

## Drama, Dance, Puppetry Creative Teaching Methods in Norway and Hungary

- The **theme** of this mobility was *Drama, Dance, Puppetry*, as written in the project title. The main achieved goal of the project was to provide the participants (students studying pedagogy from the participating institutions) with the possibility of comparing different pedagogical methods used in the host countries, which makes them able to work out their own way of teaching children.

- The **target country** for the Hungarian students was Norway, and the Norwegian visited our country, Hungary. The **duration** was three weeks in both cases.

- As it is decipherable in the students' reports they are mostly satisfied with the outcome of the project, their experience and the methods they become acquainted with have largely met the **objectives identified** in our proposal. It became clear soon that the Norwegian partner do not apply dance as a possible and creative teaching method, but providing visual challenges, employing tales and music in a creative way, as well as drama pedagogy play important roles there. For the Norwegian students Hungary was a real astonishment from cultural point; they were rather satisfied with the experience they collected here – both at our College in the educational field and elsewhere in cultural scope. From professional point of view it seems that both sides made a huge profit on the cooperation.

- **Benefits of the activities for AVCC and the participants:** The benefits of the outcome of the programme are interrelated – they can be experienced for both sides, for our college and for the students. The students participated in the programme have become more active in many ways; both at our College and in their everyday life. Since they have become more motivated it is much easier to work with them, they become more active and open to new ideas. The experience our students collected in Norway has widened their viewing angle in professional field and contributes to their personal development as well.

It was also beneficial for them to become acquainted with an other functioning school system, and working with others closely while using a foreign language for communication. To become familiar with the culture of the host nation was also an important opportunity.

### **Project implementation**

The cooperation between the partner institutions started in 2007, when a group of students from the Oslo University College visited Hungary and Apor Vilmos Catholic College for a short visit, which event was continued by signing an Erasmus bilateral agreement. Within the framework of Erasmus cooperation student and teacher exchanges took place. Since the cooperation seemed to be open and creative enough, and we only had one partner institute from Norway we proposed them cooperation in this field as well. This proposal was accepted immediately by the OUC.

The invitation for applications (for the students) were set up at the compulsory summer camp of the pedagogy students. The details of the application were available for the students on the official **notice board** of the camp; the leaders of the camp called the students' attention to this opportunity **verbally** at the regular global meetings, and provided

them with **printed handouts** about it, but the information about the programme were also available on the **webpage** of the AVCC.

Only those **pedagogy major** students were invited to apply who are at least in their **second year** of study, whose command of **English** is **sufficient** for participating in an English language education project, and who take upon themselves to **participate in hosting** the Norwegian students during their stay in Hungary.

Over twenty students sent in their application, in which they wrote about their **commitment to drama, dance and puppetry**. The applications were judged by the teachers of the Pedagogical and Methodological Institution. When making the decision, in addition to the professional content of the written applications, the **scholastic records** were also taken into consideration.

At **Oslo University College**, the students were selected by applications from one specific student group: The students of the last year of the Bachelor in Early Childhood Education (Pre-School Teacher Education). The use of the aesthetical subjects (arts, music, drama) in Norwegian kindergartens is very present, though in a different way than is the case of Hungary, so it was considered from the teachers and management as particularly interesting for this student group. The students were supposed to do the trip in the beginning phase of the Bachelor thesis, which is in the second part of the last semester of the Early Childhood Education programme. A strong criteria was therefore that the students expressed considerable reflection about their motivation and interest in subjects of Dance drama and puppetry and their ability to work on their BA thesis while abroad and use their experiences from the visit to Hungary as inspiration for their thesis.

Programme:

## **Hungarian Students at OUC**

### **First week**

- students *participated* the lectures, presentations and workshops of the *Window to the World 2008 Conference* related to the topic of the programme – during the whole week;
- visited the Oslo Opera House – students saw a dance play, and were guided around the building;
- visited cultural institutes, local sights (eg. the *Ship Museum* in Bygdoy peninsula, *Vigeland Park*)
- the events of the week were video recorded.

### **Second week**

- Students visited two kindergartens – participated drama workshops there and observed the tale-telling methods of the Norwegian kindergarten teachers;
- participated in drama pedagogy workshops;
- participated in a day long music workshop (e.g.: rhythm and drum lessons);
- visited museums which were preceded by museum-pedagogy lessons;
- participated a cultural event of the local Hungarian speaking minority organised for the memory of the 1956 Hungarian Revolution.
- The events of the week were video recorded.

