

# TPEL: Practical Element

Theatre Histories Module on Brightspace

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This is my module introduction. I have made this as welcoming and informative as possible without being overwhelming. At the bottom of the page I have included module learning outcomes, so that students have a clear view of what they are required to demonstrate at the outset. I will record a video version of this introduction and upload it, to support the sense of community on the module. I will encourage students to add videos to their e-portfolios, to further enhance the sense of a community of enquiry.



## Module Introduction

Welcome to *Introduction to Theatre Histories*! This survey module introduces you to some of the canonical texts and historical periods that have shaped the genre of drama as we know it today. We begin with Greek tragedy and finish with Twentieth Century Epic Theatre. Along the way we will explore issues such as the impact of historical, political and cultural contexts on the formation of drama; what dramaturgical strategies can be used to make historical theatre pieces accessible to contemporary audiences; and how modern perspectives can be applied to historical texts to open up interpretation.

This is an exciting module drawing on a variety of learning and teaching strategies. Each week you will be asked to add material to the e-portfolio, expanding on the topics covered in the seminar, and to comment on each other's contributions as a formative assessment. You are asked to engage with the seminar materials before the seminar takes place: this might involve watching a short video, posting on the Discussion Board, adding to the e-portfolio, reading an academic article, or looking something up and making notes. We will go through the materials in the seminars together, providing an opportunity for you to clarify and extend your ideas. Every week you will do 'scratch' performances of extracts from relevant play texts, combining text

This schedule is included under module information. It includes clear assessment dates, so that students can see exactly how the assessments fit in with the module as a whole. There is a combination of formative and summative assessment: essay plan and bibliography (summative); reflection on e-portfolios (formative); and essay (summative). The assessment is constructed so that the first two assessments actively prepare for the final one which accounts for 80% of the module mark.

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## Theatre Histories Schedule and Info ▾

DATE	TOPIC	
1	Classical Greek Tragedy	
2	Classical Greek Comedy	
3	Mediaeval Theatre	
4	Renaissance Revenge Tragedy	
5	Commedia dell' Arte	
6	Assessment Preparation Week	
7	Shakespeare	
8	Restoration Comedy	Assessment 1 due Fri 20th March, 5pm
9	Music Hall	
	Easter Break - 2 weeks	
10	C20th Naturalism	Assessment 2 due Fri 17 <sup>th</sup> April, 5pm
11	Assessment Preparation	
12	C20th Epic Theatre	Assessment 3 due Fri 1st May, 5pm

As a continuation of the module schedule I have added information about how the module works. This entails the 'flipped learning' approach where students are expected to complete module activities before attending the seminar. I have also divided module tasks into 'essential' and 'extension' activities. Essential activities must be done before the seminar and extension activities can be done afterwards if necessary. These include adding material to the e-portfolio

How this module works:

Seminar texts will be available online, with links to reading material included in the weekly Learning Resources content folders. Each week you are expected to do a set of module activities **before** attending the seminar. This might be watching a short video, reading something, looking something up and making notes, posting in your e-portfolio or thinking about the text-based performance. These tasks are divided up into 'Essential' and

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'Extension' activities; you must complete the essential tasks before that week's seminar but the extension tasks can be completed afterwards if you wish. However, please remember that although contributing to your e-portfolio is an extension activity it still needs completing and you will be required to comment on the e-portfolios compiled by two other students as formative assessment.

During the seminar we will explore the materials you have already been investigating and you will do short scratch performances of relevant play texts.

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For ease of access  
I have provided  
links to online  
learning materials  
and clear  
instructions  
regarding what  
students are  
expected to do on  
a weekly basis



## Module Activities ▾

Rectangular Snip



### Essential Activities:

- Read the Greek tragedy by Euripides, *Hippolytus* - this is our focus text
- Watch the three short videos on Greek tragedy - Edith Hall is a renowned expert on the subject
- Read the speeches from the play attached in the Word doc - these will be the basis of your scratch performances in the seminar

### Extension Activities:

- Using one of our core module texts, research the topic of Greek comedy and make notes
- E-portfolio - do you know another of another Greek tragedy you would like to share with us? The e-portfolio is your space to contribute your own material relating to this week's topic. This could be a link to a Youtube video, a recording of your own thoughts on the topic, or some relevant notes you have compiled. Later on in the module you will be asked to offer peer feedback relating to the e-portfolios of two other students.

# Week 1 learning materials

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<a href="#">Upload / Create</a> ▾		<a href="#">Existing Activities</a> ▾	
☰	<a href="#">Module Activities</a> ▾ 🌐 Web Page		✓
☰	<a href="#">Euripides, Hippolytus</a> ▾ 🔗 Link		✓
☰	<a href="#">The Performance and Context of Greek Tragedy</a> ▾ 🔗 Link		✓
☰	<a href="#">Euripidean Tragedy</a> ▾ 🔗 Link		✓
☰	<a href="#">Suffering and Greek Tragedy</a> ▾ 🔗 Link		✓
☰	<a href="#">Hippolytus and Phaedra</a> ▾ 📄 Word Document		✓

I have decided to use the e-portfolio and the discussion board on this module. Students will add to their e-portfolio and curate material related to the module on a weekly basis. This could include posting videos recording their own thoughts about the topic. As formative assessment students will offer commentary on two other student portfolios linked to the module. This will enhance the peer to peer feedback element, and offer additional support for the summative assessment. These commentaries will be posted on the Discussion Board.

## Discussions

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### Reflections on e-portfolio content

Use this space to add your commentary/feedback/reflections on two other e-portfolios related to this module that you have looked at. This should be approximately 500 words, and should be completed by 5pm, Friday 17th April.

Week 2 materials: the weekly content folders are set out with a consistent format for clarity.

The screenshot shows a user interface for a course titled "Week 2 Greek Comedy". At the top, there is a search icon, the course title "Week 2 Greek Comedy" with a dropdown arrow, and links for "Print" and "Settings". Below the title, there are options to "Add dates and restrictions..." and "Published" with a dropdown arrow. A section for "Add a description..." is also present. A navigation bar includes a blue "Upload / Create" button with a dropdown arrow, a grey "Existing Activities" button with a dropdown arrow, and a "Bulk Edit" button with a pencil icon. The main content area lists several items, each with a list icon, a title, a type icon, and a checkmark:

- Module Tasks** (Web Page) ✓
- Aristophanes, Lysistrata** (Link) ✓
- Lysistrata documentary** (Link) ✓
- LYSISTRATA speeches** (Word Document) ✓

On the left side of the interface, there is a sidebar with a search icon and a list of items with counts in rounded boxes:

- 12
- 1
- 1
- 10
- 6