

Interdisciplinary Applied Drama Institute

Research Summary

Jahorina, Bosnia and Herzegovina

July 27-31st, 2021



Prepared for the U.S. Embassy in Sarajevo, Bosnia and Herzegovina by:

Associate Professor Kathryn Dawson, University of Texas at Austin

Renita James, University of Texas at Austin

Associate Professor Tamara Goldbogen, Webber State University



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SUMMARY OF RESEARCH-PRACTICE PARTNERSHIP

Our research-practice partnership project between the U.S. State Department/U.S. Embassy in Sarajevo, Bosnia and Herzegovina (BiH) and the University of Texas at Austin (UT) was designed to equip teachers of English with teaching tools and skills training in drama-based pedagogy. Guided by the US Embassy's vision of bringing people in BiH together across ethnic lines, this program was uniquely positioned at the intersection of education and cultural programming. Our program recruits and supports educators from all three major ethnic groups in BiH (Croats, Serbs, and Bosniaks) interested in learning how to improve the learning culture of their classroom through the arts. Across a five-year period, our partnership has produced three explore a shared vision for a more positive educational future for all young people in the BiH educational context.

University of Texas at Austin and US Embassy Partnerships

- 2018 *Applied Drama Workshop*: Regional one-day introduction to drama-based pedagogy (DBP) at five American Corner sites across BiH; 75 participants.
- 2019 *Applied Drama Institute Tuzla*: Four Day Institute in DBP: 50 participants, 4 mentor teachers.
- 2020 *Global Classroom Exchange with University of Texas at Austin*: UT Austin funded exchange between the classrooms of US academics Katie Dawson/Lara Dossett and BiH academics Alma Žero/Milica Jošić-Milinović, included a ten-day visit by Žero and Jošić-Milinović to Austin, Texas.
- 2020-2021 *1 BiH/1Book*: Hybrid delivery, virtually training of BiH master teachers in DBP who delivered three one-day workshops in DBP in conjunction locally with the teaching of *Dear Martin*. Development and dissemination of virtual resources for 1 BiH/1Book program in conjunction with Embassy supported competitions for high school students/educators based on themes from *Dear Martin*.
- 2021 *Interdisciplinary Applied Drama Institute*: Two days of advance training for six BiH master teachers in secondary and post-secondary contexts. Three Day Institute for 24 secondary teachers and 16 university academics in DBP co-facilitated by local BiH master teachers and UT Austin academic and graduate students.

Why DBP in Bosnia and Herzegovina

Improved K-12 Education Outcomes. K-12 education systems in Bosnia and Herzegovina (BiH) are fragmented and divided as much as the country itself, including teacher education and professional development opportunities. Lack of teacher training, access to educational resources and fear of the unknown have limited new approaches to teaching and learning in the region. Although arts integration has been recognized as a positive example of peace and human rights education that promotes tolerance, understanding and reconciliation in K-12 education; drama-based pedagogy (DBP) is not considered a compulsory component of teacher training for K-12 educators in BiH.

Improved Post-Secondary Education Outcomes. Many arguments have been made about the need for more active, embodied learning and creative thinking in higher education (Tepper and Lindemann, 2014). Teacher education programs in the eight public universities in Bosnia and Herzegovina do not offer courses on teaching through the arts nor long-term professional development opportunities, which underlines the need to equip university faculty who work with future teachers with necessary teaching tools and skills training in DBP.

2021 Program Overview

From July 27-July 31st, 2021, 40 educators from across BiH came together at the Hotel Vuko in Jahorina, Bosnia and Herzegovina for a five-day professional learning program. This research-based program was designed to engage 20 inter-ethnic teachers, 14 inter-ethnic faculty from 8 public university and 6 inter-ethnic BiH “master teachers” who had previous training in DBP. The master teachers included one Serbian community educator, one Serbian teaching artist, two Croat high school teachers, one Bosniak university professor, and one Croat university professor. This research-practice partnership sought to build and understand the impact of the University of Texas at Austin’s Applied Drama Institute partnership with the US Embassy in Sarajevo.

Program Goals

- To use the Interdisciplinary Applied Drama Institute (IADI) to build a wider network of teachers trained in drama-based pedagogy across all regions and ethnic groups in Bosnia and Herzegovina (BiH).
- To support a small group of BiH educational leaders (master teachers) in developing skills as drama-based pedagogy trainers to support ongoing DBP training in the region.
- To equip BiH educators with tools that are valuable in teaching English
- To investigate how interdisciplinary (cross-curricular) use of arts-based strategies contributes to the teachers’ sense of belonging and understanding in different educational contexts.
- To support the selected core team of university faculty as educational leaders in developing skills for future drama-based pedagogy training initiatives in the region in K-12 and tertiary education contexts.
- To empower BiH in-service teachers and university faculty to teach critical thinking skills, a vital task in Bosnia and Herzegovina, where nationalist misinformation dominates everyday discourse and the media, and is present in many aspects of the education systems, especially in ethnically segregated schools.
- To create a space where an ethnically diverse group of BiH educators collaborate to work towards positive educational outcomes for all young people in BiH.
- To facilitate a rare interdisciplinary exchange of teaching strategies and experiences across educational levels (primary, secondary, and tertiary) in BiH.

What is Drama-Based Pedagogy?

Drama-Based Pedagogy (DBP) uses active and dramatic approaches to engage students in academic, affective, and aesthetic learning through dialogic meaning-making in all areas of the curriculum (Dawson & Lee, 2018).

