Abstract for citation – Sue Davis

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Thesis Title:
ICTs for Creative Practice in Drama: Creating cyberdrama with young people in school contexts

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This research explored student engagement and creative practice using Information and Communications Technologies (ICTs) in Drama applying an activity theory approach to data analysis. Vygotskian theoretical frames explicated the importance of contradiction to creative practice and queried the focus on technology provision as the major ICT focus in education. The findings of the study suggest that policy assumptions about young peoples’ facility with digital technologies for creative purposes may be over-stated, particularly as many Drama students indicated a preference for quality live experiences in the classroom. It was also apparent that the construction of self as a leading activity impacted upon student open-ness (or not) to technology use and learning. The cases highlight how ICT-based learning in schools is often restricted and may not be particularly engaging. The implications of this research highlight the importance of cultural tools and social practices beyond those of the purely technological in ICT-based education.