

Arts Assessment For Learning

DANCE — 7TH AND 8TH GRADE

REFLECTION: REHEARSAL PROBLEM SOLVING

Without judgment, describe what you did. Just the facts:

- See ACTION PLAN & HOW TO

What went well?

The simple yet effective idea of having the students write down they're thinking. When the project began and I asked them to write journal entries daily, they were a little reluctant. However, they became more engaged in the process as they started to receive feedback from their peers, me, as well as having the opportunity to reflect and correct their mistakes. I also think they enjoyed this strategy because they were empowered to improve the movement that concerned them the most. Additional positive results include:

- Assigning daily reflection task as a homework assignment was an effective use of time. I didn't have to take away in-class time, which I needed for practicing/performing the movement.
- Having the students' writings allowed me to "view their thinking." I was able to learn more about their thought process and determine what they were struggling with.
- Students felt successful after using the strategy.
- The students were very comfortable using the Documented Problem Solving strategy. They saw the strategy as an effective means of improving their work both in dance class and other classes too.
- Having the students' writings allowed me to "view their thinking." I was then able to determine what they were struggling with and also encouraged to recognize their thought process.
- Introducing the *Documented Problem Solving* strategy. The students were very comfortable with the strategy and saw uses for the strategy in other subject areas, such as math.
- Students felt and were successful after using the strategy.
- Capturing student evidence on iMovie.

What was so-so?

- Some student goals were lack luster

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- Some of the iMovie footage
- Some student responses didn't give enough detail

What was the most challenging part of trying this?

- The organization and preparation of the iMovie was extremely challenging in the beginning.
- Also, the structuring of the study was time intensive. TIME! Working around the myriad of interruptions in the school community and videoing a select group. Although it is preferable to work with a sample group of students, it is also necessary to find a SEPARATE time to meet with the selected group of students for the refinement of the project.

What was the impact of this strategy on student learning? (specific examples)

Overall, all students noticed improvement in their areas of concern. Student responses include:

- ...helpful in math and science because it helps illuminate details necessary to complete the task
- ...students like both aspects of the strategy – using a question to focus their approach to solving the problem, developing and listing specific steps to solve the problem
- ...this process also helps you to recognize what you're NOT doing that would help you to better perform the step

What new insights or understandings are forming as a result of this experience? (share with group)

I will definitely include this strategy in my curriculum next year. In addition, I intend to pair this strategy with a questioning strategy in an effort to deepen the students' learning experience.

How do the results of your action plan inform your inquiry question?

The results of my action plan support my inquiry question because it demonstrates that this process works for my students. The students liked working towards improving their performance and yet the strategy allows them the latitude to choose where they want to improve. While the students focused on a specific area, the process benefited their overall performance both in and outside of the dance class.