

FOOD FOR FEEDBACK

...mixing ingredients together

Background information Conference 23 September 2017

Feedback given by teachers to students in theatre and dance education is the motor for coordinated development of a student and forms the core of his or her assessment. Feedback is not only the bridge between evaluation of prior material and focused further study, it is also a didactic instrument that develops a student's independence and learning ability. Students learn to identify learning moments, specify what they have learned and set their own learning goals. These are important for life-long learning and for continued self-development.

Below you will find information about the content of the workshops and a small biography of the people who provide the workshops. On Saturday morning, after the presentation of the keynote speaker and a short introduction, you can choose two workshops (one in the morning and one in the afternoon).

All program components are accessible to all.

The keynote presentation and one of the workshops are in English.

All other workshops are in Dutch or, if desired, in both Dutch and English.

KEYNOTE:

Assessing with effect: using the power of feedback – Judith Gulikers

Judith Gulikers examines the frameworks of the theme of this conference in her keynote presentation.

Judith Gulikers works in the Education and Training Studies (ECS) department of Wageningen University (WU). She conducts practical research on quality testing, competency-based testing, formative tests (tests one can learn from) and the testing of 21st-century skills. She also engages in teacher professionalization with regard to these themes.

<https://www.linkedin.com/in/judithgulikers/?ppe=1>

WORKSHOPS:

1. The art of questioning: a kind of feedback - Hans Bolten

In this workshop we work with a useful tool for feedback: Socratic questioning. This will help you find out *what* somebody thinks about something and *why* they have that opinion. As a result, you make someone think about his own actions and behavior, and thereby gives himself in a sense. Socratic questioning involves:

- the exploration of one's mental world through
- asking relevant and simple questions,
- *not* by helping or advising.

The workshop is for the most part practical; theoretical aspects are put into practice immediately. It will be intensive and fun and occasionally confrontational.

Hans Bolten is a philosopher and has been practicing the art of asking questions for 25 years.

Want to know more? Please visit: www.boltraining.nl/studiemateriaal/oefeningen-vragenstellen

2. Walk Your Talk - Jacques van Eijden

Non-verbal attitude towards feedback (in practice)

When giving feedback, not only what is said is of importance but also the way it is presented.

This experiential workshop focuses on the assessor's attitude and the added value of consciously deploying his/her physical presence. An open, appreciative and inspiring attitude reinforces feedback. Working with overview, insight and review increase the effectiveness:

a three-dimensional model based on the embodied schemas in the embodied cognition theory (Prof. Mark Johnson et al. 1980).

Jacques van Eijden has completed an international career as a professional dancer, dance teacher and dance therapist. He has been associated with the School of New Dance Development for 10 years. As dance teacher, but he was also there at the cradle of Somatic Guidance, the individual coaching of students. Since 1990 he is director of the Somatic Movement Institute and has a Private Practice in Groningen.

3. Feedback and reflection on work (DAS Theatre) - Juul Beeren

Introducing the way in which feedback on autonomous work is given at the master DAS Theater, with the belief that these techniques are also applicable to other courses. How do you motivate a student to bring up and discuss what they are struggling with? How do you create a safe learning environment where feedback giver and recipient remain in tune with each other? What is the motivation when giving feedback? We then put the method into practice based on a fictional work.

Juul Beeren works with the master DAS Theatre under the title student relations and educational advice.

4. Take the lead on the evaluation of your teaching! - Alard Joosten

How can you get feedback to further improve your teaching? Or: What can you do so that you hear more from your students, regarding what they think of your lessons, what they learn from them and how they think you're doing as a teacher ... So that you, in a safe environment and in the way that you want, get suggestions and concrete guidance for improvement.

In this workshop you will be given a number of possibilities that you can use in your class to hear students as a group or individually. We look at:

- ways you can ask for feedback,
- what purpose your feedback serves, and
- how to ensure that you receive adequate feedback.

You are going to try these options, focusing on how to create a safe environment for yourself and how you can ensure that the feedback gives you clear guidance.

Alard Joosten is co-owner of the De Docentenacademie (Teachers Academy). Since 2000 he has worked in higher education in various positions. In 2015 he and a colleague started De Docentenacademie with the aim of supporting and training teachers in the realization of effective education. One of the activities of De Docentenacademie is assisting in panel discussions with students and facilitating subsequent discussions of lessons between teachers and students.

www.dedocentenacademie.nl

5. Peerfeedback on work/ performances - SNDO

**The session is conducted in English language.*

At SNDO (School for New Dance Development) students get feedback in many different ways and at different points in time. From individual, informal, via the ongoing learning from each other in the classroom to structured formats conducted in a group setting. Being a makers department, developing ways to talk about art works – the students' performances – is important. In order to test, point out to and together discover the relations between what student intended with the work and what came across to its peers and viewers we have developed this format - the so called 're-view session'.

In this session we will watch (video recording of) a performance of one of the SNDO students and then together undergo the process using the methodology we have developed.

Everyone present in the session is invited and expected to actively participate.

From SNDO core team there will be present **Lisa Skwirblies** (SNDO 3 mentor), **Bruno Listopad** (SNDO 2 mentor) who will for this process assume alternately the roles of a re-viewer and mentor and **Bojana Mladenovic** (artistic director), who will moderate the session.

6. Continuous Feedback: expert, peer, teaching yourself and learning - MTD

Angela Linssen (artistic director, dancer and choreographer) and **John Taylor** (dancer and educator) teach at the Modern Theatre dance department. They are working with continuous feedback focused on the learning and development process of the individual student in their teaching practice.

Starting from a principle: through teaching a movement phrase, observing each other, exchange experiences, observations and peer feedback, followed by improvising. The students set their own learning goals and create in couples their own movement phrase in which the process of observation, exchanging and peer feedback continues. The learning from and with each other, observing each other, discussing and exchanging experiences will be constantly applied.

In this workshop you get acquainted with the principle of continuous feedback by doing and experiencing it yourself. Dance background not necessary: everyone is welcome.