



HOW THE ART OF DANCE CAN ENHANCE THE DEVELOPMENT OF EMERGING ADULTS

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WHO ARE WE TALKING ABOUT?

- Emerging Adults between 18-30 years of age.



- Causes: Social, Cultural, and Political**
 - Globalization
 - Prolonged education
 - Family and government support
 - Less societal demand to settle down and end dependency

CHARACTERISTICS OF EMERGING ADULTS

**Identity
Explorations**

Instability

Self-focused

**Feeling
between**

In-

Possibilities



WHAT ARE WE LOOKING AT?

Cognitive Development:



Postformal Thinking

William Perry's *Theory of the Development of Reflective Judgment*

- Dualistic Thinking
- Multiple Thinking
- Relativism
- Commitment

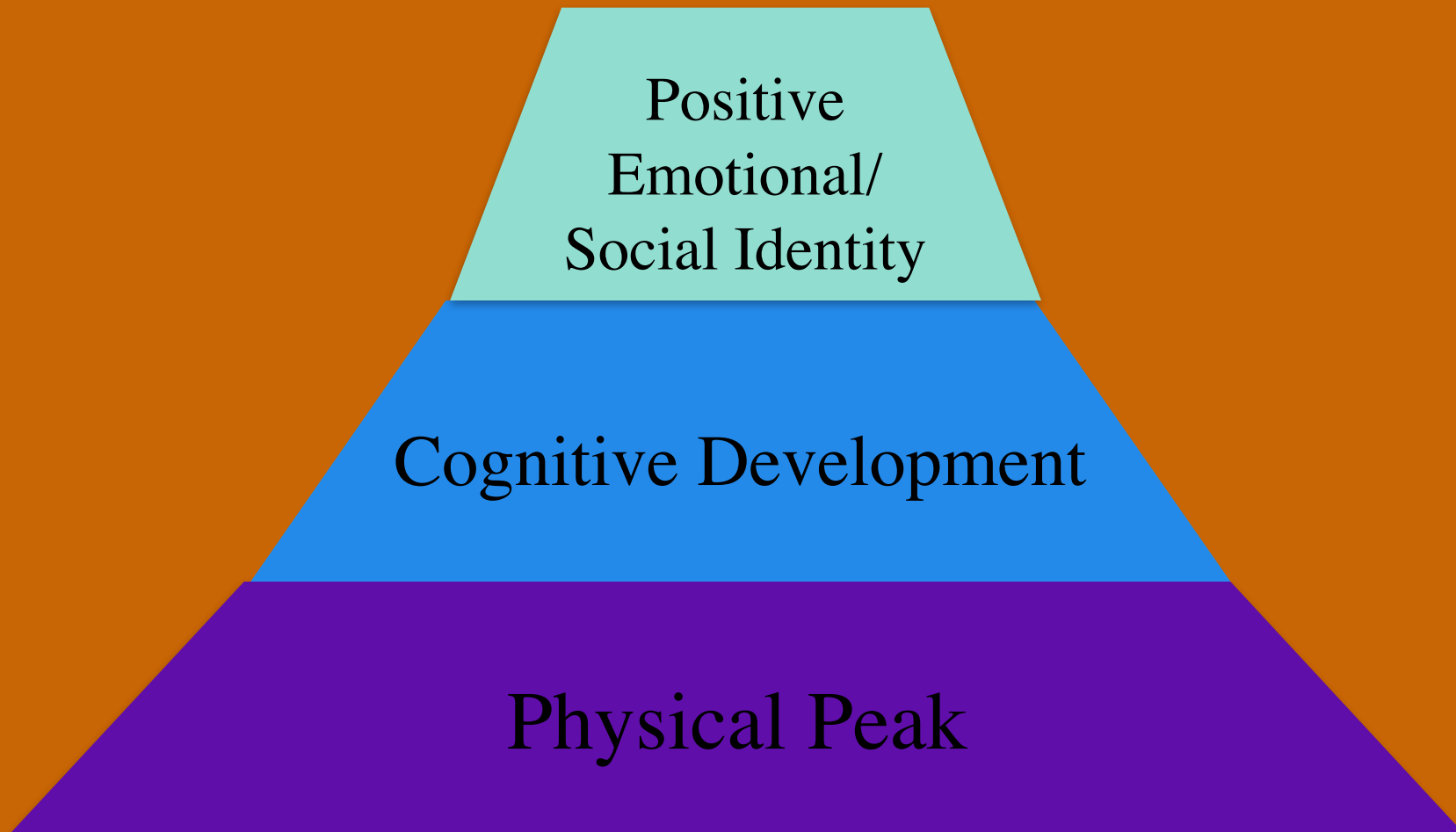
Emotional and Social Development:

- Cultural Identity in a Global World
- Friendships
- Finding Adult Work



DEVELOPMENTAL PROGRESSION

VERSUS LOOKING AT THE DANCE CLASSROOM SETTING (PHYSICAL)
WE CHOSE TO FOCUS ON THE DEVELOPMENT OF THE EDUCATORS IN
THOSE CLASSROOMS (COGNITIVE, EMOTIONAL, SOCIAL).



