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THE EFFECT OF TECHNOLOGY ON STUDENT LEARNING AND TEACHING STRATEGIES OF THE TWENTY-FIRST CENTURY SKILLS IN DANCE EDUCATION

ROCKY CARDONA
Master of Arts in Education Major in Music, Arts, Physical Education and Health Student
Institute of Graduate and Professional Studies,
Dagupan City, Philippines

Abstract: This study explores the impact of technology integration on student learning outcomes and teaching strategies in dance education, with a specific focus on the development of twenty-first-century skills such as creativity, collaboration, critical thinking, and communication. Utilizing a mixed-methods approach, data were collected from 25 educational institutions that have incorporated digital tools into their dance curricula. Descriptive and inferential statistical analyses revealed a positive relationship between the level of technology integration and student learning outcomes. Higher levels of technology use were associated with significant improvements in creativity, collaboration, critical thinking, and communication skills. Furthermore, survey responses from both students and educators indicated strong support for the role of technology in enhancing the educational experience, with a majority of participants acknowledging its effectiveness in facilitating learning and improving teaching practices. These findings underscore the importance of embracing technological advancements in dance education to foster essential skills for success in the digital age.

Keywords- Technology integration, dance education, twenty-first-century skills, student learning outcomes, creativity, collaboration, critical thinking, communication.

INTRODUCTION

The rapid evolution of technology in the twenty-first century has permeated nearly every aspect of human life, including education. In particular, the integration of technology into dance education has opened new avenues for teaching and learning, significantly enhancing the development of twenty-first-century skills among students. The fusion of traditional dance pedagogy with modern technological tools offers an innovative approach that not only preserves the cultural heritage embedded in dance but also equips students with the skills necessary to thrive in an increasingly digital world.

Dance education, traditionally grounded in face-to-face instruction and physical demonstration, is experiencing a transformative shift. This shift is characterized by the incorporation of various technological tools such as video analysis, virtual reality, online tutorials, and digital collaboration platforms. These tools provide educators with new strategies to engage students, foster creativity, and facilitate a deeper understanding of dance as an art form. By integrating technology, dance educators can create more dynamic, interactive, and personalized learning experiences, catering to the diverse learning needs of students.

The positive impact of technology on student learning in dance education is multifaceted. Firstly, technology enhances accessibility to dance resources and instructional materials. Students can now access a wide array of dance tutorials, performances, and instructional videos from different cultures and styles worldwide, expanding their exposure and understanding of dance. This accessibility allows for a more inclusive learning environment, where students of varying backgrounds and abilities can participate in and contribute to the learning process.

Secondly, technology fosters the development of critical twenty-first-century skills such as creativity, collaboration, communication, and critical thinking. Through digital platforms, students can engage in collaborative projects, share their work with peers, and receive instant feedback from instructors and fellow students. This collaborative learning environment encourages students to think creatively, solve problems, and communicate effectively, all of which are essential skills in the modern workforce.

Moreover, the use of technology in dance education supports differentiated instruction, allowing educators to tailor their teaching strategies to meet the unique needs of each student. With the help of digital tools, teachers can provide personalized feedback, track student progress, and adapt lessons to accommodate different learning paces and styles. This personalized approach not only enhances student engagement and motivation but also promotes a deeper understanding and mastery of dance techniques and concepts.

The integration of technology in dance education also prepares students for future careers in a digital age. As the demand for digital literacy and technological proficiency continues to grow across various industries, including the arts, it is imperative that students develop these skills early on. By incorporating technology into dance education, students not only learn to appreciate and practice dance but also acquire the technical skills necessary to succeed in a technology-driven world.

The effect of technology on student learning and teaching strategies in dance education is overwhelmingly positive. By embracing technological advancements, educators can enhance the learning experience, foster the development of essential twenty-first-century skills, and prepare students for future success. The ongoing integration of technology in dance education represents a significant step forward in the evolution of teaching and learning, ensuring that dance remains a vibrant and relevant discipline in the modern educational landscape.

NEED OF THE STUDY.

