

EXPLORATION OF SOCIAL INTERACTIONS THROUGH DANCE

An Undergraduate Research Scholars Thesis

by

MADELEINE DARDEAU and MADELYN KLUMB

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Professor Alexandra Pooley

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TABLE OF CONTENTS

	Page
ABSTRACT.....	1
ACKNOWLEDGMENTS	3
KEY WORDS.....	4
SECTION	
I. RESEARCH QUESTION/MOTIVATION/ARTIFACT	5
Project Description.....	5
Research Question	5
Motivation.....	6
Artifact	8
II. LITERATURE REVIEW/BACKGROUND/HISTORY/SOURCES	10
III. EXPLANATION OF EXHIBIT/VENUE.....	17
Choreography.....	17
Lighting.....	18
Costumes.....	18
Exhibit/Venue	19
Poster/Program.....	19
Q&A.....	20
Survey	20
IV. REFLECTION	22
Research Process.....	22
Public Presentation.....	23
WORKS CITED	27
CREATIVE ARTIFACT	28

ABSTRACT

Exploration of Social Interactions Through Dance

Madeleine Dardeau and Madelyn Klumb
Department of Health and Kinesiology
Texas A&M University

Research Advisor: Professor Alexandra Pooley
Department of Health and Kinesiology
Texas A&M University

Within an individual's everyday life, there are vast amounts of effects caused by distractions that often go unnoticed. The unnoticed effects of interferences can include loss of information and confusion. In regards to situations that only occur once, the effects of distractions can be detrimental, because the information presented within the situation will never be shown identically again. The purpose of this study is to present the effects of distractions through a new medium, dance, in order to present awareness of the impact of social interferences. The high prevalence of technological distractions within society has inspired the main focus of the choreography created. Students will be chosen from the Texas A&M University Dance Program based upon an audition for the work. The students then will complete a series of scheduled rehearsals over several months. During the presentation of the choreography, technological distractions will be placed within the audience to pull the spectator's focus from the piece. Upon completion of the dance, survey questions will be given to members viewing the work to evaluate their perception of the choreography and the planted technological distractions. The expected results of the study will indicate that the audience was unable to provide their full attention to the choreography due to the various distractions. Having

technological distractions within the performance setting will provide a realistic situation to everyday life to study the effects of interferences. With art being a time-dependent field, focus is crucial for the successful conveyance of the choreographer's ideas to the audience. This concept proves important because distractions also interrupt interactions on a daily basis. In comparison with dance, distractions in individuals' everyday lives, can cause gaps of crucial information to be missed.

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KEY WORDS

Q&A	Question and Answer
PAC	Performing Arts Centre
PEAP	Physical Education Activity Program

SECTION I

RESEARCH QUESTION/MOTIVATION/ARTIFACT

Project Description

The research study involves two separate research questions. A dance will be created and structured around distractions occurring in social interactions of everyday life. Off of that, technological distractions will be used to impair an audience's connection with a choreographic dance performance. This research will be made to target the ever-changing field of art, but specifically dance. The aim of this study is to bring awareness to the ever growing rise of technological distractions and how a single moment of interference causes you to miss a moment that will never repeat itself identically again.

Research Question

The research that will be conducted within this study is aimed to answer two separate research questions. The first question addressing how dance movement can convey the effects of technological distractions within society. The second question identifying how distractions can impair an audience's connection with a choreographic dance performance.

Within the field of dance, movement is manipulated to create choreography that has the ability of conveying any idea or concept (Blom & Chaplin, 1982). Throughout this research study, choreography will be created with technological distractions as the main focus. The purpose of this focus is to portray the effects of technological interferences within the everyday lives of individuals. Specifically, the effects of current technological advances of a smart watch, phone, and computer will be explored through movement. These specific technological devices within the research study will be explored, because they have a high prevalence of usage within

today's society. The combination of these effects will contribute to the interruption of social interactions staged within the performance. In doing so, this will portray real life scenarios in which technological distractions take away from the ability of face to face interactions in a social environment.

