

The use of dramatization as a cooperative teaching-learning strategy

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The universities have undergone a remarkable transformation in recent decades. It should be noted, in particular, the quantitative increase in scientific and technological research, as well as its important qualitative improvement in terms of rigor, innovation and connection with lines and international research programs frontline. Nevertheless, there are still important issues concerning the didactic training of teachers, educational innovation in university classrooms, performance and motivation of the student body, the connection of research with social needs, among others.

In higher education new challenges are proposed towards individuals critical and reflective preparation to cope successfully achieve changes. It is necessary, therefore, to make changes in schools teaching strategies.

Educational organizations must develop their perceptiveness, sensitivity and adaptation, as a basic condition for their survival in this changing, unpredictable and turbulent environment. As a dynamic and active system that must be willing to change in favor of adaptation and adjustment that allow successfully address these changes.

Currently, in the educative system, cooperative group work is an essential ingredient in all teaching and learning activities. It can be stated that all projects using methods or techniques incorporate innovative teaching and learning this way of working as an experience in which the learner is formed as a person

This document describes the use of dramatization as a cooperative teaching-learning strategy with IV year students of Banking and Finance, on the subject of Human Resources Management. The dramatization is the interpretation, simulation of a problem or a situation in the general field of human relations or a particularly selected topic. It is a method that itself creates informal, flexible, and permissive and facilitates experimentation, establishing a common experience that can be used as a basis for discussion. Students can dramatize stories from any genre written texts or oral productions.

From what was shared with Dr. Julio Pimienta, it was taken the decision of implementing the use of dramatization in the specific issues of recruitment and selection of personnel, in order to involve all students and thus develop a work collaborative.

Here various approaches as a result of literature review and a proposal for intervention, the main results of the experience (using dramatization) and activities developed by both the teacher and the students are presented.

1. ARTICLE

1.1. Literature Review

From the subject of interest "Using dramatization as a cooperative teaching-learning strategy" the reviewing of various literatures are presented. Thanks to the increasing variety of publications and research on the theory and practice of dramatization, it was established its meaning, benefits, features, and the types of activities covered. To do this it was necessary to differentiate the dramatization of the theater, because sometimes they have been used both concepts in a similar way, leading to serious confusion.

The *dramatization* concept has two meanings, when used with a capital letters refers to the subject that is part of the curriculum area of Arts Education in Primary school, as well as the optional subject of Secondary (Skit-Theater). Instead, *dramatization*, with lowercase letters is: "That activity using the tool in a playful theatrical practice, oriented itself without external projection. It is a set of practices in the service of the creative expression of the individual and full development of his personality" (Tejerina, 2004: p.118).

A poem, a story or even a math problem through different activities and exercises can be dramatized, Motos and Tejedó (1999, p.14) refer to the dramatization as:

"Dramatization is as much as theatricalisation (...), i.e., provide dramatic structure to something that initially does not, how to create a theatrical structure from a poem, story, narrative fragment, news releases, etc., modifying the organic form of these texts and adapting to the peculiarities of the dramatic scheme".

Such actions, developed through exercises stimulate and improve communication processes (Jerez and Encabo, 2005), as well as representation and imitation of human behavior, encouraging fun through games (Colborne 1997), having a vital role in relation to education (Courtney, 1990).

The dramatization is therefore an educational tool that promotes and enhances participants in their values (Ferrer et al, 2003), social skills (Guil and Navarro, 2005) as well as different means of speaking and writing (Moto, 1992). From games and experimentation, primarily seeks to provide channels for free expression, develop skills in different languages and boost creativity (Tejerina, 2004).

"From a curriculum perspective, dramatization encourages students to participate in a creative process that respond spontaneously to various situations and problems, becoming the teacher not only in transmitting information, but catalyst which participates of the experience and who will have a basic knowledge of theater techniques "(Motos and Tejedó, 1999).

