

Theme 1: Physical education teacher education, professional development

Peer assessment practices in physical education: development of teachers activity through self and cross confrontation interviews

Peer assessment practices include situations in which students are involved in observing or assessing their peers. For a long time, peer assessment was limited to performance assessments without pedagogical aim (Brau-Antony, 1991). More recently, studies have shown improved student engagement and learning through implementation of alternative methods, such as Assessment for learning (AfL), which aims to involve students through peer assessment situations (López-Pastor et al., 2013). By collaborating with peers and teachers, students would better integrate assessment criteria and take greater responsibility for themselves (Mougenot, 2016). In the french part of Switzerland, specifically in the county of Vaud where PE has no promotional grades, PE teachers don't succeed to use learning-oriented peer assessment practices (Lentillon-Kaestner & Grandchamp, 2020).

This qualitative research, carried out in a context of PE reform, focuses on the development of PE teachers induced by underlying tensions in their assessment activity, more specifically for peer assessment. Theoretical concepts come from the Clinical activity. It supposes a potential development process for actors induced by intrapsychic conflicts linked to competing motives or non-realized possibilities for action (Clot, 2008). Data collection used a qualitative method based on 26 self and cross confrontation interviews to identify a potential activity development by six PE teachers from secondary school (students aged 12 to 16).

Results show that PE teachers' potential development activity is linked to intrapsychic conflicts due to resistances and/or difficulties to involve peer assessment in their practices. Analysis of the work illuminate of one of most recurrent PE teachers' concerns that is assessment judgment control. Through self and cross confrontation interviews, PE teachers involved in this qualitative study overcome activity tensions and succeed in modifying their perceptions. They find meaning in peer-assessment practices beyond time-saving aspect and try successfully to set up peer assessment practices. In non-promotional context, peer assessment is seen as an opportunity to improve student learning and engagement.

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