Drama-based pedagogy (DBP) uses active and creative strategies from a range of art forms to increase student engagement and expand pedagogic possibilities across the curriculum. Arts-based pedagogies use one or more art forms to stimulate creative processes and deepen understanding in non-arts learning (Lee, Cawthon & Dawson, 2013; Ludwig & Song, 2014). DBP is experiential and problem-posing rather than sedentary and abstract. It engages participants across multiple dimensions (physical, social, emotional, and cognitive) and includes tasks that require critical and creative thinking. Strategies that “activate dialogue” are used to encourage and practice new vocabulary as well as connect and investigate new conceptual learning to prior understandings. Games are utilized to rehearse understandings as well as fluency and recall. Embodied strategies (referenced as Image Work) are used to create material representations of concepts and arguments, and role play is utilized to engage students in problem solving and to connect learning to real world situations.

Integration of a range of disciplines with the arts has been shown to have powerful effects on learning. While the arts provide resources and conceptual ideas to engage students and personalize learning, they also support students’ access to broader subject knowledge. Anecdotal and empirically based evidence has shown that the integration of arts-based pedagogies into common curricular content offers deeper, richer and embodied learning experiences. The multi-modal aspect of arts integration provides students multiple ways for students to represent their knowledge (Leander & Bolt, 2013; New London Group, 1996). Additionally, arts-based pedagogies have been shown to facilitate improved literacy outcomes in inclusive education settings (Anderson, 2012; Anderson & Berry, 2014, 2015, 2016; del la Cruz et al, 1998). The arts encourage students to closely observe, analyze and reflect (Cunnington et al., 2014) and have been linked to processes of cognition and higher-order thinking.

As a specific form of arts integration, drama-based pedagogy has been used in multiple locations across the United States. The pedagogical approach has a foundation in theatre-based arts integration techniques including activating dialogue tasks, theatre games as metaphor, image work and role-play which are used to engage teachers and students in cognitive, affective and aesthetic learning experiences (Dawson & Lee, 2018). Underpinned by theoretical ideas of constructivism and critical pedagogy, DBP also engages learners in multimodal, dialogic meaning making that strives to develop understanding through interactive exchange, students co-construct knowledge through linked or scaffolded strategies that demand higher-order thinking skills and emotional intelligence to access multiple areas of the brain (Duffy, 2014)

MEASUREMENT AND EVALUATION

Our program evaluation seeks to understand the experience of teachers and “master teachers” in a professional learning model focused on integrating drama-based pedagogy across the curriculum. Additionally, we hope to understand how working as a master teacher supports an increase in self-efficacy and the impact of the University of Texas at Austin’s Applied Drama Institute partnership with the US Embassy in Sarajevo. Research data collection included teacher surveys, teacher-generated artifacts, master teacher interviews, and action plans, each of which are detailed below.

Teacher Surveys: At the beginning and the end of the Institute, all participants were invited to fill out a brief two-page survey to share their opinions and experience of the Institute with the University of Texas facilitators and the US Embassy.

Teacher-generated Artifacts: During our time together, teachers co-created artifacts which they interpreted with the intention of moving towards an embodied (and practical) understanding of drama-based strategies and ideas. The UT research team collected teacher-generated artifacts and visual materials across the two days of preparation and all three days of the Institute. Select examples of these artifacts can be found linked here: [Community Poem](#) and [Photos and Artifacts](#).

Master Teacher Interviews: The data collection team conducted pre and post program interviews with four BiH educational leaders.

These interviews focused on the master teachers’ expectations, goals, and experience co-designing and facilitating the Institute as well as their hopes for drama-based pedagogy in the BiH educational context. Interviews were recorded and analyzed for insights related to project themes.

Action Plans: The project concluded with participants creating and sharing individual or group action plans which articulate how they hope to apply their Institute learning back in their home context. Participants were invited to design their plans using elements of visual art and had the opportunity to synthesize their project into a brief 3-minute “pitch” which they practiced for peer feedback.

