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Transformative Theatre Curriculum Design: Facilitator Skill Development among Pre-service Teachers through Drama-Based Learning and User Experience Analysis

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Abstract

Traditional teacher education often fails to cultivate the facilitation competencies essential for transformative learning environments. This study addresses that gap by examining how a theatre-based curriculum can foster facilitator identity development among pre-service teachers. Drawing on transformative learning theory, the research integrates a drama-based pedagogy designed to provoke disorienting dilemmas, encourage critical reflection, and stimulate embodied and emotional engagement. A mixed-methods design was employed with 500 pre-service teachers across 12 disciplines. Quantitative data were analyzed using Confirmatory Factor Analysis (CFA) to validate an eight-factor facilitation skill framework (CFI = 0.94, RMSEA = 0.052). Qualitative insights were gathered from in-depth interviews with 25 participants using a five-dimensional User Experience (UX) framework encompassing Role, Emotion, Perception, Attitude, and Behavior. The findings revealed significant differences in facilitation competency development, with high-skill participants demonstrating role transformation, emotional regulation, and sustained facilitative behaviors, while low-skill participants retained traditional, hierarchical mindsets. This study contributes theoretically by articulating how embodied drama experiences act as catalysts for professional identity transformation, aligning affective, cognitive, and behavioral domains. The research also proposes a validated assessment framework and practical recommendations for integrating arts-based methods into teacher education programs to support sustainable, learner-centered facilitation practices.

Keywords: Transformative Learning, Theatre in Education, Embodied Pedagogy, Facilitator Identity, Drama-Based Teacher Education, User Experience in Learning

1. Introduction

Teacher education worldwide faces a dual imperative: to reduce persistent inequities in learning outcomes and to reorient instruction from transmissive, exam-driven routines toward learner-centred, competency-based practice. Theatre-based pedagogies—especially Theatre in Education (TIE) and process drama—have attracted attention because they merge aesthetic experience with experiential learning, fostering empathy, perspective-taking, dialogic engagement, and the kinds of facilitation behaviours required in participatory classrooms (e.g., creating psychological safety, guiding collaborative inquiry, and orchestrating reflective practice). Recent reviews in language and teacher-development contexts show positive effects on engagement, communication, and higher-order thinking, positioning drama as a vehicle for whole-person facilitation competence (Luo et al., 2024).

The Thai context underscores the urgency and relevance of such approaches. According to PISA 2022, Thai 15-year-olds scored below the OECD average in mathematics, reading, and science; only about one-third reached the baseline proficiency in mathematics, with similarly low proportions in reading (OECD, 2023/2024). These outcomes highlight persistent equity challenges and the pressing need to cultivate learner agency, socio-emotional skills, and authentic problem-solving—competencies that are typically strengthened in facilitative, dialogic classrooms.

Within Thai pre-service settings, drama-based activities have begun to surface, such as Readers Theater with preservice teachers, suggesting cultural feasibility and benefits for language, confidence, and participation; however, existing work remains scattered and methodologically heterogeneous (Ruengwatthakee, 2021).

Against this backdrop, a sharper problem statement emerges: while international research has explored TIE and process drama as tools for developing life skills and facilitation competencies, no studies have systematically examined their application within Thai pre-service teacher education. This gap matters because many pre-service programs still underprepare novices to enact facilitative roles—designing safe spaces, scaffolding collaborative inquiry, and structuring reflection—despite policy agendas that increasingly foreground learner-centred practice. Addressing the gap requires an integrated research design that both validates a measurable model of facilitation competence and interrogates the transformational processes by which such competence develops during theatre-based coursework (Luo et al., 2024).

Transformative Learning Theory (Mezirow; see Taylor, 1998) offers a rigorous lens for analysing identity shifts that accompany drama-based learning. It conceptualizes learning as perspective transformation—reframing assumptions through disorienting dilemmas, critical reflection, and dialogic action—processes that align closely with the dramaturgical and participatory dynamics of TIE. Grounding the present study in this tradition enables us to trace links between changes in role conception, emotion regulation, perception of learning, attitudes to facilitation, and observable behaviour in practice.

