

Student voices: Envisioning and performing experiential learning

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Public theatre productions form an integral part of the German Studies curriculum at The University of Western Australia. Every year, advanced learners are required to research, produce and perform an original play that they also advertise and market. This experience immerses them in the cultural, material and linguistic world of the target language as well as the socio-economic realities of their learning environment. By providing opportunities for self-directed learning, emotional engagement and intrinsic motivation that is best described by the theory of “flow”, the experiential method of teaching in this theatre unit is designed to encourage authentic learning experiences, or “real world learning” (Csíkszentmihályi 2014). In 2017, students adapted and performed *Max & Moritz*, seven pranks by disenfranchised young people, based on the canonical comic from the 19th century, written and painted by Wilhelm Busch. Data collected over the course of the semester was analysed and triangulated by teachers to ascertain if and how the pedagogy of “flow” could enhance students’ learning experiences during the creative process of envisioning, writing and performing a play. Strongly informed by student voices, my showcase presentation argues that the pedagogy of flow effectively facilitates and scaffolds experiential learning. I plan to involve two students, adding their live evaluation to the discussion and further exploring “what does this mean and how does it translate” in a short Q & A.