The Visuality of Dance Art as a Digital/Virtual Narrative
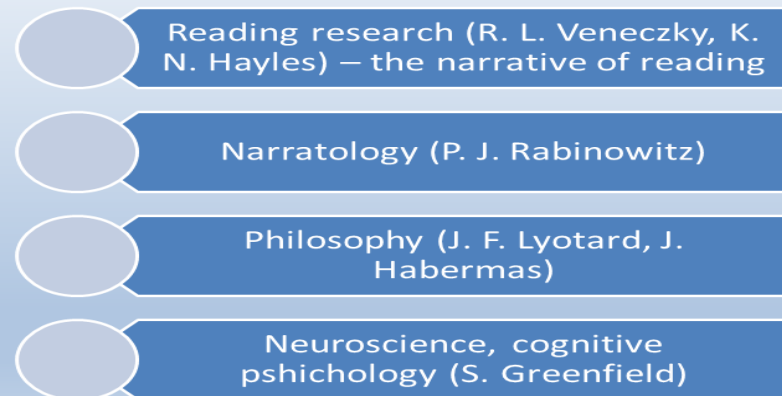
THE HY-DE MODEL – in practice

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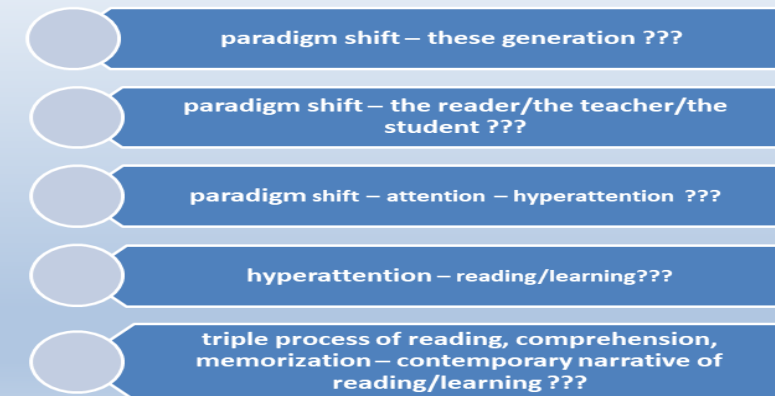dani.erzsebet@inf.unideb.hu

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1

-Delegitimation of reading
– paradigm shift- new era in the narrative of reading
– delegitimating component

-post-Gutenberg world
– radical paradigm shift in the history of reading
(e-world, print based reading is shifting to digital base)

-knowledge-based societes
– cybermedia
– accelerated process and the radical changes
– delegitimate everything that validated reading

-Lyotard:
„The status of knowledge is altered in computerized societies."
– considerable impact: research and the transmission of acquired learning
– the nature of knowledge:
„it can fit into the new channels, and became operational, only if learning is translated into quantities of information"

-basic unit (bit)
– postmodern knowledge
– bit-based
– „bit-generations" (Y and Z)

4

THEORETICAL BACKGROUND

- Reading research (R. L. Veneczky, K. N. Hayles) – the narrative of reading
- Narratology (P. J. Rabinowitz)
- Philosophy (J. F. Lyotard, J. Habermas)
- Neuroscience, cognitive pshichology (S. Greenfield)

2

ARISING QUESTION

- paradigm shift – these generation ???
- paradigm shift – the reader/the teacher/the student ???
- paradigm shift – attention – hyperattention ???
- hyperattention – reading/learning???
- triple process of reading, comprehension, memorization – contemporary narrative of reading/learning ???

5

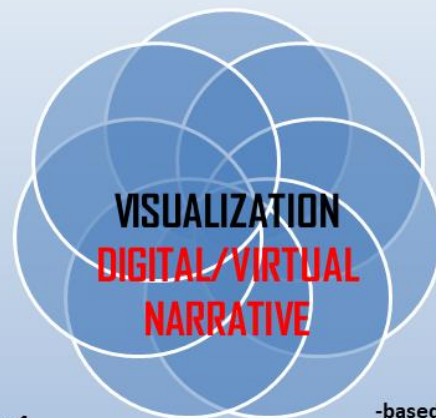-„The History of Reading Research" – narratives

-the Gutenberg galaxy is/was – a paradigmatic phase (Thomas Kuhn)

-Sociology, philosophy, psychology, pedagogy – bibliotherapy

-"grand narratives" – Jean François Lyotard – „grand narrative has lost its credibility"

