

Theater And Dramatization As A Didactic Method In Higher Education: A Systematic Review

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The main objective of this article was to analyze theater and dramatization as a didactic method in higher education through a systematic review of research conducted in higher education in last five years using ESBCO, SCOPUS, SCiELO, DIALNET and LATINDEX as databases. It was found this didactic tool is of paramount importance because it influences development of competences through autonomous and meaningful learning. It is concluded that the didactic method of theater and dramatization promotes values, collaborative work, group work, motivates creativity, develops social skills, among other benefits.

Didactics of dramatization-theatre to improve collaborative learning in a professional school of nursing Ayacucho 2023.

Keywords: Higher education, dramatization, theater as a didactic tool, active method, university pedagogy.

Resumen

El objetivo principal del presente artículo fue analizar el teatro y la dramatización como método didáctico en la enseñanza superior por medio de una revisión sistemática de investigaciones realizadas en la educación superior desarrolladas en los cinco años últimos admitiendo como base de datos ESBCO, SCOPUS, SCiELO, DIALNET Y LATINDEX. El análisis se centró en la selección de artículos científicos centrados en el teatro y la dramatización como métodos didácticos en la enseñanza superior. Se halló que esta herramienta didáctica es de suma importancia porque influyen en el desarrollo de las competencias mediante el aprendizaje autónomo y significativo. Se concluye que el método didáctico del teatro y la dramatización fomenta los valores, el trabajo colaborativo, trabajo en grupo, motiva la creatividad, desarrolla las habilidades sociales entre otros beneficios.

Didáctica de la dramatización-teatro para mejorar el aprendizaje colaborativo en una Escuela profesional de enfermería Ayacucho 2023.

Palabras claves: Enseñanza superior, dramatización, el teatro como herramienta didáctica, método activo, pedagogía universitaria.

Introduction

Higher education has changed radically in recent decades, it has undergone a complete turn from a university of knowledge to a university of learning, the reason for such a paradigm shift is need to respond to the demands of the context, a demanding and changing context, which affects university teaching particularly in the use of teaching tools, therefore the search for teaching methodologies is unquestionable in the change of a teaching that issues information but encourages the active participation of students becoming the protagonists of their own learning, but for this, some factors must be taken into account such as the curricular content, the teacher's ability to choose such tools capable of innovating and fulfilling the purposes of the contents, in addition to particularities of the students, added to this the obligation of training in the field of pedagogy and didactics that contribute with methods that guide the teacher in higher education for the development of their didactic activities, the purpose of the didactic methods is to strengthen the process of teaching and learning, The purpose of didactic methods is to strengthen the teaching-learning process, but currently these are being used in a restricted way in higher education, so a tool is proposed to help increase graduation competencies of students, although active methods in higher education have been used for a long time, in which the student is an active participant in teaching-learning process, contributing to greater motivation and interest in the classes, thus dramatization as a didactic method helps to contact knowledge in a pleasant and enjoyable way, favoring desire to learn, producing in some way the meaning of the drama and with it the development of knowledge, skills and basic attitudes, It also strengthens, promotes and develops teaching and learning by fostering values, empathy, promoting personal intelligences and self-confidence (García L, 2021), and contributes to the improvement of competencies in professional education by favoring conflict resolution, decision making, collaborative work and assertive communication; learning through dramatization transforms and involves creation of hypothetical opportunities in which real figures of reality are included; likewise in theater in education as part of applied theater, it proposes a praxis that produces critical knowledge on the basis of practice to direct its application yearning to help in favor of respect, access to goods, equality and solidarity; starting from the education of skills in the arts, theater with the global and creative characteristic it possesses originates significant learning with an ability for change Motos & Ferrandis. In the educational context there is a slight differentiation between dramatization and theater as didactic tools, dramatization highlights educational processes, while theater focuses on results of the process Del Moral & Massó . In recent times there has been much controversy, dominant debates about the teaching activity at the higher level, it is stated that university teaching needs renovation for the integral development of the student through formative procedures, formative teachers, teachers need to know how to communicate their ideas creatively as motivation, stimulate interest and create opportunities for student questions, to guide and direct students towards excellence because some time ago innovation in teaching was not given much importance in universities, which is why nowadays the necessary value is being given to the training of university professors, the design of teaching tools, teaching innovation projects, among others. Studying differently at the

university is not only an academic challenge for the faculty in order to promote a better and high quality in university teaching, according to the current context, the university requires an education prepares the student to face the changes in the future, so it becomes a challenge education for change, discovery, creativity, theater as art is the mainstay in the construction of knowledge Álvarez & Martín.

