

College of Arts
T&L Innovation case studies
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Lincoln School of Fine & Performing Arts

Transforming student feedback in dance technique through immersive, embodied 360 digital technologies

The College of Arts 2019/20 Teaching and Learning Innovation Fund project focused on the integration of 360 digital technologies to enhance formative video feedback in Dance Technique within Higher Education. A 360 camera was used to film assessment exercises, the footage was stitched together to create a stereoscopic image and the students viewed the footage in a head mounted display unit (HMD). Dance Technique modules already provide large amounts of feedback both tutor and peer led, however there is always a demand for more feedback in module evaluations. This project responded to this need to provide another source of student reflection and feedback. Feedback in Dance Technique often requires minute detail and refers to specific parts of the movement or the student's body. The challenge comes with trying to describe these moments with language without any visual cue. This often creates wordy accounts and does not always ensure students understand.

The immersive, embodied nature of the project allowed students to view their own bodies as if they were in the room live, watching their own body perform. This method of feedback transformed their perception of their own performance and gave them opportunities to step outside of their own body and view the action as an outside eye. Students were able to immediately re-experience the action and enhance their ability to reflect on their own performance. The project provided a solution to allow students to critically analyse their own body and recognise both peer and tutor feedback through observation

The project was designed to develop an enhanced learning environment for the students and the project culminated in the development of a new method of feedback and student reflection. At the end of the project students were interviewed individually to discuss their experience of embedding the digital technologies into the module and using this as a method of formative feedback.

In summary, the students discovered that they were able to recognise the verbal feedback provided by both tutors and peers directly by watching the footage. They found that using

360 technology to view their bodies, rather than the mirrors, allowed them to stay immersed in the performance. Students revealed that watching their bodies in 360 video revealed issues that they had not identified previously or could not be seen on a 2D camera. As a result of this project we have now purchased further equipment to allow staff to embed this method of feedback as a permanent feature of Dance Technique modules at level 3.

Example images of 360 camera shot in the studio:



Images of students wearing HMD

