

# NSCD LIBRARY & ARCHIVE

Helpsheet | Taylor & Francis ejournals

## What is Taylor & Francis Online?

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.

## How do I access the eJournals on Taylor & Francis Online?

Students and staff at NSCD can access eJournals on Taylor & Francis directly from any NSCD computer. Simply go to:

<http://www.nscd.ac.uk/library/ejournals/>

Scroll down and click on the *Taylor & Francis / Onsite Access* quick link to be automatically logged into the database.

OPENATHENS

TAYLOR & FRANCIS | ONSITE ACCESS

You can also access the database off-site on any computer with internet access via OpenAthens. You will need a username and password to log into OpenAthens using the 'Find My Institution' option @ <https://my.openathens.net/>

### Sign in

With just one simple sign-on, MyAthens enables you to access all the knowledge you need to achieve great things.

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

#### Northern School of Contemporary Dance

98 Chapeltown Road, Leeds, LS7 4BH

T: 0113 219 3000

E: [info@nscd.ac.uk](mailto:info@nscd.ac.uk)

Students & Staff Login  
Our Prospectus  
Student-run Blog  
Student Handbook & Policies  
Library  
OpenAthens  
NSCD Media Archive  
Privacy policies  
Terms & Conditions  
Contact us  
Riley Theatre  
Verve  
News  
Newsletter sign-up  
Governance  
Support us  
Media Centre  
Order a Prospectus  
Arts Award

## How do I get a username and password for OpenAthens?

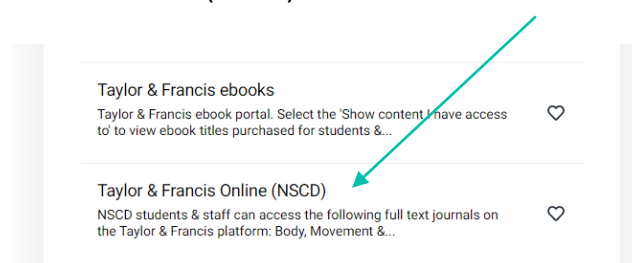
Students and Staff at NSCD can log into OpenAthens using their NSCD log on credentials e.g. your email address & the password you use to log into Moodle, school email, etc.

You can find useful information about OpenAthens on the library website @ <https://www.nscd.ac.uk/library/openathens/>

Your OpenAthens account will be set up at the start of your course by the IT department, using your NSCD email address which will also act as your username.

## What do I do now if accessing from off-site?

Once you have obtained your username and password, log into OpenAthens, select Taylor & Francis Online (NSCD) on the resource list:



## Which eJournals will I find on Taylor & Francis Online?

NSCD students & staff can access a number of ejournal titles via the platform, you'll find a full list of the titles we subscribe to on your behalf on the library website @

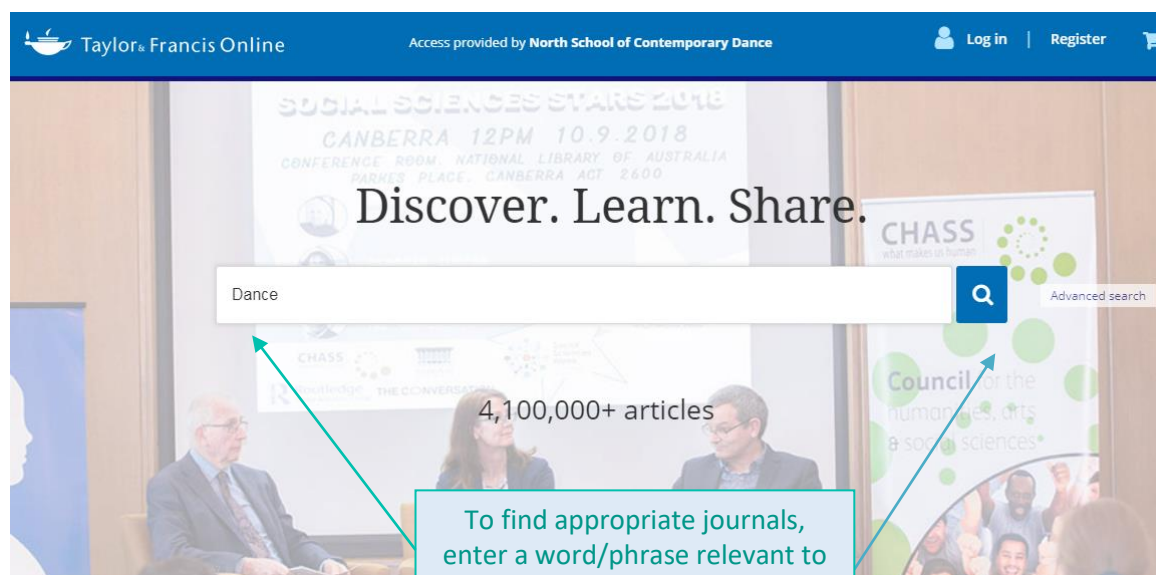
<https://www.nscd.ac.uk/library/ejournals/>

You can also access a range of 'Open Access' content on the platform, this content will be marked with an open padlock symbol.

