SESSION DESCRIPTIONS
Registration Info Here

Choreographic Tension Mapping: Data & Choreography

This movement session will introduce the application of a process flow analysis approach, Value Stream Mapping (VSM), to dance composition. In a paper recently accepted for publication in the Journal of Dance Education, “Value Stream Mapping in Dance: Preliminary Results and Insights from an Exploratory Study,” the three co-authors analyzed qualitative data collected in a Level 3 Dance Composition course in which VSM was introduced as Choreographic Tension Mapping (CTM), a method to help students expand their choreographic and editing processes. In this Movement Session, the co-presenters will lead a composition exercise, introduce and discuss the use of CTM, and open for discussion on both CTM and the potential for future data collection to develop a better understanding of CTM’s benefits to Dance Composition pedagogy.

Presented by: Elif Akcali, Alexandra Burley, and Alex Springer

Creating a Data Based Study

This panel will include K-12 and Higher Education representatives who will discuss forming and implementing an extensive data based study tracking school success among K-12 dance students.

Presented by: Elizabeth Kattner, Talia Bailes, Nicole Flinn, Elisabeth Hoegberg

Creating An Assessment Story

In this session, Kelly Stokes—a current PreK-2 artist-in-residence in the public schools—will provide an overview of Salt Creek Ballet’s “Literacy through Dance” program and then delineate a variety of qualitative and quantitative strategies used to assess the achievement of both dance literacy standards and state reading goals and objectives. She will also discuss how this data can be used to create an “assessment story” that will interest both grant funders and school administrators. Audience feedback will be encouraged to generate other strategies that can be used in this setting.

Presented by: Kelly Stokes
Dance for All: Lorain City School's Dance Program

This panel will provide perspectives from the classroom, district, state, and national level on how creating a comprehensive dance program challenges status quo assumptions about educational equity, approaches to school improvement, and what learning is “valuable” in K-12. Panelists discuss the role of data in creating, implementation, and monitoring the dance program and how the story of LCSD informs stakeholders interested in expanding dance in K-12.

Questions that informed the panel:
► What data and research informed and continues to inform instructional decision-making at LCSD and how updates to Ohio’s AEDP might inform future decision-making?
► How do administrators navigate various systems of evaluation?
► How do notions of equity relate to understandings of instructional effectiveness and assessment?
► How do partnerships drive curriculum creation to support 21st century learning skills?

*Presented by: Helen Buck-Pavlick, Kelly Berick, Susan McGreevy-Nichols, Marty Sprague*

Data Informed Dance Literacy

The Ohio Data Dashboard provides school-level, district, county, and statewide data, and displays arts access and enrollment data for Ohio’s preK-12 schools as reported annually via the state’s Education Management Information System (EMIS). Panelists will discuss proposed innovative approaches to data collection of teaching artist residencies and how dance residencies serve as an avenue to effectively teach dance literacy. Learn ways to use data from sources like the data dashboard to inform advocacy and to gain talking points when advocating for dance education and dance teacher certification. Discover how higher education dance programs are evolving to prepare students for the dance workforce.

*Presented by: Jane D'Angelo, Helen Buck-Pavlick, Ambre Emory-Maier*

Data-Informed Decisions for Dance Program Success

This presentation shares the multi-year process used to develop one example learning outcome to assess dance curricula at Western Michigan University – that upon completion of the program, students can articulate and apply a personal aesthetic related to their career goals. Curriculum mapping is used to show how principles associated with this outcome are
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introduced, developed, mastered, and assessed across the curricula. Data collection methods and associated results are shared that support data-informed discussion to improve student learning, and ultimately evidence of student preparedness aligned with university strategic initiatives. The presentation shows how dance faculty integrated assessment data with an understanding of the changing landscape of the field of dance to make data-informed decisions to prepare students for success in a wide variety of career interests.

Presented by: Megan Slayter

DELRdi’s Research in Dance Education Comparative Study

Do you want to know about changes that have occurred over the past twenty years in dance education?

This conference session will provide a brief overview of the original Research in Dance Education project conducted by NDEO (2001-2005). Variables were held constant over a 20-year span (2002-2022) and comparative analyses were done exactly 20 years later. One exciting and huge development: available research and literature quadrupled over 20 years. The session provides statistical data that reveals many changes the field has realized in three comprehensive areas (US Education Issues, Populations Served, and Areas of Service) with several hundred subcategories associated with teaching and learning in and through dance. This is all done through the Dance Education Literature and Research descriptive index.