Within a performance setting, it is important that the audience gives the work of art their undivided attention in order to fully grasp the choreographer's ideas. Unfortunately, the focus of audience members within current performances is commonly disrupted by technological distractions, such as phones and smart watches (Thorton, Faires, Robbins, & Rollins, 2014). Within this research study, this idea will be explored through the planting of technological distractions during the live performance. Upon the completion of the performance, the audience members will be given a survey to evaluate how impactful the distractions were in their overall focus. The intentional disruption of focus within the live performance will be aimed to highlight how detrimental distractions can be to the conveyance of the choreographer's ideas. With distractions playing a huge role in social interactions, it is important to bring awareness to the audience of the consequences distractions play in everyday life.

Motivation

Throughout the development of generations, technology has become more integrated into the center of individuals' lives. An observable trend is the younger-the-generation, the more prevalent technology is within their lives. An example is Generation Z, individuals born between 1995 and 2015, because they are greatly impacted with the use of technology (Persada et al., 2019). The high usage of technology has allowed for a significant decrease in attention for individuals. The absence of long attention spans is due to the concept that technology allows for instant information about any topic or idea, and quick connections to hundreds of other people.

In regards to a performance setting, the use of technological devices has disabled some audience members to connect with the work being presented, because they become distracted with the events happening outside of the performance. The presence of technological devices within the audience can cause a disruption of focus through various sounds and lights that are emitted by the device. Over time, it has been noticed that distractions within the audience during a performance have become increasingly problematic. Not only does the owner of the technological device get distracted, but other members of the audience get interrupted as well. These distractions can be detrimental to the field of dance, because details within the work can be missed, causing the whole idea of the choreographer to not be properly received. Due to the fact that a dance performance will never be repeated the same way again, the absence of these details picked up by the audience can often leave spectators confused about the work.

Along with the field of dance, situations within everyday life share common characteristics. One of those characteristics being that moments within life will never repeat themselves identically again. Every work day, school day, and day-to-day activities may seem monotonous for an individual, however, these situations within life have unique characteristics each day. Due to the idea that situations are never repeated identically again, the use of technological devices can cause an individual to miss these unique characteristics. Missing these unique characteristics through technological devices can cause these life situations to appear monotonous. Dance was created to be a form of entertainment and a temporary escape from reality. The absence of distractions in dance creates a new world for the audience members to be immersed in. The distractions caused by technological distractions interfere with this escape by forcing these individuals back to reality. Members of society need to become aware of the effects

of technological distractions in order to understand the amount of information they could be missing in dance and within everyday life.

Artifact

Dance is used in many different ways, one being to tell of an idea or story. With this research study, dance will be utilized as a way to bring awareness to the idea of technological distractions taking away from a person's everyday life. This will be done by providing motifs in the dance, centered around the idea of technology, specifically phones, smart watches, and computers. The definition of a motif is a distinctive feature or dominant idea in an artistic or literary composition that is often repeated throughout the length of the work. By providing movement repetition within a work, it allows the audience to comprehend and digest the material being presented before them. This is beneficial for the study because it paves the way for the choreography created to stick into the audience's minds. In doing so also allows for the choreography to stand on its own in demonstrating how technology affects social interactions with dancers on stage. The goal of the work is to show how social interactions are interfered with when technologic distractions are present, specifically in live art.

Live art performances are unique in their own way. With the art being live, you only get to see it once, and it is never repeated identically again. Because of this, it is crucial to give the art your undivided attention without any distractions (Glass & Stevens, 2005). For this study, distractions will be deliberately placed within the audience members in order to attempt to pull their focus from the art being performed on stage. The goal of this is to show how distractions interfere with a work and how it is comprehended at the end of the show. This falls back on the idea of social interactions because not one moment is repeated the same in everyday life. With technological distractions interfering with interactions, the moments created are affected by this

idea of distraction. No two moments are unique, and deserve the opportunity to be different without distractions interfering with them.

