

EXAMINATION OF THE ORIGINAL AWAODORI GUIDANCE WITH THE LAPTOP COMPUTER

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The purposes of this study were 1) to introduce the original AWAODORI guidance computer software with the laptop computer to beginner college students and 2) to examine its effect on their motivation. AWAODORI is one of the most famous regional dances in Japan. It is a humorous dance and remains a traditional event of Tokushima, Japan. The reason why we designed the software was to pass this dance from generation to generation using some of the advantages of the modern laptop computer. 16 healthy college students participated in this study and they were divided into two groups. One group using AWAODORI software, the other the AWAODORI guidance video and other supplementary materials. In this study, there was no statistical difference to be found between the two groups indicating that the software may be as equally effective as conventional methods of guidance.

KEY WORDS: AWAODORI, interest and concern, skill, notebook computer, material-video.

INTRODUCTION: AWAODORI has a history of over four hundred years in Tokushima and more recently it has become well known as a dance featured in Rio de Janeiro's carnival seen all over the world. An idiomatic expression typically associated with this dance is "a man who watches dance is a fool, and a dancing man is also a fool, so you'd better dance than just watch". That is to say, AWAODORI is an event that anyone can take part in at anytime in the festival. In Tokushima, the AWAODORI festival is held from August 12th to 15th during the popular "BON" holidays. Compared to those outside this period, over five times the tourists visit during this holiday. However, we do not only dance AWAODORI on the 12th to 15th, but all year round for tourists throughout other regions at various places. In some schools, AWAODORI is treated as a school sports festival or dance class and is a form of physical education but nowadays, the number of such schools has decreased compared to previous years. There are several reasons for this declining trend. For example, there are few teachers who can teach AWAODORI. On the other hand, Tokushima has many AWAODORI institutions, and these institutions are crowded with tourists. One such institution, AWAODORI Hall, offers guidance videos of AWAODORI being performed by experts of this dance available for viewing to the general public but its contents are so difficult so as not to be suitable for beginners. Therefore we began to design a computer program providing easier AWAODORI guidance material than ever before. The advantage of the laptop computer is that it is easy to carry and enables you to get information on anything you want to know quickly. In addition, it can accommodate alphabets, still images, animations, or sounds that can be accessed easily and repeatedly. Consequently, the purposes of this study were to introduce the original AWAODORI guidance software with the laptop computer to beginner college students and to examine the effects of this software on their motivation.

METHODS:

1) Development of AWAODORI guidance soft: Picture images and movie images were filmed with a digital video camera (TRV-17K, SONY) and entered loaded onto the laptop computer (Think Pad 1400, IBM). These materials were combined using Internet Explorer 6.0.

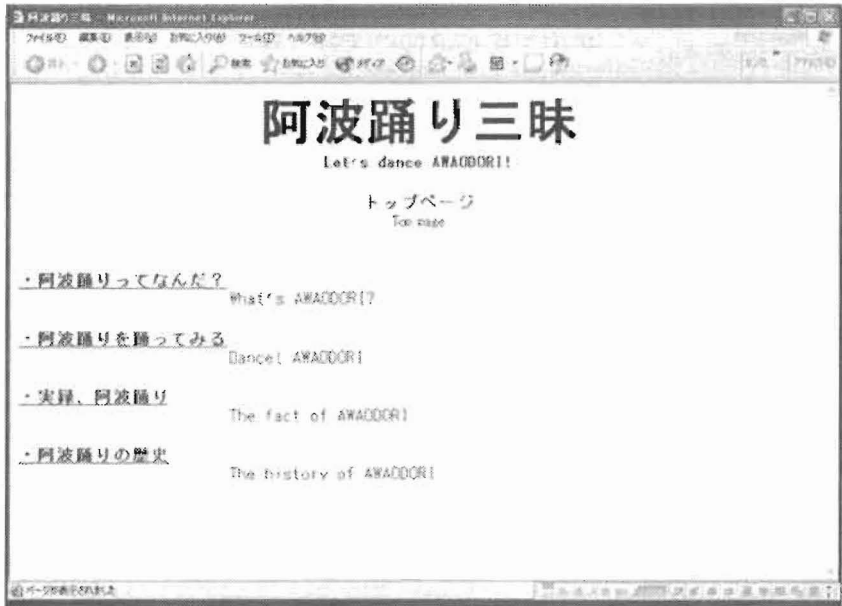


Figure 1: Top page of AWAODORI guidance soft.

