

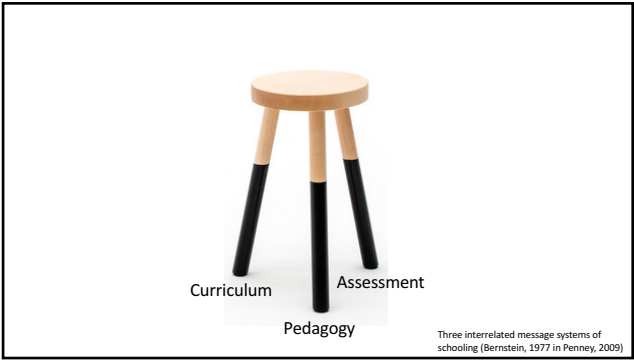
Curriculum, Pedagogy &
Assessment: *Tying it all together*

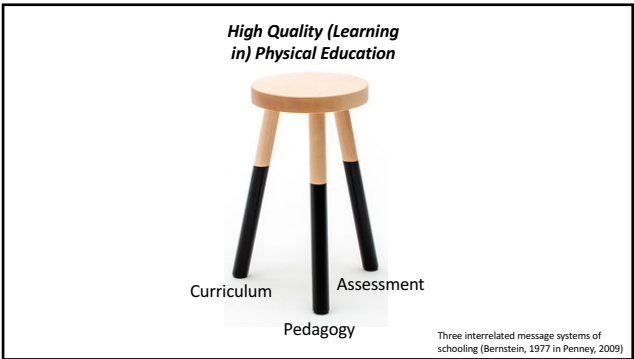


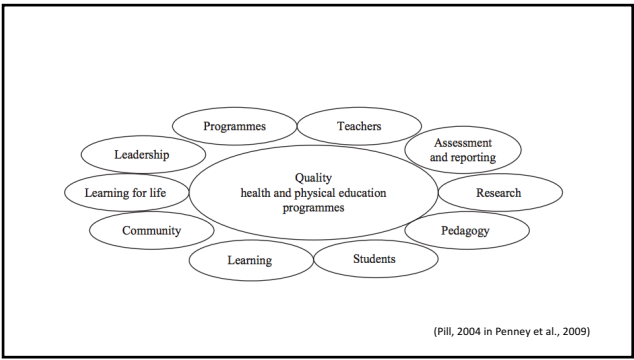
Outline

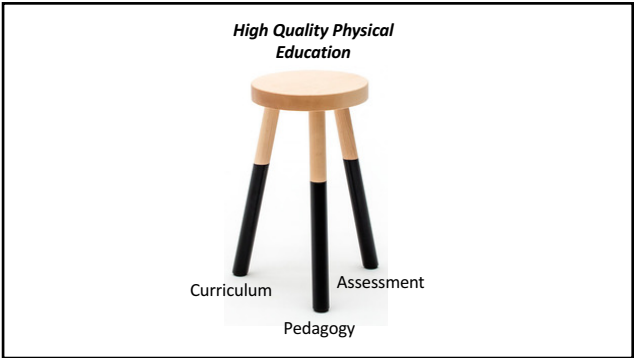
- What have we studied so far...
- Drawing it together using the *Curriculum, Pedagogy and Assessment* trio in PE (Penney et al., 2009)
 - The importance of *Authentic Assessment*
 - Considering *Alternative Assessment* (Lopez-Pastor et al., 2012)
 - Reconsidering *Assessment for Learning* in detail (Tolgfors, 2018)

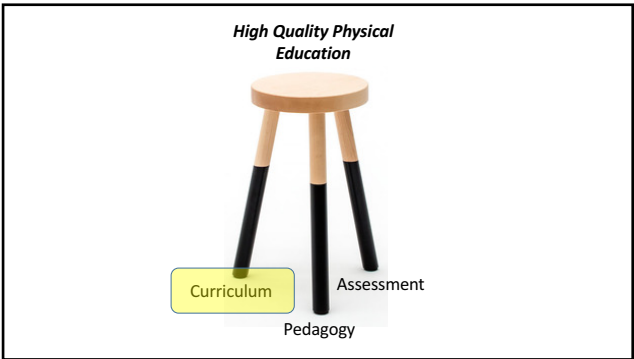
○	Module Assessments ↗
○	Week 1: Introduction to Assessment in Physical Education ↗
○	Week 2: What Should be Assessed in Physical Education? ↗
○	Assessing Fitness in PE - The Big Debate! ↗
○	Measuring Physical Literacy ↗
○	Week 3: Assessing Physical Competence ↗
○	Week 4: Assessment Strategies in PE (across multiple domains) ↗
○	Week 5: Assessment in Examination Based Physical Education ↗
○	Week 7: Assessment & Models Based Practice ↗
○	Week 8: Assessment with SOLO Taxonomy ↗
○	Week 9: Curriculum, Pedagogy & Assessment: Tying it all together ↗

