

DRAMA EDUCATION: A DIALOGUE OF PRACTICE AND INNOVATION

FROM THE EDITORIAL COMMITTEE

This quarterly issue prompts us to reflect on the transformative power of drama education, with core content exploring diverse practical experiences in the field. Through the inspiring sharing from the 1st Hong Kong Applied Theatre Festival, our regular school-based educational theatre services, and various innovative practices, we demonstrate how drama education touches the hearts of teachers and students, facilitating transformative teaching and learning experiences.

A key article compiled by our Teacher Training Session introduces an innovative "Script Creation Assessment Rubric." This rubric integrates local teaching experiences with international standards, covering five major domains: structural layout, character development, dialogue functionality, dramatic tension, and stage feasibility, providing teachers with a practical yet professional assessment tool. This research not only responds to curriculum reform needs but also embodies our organization's ongoing efforts to professionalize drama education.

In the symposium, Dr. Hui Na Na's lecture on "Five Creative Powers and Four Hearts" utilized the latest PISA assessment data as an entry point to analyze Hong Kong students' creative performance. Dr. Ho Shun Yee, using Lu Xun's stories as examples, vividly illustrated how script creation serves as "distillation of the soul," highlighting that the emotional reasoning in dramatic creation remains a precious element irreplaceable by artificial intelligence. Dr. Tsin Tak Shun and the Class 7A Drama Group team showcased innovative teaching designs through lesson plans such as "A Cai Breaks the Arrows" and "Exploring Great Chinese Figures," demonstrating the perfect integration of drama, technology, and subject knowledge, fully embodying the interdisciplinary potential of drama education.

This issue also specifically documents members' observations from visiting our regular school-based educational theatre services, which have been highly regarded in the education sector thanks to our professional and dedicated teaching artist team. These professionals not only portray characters but also fulfill teaching responsibilities. During each school visit, teaching artists first introduce relevant background information to students, deepening their understanding of issues through interactive Q&A sessions, during which students complete specially designed worksheets. In the subsequent formal performance section, teaching artists flexibly employ dramatic techniques to guide audience reflection, fully demonstrating the unique value of "learning through practice" in drama education.

Another compelling article documents Dr. Tsin Tak Shun's scriptural drama practice in church settings. Working with limited resources, he ingeniously utilized a "one-person performance" format, successfully addressing practical challenges through meticulous script design and creative interpretation, while showcasing the flexibility of drama education. This innovative attempt proves that the impact of drama education lies not on a scale but in the sincerity and emotional resonance of the content.

In today's rapidly developing educational technology landscape, the role of drama education becomes increasingly important. It reminds us that the goal of education is not merely knowledge transmission but also spiritual inspiration and character cultivation. We hope this issue provides inspiration for colleagues, encouraging us to continue exploring the unlimited possibilities of drama education.

We invite you to contribute your own stories, research, and reflections to future editions of the journal. Let this platform be a space where voices from all corners of the drama and education community come together to inspire and collaborate. Thank you for your continued support of the HKTDA and for your dedication to advancing the transformative power of drama in education.

戲劇教育：實踐與創新的對話

編委會

本期季刊讓我們思考戲劇教育的變革力量，核心內容集中探討戲劇教育的多元實踐經驗。透過第一屆香港應用劇場節的精彩分享，本會的恆常到校教育劇場服務，以及各種創新實踐，展現戲劇教育如何觸動師生心靈，促進教與學的轉化。

其中由本會教師培訓組編撰的重點文章介紹了一個嶄新的「劇本創作評估量表」。這個量表融合了本地教學經驗與國際標準，涵蓋結構佈局、人物塑造、對白功能、戲劇張力及舞台可行性五大範疇，為教師提供了一套既實用又具專業水平的評估工具。這項研究不僅回應了課程改革的需要，更體現了本會一直以來推動戲劇教育專業化的努力。

研討會中許娜娜教授的「創意五力四心」講座以最新的 PISA 評估數據為切入點，分析香港學生的創意表現；何洵怡教授以魯迅故事為例，生動展示劇本創作如何成為「心靈的蒸餾」，並指出戲劇創作的情感思辨正是人工智能無法取代的珍貴元素；而錢德順博士與 7A 班戲劇組團隊則展示了創新的教學設計，透過《折箭》及「中國偉人探究」等教案，展現如何將戲劇、科技與學科知識完美結合，充分體現了戲劇教育的跨學科潛力。

本期亦特別記錄會員參觀本會恆常到校教育劇場服務的觀察所得。這項服務一直深受學界歡迎，全賴我們的演教員團隊專業投入。他們不但要演繹角色，更要擔當教師的職責。每次到校，演教員都會先為學生介紹相關背景，透過互動問答加深學生對議題的理解，其間學生需完成特別設計的工作紙。及後的正式演出環節，演教員們靈活運用戲劇技巧，引導觀眾思考和反思，充分展現戲劇教育「從實作中學習」的獨特價值。

另一篇精彩文章記錄了錢德順博士在教會場景中的經課劇實踐。他在資源有限的情況下，巧妙運用「一人演出」的形式，透過細膩的劇本設計和富創意的演繹方式，不但成功解決了實際困難，更展現了戲劇教育的靈活性。這次創新嘗試證明，戲劇教育的感染力不在於規模，而在於內容的真摯動人。

在教育科技迅速發展的今天，戲劇教育的角色愈發重要。它提醒我們，教育的終極目標不只是知識的傳授，更在於啟發心靈、培育情操。期望本期內容能為各位同工帶來啟發，讓我們繼續探索戲劇教育的無限可能。

我們誠邀各位繼續以文字記錄教學點滴，讓這份刊物成為凝聚專業社群的重要平台。讓我們攜手前行，以戲劇教育觸動更多生命，創造更豐盛的教育願景。感謝您一直以來對 HKTDA 的支持，並與我們一同致力於推動戲劇教育的變革。