

Assessment Review - Spring 2013

Name of Program: General Studies: Dance Option

Assessment Administrator: Michelle Deane

Learning Outcome #1: Communication Skills

1. Apply dance as a means of expression and communication uniquely effective in the conveyance of meaning, emotion and cultural values.
2. Produce clear writing pieces that are well-organized and follow the guidelines that are expected in their English and writing courses.

Learning Outcome #7: The ability to analyze, evaluate and interpret dance.

1. Constructively evaluate one's own work and work of others through constructive peer-evaluations.
2. Recognizing and respecting the responsibility to the group process and adhering the etiquette of dance.

Assessment Course: DAN 101 – Dance Composition

- Each week students were given assignments based off of Choreographic Studies. Examples of choreographic studies include:
 - Creating a short dance phrase based off a particular Emotion
 - Creating a short dance phrase based off a poem
 - Creating a short dance phrases based off the use of a prop
 - Creating a short dance phrase based off the usual of a visual aid such as a sculpture
- Choreographic Studies would be presented to the class one by one and a group discussion would follow each study.

Assessment Tool: Creative Assignment Journals

In addition to creating these dance phrases, students were asked to journal their findings at the end of each class. These journals consisted of a series of questions that helped in aiding in the reflection process of what they created. An in-class journal was completed at every course meeting.

LO#1

I found the short dance phrases each week to be a true expression of communication for each of the students. They were able to push themselves creatively and artistically. The journals allowed the student to discuss and communicate the meanings of what they created in more detail. I also found that the journals allowed the students to share how the choreographic studies made them feel and a chance to talk about emotionally why they chose the movement they did.

The in class journals also served as good writing pieces for the students. Students were instructed to write formally and with as much detail and support as possible.

I found with my assessment that some students were able to write their thoughts down better with more detail than others. Some of the students would write one sentence answers, while others were able to offer more examples.

I also found that having them hand write their assignment allowed for more spelling and grammatical errors than if they were able to do it on a computer.

LO#7

In addition, the journals allowed the student an opportunity for self -evaluations. They reflected on why they chose certain dance moves along with objects. They were also able to asses themselves as choreographic collaborators with other students. The journals gave them the opportunity to discuss what they would improve upon if they could do the task again.

The students were also able to do peer-evaluation with questions such as “Was there someone else’s study that struck you interesting and inspiring and why?”

I found students were able to articulate their thoughts and be honest in terms of what they saw coming from other students. The students were making comments in the journals that they would not bring up in the group discussion portion of the class.

During the group discussion and in the journals, students made honest yet constructive comments about themselves and their peers, taking responsibility and being very much aware of the group process.