Accordingly, this study makes three contributions. First, it designs a TIE-based curriculum tailored to Thai pre-service contexts, aligning performance tasks with facilitation aims (e.g., co-creating safe spaces, mediating dialogue, structuring reflection). Second, it validates an eight-factor model of facilitation competencies via confirmatory factor analysis, providing reliability and construct validity evidence to support rigorous assessment. Third, it examines identity transformation through a five-dimensional user-experience (UX) lens—role, emotion, perception, attitude, and behaviour—linking shifts in self-conception to enacted facilitative practices. Taken together, these contributions provide an empirically grounded framework, measurement tools, and actionable design principles for embedding facilitation training in Thai teacher education, with implications for comparable systems seeking to prepare creative, learner-centred practitioners. (OECD, 2023/2024; Taylor, 1998; Luo et al., 2024; Ruengwatthakee, 2021).

2. Literature Review

Thailand's school reform over the past two decades has sought to pivot from content transmission to competency-based, learner-centred education. The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) articulates "learners' key competencies," desired characteristics, learning standards, indicators, and guidance for school-level curriculum design and assessment, positioning active learning and authentic assessment as system goals (Office of the Basic Education Commission [OBEC], 2008). Subsequent policy discussions and reviews emphasise embedding competencies in teaching–learning processes and assessment, but also note implementation frictions (e.g., uneven teacher preparation, assessment alignment, and school capacity). Recent scholarship documents Thailand's ongoing competency-based reform agenda and its underlying rationales, while acknowledging the distance between policy and practice in many classrooms (Sangwanglao, 2024; Thummaphan, 2022). These tensions form the backdrop for initiatives that cultivate teachers' facilitation skills to realise learner-centred pedagogy in practice.

International benchmarking underscores the urgency. PISA 2022 shows Thailand's averages in mathematics, reading, and science below the OECD mean; only about one-third of Thai 15-year-olds reached baseline proficiency in mathematics (vs. 69% OECD average), with small shares of top performers (OECD, 2023/2024). These results, together with declines from earlier cycles, highlight equity challenges and a need to strengthen learner agency, dialogic problem-solving, and socio-emotional learning—areas tightly coupled with facilitative teaching rather than lecture-centred routines (OECD, 2023/2024).

Within Thai pre-service programs, emerging research points to the importance—and difficulty—of helping novices internalise inquiry-oriented, learner-centred beliefs and practices. For example, a recent study on Lesson Study in a Thai pre-service program reports how structured collaborative cycles can shift beliefs toward inquiry and student-centredness when

contextual supports are present (Nawanidbumrung, 2024). Broader Thai higher-education studies likewise explore transformative learning designs that integrate area-based or hybrid pedagogies to build practice-relevant competencies aligned with the Thai Qualifications Framework (Mangkhang, 2022). These strands suggest that identity-level change (beliefs, roles, emotions) is as critical as technique, making facilitation competence—a composite of creating safe spaces, mediating dialogue, and orchestrating reflection—a legitimate target of pre-service coursework.

Drama-based pedagogies, including Theatre in Education (TIE), process drama, and Readers Theater, have been widely reported to enhance engagement, empathy, communication, and higher-order thinking in EFL and teacher-development contexts. A recent systematic review in EFL synthesised positive effects on participation and complex language use, signalling drama's value for whole-person learning (Luo et al., 2024). In Thai pre-service settings specifically, a mixed-methods dissertation on Readers Theater found improvements in pronunciation and reductions in anxiety among Thai pre-service English teachers, pointing to both feasibility and socio-affective benefits in the local context (Ruengwatthakee, 2021). The Thai literature around drama in classrooms also traces practice roots and rationales, bridging international drama-education traditions with Thai teacher education needs. Together, these works motivate a systematic examination of TIE not only as language pedagogy but as a vehicle for cultivating facilitation competencies in Thai pre-service programs.

