

Summary of Program

NDEO's OPDI offers online dance education courses featuring pedagogy, teaching methods, history, assessments, research and much more. The OPDI will benefit the vast majority of dance educators, teaching artists and administrators who are working in private studios and schools of dance, community and cultural centers, higher education, and K-12 education. A student may take as few or as many courses as they wish toward their own professional development goals. Successful completion of OPDI courses result in the student earning CEUs, and for some, a Certificate in Dance. The OPDI courses are designed for professionals with three or more years of teaching experience in the field. Courses are taught by national experts and courses are rigorous. OPDI is accessible and affordable, and provides 24/7 asynchronous learning opportunities for all students regardless of where they live.

All interested students must APPLY to the OPDI and be accepted before they are eligible to register for courses. All accepted OPDI students must maintain a current NDEO membership while taking courses. Once a student has applied and been accepted, there is no need to reapply for future semesters. To access the Online Application please visit www.ndeo.org/opdi.

Descriptions of OPDI Courses (15 total courses, each worth 3 Continuing Education Units)

Introduction to the Professional Teaching Standards for Dance Arts (PTSDA) offers an introduction to the Professional Teaching Standards for Dance Arts (PTSDA). It will deepen the student's understanding of standards and give them the tools to apply them in their daily teaching environments. The PTSDA provides eight industry standards for teaching dance that include: developing your own goals, objectives, and value systems for teaching dance (to any age in any environment); understanding the content of dance, students and needs; incorporating diverse resources into your program; addressing the need to grow as a professional and contribute to the profession; building your program in your community; and reflecting on your own teaching practice utilizing student and teacher assessments, program evaluation, and research.

PTSDA ~ Professional Portfolio Development walks participants through the nuts and bolts of portfolio development and leaves them with a framework in place for compiling their own professional portfolio. Professional portfolios can be a compliment to one's resume/vita providing powerful documentation of one's accomplishments and skills. Portfolios are also being used more and more as a tool for teacher evaluation and job promotion. *Pre-requisite is Intro to PTSDA or test-out.*

Dance History 1800 to Present investigates the ways in which dance in Western Europe developed through various cultural influences from the romantic ballet scenario in the nineteenth century to American artistic compositions of the twenty-first century in the present day. It is intended to expand students' understanding of dance as both an art form and as a social and cultural artifact. Study includes concert dance forms (ballet, modern, jazz/musical theatre) and numerous social and ballroom dances from 1800 to present. Particular attention focuses on developing students' ability to become highly qualified dance educators and to assist them in developing their own students as informed and literate audience members for dance and related dance arts performances.

Foundations for Assessments in Dance helps teachers understand the functions and applications of assessments using formative, summative and authentic assessments. Participants' study: What are assessments? What functions do assessments serve? What kinds of assessment tools are there? How can assessments measure student learning and growth? Students will use a wide variety of assessment techniques, tools, and instruments to support their learning process, build their own assessments in dance, and construct traditional educational testing instruments.

Dance and Literacy: Using Text as an Inspiration for Original Movement and Choreography will explore integration through dance and literacy, using the processes creating, performing, responding and connecting and demonstrates how one can effectively create lessons that meet standards in both dance and ELA as well as be an effective tool for learning across the curriculum. Integrating the arts across the curriculum has been found to be an effective way to make the Arts accessible to all students, help them learn non-arts content, and engage them in learning.

****Introduction to Dance Education Research** will provide a survey of current research paradigms in dance education inquiry with particular emphasis on research design, methodology, and pedagogical implications for dance teaching and curriculum. This course provides an in-depth study of empirical and exploratory research drawn from historical, philosophical, ethnographic, case study, survey, action research, interpretive and critical approaches. The formulation of research question(s) and their methodologies figure prominently in the course outcomes.

