

REDE- Resilience and Ethics in Dance Education

Resilience and Ethics in Dance Education (REDE) is an overarching research project initiated by the academy of dance, at Oslo National Academy of Arts (KHiO). The REDE project aims to produce knowledge and applied research in order to empower dance students and strengthen their future professional potential. The project will approach this vision by exploring means and strategies for learning that can strengthen the learning environment in dance and educate resilient, reflective and ethically aware dance artists who can work sustainably and professionally, both independently and as part of collective processes. Over the last decade, the importance of resilience and physical and mental health, ethical challenges and distribution of ownership and power have altered the approach to teaching at the Academy of dance as well as in the professional field of dance in general.

Like dance itself, *resilience* is a complex and holistic objective, which intersects and relates to physical and mental health and wellbeing, confidence building, and motivation in a learning situation based on embodying crafts and skills, passed on through apprenticeship learning, and supported by artistic and contextual knowledge and insights. The objective of *ethics*, or ethical awareness and thinking in dance education, interferes with any considerations or decisions regarding artistic expressions, means and practices, work life and community, both educationally and professionally. Ethics is a serious and pressing issue for an art form that ontologically has the body at its center. Discussions on discrimination, identity, power and equality are performed and manifested as bodily realities and are as such directly interrelated and entangled with the objective of ethics.

The future goal of the project is to be established as a National research center and an applied Centre of excellence in teaching.

REDE Projects:

2015-2019: Thriving, Striving, or just Surviving? A study of Motivational Processes among Junior Elite Performers from Sports and Performing Arts

Researcher: Heidi M. Haraldsen, Hallgeir Halvari (main supervisor) & Frank E. Abrahamsen (co-supervisor). Doctoral thesis <https://nih.brage.unit.no/nih-xmlui/handle/11250/2634164>

Reaching the top in sports and performing arts can be striving. For some elite junior performers, though, the perceived requests and stressors seem to be overwhelming, resulting in dropout, unfulfilled potential, and psychological ill-being. This distinct “dark side” of talent development is an understudied phenomenon. Hence, the purpose of this doctoral thesis was to contribute with deeper insight into the complexity of maladaptive motivational processes of elite junior performers from sports and performing. Guided by Self-Determination Theory (SDT; Ryan & Deci, 2017) the present doctoral thesis set out to examine the interplay between personal motivational mentality (who) and contextual conditions (where) in relation to malfunctioning and various debilitating motivational outcomes.

2019-2020: An Examination of Reciprocity among Teacher and Students in Female Elite Junior Ballet: A Shared Reality Theory Perspective

Researchers: Fredriksen, D. C. S., Bård Erlend Solstad (main supervisor) & Heidi M. Haraldsen (co-supervisor). Master's thesis. <https://nih.brage.unit.no/nih-xmlui/handle/11250/2660656>

When performing at the elite level in female elite junior ballet, the teacher-student relationship is crucial in reaching performance development (Jowett, 2017). Shared Reality Theory (SRT; Echterhoff & Higgins, 2018; Higgins, 2019) holds significant potential for studying the reciprocity in the relationship between people. Thus, the purpose of the present study was to explore (a) how a shared reality (Higgins, 2019) is established, or fails to be established, over the course of the dancing partnership between the teacher and his/her ballet students; and (b) how experiencing a shared reality (or not) in the teacher-student relationship is related to the experienced quality of the relationship the teacher and his/her ballet students develop and maintain over the course of a 8-month period.

Findings indicated that achieving a shared reality between the teacher and his/her students in ballet, at a relational level, may be difficult concerning the premises of the traditional ballet culture. The practical implications of the findings suggest that it may be beneficial to create a shared reality on a functional (e.g., epistemic motive) and personal (e.g., relational motive) level to enhance the wellbeing and personal development among teacher and students in the context of elite junior ballet.

2020-2021: REDE Scoping Review

This REDE scoping review is an initially step to create a research -based foundation for the REDE center and future REDE projects. This scoping review is founded by KHiO.