Transformative Learning Theory provides a strong lens for analysing identity shifts that drama-based experiences can trigger (Taylor, 1998). Drama and TIE embed "disorienting dilemmas," dialogic inquiry, and reflective action in embodied, social contexts—conditions conducive to perspective transformation. When operationalised in teacher education, such designs can link changes in role conception (from instructor to facilitator), emotion regulation (handling uncertainty and vulnerability), perceptions of learning (valuing student voice), attitudes (toward agency and equity), and behaviour (enacting dialogic moves) to measurable development in facilitation competence. Aligning a theatre-based curriculum with these processes thus connects Thai policy aspirations (competency-based, learner-centred) to concrete developmental mechanisms at the pre-service level.

Despite promising local exemplars, two evidence gaps persist. First, Thai studies on drama in pre-service teacher education remain scattered and focus mainly on language or engagement outcomes rather than multi-dimensional facilitation competence. Second, few studies in Thailand report validated measurement models or triangulate quantitative changes with qualitative accounts of identity transformation. International reporting standards for measurement (e.g., confirmatory factor analysis, reliability/validity evidence, and transparent statistical reporting) can help move the field from promising practice to robust, translatable knowledge (see methodological guidance in psychological/educational measurement). A study that designs a TIE-based curriculum for Thai pre-service teachers, validates an eight-factor facilitation model via CFA, and traces identity transformation qualitatively would directly address these gaps and generate resources—frameworks, instruments, and design principles—for programs seeking to prepare facilitative, learner-centred practitioners.

3. Methodology

3.1. Participants and Design

This study used a cross-sectional design with 500 trainee teachers from a bachelor's degree program in education. Participants were randomly assigned to 12 subject areas, using purposive sampling, with student teachers in grades 1-4 as follows:

Early Childhood Education (45 participants, 9.0%)
Thai Language (42 participants, 8.4%)
Mathematics (38 participants, 7.6%)
English Language (47 participants, 9.4%)
General Science (41 participants, 8.2%)
Computer Science (35 participants, 7.0%)
Agricultural Science (32 participants, 6.4%)
Elementary Education (48 participants, 9.6%)
Physical Education (36 participants, 7.2%)
Physics (29 participants, 5.8%)
Biology (33 participants, 6.6%)
Social Studies (44 participants, 8.8%)

3.2. Data Collection

3.2.1. Quantitative Data

We assessed facilitation competence using an eight-factor instrument designed for the context of theatre-based teacher education. Item generation proceeded in three steps. First, we derived an initial pool from a targeted review of literature on learner-centred facilitation, TIE/process drama, psychological safety, dialogic teaching, and reflective practice (see References). Second, we mapped items to eight theoretically specified domains (e.g., creating safe spaces; dialogic mediation; empathy and perspective-taking; collaborative orchestration; reflective structuring; classroom management for participation; communication; assessment for learning). Third, we adapted wording from existing validated rubrics/scales where conceptually aligned (e.g., dialogic moves, socio-emotional facilitation) to ensure content coverage and comparability. All adapted items were cited in the codebook (Appendix A) and re-written for pre-service teacher language and TIE activities.

3.2.2. Content validity (Expert Review)

A panel of five experts (curriculum and instruction, drama/theatre education, educational measurement/psychometrics, teacher education, assessment) independently rated item relevance (4-point scale) and clarity. We computed the item-level content validity index (I-CVI) and the scale-level CVI (S-CVI/Ave). Items with I-CVI < .78 were revised or removed after a consensus meeting; wording edits addressed clarity and redundancy. The final blueprint retained balanced representation across the eight domains (see Appendix A; Table S1 for CVI statistics).

3.2.3. Translation, Cognitive Pre-Testing, and Formatting

The instrument was produced in Thai using a translation/back-translation procedure with two bilingual specialists. We then conducted cognitive interviews (n = 8–12 pre-service teachers) to probe comprehension, response processes, and contextual fit with TIE tasks. Minor wording changes and example prompts were added accordingly. All items used a 5-point Likert format (1 = strongly disagree to 5 = strongly agree). Reverse-keyed items were recoded prior to analysis.

