

Peer assessment practices in physical education

Development of teachers activity through self and cross confrontation interviews

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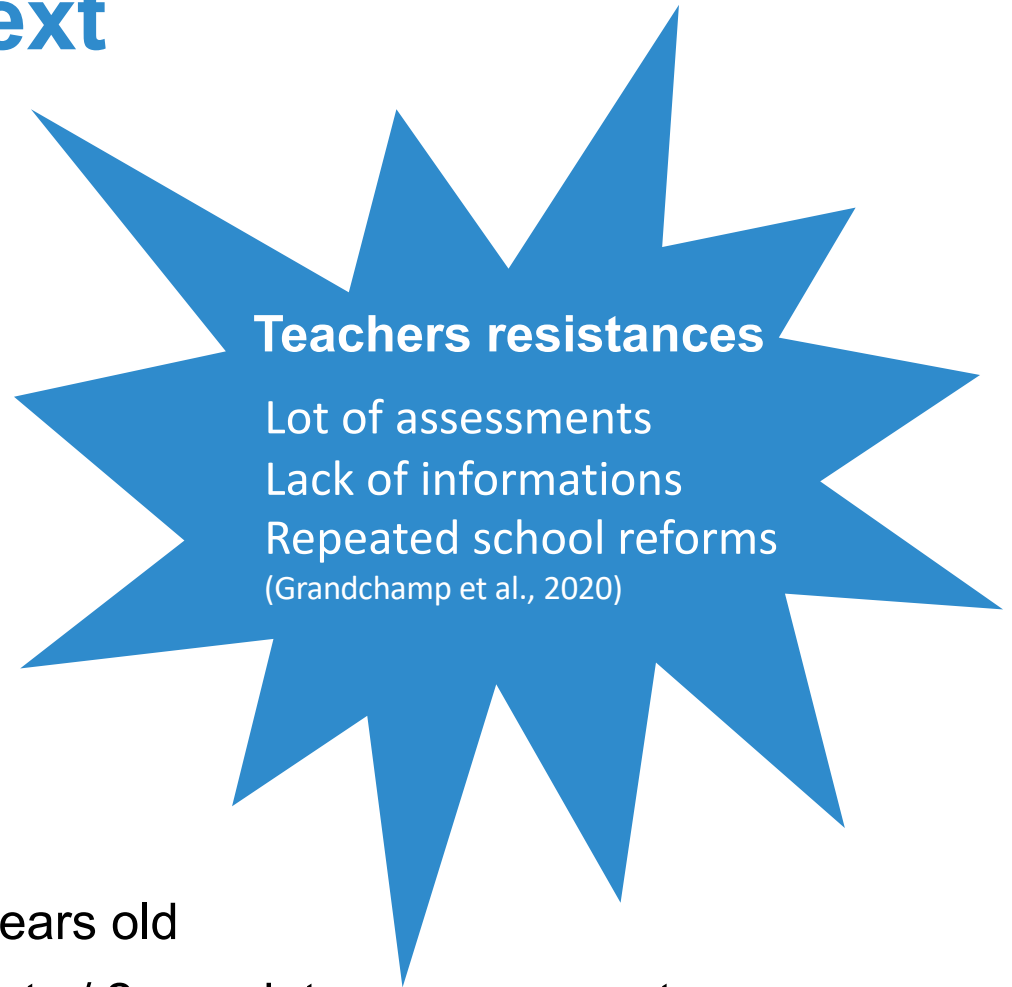
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PE assessment context



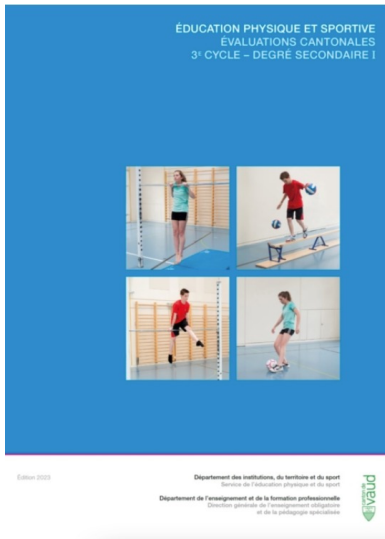
Canton de Vaud
Summative assessment
No promotional grades