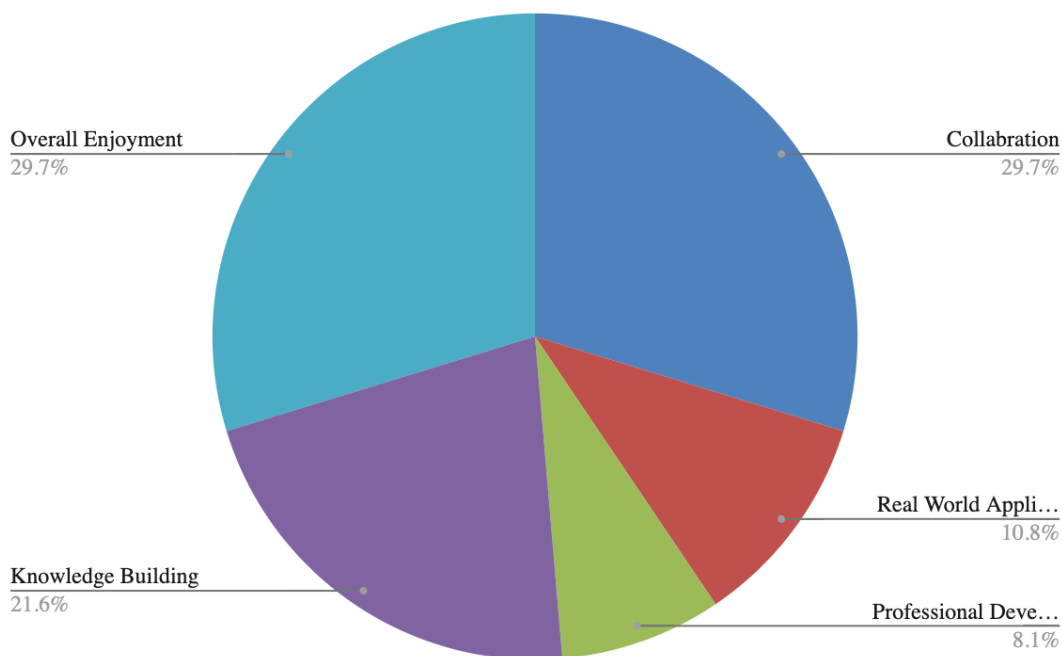
PROGRAM OUTCOMES

Our program evaluation shows that teachers left the Applied Drama Institute feeling connected with each other and inspired to use their new skills in DBP to become the teacher they most wanted to be.

Of the 37 program participants, 36 agreed to participate in the study or 97%. Of the 36 participants in the study, 32 completed both the pre/post survey or 88%. The set of findings below are primarily drawn from the pre/post survey data and interviews with the teacher participants, including 21 high school and 11 university educators from all three Bosnia and Herzegovina entities, and ethnic backgrounds.

Finding 1: Feedback on Institute Design

The Best Part of the Workshop was



Overall, the educators felt that the best part of the workshop was an opportunity to connect and work together. This connection led to an overall sense of enjoyment. We noted that our High School educators spoke more about the connection and community, and University educators spoke about knowledge building. These differing views may be because for many University teachers, aspects of DBP's emphasis on aesthetic, embodied, socially constructed, inquiry-based teaching methods might be viewed as additive "knowledge." High School teachers, who may be more familiar with aspects of embodied, socially constructed, inquiry-based teaching methods from their K-12 educational training, may view the workshop primarily as a place to "connect with a community" of like-minded educators.

Finding 2: Teachers saw value in their new skills with DBP and new connections with each other.

In a pre-program survey, the participants expressed an interest in learning new strategies to improve their own teaching. They specifically stated a desire to learn about how the arts can be used to help engage their students in the classroom. Participants also expressed a strong interest in meeting new colleagues, networking, and sharing ideas.

In a post-program survey, 97% of the participants responded “Yes” their goals and expectations were met or exceeded. While 3% stated their goals and expectations were only “partially” met. In describing their experiences, teachers stated: “I’ve learned a lot about DBP and how I can implement it into my work. I’ve got so much inspiration that I cannot wait for a new school year to start.” They also suggested that they now feel “motivated, inspired and eager to apply DBP” to their work in their home classrooms.

At the conclusion of the Institute, we invited participants to reflect on their experience and discoveries through four open ended survey responses. Each prompt below is followed by our synthesized findings.

I learned ...

A key learning for all teachers at the IADI was about how DBP can be used to address their needs and goals as educators. 75% of all Teacher participants shared that they learned the importance of creativity, play, perspective taking in teaching and learning. It’s useful to note that the kinds of “student learning” teachers associated with DBP in this section of the survey focused primarily on critical and creative thinking. 21% of participants also stated that they valued the opportunity to be a learner. Several participants reflected on the quality of their experience as learners and the learning community. They explicitly noted the value of learning collaboratively in a “safe environment” with educators across differences: “although we come from different places, we feel the same problems in most cases.” This argument was further emphasized when a participant stated, “collaborating with others I became more open-minded to new perspectives.”

I re-learned that ...

Teachers re-learned the importance of “equity” “justice” “care” and “fun” from the IADI workshop. Many teacher participants shared that they “found strength” through the work because they could “speak with people more and connect with people more.” They also noted that their “differences lead a way up the mountain to the same peak” so “I always have to keep trying to find new routes.” The university teachers’ “re-learning” statements focused more on the importance of “differentiation” and “play” in teaching than their high school colleagues. For example, one university teacher stated that “making classes fun for students means making them fun for myself.” In comparison, most high school teachers’ comments were associated with critical and progressive forms of education; they used phrases like “social/justice” “equity” and “care” in many of their statements. Persistence was a key theme across all teachers; many noted that “I have to keep trying.”

I was most excited about ...

Teachers were most excited about the people and the practice at the IADI. 53% of the teacher participants described the importance of making and building connections during the training. One teacher described the importance of achieving success through “doing workshop in a pair with someone I don’t know, and we made it possible.” Many talked about the joy they found from “meeting new people” and “making new connections.” They also discussed “feeling cared for” by the project hosts and sponsors. The resort amenities, delicious food, and remote location of the institute also made an important contribution to the health and growth of the group. The strategies learned and the Institute structure and activities also were significant to participants, with 59% of the teachers naming a specific DBP strategy or DBP as a practice as the thing they were “most excited about...”

I was surprised that...

Teachers were most surprised by their capacity to independently lead a DBP sequence by the end of the Institute and that the practice was so useful and relevant to their teaching. All teacher participants noted that they were able to “give more from myself than I thought.” The professional learning model structure was also a source of surprise, especially how quickly the time went and the length of the program. Several teachers were surprised about how DBP helped them to build connections across differences (ethnic and geographic boundaries were both explicitly named as areas that were “bridged through the workshop”). Teachers also felt they found a kindred group through the IADI. Multiple teachers stated some variation of: “I was surprised that so many other Bosnia teachers share my same interest in DBP and innovative teaching in general.” Or “I was surprised that I have so much in common with people I have never seen or worked with before”; this may be because, as another participant noted, “everyone was involved and open-minded.”

