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## **‘DRAMATIC’ THINKING AS AN OPEN THINKING STRATEGY**

Ayomi Indika Irugalbandara

The Open University of Sri Lanka, Sri Lanka.

Queensland University of Technology, Australia.

*Corresponding Email:* [aiiru@ou.ac.lk](mailto:aiiru@ou.ac.lk)

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### **Abstract**

One open thinking strategy is creative learning (Jeffrey, 2003, 2004, 2005). According to Jeffery, ‘creative learning’ indicates that students are “being innovative, experimental and inventive” (Jeffrey, 2005, p. 42) and ‘engage in ...knowledgeable enquiry’ (Jeffrey, 2005, p. 43). It has been shown there is a link between success in the workforce and creative thinking and learning. . The United Kingdom, National Advisory Committee on Creative and Cultural Education (NACCCE) encourage everyday creativity and innovation in the classroom (Jeffery & Craft, 2007). I draw similarities between open thinking and everyday creativity and I claim that these similarities should be used for everyday creativity and innovation in the classroom (Jeffery & Craft, 2007). Everyday creativity is shown when individuals solve problems in ways that are individually novel, but do not add to the development of human knowledge (Craft, 2003). Open thinking, on the other hand, is defined as the process to learn and grow, strengthening belief in ourselves and being honest. It is readiness to listen to others’ thoughts and opinions and consider the possibility that we could be wrong and may change own opinion. The view of everyday creativity and open thinking complement one another and are important qualities in education. There is a growing body of international research evidence which indicates that the school environment can influence the creative development of students (Craft, 2008; Jeffrey & Bouffard, 2005). The strategy of process drama can be an effective tool for promoting creativity and open thinking in a school context (Anderson, 2016; Howell & Heap, 2017; Hulse & Owens, 2017; Jurinović, 2016). Process drama is a creative instructional method which offers teachers and students in the event, a place, or a time through improvisation rather than rehearsing and presenting a final performance (Howell & Heap, 2017).

My study implemented is a non-randomised control group design with three groups; an intervention group, a control group and an active control group. Using a mixed-methods research approach, I will present the preliminary data of observations of lessons and interviews with teachers. In this proposal, I reflect on the nature of the open thinking/ everyday creativity process between teacher and students in process drama, drawing on my doctoral research on the investigating process drama for the development of creativity and adaptability skills in junior secondary school students in Sri Lanka. In this proposal, I will also discuss how drama teachers’ pedagogical strategies enhance open thinking/ everyday creativity in students and accordingly how to modify professional development programmes of drama teachers through ODL mode in Sri Lanka.

**Keywords:** Dramatic Thinking, Open Thinking, Everyday Thinking, Process Drama.

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