Teachers resistances

Lot of assessments
Lack of informations
Repeated school reforms
(Grandchamp et al., 2020)

PE assessment reform 2015 secondary school



Students of 12 to 16 years old

Minimum 8 assessments / 2 mandatory assessment situations per year

Different assessment objects (motor skills, competencies, behaviours)

Standardized points scales

Official but not controlled

Peer assessment in PE

Performance assessments without pedagogical aim
Students measure performance of others
(Brau-Antony, 1991)

Assessment as a tool to improve learning (AfL)
Students are actors and responsible for their learning
(Lopez–Pastor *et al.*, 2013; Leirhaug & MacPhail, 2015, Mougnot, 2016)

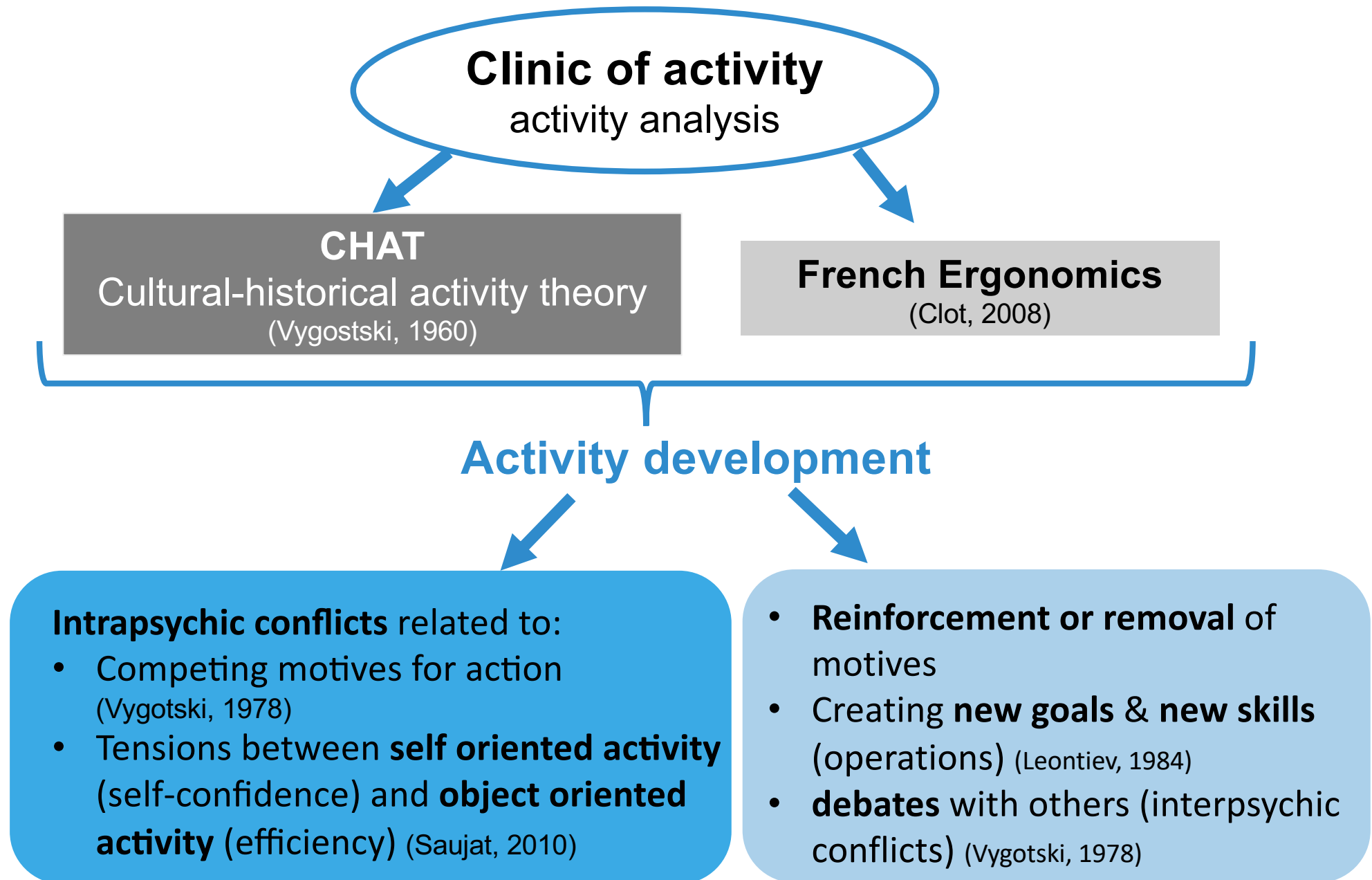
Assessment as an object of learning
Students learn to assess
(Earl, 2013)

