

The Use of Video Applications on Enhancing Students' Dance Learning

Ziyan Zhou^{1,*}

¹The university of Edinburgh

*Email: zhouziyanzb@163.com

ABSTRACT

This article focuses on analysing and evaluating how video applications can promote students' dance learning. Using these applications has many beneficial effects on improving the overall danceability. Initially, it is a student-centred learning strategy that can provide learners with flexibility. However, the disadvantages of using video sharing platforms and video editing applications cannot be ignored. It can be said that it restricts the creative thinking and process, blindly uses applications, disregards one's foundation, and distracts the attention of creating dance works. In addition, it is also essential to enable data protection in video applications for students. Private videos of students enjoy legal protection.

Keywords: video applications, dance teaching, dance learning.

1. INTRODUCTION

Dance education trains students' dance skills and fosters their imagination personality and creativity [6]. Likewise, to develop critical thinking and reflection to dance education, dance learners are supposed to cultivate the capability of evaluation dance works [6]. Indeed, the cultivation and development of students' dance holistic competencies are of great importance. Nevertheless, making learners aware of concepts, structure and process via verbal expression has always been challenging in dance education. Dance learners can use mirrors to observe how their movements go [4]. However, jumping and rotation are examples of complex movements that fail to observe themselves through mirrors. For students, using technology to be active participants in dance activities and boost learning efficiency is also a possible path [4]. Numerous dance teachers continuously utilize technology in their dance classes, such as software applications, smart devices and multi-media equipment. It is worth mentioning that video applications are admittedly popular in dance education. Video integration in dance class presents the continuity and integrity of movements and offers opportunities for further analysis, which is an efficient form for students to improve their dance skills [6]. The video applications about sharing and editing are the main ways of dance learning.

This essay aims to analyze and evaluate how video applications can enable students' dance learning. First, it will review the literature on the impacts of video applications on dance learning. Second, it will critically discuss and debate how video applications alter the way students learn to dance. Finally, an overall conclusion will be provided.

2. LITERATURE REVIEW

2.1. The Use of Technology in Dance Pedagogy

Although technology has made progress today, the technology applied to dance teaching and learning has not yet become the focus in the past few decades. It has not been well unified in the dance curriculum [10]. However, due to the COVID-19 pandemic, dance education, as a practice-based art subject, makes extensive use of technology in dance teaching, especially distance learning [7]). Technology has always been an effective way of dance teaching and learning, enhancing the cooperative relationship between dance teachers and students and optimizing dance teaching [8]. Indeed, the use of technology plays a crucial role in dance pedagogy.

Technology has a significant effect on dance teaching and learning in many ways, involving dance class delivery, students' engagement and performance. There are many ways of technology applications in

dance education. Regarding intelligent devices, cell phones and cameras are used to shoot videos and take pictures in dance classes [10]. Specifically, students will utilize mobile phones to take and send pictures and videos, listen to music, browse the internet and play games [2]. Filming dance video for students, watching live streaming of dance performances and activities, and researching dance resources and data are popular ways in dance classes [10]. Afterwards, dance students can upload dance videos stored on their mobile phones to their computers and find a new way to reflect their movements [10]. It can be seen from this that learners and educators can make full use of the benefits of digital devices in teaching activities. In addition, under the COVID-19 pandemic, online teaching mainly uses video conferencing in dance education [5]. There are various commonly utilized teaching applications for online teachings, such as Zoom, WeChat groups and Teams [5]. To be specific, Zoom, invented in 2011, integrates the services of the online meeting, cooperation, chatting and other uses on video and audio, and can be widely opened on all kinds of smart devices, such as mobile phones and computers [7]. Zoom is featured by screen sharing with dance videos, picture and slides to everyone. Then, for better improvement and reflection of movements, students can communicate in breakout rooms and make notes from screen recording [7]. It is considered an ideal application for dance education. In addition, reflection is essential for students to develop further the movements they learned in the dance class after observing the dance videos of themselves and their classmates [10]. A blog is a personally managed website. People can add comments, photos and videos on the blog [1]. Indeed, it is also a platform for dance event participants to express their ideas and share ideas with strangers, which is especially helpful for those unwilling to express their ideas directly in dance classes. These are effective forms for individuals relevant to dance to share their knowledge and creative thoughts with others [10]. Therefore, the blog is just the right place for individuals to record thoughts, and review and reflect on their practice [1]. As such, dance teachers and students can react to dance activities, reflect on their teaching and learning experiences, and express their feelings and opinions within their blogs.

