Active & Collaborative Learning Grant

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Course Prefix and Number: KIN305-001
Course Title: Analysis of Teaching Movement III & IV (Teaching Dance & Gymnastics)

SUMMARY OF RESULTS:

Assessment was based on the five elements of choreography: (a) originality, (b) transitions, (c) expressing ideas, (d) focus and clarity, and (e) contrasts and aesthetic highlights. Assessment was determined by a panel of judges, including three independent judges and three peer judges. According to the judges, all three groups reached Level 3 in originality, expressing an idea, and in focus and clarity. Groups varied, however, in transitions between Level 2 (planned/sometimes forgets) and Level 3 (smooth/fluent). This could be attributed to adequate practice time or lack thereof. In addition, groups also varied in levels of contrasts and highlights, between Levels 3 & 4, which could be attributed perhaps to the skill of the primary choreographer and/or group members. All groups met the requirements of compiling and submitting a portfolio containing choreography and music, and one group went beyond basic requirements and developed an instructional video.

SUMMARY OF CONCLUSIONS:

Students were charged with responsibilities based on a Sport Education model (Siedentop, 1994), except they were required to work together outside class time. Students shared responsibilities and contributed to the development of original choreography encompassing creative movements that reinforced class work and discussions, i.e., Laban’s Movement Framework as it relates to body awareness, space, effort, and relationships. To increase the successfulness of the project and subsequent assessment, I would endeavor to allot more class time linking Laban’s Movement Framework with the rubric and use peer teaching to illustrate the various levels of the rubric to enhance understanding.