Japanese college EFL reading classroom in order to see how it might help develop students’ English language use and deepen their understanding of American literary texts._
Case Studies 2: Ethnographies


* A study of multicultural education using drama. After a discussion of Freire’s and Boal’s critical and emancipatory pedagogies, the authors consider how to use dramatic embodiment productively in the classroom.*


* Training community development workers use creative dramatisations to develop social introspection and reflection.*


This article recounts the experience of teaching anthropology through performance, and explores the cultural and pedagogical benefits of this approach.


An ethnography of a Catholic Junior High school in Toronto, Canada where many students are Azoran Portuguese.


*The author suggests that educational drama belongs to a global aesthetic tradition which incorporates the Euro-American theatre tradition.*


Pardue, Derek. ‘Hip Hop as pedagogy: A look into ‘Heaven’ and ‘Soul’ in São Paulo, Brazil.’ *Anthropological Quarterly* 80.3 (2007): 673-709.


*This case study considers a group of university students researching into the issue of HIV-AIDS through ‘playbuilding’ and drama workshop techniques.*

Case Studies 3: Cross-disciplinary uses of Active and Dramatic Pedagogy.


‘Performing Mathematics’ is a project which links the teaching of mathematics to experiential learning, emphasising in particular the use of dramatic performance and embodiment.


A reflection on learning outcomes in an undergraduate engineering physics course which emphasises creativity and teamwork in an interdisciplinary environment.

Gibson, Rex. ‘Owning Shakespeare: Teaching His Plays By Performance.’


Ginters, Laura. ‘And there we may rehearse most obscenely and courageously’:


A study of two schools (one in Helsinki, the other in London) which addresses the dynamics of formal and informal physical learning spaces. This is a spatial study which uses the language of dance to describe student movement.


Explores the contribution of experiential learning to increased attendance and self-reliance among students studying marketing.


A study into how educational drama gets students physically involved in learning, stimulates creativity and independence, and encourages them to apply their prior learning.

*DVD exploring the teaching of marketing through drama.*


*The author suggests the potential for an embodied pedagogy in feminist learning spaces. She uses the case study of teaching James Joyce’s novel, *Ulysses*.*


Active Learning in Context


*Includes, in chapter 5, a discussion of John Dewey’s pedagogy of experience and an argument for new imaginative curricula.*


*After defining ‘Active Learning’ in line with the work of John Dewey, and against all passive models of educational attention, this book makes the case for a new active pedagogy in HE. It details strategies for active learning such as drama, debate, and simulation.*


Clark, M.C. ‘Off the Beaten Path: Some Creative Approaches to Adult Learning.’ *New Directions for Adult and Continuing Education (The New Update on Adult Learning Theory)* 89 (2001): 83-91.

Building on research in developmental psychology and anthropology this article suggests that knowledge is inseparable from the activities and situations which produce it. The authors consider classroom activities which reflect this fact.


The author suggests a model of dynamic learning where ‘eyes, muscles ... and feelings are involved.’


*This is an edited collection of essays and strategic lesson plans which describe the theoretical justification for experiential learning and the diversity of its practice. Practical topics covered include: creative game playing, simulation, improvisation, ‘real world’ application of learning ideas, team collaboration, and storytelling.*

Learning Styles

Cassidy, S. ‘Learning styles: An overview of theories, models and measures.’
Educational Psychology 24.4 (2004): 419-44.


Combines educational psychology with learning styles research at the primary, secondary and tertiary levels.


A seminal theoretical text, which, upon publication in 1983, subverted the narrow definition of intelligence which had prevailed in much educational theory to that date. ‘Intelligence,’ for Gardner, is creative and valuable, but it finds expression in different vocations and in different ways. The two sections which are most formative to this project are those on ‘spatial intelligence’ and ‘bodily-kinaesthetic intelligence’. Gardner makes a significant point about how acting or performance is successful at involving multiple intelligences: intra-personal, inter-personal and bodily.


A theoretical overview of learning theories which includes a section entitled ‘Spaces of Learning’ (175-201).

Although this book concerns itself with open and flexible spaces in secondary education, it touches on many of the problems of application which persist today in HE about how to use space and incorporate it into a curriculum.