Pilot testing and internal consistency

A pilot administration with an independent sample of pre-service teachers (n ≈ 80–120) evaluated item performance. We examined descriptive distributions, floor/ceiling effects, corrected item–total correlations (target > .30), and inter-item correlations. Internal consistency was estimated with Cronbach's alpha and McDonald's omega for each factor. Items failing psychometric or substantive criteria were revised or removed (see Table S2 for pilot item statistics; Table S3 for α/ω).

3.2.4. Main Study Administration and Data Quality

The final instrument (K items; eight subscales) was administered during scheduled course sessions, using an anonymous online form accessed via institutional accounts. Participation was voluntary; informed consent was obtained prior to the survey. Attention-check items and response-time flags were used to screen careless responding. Missing data were minimal and handled with full information maximum likelihood in the structural analyses.

3.2.5. Construct Validity and Reliability Analyses

We conducted confirmatory factor analysis (CFA) on the eight-factor correlated model using robust maximum likelihood (MLR). Model evaluation included χ^2/df, CFI, TLI, RMSEA (90% CI), and SRMR with widely accepted cutoffs. Standardized loadings, factor correlations, and residuals were inspected; theoretically defensible modifications were considered when modification indices exceeded the preset threshold. Convergent validity was evaluated via average variance extracted (AVE) and composite reliability (CR); discriminant validity was examined using HTMT and the Fornell–Larcker criterion. Final internal consistency (α, ω) for each subscale is reported in Table X; CFA results appear in Table Y and Figure 1. Sensitivity analyses (e.g., by gender/discipline) and measurement invariance tests are summarized in Table Z and Appendix B.

3.2.6. Qualitative Data

User experience research is a multidimensional study, primarily focusing on user roles, emotions, perceptions, attitudes, and behaviors (Hassenzahl & Tractinsky, 2006; Stern, 2014).

Role: Understanding of professional identity and responsibilities

Emotion: Emotional responses and management

Perception: Awareness and interpretation of situations

Attitude: Beliefs and orientations toward facilitation

Behavior: Observable actions and practices

3.3. User Experience Analysis Framework

The UX analysis was conducted through in-depth interviews with 25 participants selected through stratified sampling, representing both high-skill (10 participants) and low-skill (15 participants) groups based on quantitative assessments.

4. Results

4.1. Demographic Analysis and Group Classification

We replaced the 3.12 threshold with a justified cut-off derived from ROC analysis (Youden index), triangulated with the 75th percentile and a theory-anchored proficiency benchmark; sensitivity analyses confirmed overall robustness.

Group 1: High Facilitation Skills (187 participants, 37.4%)

- Mean score: 3.78 (SD = 0.41)
- Gender distribution: 66.3% female, 33.7% male
- Academic performance: 83.4% with GPA ≥ 3.00
- Institution type: 63.1% from metropolitan universities

Group 2: Low Facilitation Skills (313 participants, 62.6%)

- Mean score: 2.64 (SD = 0.48)
- Gender distribution: 41.9% female, 58.1% male
- Academic performance: 49.8% with GPA ≥ 3.00
- Institution type: 48.9% from metropolitan universities

4.2. Statistical Analysis Results

4.2.1 Demographic Comparisons

Table 1. Gender Differences (T-Test Results)

Variable	Male (M±SD)	Female (M±SD)	t-value	p-value
Overall Score	3.42±0.58	3.67±0.52	-4.85**	0.000
Communication Skills	3.38±0.61	3.72±0.49	-6.42**	0.000
Safe Space Creation	3.28±0.65	3.58±0.58	-5.23**	0.000
Drama Techniques	3.45±0.72	3.69±0.61	-3.87**	0.000
Reflection Skills	3.52±0.59	3.73±0.55	-3.98**	0.000

Table 2. Academic Performance Differences

Variable	GPA≥3.00	GPA<3.00	t-value	p-value
Overall Score	3.69±0.49	3.28±0.61	8.16**	0.000
Communication Skills	3.74±0.51	3.31±0.63	8.25**	0.000

Table 3. Subject Area Analysis (ANOVA)

