

The logo for the University of Lausanne (Unil) is written in a blue, cursive script.

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Analysis of the activity of PE teachers facing reform: current research

AIESEP International Conférence June 19-22, 2019

June 20, 2019

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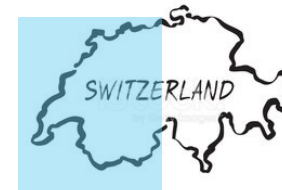
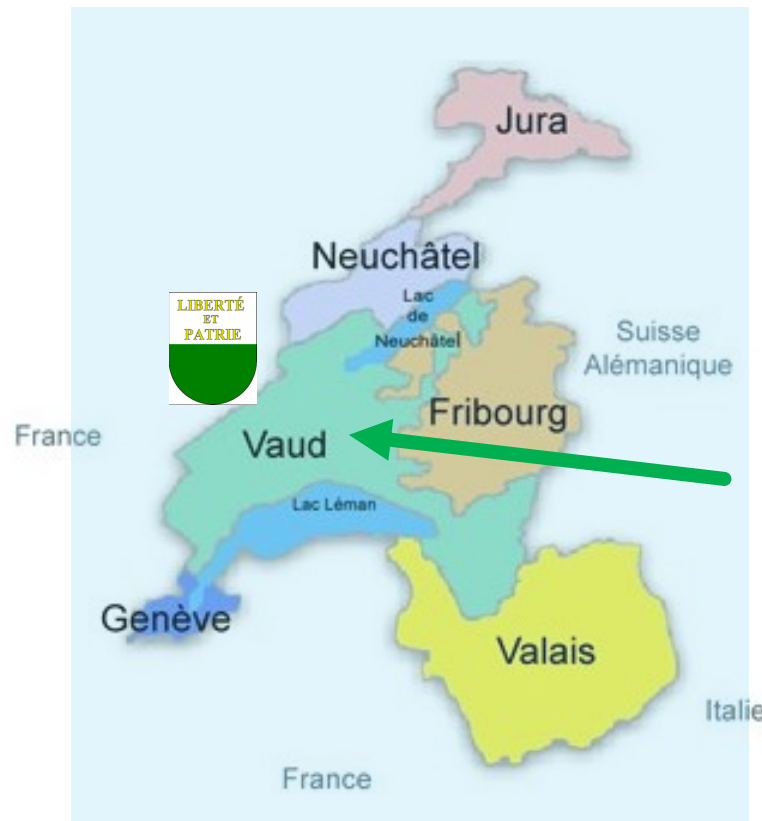
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The logo for HEP Vaud (Haute école pédagogique vaud) features the lowercase letters 'hep' in a bold, blue font, followed by a blue diagonal slash. To the right of the slash, the words 'haute école pédagogique vaud' are stacked vertically in a smaller, blue, sans-serif font.

Introduction

Why this subject?



Canton of Vaud:
Summative assessment
No grades

Introduction

New PE assessment prescriptions - 2015
secondary school
(12 to 16 years)



- Mandatory summative assessments
- Summative but not grading
- Different assessment objects (motor skills, competencies, affective behaviours)
- Directive / freedom
- Official but not controlled

 Teacher oppositions

New concept of PE assessment

3^E CYCLE – DEGRÉ SECONDAIRE I

- pour chaque semestre, quatre à six évaluations doivent être effectuées;
- six évaluations cantonales sont obligatoirement effectuées durant les trois années du degré secondaire I selon la répartition suivante:

9 ^e année	10 ^e année	11 ^e année
CM 33 Athlétisme	CM 32 Coordination	CM 33 Agrès
CM 32 Chorégraphie	CM 34 Jeux	CM 34 Jeux

- l'ordre dans lequel les deux évaluations cantonales sont effectuées au cours de l'année est laissé au choix de l'enseignant-e;

- les codes suivants sont utilisés:

– objectifs très bien réussis	TBR	– objectifs bien réussis	BR
– objectifs réussis	R	– objectifs entraînés	E¹

Cantonal prescription:

per year, teachers have to do **8 to 12 summative assessments:**

- 2 « cantonal assessments » (mandatory tests)
- 6 to 10 « school assessments » (decided within teaching teams)

Assessment codes (no grades)

E = *trained*

R = *successful*

BR = *well done*

TBR = *very successful*

Assessment in PE

Confusions and tensions

- Development / control
- Formative = Function /summative = approach
(De Ketele, 2010, Mougnot & Dugas, 2014)
- Assessment arrangements
(Cogérino & Mnaffakh, 2008)



Negative effects of certification

- Arbitrary and subjectivity
(Annerstedt & Larsson, 2010)
- Avoidance strategies
(Pulfrey, Buchs, & Butera, 2011)
- Perceived teacher support
(Lentillon-Kaestner *et al.* 2018)



Sustainability of traditional assessments

- Performance
- Physical tests
- Assessment of learning
(Hay & Penney, 2009)

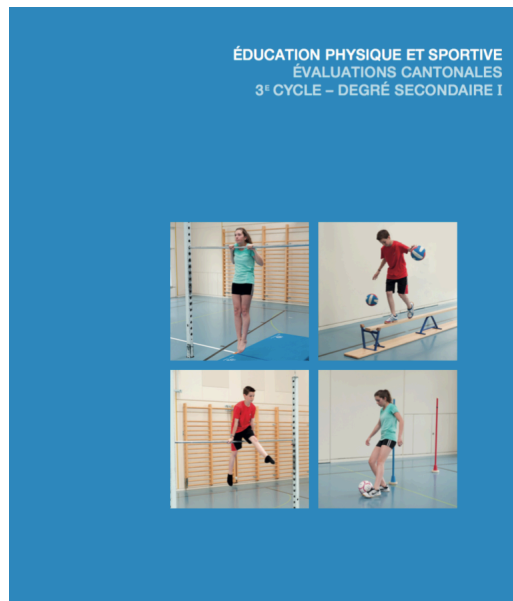
Recent reforms

- USA 2004 puis 2014 (Avery, 2012)
- Norway 2011 (Leirhaug & Annerstedt, 2015)
- Sweden 2011 (Larsson & Nyberg, 2017)
- Ireland 2016 (MacPhail & Murphy, 2017)