When analyzing different theories in search of a better understanding of theater and dramatization as a didactic method, theory of constructivism has been found, in it the student is in charge of interpreting and understanding new knowledge, in addition to the theory of meaningful learning of Ausbel (Montagud, 2020), this theory proposed by Ausbel analyzes why it has a simple effect of understanding information from the constructivist point of view in which the student knows by modifying the information from an active position Guerri. The implementation of theater and simulations as learning strategies are those that strengthen knowledge in the different disciplines through practice, representation and orality Grajales & Posada , so dramatization as a teaching method strengthens learning by personalizing the contents of the subjects facilitating the understanding of the topics, It stimulates group work as well as increasing creativity in the School of Medicine, makes it possible to verify the link between doctor and user, demonstrating elements of being and knowing how to do Torres, this didactic tool is ratified as effective in knowledge and capture of the students of two Schools of Nursing Degree in an unusual clinical event Hess et al. , In same way, these tools as new methodologies in higher education, specifically in area of health, are considered very important, because they increase the clinical competencies of the students, as well as the theoretical and practical skills related to the development of learning Espinoza et al, in addition to theater, the forum as a didactic method is beneficial in conflict resolution because it helps to find solutions to problems detected among resident medical students. They refer that it is a new and novel didactic method that includes resident students in self-evaluation and participation in the solution of difficult situations (Patnaik et al., 2022); in the same vein, they describe that theater influences improvement of communication skills of nursing students to provide patient-based care and teamwork (Higgins & Nesbitt, 2021); when performing a qualitative analysis of improvisational theater in first year medical students, a large percentage of them stated having developed social skills, knowledge and appreciation of oneself, favoring practice of patient care with equity (Rusiecki et al., 2023); likewise, when using the improvisational theater method in medical students, they obtained positive results in reciprocal interaction among their peers and the competence to reflect quickly (Zelenski et al., 2020). In order to deepen the study, the following objective was proposed: to analyze all current information regarding theater and dramatization as a didactic method in higher education through the detailed analysis of articles from the last five years, product of a systematic review taking into account the SCOPUS, SciELO and Web of Science databases, for which following questions are posed: why is theater and dramatization important as a didactic method in higher education? How does theater and dramatization influence the critical thinking of university students? How is theater and dramatization related to motivation of university students? (Siguenza & Guevara, 2022) propose in the post pandemic a series of changes in the improvement of higher education such as the improvement of higher education and the evolution of thought so they suggest art as one of educational innovations seeking to

explore theater, music, drawing and poetry as didactic strategies at the higher level, art as such, encourages creativity and ingenuity of the student because it participates in edification of the skills and abilities of thought, so the theater as a teaching method becomes expressionist theater expresses the thinking of the performer on the basis of the contents and facts in force in teaching and learning; drawing as a didactic method perfects the completion of tasks, of explanation, the achievement of information and knowledge on part of the learners; music as a teaching-learning method develops abilities and skills as well as serving as a driving force for motivation in the process, which is why it proposes art as a contribution to innovation in higher education (Alves et al., 2022) assert the importance of theater as a didactic method by encouraging creativity, consolidating social interrelations, analysis, difference, the ability to express oneself, giving the possibility of developing competencies, the ability to express oneself, giving the possibility of developing competencies in professional development, social interaction and interdisciplinary work. In addition, the importance of theater accompanied by the dramatic method as a didactic tool at a higher level lies in the fact that it helps to understand the origin of social and interpersonal discord among university students, facilitating the search for possible solutions in a peaceful manner, in addition to strengthening self-esteem and creativity (Maldonado & Mosquera, 2020), Likewise, the theater strategy contributes to the knowledge from a critical view of the objectivity of education, additionally it helps to investigate the connection between power and the organization of domination in educational centers so that the student can intervene in the change with the purpose of building and increasing equitable and democratic education (Gtintex, Arcía & De Vicente, 2020).

