

A Bibliography of Open-space Learning

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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

Archambault, Reginald. D. *John Dewey on Education: Selected Writings*. Chicago: University of Chicago Press, 1974.

Biggs, J. 'From theory to practice: a cognitive systems approach.' *Higher Education Research and Development* 12 (1993): 73-86.

Biggs, J. and C. Tang eds. *Teaching for Quality Learning at University*. 3rd ed. Maidenhead: MaGraw-Hill/Society for research into Higher Education & Open University Press, 2007.

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

**Boal, Augusto. *Theatre of the Oppressed*. Trans. C.A. McBride and M. Leal McBride. New York: Urizen Books, 1979.

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.

*Boal, Augusto. *Games for Actors and Non-Actors*. 2nd ed. London: Routledge, 1992.

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

Press, 1986.

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

Bruner, Jerome. *The Culture of Education*. Harvard University Press, 1996.

Darder, Antonia, Marta Baltodano, and Rodolfo D. Torres, eds. *The Critical Pedagogy Reader*. New York; London: RoutledgeFalmer, 2003.

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

Daniels, Harry, ed. *Vygotsky and Pedagogy*. Routledge: London and New York, 2001.

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

Daniels, Harry, Hugh Lauder, Jill Porter, and Sarah Hartshorn, eds. *Education Theories, Cultures and Learning: a critical perspective*. London: Routledge, 2009.

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

*Dewey, John. *Experience and Education*. New York: Touchstone, 1997.

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

*Ellsworth, Elizabeth. *Teaching Positions: Difference, Pedagogy, and the Power of Address*. New York: Teacher's College Press, 1997.

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

Freire, P. *Pedagogy of Freedom: ethics, democracy and civic courage*. Trans. P. Clarke. Boulder, CO: Rowman & Littlefield, 1998.

Freire, P. *Pedagogy of Hope*. Trans. R.B. Barr. New York: Continuum, 1999.

*Freire, P. *Pedagogy of the Oppressed*. Trans. M.B. Ramos. New York: Continuum, 1986.

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.

Freire, Paulo, and Ira Shor. *A Pedagogy of Liberation: Dialogues on Transforming Education*. New York: Bergin and Garvey, 1987.

Gallop, Jane. *Pedagogy: The Question of Impersonation*. Bloomington: Indiana University Press, 1995.

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

Giroux, Henry. A. and Patrick Shannon, eds. *Education and Cultural Studies: Towards a Performative Practice*. New York: Routledge, 1997.

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

Giroux, Henry, et al. *Counternarratives: cultural studies and critical pedagogies in postmodern spaces*. New York; London: Routledge, 1996.

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

*Jarvis, Peter. *Towards a Comprehensive Theory of Human Learning*. London: Routledge, 2006.

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.

Jarvis, Peter, and Stella Parker, eds. *Human Learning: an Holistic Approach*. London; New York: Routledge, 2005.

*Kolb, Alice Y., and David A. Kolb. 'Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education.' *Academy of Management Learning and Education* 4.2 (2005): 193-212.

*Kolb, David. A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall, 1984.

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

Marchese, T. J. 'The New Conversations about Learning: Insights from Neuroscience and Anthropology, Cognitive Science and Work-Place Studies.' *Assessing Impact: Evidence and Action*. Ed. B. L. Cambridge. Washington, DC: American Association for Higher Education, 1997. 79-95. 29 April 2010
<http://www.learningcommons.evergreen.edu/docs/Marchese_essay.doc>

Mezirow, J. *Learning and Transformation: critical perspectives on a theory in progress*. San Francisco, Joey Bass, 2000

Palmer, Joy. A. *Fifty Major Thinkers on Education: From Confucius to Dewey*. London: Routledge, 2001.

Piaget, Jean. *The Mechanisms of Perception*. Trans. G. N. Seagram. New York: Basic Books, 1969.

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

Reid, Alan et al., eds. *Participation and Learning: perspectives on education and the environment, health and sustainability*. New York: Springer, 2008.

‘ ‘ ‘

A study of participatory models of education.

Saljo, R. *Learning and Understanding*. Gothenburg: Acta Universitatis Gothoburgensis, 1982.

A study of experiential and phenomenographic learning.

*Trifonas, Peter Pericles. *Revolutionary Pedagogies: Cultural Politics, Instituting Education, and the Discourse of Theory*. New York: Routledge, 2000.

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.’

Usher, R., I. Bryant, and R. Johnston. *Adult education and the Post-Modern Challenge: Learning beyond the Limits*. New York: Routledge, 1997.

*Vygotsky, Lev. *Mind in Society*. Trans. M. Cole. Cambridge, MA: Harvard University

Press, 1978.

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

*Vygotsky, L. *Thought and Language*. Reprinted edition. London: MIT Press, 1986.

Winch, C. *The Philosophy of Human Learning*. London, Routledge, 1998.

Winnicott, D.W. *Playing and Reality*. London: Tavistock, 1971.

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

Woods, P. *Researching the Art of Teaching: ethnography for educational use*.
London: Routledge, 1996.

Theories of Space

Boostrom, Robert. "Safe spaces': reflections on an educational metaphor.' *Journal of Curriculum Studies* 30.3 (1998): 397-408.

Evans, James, Ian Cook and Helen Griffiths. 'Creativity. Group Pedagogy and Social Action: A Departure from Gough.' *Educational Philosophy and Theory* 40.2 (2008): 330-345.

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

*Foucault, M. *Discipline and Punish: the birth of the prison*. Trans. A. Sheridan. New York: Vintage Books, 1979.

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.

Knee, Robert. 'Democratic space:' a study in critical pedagogy: cycles of action research to explore the concept of 'democratic space' in religious education through narrative, art and symbol.' PhD thesis. University of East Anglia, 2003.

*Goos, M. 'Creating learning Spaces: the Annual Clements/Foyster Lecture.' *Identities, Cultures and Learning Spaces: proceedings of the 29th annual conference of the Mathematics Education Research Group of Australasia, 1-5 July 2006*. Vol 1. Ed. P. Grootenboer, R. Zevenbergen and M. Chinnappan. Adelaide: MERGA Inc., 2006. 3-14.

How learning spaces are created in the mathematics classroom.

Gough, Noel. 'RhizomANTically becoming-cyborg: performing posthuman pedagogies.' *Educational Philosophy and Theory* 36.3 (2004): 253–265.

Gough, Noel. 'Shaking the tree, making a rhizome: towards a nomadic philosophy of science education.' *Educational Philosophy and Theory* 38.5 (2006): 625–645.

Gough, Noel. 'Changing planes: rhizosemiotic play in transnational curriculum inquiry.' *Studies in Philosophy and Education* 26.3 (2007): 279–294.

Greeno, J.G. 'The situativity of knowing, learning and research.' *American Psychologist* 53.1 (1997a): 5-26.

Hubbard, Phil, Rob Kitchin, and Gill Valentine. *Key Thinkers on Space and Place*. London: Sage, 2004.

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

Lefebvre, Henri. *The Production of Space*. Trans. Donald Nicholson-Smith. Oxford: Blackwell, 1991.

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.

Montero, Janina. 'Safe space or separation? Mediating the tension.' *Educational Record* 76.2-3 (1995): 37-40.

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

Learning Cultures. Proceedings of the 11th annual international conference on post-compulsory education and training. Vol. 3. Ed. J. Searle, I. Yashin-Shaw and D. Roebuck. Brisbane: Centre for Learning Research, Faculty of Education, Griffith University, 2003. 116-123.

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

Toynton, Robert. "Invisible Other': Understanding safe spaces for queer learners and teachers in adult education.' *Studies in the Education of Adults* 38.2 (2006): 178-94.

Tuan, Yi-Fu. *Space and Place: the perspective of experience*. Minneapolis: Univ. Of Minnesota Press, 1977.

Embodied Learning

*Bagley C, and M.B. Cancienne. 'Educational research and inter-textual forms of (re)presentation: the case for dancing the data.' *Dancing the Data*. Ed. C. Bagley, and M.B. Cancienne. New York: Peter Lang, 2002. 3-19.

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.

Barad, K. 'Posthumanist performativity: toward an understanding of how matter comes to matter.' *Signs* 8.3 (2003): 801–831.

*Barndt, Deborah, Zabe MacEachren, and Heather Rigby. 'Reflections from the Neck Down: Embodied Learning in the Classroom.' *Pathways. The Ontario Journal of Outdoor Education* 11.2 (1999): 11-14.

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

*Barr, Sherrie, and Philip Lewin. 'Learning Movement: Integrating Kinaesthetic Sense with Cognitive Skills.' *Journal of Aesthetic Education* 28.1 (1994): 83-94.

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).

Barreca, Regina, and Deborah Denenholz Morse, eds. *The Erotics of Instruction*. Hanover: University Press of New England, 1997.

Barrow, Robin. 'Education and the Body: Prolegomena.' *British Journal of Education Studies* 56.3 (2008): 272-285.

*Beckett, David, and Gayle Morris. 'Ontological Performance: Bodies, Identities and Learning.' *Studies in the Education of Adults* 33.1 (2001): 35-48.

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.

Bleich, David. "The Materiality of Language and the Pedagogy of Exchange."
Pedagogy 1 (2001): 117-41.

*Brand, Alice Glarden, and Richard L. Graves, eds. *Presence of Mind: Writing and the Domain Beyond the Cognitive*. Portsmouth, NH: Boynton/Cook Pub., 1994.

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

Brehm, Mary Ann, Lynne McNett, and photography by Gene Einfrank. *Creative Dance for Learning: the Kinaesthetic link*. Boston: McGraw-Hill, 2008.

**Bresler, Liora, ed. *Knowing Bodies, Moving Minds: Towards Embodied Teaching and Learning*. Kindle Edition. New York: Springer, 2004.

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).

*Cancienne, M.B., and C. Bagley. 2009. 'Dance as Method. The process and product of movement in educational research.' *Arts and Learning Research Journal* 25.1 (2009): 1-25.

*Cancienne, M.B., and C.N. Snowbar. 'Writing Rhythm: Movement as Method.' *Qualitative Inquiry* 9.2 (2003): 237-253.

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.

Chaiklin, Sharon, and Hilda Wengrower, eds. *The Art and Science of Dance/Movement therapy: Life is Dance*. New York: Brunner-Routledge, 2009.

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

Cooks, Leda M., and Kathleen LeBesco. 'Introduction: the Pedagogy of the Teacher's Body.' *Review of Education Pedagogy and Cultural Studies* 28.3/4 (2006): 233-238.

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

*Crowdes, M.S. 'Embodying Sociological Imagination: Pedagogical Support for Linking Bodies to Minds.' *Teaching Sociolog.* 28 (2000): 24-40.

*Davenport, Donna R. 'Writing movement / dancing words: A Collaborative Pedagogy.' *Education* 118.2 (1997):293-304.

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.

Davies, B. *A Body of Writing: 1990-1999*. New York: Rowman & Littlefield Publishers, Inc., 2000.

Dennison, P.E., and G.E. Dennison. *Brain gym: Teacher's edition*. Ventura CA: Educational Kinesiology Foundation, 1989.

Donelan, Kate. 'Embodied Practices: Ethnography and Intercultural Drama in the Classroom.' *NJ (Drama Australia Journal)* 26.2 (2002): 35-46.

Eastman, N. 'Our Institutions, Ourselves: Rethinking Classroom Performance and Signification.' *Review of Education Pedagogy and Cultural Studies* 28.3/4 (2006): 297-308.

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

Emig, J. 'Embodied Learning.' *English Education* 33.4 (2001): 271-280.

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.

Evans, John, Brian Davies, and Emma Rich. 'The Body Made Flesh: Embodied Learning and the Corporeal Device.' *British Journal of Sociology of Education* 30.4 (2009): 391-406.

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

Everett, L. 'Moving bodies: Jacques Lecoq and drama education in Australia.' *NJ Drama Australia Journal* 31.2 (2008): 73-82.

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

*Fleckenstein, Kristie S. "Writing Bodies: Somatic Mind in Composition Studies." *College English* 61 (1999): 281–306.

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

Franks, Anton and Carey Jewitt. 'The meaning of Action in Learning and Teaching.' *British Educational Research Journal* 27.2 (2001): 201-218.

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

Freedman, Diane P., and Martha Stoddard Holmes, eds. *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*. New York: State University of New York Press, 2003

Gallop, J. *Thinking Through the Body: Gender and Culture*. New York: Columbia University Press. 1998.

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

*Giddens, M.J. 'Freedom through rhythm: the eurhythmics of Emile-Jaques

Dalcroze.' PhD thesis. Melbourne: University of Melbourne, 1984.

How eurhythmic/kinaesthetic exercises used in teaching music can be applied beyond the discipline of music.

Griffiths, Sandra and Patricia Partington. *Enabling Active Learning in Small Groups*. Video cassette and booklet. Sheffield: CVCP Universities' Staff Development and Training Unit, 1992.

*Griss, Susan. 'Creative Movement: A Language for Learning.' *Educational Leadership* 51.5. (1994): 78-80.

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

Hanna, Thomas. *The Body of Life*. New York: Alfred Knopf, 1980.