### **Third week**

- Students participated drama pedagogy workshops;
- prepared for the final drama presentation;
- visited *Munch Museum*, the *National Gallery* and the *International Museum of Children's Art* in Oslo;
- visited Oslo accompanied by the local students who intend to participate in the spring program in Hungary;
- saw Kate Pendry's play at Det Åpne Theatre entitled *Pornography* – after the play students had a chat with the director of the play;
- acted out their presentation they prepared for the local teachers and students.
- The events of the week were video recorded.

## Norwegian students at AVCC

### First week

- Students of OUC participated in Drama technique Workshops – dealing with dramatisation of nursery rhymes;
- visited the city of Vác (sightseeing);
- visited Kodály institute in Kecskemét, participated in a presentation about the Kodály-method;
- travelled to Veszprém, where they become acquainted with the functioning of the Kabóca Puppet Theatre, saw a puppet play, visited the exhibition of the institute,
- had a meeting with the artists of the Kabóca Puppet Theatre, listened to a presentation about the functioning of the Hungarian puppet theatres;
- visited the city of Veszprém and lake Balaton;
- saw the performance of the Hungarian National Dance Theatre, titled *Tánczmester* (Dance master)
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### Second week

- Students participated in puppetry workshops in Vác, together with those Hungarian students who participated in the autumn programme in Oslo;
- participated in folk music and folkdance workshops, and Hungarian *Folkdance House*;
- visited the *Millennium Park* in Budapest where participated in drama pedagogy workshops;
- visited the *Jövő Háza* (House of Future) and *Csodák Palotája* (Palace of Miracles) in Budapest;
- saw the puppet play of the famous Hungarian puppet theatre, *Kolibri Theatre* entitled *Locspocs* (Ruffen Tales);
- took part in drama pedagogy lessons in the *Drama cellar* at AVCC;
- visited a kindergarten where the students of AVCC do their placement practises;
- visited the monuments and institutions of Budapest's cultural heritage;

### Third week

- Norwegian students took part in lectures on Hungarian culture – held at AVCC;
- listened a presentation and participated in workshops on story-telling approach (titled: Adoption of tales in Early Language Acquisition);
- took part in drama pedagogy workshop;
- were invited to and guided around in the Bishop's Palace in Vác, where they were hosted by the Bishop of Vác;
- visited the house of Hungarian Parliament – guided tour and lunch;
- took part in closing appraising conversation at Katalin Kozák's apartment in Budapest.

## Outcomes of the project:

- **Participants** were able to become familiar with the new pedagogical methods applied in the host countries, and compare them with that of the country of their origin. As it is written in the *II. Project description* students wrote in the reports "...they are satisfied with the outcome of the project, their experience and the methods they become acquainted with have largely met the **objectives identified** in our proposal. It became clear soon that the Norwegian partner do not apply dance as a possible and creative teaching method, but providing visual challenges, employing tales and music in a creative way, as well as drama pedagogy play important roles there.
- For the **Norwegian students** Hungary was a real astonishment from cultural point; they were rather satisfied with the experience they collected here – both at our College in the educational field and elsewhere in cultural scope.
- From professional point of view it seems that both sides made a huge profit on the cooperation. It was also beneficial for them to become acquainted with an other functioning school system, and working with others closely while using a foreign language for communication. To become familiar with the culture of the host nation was also an important opportunity" (See: *II. Project description*)
- **Sending and host institutions:** "The benefits of the outcome of the programme are interrelated – they can be experienced for both sides, for our college and for the students. The students participated in the programme have become more active in many ways; both at our College and in their everyday life. Since they have become more motivated it is much easier to work with them, they become more active and open to new ideas. The experience that our students collected in Norway has widened their viewing angle in professional field and contributes to their personal development as well." (See: *II. Project description*)
- We can state that meeting new teaching methods or collecting cultural experiences have always had certain impact on the teaching sector involved. To ensure and enhance it we made colour printed follow-up leaflet as a dissemination item as well. We intend to provide the Committee of Education and Culture at the City Council of Vác and all the local schools with it. The teachers involved in the project were/are definitely influenced by the content of the programme and will transmit their newly acquainted knowledge to the future generations of teachers.
- After finishing the project students made **reports** which are put on AVCC homepage (in Hungarian language) with some of the pictures taken during the manifestation of project.
- We also created a **20 pages colour follow up leaflet** in Hungarian. This material contains the summary of the whole programme also and parts of the students' reports, compiled by the project manager of the programme. The leaflet is financed by the programme. We provided the Committee of Education and Culture at the City Council of Vác and all the local secondary schools with this brochure. Its content will also be available at AVCC homepage.