

DCE 614
New Media and Technology in Dance Education
June 17 -22, 2018

1. Course Prefix and Number: DCE 614

2. Course Title: New Media and Technology in Dance Education

3. Credits: 3

4. Summer 2018

5. Course Prerequisites/Co: requisites: DCE 651 or other Graduate course in choreography

6. Instructor: Dr. Mila Parrish and Emily Enloe

Office hours: Tuesday 2:00-5:00 or by appointment

E-mail: MLParri4@uncg.edu

7. Catalog Description:

Theory and practice related to teaching dance technology, including new media and interdisciplinary relationships. Includes planning, teaching, and assessing student learning in one unit of study.

8. Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goals and/or Objectives/Student Learning Outcomes: Upon completion of this course, students will:

- a. Use existing research to inform practices related to new media and dance education technology. (DPI Graduate Standard 4, Student Learning)
- b. Apply knowledge of dance technology pedagogy in planning and teaching lessons. (DPI Graduate Standard 3, Content and Curriculum Expertise)
- c. Demonstrate instruction that encourages high expectations related to interactive multimedia for all students. (DPI Graduate Standard 2, Respectful Educational Environment)
- d. Design curriculum involving interdisciplinary relationships, new media interactive instruction, in collaboration with colleagues. (DPI Graduate Standard 2, Respectful Educational Environment)
- e. Design curriculum and instruction involving interdisciplinary relationships, dance technology that are responsive to individual differences within population of students being taught. (DPI Graduate Standard 2, Respectful Educational Environment)
- f. Demonstrate instruction in dance literacy that promotes student reflection and self assessment DPI Graduate Standard 4, Student Learning)

- g. Critically analyze learning in the dance classroom to determine needs and plan rigorous instruction involving interdisciplinary relationships, critical thinking, and dance technology. (DPI Graduate Standard 4, Student Learning)
- h. Critically reflect upon teaching and assessment involving interdisciplinary relationships, dance technology and dance literacy. (DPI Graduate Standard 5, Reflection)
- I. Design instruction that facilitates critical perspective on the role technology plays in education and the arts (DPI Graduate Standard 4, Student Learning)
- j. Use the interconnectedness of disciplines in planning curriculum. (DPI Graduate Standard 3, Content and Curriculum Expertise)
- k. Critically analyze and develop a rationale for using, managing, and implementing multimedia technology into the arts curriculum. (DPI Graduate Standard 4, Student Learning)

10. Teaching Strategies:

This is a projects-based course. Assignments include readings, reflection papers, and applied practice.

11. Evaluation Methods and Guidelines for Assignments:

Grades will be determined by regular assessment by the instructor. Grades will be posted on Canvas in the online grade book.

Using the criteria indicated, all assignments will be graded on a 4.0 scale:

To determine the final grade, the score on each assignment will be multiplied by its value in the course (an assignment earning a 4.0 worth 20% will earn .8 points toward the final grade.) The total points from all assignments will determine the final grade, using the scale above.

12. REQUIRED TEXT(S) READINGS AND REFERENCES

All course readings are on google drive or Canvas as PDF files or web links.

Required Text(s)/Readings/References: Use full citations. See Assignments below.

Reading are assigned in groups with each person reading one article a night and in class presenting the concepts addressed to other member of their group.

Reading groups and meeting groups

Here is the link to all readings and course assignments for the course - posted on google drive.

https://drive.google.com/drive/folders/1045p6ACNq7AjdzB08ilJkygzpxXDg_4o?usp=sharing

Remember download the form to your computer and then rename the file beginning with your last name then the name of the article. DO not complete on the form posted on the drive.

We have class readings organized by date and letter. Each of you has been assigned to a small reading group. You are responsible to report back to your reading group what you discovered in the assigned reading. Please see your individual letter and group assignment below. As an example: Rylee is in Meeting Group 1, on Saturday evening she will read Reading A, Parrish, M. (2007). Technology in dance education. In *International handbook of research in arts education* (pp. 1381-1397). Springer Netherlands. During class on Sunday morning she will meet with her Meeting Group 1 (Amy, Amanda and Emily) and report back the salient ideas in the reading to her group. Hope this

makes some sense. Please post the completed reading reflection form with your teammates at the time of sharing.