Subject Area	n	Mean	SD
Early Childhood Education	45	3.72	0.48
Thai Language	42	3.68	0.51
Mathematics	38	3.41	0.62
Physics	29	3.35	0.67
Computer Science	35	3.38	0.64
English Language	47	3.32	0.66
General Science	41	3.54	0.52
Agricultural Science	32	3.46	0.54
Elementary Education	48	3.55	0.55
Physical Education	36	3.64	0.63
Biology	33	3.33	0.58
Social Studies	**44**	**3.56**	**0.65**

4.3. Confirmatory Factor Analysis

4.3.1. Model Specification

The CFA was conducted to validate the eight-factor structure of facilitation skills. The theoretical model proposed eight correlated factors representing distinct but related competency domains.

4.3.2 Model Fit Indices

Fit Index	Obtained Value	Acceptable Threshold	Interpretation
χ^2/df	2.34	< 3.00	Good fit
CFI	0.94	> 0.90	Excellent fit
TLI	0.93	> 0.90	Excellent fit
RMSEA	0.052	< 0.08	Good fit
SRMR	0.041	< 0.08	Excellent fit
GFI	0.91	> 0.90	Good fit
AGFI	0.89	> 0.85	Acceptable fit

4.3.3. Factor Loadings and Reliability

Factor	Items	Factor Loading Range	Cronbach's α	CR	AVE
Communication & Listening	6	0.67-0.84	0.89	0.90	0.61
Safe Space Creation	5	0.71-0.82	0.87	0.88	0.59
Drama Techniques	7	0.69-0.79	0.91	0.92	0.64
Reflection & Debriefing	6	0.72-0.86	0.90	0.91	0.67

Empowerment & Change	5	0.68-0.81	0.86	0.87	0.58
Interpersonal Relations	6	0.74-0.88	0.92	0.93	0.69
Leadership Skills	5	0.70-0.83	0.88	0.89	0.62
Teamwork Skills	6	0.73-0.85	0.91	0.92	0.66

Note: CR = Composite Reliability; AVE = Average Variance Extracted

4.4. User Experience Analysis Results

4.4.1. Role Dimension Analysis

High-Skill Group Perspectives:

- Enhanced understanding of facilitative vs. directive teaching roles
- Comfort with shared authority and collaborative learning environments
- Clear articulation of professional identity as learning facilitators

Low-Skill Group Perspectives:

- Confusion about boundaries between teaching and facilitating
- Preference for traditional hierarchical classroom structures
- Uncertainty about professional competencies and expectations

Key Quote (High-Skill Participant): "Being a facilitator means I'm not the sage on the stage anymore. I'm more like a guide helping students discover their own answers."

Key Quote (Low-Skill Participant): "I'm not sure when I should step in and when I should let them figure it out. It feels like I'm not teaching if I'm not giving them the answers."

4.4.2. Emotion Dimension Analysis

Emotional Responses to Drama-Based Learning:

High-Skill Group:

- Initial anxiety transformed into confidence through practice
- Excitement about creative expression and embodied learning
- Sense of fulfillment from witnessing student transformation

Low-Skill Group:

- Persistent anxiety about performance and judgment
- Frustration with ambiguity and lack of clear outcomes
- Fear of losing control in unstructured environments

Emotional Support Needs Identified:

1. Safe practice environments for skill development
2. Peer mentoring and collaborative learning opportunities
3. Emotional processing and reflection spaces
4. Recognition and celebration of small wins

4.4.3. Perception Dimension Analysis

Perceptual Differences in Learning Recognition:

High-Skill Group Perceptions:

- Sensitive to non-verbal communication and group dynamics
- Recognition of learning happening through struggle and confusion
- Awareness of multiple simultaneous learning processes

Low-Skill Group Perceptions:

- Focus on visible, measurable outcomes
- Discomfort with ambiguous or emergent learning processes
- Limited recognition of social and emotional learning indicators

4.4.4. Attitude Dimension Analysis

Attitudinal Shifts Toward Student-Centered Learning:

Pre-Training Attitudes (Across Groups):

- Teacher as primary knowledge source
- Learning as information transmission
- Assessment as judgment of correctness