2.2. The Current Use of Video Applications in Improving Students' Dance Learning

The use of technology in dance education has diverse benefits and the use of video applications tends to promote students' skills as well. Firstly, in terms of video edit applications, iMovie and Final Cut Pro are professional applications for video and audio editing use [2]. The most students use the video edit applications to playback and edit dance videos to check and develop the movements in the process of rehearsal and

choreography [2]. Some students use iMovie to playback repeatedly and slowly, recognizing what they have recorded and solving the difficulties in the latest dance skills they learned [2]. In this way, learners can observe themselves more precisely. Using video editing applications in dance education can significantly help students deepen memory, save time and improve problem-solving skills [10]. In particular, if students can use these applications correctly, they can increase their participation in dance activities and improve their learning ability [10].

Secondly, video-sharing platforms have positive effects on dance learning. It illustrated that learners could decide how they learn and what they need and coordinate their process on such platforms [9]. What needs to be noticed that a few absent-minded learners can also build up the self-confidence to learn movements by making use of these platforms [9]. Then, dance teachers post the process recorded in lessons upon the platforms where students can spend times previewing or reviewing the expertise so that they have a great chance of enhancing their studying efficiency [9]. The way of learning dance through the video-sharing platform can have more flexibility, get more feedback from teachers and peers, and help self-reflection and peer evaluation [8]. For example, many dance practitioners, educators, and students can choose to publish their work on YouTube, which ranks first on the YouTube video platform [10]. It is a highly participatory global cultural community with a wide variety of digital video supermarkets, which helps to stimulate the creative inspiration of dance students [10]. In short, the video-sharing platform provides learners with a wealth of information, which can help students learn independently and reflect themselves effectively. However, it is not difficult to find some drawbacks of dance learning on these platforms. Precisely, students who learn complex skills and skills from YouTube cannot capture the details of wrong actions [10]. Compared with the traditional face-to-face communication and teacher-centred learning method, the disadvantage of this learning method is that students do not know whether the actions are correct or not and do not know how to modify or perform the right skills.

3. DISCUSSION

3.1. The Advantages Concerning the Use of Video Applications in Dance Learning

There are numerous benefits concerning the use of video applications in dance learning. Primarily, video integration is a student-centred learning strategy [9]. Student-centred pedagogy means that students take responsibility for their learning by self-direction and self-reflection, and teachers are guiders, promoting an active class atmosphere [8]. The clarification lies on

three aspects. First, using video applications advances learners' passion and enhances their sense of responsibility in learning. Second, concerning conveying dance content, video combination in dance lessons stimulates learners' thoughts, creativity and imagination. For examples, video sharing platforms like YouTube, offer dance learners various opportunities to level up their dance skills [10]. In dance classes, teachers make full use of value materials and propose new dance videos to stimulate students' learning. Students can be inspired by analysing these materials. Therefore, diversified learning videos and music expand the possibilities of dance learning [10]. Compared with the traditional teacher-centred teaching method, video integration in dance classes can strengthen students' autonomous learning and improve diversified learning methods [8]. As long as students complete the arrangement ahead of time or learn new actions through video, they can free up more time for classroom presentations, observations, rehearsals, and teacher-student interaction in the classroom. Students' movements along with concepts of choreography can be improved and self-confidence in performance too, can be built. Indeed, using videos applications is a feasible way to promote the learning efficiency. Second, using video applications encourages students to communicate and discuss with peers, improving their dance skills. Third, students' critical thinking can be developed through watching sufficient dance videos [3]. They would be encouraged to express more personal ideas and discuss with peers after viewing and comparing videos, encouraging them to think critically about dance videos. Meanwhile, it is beneficial to review their movements and choreography critically. Moreover, the combined visual presentation and peer feedback could facilitate self-reflection and improve learning outcomes [3]. To be specific, watching videos from video applications could receive peers' feedback in dance learning [10]. Peers' feedback could enable students to acquire the awareness of their defects so that dance levels can be bilaterally upgraded. Also, peers' feedback enhances students to have creative thoughts. Students can be inspired by peers' creative opinions and help them to create more valuable dance pieces. Third, using video applications is a kind of self-reflection for dance learning [3]. By watching videos, students can make better awareness of movements, facial and emotional expression, which enhance them to critically analyze their movements and reflect the issues of dance works. As a result, they can form their dance styles instead of being a dancing robot. Additionally, the media files that students set up in the process of learning can be saved in video applications to witness their improvements, choreography, dance technique and flexibility. Therefore, they could proceed with self-assessment and self-reflection via reduplicative analysis to acquire dance skills.

