Critical Reflection: Fostering Transformative Learning in Digital Drama Pedagogy

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Abstract

This study analyzes students' critical reflections in the Drama and Digital Production Studies course to examine changes in their learning experiences. Data from students' written reflections were analyzed using an AI-driven Student Reflection Analyzer. Findings show transformative learning, with improved practical skills (editing, acting, production management), stronger teamwork, and greater awareness of logistical, technical, and managerial challenges. Students also offered suggestions for curriculum improvements, such as peer collaboration activities, editing workshops, and combining digital and live staging. These results highlight the value of blending theory with practice, using interactive methods, and promoting critical reflection in digital drama education.

Keywords: critical reflection, digital drama, learning experience, interactive learning, digital production

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Introduction

Digital technology has transformed education, particularly in art and literature. Drama, formerly confined to stage performances, now incorporates digital media. This change impacts drama production, staging, and university teaching methods. Students need drama theory plus skills in cinematography, video editing, production management, and digital teamwork. It shifts the literature and drama curriculum from basic knowledge to appreciating, creating, and producing digital works (Marantika, 2014). Students' critical reflections on digital play production are vital. They track skill development and technology's effects on art (Stang & Steen, 2023).

This research examines AI-supported student reflections via app.briskteaching.com. Reflection helps understand learning, spot challenges, and develop solutions (Harvey et al., 2025; Hatfield, 2016). It analyses critical reflections from the Drama and Digital Production Studies course to uncover changes in learning experiences. This AI method aligns with trends in personalized learning and tech-enhanced cognition (Harini et al., 2025). By studying perceptions, challenges, solutions, and suggestions, it advances reflection theory and interactive digital drama teaching.

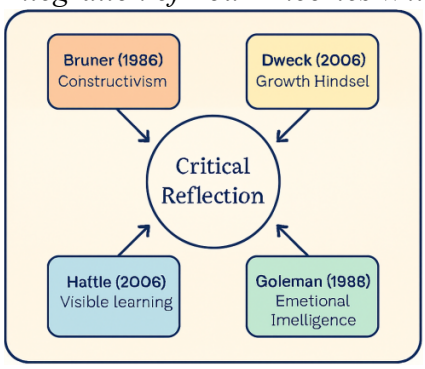
Literature Review

Reflection theory, defined by Dewey, involves active, persistent, and careful consideration of beliefs or knowledge, their origins, and future effects to support meaningful learning (Mohamed et al., 2022). Student reflections reveal this transformative process. Schön's reflection-in-action connects experiences to theory (McAleese, 1994), enabling critical reflection to evaluate learning and shape academic and professional identity. Bruner posits that individuals construct knowledge through experience rather than passive reception (Pea & Gomez, 1992). In digital drama, students build understanding through production, editing, and staging (Davis, 2011; Ma & Yuping, 2025). Project-based learning fosters varied skills. Dweck's growth mindset views challenges as opportunities for growth, outperforming avoidance (Heslin & Keating, 2016; Legrand et al., 2022). This aligns with Hattie's visible learning, where critical reflection indicates deep learning.

Goleman’s emotional intelligence theory emphasizes teamwork, communication, and empathy as essential social skills in digital drama production (Suleman et al., 2019). Its core components include self-awareness, self-regulation, empathy, and social skills. Students encounter challenges in teamwork, role assignment, and time management. Reflections indicate that project success requires technical proficiency alongside emotional regulation. Critical reflection connects experiences to emotional growth through interactions, fostering “felt knowledge” that integrates intellectual and emotional insights (Putri, 2018). This framework illustrates how critical reflection interacts with growth mindset and emotional intelligence in digital drama learning.

Student reflections in drama and digital production enable transformative learning via constructivism, growth mindset, visible learning, and emotional intelligence (Jamissen et al., 2017; Molloy & Crotty, 2024). This study examines these reflections to evaluate gains in academic, technical, and social skills and provides recommendations to enhance digital literature and drama curricula. The following figure depicts relationships among these four theories and critical reflection.

Figure 1
Integration of Four Theories With Critical Reflection



Critical reflection is central to this framework, driving changes in students' learning experiences. It draws on four theories: Bruner's constructivism, Dweck's growth mindset, Hattie's visible learning, and Goleman's emotional intelligence. These theories show how reflection builds deep academic knowledge and essential personal and social skills for the digital era. Reflection connects theory to practice, transforming learning in Drama and Digital Production Studies. This integration creates a robust analytical framework and highlights areas for targeted teaching improvements to enhance student learning (Sa'ida, 2024).