****Choreographic Explorations: What contemporary dance choreographers are creating today and why?** covers choreographers working in modern, ballet, hip hop, tap, and cultural forms from 1953-2012. This course takes a thematic rather than chronological approach, allowing for close study of feeling, form, and historical context. Themes presented are: Non-narrative Dance; Myth; Gender; Culturally Specific Explorations; Social and Political Commentary; and Music. Emphasis is on viewing numerous works rather than extensive readings, and on finding fresh applications to a wide variety of teaching situations. The list of artists includes Alwin Nikolais, Erick Hawkins, Christopher Wheeldon, Shen Wei, George Balanchine, Bill T. Jones, Trisha Brown, Lucinda Childs, Doug Varone, William Forsythe, Akram Kahn, and many others.

Creative Dance in Early Childhood provides an in-depth study of the NDEO Standards for Dance in Early Childhood and provides participants with an understanding of developmentally appropriate pedagogy for children ages birth to 5 years. Students will be immersed in the study of the concepts and content of creative dance/movement, cognitive and child development, standards/assessment, pedagogy and best practices. Through readings and research, and interactive activities and assignments, student will gain an understanding of how to develop and implement a creative dance curriculum. Students will apply their knowledge and understanding in an actual classroom.

Introduction to Dance Education K-12: Theories and Practices provides an overview of dance in educational settings focusing on cognitive, affective/social, and psycho-motor development considerations; sequential curriculum, creative movement and cross-disciplinary arts integration; basic assessment of learning in performing, creating, and responding to dance; and essential dance knowledge and best practices in technique, choreography, and performance pedagogy.

Dance for Children with Disabilities will focus on the strategies and skills needed to create successful experiences for children with disabilities in the dance class. Dance Instructors will learn key questions to ask of parents, classroom teachers, and therapists that will give them the necessary background information they will need. Observation skills that will help them connect with the child and help the child connect with the class will be discussed and practiced through video examples. They will then learn how to use the information and observations to create modifications and adaptations to the lessons to create a positive experience for the individual child as well as the class.

Kinesiology for Dancers explores the study of the human body in motion as it most directly applies to dance movements, with a primary focus on the musculoskeletal system. A working knowledge of the science of movement can help any dancer achieve the goals of excellent performance and avoidance of injury.

Using Research to Improve Teaching Practice will introduce participants to NDEO's Dance Education Literature and Research descriptive index (DELrDi), an index of literature and research from 1926 to the present that informs teaching, learning, and future directions of research in the field of dance education. It contains extensive descriptions of 5,000 literary works including theses, dissertations, journal articles, conference proceedings and other reports from more than 200 different publications and organizations and 147 university dance programs. Research findings will be studied and connections made on how to apply these aspects to one's personal practice. Participants will use their reflections to develop a personal growth plan.

Foundations of Dance Pedagogy provides a survey of educational foundations in dance pedagogy with particular emphasis on social and cultural aspects of pedagogical theory in multiple settings (K-12, private studio, higher education, and dance in community). Study includes the historical context of education and dance education, education theory, the art and science of teaching, the sociology of school organization and culture, and the ethical dimensions of teaching. Applied experiences include field observations in diverse dance teaching environments and social immersion projects.

A Balanced Approach for Private Studio Dance Classes focuses on helping the private studio dance teacher learn to incorporate creative thinking, problem solving, and 21st Century skills into all levels and techniques of dance education. How do we create skillful, inventive, and knowledgeable dancers who understand the art of dance? The NDEO and national *Standards for Learning and Teaching Dance in the Arts* promotes balance between the techniques that produce a skillful performer, creative improvisation and composition that develops the innovative artist, and the thoughtful awareness that promotes reflective practice.

Foundations of Leadership and Administration in Dance Education introduces students to writings and perspectives on leadership and administration as these may be applied to our work as dance educators. Recognized scholars in the fields of administrative science, organizational behavior, dance administration, and educational sociology will frame discussions and reflections on the nature of leadership and the practices of administration.

**** These courses are being offered in Summer 2013. The application period is now open at www.ndeo.org/opdi.**

Not all courses are offered at the same time. Typically two to three courses are offered in any given semester. Check the website for when courses will be offered.