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Taylor & Francis Online is a growing collection of eJournals covering a range of subject areas. The platform can be accessed both on and off site.

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All students and staff at NSCD.

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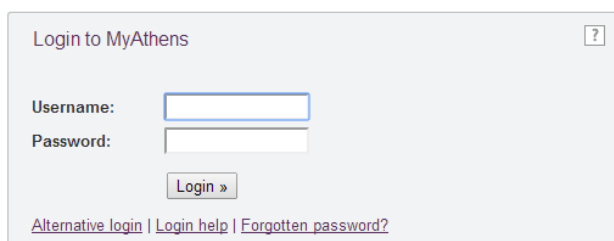
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You can also access the database off-site on any internet ready computer via an online gateway called OpenAthens. You will need a username and password to log into OpenAthens @ <http://www.openathens.net/>



You can also log into OpenAthens by following the 'OpenAthens' link at the bottom of the NSCD website.

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How do I get a username and password for OpenAthens?

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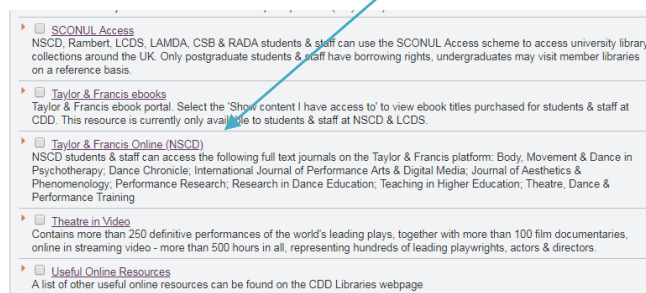
If you have forgotten your OpenAthens password, details of how to reset it can be found on the [NSCD Library & Archive](#) website:

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N.B. OpenAthens is sometimes referred to as Athens or MyAthens.

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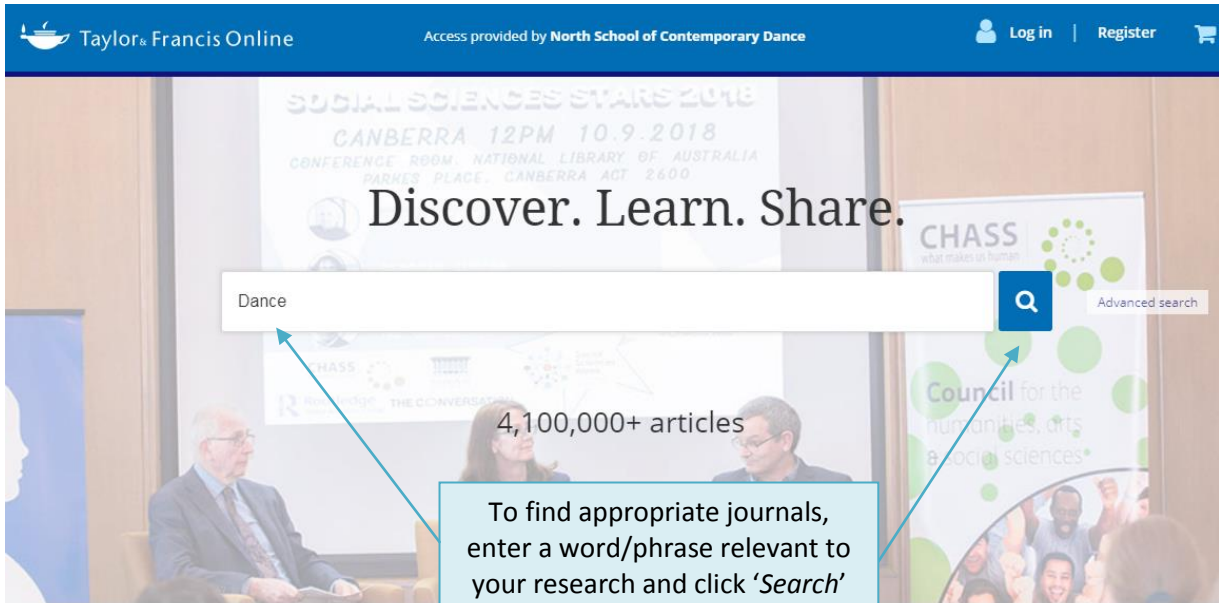


Which eJournals will I find on Taylor & Francis Online?

NSCD students & staff can access the following full text journals via the platform:

- Body, Movement & Dance in Psychotherapy
- Dance Chronicle
- International Journal of Performance Arts & Digital Media
- Journal of Aesthetics & Phenomenology
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Doug Risner & Jon Anderson

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Articles

Reflective practice in dance: a review of the literature

Lara Tembrioti & Niki Tsangaridou ✉
Pages 4-22 | Received 15 Nov 2012, Accepted 11 Apr 2013, Published online: 22 Jul 2013

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Abstract

The importance of reflective practice is frequently noted in the literature; indeed, reflective capacity is regarded as an essential characteristic for professional competence. The ability to think about why and what one does is critical to intelligent practice, practice that is reflective rather than routine. In recent years, higher education curricula have been restructured in an effort to develop more successful program models. Many of these new curricula include elements of the 'reflective practice' concept while proposing recommendations for improving higher education programs. Despite its wide acceptance, the notion of 'reflection' remains elusive and mysterious; has different meanings; and is used in a plethora of different ways in educational and professional settings. The purpose of this review is to provide an overview of different perspectives regarding related theory and research on the concept of reflective practice in dance. The first section

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distinction between 'understanding' and 'judgment'. 'Understanding is related to the ability to grasp logical, theoretical, and conceptual rules; judgment is related to the ability to connect experiences with rules' (247). Procee (2006) emphasized that the concepts of understanding and judgment are both essential in education. Students have to learn existing concepts and theories in their speciality (understanding), but they also have to learn to make connections between their state-of-art knowledge and the domains of reality in which they are operating (judgment)' (247-248). In his model, Procee (2006) proposed four general processes of reflection in educational context: (1) describing an experience, (2) evaluating an experience, (3) learning from multiple perspectives, and (4) reflecting on the reflection process.

With respect to the discipline of dance, three descriptive models of reflective practice were designed to further understanding of the purposes, focus, and process of reflection. In enhancing choreography students' ability to reflect on their practice and develop critical thinking skills, Lavender (1996) developed a five-step model of reflection and critical evaluation. The model requires students to observe, write, reflect, discuss, evaluate, and provide suggestions for the revision of elements of dance performance. The model is called the 'ORDER' approach and aims at developing students' skills in viewing, developing, and performing dance works.

Lavender, L. 1996. *Dancers Talking Dance: Critical Evaluation in the Choreography Class*. Champaign, IL: Human Kinetics. [Google Scholar]

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