SECTION II

LITERATURE REVIEW/BACKGROUND/HISTORY/SOURCES

In association with the increase of technological usage within society, research has been conducted to determine the effects of this increase on various variables within life. Research has analyzed the consequences of technological devices on academics, social interactions, driving, and many other situations. This research study is aimed to answer two questions regarding the effects of technological devices. The first question is how can the effects of technological distractions on social interactions in person be explored through the movement of dance. The second is how can the attention of an audience be affected through technological distractions within a performance setting. Although a past research study comprised of both of these research questions was not found throughout this analysis, ideas and concepts from past research has facilitated in the creation of this study. Through the use of the Texas A&M University library database, the past research studies analyzed for this research study were found.

David, Kim, Brickman, Ran, & Curtis (2015) examined how multitasking when studying can be associated with deficient self-regulation behaviors in mobile phone usage. To examine the interference of mobile phones while studying, the researchers focused on three main usages of mobile phones; listening to music, texting, and browsing social media. The researchers hypothesized that listening to music would not be significantly associated with interference, but texting and browsing social media while studying would provide a positive association. The participants of the study were all undergraduate students who completed an online survey for extra credit in a course. 992 students finished within the allotted time period of two weeks. The online survey consisted of questions to examine the time spent on mobile phone activities,

frequency of multitasking, frequency of task switching, and attention allocation within multitasking. Upon the completion of the study, it was concluded that the evidence gathered within the study supported the researchers' hypothesis. Listening to music while studying was not significantly associated with interference because performing both tasks simultaneously could be completed while allocating attention to both tasks. However, texting and browsing social media were both significantly associated with interference while studying because both tasks required a major shift in attention to be completed. The results of this study will aid in our selection of technological device usages to pull the attention of the audience away from the performance. Due to the idea that texting and browsing social media interferes most with focus, one of the distractions planted will be an individual texting or scrolling through social media. In addition, multiple choreographic choices within the piece are inspired by the action of an individual texting.

Feng, Wong, Wong, & Hossain (2019) was inspired by the concept of technological distractions affecting the academics of college students. The purpose was to bring to light the damage technology could bring to a person's academic distractions and achievements. The study consisted of the Net Generation, which are young adults exposed to a computer-based environment that proceed to use technology in their daily social and professional lives. The goal of this study was to see the difference between using the internet for studying purposes or for entertainment. In this case, the researchers chose Facebook as the site used for entertainment purposes. Ninety-two students in Hong Kong met the qualifications for the research and were invited to fill out a questionnaire. The researchers measured the first three items presented using a Five Likert scale being internet usage, Facebook usage, and the amount of academic distractions present while studying. The researchers then proceeded to measure the academic

achievements of the individuals in the study as well, based on their grade point average. Upon completion of the study, the researchers calculated that the majority of the participants used the internet for entertainment purposes, with about thirty percent at risk for a smartphone addiction. This can lead to changes in the learning behavior, which will have inevitable negative effects on students' academic achievements. This study will help provide the idea of technological distractions causing mayhem over a person's daily life. The audience members will receive a survey after completion of the work, and a Q&A will follow. The survey and Q&A will serve as an honest open research led discussion providing crucial information of the live art presented before them and to show how much their experiences were affected by technological distractions