	Meeting Group 1	Meeting Group 2	Meeting Group 3
READING A	Rylee	Jen	Caroline
READING B	Amy & Amanda	Janai	Georgia
READING C	Emily	Katrina	Lisa

Saturday HW Reading 1	
A	Parrish, M. (2007). Technology in dance education. In <i>International handbook of research in arts education</i> (pp. 1381-1397). Springer Netherlands.
B	Risner, D., & Anderson, J. (2008). Digital Dance Literacy: an integrated dance technology curriculum pilot project 1. <i>Research in Dance Education, 9(2)</i> , 113-128.
C	Leijen, Ä., Admiraal, W., Wildschut, L., & Robert-Jan Simons, P. (2008). Students' perspectives on e-learning and the use of a virtual learning environment in dance education. <i>Research in dance education, 9(2)</i> , 147-162.
Monday HW reading 2	
A	Dania, A., Hatziharistos, D., Koutsouba, M., & Tyrovola, V. (2011). The use of technology in movement and dance education: Recent practices and future perspectives. <i>Procedia-Social and Behavioral Sciences, 15</i> , 3355-3361.
B	Parrish, M. (2008). Dancing the distance: iDance Arizona videoconferencing reaches rural communities. <i>Research in Dance Education, 9(2)</i> , 187-208
C	Brooks, P. (2012). Dancing with the Web: students bring meaning to the semantic web. <i>Technology, Pedagogy and Education, 21(2)</i> , 189-212.
Tuesday HW reading 3	
A	Jones, T., & Cuthrell, K. (2011). YouTube: Educational potentials and pitfalls. <i>Computers in the Schools, 28(1)</i> , 75-85.
B	Anderson, J. D. (2012). Dance, Technology, and the Web Culture of Students. <i>Journal of Dance Education, 12(1)</i> , 21-24.
C	Parrish, M. (2016). Toward Transformation: Digital Tools for Online Dance Pedagogy. <i>Art Education Policy Review</i>
Wednesday HW Reading 4	
A	Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. John Wiley & Sons. Learning and Innovation skills: learning to create together Ch 3
B	Ohler, J. (2000). Art becomes the fourth R. <i>Educational leadership, 58(2)</i> , 16-19.
C	Hisrich, K., & Blanchard, J. (2009). Digital media and emergent literacy. <i>Computers in the Schools, 26(4)</i> , 240-255.

OTHER INFORMATION

Reporting Illnesses or Emergencies: Please report serious illnesses or emergencies that may affect your performance in the course by email to your instructor at mparri4@uncg.edu .

Computing & Technology Assistance: For computing or technology assistance, please contact: UNCG Information Technology Service online at <http://its.uncg.edu/>
Or call: 336.256.TECH (8324) Instructors cannot provide this assistance.

Honor Code & Plagiarism: This course is subject to standard rules, policies, and procedures regarding honor codes and plagiarism. Students must cite references and sources appropriately in assignments, reports and projects.

Academic Integrity:

Each student in this course is expected to abide the standards of academic integrity. Any work submitted by a student in this course for credit will be the student's own work. Students are encouraged to communicate with their class peers and to discuss information and concepts covered with other students. You can give help or receive help from other students. However, this permissible cooperation should never involve one student turning in an identical copy of an assignment. Should copying occur, both students will automatically receive a zero for the assignment.

UNCG expects all students to follow the Academic Integrity Policy:

Please read this policy (<http://academicintegrity.uncg.edu/complete>) and ask the instructor if you have questions.

PARTICIPATION

Participation includes thorough completion of all readings, postings, assignments, thoughtfully written reports/papers, and completion of all projects in a timely manner.

Other Information: Any other items you normally include on your course syllabus such as Academic Integrity Policy, Attendance Policy, Additional Requirements, etc:

- a. If you are facing significant problems beyond your control which affect your work in class, please contact the instructor. If you have a certified disability which requires accommodation, please contact the instructor so accommodation can be made.

- b. UNCG expects all students to follow the Academic Integrity Policy. Please read this policy (<http://academicintegrity.uncg.edu/complete>) and ask the instructor if you have questions. Since collaboration is encouraged in this class, it is necessary only to notify the instructor when you plan to collaborate and be sure that the other collaborator's contributions are acknowledged.