Evolution towards "alternative" assessments (Lopez-Pastor *et al.*, 2013)

- Assessment for learning (AfL)
(Leirhaug & MacPhail, 2015)
- Authentic assessment (Collier, 2011)
- Assessment as a learning tool

Activity of PE teachers facing assessment reform 2015



- ▶ Same tensions?
- ▶ How and why does the new assessment framework wake up these tensions?
- ▶ How do teachers interpret prescriptions and adapt them to their concerns?

Theoretical framework

Clinic of activity

activity analysis
(Vygotski, 1960; Clot, 1999)

CHAT Cultural historical activity theory (Vygotski, 1960)
Psychological current of the **theory of activity**

Development of the power to act

internalization of
cultural signs,
(professional rules
or skills)
(Vygotski, 1978)

capacity to **be
affected**
(Vygotski, 1978)

based on **dilemmas** (intrapsychic
conflicts) linked to:
- prescribed vs performed activity
- actual vs performed activity
and **debates** with others
(interpsychic conflicts) (Vygotski, 1978)

Theoretical framework

Clinic of activity
activity analysis

CHAT Cultural historical activity theory
(Vygotski, 1960)

French Ergonomics
(Clot, 2008)

Development of the power to act

Intrapsychological conflicts related to:

- competing motives for action (Vygotski, 1978)
- the change of focus of the activity:
self oriented (subjective) / **activity object oriented** (efficiency) (Saujat, 2010)

- Creating **new goals** (motives) & **new skills** (operationse) (Leontiev, 1984)
- **Reinforcement or removal** of motives
→ asymmetrical interaction (scarfolding) (Bruner,1983)

Research questions

- ▶ Under what circumstances do PE teachers **develop** facing reform?
- ▶ Which **intrapsychic conflicts** promote or hinder the development of power to act?
- ▶ Does the confrontation with one's own assessment activity lead to the **creation of new goals** and a **shift or reinforcement of one's motives for action** (meaning) and/or a change in operations (efficiency)?

Methodology

Data collection

- ▶ Academic year 2017-2018
- ▶ 2 secondary schools (cycle 3)
- ▶ 6 teachers (3 women / 3 men)
- ▶ In 6 classes (4 mixed / 2 no mixed)

Method used for data processing

- ▶ **Video recordings** of summative assessment lessons
- ▶ Simple and collective **self-confrontation interviews** (Yvon & Garon, 2006).
- ▶ Language material analysis with **brands and indicators of potential development** (Bruno & Méard, 2018)

Results of the current research (1)

- ▶ Case n° 1 Line (first name)
- ▶ Partial results (4 simple auto-confrontation interviews)

Results appeared in language material show potential development linked to:

1. Intrapsychological conflicts related to **competing motives**

promoting students' self-confidence

controlling assessment and learning

creating links with students

proposing equal treatment

ensuring the success of the weakest

ensuring security

feeling helpful as a teacher

making students autonomous and responsible

keeping the program

proposing several activities

Results of the current research (2)

Other results appearing in language material show potential development linked to:

2. Intrapsychological conflicts related to the **change of focus of the activity**: (Saujat, 2010)
self oriented (subjective) / **activity oriented** (efficiency)

Line: Well, after that **I didn't really want to have to manage** how they were doing behind!

Line: (...) **they had fun with**, at one time! But others (.) they discuss! After that ((shrugs)) as long **as they don't disturb me** (.) there **the goal was still to assess** (...)

Line: **I'm really more focused** on the assessment and then **I almost prefer** that they discuss and then **they don't disturb the assessment** (.) if they don't want to do well, **I won't come every two minutes** to bawl them or (.) otherwise **I lose my assessment** or **it lasts three hours**, haha!

Results of the current research (2)



Results of the current research (3)

Last results appeared in language material show potential development linked to:

3. Creating **new goals** (motives)

Succession of new goals come from peer assessment in cantonal test:
Coordination 10^e

To spread the assessment over 3 lessons

To form pairs by affinity

To film assessment to control student activity

To assess herself and make an average

To train students more

To help students to integrate the criteria

To try more complex exercise only if easiest are successful

To film and watch video with students to help them to understand results

Development of the power to act

Discussion

Intrapsychological conflicts appear thanks to:

- ▶ Interactions with other teachers (interpsychic conflicts)
- ▶ Discussion and questions of the researcher during simple and collective auto-confrontation interviews
- ▶ Subjectivity is part of the activity of the teacher
- ▶ Balance between prescription and subjectivity
- ▶ To be healthy at work and integrate the prescription, teachers have to:
 - keep the program, ensure student safety, help students succeed, etc. (efficacy), BUT ALSO
 - Be comfortable, appropriate the assessment, see the meaning, avoid stress, do not be afraid, etc.
- ▶ Not to neglect subjectivity in order to be able to appropriate prescription and make one's job.

Conclusion

Practical implications

- ▶ To understand teachers' resistances and difficulties in PE assessment
- ▶ To support them better in a reform of the PE assessment
- ▶ To promote collective work and dialog

Scientific extensions

- ▶ Future results will provide interesting insights and further development of this initial results
- ▶ This study should provide a better understanding of the subjectivity of assessment activity and thus complement existing studies

Thank you



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