

# Poster Sessions

Tuesday, October 1, 1:00 - 3:00 PM

Grand Foyer

## **Bridging the Gap: The Value of Ballroom Dance in Higher Education Dance Curriculum**

with *Lane Swenson*

Often relegated to social clubs or physical education departments, Ballroom dance has historically been underrepresented in higher education dance departments. Regarding dance education institutions, research and anecdotal evidence indicates that dance education, as a whole, contributes to students' physical, emotional, and social well-being by providing an outlet for creativity and personal expression, and a means to develop social-emotional skills, such as self-management and responsible decision-making. Utilizing a more somatics-based approach, I intend to discuss a variety of beneficial factors of how the inclusion of Ballroom dance can deeply benefit a higher education dance department.

## **Building Resilience through Social Emotional Learning (SEL) in Modern Dance for Adolescents**

with *Meghan Vecchione, Dr. Donna Dragon*

Building Resilience through Social Emotional Learning (SEL) in Modern Dance for Adolescents Puberty is a time when dropout from dance increases. SEL can foster emotional resilience to help negotiate physical and emotional struggles. This research examines the neuroscience and developmental characteristics behind the needs for adolescents. It provides pedagogic strategies to apply in modern dance classes. Using peer-reviewed research from the fields of dance and physical education, child development, and neuroscience, the research examines: What is emotional resilience? What strategies can be used to foster resilience in a dance classroom? How can pedagogy focused on SEL provide access to modern dance for adolescents of all abilities? It expands on research by connecting current research in modern dance technique and SEL to promote

resiliency for adolescents in public and private schools.

## **Choreographing Jewish Dance Identity and The Issue of Continuity in Palestine**

with *Lori Fejes*

My poster will highlight how dance teachers and educators can use the community dance model to As Jewish diasporic communities gathered in the region of Palestine in the early 20th century, they pursued a valid yearning to reclaim their ancient danced heritage. This pursuit, however, could not occur outside of the political framework of Zionism, which thrust Palestinian dances into their own diaspora and subjugated them on the world stage.

## **Dance Class for Humans Who Merge Research Results**

with *Sam Stone*

Sam Stone presents "Dance Class for Humans Who Merge Research Results," a poster illustrating the findings behind a University of Utah College of Fine Arts granted research project that asks, "Aside from the acquisition of specialized performance skills in the dance classroom, how does bringing the secondary focus of social skillsets forward change our prerogatives from excelling as specialists to growing as humans capable of merging across disparate fields?" In the summer of 2023, a twice a week, two-month-long dance class series focused on this question by asking over 100 participants to pause before, during and after class to reflect orally and by written prompts on one of the following skills: adaptability, embracing complexity, agency, self-regulation, inductive thinking, multitasking, deep listening, connection making and bigger picture thinking. This poster reflects these results and advocates for dance training through a new lens.

## **Dance4yourlife**

with *Fedra Tavia Hunte*

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My poster will highlight how dance teachers and educators can use the community dance model to enhance and strengthen learning within their programs through finding strategic ways to engage and educate parents in the process of their children's growth and journey through dance. Finding fun and appropriate ways to engage parents, families and members of the community will help to enhance students' support systems by demystifying the ideas surrounding a dance and the dance culture.

## **Dancing for Change: Advocating for Water Conservation Through Dance**

with *Crystal Bain*

Students learned how to be an advocate through dance for a topic that their community is interested in. The world has a finite amount of water on our planet that is usable. As a human being on this planet we need to take care of our precious resources. Through advocacy students will be able to use their words and movements to be able to make a difference. Using the understanding of the science of water, the humanities of water rights, and dance for advocacy students will make a difference in their community through a performance at the local Community Water Dance event. The poster will share lesson plans, worksheet models, student artifacts and both student and parent feedback to the process. The process of art integration will be shared through examples and diagrams.

## **Harmful vs Helpful: A GenZ View on Dance Fitness**

with *Peyton Winsett, Sarah Maloney*

This poster analyzes a qualitative study that considers the impacts of dance and fitness training during the Covid-19 Pandemic on current collegiate dancers. This poster summarizes the various training modalities, instructor types, and cross training techniques utilized over the course of the Pandemic. All of the information that is showcased, encapsulates responses from collegiate dancers with differing experiences during the pandemic. From their responses, graphs and charts were formulated

to present information in a concise, digestible format. The use of outside research guided and supported the data collected through the pilot study conducted in April of 2024.

## **Kinesthetic Experience in Creative Dance for Student Ages 5 -7 who are Deaf & Hard-of-Hearing in a Private School Setting**

with *Jazmyn Vautour*

Students who are deaf and hard-of-hearing can have difficulty expressing themselves to others using verbal communication. Establishing human connections through creative dance can allow students to build personal boundaries to better communicate. This research poster explains action research conducted in a private school addressing: "How can kinesthetic experience in creative dance affect students who are deaf and hard-of-hearing?" Theoretical research in the fields of dance; children's physical and emotional development; neuroscience; and physical education was used to develop and implement research-based creative dance lesson plans. This expands on research in dance education for applications of creative dance to include students who are deaf and hard-of-hearing.