Hanna, Thomas. 'Clinical Somatic Education: A Discipline in the Field of Health Care.' *Somatics, Magazine-Journal of the Bodily Arts and Sciences* 8.1 (1990-91) 15 May 2010 <<http://www.somatics.com/hannart.htm>>

Hashagen, A., C. Zabel, H. Schelhowe, and S. Zare. 'Adaptive Motion Pattern Recognition: Implementing Playful learning through Embodied Interaction.' *International Conference on Digital Human Modelling*. Ed. V. G. Duffy. Berlin: Springer, 2009. 105-114

*Heshusius, Lous. 'Freeing Ourselves from Objectivity: Managing Subjectivity or Turning Toward a Participatory Mode of Consciousness?' *Educational Researcher* 23 (1994): 15-22.

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.

**Hocking, Brent, Johnna Haskell, and Warren Linds, eds. *Unfolding Bodymind: Exploring Possibility through Education*. Brandon, VT: Foundation for Educational Renewal, 2001.

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.'

Hogan, Monika, J. 'Making Contact: Teaching, Bodies, and the Ethics of Multiculturalism.' *Review of Education Pedagogy and Cultural Studies* 28.3-4 (2006): 355-366.

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

Hope, S. 'Embodied Knowledge and Disembodied Ignorance: A Reflection on the 'Ways of Knowing' Conference. Embodiment and Teaching and Learning in Anthropology.' *Anthropology in Action* 12.2 (2005): 75-76.

Horn, J., and D. Wilburn. 'The Embodiment of Learning.' *Educational Philosophy and Theory* 37.5 (2005): 745-760.

An introduction to the philosophy and science of embodied learning.

Houwer, Rebecca. 'Restorative Learning, Restorative Living: Poetic Inquiry As Embodied Ecology.' MA thesis. McGill University, 2006.

Izquierdo, Eduardo J. 'The dynamics of learning behaviour: A situated, embodied, and dynamic systems approach.' PhD thesis. Sussex University, 2008

Johnson, Michael. 'Poetry in Motion: Kinaesthetic Effects in Twentieth-Century Poems.' PhD thesis. University of Nottingham, 1992.

Johnston, Sally Naylor. 'Metaphoric Process and the Agency of Embodied Learners: A Postmodern Re-Imagining of Learning Process Using an Ethic of Care Methodological Model.' Ed.D Thesis. Richmond, USA: Presbyterian School of Christian Education, 1994.

Jones, J.L. 'Performance ethnography: The role of embodiment in cultural authenticity.' *Theatre Topics* 12.1 (2002): 1-15.

*Jordon, Sherry. *Embodied Pedagogy: the Body and Teaching Theology*. Blackwell Publishers Ltd., 2001.

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.

Kazan, Tina. "Braving the Body: Embodiment and (Cyber)Texts." *Brave New Classrooms: Educational Democracy and the Internet*. Ed. Joe Lockard and Mark Pegrum. New York: Peter Lang, 2007.

*Kazan, Tina. 'Dancing Bodies in the Classroom: Moving toward an Embodied Pedagogy.' *Pedagogy* 5.3 (2005): 379-408.

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

*Kazan, Tina. 'Teaching the Student Body: Towards an Embodied Pedagogy.' PhD thesis. University of Illinois, 2001.

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.

*Kelly, Suzanne M. "The Sensuous Classroom: Focusing on the Embodiment of Learning." *Chronicle of Higher Education*, July 25 2008. 25 April 2010. <<http://chronicle.com/article/The-Sensuous-Classroom-/20393>>

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

Kentel, Jeanne Adele, and Teresa M. Dobson. 'Beyond Myopic Visions of Education: Revisiting Movement Literacy.' *Physical Education and Sport Pedagogy* 12.2 (2007): 145-162.

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.

Kerka, Sandra. 'Somatic/Embodied Learning and Adult Education. Trends and Issues Alert.' *ERIC Clearinghouse on Adult, Career, and Vocational Education*. Columbus, OH: 2002. 10 May 2010 <<http://www.ericacve.org/pubs.asp,2002>>

Kincheloe, Joe L., ed. *Multiple Intelligences Reconsidered*. New York, NY: Peter Lang, 2004.

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.'

Laban, Rudolph. *A Vision of Dynamic Space*. Comp. Lisa Ullmann. London: Taylor and Francis, 1984.

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

*Leavy, Patricia. *Method Meets Art: Arts-based Research Practice*. New York: Guildford Press, 2009.

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.

Leledaki, Aspasia. 'Inner and Outer Journeys: A Qualitative Life History of Modern Yoga and Meditation as Body-Self-Transforming Pedagogies.' PhD thesis. University of Exeter, 2007.

*Lengel, Traci and M Kuczala. *The Kinesthetic Classroom: Teaching and Learning through Movement*. Thousand Oaks: Corwin Press, 2010.

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.

Louis, Ross 'Performing English, Performing Bodies: A Case for Critical Performative Language Pedagogy.' *Text and Performance Quarterly* 25: 4 (2005): 334-353.

Lovesy, S. 'Performing an essay.' *NJ (Drama Australia Journal)* 26.2 (2002): 83-91.

**Madison, D. Soyini. 'Performing Theory/Embodied Writing.' *Opening Acts: performance in/as communication and cultural studies*. Ed. Judith Hamera. Thousand Oaks, Calif: SAGE Publications inc., 2006. 243-267.

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

Maivorsdotter, N., and S. Lundvall. 'Aesthetic experience as an aspect of embodied learning: stories from physical education student teachers.' *Sport Education and Society* 14.3 (2009): 265-279.

Matthews, J. C. 'Somatic Knowing and Education.' *Educational Forum* 62.3 (1998): 236-42.

**McClelland, J. K. Dahlberg, K., and J. Plihal. 'Learning in the Ivory Tower: Students' Embodied Experience.' *College Teaching* 50.1: (2002): 408.

How do university students experience their bodies when learning?

*McLaren, L. 'Schooling the Postmodern Body: Critical Pedagogy and the Politics of Enfleshment.' *Postmodernism, Feminism, and Cultural Politics: Redrawing Educational Boundaries*. Ed. Henry Giroux. Albany, SUNY P, 1991.

**McWilliam, Erica, and Peter G. Taylor, eds. *Pedagogy, Technology, and the Body*. New York: Peter Lang, 1996.

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.'

Melander, Helen. 'Trajectories of Learning: Embodied Interaction in Change.'
Sweden: Uppsala Universitet, 2009.

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

*Merleau-Ponty, M. *The Phenomenology of Perception*. London: Routledge and Kegan Paul, 1962.

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

*Michelson, Elana. 'Re-remembering: The Return of the Body to Experiential Learning.' *Adult Studies in Continuing Education* 20.2 (1998): 217-33.

Morris, G. '(No)bodies Learning: Embodiment, Experience and Literacy Education.'
Australian Literacy Annual Conference. University of Melbourne. January 2000.

Myers, Eleanor. 'Addressing the Problem of Dyslexia.' *Wisconsin Vocational Educator* 13.3 (1989): 10, 17.

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

*Nemirovsky, R, and C. Rasmussen. 'A case study of how kinaesthetic experiences can participate in and transfer work with equations.' *Proceeding of the 29th Conference of the International Group for the Psychology of Mathematics Education, Vol 4*. Ed. H.L. Chick and J.L. Vincent. Melbourne: Department of Science and Mathematics Education, University of Melbourne, 2005. 9-16.

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

*Nespor, J. *Knowledge in Motion: Space, Time, and Curriculum in Undergraduate Physics and Management*. London: Falmer Press, 1994.

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.

Nisbet, A. 'Singing teachers talk too much.' *Reimagining Practice: researching Change*, Vol. 3. Ed. B. Bartlett, F. Bryer, and D. Roebuck. Brisbane: School of Cognition, Language and Special Education, Griffith University, 2003. 9-17.

**O'Farrell, Clare, Daphne Meadmore, Erica McWilliam, and Colin Symes, eds. *Taught Bodies*. New York: Peter Lang, 2000.

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.'*

O'Loughlin, M. 'Paying Attention to Bodies in Education: Theoretical Resources and Practical Suggestions.' *Education Philosophy and Theory* 30. 3 (1998): 275-98.

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

Patterson, Marilyn Nikimaa. *Every Body Can Learn: Engaging the Bodily-kinaesthetic Intelligence in the Everyday Classroom*. Tucson Arizona: Zephyr Press, 1997.

Payne, Phillip G., and Brian Wattchow. 'Phenomenological Deconstruction, Slow Pedagogy, and the Corporeal Turn in Wild Environmental/Outdoor Education.' *Canadian Journal of Environmental Education* 14.1 (2009):15-32.

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

Probyn, Elspeth. "Teaching Bodies: Affects in the Classroom." *Body & Society* 10. 4 (2004): 21-43.

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.

Ritchie, K.A. 'Embodied connection: locating and naming body in flexible learning contexts.' PhD thesis. Armidale NSW: University of New England, 2004.

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

Robbins, Philip, and Murat Aydede, eds. *The Cambridge Handbook of Situated Cognition*. Cambridge: Cambridge University Press, 2009.

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.'

Rouhiainen, Leena. 'Somatic dance as a means of cultivating ethically embodied subjects.' *Research in Dance Education* 9.3 (2008): 241-256.

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

Rue, Victoria. 'Bodied Knowledge: Theatre as a Pedagogical Tool.' *The Arts in Religious and Theological Studies* 15:1 (2003).

*Santoianni, Flavia and Claudia Sabatano. *Brain Development in Learning Environments: Embodied and Perceptual Advancements*. Newcastle-upon-Tyne: Cambridge Scholars Pub., 2007.

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.

Schuyler, K.G. 'Increasing Leadership Integrity through Mind Training and Embodied Learning.' *Consulting Psychology Journal* 62.1 (2010): 21-38.

Sellers-Young, Barbara. 'Somatic Processes: Convergence of Theory and Practice.' *Theatre Topics* 8.2 (1998): 173-87.

Sellers-Young, Barbara. *Teaching Personality with Gracefulness: Transmission of Japanese Cultural Values Through Traditional Dance Theatre*. Lanham, MD: UP of America, 1993.

**Shapiro, S.B. *Pedagogy and the Politics of the Body: a critical praxis*. New York: Garland Publishing, 1999.

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'.

*Shapiro, Sherry. 'Re-membering the body in critical pedagogy.' *Education & Society* 12.1 (1994): 61-79.

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

*Shusterman, R. 'Thinking Through the Body, Educating for the Humanities: A Plea for Somaesthetics.' *The Journal of Aesthetic Education* 40.1 (2006): 1-21.

Simons, J. 'Dramatic art, ambiguity and recruiting difference.' *NADIE Journal* 22.1 (1998): 69-73.

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

- *Spina, Stephanie Urso. 'Student Bodies as Bodies of Knowledge: Moving beyond Cartesian Pedagogy.' *Arts and Learning Research* 16.1 (1999-2000): 96-99.

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.

- *Springgay, Stephanie. *Body Knowledge and Curriculum: Pedagogies of Touch in Youth and Visual Culture*. New York: Peter Lang, 2008.

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.

- **Steels, Luc, and Mario Tokoro. *A Learning Zone of One's Own: Sharing Representations and Flow in Collaborative Learning Environments*. IOS Press, 2004.

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

http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&PT=sl&X=getdoc&Lev1=pub_c06_07&Lev2=c05_storer>

Strathern, A.J. *Body Thoughts*. Ann Arbor, MI: University of Michigan Press, 1996.

A consideration of the body through philosophy and ethnography.

Sumara, D. J. 'Heteronormativity limits learning: toward a theory of embodied engagement.' *Journal of Gay and Lesbian Issues in Education*. (In Press).

Todd, S. *Learning Desire: Perspectives on Pedagogy, Culture, and the Unsaid*. New York: Routledge, 1997.

Varela, Francisco J., Evan Thompson, and Eleanor Rosch. *The Embodied Mind: Cognitive Science and Human Experience*. Cambridge, Mass.; London: MIT Press, 1991.

Walling, Donovan R. *Teaching Writing to Visual, Auditory, and Kinaesthetic learners*. Thousand Oaks, Calif: Corwin press, 2006.

*Warren, John T. 'The Body Politic: Performance, Pedagogy and the Power of Enfleshment.' *Text and Performance Quarterly* 19 (1999): 257-66.

Watkins, Megan. 'Disparate Bodies: The Role of the Teacher in Contemporary Pedagogic Practice.' *British Journal of Sociology of Education* 28.6. (2007): 767-781.

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

*Watson, A. 'Dance and Mathematics: engaging senses in learning.' *Australian Senior Mathematics Journal* 19.1 (2005): 16-23.

Kinaesthetic methods in the teaching of curriculum mathematics.

*Wattchow, Brian, Geraldine Burke, and Amy Cutter Mackenzie. 'Environment, place and social ecology in educational practice.' *AARE 2008 International education research conference: Brisbane Papers Collection: (Conference of the Australian Association for Research in Education, 20 November – 4 December 2008)*. Comp. P. L. Jeffrey. Melbourne: Australian Association for research in Education, 2008. 29 April 2010 <<http://www.aare.edu.au/08pap/wat081118.pdf>>

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

Weiss, R. P. 'The Mind-Body Connection in Learning.' *T + D* 55.9 (2001): 61-7.

