

REDE Research Cluster- Resilience and Ethics in Dance Education

Resilience and Ethics in Dance Education (REDE) is an overarching research cluster 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 knowledge, means and strategies 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 and learning in dance 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 research cluster is to become an applied Centre of excellence in teaching and establish a REDE research Centre.

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 Performer - Resilience and Risk Behavior in Elite Performance

Researchers: Heidi M. Haraldsen (KHiO), Michelle S. Dwarika (KHiO)

Research partners: Bård Erlend Solstad (UiA/NIH), Monica Klungland Torstveit (UIA), Christine Holm Moseid (NIH), Hallgeir Halvari (USN/NIH), Sanna M. Nordin-Bates (GIH, SWE), Johannes Hatfield (HINN/NMH) & Aaron Williamson (RCM, UK).

The UN's Sustainability goal of good health and well-being is about ensuring healthy lives and promoting well-being for all, whereas the goal of quality education is the foundation to

improving people's lives, lifelong learning, and sustainable development. However, at odds with these goals, research has shown that the performance-oriented nature of talent identification and development systems (TIDS) is often in conflict with and comes at the expense of personal development and well-being. Furthermore, professional dancers, musicians, and aesthetic sport athletes are competitive performers who undergo extreme physical and mental job demands and are found to have an extensive workload, associated with physical and mental health issues.

Extant literature presents a paradox in terms of psychological well-being and elite performance training; whereby non-professional training generally yields benefits for psychological well-being, yet professional training seems to result in psychological damage more often. Nuanced evidence on how TIDS and the professional performance environment might build facilitative, in contrast to dysfunctional psycho-social performance environments, is required to foster more resilient and healthier pre-professional and professional performers in the future. The overall research purpose of the SUPER project is to investigate more systematically multidimensional factors that might influence pre-professional and professional performing arts and sport performers' potential to thrive, develop life skills, and maintain long-lasting careers. The concept of thriving is at the core and is linked to an overall positive functioning. As an underpinning hypothesis, we believe that to thrive, performance development and personal development must co-exist and require each other. We want to develop more knowledge on a) the prevalence of total workload and occupational hazards, and b) the role that resilience and risk behavior in pre-professional and professional performers might play in relation to development, maintenance, and drop out from the respective performing arts and sport profession.

2020-2022 SCENEMØTE - ungdommens deltakelse i scenekunsten. En kunstpedagogisk metodeutvikling av sceniske produksjonsprosesser hvor ungdom er medskapende i alt fra ide til forestilling

Prosjektdeltakere: Cathrine Myhre Solbjør (KHiO) og Heidi M. Haraldsen (KHiO) i samarbeid med PPU teater, Teaterhøgskolen, Nittedal kommune og Oslo Teaterskole.

Møtet med kunst har potensial i seg til å påvirke vår livskvalitet og helse (WHO, 2019). Det inter-nasjonale DICE prosjektet (Drama Improves Lisbon Key Competences in Education) har vist at drama og teater i pedagogisk sammenheng kan spille en sentral rolle. Drama og teater bidrar til å øke elevenes kunstneriske og kulturelle kompetanse, i tillegg til språkkompetanse, læringsdyktighet, sosial og demokratisk kompetanse, samt evne til kreativitet og problemløsning (Eriksson, Heggstad, Heggstad, & Cziboly, 2014). Likevel er det få barn og unge som deltar aktivt i teater på fritiden. Drama og teater er dessverre heller ikke eget fag i grunnskolen, og derfor er barn og unge avhengige av både foreldre, tilbud og økonomi for å delta (Bamford, 2012). Men en kartlegging viser at kun 13% av barn og unge deltar i kulturskolen, og av disse igjen deltar kun 4% i teater (Berge, Angelo, Heian, & Emstad, 2019).

Vi har en hypotese om at teatret kan bidra positivt i unge menneskers liv; til å utvikle forståelse av seg selv, det å være en del av en større gruppe, og til å skape livslange forandringer. Teater kan gi ungdom sosial og kulturell kompetanse og hjelpe dem i deres identitetsbygging. Men da må de få redefinere scenekunsten og få lov til å delta i den og å eie den selv! Men hvordan skal man bygge bro mellom de gode intensjonene og «faktisk

praksis»? Formålet med dette pilotprosjektet er derfor å undersøke og utvikle nye kunstneriske og pedagogiske metoder for å skape interesse/engasjement, eierskap og reelle scenemøter som kan bidra positivt i unge menneskers liv. Hvis vi setter problemstillingen litt på spissen, blir den slik; *kan teateret bli en kul greie man driver med og hvor man i tillegg kan utvikle seg og få god kulturell-bagasje med seg videre i livet?*

REDE Organization

The Department of Dance

Research leader: Heidi M. Haraldsen, associated professor, phd, KHiO (leader)

<https://khio.no/en/about/staff/heidi-marian-haraldsen>

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Aaron Williamson, professor, Royal College of Music, UK, head of centre of performance science [Professor Aaron Williamon | Royal College of Music \(rcm.ac.uk\)](https://www.rcm.ac.uk/)

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>

Haraldsen, H. M., Ivarsson, A., Solstad, B. E., Abrahamsen, F. E., & Halvari, H. (2020). Composites of perfectionism and inauthenticity in relation to controlled motivation, performance anxiety and exhaustion among elite junior performers. *European journal of sport science*, 1-11. <https://doi.org/10.1080/17461391.2020.1763478>

Haraldsen, H. M. (2020). Et dypdykk i medaljens bakside - Hvordan mønstre av hvem du er og hvor du er påvirker unge eliteutøveres motivasjon, prestasjon og psykiske helse. *Dansekunst*, 1, s. 50-61.

Haraldsen, H. M., Abrahamsen, F. E., Solstad, B. E., & Halvari, H. (2021). Narrative Tensions in Strained Junior Elite Performers' Experiences of Becoming Elite Performers. *Frontiers in Psychology*, 12 (1767). <https://doi.org/10.3389/fpsyg.2021.645098>

REDE applied work

Podcasts:

Haraldsen, H., M. (2019). «Psykisk og fysisk press på unge talenter. Går det for langt?». NIH- poden [Episode 9: Psykisk og fysisk press på unge talenter - når går det for langt? \(podbean.com\)](#), Norwegian School of Sport Sciences

Podcast med refleksjoner og dialog rundt Haraldsens funn i doktorgrad og anvendte betydninger av disse for talentutvikling i Norge.

Dwarika, M. S (2021) "Resilience". Dancewell podcast
<https://soundcloud.com/dancewellpodcast/episode-90-resilience?si=667c3e38a9a94aa38e4ec4e7fc914efd>

Resilience is a bit of a buzz word in the popular media, but what does it really mean, how can we acquire it, and why do dancers need it? On Episode 90: Resilience, Michelle Dwarka answers these questions and many others. We discuss the existing literature and ideas for future research.

Youtube foredrag:

Haraldsen H.M. (2021). «Prestasjonskulturer i utøvende kunstutdanninger - en kritisk refleksjon». Webinar Norges Musikkhøgskole. [\(3\) Musikeren & Psyken - Heidi Marian Haraldsen 22.april - YouTube](#)