

Advice for conducting dance medicine and science research: Panel Discussion

22nd Annual Meeting of the International Association for Dance Medicine and Science, Singapore

Friday October 26, 9:15-9:25am

Moderated by: Kumiyo Kai, MFA (IADMS Student Committee 2010-2012)

Panel members:

Nancy Kadel, MD

- Orthopaedic Surgeon
- Former Associate Professor of Orthopaedics
- Co-chair Dance USA taskforce on dance health
- Member of the Board of Directors for IADMS and PAMA

- Research interests: foot and ankle biomechanics, dance injury, screening and injury prevention

Margaret Wilson, PhD

- Associate Professor, Department of Theatre and Dance, University of Wyoming, USA
- Member of the Board of Directors for IADMS
- Chair of IADMS Education committee BOD

- Research interests: biomechanical analysis of movement, jumping induced fatigue, assessment of balance, qualitative and multimodal research

Emma Redding, PhD

- Head of Dance Science and Acting Head of Taught Postgraduate Studies at Trinity Laban Conservatoire of Music and Dance, London, UK
- Current IADMS President

- Research interests: training demands and performance enhancement from a physiological perspective, physical characteristics of performance, talent development, dance for health

Where do your ideas for research come from and how do you translate those ideas into research?

Curiosity
Observation
Why is it that way?
(Nancy)

Dance education experience
How can we do our job better?
What is happening with students?
(Margaret)

Separate dance language from
research language
Don't make assumptions
(Margaret)

Have to make something simple
in order to be able to find an
answer
Try to make it as small as you can
(Nancy)

Are there any difficulties that you have encountered conducting your own research and how did you overcome them?

Difficulties of access to
equipment: make contacts,
network, volunteer to help
with others research to get to
know the equipment better.
Try to develop instruments of
your own.
Challenges often take you in
the right direction
(Margaret)

Difficulties of working in the field,
in a real-life situation with people:
timetable constraints, logistical
problems, etc
Give ownership to the people you
are working with: let them help in
developing research questions and
the timetable and ALWAYS give
them useful feedback
(Emma)

Ask for help, find in-roads, be creative, find mentors and collaborators

When working with human subjects always make it as easy for them as possible

(Nancy)

Questions from the audience:

How do you deal with problems of dropout and how can you promote compliance?

Outline the direct benefits but also explain the indirect benefits: learning something, providing them with information.

Carefully plan from the outset.

Ask "when would be a good time for you?"

When our research questions have to be reduced down to a level that allows for measurement, how do we make our research seem interesting and relevant from the participant's point of view?

Sometimes feedback needs to be expanded so that it can be contextualised. Interpret the findings to a wider population.

From a teacher's point of view a fundamental question should be extremely valuable when reapplied to practice.