Presented by: Rima Faber

Empirical Research and the Dance Educator

While not everyone may want to be a dance education researcher, the benefits of using empirical research processes to better understand dance teaching can beneficial to all. In my own case, the process of inquiring into dance teaching and learning through an empirical research lens has helped me to better understand the intentions and impact of my teaching, the beliefs students bring and develop, and the nuances of specific areas of dance education and training. Each research project causes me to reflect on and make changes to my own daily practices a dance educator.

This presentation/workshop offers strategies for using research processes to better understand our own teaching practices. You will learn basic frameworks for determining key questions, ethical considerations, and strategies for gathering and interpreting data to empirically inquire into your own teaching. Throughout the session, we will improvise and move together to strengthen the connections between teaching, moving, and researching.
How Can AI Revolutionize Dance Education?

The fusion of AI in dance can herald a new era of data-driven pedagogy. It has the potential to catalyze revolutionary shifts across all facets - enhancing evaluations, fostering a more informed approach to decision-making and training, and predicting future performance. This data can go beyond mere quantification; it unveils the rich narrative woven into the journey of each athlete. However, there are challenges in decoding the role of AI in dance education:

1. What kinds of dance data are essential for effective AI assessment for young adults, captured through accessible off-the-shelf technologies?
2. How can we quantify movements?
3. How do we design tools that are accessible, inclusive, and tailored to individual needs?

This presentation aims to do ethical due diligence in reimagining the role of AI for data creation and methods to transition from subjective to objective insights.

Implicit Movement, Explicit Data

In our NSF-backed research, we design a digital improvisational dance AI tool, “LuminAI” to support the creative process. The artform’s complexity presents difficulties and opportunities in quantifying implicit, embodied dance knowledge into an explicit computer-readable framework. Our mixed-method approach captures dancers' lived experiences into a comprehensive dance data model. This presentation offers insights into our multidisciplinary collaboration with scientists, dance experts, and students. Participants will physically interact with LuminAI, and engage in a discussion surrounding AI’s limitless applications and possible unintended consequences for learning, teaching, training, and creativity. We will emphasize the importance of dancer-centered design approaches when merging human cognition and machine learning, which aim to enhance human capabilities, not replace them.

Intent vs. Impact: Data and the Student Experience

Often the focus of injury prevention screen research highlights the content of tools or resulting data. This presentation shares emergent insights from creation of the Dance-Specific Movement...
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Competency Screen (DSMCS), a collaboration between Dance and Physical Therapy at an R1 University. By inviting students onto the research team, faculty and clinicians aimed to center student perspectives in regards to the impact of results on mental health of students and effectiveness of screening. Over four years, faculty and students interrogated the role of quantitative data, eventually moving completely to qualitative results. Students reported removing quantification allowed application of information and supported mental health outcomes. Results will be discussed from the educator’s perspective in relationship to screenings, and other data driven contexts such as technique assessments.

Presented by: Hannah Andersen

Mining Data for Research in Dance Education

This paper examines the story of the search for data addressing teaching and learning in and through dance. The notion that data existed in support of this idea, and that the field would benefit from its identification, collection, and organization, is relatively new. It wasn’t until the late 1980s that the ‘data for dance education idea’ was formulated, and it was only in 2000 that the effort began through the 2000-2004 NDEO Research in Dance Education project. Funded through the US Department of Education, NDEO’s work involved tremendous field input and participation. The project continues today through DELRdi, the ‘Dance Education Literature and Research descriptive index’. This session tells that story from early conceptualization to its current status. It provides conference participants with context about the challenges and opportunities ‘mining our data’ presented then and now.

Presented by: Heather Vaughan-Southard on behalf of the work of Thomas Hagood and Jane Bonbright

Practice to Policy: Data as Storyteller

This session demonstrates the value of connecting levels of data collection to tell the story of the importance and impact of arts education. From student growth to educator effectiveness, to district achievement to state policy, data is a linchpin in creating vibrant classrooms and schools, creative communities and innovative states.

Presented by: Heather Vaughan-Southard
Qualitative Inquiry: High Quality Dance Education

A need remains for empirical research in dance education, specifically as it pertains to instructional vision and how we characterize high quality dance education instruction. Instructional vision is an “image of ideal practice” (Hammerness, 2001; Munter, 2014). The role of vision can support educators in the ongoing refining of their professional practice (Ní Chróinín et al., 2019). Research in vision is one way to offer data-informed improvements and insights into dance education. Interviews were conducted with seven participants to answer the research question: What are the instructional visions held by inservice teachers and teacher educators in dance education? Analysis identified five dimensions: (a) instructional role of the teacher, (b) class discourse, (c) dance tasks, (d) student engagement, and (e) classroom culture.

