

# FEEDBACK

<u>Offers a judgment.</u>	<u>Identifies and corrects errors.</u>	<u>Descriptive and factual.</u>	<u>Vague and imprecise.</u>
Value feedback reveals a judgment. “That was a lovely dance study.” “Your notation assignment is poorly done.” “Your tour jetés look great!”	Corrective feedback focuses on an error. It can include a statement that identifies the error and/or a statement about how to correct it. “Your leap should take off from the right foot, not the left.” “You are falling out of your turn. Engage the abdominals to keep the ribcage aligned over the pelvis.”	Neutral feedback acknowledges what the learner has done but does not correct nor judge. “You have included all the required elements for the choreography assignment.” “You did the turn.” “Your tempo was correct.”	Ambiguous feedback does not convey to the learner precise information about the performance, and can be misinterpreted. “That adagio wasn’t too bad!” “This improv group did pretty well.”

Using a variety of feedback is the spice of teaching and reinforces a variety of educational objectives. Select the type of feedback for the effect and for the information that it gives.

Value feedback tells learners how you feel about what they have done. This kind of feedback works in the affective domain and can be extremely important to learners on an emotional level. It can be powerful and should be judiciously used. Positive value feedback can build confidence; however, too much of it can start to ring false and be like candy: sweet but empty. Negative feedback can be a motivator or can leave students feeling hopeless and wondering why they’re taking dance class.

Corrective feedback gives the learner specific information on what was wrong and how to fix it. It can be the most precise and effective feedback, but if the solution or answer is always given to learners, they become dependent on it and don’t learn to self-correct. Also, students may get the message that they are never good enough—there is always another error to be corrected.

Neutral feedback is factual and devoid of judgement. It is useful when you want to initiate an exchange without offering your own correction or solution, to encourage learners to analyze the situation and come up with their own feedback.

Ambiguous feedback is appropriate when one does not want to make a commitment. It is not appropriate when the teacher wants learners to do a specific skill, action, or behavior. As the name implies, ambiguous feedback can give a mixed message to students.

**Combination** feedback can be used to encourage, judge and correct simultaneously.

- “Your spine was beautifully fluid that time! Remember to shift onto your back foot before starting forward.” (Specific value and corrective)
- “Not bad. You maintained the correct tempo throughout.” (Ambiguous and neutral)
- “Rounding your arms more and keeping your elbows higher will keep your turns from looking weak. The legs and feet are great.” (Corrective and value)
- “You look tense when you do it. Release your trapezius and keep your arm lower.” (Value and corrective)
- “Your study wouldn’t seem so tedious if you incorporated changes in level and/or tempo.” (Value and corrective)
- “That was just great, except that your focus was down at the end; an uplifted focus will bring a sense of lightness to it.” (Value and corrective)