*Wood, Karen. "Mathematics through Movement: An Investigation of the Links between Kinaesthetic and Conceptual Learning." *Australian Primary Mathematics Classroom* 13. 1 (2008): 18-22.

Woodard, Kathryn. 'Recovering disembodied spirits: teaching movement to musicians.' *British Journal of Music Education* 26.2 (2009): 153-172.

*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.

Wright, D. 'Embodied Learning. Approaching the experience of the body in drama education.' *NADIE Journal* 22.2 (1998): 87-95.

Building on the work of Howard Gardner and Augusto Boal this article explores the relation between physical experience, language and learning.

*Wright, D. 'Embodied Learning and drama education.' *The State of our Art: NSW Perspectives in Educational Drama*. Ed. C. Hatton, and M. Anderson. Sydney: Currency Press and Educational Drama Association of New South Wales. 2004. 77-89.

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.

*Wright, D. 'Reflecting on the Body in Drama Education.' *Applied Theatre Researcher* 6. (2005). 15 May 2010
<http://www.griffith.edu.au/_data/assets/pdf_file/0010/54946/reflecting-body.pdf>

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.

Yuasa, Yasuo. *The Body, Self-Cultivation and Ki-Energy*. Trans. Shigenori Nagatomo and Monte S. Hull. New York: State U of New York P, 1993.

Zimmerman, Virginia. 'Moving Poems: Kinesthetic Learning in the Literature Classroom.' *Pedagogy* 2.3 (2002): 409-12.

An example of kinaesthetic/embodied learning in the literature classroom.

Learning through Affect

Bailin, Sharon. 'Theatre, drama education and the role of the aesthetic.' *Journal of Curriculum Studies* 25.5 (1993): 423-432.

Beard, Colin, Sue Clegg, and Karen Smith. 'Acknowledging the Affective in Higher Education.' *British Journal of Educational Research* 32.2 (2007): 235-252.

Boler, M. 'Disciplined emotions: Philosophies of educated feelings.' *Educational Theory* 47 (1997): 203-238.

Bowden, John and Pamela Green, eds. *Doing Developmental Phenomenography*. Melbourne, Victoria: RMIT University Press, 2005.

Brew, A. 'Conceptions of Research: a Phenomenographic Study.' *Studies in Higher Education* 26.3 (2001): 271-285.

Cousin, G. 'Threshold Concepts, Troublesome Knowledge and Emotional Capital.' *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. Ed. J. Meyer and R. Land. Abingdon: Routledge, 2006. 134-47.

Csordas, Thomas. J, ed. *Embodiment and Experience: The Existential Ground of Culture and Self*. Cambridge: Cambridge University Press, 1994.

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

Entwistle, Noel. "Introduction: Phenomenography in Higher Education." *Higher Education Research and Development* 16. 2 (1997): 127-58.

*Knight, Diop Michelle, and Heather, A. Oesterreich. 'Pedagogical Possibilities: Engaging Cultural Rules of Emotion.' *Teachers College Record* 111.11 (2009) 2678-2704.

The creation of an emotionally challenging 'third space' in education.

*Liston, Daniel and Jim Garrison, eds. *Teaching, Learning, and Loving: Reclaiming Passion in Educational Practice*. New York; London: RoutledgeFalmer, 2004.

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

Magliola, Robert. R. *Phenomenology and Literature: An Introduction*. West Lafayette, IN: Purdue University Press, 1977.

McLean, J. 'An Aesthetic Framework in Drama: Issues and implications.' *NADIE Research Monograph Series No 2*. Brisbane: NADIE, 1996

*Mortiboys, Alan. *Teaching with Emotional Intelligence: A Step-by-Step Guide for Further and Higher Education Professionals*. London: Routledge, 2005.

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

*Race, Philip. 'Never Mind the Teaching Feel the Learning.' *SEDA paper*, 80. Birmingham: SEDA, 1993.

*Schutz, Paul A., and Reinhard Pekrun, eds. *Emotion in Education*. Amsterdam; Boston: Elsevier Academic Press, 2007.

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

contributions include: Paul A. Schutz and Reinhard Pekrun 'Introduction to emotion in education;' Monique Boekaerts *'Understanding students' affective processes in the classroom;'* Michalinos Zembylas *'The power and politics of emotions in teaching;'* Reinhard Pekrun and Paul A. Schutz *'Where do we go from here? implications and future directions for inquiry on emotions in education.'*

Trigwell, K., M. Prosser and P. Ginns. 'Phenomenographic pedagogy and a revised approaches to teaching inventory.' *Higher Education Research and Development* 24.4 (2005): 349-360.

'Applied Theatre' Pedagogy

Alexander, Bryant K. 'Moving Toward a Critical Poetic Response.' *Theatre Topics* 9 (1999): 107-25.

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.

**Alexander, Bryant K., Gary L. Anderson, and Bernardo P. Gallegos, eds.

Performance Theories in Education: Power, Pedagogy, and the Politics of Identity. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.

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.'

*Andersen, Christopher. 'Learning in 'As-If' Worlds: Cognition in Drama in Education.' *Theory Into Practice* 43. 4 (2004): 281-286.

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.

Appleby, E. 'Mrs Blue Gum, Some Puppets and a Remnant Forest: Towards Sustainability Education through Drama Pedagogy.' *Australian Journal of Environmental Education* 21 (2005): 1-10.

Bailin, Sharon. 'Theatre/drama one more time? Response to Courtney.' *Journal of Curriculum Studies* 25.6 (1993): 511-522.

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

Balachandra, Lakshmi. 'Improvisation and Negotiation, an Introduction.'
Negotiation Journal 21.4 (2005).

*Ballon, Bruce C., Ivan Silver and Donald Fidler. 'Headspace Theater: an innovative Method for Experiential Learning of Psychiatric Symptomatology Using Modified Role-Playing and Improvisational Theatre Techniques.' *Academic Psychiatry*. 31.5 (2007): 380-387.

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*.
Cambridge University Press, 2008.

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

Barker, C. *Theatre Games: A New Approach to Drama Training*. London: Methuen, 1977.

Classic handbook of effective games to play in workshop spaces.

*Basourakos, J. 'Exploring the moral sphere through dramatic art: The role of contemporary Canadian plays in moral pedagogy.' *Canadian Journal of Education* 23.3 (1998): 265-280.

Belliveau, George. 'An alternative Practicum Model for Teaching and Learning.'
Canadian Journal of Education 30.1 (2007): 47-67.

A case study investigating key cognitive and affective learning moments in a drama-based teaching unit at secondary level.

Berry, Cicely. *The Actor and the Text*. London: Virgin Books, 1993.

*Bolton, Gavin. *Drama as Education: an Argument for Placing Drama at the Centre of the Curriculum*. London: Longman, 1984.

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

*Bolton, Gavin. *Selected Writings*. London: Longman, 1987.

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

Bolton, Gavin. *Acting in Classroom Drama*. Staffordshire: Trentham Books, 1998.

*Bolton, G., and D. Heathcote. *Drama for Learning*. Portsmouth, ME: Heinemann, 1995.

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.

Boyd, Michael. 'Building Relationships.' *The Stage*, 2 April 2009.

*Brennan, Ross and Glenn Pearse. 'Educational drama: a tool for promoting marketing learning?' *International Journal of Management Education* 8.1 (2009): 1-9.

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

*Bryon, Experience. 'Interdisciplinarity and Embodied Knowledge: Towards an Active Aesthetic using Integrative Performance Practice.' *Tanz im Musiktheater – Tanz als Musiktheater. Beziehungen von Tanz und Musik im Theater. Bericht über ein internationales Symposium, Hannover 2006.* Ed. Stephanie Schroedter, Thomas Betzwieser, Anno Mungen und Andreas Münzmay. Hanover, 2009.

Bundy, Penny. 'Aesthetic Engagement in the Drama Process.' *Research in Drama Education: The Journal of Applied Theatre and Performance* 8. 2 (2003): 171 – 181.

Bundy, P. 'Pushing the boundaries: reflections on a playbuilding project.' *NJ (Drama Australia Journal)* 23.1 (1999): 61-70.

Burgoyne, Suzanne, Peggy Placier, Mallory Thomas, Sharon Welch, Clyde Ruffin, Lisa Y. Flores, Elif Celebi, Noor Azizan, and Marilyn Miller. 'Interactive Theatre and Self Efficacy.' *New Directions for Teaching and Learning* 111 (2007): 21-26.

An assessment of the instructional impact of 'forum' or interactive theatre.

*Burton, B. 'The act of learning: the drama-theatre continuum in the classroom.' PhD thesis. Bundoora, Victoria: La Trobe University, 1990.

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.

Carroll, J. 'Drama as radical Pedagogy: Agency and Power in the Classroom.' *Teaching Education* 9.1 (1997): 89-90.

*Carrol, J., M. Anderson, and D. Cameron. *Real Players? Drama, Technology and Education*. Stoke on Trent, UK: Trentham Books, 2006.

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

Chan, T.I. 'In their own words: how do students relate drama pedagogy to their learning in curriculum subjects?' *Research in Drama Education* 14.2 (2009): 191-209.

*Chinyowa, K. 'Emerging paradigms for applied drama and theatre practice in African contexts.' *Research in Drama Education* 14.3 (2009): 329-346.

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.

*Chinyowa, K.C, and Merley, J. 'Performing for equity: a university drama outreach project.' *NJ (Drama Australia Journal)* 28.1 (2004): 47-60.

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

Clark, J., W. Dobson, I. Goode, and J. Neelands. *Lessons for the Living: Drama and the Integrated Curriculum*. Newmarket, Ontario: Mayfair Cornerstone, 1997.

*Courtney, Richard. *Drama and Intelligence: A Cognitive Theory*. Montreal: McGill-Queen's University Press, 1990.

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.

Courtney, R. *Play, Drama and Thought*. London: Cassell, 1968.

Courtney, Richard. 'Roles and relationships in educational drama: a response to Bailin.' *Journal of Curriculum Studies* 25.6 (1993): 511-522.

See article by Bailin above.

*Cozart Riggio, Milla, ed. *Teaching Shakespeare Through Performance*. New York: The Modern Languages Association of America, 1999.

Dansick, R. 'From Theatre to Communication: The Application of Theatre Techniques to an Orientation Program for Overseas Students.' PhD thesis. Parkville, Melbourne: University of Melbourne, 1995.

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

Denzin, N. K. 'Pedagogy, performance, and autoethnography.' *Text and Performance Quarterly* 26.4 (2006b): 333-338.

Denzin, Norman K. *Performance Ethnography : Critical Pedagogy and the Politics of Culture*. Thousand Oaks, California, Sage publications, 2003.

A discussion of the 'performance turn' in the study of the humanities.

Denzin, N.K. 'The Politics and Ethics of Performance Pedagogy: Toward a Pedagogy of Hope.' *The Sage Handbook of Performance Studies*. Ed. D.S. Madison and J. Hamera. Thousand Oaks, California: Sage Publications, 2006a. 325-338.

Dolan, Jill. *Geographies of Learning: Theory and Practice, Activism and Performance*. Middleton, CT: Wesleyan University Press, 2001.

*Donelan, K., and H. Cahil, eds. *Melbourne Studies in Education* 43.2 (November, 2002).

A special edition on the growth of drama pedagogy across the teaching curriculum. Includes J O'Toole: 'Drama: The Productive Pedagogy'.

*Doyle, Clar. *Raising Curtains on Education: Drama as a Site for Critical Pedagogy*. Westport, Conn.: Bergin & Garvin, 1993.

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.

Dwyer, Paul. 'Making bodies talk in Forum Theatre.' *Research in Drama Education: The Journal of Applied Theatre* 9.2 (2004): 199-210.

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

*East, Ron. *Moving Images: Experiential Learning and the Physical Theatre*. Floreat, W.A.: Hush School of Mime and Non-Verbal Theatre, 2000.

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.

Egger, Stefan, and Electra Tselikas. 'Educational drama in Austria.' *Research in Drama Education* 4.1 (1999): 94-97.

Eggers, Walter. 'Teaching Drama: A Manifesto.' *Pedagogy* 7.3 (2007): 271.

Esslin, M. *The Field of Drama*. London: Methuen, 1987.

*Even, Susanne. 'Moving in(to) Imaginary Worlds: Drama Pedagogy for Foreign Language Teaching and Learning.' *Unterrichtspraxis Teaching German* 41.2 (2008): 161-170.

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

*Fitzgibbon, E. 'Time to grow up: The challenges facing TIE.' *NADIE Journal* 19.1 (1995): 57-63.

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

Fox, J. *Acts of Service: Spontaneity, Commitment, Tradition in the Nonscripted Theatre*. New York: New Paltz, Tusitala, 1994.

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?

Freeman, Gregory D., Kathleen Sullivan, and C. Ray Fulton. 'Effects of Creative Drama on Self-Concept, Social Skills, and Problem Behaviour.' *The Journal of Educational Research* 96.3 (2003): 131-138.

Garioian, C.R. *Performing Pedagogy: Toward an Art of Politics*. Albany: SUNY Press, 1999.

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.

Haseman, B. 'Uncertain Truths. Facing Palliative Care Through Drama.'
Drama for Life: Stories of Adult Learning and Empowerment. Ed. J.O'Toole and M. Lepp. Brisbane: Playlab Press, 2000.