SETTING AND CONTEXT

- **Main Goal: To help emerging adults develop their identity (Emotional/Social Element)**
- **This model is presented for the dance community but could be applicable and transferable to other disciplines and settings.**

International Dance Organization To help dancers engage with the organization



- **Leadership roles in the board**
- **Organizational/ administrative roles**
- **Teaching/mentoring roles**
- **Local community or global community**



OUR MODEL

ONE WEEK CONFERENCE (SUNDAY-SATURDAY),
EVERY THREE YEARS, VARIOUS INTERNATIONAL LOCATIONS

- **Pre-Conference (Baseline)**
 - Working with individuals who have been identified as the incoming Springboard.
 - Reflective Judgment Stage: *Multiple Thinking*
- **In-Conference (Formative)**
 - Workshop sessions during the conference.
 - Reflective Judgment Stage: *Relativism*
- **Post Conference (Summative)**
 - Working to establish their identity moving forward in their personal and professional life.
 - Reflective Judgment Stage: *Commitment*



PRE-CONFERENCE

(Begins 1 year before)

Observations and Reflective Activities

(baseline assessment)

- Dance classes outside their area of study
(Responding but not judging)
- Interview dance mentor
(taking personal dance lineage)
- Self observe one endeavor in their field
(ie. Performance, teaching, choreographing)

**Culminating project for this stage
(to share in the first workshop session
at the conference)**

IN-CONFERENCE

7 days of workshops

(formative assessment)

Day 1:

- Sharing of project
- Generation of dance phrase
- Establishing personal conference map
 - Journeys are formed by reflections on pre-conference activities

Days 2-6:

- Following personal conference map and journaling about the experience
- Engaging in two hour dance workshops
 - 1 hour investigating their dance phrase
(fueled by their daily journal)
 - 1 hour in paired dance dialogue

Day 7:

- Closing session-choosing their role moving forward.

POST-CONFERENCE

Day 7

- **Final session – part 1:**

Open rehearsal followed by a closed talk.

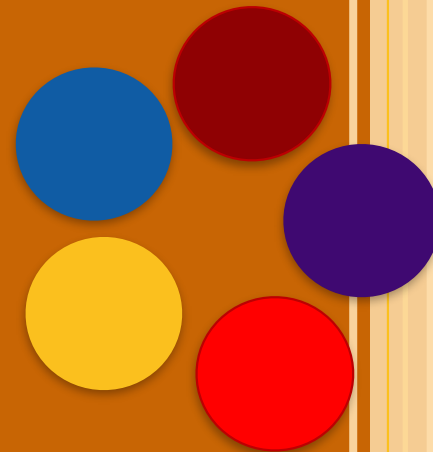
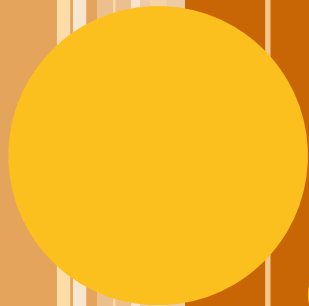
- **Final session – part 2:**

Planning post- conference engagement (or not).

- Create their own road map to the next conference.
- Have advisees (board member, spring board member, educator, admin/communications) available to mentor

Post Conference: Color Wheel

(ie. Writing, Mentor, Mentee,
Creative Dance Projects,
Organizational Engagement)



CONCLUSION

- Our goals for this model are to provide emerging adults, through their chosen art form of dance, opportunities to *explore, identify, and develop*, confident forward motion in their professional identity.
- We hope to generate networking possibilities within their global dance community as well forge life long friendships to support continued personal development in order to further grow their professional direction.

IMPLICATIONS

- Emotional/Social Development Implications in our Model
 - Identity
 - Self Esteem
 - Finding Adult Work
 - Friendships



Resources:

Arnett, J.J. (2011). *Human development: A cultural approach*. Upper Saddle River, NJ: Pearson.
dance and the Child international http://www.daci.org/en/gsDisplayGeneral/index/menu_id/13