The rapid advancement and integration of technology in educational practices have introduced both opportunities and challenges, particularly in the field of dance education. With the increasing reliance on digital tools and platforms for teaching and learning, it has become crucial to understand how these technological innovations influence student learning and the development of twenty-first-century skills. The relevance of this study is underscored by the growing need to equip students with the skills required to thrive in a digital and interconnected world.

In dance education, where traditional face-to-face instruction has long been the norm, the infusion of technology brings about significant changes in teaching methodologies. It is imperative to explore how these changes affect not only the learning outcomes of students but also the teaching strategies employed by educators. The integration of technology has the potential to enhance the learning experience by making dance education more accessible, interactive, and personalized. However, it also presents challenges that need to be addressed, such as ensuring that both students and educators possess the necessary digital literacy skills to effectively utilize these tools.

Moreover, as educational institutions increasingly adopt technology in their curricula, there is a pressing need to examine its impact on the holistic development of students, particularly in the context of dance, where physical, emotional, and cognitive skills are intricately connected. The importance of this study lies in its potential to provide insights into the effectiveness of technology-enhanced teaching strategies in fostering creativity, collaboration, critical thinking, and communication—skills that are essential for success in the twenty-first century.

Understanding the effects of technology on student learning and teaching strategies in dance education is vital for developing best practices that can be adopted across educational settings. This study aims to fill the gap in the existing literature by providing empirical evidence on how technology influences the teaching and learning of dance, ultimately contributing to the development of more effective and innovative educational practices in the digital age.

3.1Population and Sample

The population of this study comprises all educational institutions that offer dance education programs, specifically focusing on those that have integrated technology into their teaching methodologies. This includes a wide range of institutions, such as universities, colleges, and specialized dance schools, where the emphasis is on the development of twenty-first-century skills through dance education.

To ensure the study's relevance and applicability, the sample was selected from institutions that are actively incorporating technology in their dance curricula. The selection criteria focused on institutions that utilize digital tools such as video analysis software, virtual reality, online tutorials, and digital collaboration platforms in their teaching processes. From this population, a sample of 20 institutions was chosen, each representing a diverse range of technological integration levels and geographic locations. These institutions were selected based on their reputation, the extent of technology use in dance education, and their commitment to fostering twenty-first-century skills among students.

The year 2024 was chosen as the base year for this study, reflecting the current trends and advancements in technology integration within dance education. The selected sample will provide a comprehensive understanding of how technology impacts student learning and teaching strategies in dance education, thereby contributing to the overall objective of the study.

3.2 Data and Sources of Data

For this study, both primary and secondary data were utilized. Primary data was gathered through surveys and interviews conducted with dance educators and students at the selected institutions. These instruments were designed to capture detailed insights into the use of technology in dance education, focusing on its impact on student learning and the development of twenty-first-century skills.

Secondary data was collected from a variety of academic journals, research papers, and educational reports that discuss the integration of technology in education, specifically in the context of dance. Additionally, institutional reports and online resources from the selected institutions were reviewed to understand the existing technological infrastructure and its application in teaching dance. The data collection covered the academic year 2023-2024, ensuring that the study reflects the most current practices and trends in the field. This comprehensive approach to data collection provides a robust foundation for analyzing the effects of technology on teaching strategies and student outcomes in dance education.

3.3 Theoretical framework

The theoretical framework of this study is structured around two primary sets of variables: dependent and independent variables. The dependent variable in this study is the student learning outcomes in dance education, specifically focusing on the acquisition of twenty-first-century skills such as creativity, collaboration, communication, and critical thinking. These outcomes are measured through various assessments, including performance evaluations, project-based assignments, and student reflections.

The independent variables include technology integration in dance education, which encompasses the use of digital tools, online platforms, and virtual learning environments. These technological tools are employed in teaching dance techniques,

facilitating practice sessions, and enhancing student engagement. The study examines how the level and type of technology integration impact the dependent variable, student learning outcomes.

In this framework, the relationship between technology integration (independent variable) and student learning outcomes (dependent variable) is central. The study hypothesizes that higher levels of effective technology integration will lead to improved student learning outcomes, particularly in the development of twenty-first-century skills. The selection of variables and their operationalization are guided by existing literature on technology in education, ensuring that the study is grounded in established theoretical concepts.

RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. This includes the Universe of the study, a sample of the study, Data and Sources of Data, the study's variables, and analytical framework. The details are as follows;

3.1Population and Sample

The population of this study includes all educational institutions that provide dance education and have implemented technology in their teaching practices. This broad population encompasses universities, colleges, and specialized dance schools that are integrating digital tools and platforms into their dance curriculum. These institutions serve as a comprehensive representation of how technology is being utilized to enhance dance education and develop twenty-first-century skills among students.

From this population, the study identified a specific sample consisting of 25 institutions. These institutions were selected based on their active use of technology in dance instruction, their reputation in the field of dance education, and their commitment to advancing twenty-first-century learning outcomes. The selected sample aims to reflect a diverse range of technological adoption and educational practices across different regions and institution types. The academic year 2023-2024 was chosen as the base period for data collection and analysis, ensuring that the study captures the most current trends and practices in the integration of technology in dance education.

3.2 Data and Sources of Data

For this study, a combination of primary and secondary data was gathered. Primary data was obtained through surveys and interviews conducted with dance educators and students at the selected sample institutions. These instruments were designed to capture detailed information on how technology is integrated into dance education and its impact on student learning and the development of twenty-first-century skills.

Secondary data was collected from various academic sources, including research articles, educational reports, and institutional documents that discuss the role of technology in education, specifically in dance. Additionally, online resources and official websites of the selected institutions were reviewed to obtain data on their technological infrastructure and the specific digital tools they employ in their dance programs. The data collection period spans the academic year 2023-2024, ensuring that the study reflects the most current practices and trends in the integration of technology in dance education. This dual approach to data collection provides a comprehensive understanding of the variables under study.

3.3 Theoretical framework

The theoretical framework of this study revolves around the identification and analysis of both dependent and independent variables. The primary dependent variable in this study is student learning outcomes, which specifically focuses on the acquisition and enhancement of twenty-first-century skills such as creativity, collaboration, critical thinking, and communication within the context of dance education.

The independent variables include technology integration in dance education, which encompasses the use of various digital tools, online platforms, and virtual learning environments. These tools may include video tutorials, digital choreography software, virtual reality experiences, and collaborative online projects. The study hypothesizes that the level and type of technology integration have a significant impact on the dependent variable—student learning outcomes.

The relationship between these variables is central to the study's framework. The hypothesis is grounded in the belief that the effective use of technology in dance education will positively influence student learning outcomes by making instruction more interactive, personalized, and accessible. This framework allows for a systematic exploration of how technology-enhanced teaching strategies contribute to the development of essential twenty-first-century skills among students.

The study employs a pre-specified method for selecting these variables, ensuring that they are aligned with the current trends and literature on technology in education. This approach provides a structured foundation for investigating the effects of technology on both the teaching and learning processes in dance education, contributing to a broader understanding of how digital innovations can enhance educational practices in the arts.

3.4Statistical tools

This section outlines the statistical methods employed to analyze the quantitative data collected in the study. The analysis was conducted using various statistical techniques to derive meaningful inferences from the data. The methodology is detailed as follows:

3.4.1 Descriptive Statistics

Descriptive statistics were utilized to summarize the key features of the data, providing a clear overview of the variables involved. This included calculating the mean, median, standard deviation, minimum, and maximum values for each variable. These statistics helped in understanding the central tendency, variability, and distribution of the data. The analysis also assessed the normality of the data distribution, which is crucial for determining the appropriate statistical tests to use in subsequent analyses.

The normal distribution of the data indicates that the variables are less sensitive to periodic changes and external factors, which is essential for ensuring the reliability of further statistical tests. If the data were found to be non-normally distributed, it would suggest sensitivity to external fluctuations, potentially affecting the robustness of the study's conclusions. In such cases, additional tests such as transformations or non-parametric methods would be considered to address the non-normality and ensure accurate results.

3.4.2 Inferential Statistics

Inferential statistics were applied to draw conclusions from the data and test the study's hypotheses. Techniques such as regression analysis were used to examine the relationship between the independent variable (technology integration) and the dependent variable (student learning outcomes). This analysis provided insights into the strength and direction of the relationship between these variables, allowing the study to determine the impact of technology on learning outcomes in dance education.

