

Development and optimization of an in-service teacher training on motivational assessment in PE

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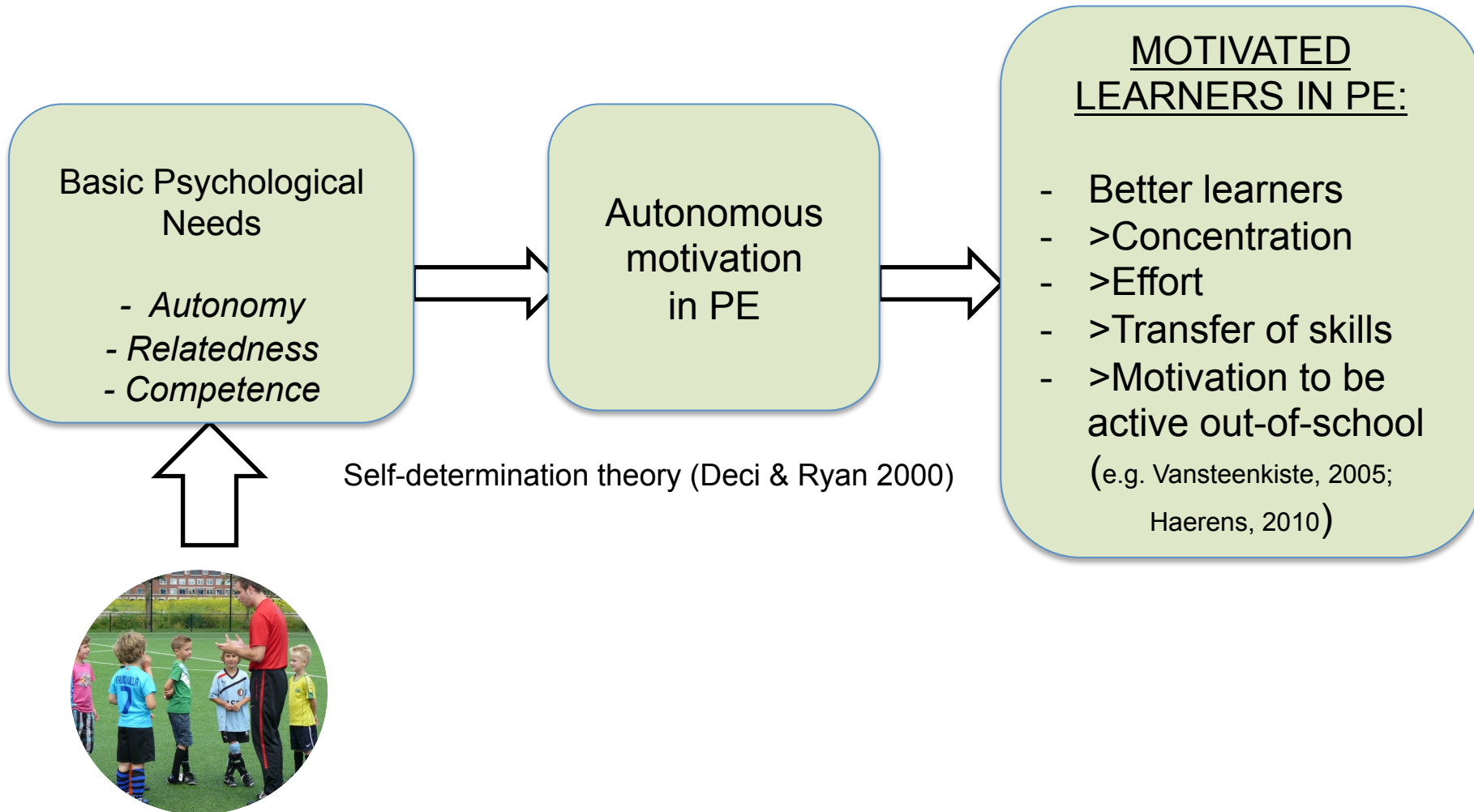
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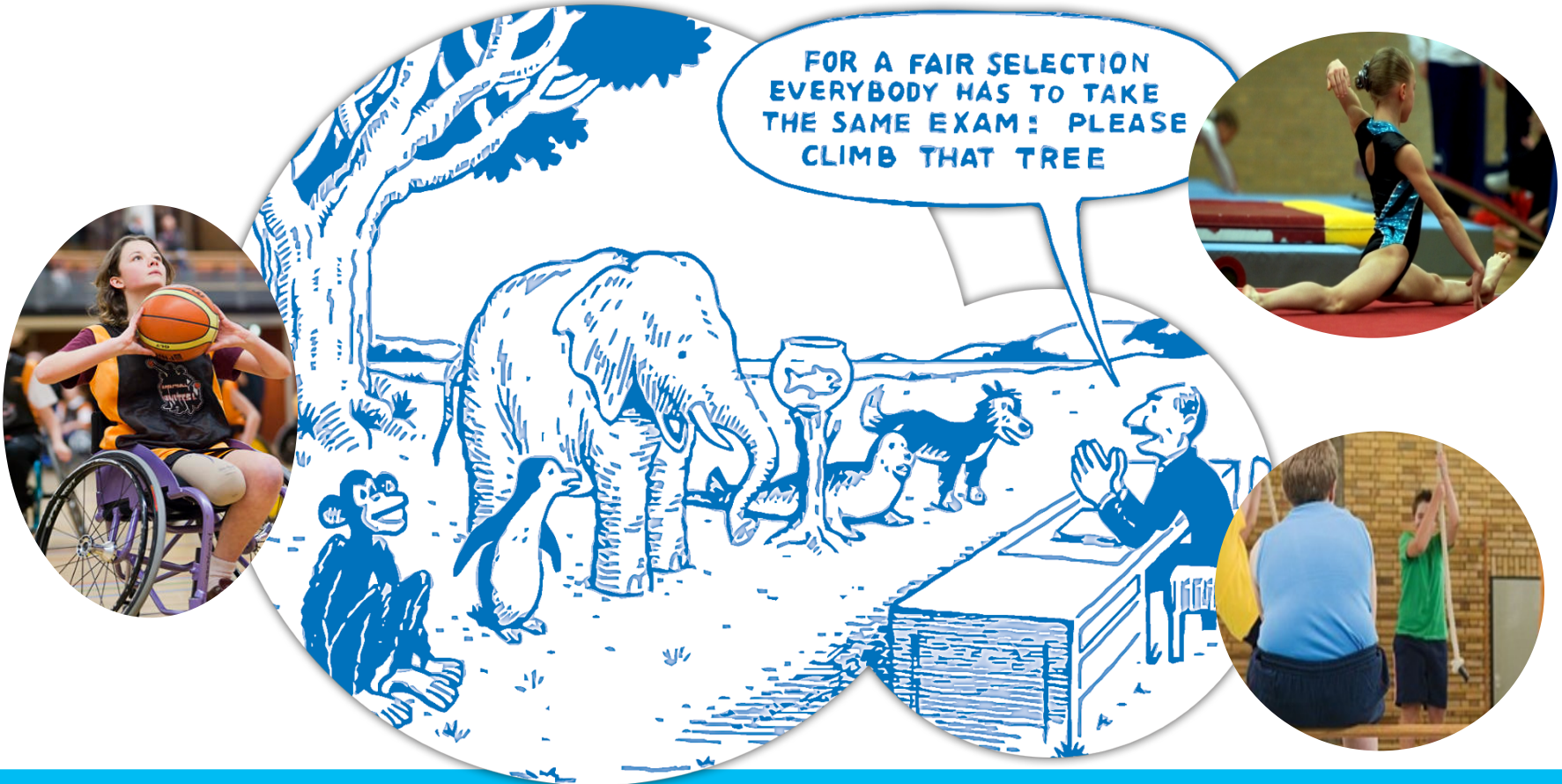
Student Assessment And Motivation

