

Guest Editor's Message

In this Special Volume of EJSBS you can find six peer reviewed papers in the field of drama education. Some of them were presented at Icepsy 2014 (Cyprus) and some at NOFA 2015 (Helsinki), but also articles which have been sent to this EJSBS journal and accepted to this special issue but not yet presented are included.

The theme of this special volume is drama as an educational concept. Today's post-modern evolving knowledge society and multiculturalism creates new demands for schools all over the world; pupils have to have the ability to acquire information and to cooperate. International research confirms that drama education can in many ways tackle these educational challenges that school systems are facing. The use of drama in education can be seen as an alternative to scripted schooling which aims at deeper conceptual understanding by preparing pupils to create new knowledge, to be creative. In drama, the teacher works together with the pupils using games, different drama conventions (freeze-frames, collective characters, teacher in role etc.) and theatre based rehearsals to devise short pieces of fictional situations. The fictional roles, time and space in drama helps the pupils to communicate their understanding about human experiences and relationships to themselves and their fellow participants. The pupils' participation in creative drama actions is based on a positive learning climate in the classroom, which is closely connected to the nature of the interactive relationships between teachers and learners. It is important that the teacher's pedagogical solutions focus on the pupils' perspective in the classroom. The pupils are provided with the opportunity and climate in which to articulate and make sense of their own felt- responses to do the drama in practice. Research shows that environments that encourage pupils to be active, independent, and express their ideas support their creativity and social welfare.

I hope that this special issue opens some new views on drama teaching and in the field of drama research.

University of Helsinki, August 21th 2015

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