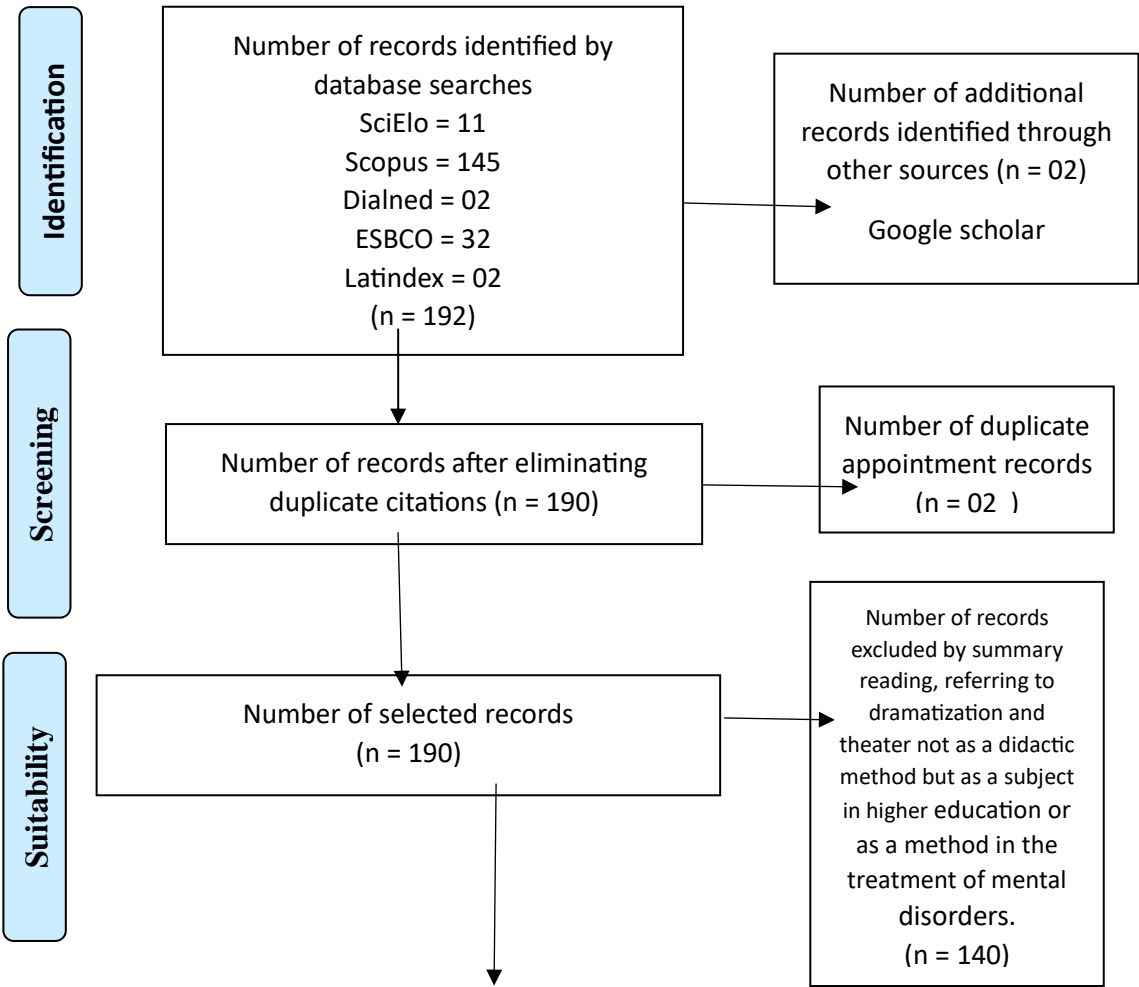
Methodology

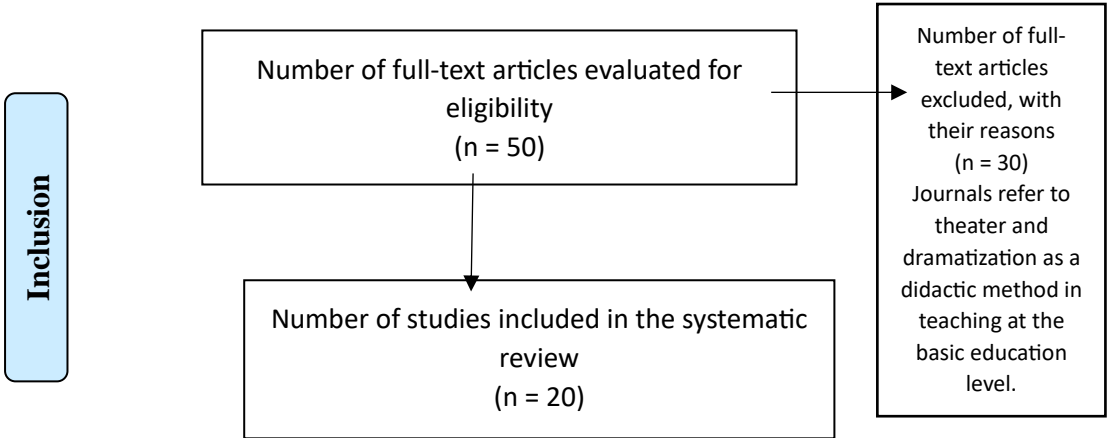
In order to address the issue of theater and dramatization as a didactic method in higher education, a descriptive level systematic review was used, to ensure the validation of the results obtained, a literature review was conducted in databases such as Scopus, ESBCO, Latindex, SciELO and Dialnet using search terms such as, theater, dramatization in higher education, theater and dramatization at the higher level, dramatization as a didactic tool, active methods in higher education, teaching in higher education, and the review of articles in the database, applying the inclusion and exclusion and predefined criteria, the inclusion criterion was considered those articles whose contents addressed the topic of theater and dramatization as a didactic method in higher education and articles related to the topic such as active methods in higher education, simulation and dramatization, theater and forum, whose publications range between 2019 and 2023, with the exception of two bibliographies that correspond to 2015 and 2016, the latter two were considered because of the relevant importance of the concepts they handle, articles written in Spanish, English and Portuguese, original primary articles were considered; the exclusion criterion was applied in those duplicate articles, articles whose objectives, methodologies used are ambiguous, published with more than the established, once selected the relevant articles we proceeded to perform a critical evaluation of the methodological quality, the clarity of the objectives among other aspects, to extract the data in a systematic way obtaining the characteristics of the design, sample, main results, which were subsequently analyzed and answered the questions posed. To evidence the conditions of the methodological quality of the systematic review, the PRISMA-P Preferred Rep Items for Systematic Reviews and Analyses register (Moher et al., 2015) was considered,

which considers 27 items in which the organization of a scientific article included in the flow chart is considered; from the methodological point of view, the highest percentage corresponds to qualitative studies.



**Flowchart of the selection process
Dramatization and theater as a didactic method in higher
education: Systematic review.**





Results