Introduction

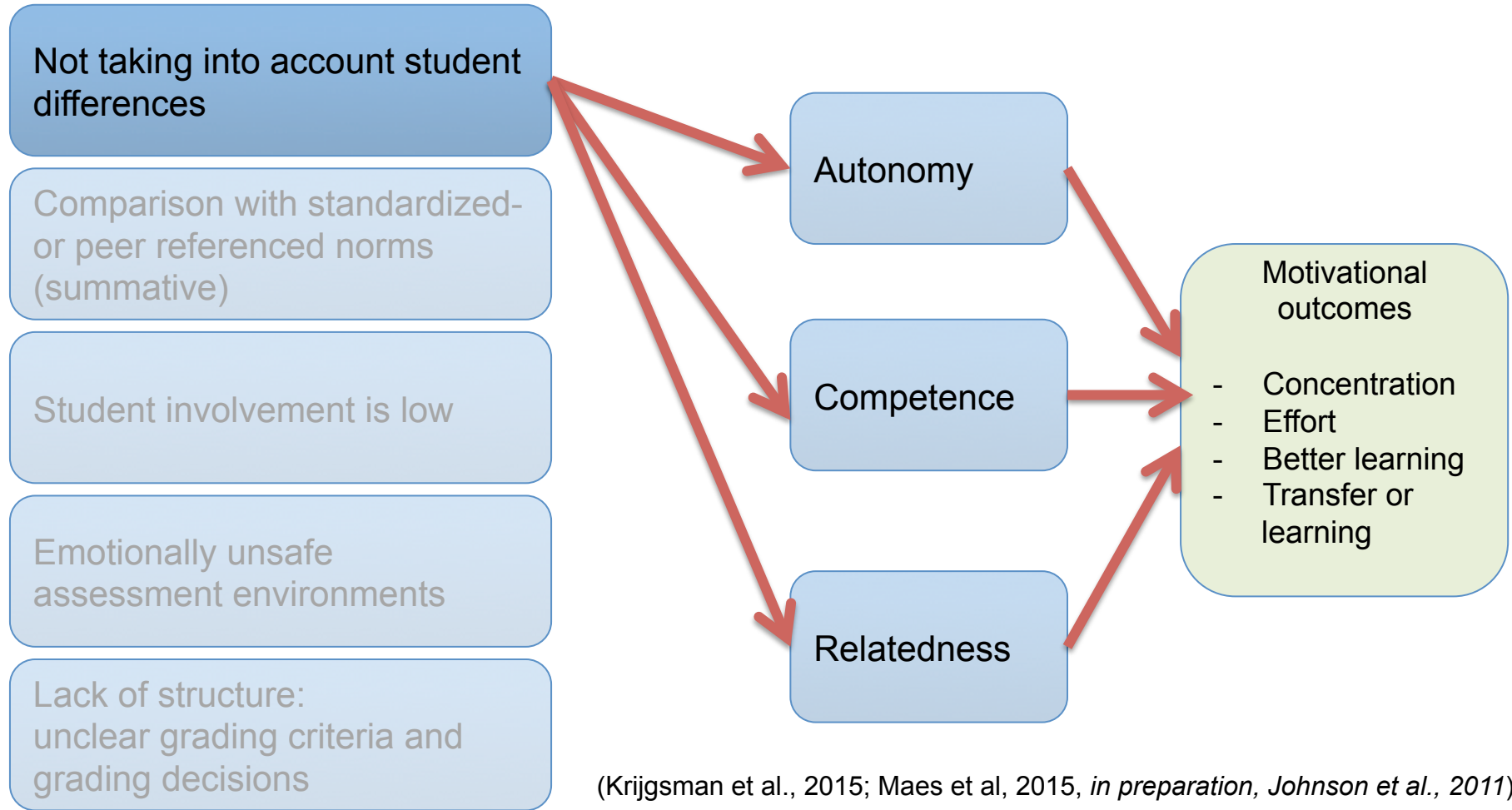


Introduction

Current assessment practices frustrate rather than stimulate students' psychological needs (Krijgsman et al., 2015; Maes et al, 2015, *in preparation*)