# NSCD LIBRARY & ARCHIVE

Helpsheet | Taylor & Francis ejournals

## Using eJournals on Taylor & Francis



### Browse by your specialist subject

Area Studies	Earth Sciences	Health and Social Care	Museum and Heritage Studies
Arts	Economics, Finance, Business & Industry	Humanities	Physical Sciences
Behavioral Sciences	Education	Information Science	Politics & International Relations
Bioscience		Language & Literature	Social Sciences

Ensure the 'Only show content I have full access to' box on the left hand menu is ticked

You can choose between 'Articles' and 'Journals' by clicking on relevant tabs

## Your search for **All: dance**

1-10 of 8,447 results

Save this search

### Refine your search

☒ Only show content I have full access to

#### Selected filters

Subject +

Published in +

Publication date +

### Modify your search

Anywhere ▾ dance +

Search

Articles (8447) Journals (9)

Order by Relevance ▾

10 per page ▾

Article

**Dance Exposure Tracking in a Liberal Arts Collegiate Dance Department: A Call for Dancer Health Through Periodization** >

Sarah DiPasquale PT, DPT

Journal of Dance Education, Volume 18, 2018 - Issue 4

Published Online: 05 Nov 2018

Article

**Digital Dance Literacy: an integrated dance technology curriculum pilot project** >

Doug Risner & Jon Anderson

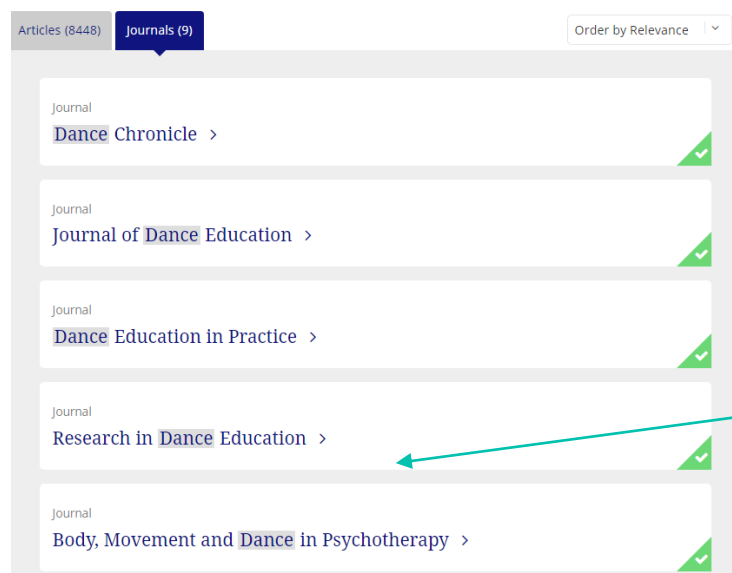
Research in Dance Education, Volume 9, 2008 - Issue 2

Published Online: 05 Jun 2008

# NSCD LIBRARY & ARCHIVE

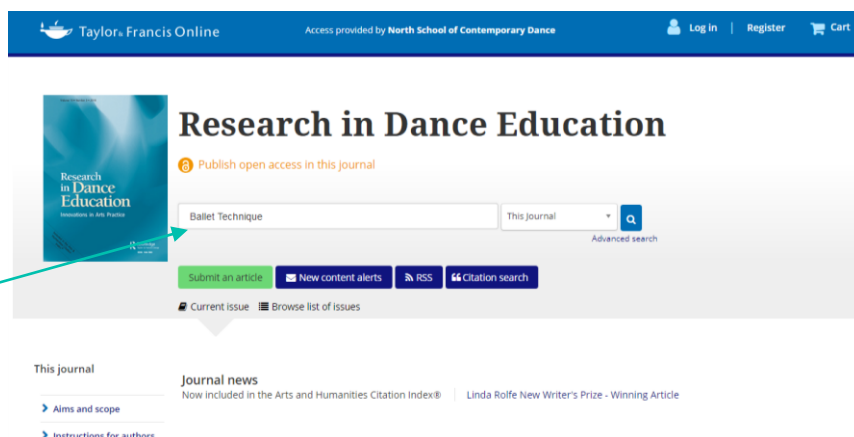
Helpsheet | Taylor & Francis ejournals

## How do I access an ejournal?



Once the 'Journals' tab has been selected, you will be able to see the range of eJournals that relate to your search term

To access, click on your chosen eJournal



Either scroll down to view the latest articles from the chosen eJournal, or enter a word/phrase in the search bar to further refine your search

## Your search for All: ballet technique

1-10 of 9,006 results

Save this search



A list of articles matching your search terms will display in order of relevance. To select an article, click on the title

You will have full access to any eJournal/Article that displays a green tick in the bottom right corner.

Any open access content will display an orange unlocked icon

# NSCD LIBRARY & ARCHIVE

Helpsheet | Taylor & Francis ejournals

Journal  
**Research in Dance Education** >  
Volume 15, 2014 - Issue 1

Enter keywords, authors, DOI etc. This Journal

1,515 Views  
8 CrossRef citations to date  
0 Altmetric

**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

Download citation <https://doi.org/10.1080/14647893.2013.809521> Check for updates

Full Article Figures & data References Citations Metrics Reprints & Permissions PDF

Some results will give you the option to listen to the article in full

Your article will display with your search terms highlighted

## 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

## Related articles

- A Suggested Outline for Writing Curriculum Development Journal Articles: The IDCRD Format  
Christopher B. Reznich et al., Teaching and Learning in Medicine
- Dance education in Singapore: Policy, discourse, and practice  
Joey Chua, Arts Education Policy Review
- HIV/AIDS in Dance Education: A Pilot Study in Higher Education  
Doug Risner et al., Journal of Dance Education
- Reflective Teaching: A Literature Review  
Niki Tsangaridou et al., Quest

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]

If you select a reference from within the text, the citation will appear to one side of the article

You can navigate to different sections of your chosen article from the left hand menu