

Irby Dance Studio

Technology Integration Plan Report: February 2013

Video Self-Analysis of Student In-Class Performance

Kathleen M. Marleneanu

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Phase 1: Analysis of Learning and Teaching Needs

Step 1: Determine Relative Advantage

Students sometimes lack motivation to try to perform their best when practicing their ballet dance in weekly studio class, as opposed to a special rehearsal or recital performance. Classes are 30 minutes long, and it is difficult for students to become fully engaged and focused on their individual performance before they rotate to the next class. In addition to the teacher's verbal feedback, the students need a way to self-analyze their own performance and feel more positively about their in-class performance. Technology-based methods do offer a relative advantage in this case. The benefits of integrating video for student self-analysis have been shown in comparable situations. In my personal experience, I used a similar integration strategy when teaching dance at a charter school, and the students became more motivated and excited to perform their best when videoed in class, followed by a self-analysis. Benefits of video integration for student self-analysis have also been shown in fields such as athletic training, nursing, and communication (Kawaguchi, 2009; NDT, 2012). Once a video camera (on a tablet for easy student viewing) is obtained, implementation is quick, and minimum class time is needed.

Step 2: Tech-PACK Assessment

Content Domain: I already have sufficient knowledge of the ballet dance choreography to be performed, as well as that of proper ballet technique.

Pedagogical Domain: I have experience in guiding students in an effective analysis of a dancer's performance, and in managing a class as they watch a video.

Technology Domain: I have sufficient experience using various types of video cameras, including a tablet. I have not yet, however, used a tablet video camera in the dance room, and need to find out where the best place would be to stand in order to get the best view on the screen

Phase 2: Planning for Integration

Step 3: Decide on Objectives & Assessments

In order to monitor students' progress, I have created objectives and assessments to measure students' motivation and attitude towards performing their recital dance in regular class.

- 1) **Outcome:** Students will demonstrate more motivation to perform well in class. **Objective:** Teacher will observe improved motivation in performing the recital dance in regular class in at least 75% of the students. **Assessment:** I will use an observation sheet.
- 2) **Outcome:** Students will feel more positively about their performance in class. **Objective:** Students will indicate satisfaction with self-analysis of dance performance using video by an overall score of 10 out of 15 points. **Assessment:** Students will complete a Likert scale survey.

Step 4: Design Integration Strategies

The activities will be whole-class based and focus on self-analysis of ballet technique and performance quality. The last ten minutes of class for four days will be allotted for implementation.

Day 1: Introduce the concept of self-analysis through video, and give sample analysis questions that might be asked. Explain how I will be videoing and how the students should adjust their spacing in the room to stay on camera. Discuss strategies students can use if they get nervous in front of a camera and/or forget the choreography when being videoed. Discuss expectations on how to watch the video on the tablet screen as a group, and how class discussion/self-analysis will follow.

Day 2: Remind students at the beginning of class that their dancing will be videoed later, along with self-analysis. Warm-up the class with a center barre and review the ballet dance choreography, allowing for questions as needed. Prepare the students for performing for the camera. Use the tablet to video the whole class performing the ballet dance. Gather as a group and ask how they felt in general about their performance before watching. Students view video on tablet screen, making sure to focus on watching themselves. Finish with a structured class discussion, letting students share their thoughts of their individual performance.

Day 3: Begin class by watching the video from the previous day, and have students make a mental note of what they want to improve in their performance today. Repeat warm-up, review, video, and class discussion/self-analysis.

Day 4: Repeat Day 3 activities, focusing on further improvement.

Post-unit: Have students fill out a Likert scale survey and lead a class discussion on what they thought of the video activity. Suggest to the students that even when the video camera is not being used, they can still focus on being the best dancers they can be. Even the simple act of imagining that they are on camera or onstage while performing in class can be beneficial, now that they know what it is like to analyze what the audience would see.

Step 5: Prepare the Instructional Environment

In order to carry out the instructional strategies, I need a functioning tablet with a video option. It should be tested before each lesson, and troubleshoot as necessary (Is there adequate charge?, Is there enough free memory to store new video files?, Is the camera on video as opposed to still mode?, If screen freezes, try restarting tablet.). If the tablet does not work, the back-up plan is to split the class into groups in order to perform for each other, and temporarily change the analysis focus from self to group. For privacy and safety issues, the recorded videos will only be for classroom use. Any students with visual impairments should have preferential seating when viewing the video on the tablet.

Phase 3: Post-Instruction Analysis & Revisions

Step 6: Analyze Results

The objective for motivation was achieved, as assessed by observation (over 75% of students demonstrated improved motivation). The students said that being videoed made them try harder to perform their best in class, and that they would like to continue using the camera until recital. The objective for satisfaction with self-analysis of performance using video was not quite reached, as the overall Likert scale score was 9 out of 15 points. Students said they enjoyed watching their performance of the ballet dance, but that it was difficult for them to remember each thing they noticed they wanted to improve upon during their self-analysis. The instructional environment was satisfactory, but improving instructional strategies could improve results. In order to help the technology integration strategy be more effective, and to address the students' concerns, I could incorporate a handout with a self-analysis guide that students could fill out immediately after watching themselves on video.

Step 7: Make Revisions

Based on the outcomes, in the future I will allow more time for the video activity each day in order to include a self-analysis guide aspect. This would involve creating the handout, making copies for each student, explaining the expectations, and allowing time for students to add to it each time they watch themselves perform. I can also repeat the entire integration strategy closer to recital (May), and then show the class their very first video so they may analyze their long-term improvement.

References

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