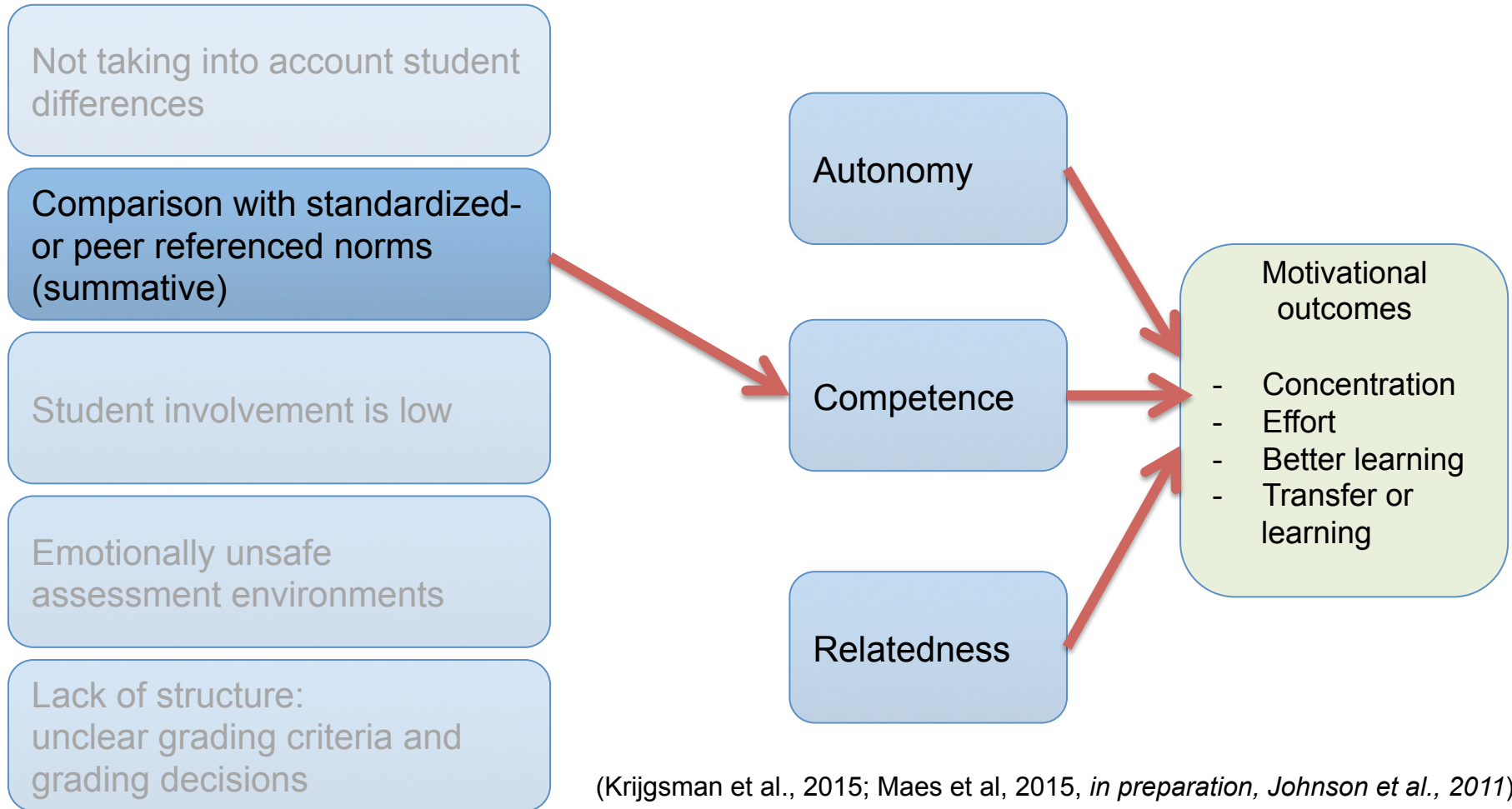


Motivation frustration through assessment



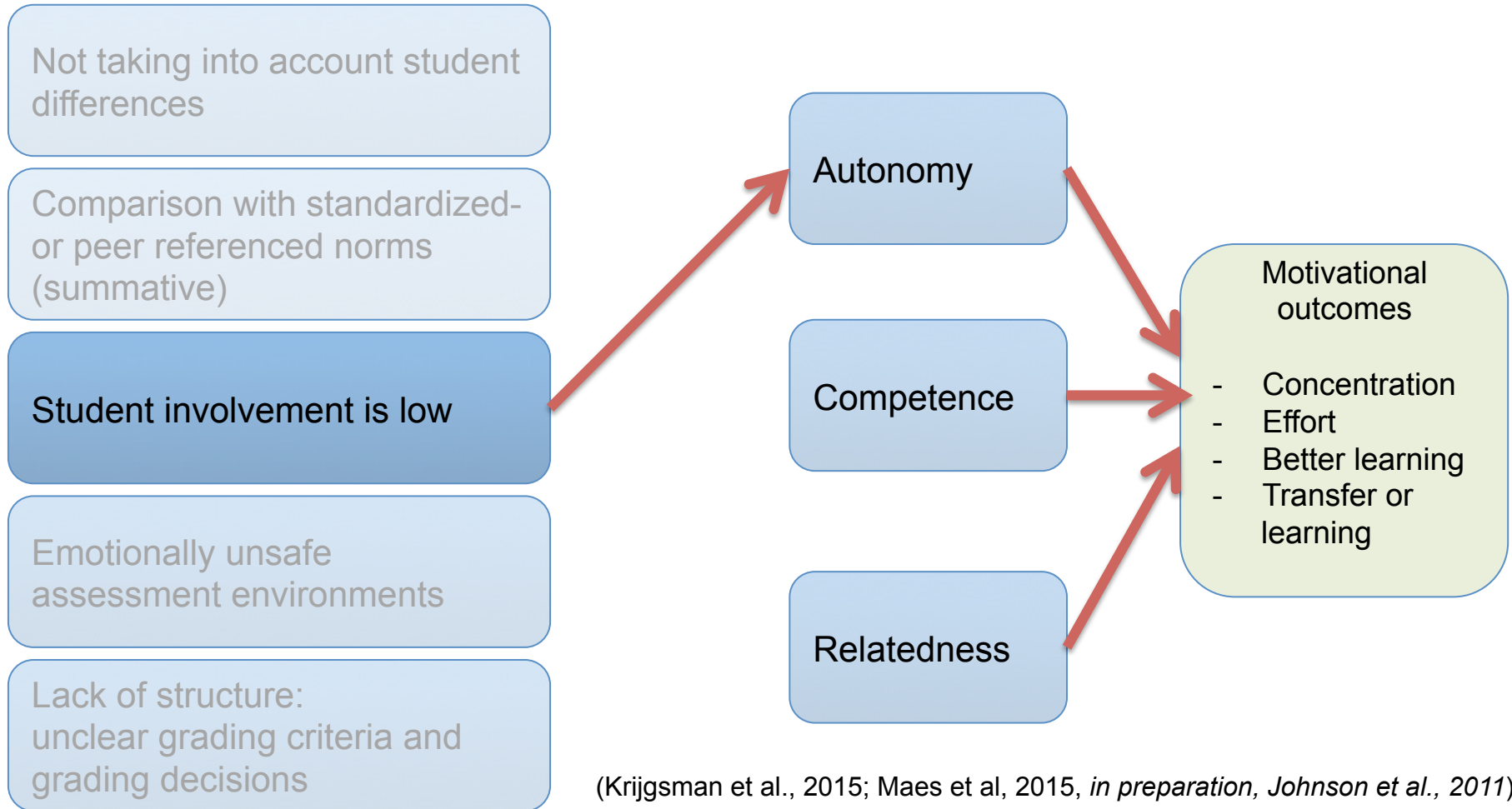
(Krijgsman et al., 2015; Maes et al, 2015, *in preparation*, Johnson et al., 2011)