Haseman, B. 'Cooking drama and drama education in the global kitchen.' *NJ (Journal of Drama Australia)* 28.2 (2004): 15-24.

Joychild, F, and O'Connor, Peter. *Human Resources Practices Manual: Harassment and Discrimination*. Wellington: Brookers, 1998.

Hatton, C. 'Exploring the 'potential space' of drama in the secondary classroom.'
The State of Our Art: NSW Perspectives in Educational Drama. Ed. C. Hatton and M. Anderson. Sydney: Currency Press and Educational Drama Association of New South Wales. Series: State of the Art, 2004.

Hellier-Tinoco, Ruth. 'Becoming-in-the-world-with-others: Inter-Act Theatre Workshop.' *Research in Drama Education: The Journal of Applied Theatre and Performance* 10: 2 (2005): 159 -173

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.

Hornbrook, David. *Education and Dramatic Art*. London: Routledge, 1998.

Hornbrook, David. 'No more gurus: the arts and educational drama.' *2D* 6.2 (1987): 15-21.

Howard, Leigh Anne. 'Speaking theatre/doing pedagogy: re-visiting theatre of the oppressed.' *Communication Education* 53.3 (2004): 217-233.

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

Jackson, A., ed. *Learning Through Theatre: New Perspectives on Theatre in Education*. 2nd ed. London: Routledge, 1993.

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

Jackson, A. *Theatre, Education & the Making of Meanings*. Manchester University Press, 2007.

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

Jackson, A. 'The centrality of the aesthetic in educational theatre.' *NJ (Drama Australia Journal)* 23.2 (1999): 51-64.

Jackson, J.K. "The eyes/eyes have it': reconciliation through scaffolded original performance (ScOPe).' *Lifelong Learning and the Democratic Imagination: Revisioning Justice, Freedom and Community*. Ed. P. Willis and P. Carden. Flaxton Qld: Post Pressed, 2004. 431-451.

Johnson, L., and C. O'Neill, eds. *Collected Writings on Education and Drama: Dorothy Heathcote*. USA: Northwestern University Press, 1991.

Dorothy Heathcote's influential accounts of her interdisciplinary practice.

Lovesy, S.C. *Drama Education Secondary School Playbuilding: Enhancing Imagination and Creativity in Group Playbuilding through Kinaesthetic Teaching and Learning*. Werrington, NSW: University of Western Sydney, 2003.

Mackey, Sally and Nicholas Whybrow. 'Taking place: some reflections on site, performance and community.' *Research in Drama Education* 12.1 (2007): 1-14.

*Madison, D. Solyini, and Judith Hamera, eds. *The SAGE Handbook of Performance Studies*. Thousand Oaks, Calif: SAGE Publications inc., 2006.

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.' *Independence* 28.1 (2003): 31-34, 36-39.

Martin, Randy. *Performance as Political Act: The Embodied Self*. Westport, Conn., Bergin & Garvey, 1990.

Miller, Carole, and Juliana Saxton. 'A complicated tangle of circumstances' *Research in Drama Education* 14.4 (2009) 545-560.

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

McAuley, Gay. *Space and Performance: Making Meaning in the Theatre*. Ann Arbor: University of Michigan Press, 1999.

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.

McKenzie, J. *Perform or Else: From Discipline to Performance*. London: Routledge, 2001.

Mooney, M. 'Experientially drama.' *NADIE Journal* 15.2 (1991): 7-8.

Examines how to structure a flexible drama experience.

*Morgan, Wendy, and Erica McWilliam. 'Keeping an Untidy House: A Disjointed Paper About Academic Space, Work and Bodies.' *After Postmodernism: Education, Politics and Identity*. Ed. Richard Smith and Philip Wexler. Bristol: The Falmer Press. 1995. 112-127.

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?

Neelands, Jonathan. "Acting together: ensemble as a democratic process in art and life." *RiDE: The Journal of Applied Theatre and Performance* 14.2 (2009): 173-189.

*Neelands, Jonathan. 'The art of togetherness: reflections on some essential artistic and pedagogic qualities of drama curricula.' *Drama Australia Journal* 33.1 (2009): 9-18.

Neelands, Jonathan. 'Miracles are Happening: Beyond the Rhetoric of Transformation in the Western Traditions of Drama Education.' *Research in Drama Education* 9.1 (2004): 47-56.

Neelands, Jonathan. *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama*. Ed. Terry Goode. Cambridge: Cambridge University Press, 1993.

*Neelands, Jonathan. 'Three Theatres Waiting: Architectural Space and performance Traditions.' *Drama and Theatre in Education: The Research of Practice, the Practice of Research*. Ed. Juliana Saxton, and Carole Miller. National Association for Drama in Education, 1998. 190.

Neelands, Jonathan. *Using Drama as a Medium of Instruction*. Tokyo: Bansei Shobo Publications, 2009.

Nelson, B. 'Opening Doors: drama as culturally relevant pedagogy.' *NJ (Drama Australia Journal)* 29.1, (2005): 50-61.

*Nicholson, Helen. *Applied Drama: the Gift of Theatre*. Basingstoke and New York: Palgrave Macmillan, 2006.

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).

Nicholson, Helen. 'Performative Acts: drama, education and gender.' *NADIE Journal* 19.1 (1995): 27-37.

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

Nicholson, Helen. 'Aesthetic values, drama education and the politics of difference.' *NJ (Drama Australia Journal)* 23.2 (1999): 91-100.

Norman, J. 'Brain right drama.' *Drama: the Journal of National Drama* 6.2 (1999): 8-13.

Norman, R. 'Power as Pedagogy: the Potent Possibilities in Drama Education.' *English Quarterly* 34.1/2 (2002): 69-74.

Norris, J. 'Drama as Research: Realising the potential of drama in education as a research methodology.' *Youth Theatre Journal* 14 (2000) 40-51.

O'Connor, Peter. 'I'm Not Telling: Using Process Drama to Explore Issues of Sexual Abuse and Disclosure.' *Office of the Police Commissioner*: Wellington, 2007.

O'Neill, C., and A.Lambert. *Drama structures*. London: Hutchison, 1982.

O'Neill, C. *Drama worlds: a framework for process drama*. Portsmouth, NH: Heinemann, 1995.

O'Toole, J. *The Process of Drama: Negotiating Art and Meaning*. London: Routledge. 1992.

*O'Toole, J., and K. Donelan, eds. *Drama, Culture and Empowerment: The IDEA Dialogues*. Brisbane: IDEA Publications, 1996.

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.'

*O'Toole, J., and M. Lepp. *Drama For Life: Stories of Adult Learning and Empowerment*. Brisbane: Playlab, 2000.

A collection of case studies exemplifying 'process' or educational drama.

*O'Toole, J., Madonna Stinson, and Tina Moore, eds. *Drama and Curriculum: A Giant at the Door (Landscapes: The Arts, Aesthetics and Education)*. New York, NY: Springer, 2009.

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.

Pedelty, Mark. 'Teaching Anthropology through Performance.' *Anthropology & Education Quarterly* 32.2 (2001): 244-253.

Pillay, Kriben. 'Nondualism: a theoretical and experiential perspective for the practice of educational drama and theatre.' PhD thesis. South Africa: University of Durban-Westville, 2000.

*Pineau, E.L. 'Teaching is Performance: Reconceptualising a Problematic Metaphor.' *American Educational Research Journal* 31 (1994): 3-25.

*Pollock, D. 'Performing Writing.' *The Ends of Performance*. Ed. P. Phelan, and J. Lane. New York: New York University Press, 1998. 73-103.

Porteus, J. 'Glamorous thinking: positioning drama as a means to enhance different thinking purposes.' *NJ (Drama Australia Journal)* 28.2 (2004): 25-29.

*Prendergast, Monica, and Juliana Sexton, eds. *Applied Theatre: International Case Studies and Challenges for Practice*. Bristol, UK: Intellect, 2009.

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.

*Prentki, Tim and Sheila Preston, eds. *The Applied Theatre Reader*. London: Routledge, 2009.

This includes excerpts from theoretical texts (including Chomsky, Bakhtin and Boal) and a series of case-studies presenting applied theatre work in a range of disciplines and cultural situations.

Rasmussen, Bjorn, and S. Khachik, S. 'Mye På Spill (A Lot at Stake) Role-Playing and Student Support: A Challenge to Both Arts and Education.' *Youth Theatre Journal* 14 (2000): 52-63.

**Rasmussen, Bjorn, and Peter Wright. 'The theatre Workshop as Education space: How imagined reality is voiced and conceived.' *International Journal of Education & the Arts* 2.12 (2001) 25 April 2010 <<http://www.ijea.org/v2n2/index.html>>

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.

Rawlins, George, and Jillian Rich. *Look, Listen and Trust: a framework for learning through drama*. Basingstoke: Macmillan Education, 1985.

Rogers, D. P. Frellick, and L. Babinski. 'Staging a study: Performing the personal and professional struggles of beginning teachers.' *Dancing the Data*. Ed. C. Bagley, and M.B. Cancienne. New York: Peter Lang, 2002. 53-69.

Rosen, H. 'The Dramatic Mode.' *Coming to Know*. Ed. P. Salmon. London: Routledge, 1980. 152-168.

Ross, D., and G. Pearce. 'Educational drama in investments management.' *MGSM Working Papers in Management*. Sydney: Macquarie Graduate School of Management, 2006. 29 April 2010 <<http://www.mgsm.edu.au/wps/wcm/connect/internet/root/research/workingpapers/higheredu/wp200603>>

Saldana, Johnny. 'Dramatizing Data: A Primer.' *Qualitative Inquiry* 9.2 (2003): 218-36.

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

Schechner, R., ed. *By Means of Performance. Intercultural Studies of Theatre and Ritual.* London: Routledge, 1990.

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

Schechner, Richard. *Performance Theory.* Rev. ed. London: Routledge, 2003.

Schonmann, S. 'Theatre and drama education: Themes and questions.' *Routledge International Companion to Education.* Ed. S. Brown, M. Ben-Peretz, and R. Moon. London: Routledge, 2000. 944-955.

*Schutzman, M. 'Ambulant Pedagogy.' *The SAGE Handbook of Performance Studies.* Ed. Madison, D. Solyini, and Judith Hamara. Thousand Oaks, Calif: SAGE Publications inc., 2006. 278-295.

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

Schutzman, M. 'Guru clown, or pedagogy of the carnivalesque.' *Theatre Topics* 12.1 (2002): 63-84.

Sargant, Naomi. 'Beyond the pale: attacks the attempt to build a fence between leisure activities and learning.' *Times Educational Supplement* 3925 (1991): 20.

*Shosh, Joseph M. 'Wrighting: Crafting Critical Literacy through Drama.' *The English Journal* 95.1 (2005): 69-74.

Stucky, Nathan. 'Fieldwork in the Performance Studies Classroom: Learning Objectives and the Activist Curriculum.' *The SAGE Handbook of Performance Studies*. Ed. D. Solyini Madison, and Judith Hamera. Thousand Oaks, Calif: SAGE Publications inc., 2006. 261-277.

**Stucky, Nathan, and Cynthia Wimmer, eds. *Teaching Performance Studies*. Carbondale: Southern Illinois University Press, 2002.

An edited collection of essays which incorporates the cultural, physical and scientific justifications for using performance in the classroom. Key essays include: Michelle Kisliuk 'Poetics and politics of practice : experience, embodiment, and the engagement of scholarship;' Judith Hamera 'Performance studies, pedagogy, and bodies in/as the classroom;' *Nathan Stucky 'Deep embodiment : the epistemology of natural performance;'* Phillip B. Zarrilli 'Action, structure, task, and emotion : theories of acting, emotion, and performer training from a performance studies perspective;' *and Michael S. Bowman & Ruth Laurion Bowman 'Performing the mystery : a textshop in autoperformance.'*

Taylor, Philip. *Applied Theatre: Creating transformative encounters in the community*. Portsmouth, N.H.: Heinemann, 2003.

*Taylor, Philip. *The Drama Classroom: Action, Reflection, Transformation*. London: Routledge, 2000.

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*

Education: The State of the Art. Ed. W. Michaels. Sydney, NSW: Educational Drama Association, 1993. 89-102.

*Taylor, Philip. *Researching Drama and Arts Education: Paradigms and Possibilities.* London: Falmer Press, 1996.

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 Jonothan Neelands 'Reflections from an Ivory tower: towards an interactive research paradigm.'

Thompson, James. *Applied Theatre. Bewilderment and Beyond.* Oxford: Peter Lang, 2003.

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

*Thompson, James. *Performance affects: applied theatre and the end of effect.* Basingstoke: Palsgrave Macmillan, 2009.

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.

Thompson, W.W. 'Educational performance and the environment.' PhD thesis.

Belfast: Queens University, 1971.

Van Ments, M. *The Effective Use of Role-play*. London: Kogan Page, 1983.

*Vasudevan, Lalitha. 'Performing New Geographies of Literacy Teaching and Learning.' *English Education* 41.4 (2009): 356-374.

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.

Verriour, P. *In role: Teaching and Learning Dramatically*. Ontario, Canada: Rippin Publishing, 1994.

Wagner, B. J. *Dorothy Heathcote: Drama as a Learning Medium*. Washington, D.C.: National Education Association, 1976.

