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Pilot study in the field of teaching strategies within certain class structures in Middle Eastern Dances.

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This study investigates the effects of pedagogic and didactic methods, such as Holmes and Collins' PETT-LEP model (1), Ryan and Deci's Self-Determination theory (SDT) (2), Ames and Archer's Achievement Goal theory (AGT) (3), and Epstein's TARGET model (4) for Middle Eastern Dance (MED) students regarding well-being and Basic Psychological Need Satisfaction (BPNS) (5) when implemented in specific class structures, as suggested by Mittag (6). In line with Mainwaring and Krasnow, these strategies for structuring a class include "1. clarifying the process and goals of the class, 2. discussing various influences that affect the dancer's progress, and 3. clearly defining the class structure and content" (7). Methods: These structural considerations and the afore-mentioned theories have been modified for MED pedagogy and were implemented and tested in six

class interventions. Anonymous scientific surveys in form of pre- and post-tests at eight non-vocational dance schools in Germany and Switzerland within 12 courses of different levels with 115 volunteering students in total, comprising 109 post-test participants, were conducted. Statistics: Independent t-tests with .05 as significance level showed enhanced perceived competence, greater perceived autonomy, augmented perceived relatedness, a generally better learning climate, and higher perceived effort. Results: Significant p-values and large to very large effect sizes (d) after Cohen (8) and Rosenthal (9) were found in all queried categories. Conclusion: This study closes a knowledge gap in the field of MED pedagogy and underscores the necessity for clear class structures

and teaching strategies, as explained in Mittag's first MA-thesis (6).

#### SOURCES:

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#### SHORT BIOGRAPHY:

Based on his over 30 years of experiences in instructing Middle Eastern dances, his reputation for being profound is outstanding in the dance world. Since 2003 his own dance creation "jomdance" - jazz-oriental-modern-dance has become one of the most serious and recommended dance education in this field. In 2018 he graduated as MAS Dance Science at the University of Bern and is currently passing his M.Sc. in Dance Science at the University of Wolverhampton. He is part of the ta.med e. V. board.

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