*A critical reconsideration of Howard Gardner’s theory of visual and spatial intelligence. Includes: Donald S. Blumenthal-Jones ‘Bodily-kinaesthetic intelligence and the democratic ideal.’*

Moriarity, Hilary. ‘Pupils who take the biscuit.’ Times Educational Supplement, 10 June 2000: 23.

*A discussion of the use of visual, auditory and kinaesthetic learning styles to aid English instruction.*


*Chapter 3 associates the learning environment with the theory of learning styles.*


This investigation into the learning styles of students at Sevilla University, Spain, and Firat University, Turkey considers the students’ statistical preference for kinaesthetic learning and the problem of accommodating the kinaesthetic learner with extant university programs.

*Teaching Practice (HE)*


Although dealing specifically with Art education, this book contains sections on embodied practices and collaborative teaching methods.


This practical guide designed for facilitators includes sections on new learning environments (chapter 4) and the role of emotions in the classroom (chapters 8 and 9).


Blair, Billie Goode, and Renate N. Caine, eds. *Integrative Learning as the Pathway to*


Includes: Stephen Brookfield ‘Through the lens of learning: How the Visceral Experience of learning Reframes Teaching;’ and Mary Thorpe, ‘Learning from experience in Mathematics.’


An account of reflective teaching practices


An historical and philosophical perspective on pedagogical innovation.

Brockbank, Anne, and Ian McGill. Facilitating Reflective Learning in Higher Education.


This book argues that universities should reflect on their function as agents of acculturation rather than as stores of knowledge. In order to achieve a new authority they must abandon the old style of top-down teaching in favour of collaborative and active learning practices between professors and students.


An account of how to combine lecturing, group work and active collaboration.


This is a practical study; but it does contain some theoretical insight into contemporary trends in HE teaching styles and situations.


A cross-disciplinary approach to active and reflective teaching.


*Including: David R. Russell ‘Contexts of teaching and learning: an actor-network view of the classroom.’*


*Includes: John T.E. Richardson ‘The power of teaching-learning environments to influence student learning,’ and Jan D. Vermunt ‘Teaching-learning environments in contemporary mass education.’*


*An argument for peer tutoring to complement other forms of university teaching, using Vygotsky’s concept of zones of proximal development.*

This book argues for a move from content-centred teaching to a learning-centred approach.


An overview of contemporary pedagogical theory.


A report on using an active, collaborative and project-based learning style.

A broad survey of pedagogical developments with some relevant chapters, such as Koenraad Kuiper ‘Pedagogical Change and Its Evaluation: Research on Practice.’


This book is an outcome of the author’s experience teaching at the University of Surrey. He describes experiential and collaborative modes of teaching. Chapter 11 on the role of feeling in group dynamics, and Chapter 12 on the experiential body are of special interest here.


This book makes an argument for incorporating bodily, affective and socially embedded ways of knowing into research practices. It is based around several first-hand accounts of researchers who have shifted their paradigm from quantitative work to a more reflective practice.


An edited collection of essays which considers how an appropriate pedagogy can be developed to encourage creativity within the university.


Kitchens, John. ‘Situated Pedagogy and the Situationist International: Countering a


*The holistic curriculum is one which encourages personal growth and social transformation. The author’s exposition includes discussion of the body-mind connection (chapter 7) and environmental/situational interdependence (chapter 4).*
McKegg, A. ‘Learning communities: a structured approach to student integration.’


*An argument for collaborative learning practices and creating learning spaces that embrace diverse and minority cultures.*


*A practical guide to engaging students in an active curriculum, beyond the traditional structures of lecture and seminar room.*


*An formative consideration of reflection in action over technical rationality.*

*Innovative teaching as a cultural practice.*


*Includes some discussion of experiential and ‘felt’ educational processes.*


*A compendium of articles on issues surrounding experiential learning, including: Donald L. Finkel, and Stephen Monk, ‘The design of intellectual experience;’*
Lorraine Wilson ‘When we want to empower as well as teach;’ and Karen Warren ‘The student-directed classroom.’