Table 1
Theoretical Links to Critical Reflection as a Transformative Pedagogical Process in Drama Studies

Theories & Figures	Key Concepts	Contribution to Critical Reflection	Impact on Learning Experience Transformation
Bruner (1996) Constructivism	Learning as a process of constructing meaning through experience	Encourage students to interpret drama/digital experiences personally and socially	Students are actively building new understandings, not just receiving information
Dweck (2006) Growth Mindset	Belief that ability can evolve through effort and strategy	Providing space for critical reflection on failure as a learning opportunity	Students are more willing to experiment in digital productions and dramas
Hattie (2009) Visible Learning	The effectiveness of learning can be measured through concrete evidence and feedback	Critical reflection focuses on the evidence of visible learning outcomes	Students are able to assess their progress and improve their learning strategies
Goleman (1995) Emotional Intelligence	Self-awareness, empathy, emotion regulation, social skills	Critical reflection includes an emotional dimension in teamwork and production	Students are more adaptive, collaborative, and able to manage emotional dynamics in the creative process

Dweck's growth mindset stresses that abilities grow through effort, strategies, and persistence (Khunaprom & Chansirisira, 2023; "Mindset: The New Psychology of Success," 2006), viewing technical and artistic challenges as opportunities rather than barriers. Hattie's visible learning highlights feedback and data (Arnold, 2011; Wisniewski et al., 2020), with reflection

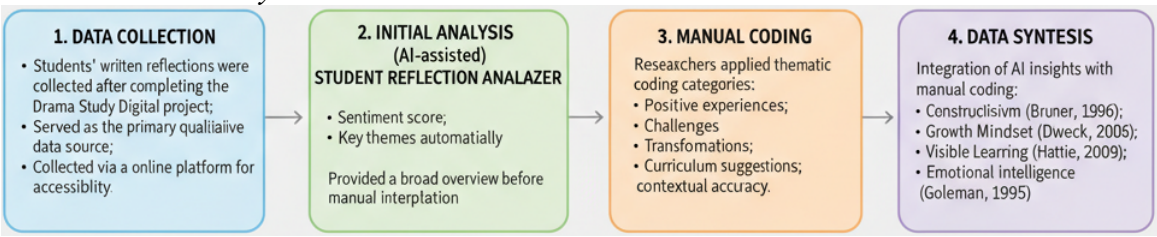
helping students assess strategies for clear improvement. Goleman's emotional intelligence emphasizes self-awareness, empathy, and emotion regulation in teamwork (Díaz, 2021; GÜL, 2020). Reflection in digital drama examines personal and group emotions, building technical skills with adaptability, collaboration, and resilience. These theories make critical reflection the core link between theory, practice, and student transformation.

Methodology

This qualitative descriptive study examines students' critical reflections from their own perspectives (Nurhasanah & Maspuroh, 2021). It explores the meanings they assign to learning experiences, challenges, and transformations in the Drama and Digital Production course. These reflections provide primary data revealing critical thinking, self-evaluation, and transformative insights. Participants were more than 37 students from the Indonesian Language and Literature Education Program at Universitas Singaperbangsa Karawang's Faculty of Teacher Training and Education. Selected via purposive sampling (Human, 2017; McDonagh & Finneran, 2017; Stratton, 2024), they showed high participation in digital production groups, active involvement in staging projects, and willingness to reflect.

Figure 2

Research Data Analysis Flow



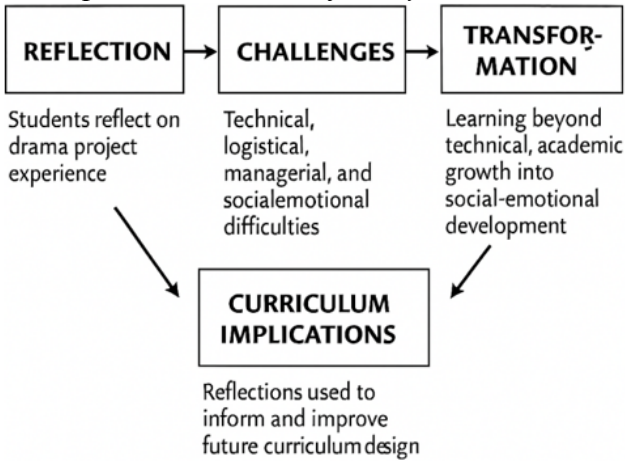
Data analysis followed Miles and Huberman's three-phase model. First, data reduction categorized student reflections into themes. Second, data display used tables, diagrams, and quotes to present findings and enhance validity. Third, conclusion drawing connected results to constructivism, growth mindset, visible learning, and emotional intelligence. This qualitative-interpretive approach identified patterns, themes, and theoretical links.