Dramatization brings benefits as an educational resource or in other fields. Perhaps it is why it

has increased both the number of publications and research on the subject, proving how is the dramatization linked to the development of emotional intelligence as well as cognitive, affective and psychomotor aspects of the participant.

The process of learning through dramatic play, cover aspects such as: encouraging empathy, overcome shyness, develop a sense of humor, as well as enhancing group relations, cooperative work and non-verbal communication.

Dramatization, has a holistic nature, it requires participants to express their own emotions and feelings that live inside them through different communicative or artistic events, promoting the participants to construct their own knowledge through a personal and active language, participating in this discovery of an environment rich in sources of communication (Davidson, 1996).

As Tejerina (2004) states, dramatization is that activity that uses the theatrical practice as a playful tool, oriented itself and without external projection. It is a set of practices in the service of the creative expression of the individual and full development of the individual personality.

Onieva (2011) notes that among the benefits dramatization develops in participants include four benefits that are mentioned in other investigations in which dramatization is as an important educational resource, these benefits are:

- 1. The development of social skills** (Jendyk, 1981, McCaslin, 1981; Platke, 1990; Courtney, 1990; Waite, 1993; De la Cruz, 1998; George, 2000): behavior that will provide the student with a psychological and balanced support in their interpersonal relationships with peers. Thus, the student claims knowing their rights and freedoms while respecting those of others, avoiding anxiety states in difficult situations or problems, showing their feelings and opinions freely.
- 2. Improving self-esteem** (Yaffe, 1989; Brown, 1990; Platke, 1990; Brown, 1999; Cattanach, 1992; Waite, 1993; George, 2000) implies further consideration, appreciation or assessment of the own person and acceptance of what one is, despite the limitations or possesses skills compared to others.
- 3. Increased self-confidence** (Hedahl, 1980; Yaffe, 1989; Waite, 1993; Soefje, 1998; George, 2000): the student intuitively become aware of their own potential and strength in order to face and overcome any difficult situation.
- 4. Learning to work in teams** (Platke, 1990, Camping, 1993; Steinberg, 1998; George, 2000): with proper coordination among students and through the support of a teacher, they you can carry out a joint project, being each and every one responsible for the final result. This is not the sum of individual contributions, but conduct that encompasses aspects such as complementarity, coordination, communication, trust and mutual commitment.

As important as the four benefits mentioned above, it is also the development of imagination, indispensable in the formation of a person (Jerez and Encabo, 2005), being understood as the ability to create something new. Imagination, also promotes among participants, some concepts like wit, originality, invention, intuition and discovery. To Oberlé (1989), dramatic play develop creativity through actions, collective creations, role plays, improvisations and writing texts or dialogues through a particular topic.

Here are the dramatization benefits mentioned before from teachers experiences:

- Encourage critical analysis to take a position in certain situations.
- Help the individual to freely express their thoughts and ideas more clearly and creatively.
- Promotes collaborative and participatory work.
- Strengthens overcoming fears when giving an opinion or speaking in public.
- Achieve the acquisition of skills by using precise language and a richer vocabulary.
- Facilitates the development of fluency and intuition in students.
- Increased motivation to learn.

The dramatization is a tool that directly promotes cooperative learning. Within social skills has a great impact among students as it involves the development in the classroom of a working system that encourages the spirit of cooperation and contributes to socialize knowledge and working methods, while power mutual aid and feedback (Jenger, 1975). Although the advantages of teamwork are obvious, we must not forget the importance of individual and personal development, so teachers have to alternate individual and work group work as well.

Within the cooperative learning is often used the peer tutoring, which not only help improve student test scores, but that promote acceptance, despite the differences between members of tutorials; attitudes toward school are improved, peers; and the degree of authority among students is less than that between teacher and student. With less age difference between tutor and tutored the student who tutored expresses his/her ideas and asked for clarification more freely. Another way to encourage socialization among students is through peer collaboration.

