



<b>Course Code</b> DAN-235	<b>Course Title</b> Theories in Dance Education	<b>ECTS Credits</b> 6
<b>Department</b> Music and Dance	<b>Semester</b> Fall	<b>Prerequisites</b> Junior Standing
<b>Type of Course</b> Required	<b>Field</b> Dance Pedagogy	<b>Language of Instruction</b> English
<b>Level of Course</b> 1 <sup>st</sup> Cycle	<b>Year of Study</b> 3 <sup>rd</sup>	<b>Lecturer</b> Eleni Drogari
<b>Mode of Delivery</b> Face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

### **Objectives of the Course:**

During this course the history and approaches of arts education, and, more specifically, dance education will be studied. The theories and practices of current arts/dance educators and influential education theorists such as John Dewey, Margaret H'Doubler and Howard Gardner will be analyzed. Specific applications of theories to the teaching of various dance forms will be creatively and critically discussed.

### **Learning Outcomes:**

After the completion of the course students are expected to be able to:

1. Analyze and discuss the history and basic theories that relate to dance education.
2. Develop practical ways in which the theories may be applied.
3. Assess and augment upon the theories they have encountered through in-class dialogues and personal experience with dance education.

### **Course Contents:**

1. Introduction to course and discussion of key topics: What is dance education? What is a dance educator? Why is it important to explore dance education on a theoretical level?
2. The history of arts education/dance education
3. Dance, culture and human development
4. The arts, art education and aesthetic theory
5. Art education and experiential learning
6. Culture, aesthetics and arts education
7. Arts education and the building of character
8. Freedom, expression and learning
9. Multiple intelligences
10. Arts Integration and dance/movement in the school curriculum
11. Process vs. product in dance education
12. Conclusion and Reflection

**Learning activities and Teaching Methods:**

Lectures, Presentations and Assignments
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**Assessment Methods:**

In-class Participation, Assignments, Oral Presentation, Midterm Examination, Final Examination
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**Required Textbooks/Reading:**

A Course Reading Packet including readings/excerpts from the following:

Authors	Title	Publisher	Year	ISBN
Dewey, John	<u>Art as Experience</u>	New York: Penguin Books	1934	0-399-53197
Fowler, John	<u>Strong Arts, Strong Schools</u>	Oxford: Oxford University Press	1993	0195100891
Gardner, Howard	<u>Frames of Mind: The Theory of Multiple Intelligences</u>	New York: Basic Books	1993	0465025102
Greene, Maxine	<u>The Dialectic of Freedom</u>	New York: Teachers College Press	1988	0807728797
H'Doubler, Margaret	<u>Dance A Creative Art Experience</u>	Madison, WI: University of Wisconsin Press	1940	0-299-01524-6
Hooks, Bell	<u>Teaching to Transgress: Education as the Practice of Freedom</u>	New York: Routledge	1994	0-415908086
Smith-Artaud, Jacqueline M.	<u>The Art of Dance in Education</u>	London: A&C Black	1994	0-713-66175-5

**Recommended Readings/Texts:**

Authors	Title	Publisher	Year	ISBN
Brinson, Peter	<u>Dance as Education: Towards a National Dance Culture</u>	London: Falmer	1991	1850007179
Gardner, Howard	<u>Creating Minds</u>	New York: Basic Books	1994	0465014542
Hanna, Judith Lynne	<u>Partnering Dance and Education: Intelligent Moves for Changing Times</u>	Champaign, IL: Human Kinetics	1999	0880115114
Plato; Jowett, Benjamin, trans.	<u>The Republic</u>	New York: Anchor Books	1973	0-385-09497-3