## **Movers and Shakers: how dance can lead to active citizenship**

with *Joy Guarino*

Now more than ever it is critical to develop students as active citizens, clearly connecting academic program learning outcomes with opportunities to address community priorities, both at home and abroad. Utilizing traditional and virtual experiences in new and creative ways, the pedagogy allows students to 'travel' and interface with local and global communities with the goal of developing deeper experiences with cultures different from their own and to build important civic skills that give rise to exciting possibilities for the future. Successful projects require intentional course development with clear learning outcomes, defined vocabulary, and an understanding of both course requirements and community priorities. In

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addition, a degree of flexibility is necessary when developing and implementing local, national, and international civic-engaged dance experiences, particularly while maintaining commitment to the collaborative process. The presenter has coordinated nearly a dozen recent and upcoming programs connecting students to dance course content and cultural and environmental learning opportunities and will provide in-depth background information and promising practices for building experiences that successfully support student participants and deepen respect and appreciation for diverse communities.

## **Re-engaging with NHSDA**

*with Taylor Black*

My poster presentation titled “Re-engaging with NHSDA” highlights the major fundraisers and initiatives we created this year and outlines our trajectory for continued success. We have revitalized our school’s chapter of NHSDA by redefining officer roles to create a more efficient and organized program that is student-centered and student-run and developing new ways to engage a broader community through exciting new initiatives and interactive fundraisers. The poster includes images of students engaging with NHSDA in various events, graphics for promotional material we created, and a QR code to scan for our website with more detailed information on our program, events, and initiatives.

## **Tap Dance for Adolescents with Autism Spectrum Disorder (ASD)**

*with Mia Collins, Dr. Donna Dragon*

Students with ASD often have delayed motor skills and social interaction skills. Utilizing peer-reviewed research from the fields of dance education, dance therapy, neuroscience, psychotherapy, and exercise science the research investigates: What is ASD? How does a neurotypical adolescent brain development affect motor skills and social interaction skills?, and what are implications for adolescents with ASD? How can tap dance pedagogy be used in

public schools for students with ASD, ages 16 to 17? This research expands on current research primarily focused on teaching tap dance technique and developmental delays of students with ASD. It identifies tap dance pedagogies for students with ASD that can be applied in public schools to support inclusion—equal access, wellbeing, and a sense of belonging for all students.

## **The Ethics of Contact Improvisation: Integrating Content-Based Mindfulness Practices Through Eastern Philosophies**

*with Aryanna Vindas*

This project analyzes and amplifies ideologies of Contact Improvisation (CI) within the context of Eastern philosophies of Daoism and Buddhism. While CI has existing roots in Eastern martial arts practices and principles, its appropriative foundation has left gaps that can blur ethics and power dynamics within the community. By critically examining these oversights, I seek to shed light on the potential of purposely and consciously analyzing how Daoist and Buddhist principles exist in CI practices. Ultimately, by understanding and integrating the roots of Daoism and Buddhism in Contact Improvisation, this project enhances the execution of CI, enriching our experience of body movement in space, and fostering a culture of respect and inclusivity within the community. This presentation offers a pathway towards a more mindful, harmonious, and transformative practice of Contact Improvisation.

## **The Value of Mentorship for Black Ballerinas**

*with Anna Dunn*

My dissertation research prioritized the narratives of Black ballerinas negotiating the industry and their experiences with mentorship. Additionally, it proposed ways that white ballet teachers could serve as allies and mentors.

## **Write My Dance**

*with Jennifer Passios*

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“Write My Dance” is a Community Engagement poster that chronicles my journey of leading five dance students from their first encounters with journalism to publishing a collaborative article for a professional dance outlet (thINKing DANCE). This poster will: Share personal reflections and critical insights from Jesus, Jordan, Kyle, Seth, and Sophia whose voices take center stage in the article Provide description and analysis from my point of view (first as the students’ teacher, and then as their project lead) Use this project as a case study to suggest a mentorship model that traverses a continuum from the classroom into the professional world. “Write My Dance” makes a case for the value of a robust writing practice within a dance curriculum and considers the implications of what it means to offer students additional tools to share their own stories. Faculty Advisor: Adele Nickel, MFACommunity Partner: thINKing DANCE

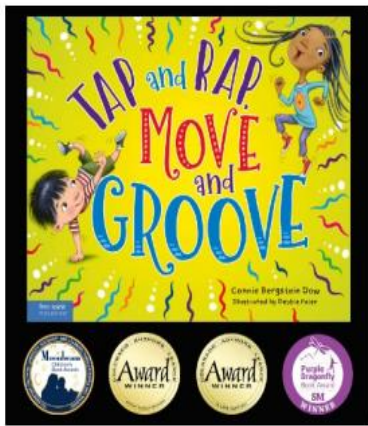
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