



Contribution ID: 5

Type: Abstract for Research Paper

The place of technology in teaching and learning drama in secondary schools in Kenya

Abstract

This paper examines the place of technology in the teaching and learning of drama in Kenyan secondary schools. Drama as a genre is performative in nature, that is, it requires active doing and participation by participants. However, in most Kenyan secondary schools, drama has often been incorporated into the syllabus just like any other theoretical discipline without emphasis on its performance aspect. As a result, the traditional pedagogical instruments and methods of disseminating the knowledge of drama in schools have been used. However, the existence of dynamics and innovations witnessed in the evolution of technology in the 21st-century society need to be harnessed in the processes of teaching and learning drama. This paper examines the use of technology that can be employed in teaching and learning drama which then will help learners appreciate the beauty and versatility of drama both as a subject in the syllabus and as a means of preparing students to embrace 21st-century changes. In the main, the paper focuses on how computers, the internet, modern software's film equipment's, teacher knowledge, and active performance can be used to teach drama. This paper sheds light on the pivotal role of technology, innovation and creativity, technical advancements, and how the same can be harnessed in the realization of competency-based learning. Three schools in Nakuru County were selected through purposive sampling for data collection. The findings of this paper will be useful to teachers of languages and literature as they aim at providing quality knowledge and skills on drama, they will be relevant to educational policymakers in incorporating appropriate content and methods into the curriculum and they will also add to the already existing knowledge in the field of literary studies.

Keywords: Teaching, Learning, Technology, Drama, Innovation

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Track Classification: 21st Century Dynamics and Innovation in Film and Theatre