Finding 3: Teachers benefited from a culture of care and community within the IADI both from the facilitators and from their colleagues.

A key goal of the IADI was to establish communities of care across multi-ethnic identities and across primary school and university teachers. Based on participant numbers K-12 and university educators were split into two K-12 education groups (Blue and Green) and one university education group (Red). All three groups were made up of multi-ethnic members to encourage the exchange of ideas and perspectives across ethnic and regional lines. As the Institute progressed each group became very attached to their “color” name. Chants, catchphrases, and group gestures emerged as indicators of which color group each participant belonged to, and ultimately, indicators of support for their fellow group members.

Community connections were also visible during communal mealtimes and activities led by participants, such as hiking and exploring Jahorina outside of Institute programming. A participant captured the theme of community best when they stated that the best part of the

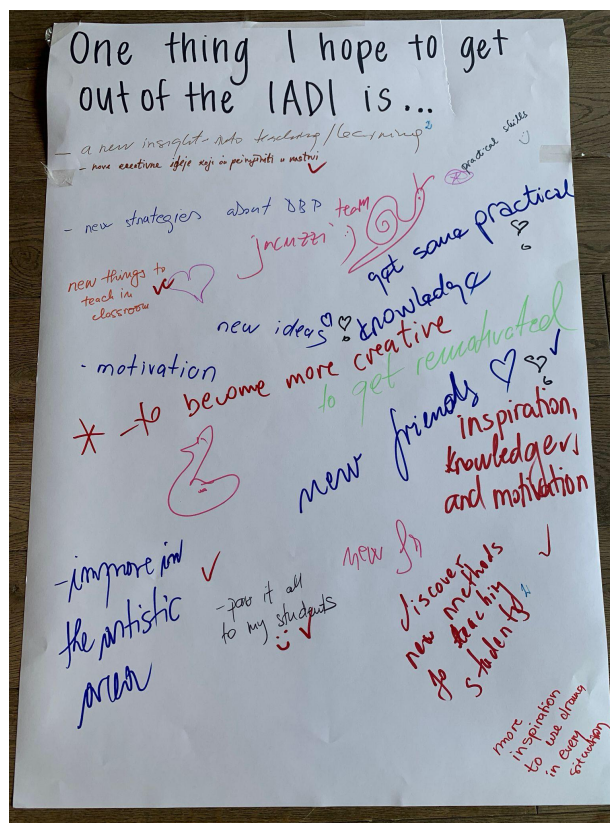
IADI was that “I met so many incredible, knowledgeable people.” In the following section we unpack how a culture of care and community was woven across aspects of the project including the program design and key program activities done by every group.

Each day of the Institute featured a DBP strategy or activity where all participants and facilitators (Blue, Green, Red) gathered as a full group.

Day One: *Poster Dialogue*

Day One began with a large group welcome and introductions and then flowed into the introductory strategy: Poster Dialogue. We purposefully began the Institute as a full group to reinforce the fact that ALL teachers at the Institute (K-12 and university) were using drama-based pedagogy strategies and theories to activate learning across age groups and contexts. Poster Dialogue was used following the theoretical overview so that participants could establish a culture of care where everyone's experience, ideas, and needs were given equally value. A culture of care was established through a shared opportunity for participants to

- engage in collective meaning making;
- answer open-ended prompts (which emphasize multiple responses and perspective taking);
- navigate choices about which questions to answer and how to answer (words, pictures, etc.);
- reflect on their own learning needs and their experience of learning in and through the arts.



The culture of care established during Poster Dialogue continued to develop as the participants moved into their separate color groups. Each facilitator began by leading their group through the creation of community agreements that communicated what each individual and group needed to be successful as learners. Each group's responses were turned into a word cloud, shown below. The size of the word in the word cloud relates to how often the word was expressed by participants in their community agreement offerings. Themes that came up across all three groups (K-12 and university) community agreement synthesis included **support/mentoring, a stress-free environment, and openness**. Examples of the community agreement offerings created by each group of educators can be seen below.



