

Papers Sessions Abstracts

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Network 4: Classroom Research and Ethnographic Studies

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-101

Chair: Elisabeth Bjørnstad

432 Classroom observations of formative assessment in dance

Ninnie Andersson

Luleå University of Technology

This presentation mediates a study that is a part of a larger study about teacher's assessment of dance knowledge in upper secondary schools in Sweden. The purpose of this specific part-study is to analyse and describe the phenomenon of assessing dance knowledge from a teachers' perspective.

Theoretical and methodology framework

The study is based on phenomenological philosophy. A phenomenological way of thinking allows that human beings are inter-subjective linked with and within the world. According to this theory there are no distinguish between body and soul, but they form an entirety. According to Merleau-Ponty (2006) the only way to gain insight of the world is through human experience of it. A basic rule and the starting point for research within the philosophy of life-world-phenomenology is to turn towards the things themselves and to be adherent to the things.

The tacit knowledge of dance can often be difficult to verbalize. To make visible the tacit knowledge of the phenomenon data is gathered in this sub-project through methods as observations that are documented using field notes, video documentation, teachers' notes and conversations with teachers about their reflections upon assessment of dance. The different methods will constitute a base for the analysis of the study and create the unity of purpose an opportunity to capture different perspectives of the phenomenon. The observations are taking place in three selected schools in the course Dance technique 1.

The expected findings from this research are how dance teachers use assessment of dance knowledge in their teaching in the Swedish upper secondary school. From analysis of produced material from observations the study can show how teachers use formative assessment in classroom-teaching and grad conversations. To see how the teachers elucidates goals of the teaching, how teachers make achievements visible in relation to the goals of the course and how teachers make the students aware of how to increase achievements in the course.