DRAMA MAKES THINKING VISIBLE

“Drama experiences can make visible students’ prior knowledge”

Gerkens, R. C. (2024). *Using drama to enrich a genre-based pedagogy for teaching academic writing across content areas.* Australian Journal of Language and Literacy, 47, 427-441. DOI: 10.1007/s44020-024-00072-8.

A 2024 Australian study found that drama-rich experiences helped teachers identify students’ prior knowledge and misconceptions, develop shared understandings of concepts and language, and support movement towards more abstract and technical understandings that students could apply in writing.

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