Results

The conceptual framework includes four key components. First, students' critical reflections explore perceptions, emotions, and self-evaluations in digital drama learning (Lemon, 2015). Second, reflections identify logistical, technological, and managerial challenges that foster deep learning when overcome. Third, these challenges drive transformations in academic, technical, and social domains, aligning with growth mindset theory, which views difficulties as growth opportunities (Fadel et al., 2015). Fourth, transformations guide Digital Literature and Drama curriculum design, as noted by Gosper and Ifenthaler. The diagram below presents the framework's analysis results:

Figure 3

Conceptual Framework of Analysis Flow and Research Results



The framework shows how growth mindset, constructivism, visible learning, and emotional intelligence theories support student development in digital drama education. Student reflections exceed basic descriptions to promote personal change and curriculum improvements. They address post-digital critical pedagogy and skills for artistic and digital production (Sung et al., 2024). Most students enjoyed the Drama and Digital Production course, deeming it rewarding and valuable. They appreciated teachers' enthusiastic, interactive, story-based methods that enhanced learning. Many viewed editing as personal “me time” for reflection, aligning with constructivism's focus on real experiences (Bakar & Ismail, 2020). Integrating theory and practice sustained high motivation.

Reflections highlighted three main challenges: logistics, technology, and management. These reveal needs for better artistic and project skills in digital drama. As Hattie explains in visible learning, authentic challenges build strong skills. Students progressed academically, technically, and socially. They exhibited a growth mindset by viewing challenges as opportunities for improvement (Heslin & Keating, 2016; Kroeper & Murphy, 2017). This promoted teamwork, empathy, and resilience, consistent with emotional intelligence’s emphasis on empathy and group communication (Olsson, 2024). Students suggested larger groups, editing workshops, resource sharing, and hybrid live-digital performances. These match Schön’s “reflection-on-action”: reviewing past actions to guide future practice (Schön, 1987). Overall, reflections inform curriculum revisions for cognitive and emotional growth.

Discussion

The study’s findings consistently support the constructivist principle, demonstrating that effective learning occurs through the active construction of knowledge by students based on their empirical experiences (Bakar & Ismail, 2020)s. Moreover, students’ critical reflection reveals a ‘growth mindset,’ wherein they perceive challenges as opportunities for learning and growth (Kroeper & Murphy, 2017).

Table 2
Interconnection Between Theoretical Frameworks, Key Concepts, and Their Relevance to Research

Theory	Key Concept	Relevance to Research
Bruner, Constructivism	Knowledge construction through active experience	Students construct understanding by engaging in digital drama production
Dweck, Growth Mindset	Challenges as opportunities for learning	Reflections show students reframing difficulties as growth opportunities
Hattie, Visible Learning	Reflection as self-assessment and feedback	Student reflections act as evidence of learning and provide feedback for curriculum improvement
Goleman, Emotional Intelligence	Empathy, teamwork, communication	Success in digital drama projects depends on social-emotional skills

Building on Table 2, Bruner's constructivism holds that learners build knowledge through hands-on experiences. In digital drama production, students deepen theoretical understanding via creative tasks. Dweck's growth mindset (Heslin & Keating, 2016) views challenges as growth opportunities; students' reflections reframe technical, logistical, and collaborative issues as catalysts for personal and skill development. Hattie's Visible Learning (Weißbach & Kulgemeyer, 2024) stresses reflection for self-assessment and feedback, providing evidence of learning, informing teaching improvements, and making progress visible. Goleman's emotional intelligence (Olsson, 2024) emphasizes empathy, teamwork, and communication, skills vital alongside technical ones in digital drama, as reflections confirm. Integrating theory and practice boosts conceptual and technical mastery, while team interactions build emotional intelligence via better conflict resolution, communication, and empathy.