Wagner, Betty J. *Educational Drama and Language Arts: What Research Shows*. Heinemann Drama, 1998.

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

Wagner, B.J. 'Drama as a way of Knowing.' *Drama and Theatre in Education: The Research of Practice, the Practice of Research*. Ed. Juliana Saxton, and Carole Miller. National Association for Drama in Education, 1998. 57-73.

Warren, John. T. 'Editor's Introduction: Performance & Pedagogy.' *Liminalities: A Journal of Performance Studies* 3.1 (2007): 1-4.

Warren, John T. 'Performative Pedagogy, At-Risk Students, and the Basic Course: 14

- Moments in Search of Possibility.' *Basic Communication Course Annual* 15 (2003): 83-116.
- Way, B. *Development Through Drama*. New York: Humanities Press, 1967
- Wells, Trish. *Drama As a Tool for Reflection Understanding and Learning*. Thesis (M.DramaEd.) -- Griffith University, 2007.
- Winston, Joe. 'Between the aesthetic and the ethical: analysing the tension at the heart of Theatre in Education.' *Journal of Moral Education* 34.3 (2005): 309-323.
- A case study considering how theatre engages students ethically.*
- Worthen, W.B. 'Drama, Performativity, and Performance.' *PMLA* 113.5 (1998): 1093-1107.
- Wright, P. 'Playing 'betwixt' and 'between' learning and healing. Playback Theatre for a troubled world.' *The IDEA Dialogues 2001*. Ed. B. Rasmussen, and A. Ostern. Bergen: International Drama Education Association, 2002. 140-149.
- Wright, P. 'Playback Theatre: An investigation into applied theatre and communities of meaning, with specific reference to education and health.' PhD thesis. University of New England, Australia, Armidale, 2002.
- Wright, P. 'Sydney Playback Theatre: Listening, Hearing and Attending.' *Faculty of Education, Health and Professional Studies*. Armidale, University of New England, (Forthcoming).
- Zarrilli, Phillip. *Acting (Re)Considered*. London: Routledge, 1995.
- A book which deals largely with the craft of the actor but which contains some good discussion on embodiment and training.*

Planning HE Spaces

Abramson, P., and E. Burnap. *Space Planning for Institutions of Higher Education*.

Scottsdale, AZ: Council of Educational Facility Planners International, 2006.

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

*Alexi Marmot Associates for the Scottish Funding Council Spaces for Learning. A *Review of Learning Spaces in Further and Higher Education*, 2006. April 25 2010
<www.sfc.ac.uk/information/information_learning/spaces_for_learning.html>

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

Banning, James H., and M.R. Canard. 'The physical environment supports student development.' *Campus Ecologist* 4.1. (1986). May 10 2010
<<http://www.campusecologist.org/cen/v4n1.htm>>

*Barnett, Roland and Temple, Paul. 'Impact on Space of Future Changes in Higher Education.' *UK Higher Education Space Management Project*. March 2006. 25 April 2010 <<http://www.smg.ac.uk/documents/FutureChangesInHE.pdf>
[Accessed 20th September 2009.](#)>

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.'
Journal of Academic Librarianship 33 .1 (2007): 14-26.

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.

Brawn, R. 'From Teaching Spaces to Learning Spaces.' *Interact* (University of Bristol Learning Technology Support Service) 32 (2006): 3-4.

Bronet, Frances and John Schumacher. 'Design in Movement: The Prospects of Interdisciplinary Design.' *Journal of Architectural Education* 53.2 (2006): 97-109.

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

California Postsecondary Education Commission, Sacramento. 'Update on Space and Utilization Policies in Higher Education.' Commission Report 04-13. California Postsecondary Education Commission, 2007. 25 April 2010
<www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED483685>

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

Cannon, R. 'Learning Spaces for Continuing Education.' *Studies in Continuing Education* 7 (1981): 25-40.

**Chism, Nancy Van Note, and D. Bickford, eds. *The Importance of Physical Space in Creating Supportive Learning Environments*. San Francisco: Jossey-Bass, 2002.

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.'

*Clark, H. *Building Education: the role of the physical environment in enhancing teaching and research*. London: Institute of Education, University of London, 2002.

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

Dane, Jo. 'Designing environments that stimulate student-centred learning.' Paper presented at the Tertiary Education Management Conference, Hobart 26-29 September 2004. 25 April 2010

<<http://www.temchobart2004.com/downloads/31DANE.doc>>

*Davis, R., and P. Rogers. 'The technological narrative of a teaching and learning space.' *Exploring Technological Education: solutions to issues in a globalised world*. Vol 1. Ed. H Middleton and M. Pavlova. Nathan, Queensland: Griffith Institute for Educational Research, 2008.

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'.

*Di Leo, Jeffrey R., and Walter R. Jacobs, eds. *If Classrooms Matter: progressive visions of educational environments*. New York: Routledge, 2004.

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.'

Dove, A. 'Effective environments for knowledge and learning.' *Business Information Review* 23 (2006): 196-205.

Eberhard, J. P., and Patoine, B. 'Architecture with the brain in mind.' *Cerebrum* 6 (2004): 71-84.

*Ellsworth, Elizabeth Ann. *Places of Learning: Media, Architecture, Pedagogy*. New York: RoutledgeFalmer, 2005.

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

<<http://www.designshare.com/Research/Schank/Schank1.html>>

Fisher, Kenn. 'A Critical pedagogy of space.' *Critical Pedagogy Networker* 12.3

(1999): 1-7.

Fisher, Kenn. 'Designs for Learning in the Knowledge Age.' *PEB Exchange*, 2.49

(2003): 24-26.

Fisher, K. 'Innovations in Pedagogy, Curriculum and Facilities: The Australian Science and Maths School.' *PEB Exchange*, OECD Paris, 2002.

*Fisher, Kenn. *Linking Pedagogy and Space*. Proposed Planning Principles,

Department of Education and Training [Victoria], 2005. 18 May 2010

<http://www.eduweb.vic.gov.au/edulibrary/public/assetman/bf/Linking_Pedagogy_and_Space.pdf>

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.

*Fisher, Kenn. 'A report on the proceedings of the two seminars on learning

environments in tertiary education held in Brisbane, March 2005 and Christchurch, July 2005.' *Tertiary Education Facilities Management Association (TEFMA)*.

Norton Summit, S. Australia, 2005. 18 May 2010.

<<http://www.tefma.com/infoservices/publications/learning.jsp>>

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.'

*Fisher, Kenn. 'Re-voicing classrooms: a spatial manifesto.' *Forum* 46.1. (2004) 36-38.

Flutter, J. "This place could help you learn': student participation in creating better school environments.' *Educational Review* 58 (2006): 183-93.

Francis-Jones Morehen Thorp. *In the Realm of Learning*. Mulgrave Vic: Images Publishing, 2009.

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

Fraser, Barry J. *The Study of Learning Environments*. Salem, OR: Assessment Research, 1986 Salem, OR: Assessment Research, 1986.

Gale, H. 'Flexible learning needs flexible spaces.' *Interact* (University of Bristol Learning Technology Support Service) 32 (2006): 14-15.

Green, P. 'Spaces of influence: A framework for analysis of an individual's contribution within communities of practice.' *Higher Education Research and Development* 24 (2005): 293-307.

*Herrington, Anthony, and Jan Herrington, eds. *Authentic Learning Environments in Higher Education*. Hershey PA: Information Science Pub., 2006.

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.

Housand, Angela. 'PLATE: Powerful learning and Teaching Environments.'
Understanding Our Gifted 21.4 (2009): 17-19.

Hunley, Sawyer, and Molly Schaller. 'Assessment: The Key to Creating Spaces that Promote Learning.'
EDUCAUSE Review 44.2 (2009): 26-28, 30, 32-34.

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

**Jamieson, Peter. 'Designing More Effective On-campus Teaching and Learning Spaces: A Role for Academic Developers.'
International Journal for Academic Development 8.1 (2003): 119-133.

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.

*Jamieson, Peter, Jo Dane, and Peter C. Lippman. 'Moving beyond the classroom: Accommodating the changing pedagogy of Higher Education.' Refereed Proceedings of 2005 Forum of the Australasian Association for Institutional Research, 2005. 18 May 2010
<<http://www.aair.org.au/Forum2005/Jamieson.pdf>.>

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

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

appropriate teaching and learning spaces.' *Effective teaching and learning conference*. Conference proceedings, 4-5 November 2004. Disc. Ed. G. Crebert, L. Davies, and S. Phillips. Brisbane: Griffith University, University of Queensland, Queensland University of Technology, 2005.

*Jamieson, P, K. Fisher, T. Gilding, P.G. Taylor, and A.C.F. Trevitt. 'Place and Space in the Design of New Learning Environments.' *Higher Education Research and Development* 19.2 (2000): 221-36.

*JISC. *Designing Spaces for Effective Learning: A Guide to 21st Century Learning Space Design*, 2006. 18 May 2010
<www.jisc.ac.uk/media/documents/publications/learningspaces.pdf>

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

Johnson, Chris, and Cyprien Lomas. 'Design of the Learning Space: learning and Design Principles.' *EDUCAUSE Review* 40.4 (2005): 16-28.

*Jorn, Linda, Aimee Whiteside, and Ann Hill Duin. 'PAIR-Up.' *EDUCAUSE Review* 44.2 (2009): 12-15.

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

Jorstad, James. *Innovation in Learning Space Design - Developing Collaborative Opportunities*. Video cassette. University of Wisconsin-La Crosse, Jan 26, 2007. 18 Mat 2010
<<http://edtech-media.uwlax.edu/UWLMediaSite/Viewer/Viewers>>

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

Kenney, D., R. Dumont, and G. Kenney. *Mission and Place: strengthening learning and community through campus design*. Westport, CT: Praeger Publishers, 2006.

Kuh, G., J. Kinzie, J. Schuh, and E. Whitt. *Student Success in College: creating conditions that matter*. San Francisco, CA: Jossey-Bass, 2005.

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).

Lee, J. 'New Buildings Lift Results.' *The Times Educational Supplement*, March 30 2007.

Lippincott, Joan K. 'Learning Spaces: Involving Faculty to Improve Pedagogy.' *EDUCAUSE Review* 44.2 (2009): 16-18.

*Lizzio, A. Wilson, K. and Simons, R. 'University students' perceptions of the learning environment and academic outcomes: implications for theory and practice.' *Studies in Higher Education* 27 (2002): 27-52.

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

Long, Phillip, D., and Richard Holeton. 'Signposts of the Revolution? What We Talk about when we talk about Learning Spaces.' *EDUCAUSE Review* 44.2 (2009): 36-38.

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.

Loughlin, C. 'Understanding the learning environment.' *The Elementary School Journal* 78 (1977): 124-31.

McIntyre, Chuck. 'Innovative Capital Planning.' *Journal of Applied Research in the Community College* 10.2 (2003): 149-159.

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

MacPhee, Larry. 'Learning Spaces: A Tutorial.' *EDUCAUSE Quarterly* 32.1 (2009): 14.

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

Malone, Sara. 'Innovative Alternatives in Learning Environments.' CAE Fall Conference Proceedings, Amsterdam, 2000. 18 May 2010
<http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/24/55.pdf>

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Martin, Frank Edgerton. 'Declaring War on the Ivory Tower.' *Landscape Architecture* 91.7 (2001): 48, 50-52.

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

Corte. *Powerful Learning Environments: Unravelling Basic Components and Dimensions*. Amsterdam: Pergamon, 2003.

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.'

Monahan, T. 'Built Pedagogies & Technology Practices: Designing for Participatory Learning.' 2000. 18 May 2010

<<http://www.torinmonahan.com/papers/pdc2000.pdf>>

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

Nair, C.S., and D.L Fisher. 'A learning environment study of tertiary classrooms.' *Proceedings: Western Australian Institute for Educational Research Forum*. Perth: Murdoch University, 1999.

Narum, J. 'Science spaces for students of the 21st century.' *Change: The Magazine of Higher Learning* 36.5 (2004): 8.

National Clearinghouse of Educational Facilities (NCEF). *Resource Lists*. 18 May 2010

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

Newman, Mark A. 'Aesthetically Inclined.' *Facilities Design and Management* 21.4 (2002): 18-21.

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

Newton-Clare. 'Disciplinary Dilemmas: learning space as a discussion between designers and educators.' *Critical and Creative Thinking* 17.2 (2009) 7-37.

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

Pasalar, Celen. 'The Effects of Spatial Layouts on Students' Interactions in Middle Schools Multiple Case Analysis.' PhD thesis. North Carolina State University, 2003. 18 May 2010 <<http://www.lib.ncsu.edu/theses/available/etd-01092004-070920/unrestricted/etd.pdf>>

*Radloff, P. 'Do we treat time and space seriously enough in teaching and learning?' *Teaching and Learning in Changing Times*. Proceedings of the 7th Annual Teaching Learning Forum, the University of Western Australia, February 1998. Ed. B. Black and N. Stanley. Perth: UWA. 1998. 25 April 2010 <<http://otl.curtin.edu.au/tlf/tlf1998/radloff-p.html>>

*Radloff, P. 'If we have to situate learning for students to remember anything, won't that change our universities beyond recognition?' *Teaching in the Disciplines / Learning in Context*. Proceedings of the 8th Annual Teaching Learning Forum, the University of Western Australia, February 1999. Ed. K. Martin, N. Stanley and N. Davison Perth: UWA, 1999. 25 April 2010 <<http://otl.curtin.edu.au/tlf/tlf1999/radloff.html>>

Savin-Baden, M. *Learning Spaces: Creating Opportunities for Knowledge Creation in Academic Life*. New York: McGraw Hill/Society for Research into Higher Education, 2008.