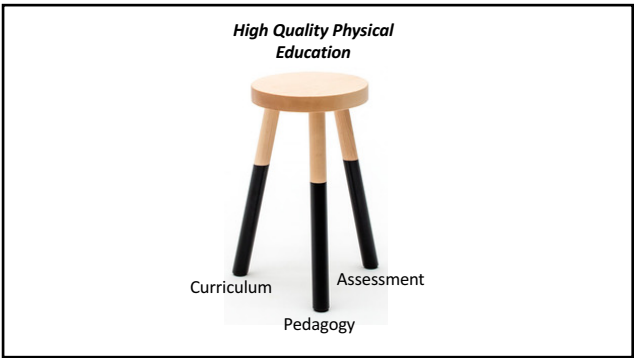


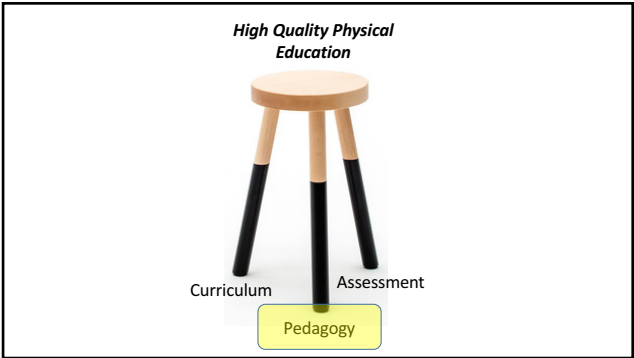






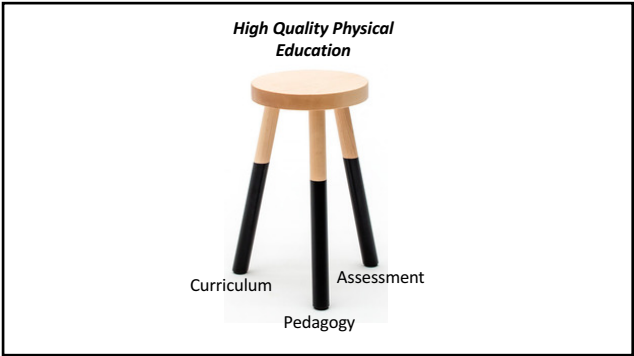


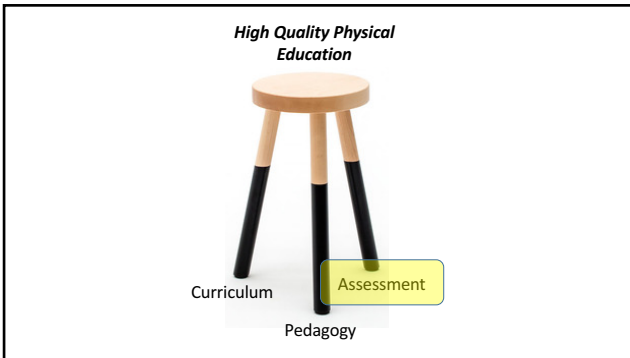




Pedagogy

- 'different things to different people' (Tinning, 1992, p. 24).
- Integrated view of 'teacher, the classroom or other context, content, the view of learning and learning about learning' (Penney et al., 2009 drawing on Watkins and Mortimore, 1999, p. 8)
 - Instructional models (Metzler, 2011)
 - Models Based Practice (Casey, 2016)





Quality Assessment

“quality assessment practices in PE should focus on intended student learning; be authentic from a learner perspective; be inclusive in construction and enactment, and be defensible in relation to validity and reliability”

(Penney et al., 2009)

Authentic Assessment

- Desrosiers et al. (1997), authentic assessment has three typical features:
 - it is integrated within the teaching-learning process
 - the assessment procedure is shared with the students
 - shared assessment attaches most importance to formative assessment
- Mintah (2003) argued that authentic assessment generates a greater interconnection among teaching, assessment and learning.
- According to Richard and Godbout (2000), the essential point for authentic assessment resides in regular and systemic use of formative assessment for the teaching-learning process

(in Lopez-Pastor et al., 2012)

Authentic Assessment

- Authentic assessment requires time-phased approach (not a single snapshot)
- Creation of criteria/rubrics for this time period is key

Authentic Assessment

- Authentic assessment refers to connectedness to the world (Shepard, 2000)
- Have application & meaning
- Contextually meaningful,
 - replicating manner in which the knowledge and processes being assessed are utilised in real life contexts
- These must be authentic/meaningful (what to assess?)
 - How do we decide what to assess/what is authentic/meaningful?
 - link to previous work – aims, benefits (Bailey et al., 2009)
 - Learning in, through and about movement (Arnold, 1988)
- Can you think of examples of authentic assessment in PE?