A group work is characterized by the high degree of communicative exchanges, it encourage students to learn from each other, although in practice problems related behaviors submission, dominance, jealousy, withdrawal arise and prejudices of any kind of some of the students. Peer tutoring is usually more appropriate for mastering and perfecting skills already acquired, however, peer collaboration promotes discovery and learning new skills and relationships.

For a group work to be effective it is necessary to set standards and create an environment that influence the relationship between students and their behaviors, both cognitive and motivational as we as emotional level (Bandura, 1987).

Work groups are divided into:

- Competitive: involves obtaining results that are only beneficial on a personal level and are contrasted and compared with other students.
- The individualistic: it encourages students to achieve their own goals, whatever those obtained by others.
- Cooperative: assumes that students achieve their goals only if others achieve theirs.

Terms such as passive, memorization, individual and competitive, are elements that are not associated with cooperative learning (Johnson and Johnson, 1997). On the contrary, say, that the elements always presented in this type of learning are:

- 1. Cooperation.** Students support each other to meet two objectives: getting to be experts in content knowledge, and develop teamwork skills. Students share goals, resources, achievements and understanding of the role of each. A student cannot succeed unless everyone in the team does.
- 2. Responsibility.** Students are individually responsible for part of the task for them. At the same time, everyone on the team should understand all tasks that concern them to classmates.
- 3. Communication.** Team members exchange sensitive information and materials, help each other efficiently and effectively, provide feedback to improve future performance and analyze the findings and reflections of each thoughts and to achieve higher quality results.
- 4. Teamwork.** Students learn to solve problems together, developing leadership skills, communication, trust, decision making and conflict resolution
- 5. Self-appraisal.** Teams must assess what actions have been useful and what is not. The team members set the goals, periodically evaluate their activities and identify the changes to be made to improve their work in the future.

Cooperation is a way of collaboration, is to work together to achieve a goal (Johnson and Johnson, 1989). While collaboration is seen in small or large groups, cooperation refers primarily to small groups of students working together. Many teachers have adopted cooperation as the key structure for learning in the classroom.

The latest research indicates the benefits of cooperative learning over competition and individualized learning in a variety of learning tasks (Ferreiro and Calderon, 2000).

Compared to competitive and individualized learning, cooperative learning leads a high individual and group use, high quality reasoning strategies, most often in the transfer of the group towards individuality and new ideas and solutions to the problems addressed. In addition, participants working in cooperative groups tend to be more motivated and intellectually active. This does not imply that competition and individual work should not be encouraged. In training they should also be implemented

To work with cooperative strategies must prevail at least three conditions, according to Johnson and Johnson (1999). First, participants should feel positively interdependent, so they have personal responsibility for achieving the group's goals. Second, participants must work in a face to face interaction, which, they help each other, share resources, give feedback and reinforcement between them , exchange ideas, arguments and keep an open mind, running their acts honestly, promoting a climate of security, reducing anxiety among their peers. Heterogeneous groups are best to achieve this condition.

Collaborative skills, and group processing are the third condition of this method of instruction. This condition is one of the most complex and relates to the need to teach students social skills to collaborate and feel involved in the work of cooperative learning group.

Students continually need to reflect their interactions and assess their cooperative work. For example, participants need to learn skills and abilities to achieve their and to keep the team spirit. However, it is necessary to clarify that implement cooperative strategies is not indicative for

success as a mediator. Whoever there comes the implementation, it must be understood that this requires the skills that are learned and practiced, especially if the participants are from classes taught in a traditional way.