Reflection as a Catalyst for Transformation

Student reflection transcends mere descriptions of experiences; it also encompasses the expression of emotional responses and critical awareness (Chick et al., 2009; Gachago et al., 2013). For instance, students' positive experiences with teachers, such as feelings of "pleasure to teach" and "moved," signify the formation of supportive emotional bonds that can intensify intrinsic motivation during the learning process (Nikolić-Vesković, 2023). Conversely, students' perception of the editing process as "me time" suggests that challenging technical activities can serve as a means of personal expression (Amadio, 2009; "Making, Creative Learning, Technocentrism, and Hope," 2024). This phenomenon aligns with the concept of a growth mindset, wherein difficulties are interpreted as opportunities for growth (Mendoza & Yan, 2025). Students' reflections demonstrate their ability to transform obstacles into meaningful learning experiences (Chira et al., 2019; Fiss et al., 2020).

Integration of Theory and Practice

Some students highlighted the significant contribution of the instructor's theoretical clarifications. One student described the material presented as "full of flesh", indicating that the theoretical content was perceived as rich, relevant, and of high practical value. However, the student also affirmed that practical experience in the field provides a more concrete and in-depth understanding (Masciadrelli et al., 2020). This combination of theory and practice is consistent with Bruner's constructivist approach, which emphasizes the construction of knowledge through active engagement in experience (Kitagawa, 2020; Metsämuuronen &

Räsänen, 2018). Consequently, digital drama learning that integrates theoretical studies with actual production has demonstrated effectiveness in enhancing conceptual understanding and practical skills (Burn, 2011; Liyanawatta et al., 2021).

Social Dynamics and Emotional Intelligence

Students' reflections highlight the key role of team collaboration in digital production. One student noted that challenges like time and resource limits can be overcome through communication and mutual understanding. Digital production success depends not only on technical skills but also on team interactions. These findings align with Goleman's emotional intelligence theory (Olsson, 2024), which stresses empathy, communication, and collaboration for group effectiveness. In short, digital drama learning builds emotional management and conflict resolution skills in a social setting.

Students' Constructive Suggestions as Curriculum Innovation

Students' reflections provide practical suggestions for improvement. For example, they recommend larger groups to balance workloads and cue sheets for better team coordination. These ideas show students' ability to identify problems and propose solutions, aligning with Schön's reflection-on-action. Questionnaire analysis reveals four key findings: digital drama pedagogy teaches literature while building emotional and social intelligence in a collaborative environment. Reflections record experiences, promote self-transformation, and shape curriculum development. They also show shifts in students' learning and identities as future educators and artists. Research confirms that reflective practice in project-based learning boosts self-awareness, resilience, emotion regulation, teamwork, empathy, communication, and leadership (Karim et al., 2025).

The table below summarizes the primary research findings in a structured overview (Fahmi et al., 2021).

Table 3

A Comprehensive Summary of Research Findings

Aspects	Key Findings	Theoretical Discussion
Positive Experience	Students feel happy, excited, memorable	Constructivism
Challenge	Logistics, technical, managerial	*Visible Learning*
Transformation	Academic, technical, social	*Growth Mindset* and EQ.
Student Suggestions	Larger groups, workshops, work screenings	*Reflection-on-action* (Schön, 1987)

The summary table demonstrates that students' reflections on their experiences, challenges, and solutions emphasize critical reflection's central role as a bridge between learning and personal transformation. This process enables students to reframe challenges as growth opportunities, integrate theory with practice, strengthen social-emotional skills, and propose curriculum enhancements. Thus, critical reflection should form a core pedagogical strategy in literature and digital drama education, equipping students with adaptive skills for 21st-century demands.

Conclusion

This study shows that students' critical reflections in the Drama and Digital Production course link to changes in academic, technical, and social areas. Challenges in logistics, technology, and management build skills like problem-solving, project management, and collaboration. Interactive methods, discussions, quizzes, demonstrations, and historical narratives, increase engagement. Reflections offered suggestions such as larger groups, editing workshops, screenings, and hybrid digital-live performances. Thus, reflection acts as an assessment tool and catalyst for curriculum changes.

Theoretically, results match constructivism's emphasis on hands-on learning, growth mindset's view of challenges as growth opportunities, visible learning via critical reflection, improved self-awareness, and emotional intelligence in arts education, especially empathy and communication. In practice, use a balanced curriculum blending theory, practice, and reflection; apply varied interactive methods for engagement; provide resources on time management, teamwork, and documentation; and add screenings or presentations. Future research should compare reflections in digital vs. traditional drama, measure reflection's impact on soft skills, and test AI for reflection analysis.

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