Authentic Assessment in PE

Hay (2006, p. 317) proposed that: ... “authentic assessment in PE should be based in movement and capture the cognitive and psychomotor processes involved in the competent performance of physical activities”.

Hay (2006) has suggested that authentic assessment in PE should occur in physical activity contexts and consider domain-relevant movement concepts (biophysical and sociocultural) in the field.

Intellectual quality	Connectedness
– Higher-order thinking – Problematic knowledge (consideration of alternative knowledges) – Problematic knowledge (construction of alternative knowledges) – Depth of knowledge (disciplinary content) – Depth of knowledge (disciplinary processes)	– Integrated school knowledge – Connectedness (link to knowledge background) – Connectedness (problem linked to world beyond classroom) – Connectedness (audience beyond school) – Problem-based tasks
Elaborate communication	
Supportive classroom environments	Working with and valuing difference
– Student direction of assessment tasks – Explicit quality performance criteria	– Cultural knowledges are valued – Group identities – Active citizenship

(Hayes et al., 2004 in Penney et al., 2009)

Original Articles

Alternative assessment in physical education: a review of international literature

Victor Manuel López-Pastor  David Kirk, Eloisa Lorente-Catalán, Ann MacPhail & Doune Macdonald
 Pages 57-76 | Received 19 Jan 2012, Accepted 16 Jul 2012, Published online: 14 Aug 2012

 Download citation  <https://doi-org.ezproxy1.bath.ac.uk/10.1080/13573322.2012.713860>

Traditional v Alternative Assessments

- Test culture to assessment culture (Desrosiers et al., 1997 in Penney et al., 2009)
- Alternative assessment does not exclude summative assessment, but rather emphasises student learning as a process rather than solely relying on grades or marks as products/outcomes.

Traditional Assessment (Matanin & Tannehil, 1994 in Penney et al., 2009)

- Summative assessments (54%) dominated over formative (30%) assessments,
- Teachers tended to value effort and participation more than performance and skills when grading.
- Teachers did not usually assess as they had been encouraged to do during their pre-service teacher training, as they believed such practices were not transferable to the reality of teaching physical education in schools.
- Developing efficient, easy to use instruments to measure and compile data on students' learning, and to train teachers for that purpose, is a challenge to be addressed.

Traditional Assessment (Matanin & Tannehil, 1994 in Penney et al., 2009)

- the most significant changes were that:
 1. most teachers continued to identify grading with PFTs performance and motor skills,
 2. achieving a passing grade in physical education was easy for students,
 3. wearing appropriate clothing or participating remained as grading criteria,
 4. the grading criteria most commonly used were participation, knowledge and skill level, with other criteria including effort, attitude, behaviour and physical fitness.
- With regard to the time employed for assessment, it varied from 10% of total time to as much as 80% in some cases.
- Physical education teachers did not accept the idea of students' grades being dependent on their physical fitness, with only 4% of teachers using physical fitness as a grading criterion.
- Some teachers declared their preference for 'subjective' assessment to decide students' grades, based mainly on criteria such as effort, participation and behaviour.
- The authors criticised the lack of objectivity and systematic approach, as well as the limited use of an official physical education assessment.

Alternative Assessment

“involve students in actively solving realistic problems through application of new information, prior knowledge and relevant skills”

(Siednetop & Tannehill, 2000)

Research Exploring Alternative Assessment

Task:

1. Read the overview of a study on alternative assessment in PE (from Lopez-Pastor paper)
2. Prepare a bullet pointed overview of:
 - what they did,
 - what they found,
 - what the implications of the findings are
3. Present your overview to another small group

Alternative Assessment

“The common interest between these relatively new approaches to assessment in physical education is to interrogate the teaching-learning processes and **create enhanced learning for students**, and by association explore a different way of understanding and performing educational assessment, moving the focus from assessment based on teaching towards **assessment based on the students’ learning**”.

