

Dn255

Barry, Sarah <smbarry@ua.edu>

Mon 2/8/2021 3:58 PM

To: Alley, Stacy <slalley@ua.edu>

Cc: Barry, Sarah <smbarry@ua.edu>

Hi Stacy,

It was great to watch you in class today. We already chatted about some of this, but I wanted to share some feedback in writing.

I loved showing up to class and all the students were present and already warming up. You have set up clear expectations for them with a clear class structure which is essential for a beginner group. I appreciated the consistent emphasis on timing/counts/rhythm throughout the class which you discussed and physicalized in various ways. You gave them numerous entry points to learn the material, with targeted and specific feedback and the ability to self-reflect and assist their peers. Some of your diverse tactics I observed included physical demonstrations, saying the names of the steps, counting the step (e and a one, e and a two, etc.), clapping the rhythms, having students close their eyes and listen to the sounds, giving them time to work on their own, keeping a journal to write down the steps and sequences, and sharing music and videos to refer to outside of class. You also provide ample opportunities for student questions along the way and frequently ask them what they need. In addition to the group work, you often ask for volunteers or call out students to show the material either by themselves or in small groups. This helps build community and accountability. You asked students to evaluate themselves and name the things they are doing well or what they can work on, as well as gave their peers the opportunity to do the same. You've established a warm/welcoming community where students feel safe to critique and support their peers and themselves. When you give feedback you give the opportunity to physicalize it right away, helping students embody the concepts. You also gave important general reminders throughout about breathing, releasing tension, and allowing themselves the freedom to mess up, make mistakes, and experiment/try things out. I loved your example of the toddler temper tantrum tap, doing the movement completely over the top to show the weight shift and the basics of a new step. You also helped by reminding them of what they already knew or what was similar about the new material to what you've already taught, closing the fear gap toward the idea of a "new" step.

I have 2 suggestions. One, I think the music is quite loud and I definitely couldn't hear any cues you were calling out while the music was playing. I would recommend turning that down a bit so they can hear their own taps more as well as your verbal cues (though you do an excellent job of giving non-verbal cues as well to combat this issue). The other is I heard you mention a facebook group for the class to share resources. While I love the idea of sharing resources, we are trying to move away from social media platforms for classes so I wanted to suggest Microsoft Teams. I am also just learning it, but it is available to all students and faculty/staff and it is sort of like Slack in that you can direct message people, send group messages, post files, set tasks or assignments, etc. You can even make videocalls on it and it links up to your calendar. I encourage you to poke around in Teams and see what you think. We'll be starting a Dept group on it soon, at minimum as a back-up communication tool.

<https://oit.ua.edu/services/email/microsoft-teams/>

It's a genuine pleasure to watch you teach. Your commitment to your students is clear and inspiring.

Thanks!

Sarah M. Barry, MFA, CLMA | Chair and Professor
Theatre and Dance
[The University of Alabama](#)

113 Rowand-Johnson
Box 870239
Tuscaloosa, AL 35487
Phone [205-348-8699](tel:205-348-8699) | Fax [205-348-9048](tel:205-348-9048)
smbarry@ua.edu | <http://dance.ua.edu>



MASK UP BAMA!



#TIDETOGETHER
HEALTHINFO.UA.EDU