Red Group Word Cloud – University Educators

Enthusiastic Teachers



Green Group Word Cloud – K-12 Educators



Blue Group Word Cloud – K-12 Educators

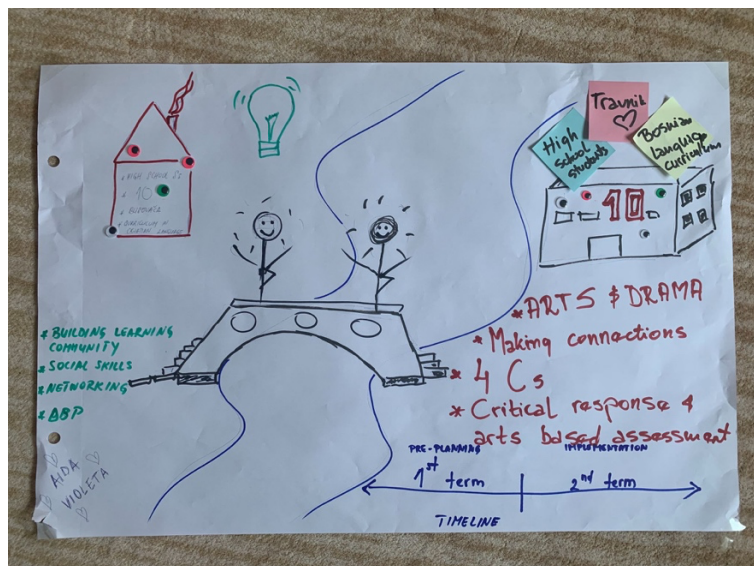
Day Two: Community Poem

The next strategy where all three groups of participants and facilitators came together was near the end of Day Two of the Institute, during the Community Poem strategy. In this strategy, participants worked in groups of 3 or 4 to write for (social) justice and to explore, through text and performance, what (social) justice means to them individually, and as a group. Some participants chose to work with colleagues from their home color group, while others worked across the Green, Blue, and Red group divides for this activity. Final poems were performed for the full group. Each performance featured lines of poetry written by and illustrated through physical gestures choreographed by the group. Common words and phrases across the community poem performances included: **“complete,” “unite,” “make change,” and “teachers can.”** Physical gestures and patterns such as **circles, individual movement that transformed into unison movement, and shoulder to shoulder lines** also emerged as commonalities across the group’s performances. The link of the words and movement were powerful. Groups called for collective action (“it’s time for a revolution for teachers”) and for a different way to be with one another (“change, tolerance, fairness”). After each small group performance, the entire group laughed and cheered for one another, offering applause and supportive solidarity.

Community Poem performances can be found [here](#).

Day Three: Action Planning

The final strategy of the Institute brought the full group of participants and facilitators together for Action Planning sharing and a final reflection. In our last afternoon, participants spent time mapping out how they will use DBP strategies or ideas to implement DBP in their practice and context in the coming school year. Participants created action plans about what they are taking away from the Institute. A few action plan examples are included below:



Action Plan Example One: Bridging Cultures

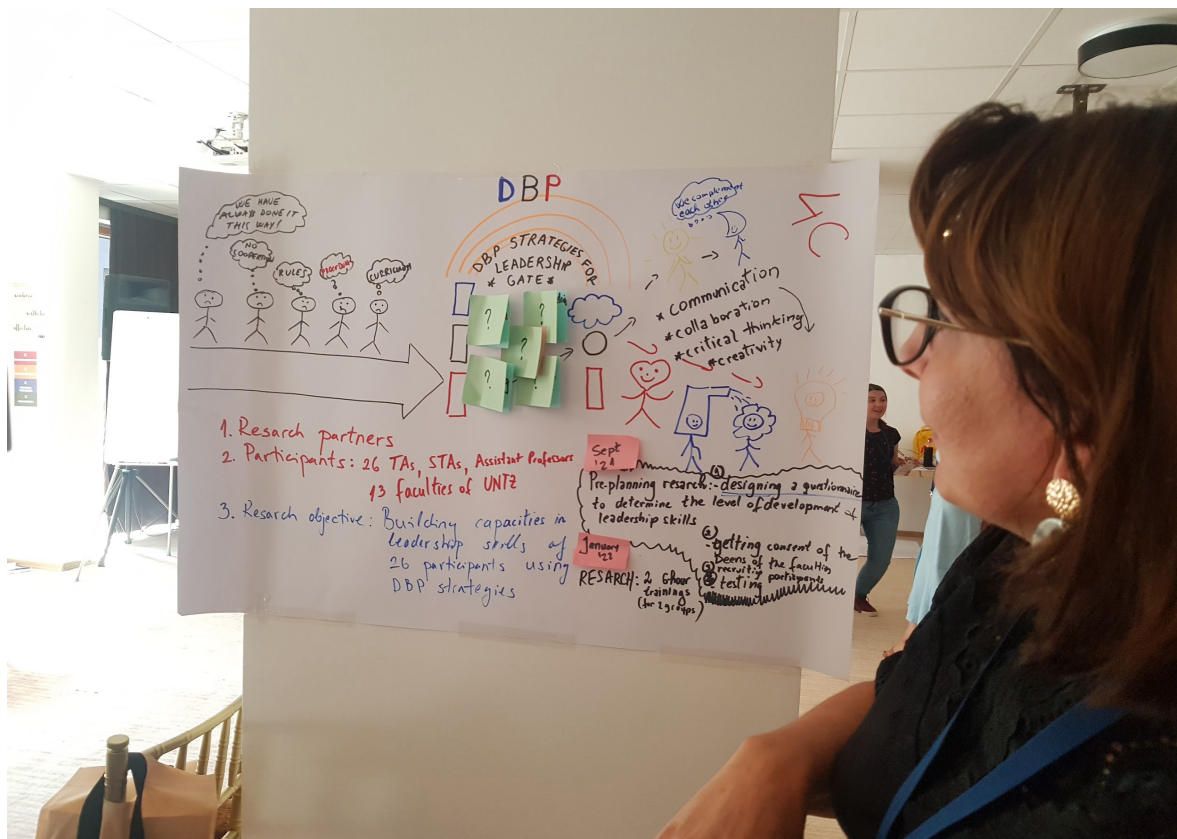
We see above, in *Action Plan Example One*, participants from two different parts of Bosnia and Herzegovina express the desire for a collaboration between their schools across cultural and ethnic lines (a common theme across many of the plans). The building-like structures on the top corners of the paper are meant to express school buildings. Both schools serve high school students, but one school uses Bosnian language curriculum, and one uses Croatian language curriculum. Both participants bring something unique to the collaboration. On the left, the participant lists “**building learning community, social skills, networking, and DBP,**” and on the right, the participant lists “**arts & drama, making connections, 4 Cs, and critical response for arts-based assessment.**” The participants drew a bridge in the center of their action plan with two figures that represent themselves. Through this collaboration, they are literally bridging identity, culture, practice, and place in Bosnia and Herzegovina.