Motivation frustration through assessment



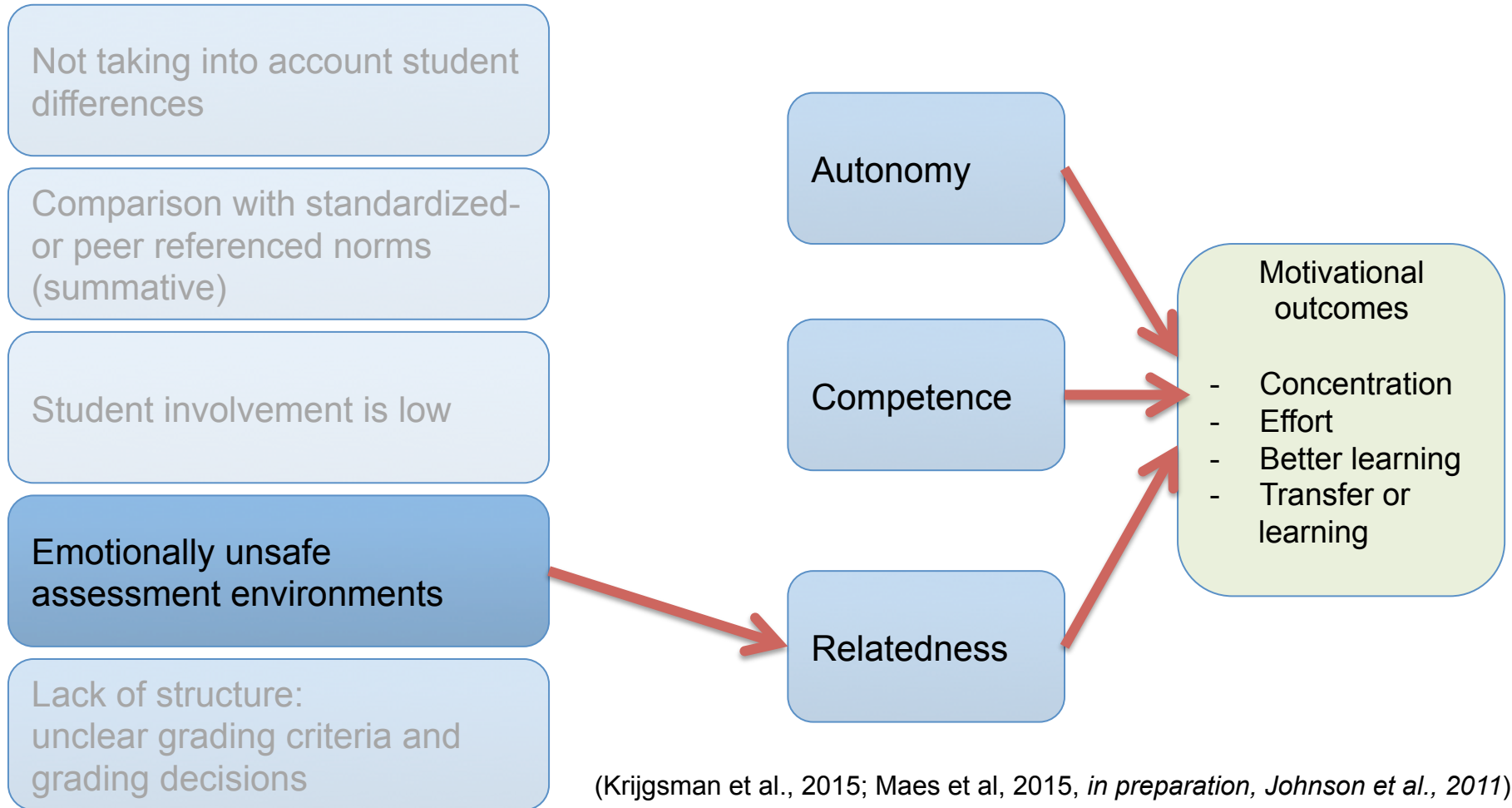
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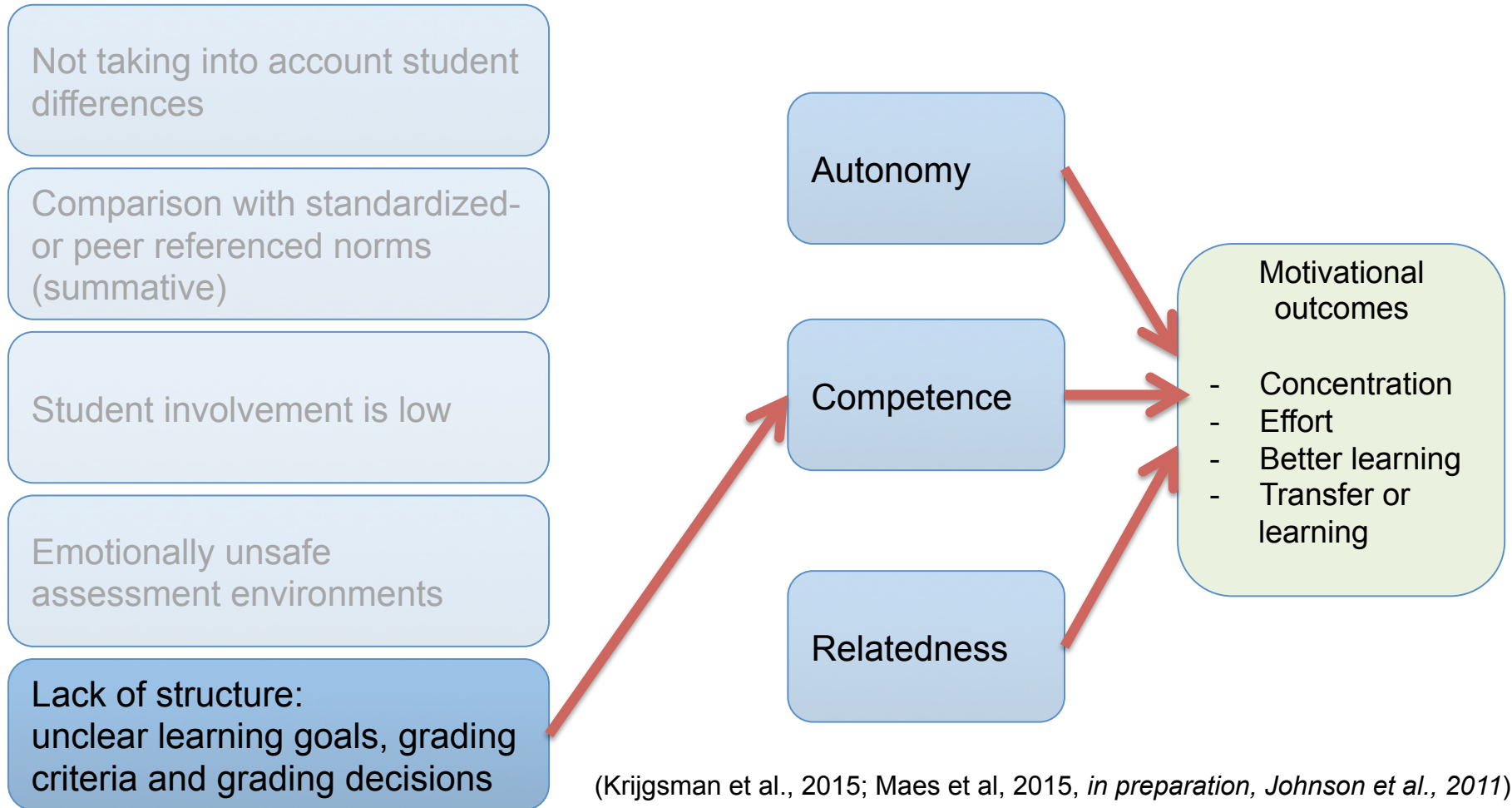
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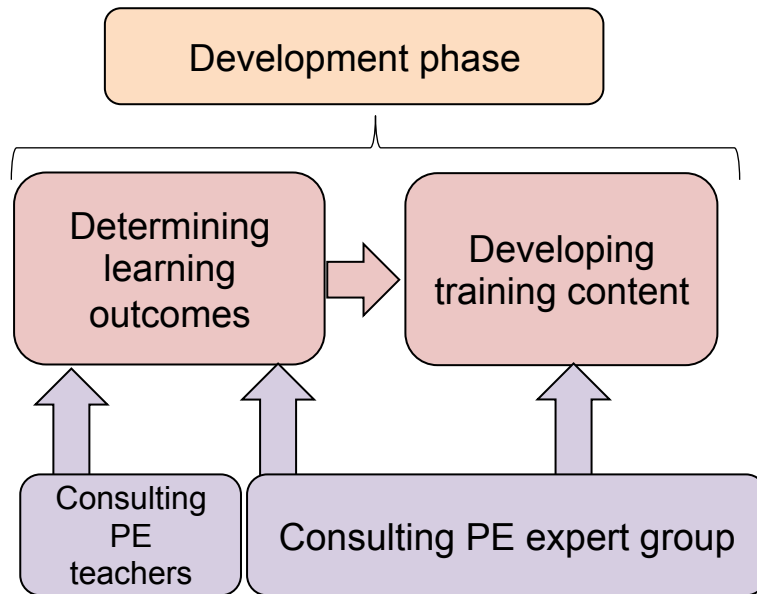