Thorton, Faires, Robbins, & Rollins (2014) research analyzed the association between the presence of cell phones and the amount of distraction from a specific task. The researchers decided to conduct two different research studies to attempt to replicate their findings from the first study. The first study consisted of fifty four undergraduate students of both genders. The students were brought into the intervention in pairs and seated at tables facing away from one another in order to conduct various task activities. The researcher within the intervention placed a cell phone on one student's table and a notebook on the other. The purpose of this intervention was to analyze if the presence of the cell phone during the tasks would pull the participant's attention away from the tasks. The second study consisted of forty seven undergraduate students enrolled within two separate statistic courses. Upon random selection, one class would serve as the control while the other class was the experimental group. The experimental group was asked to perform task activities while having their cell phones on their desks, while the control group performed the same tasks without their cell phones present. Upon completion of both studies, it was concluded that the more cognitively and attentionally demanding the tasks were, the cell

phone created a higher negative impact on the completion of the tasks. This study will help in using a cell phone within the audience to pull their focus away from the choreography during the performance. For example, one of the distractions planted within the audience might be a phone on someone's lap. Also, there could be moments throughout the choreography where a dancer's movement changes depending if they see another dancer resembling a phone.

The goal of Samaha & Hawi (2015) was to examine the obsession of cell phones with varying aspects of life. The researchers sent an online survey to two-hundred and ninety-three undergraduates through a university email system. Two-hundred and forty-nine participants between the ages of eighteen and twenty-five completed the online study. The online survey consisted of questions addressing the perceived amount of individual stress, smartphone addiction, academic performance, and satisfaction with life. Upon evaluating the numerous responses of the online survey, there were various correlations that were discovered. A negative relationship was presented between smartphone addiction and academic performance, and between smartphone addiction and satisfaction with life. In addition, a positive relationship was presented between smartphone addiction and stress. The results of this study can aid in our generation of choreography because it allows different relationships between technology and characteristics of life to be explored through movement. There will be a section of the choreography where a majority of the dancers on stage will be portraying individuals addicted to smartphones, causing them to be in a trance where they are unresponsive to stimuli around them. In addition, a lot of the choreographic motifs within the piece were created around the uses of a smartphone.

Glass & Stevens (2005) investigated the meaning of dance and found out why audience members were no longer attending live art performances. The researchers examined the visual,

temporal and dynamic contents that accompany Contemporary dance. The researchers wanted to understand the audiences' psychological process when it came to choosing to attend a live contemporary show, and were interested in the audience and performer connection. The study was conducted over a three year period, and had four hundred and seventy-two participants, with ten performances/testing sessions. There were three experimental groups involved. One group was given specific information before the performance of the work, such as the meaning of the dance or strategies to interpret the work. Another group was given generic information about the about the performance, and the last group was not given any insight of the piece being performed. The audience's responses were measured using an Audience Response Tool and were required to fill out a questionnaire. Both measurements recorded various psychological responses, as well as reactions, interpretations, and enjoyment of the work. The researchers concluded that knowledge of a piece did not affect the interpretation of each individual. Visual elements, such as lights, props, and costumes helped the audience form their own interpretation. The main complaint was the level of understanding, which led to the displeasure of the work presented. This study will help further our investigation of technological distractions for audience members because of its ability to include the measurements of the audience's responses towards a live show.

In the study Scollen (2007) researchers were interested in the reasoning for a decrease in audience attendance live art in regional Queensland and the Northern Territory. The researchers collected twenty four participants from fourteen different regions, concluding in three hundred and thirty-six total participants. The participants ranged from eighteen to twenty-five years of age. The study was conducted at the regional Performing Arts Centre (PAC) in each area. The participants of each region were split into two groups, twelve in each group, and were required to

attend three different live performances chosen by the PAC. The performances included in the study contained different genres of art, such as opera, contemporary dance, stand-up comedian, musicals, ballet dance, and orchestras. Prior to the first performance, the participants took part in an *About You* questionnaire at home. The participants completed a *Tonight's Performance* questionnaire right after each of the performances, and participated as a group in a discussion session with one of the researchers for post-performance data-gathering. Weeks following the end of the last performance, the participants completed a *Feedback* questionnaire about the research, the PAC's, and whether or not they would attend another performance in the future. The researchers kept up with the participants the year following the study to track the attendance of the participants at the theatre. The study concluded that many participants did not attend the theatre because of social standings. The participants believed their economic standing and appearance mattered in order to attend the theatre. In conclusion, this article will help further the investigation of audience attendance and participation in live art for our study. Glass & Stevens (2005), and Feng, Wong, Wong, & Hossain (2019) research will be used as inspiration to include audience interactions within the research being conducted. The audience will be provided with specific technological distractions throughout the work to replicate the everyday distractions created by technology. The measurements taken from the survey will serve as a fact that technology takes away from live art performances, and from the quality of everyday life.