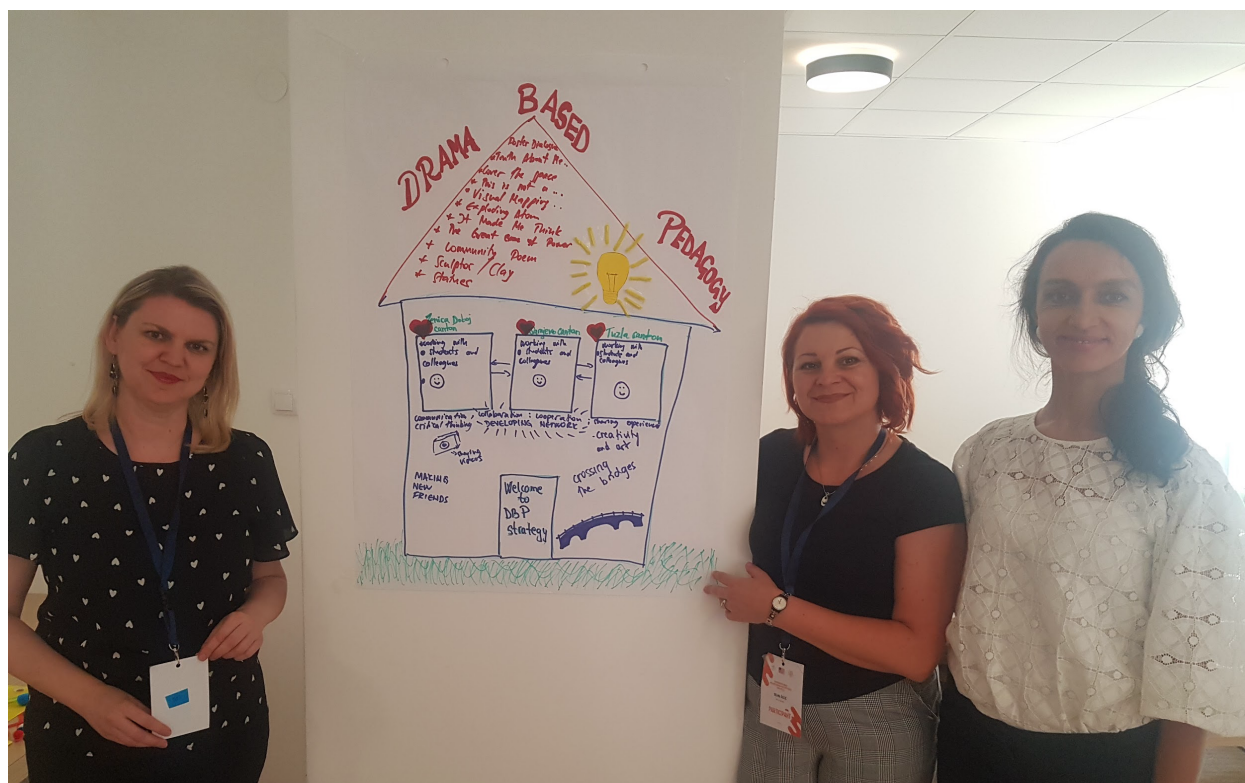
Action Plan Example Two: Collaboration Across Systems

Action Plan Example Two showcases a different form of collaboration which emerged through the IAID: a collaboration plan between a university and local primary schools. Both participants work at a university; one participant, Lejia, is a music and early childhood professor and the other participant, Alma, is an English/literacy professor. Visually, their action plan brings together their skills in the arts and literacy to develop change project in their local area across different levels of schooling. They use concentric circles to show how DBP, placed at the center, will move into each level of schooling (from pre-kindergarten onward) to eventually inform the research at the University of Bihać. The arrows on either side of the word, “research” express the idea of exchange among the University and the primary schools. The primary categories of DBP that this group plans to use are **Activating Dialogue, Theatre Game as Metaphor, and Image Work.**