<https://app.cristin.no/projects/show.jsf?id=688022>

Researchers: Heidi M. Haraldsen & Michelle S. Dwarika

Research evidence synthesis involves the aggregation of available information using well-defined and transparent methods to search, summarize, and interpret a body of literature. The purpose of a scoping review is to provide an overview of the available research evidence. The REDE Scoping reviews aim to answering broad questions and describe existing literature and other sources of information i.e., master and phd thesis) on REDE relevant topics and would include findings from a range of different study designs and methods. As the field of Dance Science is a relatively new research area, a scoping review can be a particularly useful approach as there exists few comprehensively reviewed topics. Specifically, the REDE scoping review aim:

- To identify the types of available evidence in the field of (a) apprenticeship learning in dance and (b) dance and mental health
- To examine how research is conducted in the two REDE topics (methodology)
- To identify key characteristics or factors related to the two REDE topics in order to inform best practice
- To identify and analyses knowledge gaps and to prepare future research for the REDE center

2021-2024: The Sustainable Dancer - Resilience and Risk Behavior in Dance

Researchers: Heidi M. Haraldsen, Bård Erlend Solstad, Monica Klungland Torstveit, Christine Holm Moseid & Sanna M. Nordin-Bates.

Talent identification and development systems (TIDS) have for centuries been concerned with how to optimize performance potential and balance risks with rewards (Côté & Gilbert, 2009; Miller & Kerr, 2002). Research has shown that the performance-oriented nature of TIDS (i.e., early specialization, high expectations, and social isolation) is often in conflict with and

comes at the expense of personal development and well-being (Barker-Ruchti & Schubring, 2016; Preston & Fraser-Thomas, 2018; Stirling & Kerr, 2009). Dancers are competitive performers who undergo extreme physical and mental demands and are found to have an extensive workload. Hence, research has identified occupational hazards of professional dancers related to physical and mental health (Kelman, 2000; Mainwaring & Finney, 2017; Mitchell, 2018).

Extant literature presents a paradox in terms of psychological well-being and dance training; whereby non-professional dance training generally yields benefits for psychological well-being, yet professional dance training seems to more often result in psychological damage (Mitchell, 2018). Although there is a lack of current data, the health risks associated with professional dance training are somewhat reflected in the low success rate seen in this group, where less than 30% of students from nationally recognized ballet schools graduate (Mitchell, 2018). In Norway and the Nordic countries, which are small populated nations, a dropout rate of 70% is critical, especially when the identification and recruitment process into the TIDS is low relative to the overall population and geographically skewed. Nuanced evidence on how TIDS and the professional dance environment might build facilitative, in contrast to dysfunctional psycho-social performance environments, is required to foster more resilient and healthier dance students and dancers in the future (Miller & Kerr, 2002; Rongen, Copley, McKenna, & Till, 2014). Hence, in order to foster more resilient dancers, this research project aim to conduct a series of studies investigating risk behavior and risk factors in a broader perspective, which integrate both physical and psychological, as well as individual, contextual, and situational aspects.

REDE Researchers

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REDE Partners:

The Norwegian National Ballet

The Academy of Dance, Oslo National Academy of the Arts

Skadefri.no

REDE Publications:

Haraldsen, H. M. (2019). Thriving, striving, or just surviving?: A study of motivational processes among elite junior performers from sports and performing arts. Doctoral thesis. Norwegian School of Sport Sciences. <https://nih.brage.unit.no/nih-xmlui/handle/11250/2634164>

Haraldsen, H. M., Halvari, H., Solstad, B. E., Abrahamsen, F. E., & Nordin-Bates, S. M. (2019). The role of perfectionism and controlling conditions in Norwegian elite junior performers' motivational processes. *Frontiers in psychology*, 10, 1366. <https://doi.org/10.3389/fpsyg.2019.01366>

Fredriksen, D. C. S. (2020). An Examination of Reciprocity among Teacher and Students in Female Elite Junior Ballet: A Shared Reality Theory Perspective (Master's thesis). <https://nih.brage.unit.no/nih-xmlui/handle/11250/2660656>

Haraldsen, H. M., Nordin-Bates, S. M., Abrahamsen, F. E., & Halvari, H. (2020). Thriving, Striving, or Just Surviving? TD Learning Conditions, Motivational Processes and Well-Being Among Norwegian Elite Performers in Music, Ballet, and Sport. *Roeper Review*, 42(2), 109-125. <https://doi.org/10.1080/02783193.2020.1728796>

Haraldsen, H. M., Solstad, B. E., Ivarsson, A., Halvari, H., & Abrahamsen, F. E. (2020). Change in basic need frustration in relation to perfectionism, anxiety, and performance in elite junior performers. *Scandinavian journal of medicine & science in sports*, 30(4), 754-765. <https://doi.org/10.1111/sms.13614>

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