

Specialist Seminar Future Directions in PE Assessment



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ABSTRACT BOOK



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Preface

The AIESEP Specialist Seminar 'Future Directions in PE Assessment' brings together international experts to share their knowledge about *'one of the most fraught and troublesome issues physical educators have had to deal with over the past 40 years or so'*.¹

Through keynotes, original research presentations, presentations on assessment projects and initiatives, and interactive discussion sessions, the goal of the seminar is ultimately to produce an AIESEP Position Statement on PE Assessment. That statement aims to guide and inspire PE teachers and scholars all over the world, and inform and/or influence policy regarding PE assessment.

This abstract book contains summaries of all keynotes and individual contributions within the 'International Overview' and 'PETE' sessions, and 39 abstracts from the 'mini-orals' on original research, projects and initiatives on PE assessment.

The organising committee would like to thank everyone for their contribution, and we look forward to what promises to be an interesting and productive seminar!

Gwen Weeldenburg
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¹ López-Pastor, V. M., Kirk, D., Lorente-Catalán, E., MacPhail, A., & Macdonald, D. (2013). Alternative assessment in physical education: a review of international literature. *Sport, Education and Society*, 18(1), 57-76.

8. Good practices in initial physical education teacher education developed by members of the Cross University Network for Formative and Shared Assessment

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Background and purpose

The *Cross University Network for Formative and Shared Assessment* (REFYCES in Spanish) was created in 2005 as a means for providing mutual support for academics wanting to develop “more innovative and effective assessment strategies (...) and at the same time provide a focus to stimulate a wider debate and more extensive research within the HE [Higher Education] sector in Spain” (López-Pastor et al., 2011, p. 79). It is opened to academics from any field of knowledge, having those related to physical education teacher education (PETE) a core presence within the network. The basic commitment for being member of the REFYCES is to elaborate a mixed quantitative/qualitative annual report related to one subject. For some years, these reports have been composed of three main sections: (a) *Context*; (b) *Description and assessment of one selected good practice developed within the subject*; and (c) *General data on the assessment of the whole subject*. The main aim of this study was to describe the “good practices” selected by REFYCES members in the context of initial PETE.

Methods

This was a retrospective, descriptive study, based on the analysis of 65 annual reports written by 39 university teachers from 16 Spanish universities between the 2013-14 and 2015-16 academic years. They referred 39 subjects related to initial PETE. For this study we mostly used information of section (b), by categorizing some qualitative data (*name of the good practice* and *evaluation of the good practice*) and calculating the mean and standard deviation for the question “4.2.4.a - Was this experience useful for your learning?”

Results

Reports showed a wide variety of good practices, including the design and/or development PE didactic units, PE activities, PE lessons, learning assessment tools, learning projects, oral presentations, debates, essays, edublogs or portfolios, to name a few, many of them developed by tutored students' working teams. Most teachers used rubrics and scales for students' assessments. These assessments were formative and included co-, self- and/or peer-assessments. The students globally recognized these good practices as useful, with scores ranging from three and five points on a one-to-five (*Not at all* to *Very much*) Likert scale ($M=4.58$, $SD=0.55$).

Conclusions and implications

Teachers involved in the analyzed good practices were engaged in trying to make learning activities and assessment processes more authentic, transparent, formative and shared. As a whole, these experiences are a valuable practical contribution to transformative teaching practices in higher education.

References

López-Pastor, V.M., Castejón, J., Sicilia-Camacho, A., Navarro-Adelantado, V., & Webb, G. (2011). The process of creating a cross-university network for formative and shared assessment in higher education in Spain and its potential applications. *Innovations in Education and Teaching International*, 48(1), 79-90. doi: <https://doi.org/10.1080/14703297.2010.543768>