

DISTANCE EDUCATION AND PHYSICAL EDUCATION AN EXAMPLE OF GREEK TRADITIONAL DANCE

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(Original scientific paper)

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Abstract

The aim of this paper is the presentation and critical review of the empirical researches that combine distance education and physical education through the example of Greek traditional dance as a part of this course. For this reason, a bibliographic review was carried out based on the keywords: Distance Education and Greek traditional dance, distance learning of Greek traditional dance, distance teaching of Greek traditional dance, dance knowledge and ability. A total of seven such surveys were found covering the last 20 years from 2003 to 2023. These researches were classified into tools and applications, learning environments and websites, educational materials and training programs. At the same time, their critical assessment was made regarding distance education as a specific form of education but also the subject of Greek traditional dance as a specific part of the physical education course. It was found that these two concepts, distance education and Greek traditional dance, although seemingly incompatible, can nevertheless be intertwined and have already attracted research interest. However, Greek traditional dance has thus far received little attention in terms of distance learning development or support. This finding paves the way for new studies in this field.

Key Words: *Distance Education and Greek traditional dance, distance learning of Greek traditional dance, distance teaching of Greek traditional dance, dance knowledge and ability.*

Introduction

The interweaving of distance education and the cognitive subject of Greek traditional dance as part of the course of physical education have already attracted the research interest (Συντιχάκη, Γκιόσος, Αναστασιάδης & Κουτσούμπα, 2023). The study and research up to now in relation to these two objects concerns theoretical studies that proposed the teaching of Greek traditional dance from distance using Information and Communication Technologies (ICT), development of applications, tools or the use of existing ones, creation or utilization of websites, learning environments, creation of educational materials, educational scenarios, but also educational programs aimed at distance teaching or supporting teaching of Greek traditional dance (Συντιχάκη, κ.ά., 2023). However, is there enough evidence to support the learning of this specific cognitive and motor skill through this type of education?

Method

A literature review was carried out regarding the cases that apply distance education or its elements in the teaching of Greek traditional dance in the context of physical education in Greek and English. The review was carried out in databases (Google Scholar, ERIC, Arts & Humanities), in institutional repositories of scientific papers and theses (EKT, Pergamos, IKEA APTH, IKEA DPTH etc.) with the keywords: Distance Education and Greek traditional dance, distance learning of Greek traditional dance, distance teaching of Greek traditional dance, dance knowledge and ability.

Results

The study and research that combines these two objects, distance education and Greek traditional dance, concerns theoretical studies that proposed the teaching of Greek traditional dance from a distance using ICT, the development of applications, tools or the use of existing ones, the creation or utilization of websites, learning environments, the creation of multiform educational materials, educational scenarios,

but also educational programs aimed at teaching Greek traditional dance or supporting it from distance. It was found that the only empirical researches that combine the teaching and the learning of Greek traditional dance with the field of distance education are only seven. More specifically, this field includes the research of Karkou, Bakogianni and Kavakli (2008), as the first pilot attempt to develop a European online educational environment for traditional dance using multimedia and online tools. Subsequently, the research by Tsiatsios, Stavridou, Douka, and Sofianidi (2010), studied the use of annotated video on experienced and novice dancers. It was investigated by Gratsiouni, Koutsouba, Venetsanou and Tyrovola (2016) whether YouTube can be concerned as computer-based learning as a popular website in learning Greek traditional dance with the example of the traditional dance "Karagouna". The distance training program of the National and Kapodistrian University of Athens (2019-2020) for Physical Education teachers was also studied in the research of Fountzoulas, Dimopoulos and Charitonidis (2021), while the research of Skoula (2020) concerned the design and implementation of distance learning educational material for teachers of Greek traditional dance in the first two grades of primary school. Kapsali (2022), also applied distance learning material in teaching of two Greek traditional dances in secondary school for supplementary distance school education. Finally, Lampou (2023), studied the applicability of Garrison, Anderson and Archer's Community of Inquiry Model for distance learning environments in a digital Greek traditional dance learning community. Apart from these, there is no other empirical study that concerns distance education of Greek traditional dance.

Discussion

However, from these cases that combine these two objects, distance education and Greek traditional dance, the application of distance education with the characteristics and functions that define and delimit it as a specific form of education, are the two educational materials (Kapsali, 2022; Skoula, 2020), the research of Fountzoulas, et al. (2021) for the distance educational training program and the digital dance class (Lampou, 2023). The tools that were designed and used do not constitute autonomous distance teaching of Greek traditional dance, they can only function complementarily within distance education programs. It is more about an attempt to enrich conventional teaching methods by utilizing online learning tools and archiving dance material (Karkou, et al., 2008; Tsiatsios, et al., 2010; Syntichaki, et al., 2023; Fountzoulas, et al., 2021). In addition, cannot be considered teaching and learning of any type, when serious parameters of every educational process, such as the teaching and learning context, activities, evaluation, assessment and feedback, are completely absent (Gratsiouni, et al., 2015; Syntichaki, 2018; Syntichaki, et al., 2023). From the rest of the cases, no sufficient data have been presented regarding the development, implementation and evaluation of the dance performance of the students, the final product of dance and the first level in its educational process, since dance is primarily a form, as they have different goals. More specifically, two of these cases concern the training of Greek traditional dance teachers (Skoula, 2020; Fountzoulas, et al., 2021). The research of Lampou (2023) aimed to apply Garrison, Anderson, and Archer Community of Inquiry Model for distance environments in a digital Greek traditional dance classroom. The only case where there is reference to the acquisition of motor skills concerns the supplementary distance teaching of two specific Greek traditional dances to the first grade of high school students (Kapsali, 2022), without generalizable results. However, the teaching of the dances was taking place live in school area, while the educational material was functioned supplementarily (Syntichaki, et al., 2023).

Conclusions

However, as distance education is under continuous development, it is implemented in all grades of education and in more and more subjects (Giosos, Mavroidis & Koutsouba, 2008; Lionarakis, 2006; Mouzakis 2006; Mouzakiotou & Kanonaki, 2015), offers an alternative and innovative possibility in the field of physical activities (Filippidou, 2022), dance and Greek traditional dance, which could not be influenced by the new educational developments, since its nature implies the concept of constant transformation, because it constitutes a human activity and at the same time an element of culture (Syntichaki, et al., 2023). However, Greek traditional dance has received limited attention in terms of the development, implementation and evaluation of integrated distance learning programs aimed at teaching and learning of this subject, in order to generate sufficient data for the effective interweaving of these two fields, so a future research could turn to this direction.

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