Study aim

To develop an in-service teacher training aimed at enhancing PE teachers' knowledge on motivational aspects of quality assessment and to provide them with the skills to implement these aspects into their daily practice

- Theory-based: *Assessment for learning* (e.g. Black et al., 2009) & SDT
 - Formative (focused on learning proces) vs summative (focused on the product of learning)
- Connected with PE teachers daily practice
- Connected to previous learning
- Opportunities for interaction, reflection and sharing of ideas
(Armour & Makopoulou 2012; Garet, 2007; O'Sullivan & Deglau 2006)

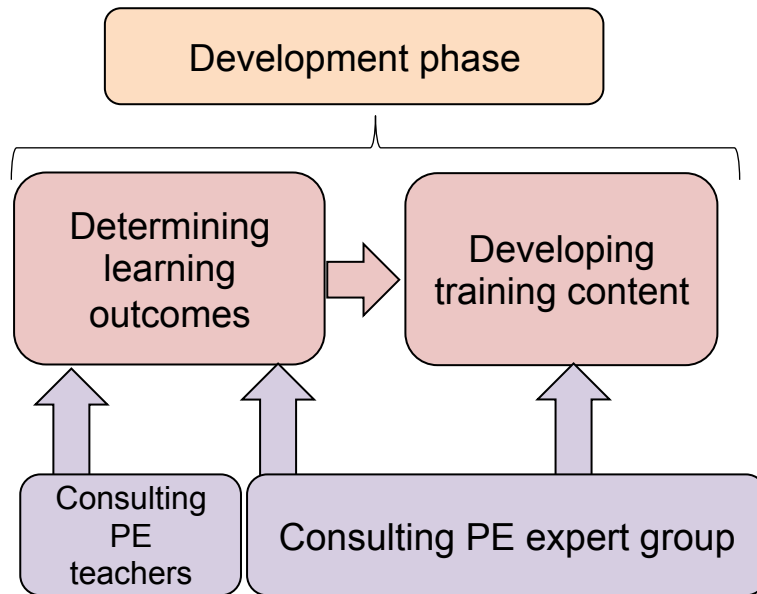
Methods – Training development



TRAINING CONTENT (4 h)

- Theoretical part
 - Initial group discussion
 - Background info on PE goals, statutory goals etc
 - Video assignment