PE in canton of Vaud
No successful peer assessment practices
(Lentillon-Kaestner & Grandchamp, 2020)
Lack of formation
(Méard & Grandchamp, 2017)

Development of PE teachers activity through peer assessment situations



Theoretical framework





Research questions

in the context of PE assessment reform, does the confrontation with one's own assessment activity lead to ...

... a removal or reinforcement of PE teachers' **motives for action** and the creation of **new goals** (sense)?

... the creation of **new operations** to achieve motives and goals (efficiency)?



Methodology

Data collection

Academic year 2017-2018

2 secondary schools (cycle 3)

6 PE teachers

- 3 women **JANINE, DORIS, LINE**
- 3 men **NATHAN, ARTHUR, SERGE**

In 6 classes

Method used for data processing

Video recordings of 44 summative assessment lessons

Self and cross **confrontation interviews**

(Yvon & Garon, 2006).

Language material analysis with brands and indicators of potential development
(Bruno & Méard, 2018)



Results (1) – Peer assessment reluctance

LINE – Large skipping rope

Motives to not try peer assessment

Be accountable to school and « *serious in her job* »

SERGE / DORIS – Team games

ARTHUR / NATHAN – Danse

Motives to not try peer assessment

Fear of cheating AND lack of time

Peer assessment takes « *too much time to be organised* »

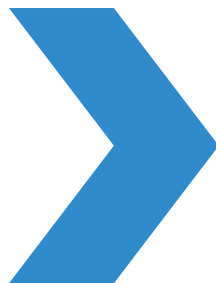
JANINE – Team games and refereeing

Motives to share assessment with students

Enhance learning while keeping control.