VISUALIZATION
DIGITAL/VIRTUAL NARRATIVE

-Hermeneutical approach

-the narrative of reading/learning: a life-story – specific focus: is conceived as the life and fate of reading in information society
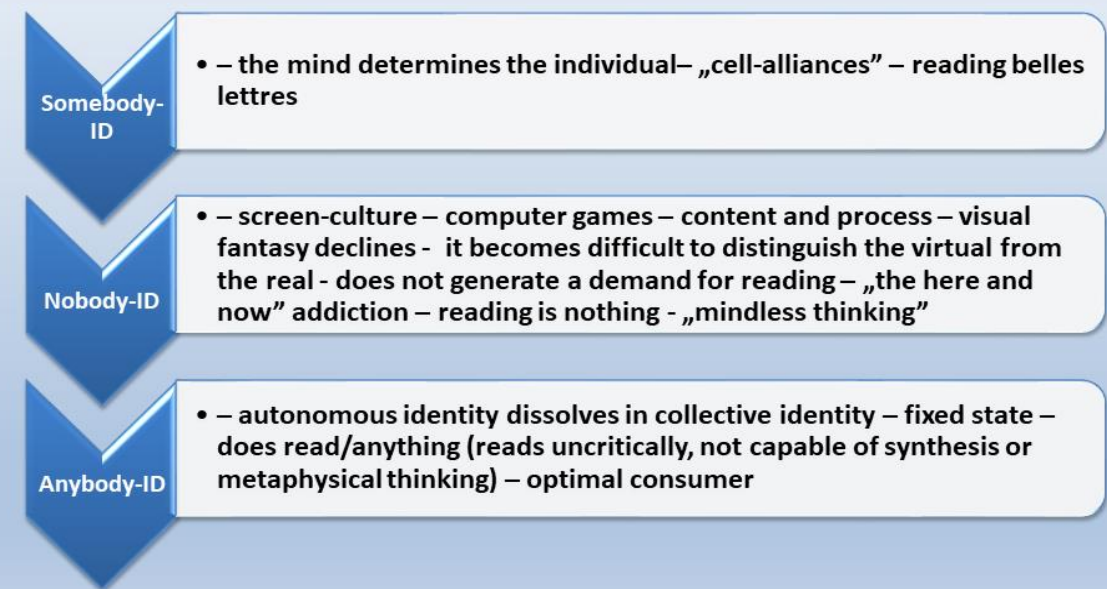
-based on contention: all of the narratives produced by reading research – *do* tie into an overarching narrative – *the* narrative of reading/learning

3

ID-scenarios

Somebody-ID
- – the mind determines the individual– „cell-alliances" – reading belles lettres

Nobody-ID
- – screen-culture – computer games – content and process – visual fantasy declines - it becomes difficult to distinguish the virtual from the real - does not generate a demand for reading – „the here and now" addiction – reading is nothing - „mindless thinking"

Anybody-ID
- – autonomous identity dissolves in collective identity – fixed state – does read/anything (reads uncritically, not capable of synthesis or metaphysical thinking) – optimal consumer
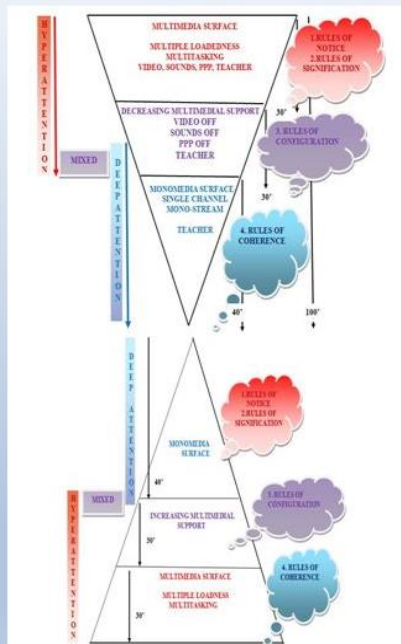
THE HY-DE MODEL

Is an awareness of all the problematic outlined above

An attempt to follow and consciously control the alternating shifts of hyper and deep attention

Higher-education classrom-instruction situation

ANSWERS

-task – to propose a methodology – counteract the advance of hyperattention

-double purposes:

- to exercise and train hyperattention to make it conscious of the need both to take in - !!! - the immense world of information – but – hyperattention could capture the essense worthy of deep attention

- to influence hyperattention – background – after it fulfilled its selective front role of notice and signification – deep attention could be foregrounded

LEARNING takes a direction toward KNOWLEDGE !

THE HY-DE MODEL – in practice – teaching the art of dancing THE „MÁNE" project

A NÉPTÁNC SZÍNPADRA FORMÁLÁSA
4. MODUL
A MAGYAR ÁLLAMI NÉPI EGYÜTTES
NAPLEGENDA
RÁBAI MIKLÓS
TÍMÁR SÁNDOR
MIHÁLYI GÁBOR

1. Stage (video, sound, picture, movie, keywords, teacher – multimedia predominance)

NAPLEGENDA
SHOW ELEMEK
RIVERDANCE
NIKOLA PAROV

2. Stage (sounf off, picture, keywords, teacher – multimedia decrease)

NAPLEGENDA
SHOW ELEMEK
RIVERDANCE
NIKOLA PAROV

3. Stage (keywords, teacher, no multimedia)

NAPLEGENDA
SHOW ELEMEK
RIVERDANCE
NIKOLA PAROV
VILÁGZENE

MULTIMEDIA SURFACE
MULTIPLE LOADEDNESS
MULTITASKING
VIDEO, SOUNDS, PPP, TEACHER

1.RULES OF NOTICE
2.RULES OF SIGNIFICATION

HYPERATTENTION

MIXED

DECREASING MULTIMEDIAL SUPPORT
VIDEO OFF
SOUNDS OFF
PPP OFF
TEACHER

30'

3. RULES OF CONFIGURATION

MONOMEDIA SURFACE
SINGLE CHANNEL
MONO-STREAM
TEACHER

30'

DEEP ATTENTION

4. RULES OF COHERENCE

40'   100'

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