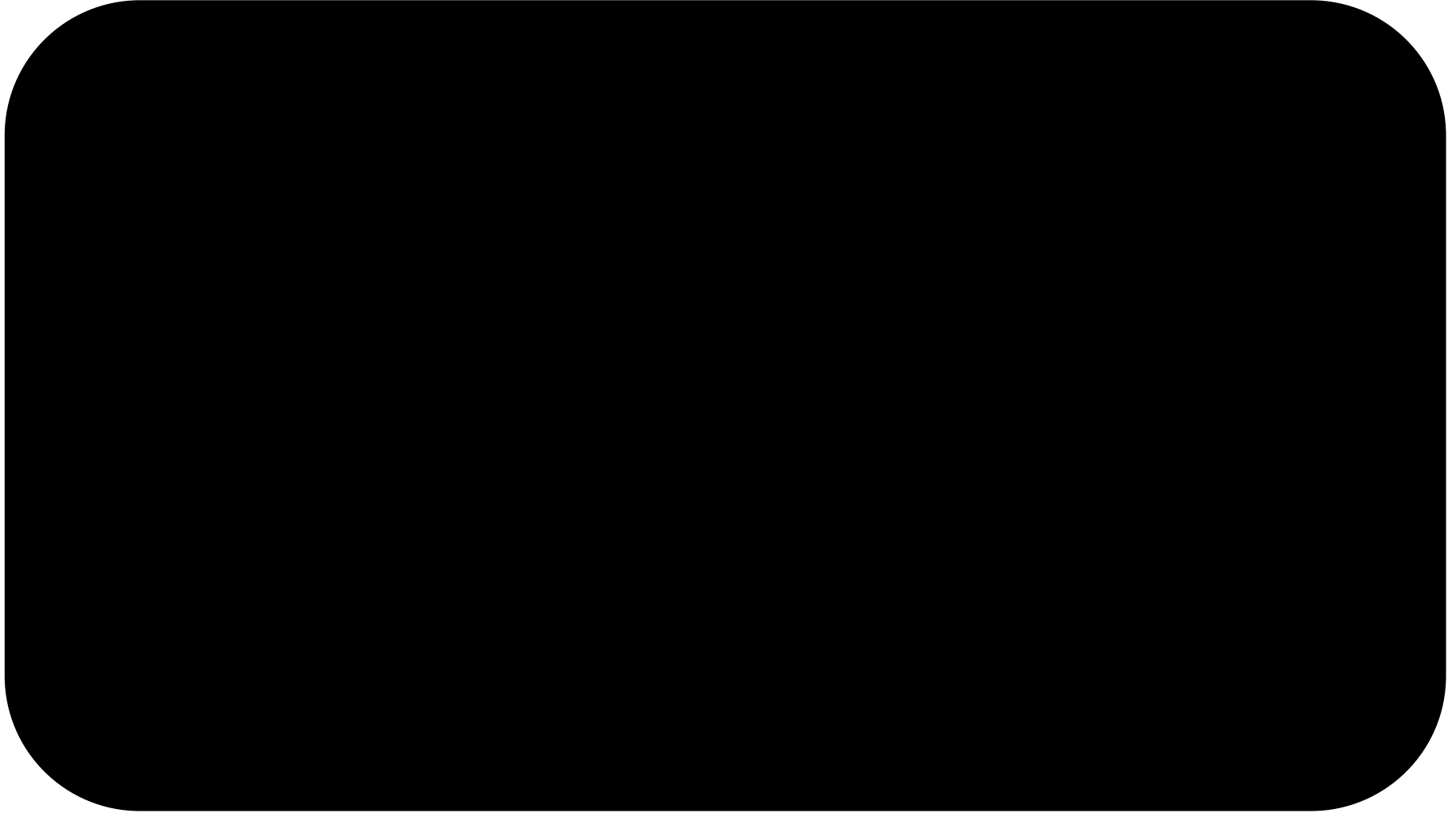
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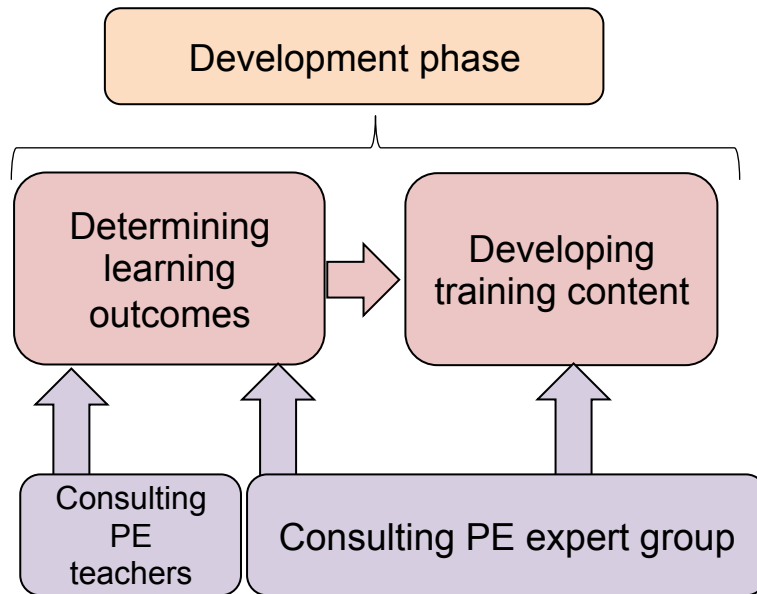
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 - Motivation theory (SDT)
 - Assessment for Learning
- Practical part
 - Assignment: improving assessment situations
 - Setting development goals