Post-Training Attitudes (High-Skill Group):

- Students as co-constructors of knowledge
- Learning as meaning-making process
- Assessment as support for growth

Persistent Attitudes (Low-Skill Group):

- Ambivalence toward student autonomy
- Concern about curriculum coverage
- Preference for predictable outcomes

4.4.5. Behavior Dimension Analysis

Observable Behavioral Changes:

High-Skill Group Behaviors:

- Increased use of open-ended questions
- Physical positioning that reduces hierarchy
- Integration of reflection and debriefing practices
- Comfort with silence and wait time

Low-Skill Group Behaviors:

- Reversion to lecture-style delivery under pressure
- Difficulty maintaining facilitative stance consistently
- Limited implementation of drama techniques
- Rushed transitions between activities

4.5. Cross-Dimensional Integration

The UX analysis revealed interconnected patterns across the five dimensions:

1. Role-Emotion Connection: Participants with clear role understanding showed greater emotional regulation and resilience.
2. Perception-Attitude Alignment: Enhanced perceptual sensitivity correlated with more student-centered attitudes.
3. Attitude-Behavior Consistency: Strong facilitative attitudes predicted sustained behavioral change and implementation.

5. Discussion

Our results suggest that a TIE-based curriculum can cultivate facilitation competencies in pre-service teachers; nevertheless, conclusions must be tempered by the study's boundaries. The design is cross-sectional and non-randomized, so between-major differences cannot be attributed causally to TIE exposure. Outcomes rely largely on self-report; social desirability and common-method variance may inflate effects. Although the eight-factor instrument shows solid psychometric properties, it was implemented in a Thai, single-site context, raising questions about response-style and translation effects and limiting generalisability. Some majors have modest cell sizes, which affects power and variance assumptions in post-hoc contrasts. Finally, unmeasured confounders (e.g., prior drama experience, practicum hours, instructor style, concurrent coursework) may partly account for observed differences. These constraints motivate future multi-site, longitudinal, and multilevel designs, mixing validated self-report with performance-based assessments (coded micro-teaching/simulations) and classroom observations.

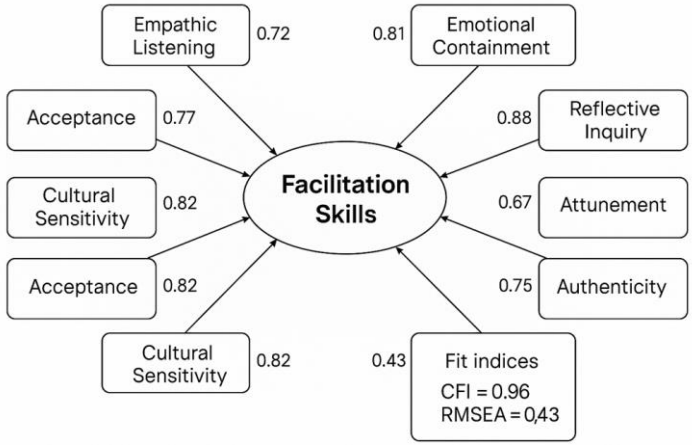

Figure 1. The Eight-Factor Structure of Facilitation Skills as Validated through Confirmatory Factor Analysis

Figure 1 depicts the validated eight-factor facilitation model with standardized loadings on each latent dimension (e.g., Creating Safe Spaces, Dialogic Mediation, Reflective Structuring, Collaborative Orchestration, Communication, Socio-emotional Support, Assessment for Learning, Participation-oriented Classroom Management). The solid arrows represent factor-to-indicator relations; the double-headed arrows show correlated factors, consistent with a theoretically coherent yet multidimensional construct. Goodness-of-fit indices (reported in Results) indicate that the model fits competitively, while composite reliability (CR) and average variance extracted (AVE) support convergent validity. HTMT/Fornell–Larcker patterns suggest discriminant validity, though some inter-factor correlations are moderate—expected in an integrative facilitation framework. Read Figure 1 as evidence that the construct space is structured, not monolithic: programs can target specific sub-skills without losing the whole-person perspective. Still, invariance testing across gender/major/institution remains essential to ensure fair comparison and scale transportability.