In conclusion, these studies will help further the investigation of technological distractions affecting live art due to the inclusion of their own research versions of technological distractions in everyday life, and the recording the audience's responses to live art. Though there has not been a study involving both components of the research study being conducted, we are able to pull different aspects from the studies above to help guide in our research. This study is

inspired from past attempts to include the audience into the process by finding new ways to pull the focus of the audience from the work provided for them.

SECTION III

EXPLANATION OF EXHIBIT/VENUE

Choreography

The choreography is inspired by technology used every day, and how it affects our social interactions. The dance starts with two dancers center stage that mimic the actions of watching television. As the two dancers go on, two more dancers appear and begin dancing as if they were on the television. The new dancers begin to move from a motif created by the inspiration of cellphones and laptops. The four dancers then start dancing together as a unity to create a “group chat” between the dancers on stage, leading to three more dancers entering stage. The group choreography continues to draw inspiration from cell phones causing daily distractions. The dancers then break into more groups to portray other technological distractions. This first section is about the growth of technological distractions interfering with social interactions between the dancers on stage. As the first section progresses, the dancers become more inwardly focused on their own technology driven lives and forget about the things happening around them.

The second section of this work is centered around breaking away from technology and realizing the effects it has on their lives. The piece begins with a dancer moving with slow and simple movements that represent being in a trance from technology she has used daily. Other dancers begin coming on stage and joining the dancer in the trance. Throughout the piece, we have different dancers break away from the trance caused by technology. As the dancers break free from the trance, they attempt to pull others out of the trance they are in. Three dancers succeed in breaking free and their movements change because they have been freed from the distractions of technology. The rest of the piece is inspired by the dancers in the trance

attempting to pull the freed dancers back into technology. The dancers battle it out, and the freed dancers escape the grip of technology and leave the space. The four dancers are still stuck in the trance and get sucked back into their beginning positions and finish the dance with their distractedness with technology.

Lighting

The lighting for this piece was designed to highlight different areas of the work that are important to the audience. For the first section of the piece, the lights follow the dancers who are spread out amongst the space. Going into the second section, the lights only highlight half of the stage to show the isolation of how individuals feel from technology. As the second piece continues, the lights on the stage provide a clear division from the dancers in the trance and the dancers that were freed from the trance. The lights are constantly changing to fit with the tension of the piece and they help provide the division between the dancers. The lights end in the same orientation they started the work in to show how technology constantly brings us back into a tranced routine.

Costumes

The costumes chosen for this piece were based on the idea of unison and everyday individuals. The dancers will represent everyday people who continue on the same routine due to technology enclosing their lives. The dancers will wear plain black leggings, a white long sleeved t-shirt, and their hair in a slick back low ponytail. The dancers are meant to look exactly the same, showing unison and a sense of normalcy. These costumes were chosen due to their lack of distraction, their simplicity, and their ability to represent everyday life.

Exhibit/Venue

The stage space chosen for this project will be in the PEAP building, room 207. This space was chosen because it allows enough space for the presentation of the research, as well as seating space for the audience. The seating is in close proximity to the research being presented, so it allows for full coverage of the presentation, as well as for the Q&A following the performance. The purpose of the close proximity is to provide the placed audience distractions with the ability to really distract the audience members around them.