2) Experimental method: 15 healthy male students and a healthy female student participated in this study. This study was conducted in the gym at Kanazawa Univ., October 28, 2001. We carried out two experiments in the morning and afternoon. This experiment was explained to all of the subjects and each signed the provisional informed consent prior to the commencement of the first experiment. Following this, we gathered a questionnaire survey to gauge their knowledge, interest, and concern for AWAODORI and the computer. According to the results of this questionnaire, subjects were divided into two groups. One group was the laptop computer group (LC), and the other the paper and video group (PV). LC was taught with the original AWAODORI guidance software with the laptop computer and PV was taught with the guidance paper and the AWAODORI guidance video. Whenever they had a question during any of the experiments, they could ask the experimenter. Each group practiced AWAODORI within their respective guidelines. After that, they danced AWAODORI. The performance was recorded by digital video camera (TRV-17K, SONY), and this film was watched by all subjects so as to give themselves feedback. After that, they filled out another questionnaire to examine a change in their interest and concern if there was any between before and after practice. Each experiment was organized accordingly; forty-minutes practice, five-minutes trial, a few minutes for feedback and an entry time for the questionnaire survey.

RESULTS AND DISCUSSION:

1) Interest and concern for AWAODORI: For the post questionnaire "Were you interested in AWAODORI?" the number of participants who answered to this question "Yes, I was" increased (between pre and post testing). I compared the experiment group with the contrast group. Since all of the subjects were experiencing AWAODORI for the first time, they felt AWAODORI was pleasant and fun. There was no significant difference between groups in terms of concern or interest.

2) About AWAODORI skill: Post questionnaire: "Did you make progress with AWAODORI?" Almost all of the subjects felt they had progressed in AWAODORI. In the after practice questionnaire "Could you dance your image?" both groups' members felt they had that they had improved as many as one to two levels. I supposed that they made progress in AWAODORI because they could make the images move and do so repetitiously by using using the guidance software and animated or video images. However, I felt that the level of mastery and skill was

negligible between both groups.

3) About the use of notebook computer or materials and video: Post questionnaire "This time, when you took a direction by guidance soft or material video, did you think you would begin a beginner dance in this way?" 8 participants answered "Yes, I thought so." in contrast groups, compared to 5 people who answered so in experimental groups. Then, in post questionnaire "Do you think you would want to practice dance with guidance soft or guidance materials and video again?" among the experimental groups, 7 participants answered: "Yes, I think so." and 1 participant answered "I would do either". None of the participants answered "No, I don't think so". In the contrast groups 5 participants answered: "Yes, I think so", 1 participant "I would do either" and 2 participants "No, I don't think so". This indicates a negative tendency. A common answer when asked why they answered so was: "Because I can make moving images using animation." and "Because I can see incomprehensible movements repeatedly." and so on. Experimental group members were reluctant to use video. The reason being: "Because I can make moving images using animation." Other reasons included: "I can't be bothered to rewind a tape." and "repeatedly watching the same image tired me."

CONCLUSION:

1. Beginners were interested in AWAODORI with direction from a notebook computer, but also using materials such as video. There was no difference in this study.
2. Direction by notebook computer helped beginners progress in their study of AWAODORI
3. Because I could make the software program utilizing similar methods for filmmaking effect and quality was equal to that of a commercial instructional video.

FURTHER STUDIES: During this study, subjects danced AWAODORI for the first time. Therefore, there was no difference in interest or concern. We need to compare these participants with persons who have visited Tokushima or have ever been coached previously.

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