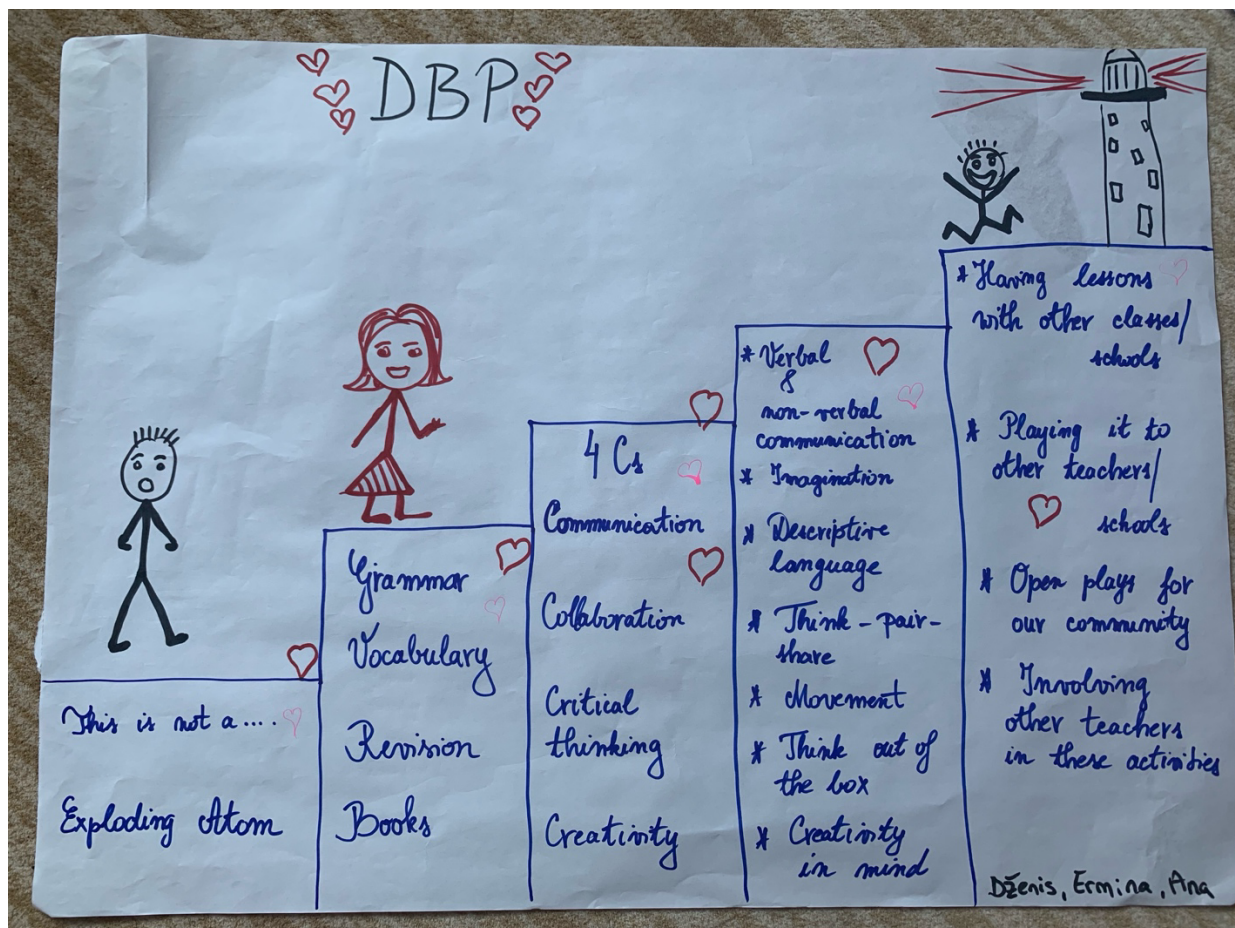
Other Action Plan Examples:



Action Plan Example Three: DBP and Leadership Skills




Action Plan Example Four: A Home for all Cantons



Action Plan Example Five: Scaffolding to Success



Action Plan Example Six: DBP Network



The final four action plan examples: *DBP and Leadership Skills*, *A Home for All Cantons*, *Scaffolding to Success*, and *DBP Network* include similar themes of **home, community, building, growth and connection** which were represented both through visuals and words. While participants were given the option to complete their action plans individually, many of them opted instead to complete them in pairs or small groups, demonstrating the culmination of community and care that was established and developed during the Institute.

RESEARCH RESPONSES ON MASTER TEACHER PROGRAM

Master teachers reflected on their journey from participants to teachers of DBP.

"I love that I had the experience of being the participant first, actually two times, right? In a one-day workshop and then in Tuzla for three days and now being able to teach, which is a really valuable experience for me."

"I had a chance to see the whole process, the whole project from the beginning which is really the first time for me to participate in something like this. And it's so complicated. At the same time, I feel so confident now that I know all the steps it takes to design and organize the whole thing and now, I feel, you know, so much better for the future things that we might be doing. It just felt really great that way."

"I was intimidated as a participant at first, but prior knowledge of DBP helped me to be a better mentor for new participants."

"I enjoyed the challenge to explain answers to participant questions and I proved to myself that I am good and knowledgeable at DBP - especially the Great Game of Power."

****Excerpts from IADI 2021 Master Teachers Interviews**

All master teachers for the IADI had prior experience as participants and facilitators of drama-based pedagogy workshops and sessions, however, the IADI was the largest scale workshop experience the master teachers had the responsibility of leading. Master teachers referenced the **importance of their previous experience** as participants and facilitators of DBP because of the way their previous experience made them feel more confident and comfortable in the room introducing strategies and answering questions for the IADI participants. Although several of the master teachers felt nervous or intimidated to step into their role as lead facilitators for the IADI, they all emerged from the experience with a **new sense of confidence** about their DBP knowledge and ability to share that knowledge with others. Additionally, the master teachers' exit interviews suggest that each teacher gained new insights about the full planning process for a project like the IADI. Three of the four noted that they now **feel equipped and inspired to plan and facilitate similar events** in their home contexts in the future.

Master teachers particularly shared their appreciation for the valuable connections made during the Institute across ethnic groups, university systems, and between each other.

"The fact that when it comes to our university team, we had participants from all our eight public universities. And it was the first time that we had a chance to do this, so that was quite revolutionary for us."

“There are a lot of things going on when it comes to our politics. We have the new rules coming again that we are for a certain time not supposed to work with universities from the federation [a different region in BiH from my own]. But having this personal network means a lot because people are contacting each other and making plans across political divides, which is really great. It goes beyond these decisions that they keep making without asking any of us.”

“There are full-time employees at the University of East Sarajevo that I’ve never had a chance to talk to about their experiences, so it was the first time that we met at the Institute. And we immediately hit it off, professionally and personally. We’ve actually become friends, and we are going to meet up regularly from now on. I think that was surprising. It was so pleasant and so joyful and a big surprise. I will be forever grateful to these workshops for having that chance. I made my first friend from Sarajevo. And she even told me...I am her first Muslim friend.”