Poster/Program

A poster was created in order to advertise for the live performance. Scott Shellhamer's *Distractions* (n.d.), as shown in Figure 1, was the image used for the background of the poster. The artwork has a black box in the center with the rest of the work being predominately white, with hints of the same black within the box. This particular artwork was selected because of the interpretation of the art about distractions, and the colors used throughout the work. In choosing this art for the poster, the interpretation made was that individuals only focus on a small section when they are distracted, rather than focusing on the entire situation in front of them. The black box in the center represents what individuals choose to focus on, while the white area around the box is what the individuals miss while they are influenced by distractions. In addition to this interpretation, the artwork also utilized the same colors as the costumes of the dancers within the final performance. In addition to the poster, a program was created to hand out to audience members upon their arrival to the final performance. The program has the same artwork as the poster for the image. The inside of the program contains information about the dancers, music, lighting, costumes, and crew members.



Figure 1. *Distractions* by Scott Shellhamer.

Q&A

Upon the completion of the final performance, the audience will engage in a Q&A session with the undergraduate researchers. The audience will be able to ask questions about the process of the research and our inspirations for the research topic. The researchers will provide answers to give insight into the creative process. The Q&A will allow the researchers to receive instant feedback about the art that was transmitted through the choreography. In addition, the researchers will also be able to understand how much the planted distractions within the audience impacted the focus of individuals throughout the performance.

Survey

Upon the completion of the final performance, the audience members will be prompted to fill out a survey. The survey was created to gauge the audience's enjoyment of the piece and the impact of the planted distractions throughout the performance. The survey is comprised of both

short answer and rating scale questions, as seen in Table 1. Following the final performance, the answers to the survey questions will be analyzed to evaluate the perceived meaning of the piece and the impact of the piece.

Table 1. Survey Questions.

Question	Type of Question
How much did you like the piece?	Rate scale (1. Not at all - 7. Liked very much)
How able were you to find meaning in the piece?	Rate scale (1. Not at all able to find meaning – 7. Very able to find meaning)
If you were able to find a meaning within the piece, what did you think the meaning was?	Short answer
Did you find yourself focused on the piece for the whole time?	Rate scale (1. Not at all focused - 7. Very focused)
If anything distracted you during the piece, what was it?	Short answer
What was most distracting you from the piece?	Short answer
How easily did you manage to focus back to watching the dance once you found that you had been distracted?	Short answer

SECTION IV

REFLECTION

Research Process

The researchers brainstormed different ideas before coming up with the idea they completed their research on. They were interested in technological distractions and how those distractions have a long-lasting effect on everyday lives. Technology is a growing factor in the lives of people today and the researchers believed it was an important topic to begin discussing and evaluating further. One area in specific that was chosen for the research project was art. The researchers fully believed that technological distractions occurring during a live art performance immensely ruined the concept the choreographer was trying to portray, and also destroyed the ability of the audience members to fully grasp what the performance was about.

The researchers chose dance as their live art project and designed a dance around different interactions dealing with technology. The choreography was deeply interwoven with diverse intentions and meanings to share to the audience members. The researchers toyed with levels, speeds, interactions, and movements to be certain their idea of technological distractions would come across clearly. They then went further into the process to choose music, lights, and costumes that represented technology in their minds. They worked hard to bring all of the pieces needed for the dance together.

The researchers then discussed ways they could intentionally distract audience members during the presentation to prove technology took away from live art. The researchers argued this was the most essential part for their research study. They began conceptualizing ways to distract the audience members at specific points in the dance. They looked at past research studies to

draw ideas from. Ideas were thrown around until the researchers felt certain of their decisions on the distractions placed.

In the end, the researchers were proud of the outcome of the study. Based upon the feedback received from the surveys and Q&A session, it was concluded that the audience members were successfully able to be distracted from the choreography and they were able to understand the meaning behind the movements of the piece. The researchers were grateful for the ability to showcase their work to a live audience and were proud of the immensely positive feedback received.

