

Call for Proposals - Acting Out: Theatre Training Outside the Theatre Classroom

Learning Stages is seeking contributions to a new anthology promoting the use of theatre training and educational strategies for application across post-secondary disciplines outside of the theatre classroom.

Learning Stages is a working group housed within the Canadian Association of Theatre Research (CATR) with a 3-year mandate to explore the current state of theatre education and pedagogy. This working group consists of members representing institutions from across the country including Dalhousie University, the University of Toronto, the University of Regina, the University of Alberta, and the University of Victoria. Heading into its final year, Learning Stages is calling for proposals for an upcoming anthology project espousing the benefits of theatre training outside the theatre classroom.

In our current era of digital technologies, artificial intelligences, the loneliness epidemic, the aftermath of the COVID-19 pandemic, and the erosion of mutual trust and understanding, post-secondary students are struggling in many university classrooms. Common learning deficits include: developing and presenting original ideas, communicating effectively with colleagues, understanding opposing points of view, and negotiating stress and anxiety. Theatre educators possess unique expertise to help strengthen these areas. In this anthology we wish to showcase explicitly how non-theatre students can and are being bolstered in their studies by the addition of theatre-inspired practices. Theatre training can be at the forefront of preparing students to flourish in life after university. This anthology will highlight how this work is already being done in engineering departments, law departments, medical departments, and beyond, and how these strategies can be integrated practically across the post-secondary ecosystem.

This collection of essays will identify contemporary learning challenges outside of the theatre classroom within the post-secondary educational environments and offer learning opportunities to address these needs using theatre education strategies. Learning challenges across disciplines might include improving interpersonal communication skills as a response to COVID-related learning deficits, how to mitigate technology's impact on mental health and self-confidence, using empathy to reduce interpersonal conflict, improving teamwork to maximize creative problem-solving, expanding creativity to increase the generation of new ideas, improving vocal ability and physical presence for greater professional impact, engaging relaxation techniques to reduce exam stress, and role-playing to improve professional relationships. The learning challenges identified in this anthology exist across disciplines and may be met and mitigated using a variety of theatre training techniques. This anthology will group essays that identify like-minded problems for easy reference, and guide contributors to provide step-by-step instructions for the application of theatre exercises outside of the theatre classroom.

We encourage proposals that:

- Clearly identify a contemporary learning challenge outside of the theatre classroom within the post-secondary learning environment.
- Identify possible solutions using theatre training or theatre education strategies.
- Include instructions that will enable educators outside of the discipline of theatre to put these strategies into practice in their classrooms.
- Offer new perspectives and innovative ideas on theatre training across disciplines.

We welcome proposals that are field-tested and/or theoretical. If you are interested in submitting an article for our collection, please submit a 250-350 word abstract outlining the problem and solution [here](#) by **Dec 15, 2026**. Applicants will be notified of inclusion in the anthology by **Feb 15, 2027** and will then be solicited for full article submissions.

Please send any questions or queries to learningstagesbook@gmail.com