Title: Performance Arts Education, Technology and Audience . . . When shall we three meet? Studying the role of audience in digitally created and communicated theatre arts education.

Course outline for Fall, 2014

1. Student Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Instructor Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Course Description

This course embraces society’s dependence on technology in all aspects of life; examining theatre education with the realization that technology has altered what it means to be human, changing how we interact, communicate and experience the world. Theatre is rooted in oral traditions and collective celebrations that explore, examine, reflect on, rejoice in, reinterpret, create and share the human experience. If technology has changed how we interact, communicate and experience the world then it reasons that technology should also change our creation and experience of theatre, and therefore performance arts education. This course will focus on those using online and digital technologies to craft theatre and audience for the advancement of dramatic arts education. This course will be an examination of what role the audience plays in theatre creation; how theatre crafted through technology will alter or recreate the audiences’ role; and finally what all that means for performance arts education.
4. Learning Outcomes

On the successful completion of the course, I, the student will be able to,

LG1 Identify and understand the traditional role of audience in theatre and how digital technologies have altered that role.

LG2 Describe and analyze the interaction between digital technologies, theatre arts education and audience.

LG3 Analyze and explain critical ways in which digital technologies impact audience understanding and processing of theatre and then create a conceptual framework to create theatre and audience using online and digital technologies in an educational setting.

LG4 Conduct a literature review of current research and practice being done at the intersection of theatre, education, audience and digital technologies.

LG5 Analyze and articulate challenges within this framework and reflect on how they can be overcome.

LG6 Identify ways to apply course readings and findings to own teaching practice and own future research.

5. Course Design

This will be a largely student driven course with the majority of the work to be completed asynchronously. It is expected that the student will complete the course work by the deadlines outlined. The student will also keep a weekly work log that tracks the hours spent on course work and account for how that time was divided. It is expected that the student and the professor will meet weekly, on Mondays from 6:00-7:30 through the Adobe General Meeting Room to discuss progress, findings and raise questions to further the investigation. The professor is, as always, available by appointment should questions and need of further assistance occur.
6. Outline of Topics in the Course

Unit 1: Process and Performance
Weeks 1-2 (September 8, September 15)
How are social media and digital technologies changing theatre creation and performance?

Unit 2: Audience Reception and Understanding
Weeks 3-4 (September 22, September 29)
How do audiences process theatre? How are digital technologies affecting this processing?

Literature Review Due: October 5th

Unit 3: Potential Application
Week 5 (October 6)
Reflection on relevance for own practice: How could the literature review findings help shape your own future research?

Research Question and Problem Definition Due: October 12th

Unit 4: Audiences Then
Week 6 (October 13)
A historical examination of traditional audience roles, expectations and impact on traditionally created theatre to establish norms prior to looking at how digital technologies have altered modern audiences.

Unit 5: Audiences Now
Weeks 7-8 (October 20, October 27)
An examination of modern digital audiences and their changing role in theatre; including their expectations, receptivity, demands, etc.

Unit 6: Creative Implications
Week 9 (November 3)
Applying what is learned of modern audiences examine how that impacts theatre creation in a digital age. How are theatre companies shifting to reflect modern audiences?

Seminar Presentation Due: November 9th

Unit 7: Implications for Modern Theatre Education
Week 10 (November 10)
What does all this mean for modern theatre education? How do we make theatre education relevant in this shifting culture?

Unit 8: Constructive Feedback and Personal Reflection
Weeks 11-12 (November 17, November 24)
Submission of final paper to instructor for feedback as well as link to completed website and personal reflection blog of how the student’s own learning throughout the course can be transferred to their own teaching practice.

Final Paper and Visual Presentation Due: November 30th
7. Reading List

Books:


Peer-Reviewed Articles:


Evans, E. J. (2008). Character, audience agency and transmedia drama. *Media, Culture & Society*, 30 (2), 197-213. [http://mcs.sagepub.com/uproxy.library.dcuoit.ca/content/30/2/197](http://mcs.sagepub.com/uproxy.library.dcuoit.ca/content/30/2/197)


McLeod, K. (2014). iTalk, youlisten, weperform: Participatory media on the canadian stage. *Canadian Theatre Review, 159*, 13-18. [http://utpjournals.metapress.com/content/2km092t432231925/?p=314381e770ba4d04b5a68e663f0de82e&pi=3](http://utpjournals.metapress.com/content/2km092t432231925/?p=314381e770ba4d04b5a68e663f0de82e&pi=3)


Owen, D. (2014). A photographic journey through digital technology in canadian performances. *Canadian Theatre Review, 159*, s1-s12. [http://utpjournals.metapress.com/content/327718075236n508/?p=314381e770ba4d04b5a68e663f0de82e&pi=0](http://utpjournals.metapress.com/content/327718075236n508/?p=314381e770ba4d04b5a68e663f0de82e&pi=0)


8. Evaluation Method

1. Literature Review:
A review of current literature that examines how social media and digital technologies are changing theatre creation, performance and the audience’s processing of theatre. (2500-3000 words)
30%
Learning Goals: LG1, LG2, LG4
Due Date: October 5\textsuperscript{th}, 2014 (midnight)

2. Research Question and Problem Definition:
Based on the readings and review of the literature, pose a relevant research question that you feel needs to be addressed and could benefit your own practice. State the question, with brief explanation of its relevancy and why it warrants exploration, and then define the parameters of the research in a short introductory paper. (1000 words)
10%
Learning Goals: LG6
Due Date: October 12\textsuperscript{th}, 2014 (midnight)

3. Seminar Presentation:
Based on the literature review and the course readings, use digital technology to develop a movie portfolio that demonstrates the audiences’ changing role in theatre and how digital technologies impact the audience’s experience of theatre. This portfolio will examine the changing dynamic between performer and audience, what theatre audiences’ roles have traditionally been in comparison to modern audiences who are shaped by digital technologies, social media and the immediacy of a digital age. The movie portfolio will be posted to YouTube where faculty and peer audience can view and comment on it.
30%
Learning Goals: LG1, LG2
Due Date: November 9\textsuperscript{th}, 2014 (midnight)

4. Final Paper and Visual Presentation:
Based on the literature review and course readings, design a conceptual framework to represent the main themes in the course. The framework will be presented in two ways, through a 2500-3000 word paper and creatively presented on a website with multi-media content. The literature review will be incorporated as part of this assignment, but presented in a digital format on the website. Additionally, a brief blog entry on the website will act as a course log and reflection on how this course content can or will shape my teaching practice. Question posed: What could performance arts education and audience reinvented through digital technologies look like? This assignment will propose potential theatrical futures.
30%
Learning Goals: LG3, LG5, LG6
Due Date: November 30\textsuperscript{th}, 2014 (midnight)