Public Presentation

During the performance, the researchers were able to witness the effects of technological distractions on a live performance setting. The occurrence of technological distractions, such as music through headphones, text messages, phone calls, talking into an apple watch, and typing on a laptop, according to the audience caused their heads to turn, conversation between audience members, and engagement with other technological devices throughout the performance.

Throughout the Q&A session, there were several questions regarding movements that were prevalent throughout the work. Based upon the verbal feedback from audience members, the movements that were most effective in representing the interactions between individuals and technological devices were rounded shoulders with glances towards the wrist, continuous movement of the hands, and darting motions using the arms. The rounded shoulders with glances towards wrists portrayed the continual change in posture due to looking down at technological devices, such as an apple watch. The continuous movement of hands represented a monotonous routine people become dragged into with the addiction of technological devices. Darting motions using the arms represented the urge of individuals to send text messages, images, or videos to

other individuals rather than interacting with other individuals around them. Upon discussion of these various choreographic elements, the audience was successfully able to identify movements that represented the interactions between individuals and technology.

The survey completed after the performance consisted of short answer and rate scale questions. Upon examining the results of surveys from 24 participants, 20 participants were successfully distracted from the performance. This success was indicated by a rate scale question with a scale of one to seven, and an average of 5.125. In addition, one audience member stated that they were distracted by “phone calls, people talking, phone screen lights, someone left the room, people turning heads to look at distractions, my internal monologue thinking about the distractions was also distracting.” Analyzing the surveys showed that the audience members were most distracted by the music playing through headphones and the phone calls. The music playing from the headphones varied greatly from the music used for the choreography. In addition, the audience member who received phone calls walked across the front of the stage, visually obstructing audience members from the piece. Although the planted distractions were spread out throughout the audience, the whole audience was affected collectively due to the reactions of audience members to the distractions. The constant turning of heads, whispers, and interacting with other technology caused other audience members to break their attention away from the choreography.

Although 20 audience members claimed to lose focus due to the planted technological distractions, 12 audience members claimed to easily be able to focus back to the performance. These results contradicted our initial beliefs, because based upon the research conducted by Thorton, Faires, Robbins, & Rollins (2014), the mere presence of a cell phone caused enough distraction to diminish an individual’s results on an attention task. Upon analysis, we believe that

the phenomenon of our audience being able to focus back easily could be due to the ability of the audience members to tune out the distractions. Based upon the research titled *Mobile phone distraction while studying*, sounds emitted from technological devices were easily tuned out because the subject could continue dedicating attention to the task at hand (David, et al., 2014). One audience member from the present research stated that they “tune out things like that often, but they were annoyed.” The high prevalence of technological devices within society could potentially cause their effects to be easily ignored. The various lights and sounds emitted from technological devices have become such an integral part of society that although they are noticed, they can easily be put off.

Overall, the researchers believe the final performance and Q&A session were successful. Due to the highly positive feedback received through the Q&A session and surveys, the researchers believe their ideas were successfully transmitted to the audience members through the choreography and the emotions of the dancers. The main limitations to the research were a small participant number and inappropriate responses to survey questions due to confusing wording of the questions. If the researchers were to conduct this research again, recruitment for participants would have started earlier and targeted more populations, and the wording of survey questions would have been changed for easier comprehension from the audience members.

Although the present research was centered around dance, the concepts and results could be applicable to everyone’s daily lives. Walking, driving, and academics are often everyday tasks associated with a high prevalence of distractions through technology. These distractions through technology can be the cause of a decrease in performance and engagement with social interactions. Without individuals using technology to avoid interacting with others next to them, people could make meaningful connections with the ones they are surrounded with and

potentially increase their quality of life. The aim of this research is to bring awareness to how easily audience members are distracted from live performances. However, we hope that these realizations can be translated to other aspects of life and motivate individuals to put away technological distractions to provide undivided attention to the task at hand.

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CREATIVE ARTIFACT

VIDEO OF PERFORMANCE AND Q&A SUBMITTED SEPARATELY