Of the 192 articles found, 20 were selected for the present study, whose characteristics are shown in Table 1, such as author, year of publication, database to which the journal belongs, country and language, and results and conclusions. Seven articles were analyzed from the Scopus database, 5 from ESBCO, 2 from Dialnet and 2 from Latindex.

Table N°1.

Key features of systematic review studies

Author(s)/ year	Data base	Magazine	Countr y/ languag e	Results/ abstract
Tejada (2022)	Scopu s	Roteiro,Joacaba,V 2022	Argenti na/ español	It is important to point out that affective factors motivate teachers to improve their performance, which will significantly improve their daily work.
Martínez et al., (2023)	scielo	Teaching performance from the perspective of professional practice	Mexico / español	A teacher's standardized test score does not really reflect the true picture of the adequacy of the work he/she does in the classroom with his/her students.

Jáuregui et al., (2021)	Scielo	Pedagogical leadership and teacher performance: the image of private educational institutions.	Peru/ español	A good leadership exercised in the school will strengthen the pedagogical practice of the teacher that will influence towards the achievement of institutional goals for the achievement of learning.
Luna et al., (2019)	Scopus	Alignment between teacher performance standards and the preschool curriculum	Mexico / Ingles	An integrated evaluation system is required for teacher improvement, as well as knowledge of regulations that will guide them on their responsibilities in order to exercise good pedagogical practice.
Quispe, (2020)	Dialnet	Pedagogical management in the improvement of teacher performance	Peru/ español	Good pedagogical management contributes to strengthening the work of teachers and therefore seeks to ensure that they meet the expectations that society requires today.
Jáuregui, (2022)	Scielo	Managerial leadership and teacher performance in regular elementary education	Peru/ español	Good leadership exercised by the principal refers to the ability to direct and positively influence teachers to achieve the established purposes of the school in order to improve teaching practice, providing confidence and security that will allow teachers to perform satisfactorily in their daily work.
Mendiburu, (2022)	Scopus	Assertive communication: a reflection on student teaching performance. de la carrera Educación Básica	Ecuador /español	Assertive communication will have an impact on the performance of the teacher where peers assume the management of communication skills that will help strengthen the daily work with all its members.

