

# Publications for Kelly Freebody

## 2019

Freebody, K., O'Grady, A. (2019). Drama pedagogy in the teaching of history. In T. Allender, A. Clark, R. Parkes (Eds.), *Historical thinking for history teachers: A new approach to engaging students and developing historical consciousness*, (pp. 208-220). Sydney: Allen and Unwin.

## 2018

Freebody, K., Balfour, M., Finneran, M., Anderson, M. (2018). *Applied theatre: Understanding change*. Cham: Springer. <a href="http://dx.doi.org/10.1007/978-3-319-78178-5">[More Information]</a>

Freebody, K., Goodwin, S. (2018). Critical perspectives on applied theatre for social change: Defamiliarising key words in the field. In K. Freebody, M. Balfour, M. Finneran, M. Anderson (Eds.), *Applied theatre: Understanding change*, (pp. 63-75). Cham: Springer. <a href="http://dx.doi.org/10.1007/978-3-319-78178-5\_5">[More Information]</a>

Balfour, M., Freebody, K. (2018). Theories of change: Cultural value and applied theatre. In K. Freebody, M. Balfour, M. Finneran, M. Anderson (Eds.), *Applied theatre: Understanding change*, (pp. 19-31). Cham: Springer. <a href="http://dx.doi.org/10.1007/978-3-319-78178-5\_2">[More Information]</a>

Freebody, K. (2018). Values, intentions, success and impact in applied theatre documents. In K. Freebody, M. Balfour, M. Finneran, M. Anderson (Eds.), *Applied theatre: Understanding change*, (pp. 45-61). Cham: Springer. <a href="http://dx.doi.org/10.1007/978-3-319-78178-5\_4">[More Information]</a>

Freebody, K., Finneran, M., Balfour, M., Anderson, M. (2018). What is applied theatre good for? Exploring the notions of success, intent and impact. In K. Freebody, M. Balfour, M. Finneran, M. Anderson (Eds.), *Applied theatre: Understanding change*, (pp. 1-17). Cham: Springer. <a href="http://dx.doi.org/10.1007/978-3-319-78178-5\_1">[More Information]</a>

## 2017

Freebody, K., Goodwin, S. (2017). Applied theatre evaluations as technologies of government: A critical exploration of key logics in the field. *Applied Theatre Research*, 5(1), 23-35. <a href="http://dx.doi.org/10.1386/atr.5.1.23\_1">[More Information]</a>

## 2016

Finneran, M., Freebody, K. (2016). Conclusion. In Kelly Freebody, Michael Finneran (Eds.), *Drama and Social Justice: Theory, research and practice in international contexts*, (pp. 182-184). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977">[More Information]</a>

Freebody, K., Finneran, M. (2016). Critical issues and intersections: Part 1. In Kelly Freebody, Michael Finneran (Eds.), *Drama and Social Justice: Theory, research and practice in international contexts*, (pp. 9-14). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977-8">[More Information]</a>

Finneran, M., Freebody, K. (2016). Critical issues and

intersections: Part 2. In Kelly Freebody, Michael Finneran (Eds.), *Drama and Social Justice: Theory, research and practice in international contexts*, (pp. 69-74). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977-14">[More Information]</a>

Freebody, K., Finneran, M. (2016). *Drama and Social Justice: Theory, research and practice in international contexts*. Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977">[More Information]</a>

Freebody, K., Finneran, M. (2016). Introduction. In Kelly Freebody, Michael Finneran (Eds.), *Drama and Social Justice: Theory, research and practice in international contexts*, (pp. 1-5). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977">[More Information]</a>

Finneran, M., Freebody, K. (2016). Tensions and mythologies in the liminal space between drama and social justice. In Kelly Freebody, Michael Finneran (Eds.), *Drama and Social Justice: Theory, research and practice in international contexts*, (pp. 15-29). Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315755977-9">[More Information]</a>

## 2015

Freebody, K. (2015). Building New Social Movements: The Politics of Responsibility and Accountability in School-Community Relationships. In Helen Proctor, Patrick Brownlee, Peter Freebody (Eds.), *Controversies in Education: Orthodoxy and Heresy in Policy and Practice*, (pp. 105-112). Cham: Springer. <a href="http://dx.doi.org/10.1007/978-3-319-08759-7\_9">[More Information]</a>

Freebody, K. (2015). Navigating (the terminology of) success and intent in drama for social justice. In S. Schonmann (Eds.), *International Yearbook for Research in Arts Education 3/2015: The wisdom of the many - key issues in arts education*, (pp. 252-256). Munster: Waxmann.

## 2014

Anderson, M., Freebody, K. (2014). *Partnerships in education research: Creating knowledge that matters*. New York: Bloomsbury Academic, imprint of Bloomsbury. <a href="http://dx.doi.org/10.5040/9781472553140">[More Information]</a>

## 2013

Freebody, K. (2013). Discourse in drama: Talk, role, and learning in drama education. *NJ-Drama Australia Journal*, 37(1), 65-75.

