

# Performative Teaching Online: hotseating and discussions in role

Susanne Even  
Germanic Studies  
Indiana University



# Performative Pedagogy

- Post-method approach (Kumaravadivelu 2009)
- British tradition of drama in education and drama for learning (Bolton & Heathcote 1995).
- Development of symbolic competence (Kramsch 2009, 2011)
- Inclusion of physicality (Schewe 2002)
- Embodied cognition (Sambanis & Walter 2019)

# Conventions from actor training

## Hotseating

Hotseating denotes the co-construction of a character in an open exchange of questions and answers between one or several fictitious characters and the audience.

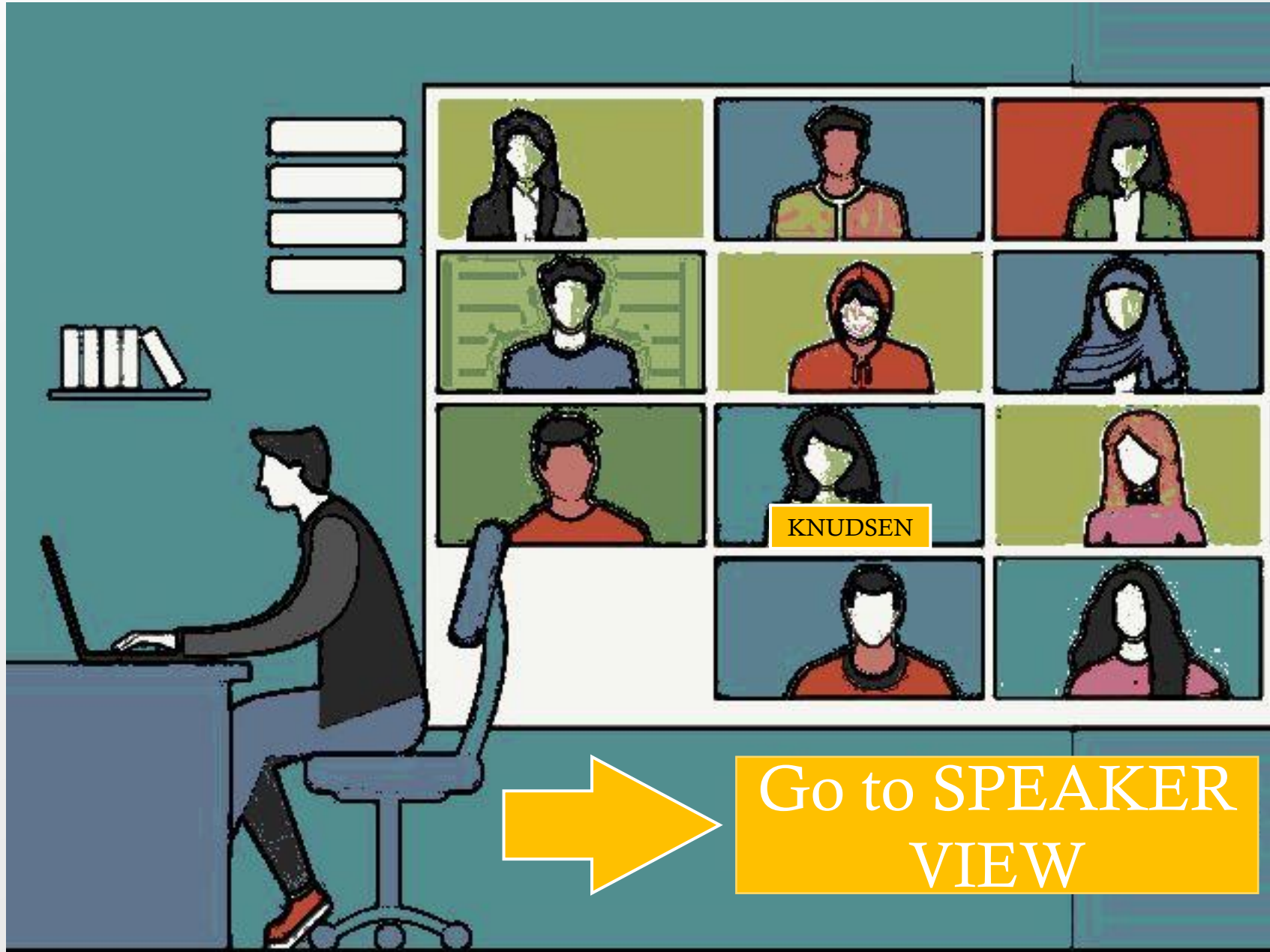
## Discussion in role

Discussions-in-role explore a topic from multiple angles, where learners adopt certain roles and debate the topic from their different vantage points.