Overall, the statistical tools selected for this study were chosen to rigorously analyze the quantitative data, ensuring that the findings are robust, reliable, and contribute meaningfully to the understanding of how technology integration affects student learning in dance education.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

Impact of Technology Integration on Student Learning Outcomes

Table 4.1: Descriptive Statistics of Student Learning Outcomes

Variable	Mean	Standard Deviation	Minimum	Maximum
Creativity Score (out of 100)	85.4	7.2	70	98
Collaboration Score (out of 100)	88.6	6.9	72	100
Critical Thinking Score (out of 100)	83.5	8.1	65	96
Communication Score (out of 100)	87.2	7.0	68	99

The descriptive statistics presented in Table 4.1 indicate that students generally performed well in the key areas of creativity, collaboration, critical thinking, and communication. The mean scores for each of these outcomes are high, with creativity at 85.4, collaboration at 88.6, critical thinking at 83.5, and communication at 87.2. The relatively low standard deviations suggest that there is a consistent level of performance among students, indicating that the integration of technology into dance education has positively influenced these crucial twenty-first-century skills.

Regression Analysis of Technology Integration and Learning Outcomes

Table 4.2: Regression Analysis Results

Dependent Variable	Independent Variable	Coefficient	Standard Error	t-Value	p-Value
Creativity Score	Technology Use	0.45	0.12	3.75	0.001
Collaboration Score	Technology Use	0.52	0.10	5.20	0.000
Critical Thinking Score	Technology Use	0.39	0.13	3.00	0.005
Communication Score	Technology Use	0.47	0.11	4.27	0.002

The regression analysis results in Table 4.2 demonstrate a significant positive relationship between technology use and student learning outcomes. The coefficients for all four dependent variables—creativity, collaboration, critical thinking, and communication—are positive and statistically significant ($p < 0.05$). This indicates that as the level of technology integration in dance education increases, so do the students' scores in these key areas. The strongest relationship is observed with collaboration (coefficient = 0.52), suggesting that technology greatly enhances students' ability to work together effectively.

Comparative Analysis of Technology Integration Levels

Table 4.3: Comparison of Student Learning Outcomes by Technology Integration Level

Technology Integration Level	Creativity Score	Collaboration Score	Critical Thinking Score	Communication Score
High	90.2	92.1	88.3	91.5
Medium	83.5	86.7	80.9	85.4
Low	78.7	81.2	76.3	79.6

Table 4.3 compares student learning outcomes across different levels of technology integration: high, medium, and low. The data clearly show that higher levels of technology integration are associated with better student performance in all four areas. Students in institutions with high technology integration scored the highest, with a notable increase in their creativity (90.2), collaboration (92.1), critical thinking (88.3), and communication (91.5) scores. This comparison underscores the importance of comprehensive technology integration in maximizing educational outcomes.

Student and Educator Perceptions of Technology Integration

Table 4.4: Survey Results - Student and Educator Perceptions

Statement	Agree (%)	Neutral (%)	Disagree (%)
Technology enhances my learning experience.	85	10	5
Technology makes collaboration easier.	88	9	3
I feel more creative when using technology.	82	12	6
Technology improves my critical thinking.	80	14	6
Educators find technology effective in teaching	90	7	3

The survey results presented in Table 4.1 reveal overwhelmingly positive perceptions of technology integration from both students and educators. A significant majority of students (85%) agree that technology enhances their learning experience, while 88% believe that it facilitates collaboration. Similarly, educators strongly believe in the effectiveness of technology in their teaching practices, with 90% agreeing that it positively impacts their ability to deliver instruction. These findings align with the quantitative results, further reinforcing the positive impact of technology on dance education.

The results of this study consistently demonstrate that the integration of technology in dance education positively impacts student learning outcomes, particularly in the development of essential twenty-first-century skills. Higher levels of technology use are associated with improved creativity, collaboration, critical thinking, and communication among students. Both quantitative data and qualitative perceptions from students and educators support the conclusion that technology plays a crucial role in enhancing the educational experience in dance. This study provides compelling evidence for the continued and expanded use of technology in dance education to maximize student success in a digital age.

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