

Open call for articles:

Dramaturgical perspectives in didactic contexts

Editors: Jannike Ohrem Bakke, Fride Lindstøl & Kristian Nødtvedt Knudsen. Deadline for submission of first drafts is 10.10.2020.

Target Group

The target group are educational researchers who are particularly interested in classroom research or other didactic contexts. This special issue will focus on dramaturgical perspectives on teaching and other and other situations where learning is central.

Background

The concept of dramaturgy was originally associated with stagecraft and the world of the theatre. However, in recent years, especially in Norway and the Nordic countries, there has been a growing interest in examining how dramaturgical perspectives can increase our knowledge of what happens in the classroom and other didactic arenas. In schools and educational contexts, dramaturgical theory and dramaturgical metaphors help us to think about and plan our teaching. However, there is still a need for research that examines the links between the classroom, teaching and didactics. This special issue aims to both strengthen the dramaturgical research field and connect it to classroom research.

The issue will include theoretical and empirical studies where dramaturgical perspectives, concepts, models and/or analyses are central. We want to highlight the possibilities, but also the limitations, of dramaturgical perspectives.

We are looking for research that focuses on one of the following areas:

- Aesthetic or dramaturgical perspectives on teaching/didactic contexts
- Dramaturgical approaches and dramaturgical models as analytical perspectives on teaching/didactic contexts
- Dramaturgical analyses of classroom data
- Links between dramaturgy and learning (e.g. depth learning)
- The staging of teaching – how teachers/pupils compose, implement and experience teaching (both the whole lesson and parts of it)

Practical information

- Deadline for submission of first drafts is 10.10.2020.
- Articles can be written in Norwegian, Swedish, Danish or English.
- See <https://jased.net/index.php/jased> for information on guidelines.
- Articles should be uploaded to the journal's digital platform: [Make a submission](#)
- This Special issue of JASEd has no publishing fees.

Schedule

10.10.2020: Deadline for submission of first drafts for editorial evaluation and peer review

10.12.2020: Deadline for peer review response

1.03.2021: Deadline for submission of final drafts

15.04.2021: Planned publishing date

Best wishes - Jannike Ohrem Bakke, Fride Lindstøl, Kristian Nødtvedt Knudsen

About the editors

Jannike Ohrem Bakke is an Associate Professor at USN. Her doctorate is a study of dramaturgical perspectives on the teaching of writing (Bakke, 2019). Together with Fride Lindstøl, Bakke leads a classroom research group at USN. She works in the field of Norwegian didactics.

Fride Lindstøl is an Associate Professor at USN. She works in the field of classroom research and is especially concerned with dramaturgical perspectives on teaching and learning. She has established a professional workshop at USN, an arena where teachers and researchers co-operate in developing and researching the dramaturgical aspects of teaching. Personal webpage: <https://www.usn.no/om-usn/kontakt-oss/ansatte/fride-lindstol>.

Kristian Nødtvedt Knudsen (Ph.D.) is Associate Professor in Theatre at the Department of Visual and Dramatic Arts, University of Agder (UiA). His main research areas are related to how the performative and digital society can stimulate to renewal in relation to ways of teaching and doing research in Arts Education. In addition, he is chief editor of the *Journal for Research in Arts and Sports Education* and has been co-editor of the book *Performative Approaches in Arts Education. Artful Teaching, Learning and Research* (Routledge, 2019).