Behind the scenes:
Collaborative Development of an online Theatre Course

Ajita Deshmukh
MIT ADT University, India

Natasha Maria Gomes
Goa University, India

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Introduction and Context [Pre COVID]

- Course: Language on Stage

- Second year, Bachelors in foreign languages- Goa University
  - improvement in language fluency and expression -- conceptualisation and staging of a play
  - pronunciation and oral skills
  - inculcate collaboration skills

Challenges during COVID 19

- Working on facial expressions

- Space awareness

- Body movements and the

- 'Tuning' with co-performers on stage

- Internet, bandwidth and device availability

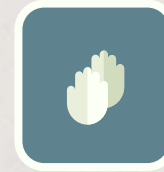- Space and privacy

01 Literature Review

Effective Course

- Collaboration
- Reflection
- Mentoring
- Problem-solving

Designing a course →

- Key features of ID
- No explicit use of ID models
- Capacity to design-Greatest limiting aspect

Student Engagement

- Engagement
- Learning
- Learning Outcomes

02 Methodology

Case study: Empirical, Real life, contextual

- Qualitative
- Ethnographic

Research Questions

1. How have <u>instructors collaborated</u> in the design and adaptation of a skill-based course?

2. What are the <u>strategies used to adapt</u> a skill-based course online?

3. What are the <u>perceptions of instructors and learners</u> about the adaptation of the course?
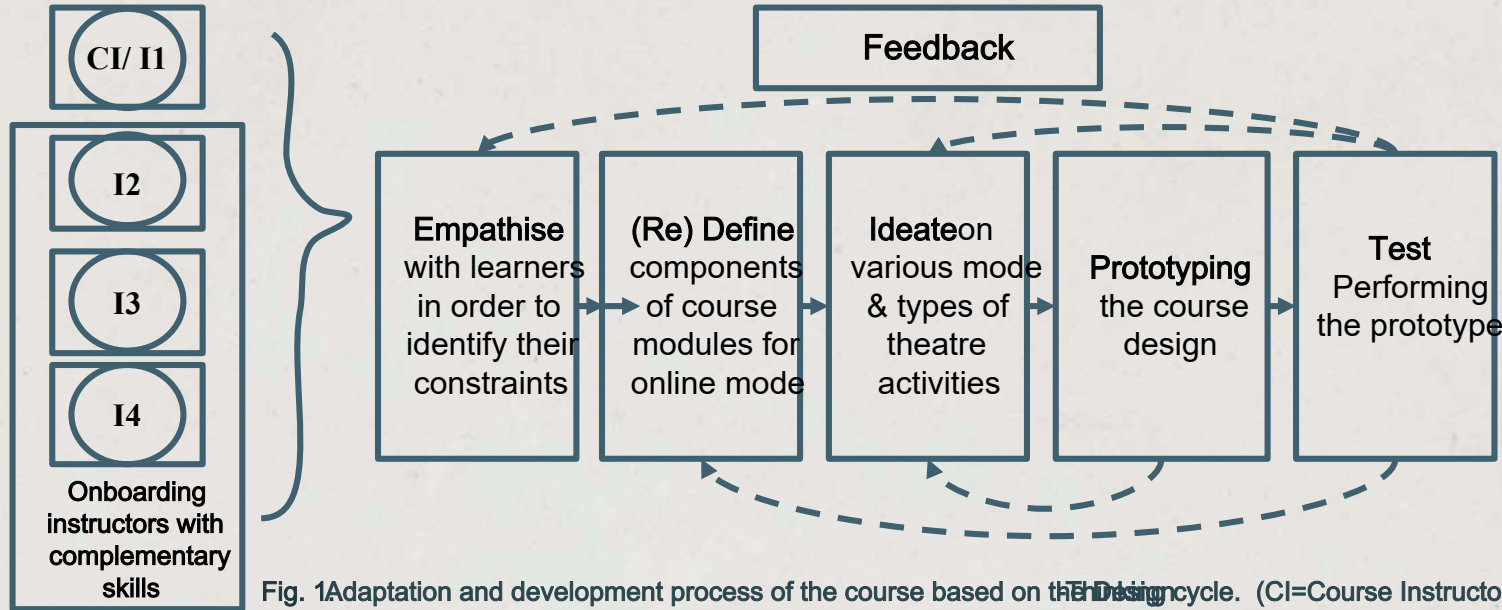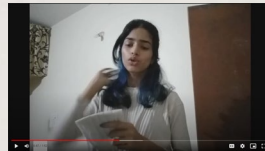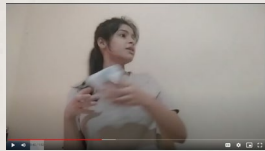
Process:
Adaptation and Development of cou

Feedback

| CI/ I1 |
| I2 |
| I3 |
| I4 |

Onboarding instructors with complementary skills

Empathise with learners in order to identify their constraints

(Re) Define components of course modules for online mode

Ideate on various mode & types of theatre activities

Prototyping the course design

Test Performing the prototype

Fig. 1 Adaptation and development process of the course based on the Design cycle. (CI=Course Instructor, Instructor=I)
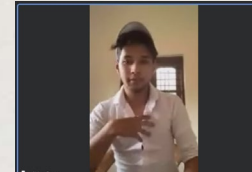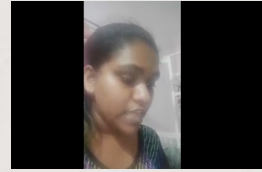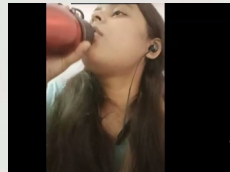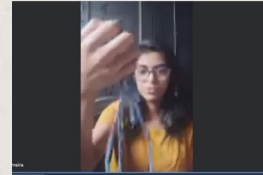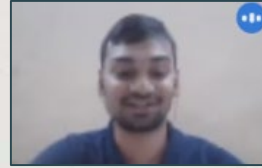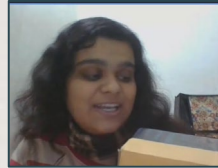
03 Some (Digital) Theatre Practices

Pass the object Challenge

Collage of Emotions

Dramatic Reading of texts

Conclusions

- Design thinking process for course design not popularly followed within formal academia

- Co-creation within the same institution and the inclusion of external instructors > contextualisation of the course

- Use of household items for storytelling and theater practices

- Perception of the students and instructor was found to be favorable

Limitations

- Higher Education
- Skill based
- Less theoretical components
- Small class size
- Remote collaboration
- Collaborators from different institutions

Collaborate for a better Education!

Ajita Deshmukh

ajitadeshmukh.wordpress.com/

@gem_in_i_2020

Natasha Maria Gomes

gomesnatasha.wordpress.com/

@natg_07

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