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

Scott-Webber, L. *In Sync: environmental behavior research and the design of learning spaces*. Ann Arbor, MI: The Society for College and University Planning, 2004.

Smith, Angela. 'Liminality in Building Schools: researching the borderlands.' British Educational Research Association New Researchers/Student Conference, University of Warwick, 6 September 2006. 14

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.

SMP. *UK higher education space management project: promoting space efficiency in building design*. Bristol: Higher Education Funding Council for England. 2006a.

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Somerset, S. 'Investing in a learning landscape.' *Interact (University of Bristol Learning Technology Support Service)* 32 (2006): 4-5.

Strange, C. and J.Banning. *Educating by Design: creating campus learning environments that work*. San Fransisco: Jossey-Bass, 2001.

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."
Syllabus 16. 2 (2002): 12-14,16-17.

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

*Temple, Paul. *Learning Spaces for the 21st Century: A Review of the Literature*.
Report for the Higher Education Academy, 2007. 18 May 2010
<http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/Learning_spaces_v3.pdf>

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

Temple, Paul, and Ronald Barnett. "Higher Education Space: Future Directions."
Planning for Higher Education 36. 1 (2007): 5-15.

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

Tom, Jim; K. Voss, and C. Scheetz. 'The Space is the Message: First Assessment of a Learning Studio.' *Educause Quarterly* 2 (2008): 42-52
25 April 2010 <<http://net.educause.edu/ir/library/pdf/EQM0825.pdf>>

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*

77.4. (1991): 11-15.

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

Wilks-Susan. 'Observing the transformation of pedagogies and spaces.' *Critical and Creative Thinking* 17.2 (2009): 29-57.

Zandviliet, D., and Fraser, B. 'Physical and psychosocial environments associated with networked classrooms.' *Learning Environments Research* 8 (2005): 1-17.

Zvacek, Susan, and Scott Walter. *High-Velocity Change: Creating Collaborative Learning Environments*. Boulder, CO: Educause, 2005. 25 April 2010
<<http://www.educause.edu/ECAR/HighVelocityChangeCreatingColl/157548>>

Using Open Spaces in Education

*Archer, Arlene. "The Place Is Suffering': Enabling Dialogue between Students' Discourses and Academic Literacy Conventions in Engineering.' *English for Specific Purposes* 27.3 (2008): 255-266.

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

Arnot, Christopher. 'Out of the Comfort Zone.' *Guardian Education* 16 October 2007.

*Australian Universities Teaching Committee. *Report Outcomes on University and Staff Developments (UTSD)*, 1995. 15 Mat 2010 <<http://nla.gov.au/nla.arc-52671>>

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

*Best, Brin, and Will Thomas. *The Creative Teaching & Learning Resource Book*. New York: Continuum International Publishing Group, 2008.

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

Boden, Margaret A., ed. *Dimensions of Creativity*. MIT Press: Cambridge MA, 1996.

*Boyes, Karen. *Creating an Effective Learning Environment*. Moorabin, Vic: Hawker Brownlow, 2003.

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

Brawn, R. 'From teaching spaces to learning spaces.' *Interact* (University of Bristol Learning Technology Support Service) 32 (2006): 3-4.

Brown, J.S., A. Collins, and P. Duguid. 'Situated cognition and the culture of learning.' *Educational researcher* 18.1 (1989): 32-42

*Brown, Raymond, and Peter Renshaw. 'Positioning Students as Actors and Authors: A Chronotopic Analysis of Collaborative Learning Activities.' *Mind Culture and Activity* 13.3 (2006): 247-259.

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.

Campion, H. 'Use of Space in 21st Century Education Culture.' *Forum* 456.1 (2004): 39-40.

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.

Cannon, R.A. 'Learning Environment.' *Encyclopaedia of Educational Media Communications and Technology*. New York: Greenwood Press. 1988. 342-358.

Cary, Lisa J. *Curriculum Spaces: discourse, postmodern theory and educational research*. New York; Oxford: Peter Lang, 2007.

A discussion of the epistemological 'spaces' in the contemporary learning curriculum.

Clark, J.. R. Harrison, F. Reeve., and R. Edwards. 'Assembling spaces: the question of 'place' in further education.' *Discourse* 23.3. (2002): 285-297.

Clarke, J.A. 'Students' views of their learning environments and their implications for quality in tertiary teaching.' *Australian Association for Research in Education*, 1994. 25 April 2010 < <http://www.aare.edu.au/abs94.htm#C> >

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.

Clayton, Marlynn K., and Mary Beth Forton. *Classroom Spaces That Work*. Strategies for Teachers Series. Greenfield, MA: Northeast Foundation for Children, 2001.

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.

Cocks, Neil. *Student-centred: education, freedom and the idea of audience*. Ashby-de-la-Zouch: InkerMen, 2009.

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

Crumpler, Thomas P. 'The role of educational drama in the composing processes of young writers.' *Research in Drama Education: The Journal of Applied Theatre and Performance* 10: 3. (2005): 357-363.

Culp, B. 'Management of the Physical Environment in the Classroom and Gymnasium: It's Not That Different.' *Teaching Elementary Physical Education* 17.5 (2005): 13-15.

**Davies, Bronwyn, and Susanne Gannon, eds. *Pedagogical Encounters*. A Book Series of Curriculum Studies. Vol. 33. New York: Peter Lang, 2009

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.

Douglas, D., and R. Gifford. 'Evaluation of the physical classroom by students and professors: A lens model approach.' *Educational Research* 43 (2001): 251-67.

*Entwistle, Noel. "Learning Outcomes and Ways of Thinking Across Contrasting Disciplines and Settings in Higher Education." *Curriculum Journal* 16. 1 (2005): 67-82.

Errington, Edward Peter, ed. *Developing Scenario-based Learning: practical insights for tertiary educators*. Palmerston North, N.Z.: Dunmore Press, 2003.

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.'

**Ferguson, K., and T. Seddon. 'Decentred education: suggestions for framing a socio-spatial research agenda.' *Critical Studies in Education* 48.1. (2007): 111-129.

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.

**Fisher-Yoshida, Beth. Kathy Dee Geller, and Steven A. Schapiro, eds. *Innovations in Transformative Learning: space, culture, & the arts*. New York: Peter Lang, 2009.

An edited collection essays with an emphasis on transformative, creative and embodied learning experiences. Essays include: Martin J. Leahy, and M. Sue Gilly 'Learning in the space between us;' Beth Fisher-Yoshida 'A crucible for transformation: the alchemy of student-centred education for adults at midlife;' and Annabelle Nelson, 'Bodymindfulness for skilful use of self.'

Glass, Samuel. *The Uses and Applications of Learning Technologies in the Modern Classroom: Finding a Common Ground between Kinaesthetic and Theoretical Delivery*. 2003. 25 April 2010

<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.

Greene M. *Landscapes of Learning*. New York: Teachers College Press, 1978.

Guterman, L. 'Space Odyssey.' *The Chronicle of Higher Education* 51 (2004): A12.

Hall, Roger, and Caroline Rowland. 'Shaping learning through space: the case of outdoor management training.' *The Final Frontier: Exploring Spaces in the Education of Adults*. SCUTREA, 29th Annual Conference, 5-7 July 1999. University of Warwick, 1999. 6

Hawthorne, J. 'What About the Tables and Chairs?' *Teaching Forum* (Oxford Brookes University) 50 (2002): 46-7.

Heath, S., and G. Mantle. 'The use of urban open spaces for environmental education.' *Journal of Biological Education* 20.4 (1986): 279-286.

*InQbate. *The Centre of Excellence in Teaching and Learning in Creativity (Universities of Brighton and Sussex)*. Brighton, 2007. 25 April 2010
<<http://www.inqbate.co.uk/content/view/14/106/>>

Jacklin, H. "Discourse, Interaction and Spatial Rhythms: locating pedagogic practice in a material world." *Pedagogy, Culture & Society* 12.3 (2004): 373-398.

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.

Jelmsberg, James R., and Greg S. Goodman, ed. *The Outdoor Classroom: integrating learning and adventure*. Cresskill, N.J./London: Eurospan, 2008.

Jones, Ken. *Interactive Learning Events: a guide for facilitators*. London: Kogen Press, 1988.

Kirk, Roger. *Learning in Action: activities for personal and group development*. Oxford: Basil Blackwell, 1987.

*Kostogriz, A., and B. Doecke. 'Heteroglossic Spaces: Interrogating academic literacies in teacher education.' *Making Spaces Regenerating the Profession*. Ed. Sharynne McLeod. Australian Teacher Education Association, 2004. 167-176.

La Grand, V., and C.E. Mattson. 'Brave New Performance Space: Castaway Pedagogy in the Age of Caliban.' *Christian Scholars Review* 35.4 (2006): 471-492.

**Lambert, Catherine. 'Exploring New Learning and Teaching Spaces.' *Warwick Interactions Journal* 30.2 (2007): 1-6. 25 April 2010
<<http://www2.warwick.ac.uk/services/ldc/resource/interactions/current/ablambert/>>

*Lawson, Romy. 'Creating an Effective Learning Environment in Higher Education.' PhD thesis. Bangor University (Education), 2009.

*Leander, K., & Sheehy, M., eds. *Spatializing Literacy Research*. New York: Peter Lang, 2004.

This is an edited volume which uses theory from Bahktin, 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.'

Lippman, P.C. 'Advancing concepts about activity settings within learning environments.' *CAE Quarterly Newsletter*. AIA Committee on Architecture for Education, Sept. 2003. 25 April 2010
<http://info.aia.org/nwsltr_print.cfm?pagename=cae_a_20031101_lippman>

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*Loi, Daria and Patrick Dillon. 'Adaptive Educational Environments as Creative Spaces.' *Cambridge Journal of Education* 36.3 (2006): 363-681.

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.

Longhurst R. and R. Peace. 'Lecture Theatre to Classroom – feminist geography.' *New Zealand Journal of Geography* 96 (1993): 16-19.

Lutterbie, John. 'Phenomenology and the dramaturgy of space and place.' *Journal of Dramatic Theory and Criticism* 16.1 (2001): 123-30.

*Jankowska, Maja, and Mark Atlay. 'Use of Creative Space in Enhancing Students' Engagement.' *Innovations in Education and Teaching International*. 45.3 (2008): 271-9.

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.

Machemar, Patricia and Pat Crawford. 'Students perceptions of active learning in a large cross-disciplinary classroom.' *Active Learning in HE* 8.1 (2007): 9-30.

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

Martin, Paul. 'Learning and learning spaces for the 21st century.' *Educational Developments* 9.4 (2008): 17-19.

McDermott, A. 'How is play relevant to the teaching and learning of psychotherapy.' *Psychotherapy in Australia* 12.1 (2005): 28-31.

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

McGregor, J. 'Making spaces: teacher workplace topologies.' *Pedagogy, Culture & Society* 11.3. (2003): 353-375.

McGregor, J. 'Spatiality and the Place of the material in Schools.' *Pedagogy, Culture and Society* 12.3. (2004): 347-372.

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

McGregor, J. 'Space, Power and the Classroom.' *Forum* 46.1 (2004): 13-18.

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*McWilliam, Erica and Shane Dawson. 'Teaching for Creativity: Towards Sustainable and Replicable Pedagogical Practice.' *The Journal of Higher Education and Educational Planning* 56.6 (2008): 633-643.

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

*Miller, Janet L. *Creating Spaces and Finding Voices*. New York: State University of New York Press, 1990.

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.

Merrill, Barbara, ed. *The Final Frontier: exploring spaces in the education of adults*. Papers from SCUTREA 29th Annual Conference, University of Warwick, 5-7 July 1999.

**Montgomery, Tim. 'Space matters: Experience of managing static formal learning spaces.' *Active Learning in Higher Education* 9.2 (2008): 122-138.

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.

*Mulcahy, Dianne. 'The Saliency of space for pedagogy and identity in teacher education: problem-based learning as a case in point.' *Pedagogy, Culture and Society* 14.1 (2006): 55-69.

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.

Nespor, J. *Tangled up in school: Politics, space, bodies, and signs in the educational process*. London: Falmer, 1997.

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.

Nilsson, M. 'Creative Pedagogy of Play: The work of Gumilla Lindqvist.' *Mind Culture and Activity* 17.1 (2010): 14-22.

**Oblinger, Diana. 'Leading the Transition from Classrooms to Learning Spaces.' *EDUCAUSE Quarterly* 28.1 (2005): 14-18.

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.

