

INSTRUCTIONAL DESIGN FOR DANCERS

# Using the Science of Learning to Teach What You Love

GUEST LECTURE FOR  
**THE BADASS TEACHER ACADEMY**

Lenora Noire | @lenoranoiredance | lenoradance.com



## Workbook for Learners

August 2021

## ACTIVITY #1

# Welcome Quiz: Pre-Assessment

This activity will help you create a baseline for your knowledge at the beginning of the webinar. It will be conducted using Google Forms, but I've included the questions below for your own learning and notes. [Link to live form.](#)

### Learning Objective:

Identify existing knowledge about instructional design, learning outcomes, design thinking, and assessment.

### Time: 3 Minutes

### Instructions:

Answer the following questions to the best of your ability. It's ok if you do not know the answer.

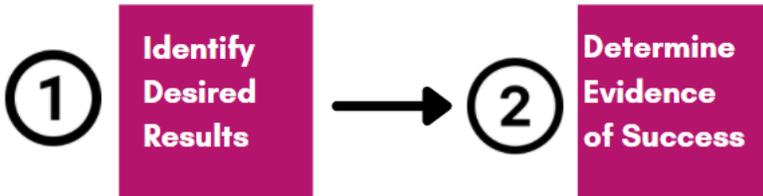
1. How long have you taught dance or your desired teaching subject?
  - a. I have not taught yet
  - b. Less than 1 year
  - c. 1-2 years
  - d. 5 or more years
2. Which of these best describes how you currently approach class planning?
  - a. I have never planned a class
  - b. I work through a list of skills that I would like my students to have and I plan classes around subsets of skills with time for practice, creation, and reinforcement.
  - c. I pick a song I like that inspires a combo, and then I create movements to match the music and teach my students the steps needed to complete the combo that day. We run-through the combo several times at the end of class.
3. How do most teachers outside of K-12 school systems learn to teach?
  - a. By going to formal training programs for teachers in their field
  - b. By completing an apprenticeship with a master instructor.
  - c. By replicating the way they were taught by their teacher.
4. Which of these best describes the term "instructional design"?
  - a. Using a template sheet to plan class every session.
  - b. Systematically designing learning experiences using evidence-based practices, needs requirements, and assessments and evaluation.
  - c. Creating visually stunning media to advertise your classes and find new students.
5. Backward design is:

- a. The process of designing a learning experience by identifying the desired results, then evidence of success, and using that information to influence your teaching content and assessments.
  - b. Finding similar products that appeal to the teaching environment you want to create and breaking down their tools and techniques to use them for yourself.
  - c. Working through phases of analysis, design, development, implementation and evaluation in cyclical order to create new courses.
6. What determines evidence of success in a learning experience?
- a. How quickly your students memorize combinations presented in class.
  - b. How many students enroll in your course consistently every month.
  - c. A list of visible skills that students can demonstrate that supports a goal they have while in your class.
7. What is the difference between a learning outcome and a learning objective?
- a. There's a difference?
  - b. A learning outcomes is built of smaller learning objectives
  - c. A learning objective is built of smaller learning outcomes.
8. Individual student goals should influence your teaching even in a multi-level class.
- a. True
  - b. False
9. The purpose of a pre-assessment is:
- a. Help a student determine baseline knowledge
  - b. Help instructors determine student goals and abilities
  - c. Help establish rapport between the instructor and learner
  - d. All of these.
10. The purpose of a post-assessment is:
- a. Demonstrate student learning back to the teacher.
  - b. Demonstrate student learning back to the student.
  - c. Reinforce students' awareness of progress towards goals.
  - d. Help the instructor determine areas that will need more time and focus.
  - e. All of these.

## ACTIVITY #2

# THINKING BACKWARD!

Time to practice working through STEP TWO of backward design: Determining Evidence of success



**Learning Objective:**

Outline the evidence of success for a given desired learning goal.

**Time: 5 Minutes**

**Instructions:**

Brainstorm what the evidence of success might look like for one or more given learning goals:

Desired Result	Evidence of Success: “The ability to...”
Ex. Build the perfect peanut butter and jelly sandwich	<ul style="list-style-type: none"> <li>● <i>Select a bread with a chewy light texture that does not become soggy when jelly is applied</i></li> <li>● <i>Choose in-season jam that is 1:1 tart and sweet</i></li> <li>● <i>Craft a blended creamy peanut butter with a slightly salty texture.</i></li> <li>● <i>Apply peanut butter and jelly to bread in a 2:1 ratio</i></li> </ul>
Maintain a strong and tall belly dance posture throughout a movement sequence	
Execute a horizontal figure 8	

## ACTIVITY #3

# B.Y.O.L.O.

## (build your own learning objectives and outcomes)

Learners often come to instructors with grand expectations (i.e. an outcome). How can you deliver content and assessment towards those expectations using specific and timely learning objectives?