Presented by: Christine Fisher

Screening University Dancers for Injury Risk

This presentation will summarize findings from yearly musculoskeletal screenings performed for incoming freshmen dance students in the university setting. Trends discussed include objective findings of strength, function, posture, motion, and alignment concerns. Subjective information provided by the dancers through self-reporting online questionnaires include the dancers’ level of pain, current and past injury status, mental health, and concussion history along with other medical and health concerns will also be addressed. The dancers’ recovery and self-care practices including warmup and cooldown, nutrition, and hydration, will conclude the presentation, with further implications toward training K-12 dancers in preparation for the post-secondary and professional setting as a student and/or career dancer will be provided.

Presented by: Kristen Schuyten and Paola Savvidou

The Alchemy of Artistry & Analytics

Drawing from my personal journey—from the rhythm-filled rooms of Fem Fatale dance studio to choreographing school productions and mentoring a diverse array of talents—I’ve been witness to the transformational power of dance. But what if we could elevate this art form even further? In this presentation, I’ll unravel the synergy of dance and data, showcasing how analytics can shape, refine, and amplify our pedagogical methodologies, and why this fusion is paramount for the future of dance education.
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Presented by: Lakiah Wilson

Using Data for Improved Learning: A Six-Year Study

Limited historical facts, misinformation, and public naiveté about the breadth of dance have framed and devalued perceptions of the subject. A lack of substantive data has aided in perpetuating inaccuracies; therefore, data collection and analysis will be shown as a strategy for driving curriculum and improving dance literacy in a university undergraduate dance course. Data was collected from 1475 student work samples in 33 online sections over six years. Coding and analysis of the samples informed course design and content. Data revealed opportunities for purposeful interdisciplinary connections and for advancing understandings of dance styles in various cultural, historical, social, religious, and artistic contexts. This model shows the potential for using data to address learning needs, improve curriculum, and advance appreciation for the diversity of dance past and present.

Presented by: Diane McGhee

Veiled Assault: The "Unseen" Side of Partnering

The act of professional ballet partnering involves immense physicality, lots of touch, and often wild extremes of both the body and the psyche. Due to the nature of this work, it can be difficult to recognize when unhealthy, veiled behaviors are occurring within partnerships and partnering activities. Focusing my research on the female-identifying professional ballet dancer, I used surveys and interviews to generate both qualitative and quantitative data on the dynamics of partnering within the field. Through my methods of research, I found that physically and psychologically harmful acts and behaviors are occurring within professional ballet studios, all falling under the form of veiled assault. Four main types of veiled assault emerged from the research: Triggered Partnering, Negligent Behavior, Sexual Harassment and Assault, and Intoxicated Partnering.

Presented by: Beth Twigs

Voice Care for Educators

Using the framework of Vocology- the science and practice of vocal habilitation, the presentation will introduce the basic anatomy of the voice and the physical co-ordinations
involved in speech and projection. Attendees will learn the fundamentals of vocal hygiene, and will participate in a vocal warm up routine designed to build and maintain a healthy projected speaking tone. (More info, including citations

Presented by: Alta Dantzler and Drake Dantzler

Warmup and Cooldown: A Custom Approach for Dancers

Performing an appropriate and adequate warmup and cooldown are two of the most modifiable risk factors for injury in dance, yet many do not for various reasons. Resources for dancers to identify these exist, but few guide the dancer through appropriate or customized warmup and cooldown, and through evidence-based research methods. Screening of university dance students found over half of incoming freshmen were not performing warmup, cooldown, either warmup or cooldown appropriately, or at all in their training. This session will provide the educator and dancer in the reasoning behind performing appropriate warmup and cooldown exercise progressions. This will include a how-to guide of exercise selection based on common dance injuries specific to the body needs and demands of the individual dancer, along with providing examples of breaking down challenging choreography into exercise.

Presented by: Kristen Schuyten, Veronica Prieur

Writing Target Objectives with Measurable Outcomes

Using target objectives in dance lesson planning that have measurable formative and summative assessment data and possible implications for K-12 dance program validation and teacher retention.

Presented by: Mary Murphy

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