**Oblinger, Diana. G., ed. *Learning Spaces*. Washington DC: Educause, 2006. April 25 2010 <<http://www.educause.edu/LearningSpaces>>

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

Part 1, 'Principles and Practices' contains several significant essays on the social, psychological, somatic and architectural aspects of learning environments. These include: 1. Diana G. Oblinger 'Space as a Change Agent;' 2. Nancy Van Note Chism 'Challenging traditional assumptions and rethinking learning spaces;' 3. W. Ditto, 'Seriously cool places: the future of learning-centred built environments;' 4. Deborah J. Bickford and David J. Wright 'Community: The Hidden Context for Learning;' 5. Cyprien Lomas and Diana G. Oblinger 'Student Practices and Their Impact on Learning Spaces;' 6. Ken A. Graetz 'The Psychology of Learning Environments;' 9. Malcolm Brown and Philip Long 'Trends in Learning Space Design;' 11. Andrew J. Milne 'Designing Blended Learning Space to the Student Experience;' 12 Christopher Johnson 'Sustaining and Supporting Learning Spaces;' 13 Sawyer Hunley and Molly Schaller 'Assessing Learning Spaces.'

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

*Paechter, Carrie *et al.*, eds. *Learning, Space, and Identity*. London: Paul Chaman Pub. In assoc. with the Open University, 2001.

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.

Paechter Carrie, ed, 'Space Identity and Education.' *Pedagogy Culture and Society* 12.3 (2004).

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

*Reichert Powell, Douglas, and John Paul Tassoni, eds. *Composing other Spaces*. Cresskill, NJ: Hampton Press, 2009.

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.'

Richardson, E. *The environment of learning: conflict and understanding in the secondary school*. London: Nelson, 1967.

Robinson, S. 'Maximising the use and quality of teaching space.' *Perspectives: Policy and Practice in Higher Education* 3.1 (1999): 10-15.

Ross, Michaela, Roger Hancock, and Kate Bagnall. 'Pedagogy in a Public Space: Children and Adults Learning Together at Tate Modern.' *FORUM for promoting 3-19 comprehensive education* 46.1 (2004): 24-27.

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

Rudd, Tim et al. 'What if ---: re-imagining learning spaces.' Bristol: Futurelab, 2006.
25 April 2010 <<http://www.futurelab.org.uk/resources/publications-reports-articles/opening-education-reports/Opening-Education-Report128>>

*Sagan, Olivia. 'Playgrounds, studios and hiding places: emotional exchange in creative learning spaces.' *Art Design and Communication in Higher Education* 6.3 (2008): 173-186.

Sefton-Green, Julian. *Creative Learning*. London: Creative Partnerships, 2008.

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

Smith, Alan. *Creative Outdoor Work With Young People*. Lyme Regis: Russell House, 1994.

*Steinberg, S. and J. Kincheloe, eds. *Students as Researchers: creating classrooms that matter*. Falmer Press, London, 1998.

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.

Strine, M.S. 'Of boundaries, borders, and contact zones: Author(iz)ing pedagogical practices.' *Communication Education* 42 (1993): 367-376.

*Sword, H., and M. Leggott. 'The student experience, with variations.' *The Student Experience*. Proceedings of the 32nd HERDSA annual conference, 6-9th July. Ed. H. Wozniak and S. Bartoluzzi. Milperra, NSW: HERDSA, 2009. 407-415.

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

*Takolander, Maria. "'Energetic Space': The Experience of Literature and Learning.' *College Literature* 36.3. (2009): 165-183.

An exploration of the relation between literary aesthetics and pedagogy.

**Taylor, Summer Smith. 'Effects of Studio Space on Teaching and Learning: Preliminary Findings from Two Case Studies.' *Innovative Higher Education* 33.4 (2009): 217-228.

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.

Tom, Jim S. C., Kenneth Voss, and Christopher Scheetz. "The Space Is the Message: First Assessment of a Learning Studio." *EDUCAUSE Quarterly* 31. 2 (2008): 42-52.

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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.

Dittman, Donald R. 'Open Space English Instruction.' *Reading Improvement*, 1974.

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

Fitzsimons, D. 'Possibilities in flexible space - team teaching.' *Journal of Open Education of Queensland* 3.1 (1979).

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

Kaminski, E. 'Working in a flexible space classroom.' *Journal of Open Education Association of Queensland* 2.3. (1978) 19-23.

*King, Colin. *A Space on the Floor: a planned approach to teaching drama.* London: Ward lock educational, 1972.

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

Laslett, A. 'Open Space means change: research and the teacher.' *Opinion*, 8.4 (1979): 24-26.

Leake, John Ben *et al.* 'Excellence at a New Level for Teacher Education.' Paper presented at the Annual meeting of the American Association of Colleges for Teacher Education. Detroit, MI: American Association of Colleges for Teacher Education, 1981.

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.

Martin, Lyn S., and Barbara N. Pavan. 'Current Research on Open Space, Nongrading, Vertical Grouping, and Team Teaching.' *Phi Delta Kappa* 57.5 (1976): 310-315.

Pasnik, Marion. "Furniture - the Great Divider." *School Management*. 16. 5 (1972): 14-15.

The potential for developing undifferentiated learning space.

Open Space Technology

Brigham, Steve. 'Open Space: An Innovative Technique for Participatory Planning.' *Planning for Higher Education* 28.4. (2000): 35-41.

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.

Wang, Ya-huei. 'Open Space Learning Circle and Active Learning in English Communication Class.' *European Journal of Social Sciences* 11.3 (2009): 477-485

Applies Harrison Owen's understanding of 'open-space technology' to English teaching; emphasising dialogism and mobility in the classroom.

Teaching and the 'Third Space'

*Adams, J., B.C. Luitel, E. Alfonso, and P.C. Taylor. 'A cogenerative inquiry using postcolonial theory to envisage culturally inclusive science education.' *Cultural Studies of Science Education* 3.4 (2008): 999-1019.

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

Andreotti, V. 'An Ethical Engagement with the Other: Spivak's ideas on Education.' *Critical Literacy: Theories and Practices* 1.1 (2007): 69-79

Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.

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.

*Brash, Barbel, and Sylvia Warnecke. 'Shedding the Ego: Drama-Based Role-Play and Identity in Distance Language Tuition.' *Language Learning Journal* 37.1 (2009): 99-109.

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?

Craig, A.P. *How Cultural Differences Shape the Reception of Knowledge: a psychology of learning and teaching for democratic societies*. Lewiston, N.Y.: Edwin Mellen Press, 2007.

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.

Fitts, Shanan. "Exploring Third Space in a Dual-Language Setting: Opportunities and Challenges." *Journal of Latinos and Education* 8. 2 (2009): 87-104.

Flessner, Ryan. 'Living in multiple worlds: utilizing third space theory to re-envision pedagogy in the field of teacher education.' Phd thesis. University of Wisconsin-Madison, 2008.

Greenwood, J., and L.A. McCammon. 'The bridge, the trolls and a number of crossings: a foray into the 'third space'.' *NJ (Drama Australia Journal)* 31.1 (2007): 55-68.

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

Greenwood, J. 'Journeys into a third space: a study of how theatre enables us to interpret the emergent space between cultures.' PhD thesis. Nathan, Queensland: Griffith University, 1999.

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.

*Greenwood, Janinka. 'Within a Third Space.' *Research in Drama Education: The Journal of Applied Theatre and Performance* 6: 2 (2001): 193-205.

Hulme, R., D. Cracknell, and A. Owens. 'Learning in third spaces: developing trans-professional understanding through practitioner enquiry.' *Educational Action Research* 17.4 (2009): 537-550.

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

Hunter, Mary Ann. 'Cultivating the art of safe space.' *Research in Drama Education* 13.1 (Feb. 2008): 5-21.

Hunter, Mary Ann. 'Of peace-building and performance: Contact Inc.'s 'third space' of intercultural collaboration.' *Australasian Drama Studies* 47 (2005): 140-158.

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

Ikas, Karin, and Gerhard Wagner, eds. *Communicating in the Third Space*. London/New York: Routledge, 2009.

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.

Kanu, Yatta. *Curriculum As Cultural Practice: Postcolonial Imaginations*. Toronto: University of Toronto Press, 2009.

Kastman, Lee-Ann Marie. 'The Third Space: The Role of Interpretation in the Production of Discourse.' PhD thesis. Iowa State University, 1998.

*Lipka, Jerry, Nancy Sharp, Barbara Adams, and Ferdinand Sharp. 'Creating a Third Space for Authentic Biculturalism: Examples from Math in a Cultural Context.' *Journal of American Indian Education* 46.3 (2007): 94-115.

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.

Mauk, John. 'Academic Third Space: An Emerging Classroom Geography for 21st Century Students.' Paper presented at the Annual Spring Conference of the National Council of Teachers of English, 6-9 March 2002. 25 April 2010 <http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/e1/6f.pdf>

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

McAlpine, Lynn, and Nick Hopwood. "'Third Spaces': A Useful Developmental Lens?' *International Journal for Academic Development* 14.2 (2009): 159-162.

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

McCarroll, Meredith. 'Exploring a Space for Social Change: The Imbrication of Critical Pedagogy, Multiculturalism and Literature in the Classroom.' Masters thesis. Simmons College, 2003.

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

Through Intersubjective Experiences.' *Environmental Education Research* 14.3 (2008): 361-373.

Otsuji-Emi, and Chihiro-Kinoshita. 'Promoting 'third space' identities: a case study of the teaching of business Japanese.' *Portal Journal of Multidisciplinary International Studies* 6.1. (2009). 29 April 2010
<<http://epress.lib.uts.edu.au/journals/index.php/portal/article/view/834>>

*Park-Fuller, Linda. 'Playback Theatre , Communication, pedagogy, and Community Engagement: improvising Third Space and Mutable Selves Through Narrative performance.' 29 April 2010 <http://playbacktheatre.org/wp-content/uploads/2010/04/Park_Fuller%E2%80%A6PT.pdf>

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.

Rosenberger, Cynthia. 'Dialogue in a School-University Teacher Education Partnership: Critical Ethnography of a "Third Space".' Ed.D thesis. University of Massachusetts at Amherst, 2003.

Satchwell, Candice. 'Creating third spaces: helping further education students with course-related reading and writing.' *The Teacher Trainer* 21.2 (2007): 11-14.

*Schapiro, Barbara A. "Negotiating a Third Space in the Classroom." *Pedagogy* 9. 3 (2009): 423-439.

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.

Skerrett, Allison. "Lolita, Facebook, and the Third Space of Literacy Teacher Education." *Educational Studies* 46. 1 (2010): 67-84.

*Soja, E. *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*. Oxford, UK: Blackwell, 1996.

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.

*Stevenson, Lauren M., and Richard Deasy. *Third Space: when learning matters*. Arts Education partnership, 2005.

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.

Tomic, A. and I. Lengel. 'Negotiating a 'Third Space': Pedagogy which Encourages transformational Intercultural communication Education.' *Languages for Cross-Cultural Capability*. Conference proceedings. Ed. D. Killick and M. Parry. Leeds Metropolitan University, 1998.

*Yoshimoto, Mika. *Second Language Learning and Identity: cracking metaphors in ideological and poetic discourse in the third space*. Amherst, NY: Cambria Press, 2009.

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

Zembylas, Michalinos. 'A Pedagogy of Unknowing: Witnessing Unknowability in Teaching and Learning.' *Studies in Philosophy & Education* 24.2. (2005):139-160.

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.'

*Zembylas, Michalinos, and Ana Ferreira. 'Identity Formation and Affective Spaces in Conflict-Ridden Societies: Inventing Heterotopic Possibilities.' *Journal of Peace Education* 6.1 (2009): 1-18.

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

Ball, E., and A. Lai. 'Place-based Pedagogy for the Arts and Humanities.' *Pedagogy: critical approaches to teaching literature, language, composition and culture* 6.2 (2006): 261-287.

Barnett, Ronald, and Jan Parker. "The Limits of Competence: Knowledge, Higher Education and Society." *The Cambridge Quarterly* 25. 4 (1996): 291.

Bernstein, Basil. *Pedagogy, Symbolic Control, and Identity*. Lanham, MD: Rowman and Littlefield, 2000.

A sociology of pedagogic space.

*Callejo-Pérez, David M., Judith J. Slater, and Stephen M. Fain, eds. *Pedagogy of Place: seeing space as cultural education*. Vol. 263 of Counterpoints: Studies in the Postmodern Theory of Education. New York, N.Y., P. Lang, 2004.

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

Edwards, R. and R. Usher. 'Moving experiences: Globalisation, Diaspora space, and Pedagogy.' *Studies in Continuing Education* 20.2 (1998): 159-174.

**Edwards, R. & Usher, R. eds. *Space, Curriculum, and Learning*. Greenwich, Information Age Publishing, 2003.

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 Nesper 'Undergraduate curricula as networks and trajectories.'

**Edwards, R. & Usher, R. *Globalisation and Pedagogy: space, place and identity*. London, Routledge, 2000.

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.

Grace, Andre, P., and Robert J. Hill. 'Using Queer Knowledges To Build Inclusionary Pedagogy in Adult Education.' *42nd Annual Meeting of the Adult Education Research Conference*. Lansing, MI, 2001: 7.

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

Gruenewald, David A. "Foundations of Place: A Multidisciplinary Framework for Place-Conscious Education." *American Educational Research Journal*. 40.3 (2003): 619-654.

Grushka, K. 'Meaning and identities: a visual performative pedagogy for socio-cultural learning.' *Curriculum Journal* 20.3 (2009): 237-251.

Howson, A. *The Body in Society*. Cambridge: Polity Press, 2004.