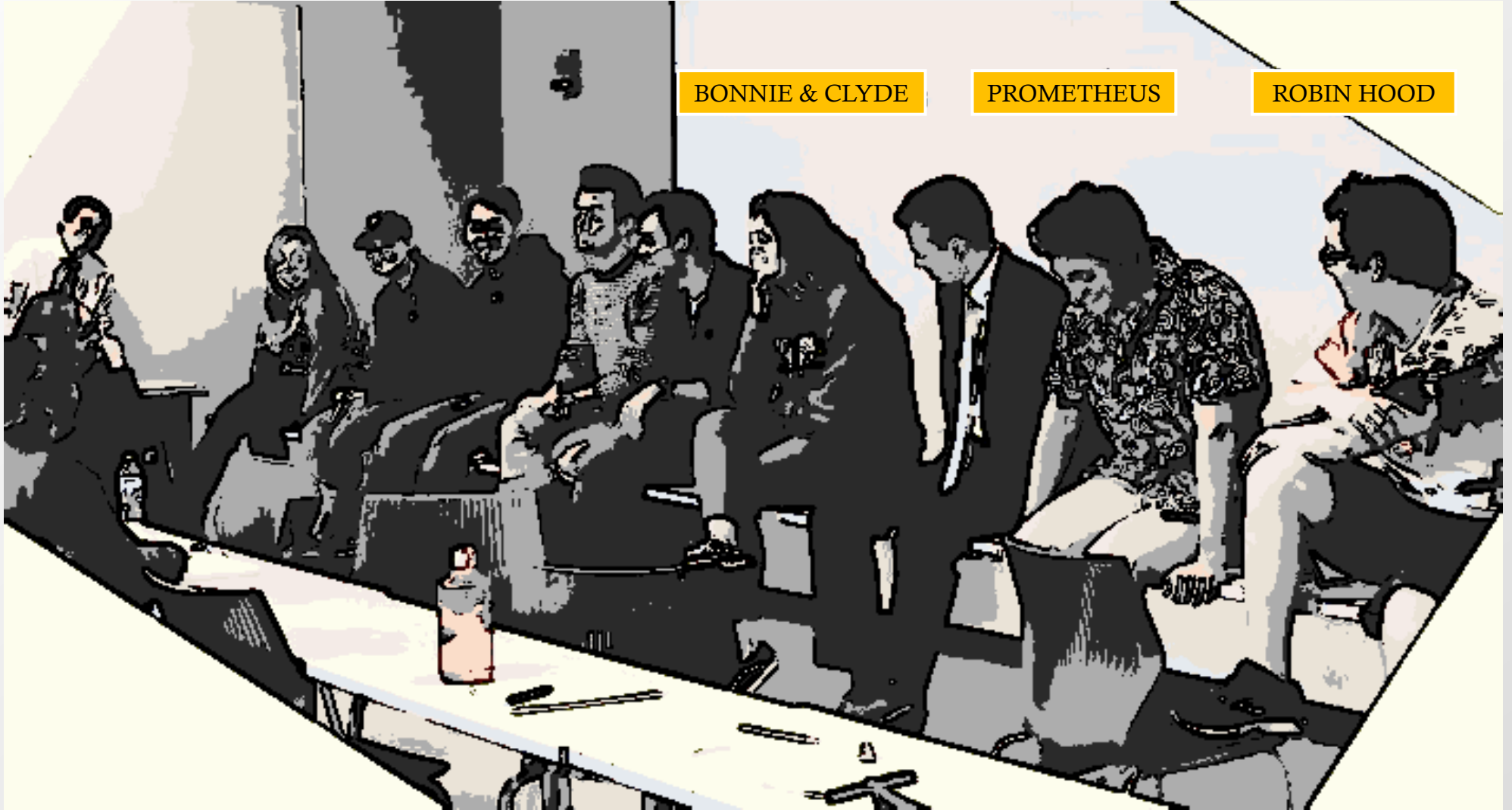
# Hotseating Direct



# Hotseating Online

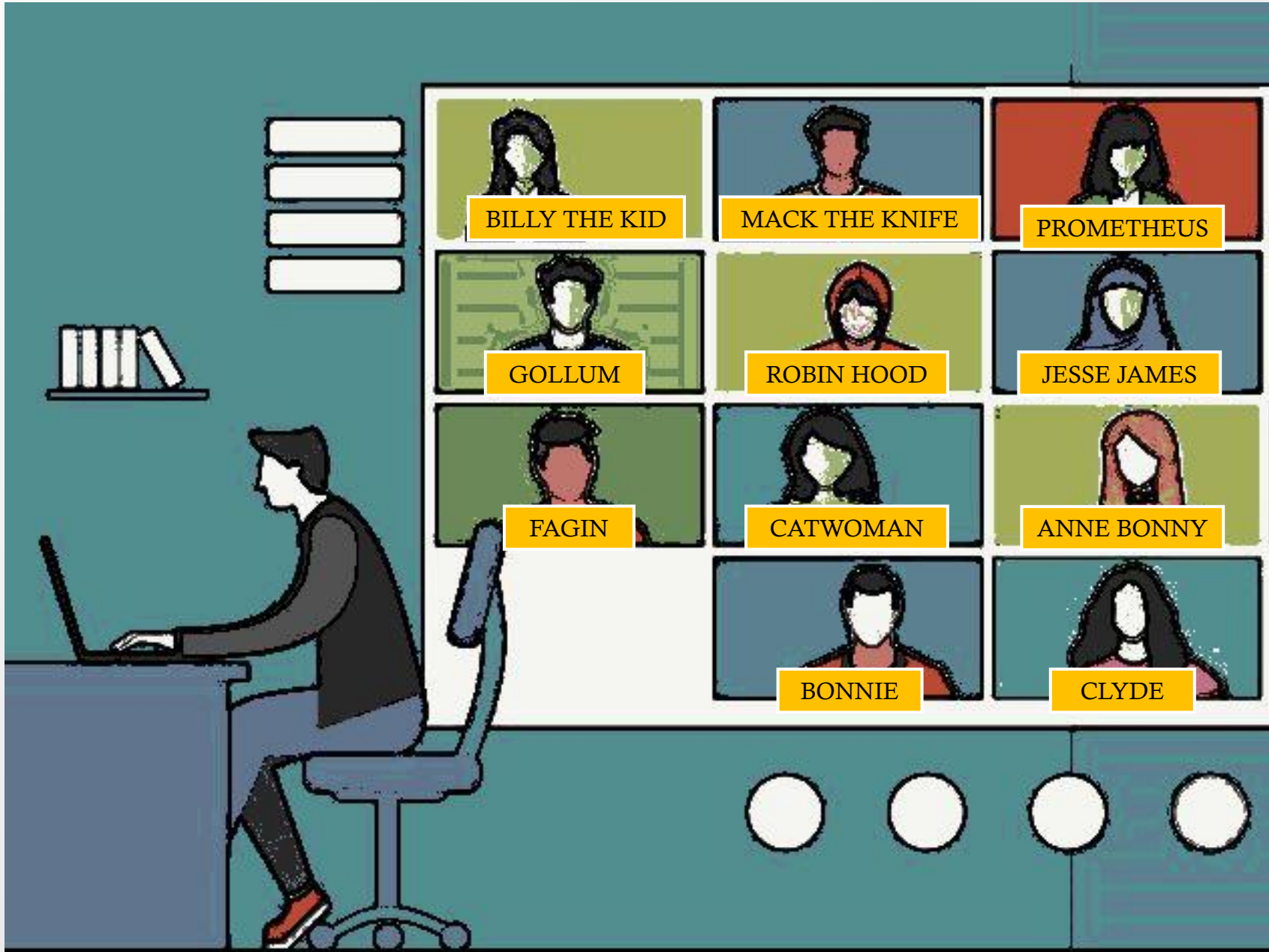


# Discussion in Role Direct





# Discussion in Role Online



## References

- Bolton, G. & Heathcote, D.** (1995). *Drama for learning. Dorothy Heathcote's Mantle of the Expert approach for education*. Portsmouth, NH: Heinemann.
- Kao, S.-M. & O'Neill, C. (1998). *Words into worlds. Learning a second language through process drama*. Stamford, CT: Ablex.
- Even, S. (2008). Moving in(to) imaginary worlds: Drama pedagogy for foreign language teaching and learning. *Unterrichtspraxis Deutsch/ Teaching German*, 41(2), 161-170.
- Even, S. (2011a). Drama grammar: Towards a performative postmethod pedagogy. *Language Learning Journal*, 299-312.
- Even, S. & Schewe, M. (2016). *Performatives Lehren, Lernen, Forschen. Performative teaching, learning, research*. Berlin: Schibri.
- Kramsch, C. J.** (2009). *The multilingual subject: what foreign language learners say about their experience and why it matters*. Oxford/New York: Oxford University Press.
- Kramsch, C. J.** (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44, 354-367.
- Kumaravadivelu, B.** (2009). *Understanding language teaching. From method to postmethod*. London, UK: Routledge
- Neelands, J. & Goode, T. (2000). *Structuring drama work. A handbook of available forms in theatre and drama*. Cambridge: Cambridge University Press.
- Sambanis, M. & Walter, M.** (2019). *In motion – Theaterimpulse zum Sprachenlernen. Von neuesten Befunden der Neurowissenschaft zu konkreten Unterrichtsimpulsen*. Berlin: Cornelsen.
- Schewe, M.** (2002). Teaching Foreign Language Literature: Tapping the Students' Bodily-Kinesthetic Intelligence. In G. Bräuer (Ed.) (2002). *Body and Language – Intercultural Learning Through Drama*, Westport, CT and London: Ablex.
- Schewe, M. (2013). Taking stock and looking ahead: Drama pedagogy as a gateway to a performative teaching and learning culture. *Scenario VII*(1), 5-28.