### Learning Objectives:

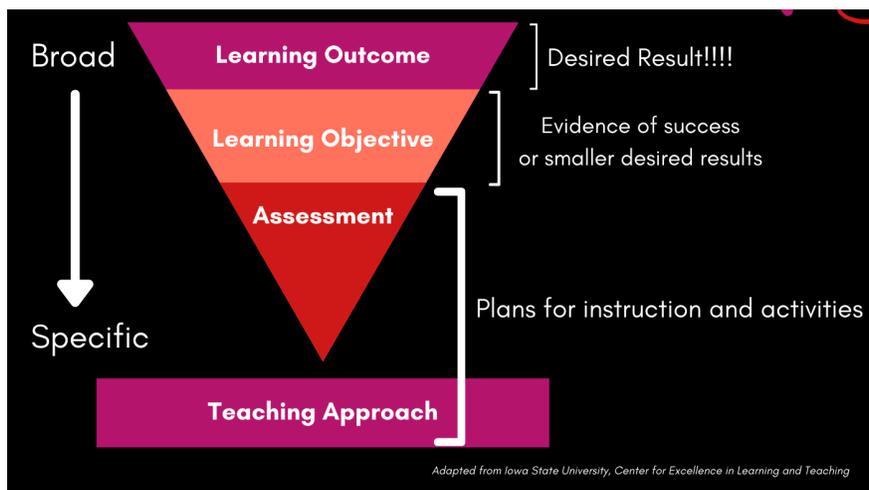
1. Convert student conversations into learning outcomes.
2. Dissect Learning Outcomes into one or more smaller learning objectives.
3. Brainstorm teaching and assessment for a single learning objective

**Time: 7 Minutes**

### Instructions:

Convert student statements into a learning outcome. Dissect the broad learning outcome into one or more manageable learning objectives (up to 5. There may be dozens). Use the background context of the dancer to help you determine the pathway to learning outcomes using objectives.

*Even if you have the exact same student, the answer one teacher gives may be different than another. That's ok. Teaching is an individual experience and there is strength in approaching learning outcomes in different ways. There are many pathways to the same result. You'll get better at aligning learning objectives with student outcomes the more you practice and the more you teach.*



## **OPTION 1:**

### **Goal Statement from learner:**

"I saw a dancer at a restaurant, and it looked so fun and exciting and sexy. I want to be able to perform at restaurants too."

### **Background of learner:**

Took ballet and movement classes as a child through high school. Hasn't danced in 10 years.

### **Revised Learning Outcome (Desired Result):**

### **1-5 Learning objectives that support outcome (Evidences of success):**

### **Single Objective (Evidence of Success):**

### **Teaching and Assessment Brainstorm for this Objective:**

## **OPTION 2:**

### **Goal Statement from learner:**

"I am retired and looking for something to keep me active. I've never taken dance before but thought it would help me with balance and coordination as I get older"

### **Background of learner:**

Has never taken dance or movement classes. Has a knee replacement, but cleared for dance by their doctor. The pain is mostly unnoticeable, but the dancer wants to be mindful of it on "bad days".

### **Revised Learning Outcome (Desired Result):**

### **1-5 Learning objectives that support outcome (Evidences of success):**

### **Single Objective (Evidence of Success):**

### **Teaching and Assessment Brainstorm for this Objective:**

## **OPTION 3:**

### **Goal Statement from learner:**

"I bought some belly dance workout DVDs but I'm really looking for a class so I can make some friends that belly dance too. I don't know if I want to perform, but I'd really love to be able to dance to a whole song by myself without stopping, because right now I forget all the moves I know."

### **Background of learner:**

Has been self learning through DVDs. Highly motivated, but without a teacher has adopted a few posture and movement errors that will need to be gently corrected over time.

### **Revised Learning Outcome (Desired Result):**

### **1-5 Learning objectives that support outcome (Evidences of success):**

### **Single Objective (Evidence of Success):**

### **Teaching and Assessment Brainstorm for this Objective:**

## **OPTION 4:**

### **Goal Statement from learner:**

“I’ve been belly dancing for 2 years twice a week, and performing at student shows and haflas. I’d really like to take things to the next level and be able to compete in a dance competition. I want to be better at choreographing dances and using all the music appropriately.”

### **Background of learner:**

Has a good technical foundation and emerging skills in being able to express emotion. Mostly dances to drum solos.

### **Revised Learning Outcome (Desired Result):**

### **1-5 Learning objectives that support outcome (Evidences of success):**

### **Single Objective (Evidence of Success):**

### **Teaching and Assessment Brainstorm for this Objective:**



## Readings and References from the Presentation

- Bryant, C. X., Galati, T., Green, D. J., Matthews, J., & Newton-Merrill, S. (2016). *Ace group fitness instructor handbook: The professional's guide to creating memorable movement experiences*. American Council on Exercise.
- Bowen, R. S. (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved [August 1, 2021] from <https://cft.vanderbilt.edu/understanding-by-design/>
- Fowler, Windschitl, Richards (2019). *Exit Tickets: Understanding students, adapting instruction, and addressing equity*. *The Science Teacher*. 86(8).  
<https://www.nsta.org/science-teacher/science-teacher-aprilmay-2019/exit-tickets>
- Gray, J. A. (1989). *Dance instruction: Science applied to the art of movement*. Human Kinetics.
- Guskey, Thomas R. and McTighe, Jay, "PRE-ASSESSMENT: Promises and Cautions" (2016). Educational, School, and Counseling Psychology Faculty Publications. 17.  
[https://uknowledge.uky.edu/edp\\_facpub/17](https://uknowledge.uky.edu/edp_facpub/17)
- Iowa State University. (n.d.). *Writing Course Goals/Learning Outcomes and Learning Objectives*. Center for Excellence in Learning and Teaching .  
<https://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/> .
- Sanchez, D. (2020, April 17). Reasons to Focus on Building Rapport [web log].  
<https://www.acefitness.org/fitness-certifications/ace-answers/exam-preparation-blog/7539/reasons-to-focus-on-building-rapport/>
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Assn. for Supervision & Curriculum Development.