McKenzie, Marcia. 'The Places of Pedagogy: or, what we can do with culture through intersubjective experiences.' *Environmental Education Research* 14.3. (2008): 361-373.

A consideration of learning spaces as practical spaces of engagement.

*McLaren, Peter. *Postmodernism, Post-colonialism and Pedagogy*. Melbourne: James Nicholas Publishers, 1995.

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.'

McLaren, Peter. *Schooling as a Ritual Performance: toward a political economy of educational symbols and gestures*. Lanham, MD: Rowman & Littlefield, 1999.

Michelson, E. 'Usual Suspects: Experience, Reflection and the (en)gendering of Knowledge.' *International Journal of Lifelong Education* 15 (1996a): 438-454.

Popkewitz, Thomas S., and Lynn Fendler. *Critical Theories in Education: changing terrains of knowledge and politics*. Routledge, 1999.

Rose, G. 'Performing space.' *Human Geography Today*. Ed. D. Massey, J. Allen, and P. Sarre Cambridge, Polity Press, 1999. 247–259.

Schwen, Mark R. 'Theatre as liberal arts pedagogy.' *Liberal Education* 81.2 (1995): 32-38.

Shilling, C. *The Body in Culture, Technology, and Society*. London: Sage, 2005.

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

Tamboukou, M. 'Educational Heterotopias and the Self.' *Pedagogy Culture and Society* 12.3 (2004): 399-414.

Taussig, M. 'A report to the academy.' *Poetics/politics: Radical aesthetics for the classroom*. Ed. A. Kumar. New York: St. Martin's Press, 1999. 13-16.

*Trend, David. *Cultural Pedagogy: art, education, politics*. Greenwood Publishing Group, 1992.

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

Turner, Bryan. *The Body and Society*. 2nd ed. Oxford: Blackwell, 1996.

*Wenger, Etienne. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press, 1998.

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

Feminist Bodies/Spaces

Bryson, B.J., and V.A. Bennet-Anyikwa. 'The Teaching and Learning Experience: Deconstructing and Creating Space using a Feminist Pedagogy.' *Race Gender and Class* 10.2 (2003): 131-146.

*Burroughs, Catherine B. 'The Immediate Classroom: Feminist Pedagogy and Peter Brook's 'The Empty Space.''' *Feminist Teacher* 5.2 (1990): 10-14.

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

Davis, K. *Embodied Practices: Feminist Perspectives on the Body*. London: Sage, 1997.

*Gitlin, Andrew. 'Creating Spaces for reconstructing knowledge in feminist pedagogy.' *Educational Theory* 45.2 (1995): 125-151.

*Grosz, E. 'Bodies and Knowledge: Feminism and the Crisis of Reason.' *Feminist Epistemologies*. Ed. Alcoff and Potter. New York: Routledge, 1993.

hooks, bell. *Teaching to Transgress: education as the practice of freedom*. New York, Routledge, 1994.

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.

hooks, bell. *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.

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

Reconstructions of Being and Knowing. New Brunswick, N.J.: Rutgers University Press, 1989.

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

Ludlow, Jeannie. 'From safe space to feminist space in the feminist classroom.'
Transformations: The Journal of Inclusive Scholarship and Pedagogy 15.1 (2004):
40-56.

Raddon, Arwen Evenstar. 'Feminist perspectives on times and spaces in distance learning.' PhD thesis. University of Warwick, 2004.

Case Studies 1: Language Learning

*Brauer, Gerd, ed. *Body and Language: Intercultural Learning through Drama*.

Advances in Foreign and Second Language Pedagogy. Westport, Conn.; London: Ablex Pub., 2002.

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.'*

*Burke, Ann. F., and Julie C. O'Sullivan. *Stage by Stage. A Handbook for Using Drama in the Second Language Classroom*. Portsmouth, New Hampshire, Heinemann (Drama), 2002.

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

*Choi, Yoon-Jeong. *'Being Outside and Inside: Dialogic Identity and Intercultural Communication through Drama in Teaching English as an International Language.'* PhD thesis. University of Durham, 2003.

Faine, M. *'At Home in Australia: identity, nation and the teaching of English as a second language to adult immigrants in Australia.'* PhD thesis. Clayton, Victoria: Monash University, 2009.

Creating 'third spaces' in ESL teaching.

Kao, S.M., and C. O'Neill. *Words into Worlds: Learning a Second Language Through Process Drama*. Westport, CT: Ablex, 1998.

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

Via, Richard A. *English in Three Acts*. University Press of Hawaii, 1976.

The use of drama in teaching English as a foreign language.

Yoshida, Mariko. 'Using Drama to Teach American Literature in Japanese Colleges.' PhD Thesis. New York University, The Steinhardt School of Education, Department of Music and Performing Arts Professions, 2007.

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

Braithwaite, C.A. 'Sa'ah Naaghai Bik'eh Hozhoon: ethnography of Navajo educational communication practices.' *Communication Education* 46 (1997): 219-233.

Cahnmann-Taylor, Melisa, and Mariana Souto-Manning. *Teachers Act Up!: creating multicultural learning communities through theatre*. New York, NY: Teachers College Press, 2010.

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.

Clark, Patch, and Nancy J. Osgood. *Seniors on Stage: the Impact of Applied Theatre Techniques on the Elderly*. New York: Praeger, 1985.

Daniel, Yvonne. *Dancing Wisdom: Embodied Knowledge in Haitian Vodou, Cuban Youuba, and Bahian Candomblé*. Urbana: University of Illinois Press, 2005.

Epskamp, C. P. 'Training Popular Theatre Trainers: A Case Study of Nigeria.' *VIIIth International Conference of Professors in Theatre Research, 13-15 September 1982 in Vienna (Austria)*. The Hague: Centre for the Study of Education in Developing Countries (CESO), 1982.

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

*MacKinlay, E.N. 'Disturbance and dislocations: understanding teaching and learning experiences in Indigenous Australian women's music and dance.' PhD thesis. Brisbane: University of Queensland, 2003.

*MacKinlay, E.N. 'The Pedagogical as Performative: Opening up spaces for teaching and learning indigenous women's music and dance.' *Music Research: new directions for a new century*. Ed. M. Ewans, R. Halton, and John A. Phillips. Cambridge scholars publishing, 2004. 166-176.

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

McLaren, Peter. *Schooling as a Ritual Performance: Toward a Political Economy of Educational Systems and Gestures*. 2nd ed. New York: Routledge, 1993.

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

Mienczakowski, J. 'Ethnodrama: Performed research – Limitations and potential.' *Handbook of Ethnography*. Ed. P. Atkinson, A. Coffey, S. Delamont, J. Lofland and L. Lofland. Thousand Oaks, CA: Sage, 2001. 468-476.

Mienczakowski, J. L. Smith, and S. Morgan. 'Seeing words – Hearing feelings Ethnodrama and the performance of data.' *Dancing the Data*. Ed. C Bagley and B. Cancienne. New York: Peter Lang, 2002. 34-52.

Miralles-Lombardo, Beatriz, Judith Miralles, and Barry Golding. *Creating Learning Spaces for Refugees: The Role of Multicultural Organisations in Australia*. Adelaide: NCVER, 2008. 25 April 2010

<<http://www.ncver.edu.au/research/proj/nr5L07.pdf>>

Morgan, S. and J. Mienczakowski. 'Re-animation of the research report: critical ethnography, health education and theatre.' *Shaping Nursing Theory and Practice* (Monograph 2). Ed. K. MacNamara. Melbourne, Australia: La Trobe University Press, 1993. 284-90.

Morgan, S., A. Rolfe, and J. Mienczakowski. 'It's funny, I've never heard voices like that before: reporting into research performance work in Schizophrenia.' *Australian Journal Mental Health Nursing* 3 (1993): 266-272.

Neelands, Jonothan, and T. Goode. 'Playing in the margins of meaning: the ritual aesthetic in community performance.' *NADIE Journal* 19.1 (1995): 39-56.

Neelands, Jonothan. 'Theatre without Walls: Alternative Aesthetics in Educational Drama.' *Drama Theatre Teacher* 6.3 (1994): 4-11.

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

Nwadiuwe, Charles E. "Meet us at the Other Side of the River": Performance Venue and Community Education among Migrant Fishermen in Nigeria.' *Research in Drama Education* 12.1 (2007): 65-77.

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

Prior, Ross W. 'Looking around in awareness: playbuilding on HIV-AIDS.' *Research in Drama Education: The Journal of Applied Theatre and Performance* 10: 1 (2005): 5- 64

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

Van Erven, Eugene. 'Taking to the streets: Dutch community theatre goes site-specific.' *Research in Drama Education* 12.1 (2007): 27-39.

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

Frey, Charles. H. *Experiencing Shakespeare: Essays on Text, Classroom, and Performance*. Columbia MO: University of Missouri Press, 1988.

Gadanidis, G., and J. Hughes. *Performing Mathematics: A Guide for Teachers and Students*. 2008. 20 May 2010
<www.edu.uwo.ca/mpc/files/howtobooklet.pdf>

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

Gadanidis, G., J. Hughes, and M. Borba. 'Students as performance mathematicians.' *Mathematics Teaching in the Middle School* 14.3 (2008): 168-176.

Gadanidis, G. and M. Borba. 'Our lives as performance mathematicians.' *For the Learning of Mathematics* 28.1 (2008): 44-51.

*Garvin, M.R., and R.D. Ramsier. 'Experiential Learning at the University level: A US Case Study.' *Educational Training* 45.5 (2003): 280-285.

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.' *International Schools Journal* 18.1 (1998): 9-21.

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

pushing limits in rehearsal.' *About Performance* 6 (2006): 55-73.

Gordon, T., J. Holland, and E. Lahelma. *Making Spaces: citizenship and difference in schools*. Macmillan, London, 2000.

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.

Gregory, Marshall. 'From Shakespeare on the Page to Shakespeare on the Stage. What I Learned About Teaching in Acting Class.' *Pedagogy* 6.2 (2006): 309-25.

Higgs, B. *Experiential learning in marketing education: a case study*. CD Rom. ANZMAC 2006: *Advancing theory, maintaining relevance*. Conference proceedings: 4-6 December 2006, Brisbane, Queensland Ed. Y Ali and M Van Dessel. Australia: ANZMAC, 2006.

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

*Pearse, Glenn. 'The advantages (benefits) and disadvantages (weaknesses) of educational drama: perceptions of students studying marketing at university.' *International Journal of Management Education* 4.2 (2004): 29-45.

*Pearse, G. 'How university students studying marketing learn from educational drama.' *NJ (Drama Australia Journal)* 27.1 (2003): 69-80.

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

*Pearse, G. *Inside Out*. DVD. Parramatta, NSW: University of West Sydney, 2006.

DVD exploring the teaching of marketing through drama.

Pearse, Glenn., and John Jackson. 'Experiencing the Product Life Cycle Management Highs and Lows through Dramatic Simulation.' *Journal of Marketing Education* 31-3 (2009): 212-218.

Rocklin, Edward. L. *Performance Approaches to Teaching Shakespeare*. Urbana IL: National Council of Teachers of English, 2005.

*Rue, Victoria. *Acting Religious: Theatre as Pedagogy in Religious Studies*. Cleveland, Ohio: Pilgrim Press, 2005.

Shand, G.B. ed. *Teaching Shakespeare: passing it on*. Chichester, West Sussex: Wiley-Blackwell, 2009.

Stredder, James. *The North Face of Shakespeare: Activities for Teaching the Plays*. Stratford-upon-Avon: Wincot Press, 2004.

Utell, Janine. "Are You Experienced? Teaching and Reading Joy(Ce) Through the Body." *Feminist Teacher: A Journal of the Practices, Theories, and Scholarship of Feminist Teaching* 17. 2 (2007): 136-150.

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.

Wasytko, Y. and T. Stickley. 'Theatre and Pedagogy: using drama in mental health nurse education.' *Nurse Education Today* 23.6 (2003): 443-448.

Winter's Tale. Programme. William Shakespeare. Dir. Michael Boyd. Perf. Royal Shakespeare Company. Courtyard Theatre Stratford. 11 August 2009.

Active Learning in Context

Anderson, Douglas R. *The Drama of Possibility: Experience as Philosophy of Culture / John J. MacDermott*. New York: Fordham University Press, 2007.

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

Beckett, David. "Workplace Learning As Postmodernist Enactment: A Model from Dementia." *Journal of Vocational Education & Training: The Vocational Aspect of Education* 53. 1 (2001): 141-158.

Bonwell, C., and J. Eison. *Active Learning: Creating Excitement in the Classroom* AEHE-ERIC Higher Education Report No.1. Washington, D.C.: Jossey-Bass. 1991.

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.

Brookfield, S. 'Using Critical Incidents to Explore Learners' Assumptions.' *Fostering Critical Reflection in Adulthood: A guide to Transformative and Emancipatory Learning*. Ed. J. Mezirow and Associates. San Francisco: Jossey-Bass, 1990.

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.

*Clayden, Elizabeth, Charles Desforges, Colin Mills, and William Rawson. 'Authentic Activity and Learning.' *British Journal of Educational Studies* 42.2 (1994): 163-173.

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.

Davies, Peter. *Active Learning in Seminars: Humanities*. SEDA paper, 112.
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