<p>14. Assignments Projects:</p> <p>A. Technology Integration and development: 50% of grade (Student Learning Objectives b, c,d,e,f, i,j) The creation of multiple applied technology projects in imagery, multimedia, audio, video and interactive performance environments.</p> <p>In class activities, discussions and personal reflections consider student learning and develop projects to determine the degree to which these learning objectives have been met, the objectives relate to student engagement in meaningful, rigorous dance content, how you will assess student learning related to these objectives.</p> <p>Criteria for assessing this portion of assignment:</p> <ul style="list-style-type: none">Content is appropriate for learners at this stage of development. (Standard 4)Content is both rigorous and engaging for learners. (Standard 3)Content and methodology are responsive to individual differences within population of students being taught. (Standard 2 and 4)Content and methodology demonstrate familiarity with 21st century knowledge & skills as appropriate. (Standard 3)Methodology promotes student reflection and self assessment (Standard 4)Content includes interdisciplinary connections. (Standard 3)Methodology encourages critical viewing, writing, and thinking in the learning process. (Standard 4)
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	<p style="text-align: center;">Specific Course Assignments</p> <table border="1"> <tr><td>Animoto</td></tr> <tr><td>Peer teaching</td></tr> <tr><td>Art and issues tableau</td></tr> <tr><td>Grounded imagery</td></tr> <tr><td>Arc Media Library Dance Video and self assessment</td></tr> <tr><td>Analysis of video content Dance video or PSA</td></tr> <tr><td>Audio editing. Song mash-up with voiceover</td></tr> <tr><td>Social media</td></tr> <tr><td>Interactive feedback and witnessing</td></tr> <tr><td>Interactive video Dance</td></tr> <tr><td>iMovie digital video shooting and editing</td></tr> <tr><td>Technology application ideas and sharing</td></tr> </table>	Animoto	Peer teaching	Art and issues tableau	Grounded imagery	Arc Media Library Dance Video and self assessment	Analysis of video content Dance video or PSA	Audio editing. Song mash-up with voiceover	Social media	Interactive feedback and witnessing	Interactive video Dance	iMovie digital video shooting and editing	Technology application ideas and sharing	
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	<p>B. Peer support and Participation: 20% of grade Student Learning Objective d</p> <p>Media application, media viewing and reading assignments are designed to help you review existing research related to the topics of this course, so that you will have the basis to inform your teaching practices (DPI Graduate Standard 4, Student Learning).</p> <p>Participate fully in conversation and provide response about readings, performances, multimedia and projects presented in class. In discussion address the concepts covered, key ideas and a brief statement indicating how you expect to apply these ideas. Offer suggestions that might improve the project, and describing ideas you got from your peer that will support your own work.</p> <p style="text-align: center;"><i>Criterion for evaluating this portion of assignment:</i> <i>Depth and quality of suggestions for peers and application to your own work (Standard 2)</i> Understanding of central ideas from the research literature that can be applied to teaching (Standard 4) <i>Required Readings listed above</i></p>													
	<p>C. Reflection (30% of grade) Student Learning Objective h</p> <p>Reflect on your work on your technology projects. Write a 5-page reflection essay responding to the following questions. The assignment is due 2-weeks after the last day of class July 14, 2016. Post final written reflection assignment to course on canvas.</p> <p>Answer the following questions</p> <ol style="list-style-type: none"> a. What pedagogical questions does it raise for you? b. What did you learn about your yourself the content you were teaching? Address your interests, expectations, bias, and limitations. What does this process of technology integration tell you about your students and their future in dance? What holes or weaknesses can you identify in your current knowledge and skills that you will continue to strengthen, and how will you go about doing this? c. Identify 2 specific projects and instructional methods that you will use to integrate technology in your classrooms. <p>Criterion for evaluating this portion of assignment Ability to critically reflect on teaching and assessment to extend student learning (Standard 5)</p>													

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION STANDARDS FOR GRADUATE (M)
LICENSURE**

1. TEACHER LEADERSHIP

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

2. RESPECTFUL EDUCATIONAL ENVIRONMENT

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

3. CONTENT AND CURRICULUM EXPERTISE

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

4. STUDENT LEARNING

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

5. REFLECTION

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement