

Assessment, Physical Education and Mobile Learning

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Margot Bowes is a lecturer in physical education at the Faculty of Education, University of Auckland. Her research expertise, publications and teaching are in three key areas: critical pedagogies for teaching and learning in physical education; high-stakes assessment in senior school physical education (SSPE), and teacher professional learning and development (PLD). Her thesis theorised enhancing teachers' understanding of critical evaluation using the Productive Pedagogies Research (Hayes, Mills, Cristie & Lingard, 2006). She uses qualitative, interpretive methodologies and socio-cultural theories of learning as conceptual frameworks to research in her three key areas. Her most recent research interest focuses on challenging the appropriateness of predominantly written language-based theoretical work, as valid forms of assessment for SSPE that serves to reinforce the scientism of mind/body dualism in physical education (Thorburn, 2007) and often disengage students. This interactive workshop will share innovative i-assessment opportunities that CEDD and Margot are exploring in teacher education as evidence for making non-written valid judgements for assessment in NCEA.

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Intended audience and degree of expertise/past experience required

Education professionals with interests in authentic assessment and e-learning

Statement of objectives for the workshop

1. Explore and provide feedback on the innovative i-assessment strategies used in teacher education programmes
2. Share and discuss assessments that do not focus on written tasks for high stakes assessment in senior school physical education
3. Develop a professional learning community to further develop, trial and research i-assessments

Detailed description

Thirty years on from the introduction of assessed senior school physical education (SSPE) in New Zealand there appears to be a mismatch between what physical education claims to offer students with the reality for senior students and teachers around large assessment workloads, the hegemony of theory-based teaching practices and devaluing of practical teaching and learning in SSPE. This mismatch is especially poignant given the concurrent implementation of the New Zealand Curriculum (NZC) that sets challenges for teaching as inquiry and effective pedagogy. Self-directed and reflective learning that demonstrates complex, independent thinking of socio-cultural and bio-physical contexts is a desired outcome for students in Senior school Physical Education. This learning is enhanced by the curriculum objectives informing SSHPE. Hay (2006) argues that, in physical education, assessment for learning should be "based in movement and capture the cognitive and psychomotor processes involved in the competent performance of physical activities" (p. 316). This brings into question the appropriateness of predominantly written language-based theoretical work as valid forms of assessment for SSPE. NCEA and Scholarship Standards attempt to acknowledge the inter-relatedness of cognitive, physical and affective knowledge in physical education by requiring students to "apply bio-physical and socio-cultural knowledge gained through experiences in, through and about movement" (Ministry of Education, 2003, p. 1), but it could equally be argued that this form of assessment privileges written assessment over verbal and visual methods as valid forms of evidence for high stakes assessment.

This workshop will share a description of the issue of disengagement by physical educated students through the overuse of written assessment and briefly explore the theoretical underpinnings of this. The interactive workshop will explore and share innovative i-assessment, ideas using iPad applications, that we are exploring at the University of Auckland in Teacher Education, for repositioning physical education SSPE assessment as more relevant, more manageable and more engaging for physical education students and teachers. Both student and researcher perspectives will be shared with participants.