1.2. Proposal intervention

1.2.1. Proposal intervention Scheme

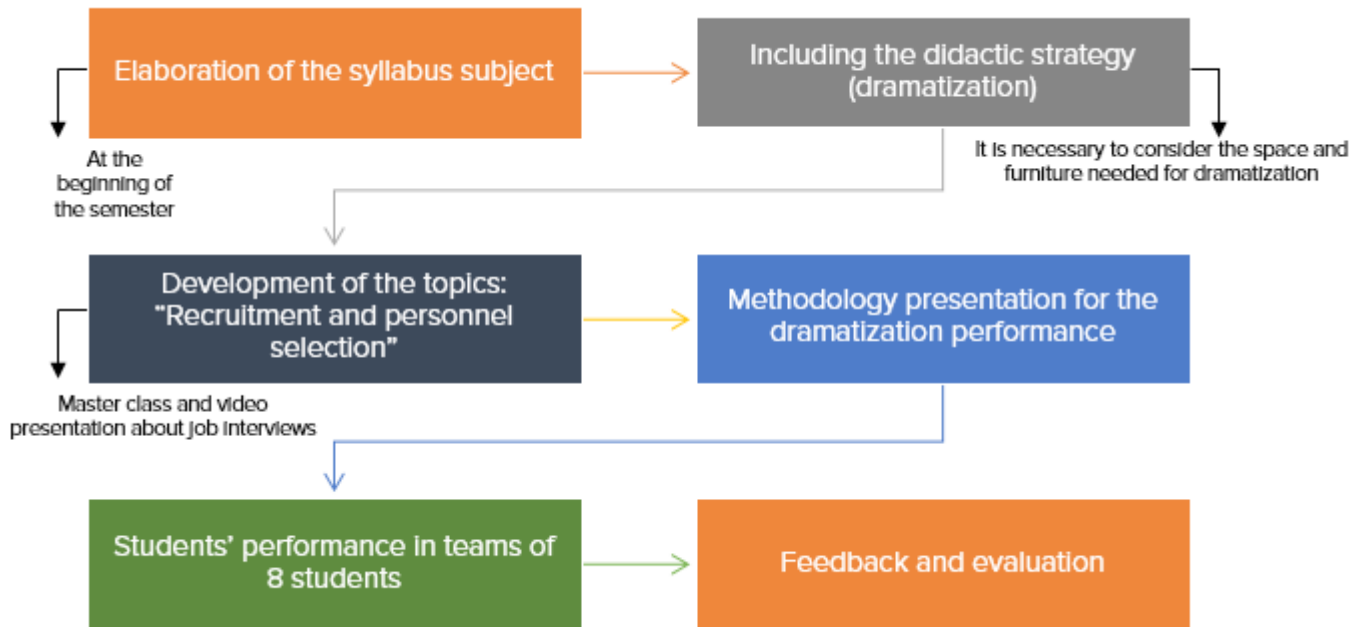


Diagram No.1 (Source: Own Design)

1.2.2. Learning results (Objetives)

Students at the end of their subsystem staffing study should achieve the following objectives:

- a. Analyze the staff recruitment concept form the personal administration perspective.
- b. Understanding why it is important to be based on a good analysis of positions.
- c. Knowing how recruitment policies vary according to organizational context.
- d. Recognizing the importance of recruitment as a starting point to create quality in organizations.
- e. Develop skills, interests, aptitudes and personality on the development of the job interview by dramatizing.
- f. Make and. Conduct cooperative work by using dramatization as a teaching – learning strategy.

1.2.3. Evidences



Picture No. 1. IV year students of Banking and Finance dramatizing a job interview process (emphasis in dress and attitude in the interview)



Picture No. 2. Team dramatizing a scenario in which the candidates are highly competitive in banking and finance, but it is selected the candidate who has the best presentation and not professional preparation.



Picture No. 3. Students awaiting to perform their dramatization.



Picture No. 4. It is noted in the following picture, two students who due to their personal characteristics, appeared very timid during the development of previous classes, but it was very interesting to note that by developing its dramatization were very spontaneous, insurance and even made them easier to cooperate with his team. From this activity the security level of these two students increased. In this situation the advantages of using dramatization as cooperative learning strategy is evident.