Identify (de)motivating aspects



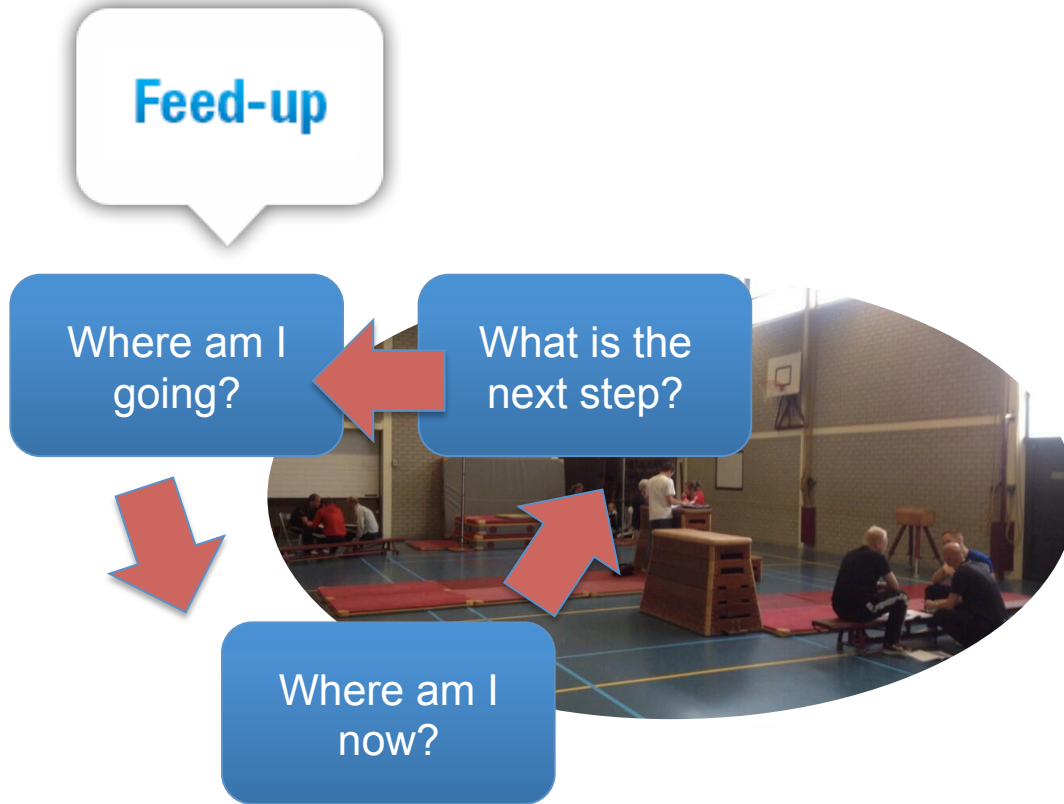
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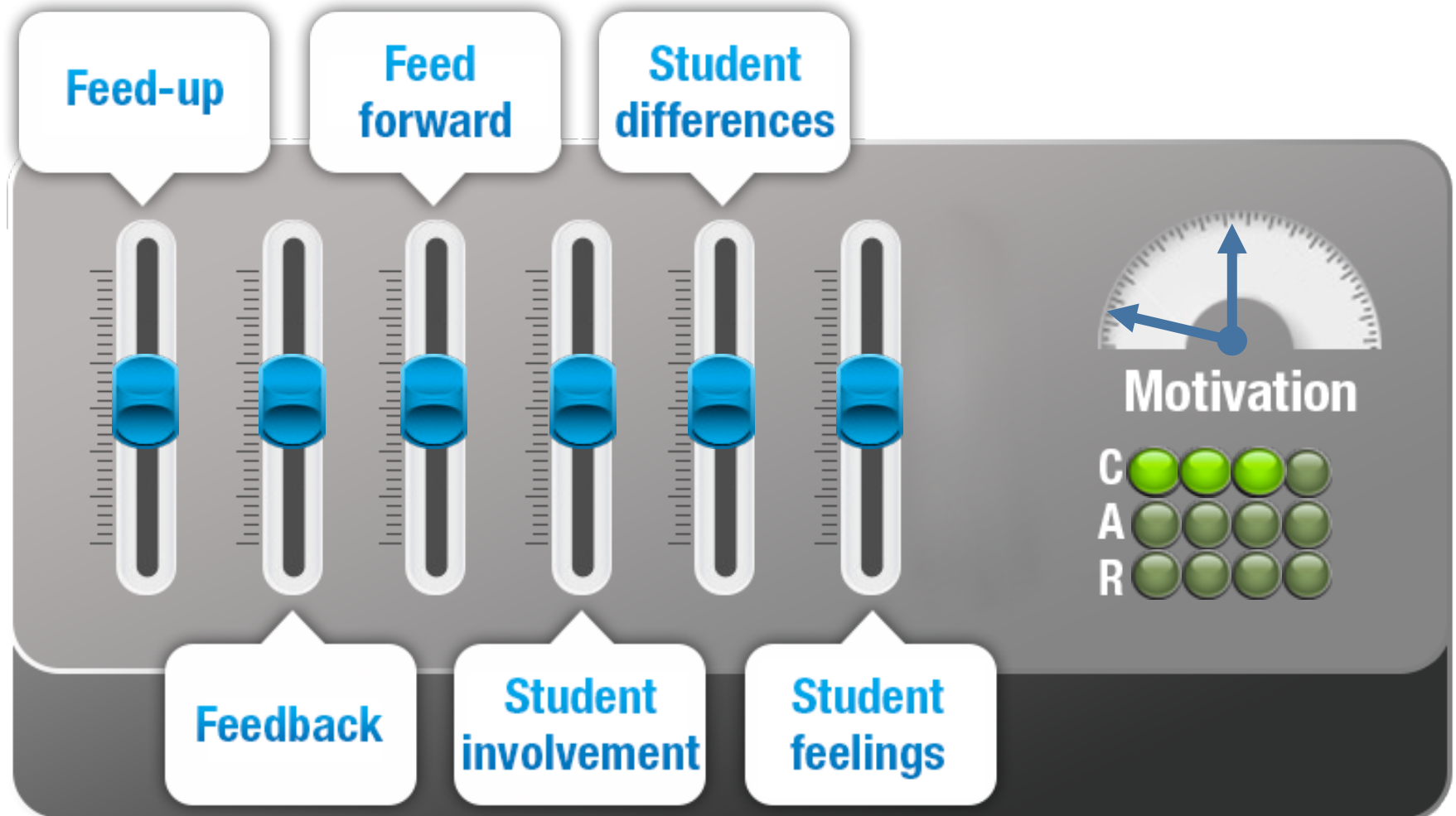
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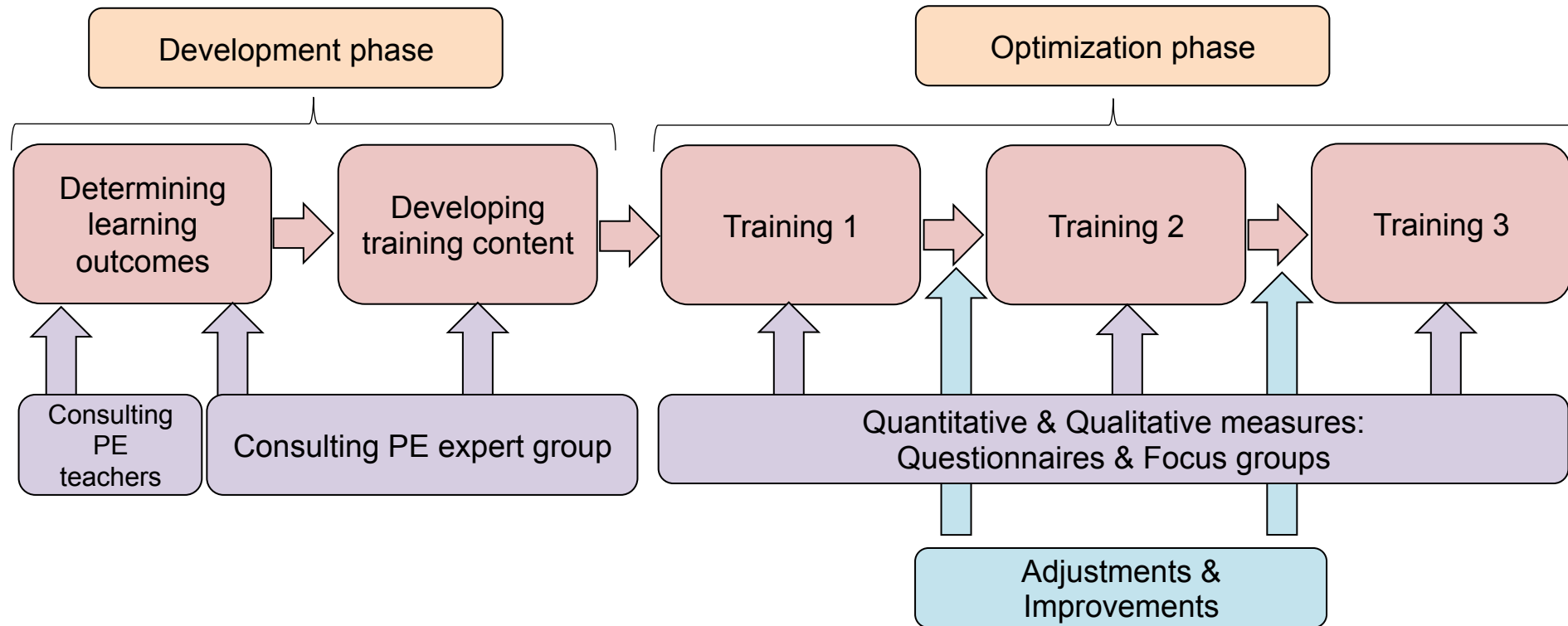
Motivating assessment