Muñoz. et al., (2022)	Scielo	Virtual educational platforms and teacher performance in UGEL 15 Educational Institutions - Peru	Peru/ español	State policy decisions are needed to provide teachers with training and updates for the management and mastery of virtual tools so that they can improve and strengthen their performance as teachers and be in line with the perspectives and needs of today's world and thus be able to timely face possible adversities that may arise.
Estrada y Mamani (2020)	Dialnet	Organizational commitment and teacher performance in basic education institutions.	Peru/ español	As long as teachers have a greater commitment and identification with the institution, they will be assertively involved in their pedagogical work and will perform satisfactorily.
Vargas, (2022)	Scielo	Psychological well-being and teacher performance in regular elementary education	Peru/ español	It is important to mention that the workload should be reduced and policies should be established to strengthen teacher performance, and it is necessary to implement programs that favor the emotional wellbeing of teachers so that they can assertively manage their emotions.
Lora et al., (2022)	Scopus	Secondary school student's perception of teacher performance and educational quality in COVID-19 times, Puno-Peru.	Peru/ español	Students perceived that the teacher's performance contributed to the development of pedagogical activities in difficult times, downplaying the importance of the difficulties presented in difficult situations.

Seje et al., (2021)	Scielo	Teacher satisfaction and pedagogical practice during health emergencies	Peru/ español	Teachers adapted to the new unexpected changes, although it is true that the difficulty in handling virtuality was already occurring before the pandemic, a worrying reality in the face of the digital divide.
Galaz et al, (2019)	Scopus	Teacher performance evaluation in Chile and Mexico: Background, convergences and consequences of a global standardization policy.	Chile/ español	Teacher evaluations in various countries are favorable strategies in the search to strengthen teachers in their quest for continuous improvement.
Guamán, (2020)	Scielo	Teacher in Quarantine Time (study is in Ecuador)	Venezuela/ español	The pandemic brought to light the critical situation of the neglect of those in power, damaging the integral development of students associated with the lack of teacher training that prevents the strengthening of their daily work to perform optimally.
Coiduras et al., (2019)	ScienceDirect	Initial teacher education in a dual system: addressing teacher performance observation.	España/ español	Teaching requires a series of strategies that go beyond the development of competencies taught at school with the students; initial training also plays a role in the teacher's performance.
Mendoza, (2023)	Scielo	Teaching Performance and its Contradictions in Ecuadorian High School Institutions	Venezuela/ español	The results showed a regular performance in middle class schools, but when standardized evaluations were carried out, the result was the opposite, finding teachers with a lack of interest in their daily work, providing traditional teaching.

Zaldivar y Quintal, (2022)	Dialnet	Factors influencing teacher performance at the elementary level. A study in rural Yucatan, Mexico.	México/ español	According to the author, the factors that influence a good performance in the classroom would certainly be related to personal and institutional economic aspects, being a necessity to pay attention to the teacher's requirements.
Cipriani et al., (2021)	scopus	Teaching performance on basic education in pandemic times	Brasil/po rtugués	In adverse times it was necessary to use digital tools, being necessary to improve the digital strategies, observing shortcomings in the teaching work, which should be addressed in the education sector.
Chambi y Zela, (2021)	Scielo	Diagnosis of teaching performance in times of pandemic in early childhood teachers.	Perú/ español	The teacher's performance in adverse situations was regular, observing that he was willing to change in order to be in accordance with the context, always counting on the support of the institution to give sustainability to his pedagogical work.
Quiriz y Tobón, (2019)	Dialnet	Strengths and areas for improvement in the evaluation of teacher performance in Mexico considering the training partner and international experiences.	México/ español	The evaluation of teacher performance responds to bureaucratic, traditional documents that do not help to improve the work of teachers, and these guidelines should be changed because they do not respond to the context in which teachers work.

Figure N°1 illustrates that 35% corresponds to Scopus database, 25% to ESBECO, 20% to ScIELO, 10% to Dialnet, and 10% to Latindex. In terms of language, 60% of the publications are in Spanish and 30% are in English. The remaining 10% of publications can be further classified according to publication dates. Specifically, 10% correspond to 2019, 30% to 2020, 20% to 2021, 30% to 2022, and 10% to 2023.

Discussion

As indicated in Table N°1, the scientific articles analyzed align with conclusions drawn regarding the use of theater and dramatization in higher education as active didactic methods. These methods have been shown to enhance and develop personal intelligences, foster self-

confidence, expand knowledge, enhance competencies, influence the growth of social skills, encourage creativity, and facilitate autonomous and meaningful learning (Tejada, 2022). As evidenced by studies conducted by Garcia and De Vicente (2021), Espinoza et al. (2022), and Higgins and Nesbitt (2021), the use of theater and dramatization as didactic methods is often accompanied by simulation or forum, particularly in field of medicine, to facilitate meaningful learning.

Conclusions

Theater and dramatization in higher education is important because it promotes autonomous and meaningful learning, because to carry out this didactic method the student must be prepared in advance to then discuss the content and with it the development of critical thinking, being an active methodology focused on the student motivates the active participation of the entire class.

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