(Lopez-Pastor et al., 2012)

New approaches to assessment

Task:

1. List the strategies of assessment that we have explored so far in this module
2. Link each form of assessment from your list to each definition?

Some may appear in multiple categories.

Types of assessment	Definition	References
Formative assessment	- Assessment process aimed at enhancing the teaching-learning process (Black 1998, 2003). - It is a process that provides feedback to students to help them improve their learning. - It is a process that provides feedback to teachers to help them improve their teaching. - It is a process that provides feedback to both students and teachers to help them improve their learning and teaching.	Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003)
Alternative assessment	- Assessment process aimed at enhancing the teaching-learning process (Black 1998, 2003). - It is a process that provides feedback to students to help them improve their learning. - It is a process that provides feedback to teachers to help them improve their teaching. - It is a process that provides feedback to both students and teachers to help them improve their learning and teaching.	Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003)
Authentic assessment	- Assessment process aimed at enhancing the teaching-learning process (Black 1998, 2003). - It is a process that provides feedback to students to help them improve their learning. - It is a process that provides feedback to teachers to help them improve their teaching. - It is a process that provides feedback to both students and teachers to help them improve their learning and teaching.	Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003)
Integrated assessment	- Assessment process aimed at enhancing the teaching-learning process (Black 1998, 2003). - It is a process that provides feedback to students to help them improve their learning. - It is a process that provides feedback to teachers to help them improve their teaching. - It is a process that provides feedback to both students and teachers to help them improve their learning and teaching.	Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003)
Learning-centred assessment	- Assessment process aimed at enhancing the teaching-learning process (Black 1998, 2003). - It is a process that provides feedback to students to help them improve their learning. - It is a process that provides feedback to teachers to help them improve their teaching. - It is a process that provides feedback to both students and teachers to help them improve their learning and teaching.	Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003)
Assessment for learning	- Assessment process aimed at enhancing the teaching-learning process (Black 1998, 2003). - It is a process that provides feedback to students to help them improve their learning. - It is a process that provides feedback to teachers to help them improve their teaching. - It is a process that provides feedback to both students and teachers to help them improve their learning and teaching.	Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003), Black (1998), Black (2003)

Summary & Questions for Consideration (Lopez-Pastor et al., 2012)

- Do alternative assessments achieve their aims?
 - What works? How?
- What are the barriers to using these alternative assessments?
- What support to PE teachers need?
- What should be valued in EP and therefore assessed?
- Physical fitness/competence v Learning
 - Needs to be time-phased and based on individual start points



Three interrelated message systems of
schooling (Bernstein, 1977 in Penney, 2009)

“Assessment needs to be integral to, and consistent with,
what gets taught and how it gets taught and future
research should acknowledge this in its questions and
methodologies”

(Lopez-Pastor et al., 2012)

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Different versions of assessment *for* learning in the subject of physical education

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Assessment for Learning

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. (Black et al. 2002)

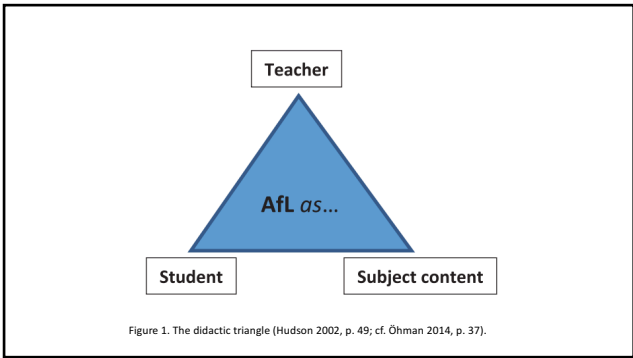
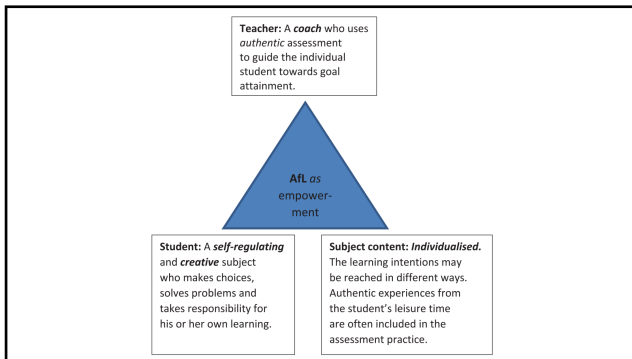
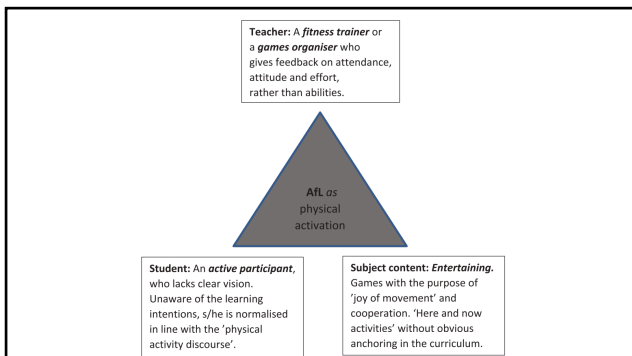
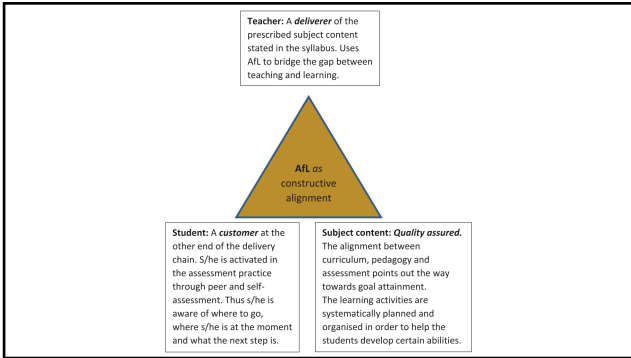