Judgment control related to 4 motives

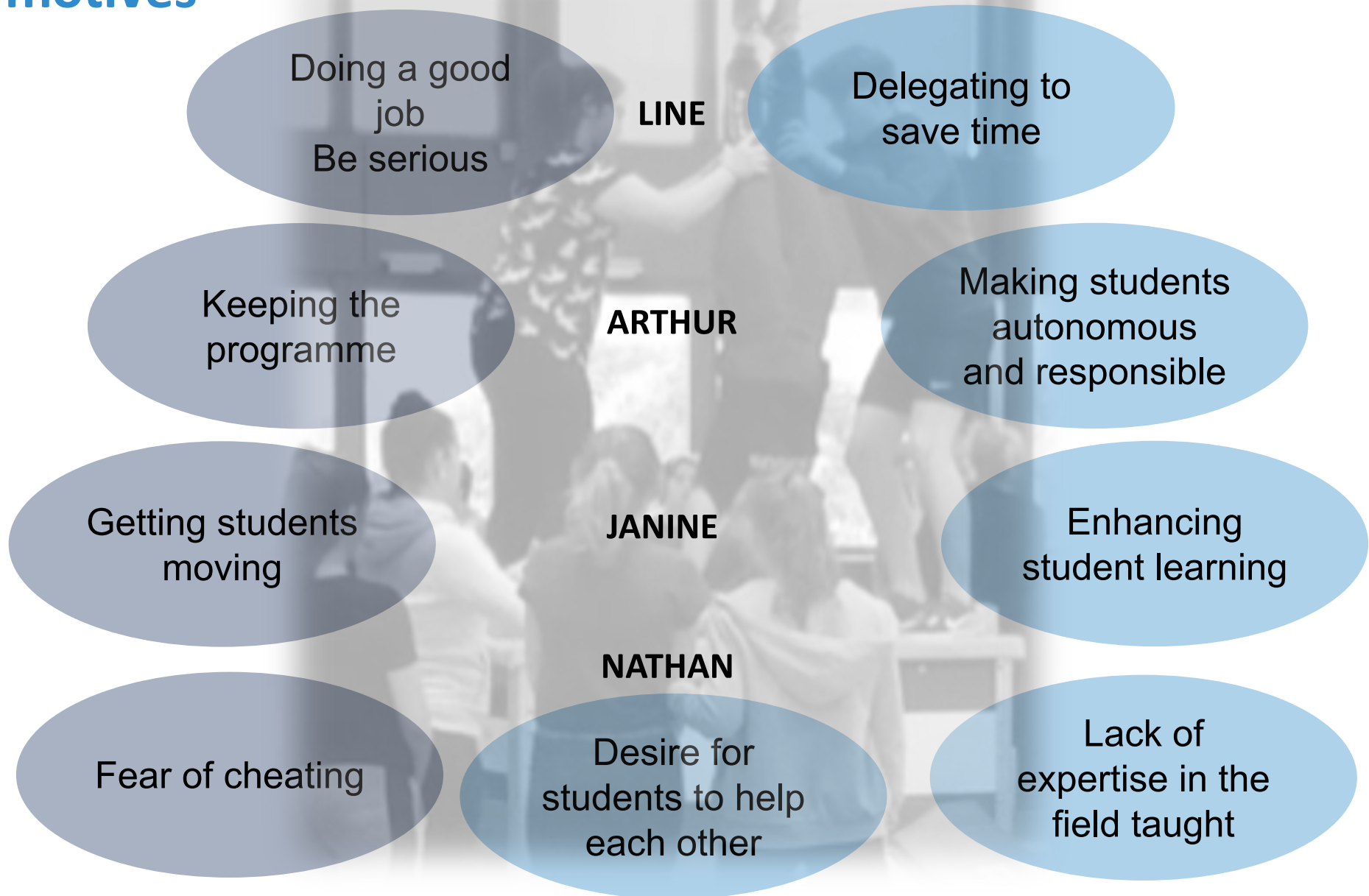
- Lack of time
- Fear of cheating
- Need to be accountable
- Desire to be serious



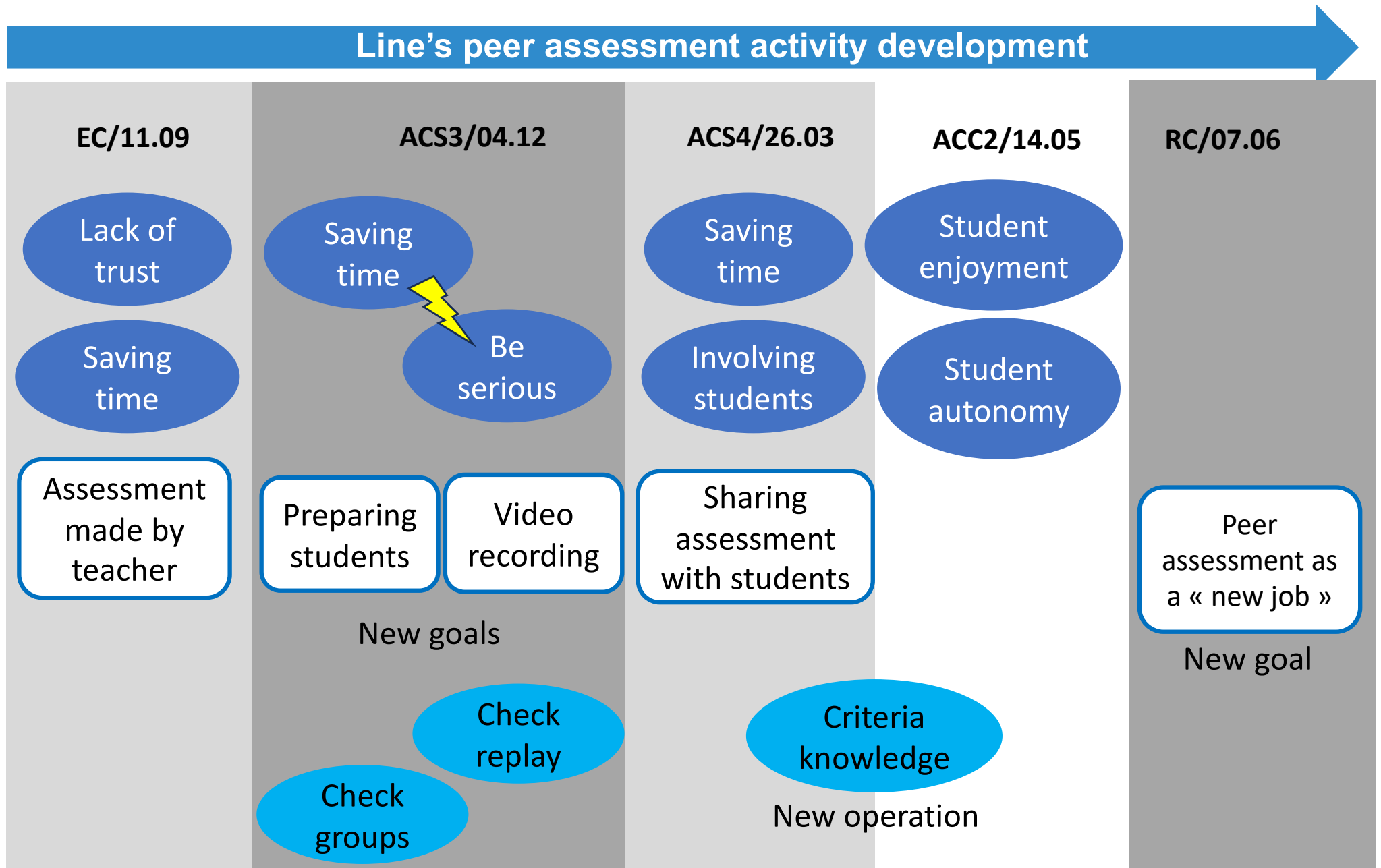
Gender rule

Remaining the guarantor of the assessment

Results (2)- Intrapsychic conflicts linked to competitive motives



Results (3) – Activity potential development



Summary of results



6 PE teachers

... overcome tensions and succeed in modifying **their perceptions** of peer assessment

... find meaning in peer-assessment practices to increase **learning and commitment**

SENSE

4 of them (JANINE, NATHAN, ARTHUR, LINE)

... tried successfully **to set up** peer assessment practices

... saw **positive effects** on student involvement and commitment

EFFICIENCY

Discussion and conclusion

The researcher's exchanges and follow-ups during the self-confrontation and cross-confrontation interviews enabled the **potential development of the activity** of 6 PE teachers

- 1. Peer assessment** is perceived as a
 - compromise to overcome **reform constraints** (Grandchamp, 2021)
 - tool for involving students and enhancing learning and autonomy (Méard & Grandchamp, 2017)
- 2. To be healthy** at work, PE teachers have to:
 - keep the program, ensure student safety, help students succeed, enhance students learning, etc. **BUT ALSO**
 - Be comfortable, healthy at work, meaningful, avoid stress, not be afraid, etc.
 - Balance between **subjective and objective dimensions** of teacher's job (self-confidence *versus* efficiency) (Saujat, 2010)
- 3. To be able to implement** successfully peer assessment practices, PE teachers have to be formed (Bourghouts, et al., 2017))

Thank you for attention



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