Freebody, K., Finneran, M. (2013). Drama and Social Justice: Power, Participation and Possibility. In Michael Anderson and Julie Dunn (Eds.), *How Drama Activates Learning: Contemporary Research and Practice*, (pp. 47-63). London: Bloomsbury Academic, imprint of Bloomsbury. <a href="http://dx.doi.org/10.5040/9781472553010.ch-004">[More Information]</a>

Freebody, K. (2013). Talking drama into being: types of talk in drama classrooms. *Exchanges: The Warwick Research Journal*, 1(1), 1-23.

## 2012

Anderson, M., Freebody, K. (2012). Developing communities of praxis: bridging the theory practice divide in teacher education. *McGill Journal of Education*, 47(3), 359-378.

Bird, J., Donelan, K., Freebody, K., O'Toole, J., Sinclair, C. (2012). Drama: Social dreaming in the 21st Century. In Christine Sinclair, Neryl Jeanneret, John OToole (Eds.), *Education In The Arts: Teaching and learning in contemporary curriculum (2nd edition)*, (pp. 65-90). Oxford: Oxford University Press.

Freebody, K., Hughes, J. (2012). Using drama to teach difficult texts. In Jacqueline Manuel and Sue Brindley (Eds.), *Teenagers and Reading: Literary heritages, cultural contexts and contemporary reading practices*, (pp. 162-176). Kent Town, S. Aust.: Wakefield Press.

## 2011

Freebody, K. (2011). Interdisciplinary dialogues with dialogue: Drama, sociology and the detailed analysis of talk. *NJ-Drama Australia Journal*, 35, 105-117.

Freebody, K., Freebody, P., Maney, B. (2011). Relating schools and communities. In Dorothy Bottrell and Susan Goodwin (Eds.), *Schools, Communities and Social Inclusion*, (pp. 66-79). South Yarra: Palgrave Macmillan.

Bottrell, D., Freebody, K., Goodwin, S. (2011). School-community engagement: shifting boundaries of policy and practice. *AARE Conference 2011*, Hobart, Tasmania: Australian Association for Research in Education (AARE).

Freebody, P., Freebody, K., Maney, B. (2011). *Teachers Researching Communities: Final Report*, (pp. 4 - 89). Sydney, Australia: NSW Department of Education and Communities.

## 2010

Freebody, K. (2010). Exploring teacher-student interactions and moral reasoning practices in drama classrooms. *Research in Drama Education: the journal of applied theatre and performance*, 15(2), 209-225. <a href="http://dx.doi.org/10.1080/13569781003700094">[More Information]</a>

Freebody, K. (2010). Learning how to be an academic - the story of a new academic in education. In Cantwell RH, Scevak, JJ (Eds.), *An Academic Life: A Handbook for New Academics*, (pp. 10-14). Melbourne: ACER Press.

Peralta, L., Callow, J., Freebody, K., Zhang, H. (2010). Planning for student engagement in lecture contexts. *Synergy*, 30, 41-47.

Freebody, P., Freebody, K. (2010). *Teachers Researching Communities: a review of the research literature*, 2010, (pp. 3 - 34). Sydney, Australia: NSW Department of Education and Communities.

## 2009

Anderson, M., Freebody, K. (2009). Developing young writers: nurturing cultural citizenship and engagement. *Drama Australia National Conference 2009*, The University of Melbourne. 26-28 November.

Sinclair, C., Donelan, K., Bird, J., O'Toole, J., Freebody, K. (2009). Drama: Social Dreaming in the Twenty-first Century. In Christine Sinclair, Neryl Jeanneret, John OToole (Eds.), *education in the arts: teaching and learning in the contemporary curriculum*, (pp. 65-100). South Melbourne, Victoria: Oxford University Press.

Stinson, M., Freebody, K. (2009). The contribution of process drama to improved results in English oral communication. In R. E. Silver, C. C. M. Goh and L. Alsagoff (Eds.), *Language learning in new English contexts: studies of acquisition and development*, (pp. 147-165). London: Continuum.

## 2008

Freebody, K., Freebody, P. (2008). Engaging and critiquing challenge in the process drama classroom: socio-economic status as topic and resource. In Karyn Cooper and Robert E. White (Eds.), *Critical literacies in action : social perspectives and teaching practices*, (pp. 49-75). Rotterdam: Sense Publishers.

## 2006

Freebody, K. (2006). Modulating the mosaic: drama and oral language. *International Drama/Theatre and Education Association, 5th World Congress*.

Stinson, M., Freebody, K. (2006). The Dol Project: The Contributions of Process Drama to Improved Results in English Oral Communication. *Youth Theatre Journal*, 20(1), 27-41. <a href="http://dx.doi.org/10.1080/08929092.2006.10012585">[More Information]</a>

Freebody, P., McRae, D., Freebody, K. (2006). The Le@rning Federation's on-line initiative: lessons from teachers on change, technologies, and learning about English and literacy. *English in Australia*, 41(1), 48-56.