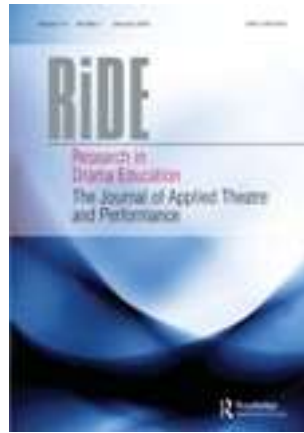


RiDE: The Journal of Applied Theatre and Performance

Themed Issues



[Drama in Schools: meeting the research challenges of the twenty-first century](#)

Volume 14, 2009, Issue 2

While there is a welcome growth in arts and drama education research, there are still lingering suspicions about how others perceive our area. Further classroom research continues to be necessary in order to provide evidence that drama is a powerful force for engaging learning in the classroom. One of the aims of this themed edition is to report on the evidence that demonstrates the power of drama in learning and to stimulate researchers to uncover more evidence to support its rightful place in schools.

Guest Editors: Michael Anderson & Kate Donelan

[Disability: Creative Tensions in Applied Theatre](#)

Volume 14, 2009, Issue 1

This themed edition examines the creative and political achievements of the dialogue between disabled people and drama practitioners, disabled and non disabled. At various points during the last thirty years these different strands have worked together or moved apart in response to political and financial circumstances. For example, in the UK, many celebrated disability arts groups and companies of disabled people have grown from skills and ideas that were developed in workshops and drama projects in special schools and day centres. The journey from segregation to participation, the gaps between politics, art and therapy, and the relationship between disabled and non-disabled collaborators are all sources of tension. How do practitioners make these tensions creative?

Guest Editor: Colette Conroy

[Performance and Asylum: embodiment, ethics](#)

Volume 13, 2008, Issue 2

The questions of migration, asylum, the management of international borders, security and 'terror' are at the political heart of our age. This themed issue of Research in Drama Education will, we hope, provide a provocative and useful set of perspectives on this conceptual cluster, bringing together essays from international scholars, both established and emerging. The pieces included here take different routes through the issues in focus: theoretical oversights, framings and insights; thoughts and reflections from theatre makers and educators; analysis from those who work in applied and community settings with migrant

and refugee communities. We propose performance, and performance theorisation, as exemplary sites to interrogate this field of study, addressing questions of identity, belonging, refuge, bodies, surveillance and ethics.

Guest Editors: Helen Gilbert & Sophie Nield

Drama for Citizenship and Human Rights

Volume 12, 2007, Issue 3

This themed issue seeks to contribute to knowledge of how and when drama might be considered to be a vehicle for teaching the values and practices of citizenship. What are the underpinning ideological assumptions of citizenship/human rights agendas and how do they impact on applied drama practices? What are the possibilities and limitations of drama/theatre praxis in the promotion of social justice in schools and communities? How uncontroversial are rights based agendas for applied drama practitioners? What ethical implications are raised when these agendas are applied in different socio-cultural contexts? What political issues are raised by funding and/or centralised curricula in shaping the agendas of such work? How do issues of globalisation impact on practice in localised communities and schools?

Guest Editor: Joe Winston

On Site and Place

Volume 12, 2007, Issue 1

With increased interest in issues of site and place in performance studies generally it is timely to consider the impact such research is having within the specific fields encompassed by this journal. What position does it occupy within applied performance theory and practice? And what research is taking place within our particular fields that in turn asks questions of site and place?

Guest Editor: Sally Mackey & Nicolas Whybrow

Impact Assessment and Applied Drama

Volume 11, 2006, Issue 2

The purpose of this themed issue is to raise some critical questions about measuring the impact of applied drama and theatre. The editors have attempted to bring together case studies and essays that indicate the range of situations in which the impact in the short, medium and long term is already being assessed. How might the impact of an initiative involving drama be measured over time? Can a longer term impact assessment transform the creative methodologies and contribute to global knowledge? In attempting to answer these and related questions we invited a range of contributions that would encompass a diverse set of contexts in terms of geography, participants and funding structures, as well as a wide spectrum of methods in terms of the ways in which theatre is being used, styles of facilitation and the intended outcomes of the work.

Guest Editor: Michael Etherton & Tim Prentki

On Ethics

Volume 10, 2005, Issue 2

The first themed issue of *Research in Drama Education* examines the ethics of research and practice from a diverse range of perspectives. Included in this edition are discussions about the ethics of theatre-making in Kenya, Uganda and Malawi; there are analyses of a theatre education programme in Israel and a collaboration between adults with learning disabilities and university students in the UK. Questions are raised about the ethics, historiography and politics of academic research with marginalised groups, and about the role of theatre in citizenship education in universities in the United States. All the authors included in this edition are motivated by a desire for their research to make a difference to the lives of others, to challenge attitudes, raise questions or effect change.

Editor: Helen Nicholson