“DBP and the Institute really brought us closer together. We are such a small country but so divided. So, unfortunate. I think that’s one of the biggest contributions. I mean, since 2017-2018, it’s been one of the biggest contributions. I mean, the fact that it really did bring us, as people, together. And I’ve shared my personal experiences and I know that all of us have similar experiences as well. So, I think that was very very valuable.”

**Excerpts from IADI 2021 Master Teachers Interviews

The IADI intentionally invited participants from all regions of BiH. All the master teachers referenced how the IADI provided an opportunity for them to **connect with educators that they wouldn’t have a chance to connect with otherwise**. These connections went beyond working together during the IADI as referenced by master teachers’ descriptions of **networks, friendships, and partnerships** they planned during the IADI and have continued to work on after the Institute. The master teachers cited DBP as the tool that allowed them to become closer with teachers from different regions of BiH and inspired them to think about the **possibility to strengthen and create new connections within BiH in the future**.

Master teachers recognized the power (and challenge!) of using DBP in a variety of disciplines and contexts at the Institute.

“I think looking at it globally - of course in English language education I can definitely see it there. But then even more important is this human rights and conflict resolution aspect that DBP provides and that really works well in countries currently or coming out of conflict.”

“When it comes to challenges, I think it was a huge challenge that we had different disciplines. I think that it’s different for English teachers at least when it comes to our education because of the way that they are used to playing a bit more and experimenting a bit more and coming out of their comfort zone. But it’s definitely not the same for other disciplines, so that was a huge challenge, especially coming from a university group.”

“When it comes to our education system in the sense of subjects that we teach, I think DBP is one of the approaches where you go ‘Oh it just works well wherever you go.’ And I think that it’s made many of us realize, ‘So interdisciplinary and cross-curricular teaching is possible.’ Interdisciplinary and cross-curricular learning is possible, as well. And I think that’s another contribution.”

“I loved the fact that we had participants that teach history and even medieval history, and archaeology, we had professors of economics. So, professors who were in completely different fields. Professors of music. Really a range of professors and we all had this really great chance to share, ‘Oh, this is one application that we can do.’ And then we realized there are so many similarities, there’s so much that you can really do together. It was truly interdisciplinary as we wanted it to be.”

**Excerpts from IADI 2021 Master Teachers Interviews

In conclusion, the IADI was the **first-time educators from a variety of disciplines were invited to participate in a DBP learning experience in BiH**. Previously, DBP sessions in BiH primarily focused on working with English language educators. The master teachers were unsure about how interdisciplinary educators would respond to DBP because of the active, participatory, creative arts-based learning it requires. However, the master teachers were excited to find that including educators from other disciplines and contexts in the IADI created a **stronger learning experience for everyone**. Master teachers and participants recognized that although they teach in different disciplines and contexts, there are many **similarities and opportunities for collaboration** made visible through working together on DBP.

LIMITATIONS AND RECOMMENDATIONS

Limitations

One of the limitations of this project was collecting data from participants through surveys at the beginning and end of the Institute. Surveys presented challenges in the following ways:

- Three participants provided limited information in their survey responses.
- Post-surveys were difficult to collect at the end of the IADI because of other distractions.
- Two participants struggled to complete the surveys because they were written in English and the participants needed translation.

Other limitations of this project include:

- **Master teacher planning time:**
Several of the master teachers expressed a desire for more in-person time to plan as a master teacher team. Although several planning sessions happened prior to the Institute over Zoom, the master teachers felt the most valuable planning happened in the two days at the resort before participants arrived for the IADI.
- **Preparation for multilingual facilitation:**
Because previous DBP events and workshops in BiH had been facilitated primarily with English language teachers, multilingual facilitation was not necessary. However, this event including a group of university educators who taught a variety of subjects and had a range of comfort with reading/speaking/writing in English. The master teacher team anticipated that some participants would not be comfortable using English and might need some things translated, but it quickly became clear that in the university group that the participants were most comfortable and willing to share using their own home language, rather than English. So much of the facilitation and discussion in the university group was provided in the home language and led by the university affiliated master teachers; it was a productive pivot that proved very beneficial for all.

Key Learning and Recommendations

Keeping the limitations above in mind, the participants also offered recommendations future iterations of the IADI. Recommendations include:

- Additional master teacher team planning time.
- More intentional preparation for multilingual participants in advance. This could include the use of home language on PowerPoints (perhaps with a variation on alphabets used as different ethnic groups use Latin vs. Cyrillic letters), clearly delineating moments of multilingual facilitation throughout the session.
- Recruiting more interdisciplinary participants. The master teacher team loved having interdisciplinary participants present and are excited to think about how to continue to include and introduce more teachers outside of English language education in DBP work and events.
- An additional day of programming. Given their strong foundation of DBP, the master teachers would love to have an additional day of programming to learn more about how to use Role Work in their teaching.
- More opportunities for exchange outside of the IADI. The master teachers want to build in more opportunities to spend time with local BiH teachers to exchange experience, train in DBP, and see them utilize the techniques outside of formal DBP related events.

Overall, key learning from the IADI revolved around the importance of creativity, open mindedness, and connection as key ingredients for educational improvement in BiH. Throughout the data collection, participants and facilitators described how drama-based pedagogy provided new pathways for possibility for educational, social, and political change in BiH.