In addition, using video applications is a flexible way of learning dance. It is mainly conducive to the development of students in learning [8]. If the teacher posts the video to the video-sharing platform after the dance class, students can check and review the actions in time. Thus, it is helpful to develop a productive habit of reviewing movements before class. In addition, students who missed the dance class can watch the dance video on the video-sharing platform to catch up with their classmates. Furthermore, video applications tend to provide students with a flexible and free dance learning environment [8]. With the help of video applications, students can view and edit dance videos anytime and anywhere, create movements, and inspire their enthusiasm for creation and learning.

3.2. The Disadvantages Concerning the Use of Video Applications in Dance Learning

Although there are some advantages of using video applications in dance classes, the disadvantages are listed. First, video integration could limit creative ideas and weaken the creative process [3]. There is no difficulty imitating and copying choreography invented by others for students, especially after viewing numerous dance videos on video applications. Furthermore, using video applications could make students feel uncomfortable when exploring new movements or feel unstable for choreography and improvisation. After viewing many videos about high-level choreography, students feel afraid of dancing, which means that they cannot express themselves by dancing. Indeed, it fails to improve students' problem-solving ability in the creative process. Therefore, it is significant to use video applications reasonably in dance education.

Second, students incline to use video applications without any intention in dance classes. Since students come from different backgrounds when using technological products, their familiarity with these products differs. As a result, students are motivated to take action for valuable internal purposes [8], neglecting their backgrounds and abilities to use technology. For example, some students blindly learn dance pieces that are interested in the dance style or performance from YouTube, regardless of their level. As a result, the dance style malformed and they even get injured. Therefore, students should be aware of the intention and technique of applying the video applications and use them properly with the premise of knowing their capabilities.

Third, video applications may hinder personal interaction and cause interference with the dance creation process. As an art form, dance requires interaction and creative time between individuals [3]. As students focus on the functions of various video applications involving the shooting, editing and

capturing of dance videos, instead of communicating or interacting with peers in dance classes, students ignore the creative process and affect the quality of their dance works. Especially during the COVID-19 pandemic, it is necessary to apply online teaching to dance education. If dance classes take online communication instead of face-to-face cooperation as a priority, the communication about dance creation could be turned into a negative effect. In this way, dance educators and students should distinguish how effective use of video applications can benefit dance classes and how inappropriate use changes the integrity of the artistic creation process.

4. CONCLUSION

To sum up, this essay aims to analyze and examine how video applications enable dance learning for students. There are many beneficial impacts on promoting comprehensive dance competencies by using these applications. Initially, it is a student-centred learning strategy, which can be demonstrated from three aspects. First of all, the diverse materials could develop students' creativity and imagination, and facilitate students to be active participants in dance activities. Second, students can be incentive to interact with peers, getting feedback and promote their dance skills. Third, through observation, critical analysis and inspection of dance videos, self-reflection can be enhanced. In addition, the use of video applications provides flexibility for learners to learn and create actions without knowing the time and place. However, the disadvantages of using video sharing platforms and video editing applications cannot be ignored. It can be said that it limits the creative thinking and process, blindly uses applications regardless of its foundation, and distracts the attention of creating dance works. In addition, it is significant to enable data protection of video applications for students. Students' private videos are entitled to legal protection.

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