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22. MOTIVATION

How to use hybrid tools by combining online and face-to-face modes

CONTEXT

How can courses be made more authentic so as to increase motivation? How can online and face-to-face modes be combined? Classroom interactions might lack authenticity, which can be improved by providing authentic materials (e.g. pictures, comics, videos) or creating role-playing activities.

THEORETICAL BASIS

Generating motivation to participate in hybrid cultural activities exemplifies the provision of life experiences to the participants. The moderator can give an explanation of an action to be performed and project a video as a model to imitate or a recording/videorecording of the rehearsals in order to test the results. It is a functional and very comfortable way of learning that combines online and face-to-face modes when organising courses in theatre, dance, or other performing arts.

ACTIVITY IN A NUTSHELL

Practices of diction or dubbing during a theatrical workshop, with the projection of texts and listening to readings, followed by video recordings for corrections and improvements and a final video product.

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CONTACT TYPE

Online/hybrid/contact

TIME NEEDED

1h – 1h 30 minutes

NUMBER OF PARTICIPANTS

8-12

ACTIVITY TYPE

Individual/group work

TARGET GROUP

- Adult learners
- Senior learners

VARIATION OF THE ACTIVITY

The activity can be adapted to other types of performative exercises (e.g. dancing exercises).

Goal

- To improve performance and create innovative products while helping adults overcome the discomfort arising from a sense of inadequacy in the use of digital technologies.
- To increase confidence in and relationships with others, improve the use of voice and diction, eliminate dialect inflections, and improve posture.

How to prepare

- Choose engaging activities and content related to the interests of the participants for a drama activity.
- Evaluate and select the software for online communication (e.g. Zoom, Meet, Skype), recording and filming (e.g. any voice/video recording app for smartphones), and video editing (e.g. Pinnacle, Movie Maker).
- Organise a theatre workshop, with an experienced director (also in multimedia tools)
- Prepare the workshop with the required equipment (e.g. video projector, PC, microphones, amplifiers).
- Prepare a survey regarding the digital resources and skills of the participants and set up personalised meetings for their acquisition (see Card 21. – How to Prepare).
- Organise shared folders and social networks to share texts, music, and videos, and always have them available for individual practice (Google Drive, WhatsApp, Messenger, Facebook).

Activity step by step

1. Assign a short reading text to each participant.
2. Lead diction exercises (texts are shown on the board).
3. Videorecord the rehearsals or ask for assistance from a teacher's assistant.
4. Play readings of the same texts performed by professional actors for the participants (YouTube).
5. Show the participants the videorecording of them doing the reading.
6. Discuss, based on these videos, corrections, and improvements (the acting, speaking, use of voice).
7. Create and process a video/audio produced during the lessons (online or in the classroom) or recorded independently, using specific software (Pinnacle, Movie Maker).
8. Present the created video.

As an alternative, use exercises of dubbing scenes from famous films (assign a part to each participant).