

“Pedagogical use of inquiry drama in museum environment with students as participants: a case study of students in primary and secondary school”

ABSTRACT

The purpose of this thesis is to study, inquire and evaluate the pedagogical use of inquiry drama (Papadopoulos, 2004) in museum environment with students as participants. Inquiry drama, as a pedagogical method developed in five stages by S. Papadopoulos (Papadopoulos, 2007, 2010), concerns inquiry as a key word and uses drama techniques (Neelands & Goode, 2015). In this research inquiry drama is evaluated through Generic Learning Outcomes (GLOs) that measure the impact of learning in museums and cultural institutes (Hooper-Greenhill, 2007). A Museum Pedagogical Model of Inquiry Drama, designed for the purpose of this research, was used in participatory inquiry educational museum programs with primary and secondary school students as participants. The theoretical frame of this thesis focus on inquiry based learning, drama and inquiry drama in education, museum environment, museum learning, schools and museums as partners, theatre and drama in museums. The empirical frame describes a qualitative research based on Participatory Observation (Babbie, 2011) and Action Research using three research cycles (McNiff & Whitehead, 2010). The research findings, on the one hand, indicated that museum environment includes interpretation and performance, therefore it can be considered as a learning environment that can engage museum experience through inquiry drama. On the other hand, data collection and analysis proved that Museum Pedagogical Model of Inquiry Drama can effectively transform the museum experience and learning to an enriched one. The research outcomes also emphasised the pedagogical aspect of inquiry drama in museum in order that students have the opportunity to interact with museum environment.

Key-words: Inquiry drama, museum learning, pedagogical use of inquiry drama in museum, Museum Pedagogical Model of Inquiry Drama