Motivating Assessment Mixing Console (MAMC)

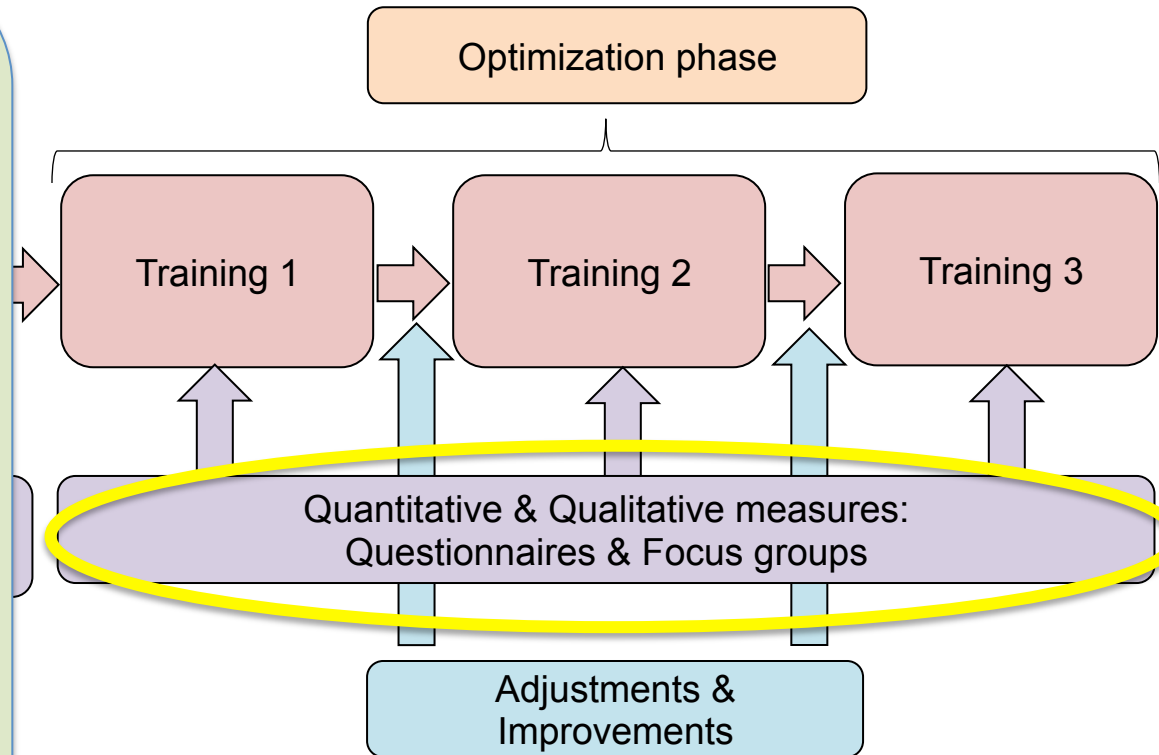


Methods – optimization phase



Methods – optimization phase

- Iterative research design (Aelterman et al., 2015)
- PE departments of five secondary schools participated in the study
- A final sample of 33 PE teachers attended one of the three training sessions
- Two PETE teachers with experience in PE and assessment provided the training



Findings – Questionnaire

	Training 1 (n=11)	Training 2 (n=12)	Training 3 (n=10)	F df. (2, 30)
Theoretical background				
Interaction	4.09 (0.70)	4.50 (0.67)	4.50 (0.53)	1.484
Innovation	4.00 (0.63)	4.08 (0.79)	4.00 (0.47)	.62
Interest	4.27 (0.42)	4.11 (0.59)	4.23 (0.27)	.392
Intelligibility	4.36 (0.32)	4.46 (0.40)	4.35 (0.41)	.276
Essentiality	3.27 (0.90)	3.83 (0.93)	3.60 (1.00)	1.036
Overall	4.00 (0.37)	4.19 (0.43)	4.14 (0.38)	.735
Practical assignments				
Interaction	4.36 (0.50)	4.25 (0.62)	4.10 (0.74)	.468
Innovation	3.81 (0.87)	3.75 (0.62)	3.70 (0.67)	.070
Interest	4.14 (0.81)	4.29 (0.62)	4.25 (0.35)	.184
Intelligibility	4.23 (0.41)	4.25 (0.58)	4.05 (0.37)	.568
Essentiality	4.46 (0.52)	4.75 (0.45)	4.50 (0.70)	.923
Overall	4.12 (0.49)	4.15 (0.41)	4.08 (0.24)	.299
Practical usefulness	4.44 (0.39)	4.36 (0.50)	4.30 (0.27)	.320
Barriers to implementation	1.90 (0.39)	1.90 (0.34)	2.34 (0.36)	5.182*
Presentation	4.44 (0.40)	4.57 (0.35)	4.43 (0.26)	.565
Overall score	8.22 (0.47)	8.23 (0.76)	8.20 (0.42)	.010

Findings – Focus Groups



- Overall, the training was very well received and deemed very innovative
- MAMC provided good insight and was easy to use and directly applicable
- Theory was made very accessible through practical application



- The amount of options was overwhelming for some participants (*'Where do I start'?*)
- More time to reflect, especially with colleagues from other PE departments
- Anticipated implementation problems
 - less progressive colleagues that did not attend the training
 - Time constraints
- Strong demand for follow-up

Conclusion & Recommendations

The in-service teacher training provides a good starting point for improving assessment in PE, however.....

Continued support and follow-up after the initial training is important (one training is not enough) (e.g. Bechtel and O'Sullivan 2006).

- Additional training sessions
- Coaching
- Communities of practice (e.g. Goodyear & Casey, 2013)

Thank you for attention



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