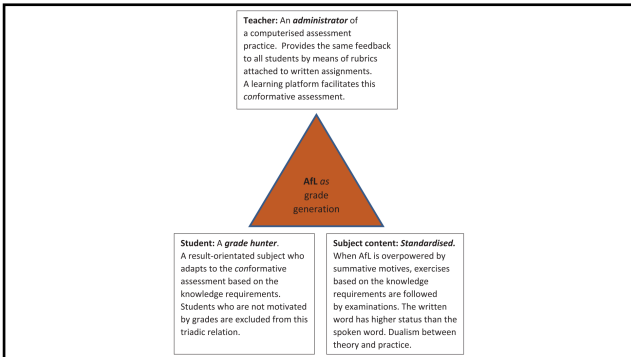
Table 1. The major findings of the study.

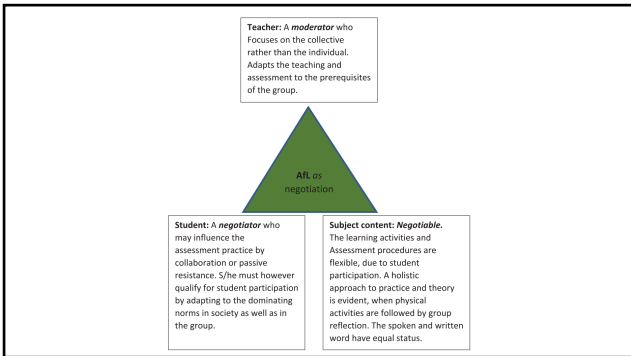
Versions of Afl	Teacher	Student	Subject content
Afl as empowerment	A coach	A self-regulating and creative subject	Individualised
Afl as physical activation	A fitness trainer/a games organiser	An active participant	Entertaining
Afl as constructive alignment	A deliverer	A customer	Quality assured
Afl as grade generation	An administrator	A grade hunter	Standardised
Afl as negotiation	A moderator	A negotiator	Negotiable











Overview - Assessment of What Learning? (Tolgfors, 2018)

- What kind of students we want to foster in PE?
 - autonomous life-long learners?
 - active participants here and now?
 - students dependent on their teachers to map out the way to goal attainment?
 - grade hunters?
 - young citizens who excel in teamwork?

“The main idea of AFL is to adapt the teaching to the students, and not the students to the standards. That is why the focus should be more on progression than achievement in the formative assessment practice of PE”

(Tolgfors, 2018)

References

Dawn Penney , Ross Brooker , Peter Hay & Lorna Gillespie (2009) Curriculum, pedagogy and assessment: three message systems of schooling and dimensions of quality physical education, *Sport, Education and Society*, 14:4, 421-442, DOI: 10.1080/13573320903217125

Víctor Manuel López-Pastor , David Kirk , Eloisa Lorente-Catalán , Ann MacPhail & Doune Macdonald (2013) Alternative assessment in physical education: a review of international literature, *Sport, Education and Society*, 18:1, 57-76, DOI: 10.1080/13573322.2012.713860

Björn Tolgfors (2018) Different versions of assessment for learning in the subject of physical education, *Physical Education and Sport Pedagogy*, 23:3, 311-327, DOI: 10.1080/17408989.2018.1429589