1.2.4. Activities of the teacher and students.

Once the development of the topics of recruitment and selection of staff culminates, students understand and master the different sources of recruitment, the mechanisms to disseminate job offers, such as the elements of the selection process, the body language, how to dress at the time of the interview, how to talk, etc.

Also, the student is aware of the limitations that affect this process, including discrimination (age, gender, race, religious or political beliefs), preferences for physical appearance, friends or other interests in particular.

Usually, the dramatization is done with teams of five to eight students, this in order to ensure active participation in the development of the presentation. At times it has been given full freedom to students to plan dramatization.

Some of the characters students have performed are: human resources manager and general manager, who are the responsible for the selection of the candidates, and among the candidates two female that apply to a vacancy. The students performed a situation in which one of two candidates has a great academic background and great work experience, but not as physically attractive as the other one, who is a lady with very little formal education and no work experience, but physically attractive, and very flirtatious. In the end, the latter is selected for the available vacancy.

It has been very interesting to watch students who are generally shy, easily appropriates his / her character, and becomes empowered with their role. This was evidenced when a very shy

student, assumed the character of a spoiled, arrogant manager who attended with much impetus to the candidates. Students who assumed that role, showed an attitude of respect, serenity and confidence to be displayed when an interview.

Other teams represented the way political affiliations act in public institutions, they also showed their professional skills to occupy certain positions.

Generally, the characters or roles assumed by the students are: general manager, human resources manager, secretaries or receptionists.

Students create the conditions to represent a business scenario, with their clothes, desk, phones, computers, etc. These activities are carried out in the media room or in the auditorium of the faculty. a maximum of thirty minutes for the development of dramatization is usually assigned

At the end, conclusions or dramatization relevant aspects are presented, a time for the plenary to present its views on the activity is assigned.

The activities that meet the teacher are as follows:

- Development of the semiannual plan subject.
- Establishment of teaching strategies, including the dramatization.
- Development issues (recruitment and selection) with video support on job interviews.
- Guidance methodology for assembling the dramatizations.
- Promotion of cooperative work among students.
- Request and management of the media room for the development of the dramatizations.
- Design and dissemination of rubrics for evaluation.
- Feedback on the various skits.

The activities developed by the students are as follows:

- Participation in conferences and presentation videos.
- Forming teams.
- Definition of the content and focus of the dramatization (cooperation).
- Practice the script for the skit.
- Search of materials and equipment used.
- Making dramatization.
- Participation in the feedback process.

1.2.5. Evaluation

Regulation of Student Academic System in Chapter I of the evaluation system of learning asserts that teachers should reflect on the lesson plan for the course, the objectives and content that will be evaluated in short tests, individual and work group (60%) and the test (40%). Students

must meet in the first week of class, timing of assessments, the subjects evaluated in each and assessment criteria “(p. 2).

In this term, dramatization has a score of 40 points, taking into account the following evaluation criterion.

Diagram No.2 (Source: Own Design)

DRAMATIZATION EVALUATION INSTRUMENTS								
Evaluation Criteria		SCALE						
		1	2	3	4	Score	TOTALS	OBSERVATIONS
1.	Scenography production					3		
2.	Materials and resources used in the dramatization					2		
3	Fluency and spontaneity					2		
4	Coherence in the oral expression					2		
5	Domain of the topic					4		
6	Arouses public interest					3		
7	Originality and creativity of the group in the dramatization performance					1		
8	Brings new insights and experiences to the audience					3		
TOTAL						20		

2. CONCLUSIONS

By performing dramatization, students strengthened knowledge in teaching strategies for cooperative learning, adjusting the use of dramatization as a teaching-learning strategy.

A state of art on cooperative learning and drama as a teaching strategy was developed.

Students showed a proactive attitude throughout the process of planning and carrying out the dramatization, which is very interesting to note students who are generally shy, but easily appropriating the character even become empowered with their role.

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