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Experiencing for a Change: Implications of Drama Pedagogy for Liberal Studies Teacher Development

The growing impatience towards processes of embodied learning, experiencing and critical reflection creates the very condition for teacher education in general and in-service teacher development in particular in the Hong Kong context. Existing mainstream teaching practice and teacher development programmes tend towards uniformed and standardized learning outcomes as predominantly influenced by certain branches of learning psychology and capitalistic demand for efficiency, short-term results and codified knowledge. It raises issues for teachers in humanities subject of Liberal Studies (LS) in the New Senior Secondary curriculum who are called to play multiple and shifting roles that guide, support or facilitate learning processes for students to be independent learners.

In this paper, I shall draw on my previous work that studied how students learn through the liminal space of educational drama, and examine the place of experience for context specific, embodied learning in the teaching of LS. Informed by notions of performance and Vygotsky's socio-cultural perspective of learning, I shall further discuss how a processual view of education that involve teachers and students as engaging 'actors' in the educational process would inform a critical reevaluation of the education agenda for Liberal Studies teacher development.