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Video as an Alternative Approach to Teaching Folk Dances in Music Lessons

Extended summary

This research investigates the use of educational videos for teaching folk dances in music lessons in Slovenia and aims to understand their content, methodological approach and effectiveness as a pedagogical tool. The study is significant as it fills a gap in Slovenian research on distance learning of folk dances and contributes to the literature on interactive technology in primary education, especially during the COVID-19 pandemic.

The research examines eight selected videos from the award-winning Slovenian educational portal www.razlagamo.si, which was primarily used for distance learning during the pandemic. The portal's content is mainly created by university students from various faculties. The videos analysed relate to the teaching of folk dances as part of primary education and are aimed at students aged six to ten. This small sample is part of a larger set of 153 videos, of which only 5% deal with folk dances, indicating a niche area.

For the in-depth analysis, a unique author checklist was developed comprising 66 items divided into several sections to assess the videos' characteristics, teaching methods, pedagogical approaches and learning objectives. The checklist uses Likert scales for quantifiable assessment and covers a wide range of criteria, including cognitive, affective and psychomotor learning areas, general didactic and specific teaching methods for folk dance, teaching and learning methods for music classified by Sicherl Kafol (2015), and the design of the video, which in-

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cludes the incorporation of various elements such as folkloric costumes and the active participation of learners.

The research questions focus on identifying the predominant characteristics of the videos in achieving the learning objectives, teaching methods, music pedagogical approaches, formats used, design and contextual aspects.

The significant findings of the study show that although the videos included different folk dances and teaching methods, there were inconsistencies in the pedagogical approaches and the extent to which the learning objectives were achieved in the different areas. Specific conclusions are drawn about the presentation of the cognitive, affective and psychomotor domains in the lessons, with the results highlighting the strengths and weaknesses of the videos in addressing these domains.

The conclusions from the study highlight the pedagogical implications of using videos to teach folk dances, emphasising the need for comprehensive guidelines for the creation of educational content and the potential of such resources to assist in the preservation of intangible cultural heritage. The concluding section also discusses the shortcomings identified in the videos, which may be instructive for future content creation. The study suggests that educational videos, if properly designed, can be a valuable tool in the music education curriculum, especially for teaching folk dance.

Ultimately, this study contributes to a better understanding of the possibilities of new information technologies in education and offers considerations for integrating video content into traditional teaching. The results will serve as a basis for pedagogical recommendations that improve the quality of distance learning materials for the teaching of intangible cultural heritage, such as folk dance, in primary education.

Keywords: educational video, folk dance, music education

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