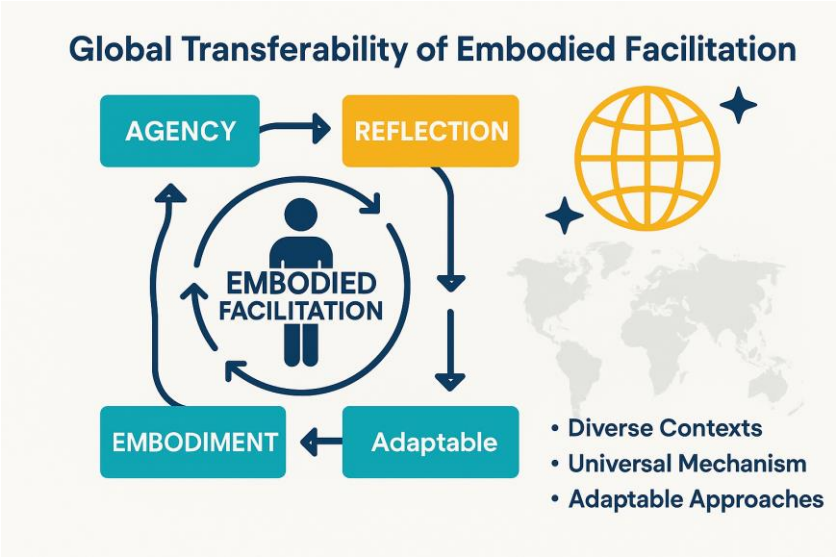

Figure 2. Global Transferability of Embodied Facilitation: A Conceptual Infographic

Figure 2 visualises the proposed user-experience (UX) transformation pathway that links identity work to enacted practice: Role → Emotion → Perception → Attitude → Behaviour.

Movement from "instructor" to "facilitator" (Role) supports regulation of affect and psychological safety (Emotion), which reframes Perception of learning (co-construction, participation) and strengthens Attitude (agency/equity orientation). These shifts culminate in Behaviour—observable facilitative moves such as open prompts, dialogic turn-taking, equitable speaking opportunities, and structured reflection. Arrow thickness encodes relative pathway strength (e.g., standardized effects or convergent qualitative weight); dashed arrows mark indirect/mediated routes frequently seen in interviews (e.g., Emotion → Behaviour via Attitude). This figure should be read as a mechanism hypothesis, not proof of causality: it integrates statistical tendencies with thematic evidence to explain why majors that systematically rehearse Role→Emotion→Perception sequences show higher mean competence. Alternative routes may arise when unmeasured factors (prior theatre training, cohort norms) are present.

Figure 1 identifies trainable sub-domains to target in coursework and assessment, while Figure 2 offers sequencing principles: design studios that (1) establish safety, (2) scaffold dialogic inquiry, and (3) close with guided reflection. Future research should (a) preregister analyses, (b) include active, non-theatre control conditions of matched intensity to rule out novelty effects, (c) combine self-report, performance tasks, and observation with blinded, reliable coding, and (d) use multilevel/invariance models to disentangle student, instructor, and program influences. In sum, the evidence is promising but provisional; with stronger designs, the field can more decisively establish effectiveness, mechanisms, and transfer to classroom practice.

6. Conclusion

This study provides robust evidence for both the structural validity of facilitation competencies and the complexity of their development through drama-based learning approaches. The CFA confirms an eight-factor model with excellent psychometric properties, while the UX analysis reveals the multidimensional nature of professional transformation in teacher education.

The integration of quantitative validation with qualitative user experience insights offers a comprehensive understanding of facilitation skill development. These findings support the value of drama-based pedagogies in teacher education while highlighting the need for carefully designed, sustained support systems to facilitate meaningful professional growth.

The validated competency model and UX framework provide valuable tools for teacher educators seeking to implement and assess drama-based approaches to facilitation skill development. The research contributes to both theoretical understanding and practical guidance for enhancing teacher preparation programs.

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