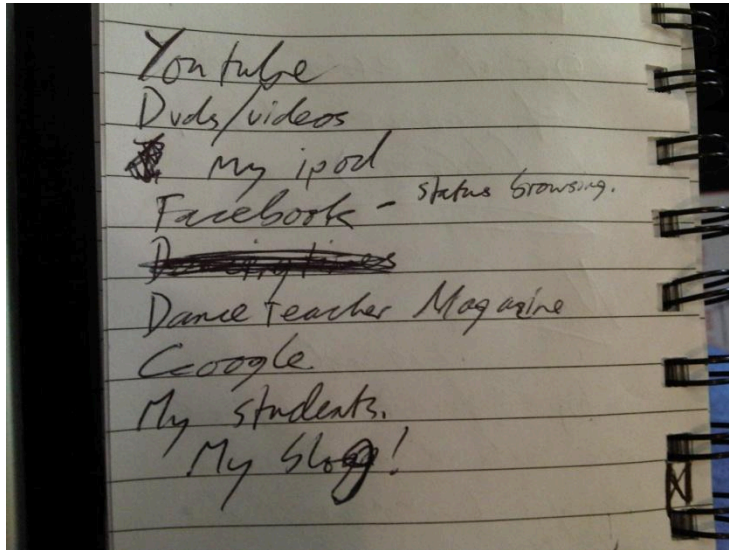


### Task 3c: Sources of Information

I started this task off with a little brain storming, writing down any information source that popped into my head in my own usual scruffy way:



There were a few in there that I wasn't expecting and hadn't thought of until I brain stormed, which highlights the benefits of brain storming quite nicely!

So, here are my five, in no particular order:

1. [YouTube](#)

A popular one! Pretty much every blog post for this task that I have read has included YouTube, and that's because it is a fantastic source of information and inspiration, particularly for dancers/performers/dance teachers etc. I use it to find choreography that inspires me, for teaching tips and even "how to" videos for learning new skills myself! Here are some examples of videos (just a few) that have inspired me or helped me in the past:

[Inko Dancers](#)

[How to do a windmill](#)

[Vincent Vianen - Choreographer](#)

2. [My ipod](#)

A slightly strange one, perhaps, but my own ipod is seriously a huge source of information and inspiration for me. I often add albums to my ipod that I have borrowed off friends or family, never having listened to most of the tracks. As a result I don't even know what songs are even on there, so when I am struggling to find a song to choreograph to, I simply stick my headphones in and put my ipod on shuffle! Eventually, more often than not, something will pop up that inspires choreography and away I go!

3. [Google](#)

Google in its purest form, a search engine. If I hear about a dance company, choreographer, dance school, project etc and want to know more, Google will provide me with more information 9 times out of 10. It is *invaluable*. Of course you could say that the network I am drawing information from is actually the internet, and you'd be right, but Google is my

facilitator. How would the internet be of any use without search engines!?

4. [My Students](#)

Maybe not an information network as such, but certainly a source of information. Just by chatting to my teenage students before class gives me an insight into their lives, what's "trending", what matters to them, who they admire, what their ambitions are. Invaluable information for when I'm planning classes and choreographing routines!

5. [Facebook \(status browsing\)](#)

Facebook is most certainly a massive source of information. I have received job offers through facebook for both teaching and performing, but the way I gain the most information out of facebook is status browsing. Scrolling through the endless stream of status' I will invariably find one of my dancer/dance teacher friends recommending a show, or a class, or just commenting on something relevant to my work. I can then pursue that information by contacting them, or using my other source Google to find out more.

As with just about everyone else, my list is heavily dependant on the internet. Of course it is! I struggle to find a single aspect of my life that doesn't involve the internet in some way. Is that a terrible thing? It's something that was discussed in length during Part 1 of the module, and the conclusion seems to be that it has its good and bad points, but whichever way you look at it, it's extremely useful, and there is no point battling against the tide! Go with the flow of internet domination and utilise it!

Besides, not *all* information sources are internet based. I recently commented on Ninas post about one of her information sources, friends. Again, as with my students, not necessarily an information network as such, but a great source of information. And it got me thinking about how little I collaborate with other dance teachers/choreographers in creating routines. In fact I don't at all! Is this something I should be doing more? It's certainly something I wish to explore further.