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Bringing History of Life: Pedagogical Approaches to Dance History in Higher Education

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Introduction

Pedagogical approach to dance history

Dialogue between:

my educational experiences as an undergraduate

my pedagogical approach

‘Bringing history to life’

Linking history and practice

Michael Huxley (2012) students drawing links
between practice and its historical context

An example from my education: The trouble with
Nelken, and understanding my practice as a
performer

An example from my teaching practice:
Teaching about postmodern dance and
reconstructing *Trio A*, and the understanding
choreographic intention

Transformative learning experiences

Learning and knowledge making as an experiential process ‘...the embeddedness of thought in experience...’

(Davidson, 2004: 198)

An example from my education: Wigman/Graham research project

An example from my teaching practice: Using creative tasks and reconstruction to understand the movement vocabulary of Siobhan Davies’ *Wyoming* (1988), and the resulting (sophisticated) analysis of the work

Conclusion/Beginning

On my education: a sense of excitement
about and connection to the past

On my teaching practice: constructing
learning activities that encourage
transformative learning

How might reflecting on my own significant
learning experiences become the basis for
pedagogy?