

Friday 28th August, 2020 at 1pm CEST
 12pm Dublin; 1pm Brussels; 7pm Hong Kong; 9pm Sydney

The AIESEP Position Statement on PE Assessment

#AIESEPCONNECT
#COFFEEWITHCOLLEAGUES
 See Zoom meeting details in comments/attached.

DISCUSSION LEAD BY:
 Fontys University of Applied Sciences, School of Sport Studies, Eindhoven, The Netherlands

 Dr. Lars Borghouts

 Dr. Menno Slingerland

 Gwen Weeldenburg, MSc.

Chat Transcript

- 20:47:31 From Maria De Stefano : buon pomeriggio
- 20:47:52 From Matteo Romanazzi : Hi to everybody
- 20:51:57 From Maria De Stefano : non sento nulla
- 20:53:56 From Maria De Stefano : ok risolto
- 20:56:46 From gwenweeldenburg : Hi Dawn!
- 20:57:11 From Dawn Penney : :) great to see you all
- 20:58:28 From Menno Slingerland : hi Dawn, good to see you
- 20:58:53 From gwenweeldenburg : Nice that you are all here!
- 20:59:07 From Menno Slingerland : of course! ;-)
- 20:59:17 From larsborghouts : 7 AM, respect!
- 20:59:27 From larsborghouts : Hi Annemari
- 20:59:34 From Risto Marttinen : Better than the 6 am we used to have!!
- 20:59:41 From Julia Sargent : Hi everyone :)
- 20:59:42 From Ove Østerlie : Hi Risto!
- 21:00:12 From Eloísa Lorente : Hi everyone from Spain!
- 21:00:25 From Risto Marttinen : Moi Arja!!

21:00:37 From Arja Saakslanti : moi Risto

21:00:56 From gwenweeldenburg : Hi Victor!

21:01:06 From Rachael : And good evening everyone from Melbourne :)

21:01:17 From victor lopez pastor : Hi. good day

21:01:31 From gwenweeldenburg : Hi Rachel!

21:01:40 From Risto Marttinen : Hi Ove! Good to see you! Your podcast you made is SUPER popular, 700+ downloads just to learn about the Norwegian curriculum!

21:01:55 From Rachael Whittle : Hi Gwen!

21:01:58 From Jackie : Good morning from the US and Florida!

21:03:17 From victor lopez pastor : Hi Gwen ... and everybody

21:03:27 From Bill Walters : Good Morning from Canada

21:03:53 From Cassandra Iannucci : On behalf of AIESEP, good morning, afternoon or evening everyone!

21:04:16 From Sandra Heck : Hi everyone, greetings from Luxembourg

21:04:26 From Attilio Carraro : Wecolme to all partecipnats, thank you to be here

21:06:29 From Maria De Stefano : good morning from Naples

21:09:24 From gwenweeldenburg : There is a picture stucked on the right side of the screen

21:09:31 From Andrew Horrell : Hello to all, so glad that I could join this session - I hope that you and your families are doing well in these challenging times wherever you are.

21:10:51 From Cassandra Iannucci : www.pe-assessment.com

21:14:49 From Menno Slingerland : How can we disseminate the position statement to as may stakeholders as possible, internationally?
What opportunities and barriers do you see for the enactment of specific statements and/or the position statement as a whole?
Specifically for PETE: to what extent does your PETE institute already comply with the AIESEP statements?

21:23:10 From Marc CLOES : Do not hesitate to react and/or ask questions through the chat...

21:25:00 From Risto Marttinen : Dissemination: We could have one point person per country/region send the position statement to the key HPE person in that area directly. I would think PETE professors would have enough connections with people higher up in positions of power to make a difference

21:25:21 From gwenweeldenburg : Great idea!

21:26:40 From Jackie : Hans and I sent a proposal to present the position paper to US teachers at the SHAPE America conference. We don't know if it was accepted. Jackie

21:27:21 From Dawn Penney : Good idea to seek adoption from national associations and promotion via their networks

21:28:56 From Bill Walters : I meet with PHE Canada Research Council later today. We are a PETE group that will be involved in the organization of the 2021 AIESEP conference in Banff, Canada. I will share today, and discuss ways that we can ensure dissemination in Canada.

21:29:41 From Risto Marttinen : Barriers: resistance to change by teachers, as well as PETE professors.

21:29:46 From Rachael Whittle : I am really hoping we can travel internationally and get to Banff in 2021!

21:30:30 From Bill Walters : I hope we can host everyone - Banff is a wonderful location.

21:31:02 From Risto Marttinen : Opportunities: PETE professors could assign this position statement as reading in their classes. This way the pre-service teachers would join the discussion about this and hopefully engage in these practices when they become teachers.

21:32:43 From Dawn Penney : PETE task to use the position statement (or parts of it) as a framework/ tool for analysis of assessment experienced in school or of assessment they undertake on teaching practice ?

21:33:35 From Annemari Svendsen : Hello every-one from Denmark :-)) Good idea to suggest the statement as literature for discussion in PETE.

21:33:56 From Cassandra Iannucci : Good idea, Dawn! That is very similar to a learning experience I did with my PSTs last week using the Position Statement. Seemed to be an effective critically reflective learning experience :)

21:35:05 From Arja Saakslanti : Risto's idea to use this statement as study material for pre-service teachers students is excellent idea for student's to become familiar with this difficult aspect in their future PE teacher's work

21:35:43 From Kristine : We include it in our PETE courses starting in september ! On Friday nov 13th there will be an online PE teacher study day at the VUB. We will focus in one of the sessions on assessment and invite the colleagues who contributed (intense) on this AIESEP note.

- 21:35:51 From Jackie : Are there any approvals that are needed for an organization (organizations or universities) to adopt the position statement?
- 21:36:06 From Rachael Whittle : Happy to present and share the position statement with Curriculum and Assessment authorities across Australia
- 21:36:30 From Dawn Penney : It'll be great if AIESEP can collate and publicise adoption/ use of the statement - to encourage wider uptake
- 21:36:48 From Hanna : Hello from England! Great session - many thanks for your time. I think CPD in quality PE assessment that goes beyond the generic transfer from other subjects is still quite scarce. Lots of courses and opportunities to discuss and develop understanding of pedagogy but less for curriculum and assessment. Teachers therefore can struggle to 'check' if their changes to lessons and instruction are having any changes/improvements for student learning.
- 21:41:31 From Arja Saakslähti : Just an concrete idea came to my mind: Sometimes teachers and PE educators need good tools to reflect their own work. It might be interesting to create sort of "self check" list for teachers to critically reflect their own assessment skills based on this statement... Need to consider at last by myself :)
- 21:42:35 From larsborghouts : @jackie I do not think so, as long as reference is made to the original source I.e. AIESEP
- 21:43:28 From Karin Redelius : Thank you for this presentation, Lars. I am sorry everyone that I need to leave the meeting,
- 21:45:07 From Rachael Whittle : I think there is also an opportunity to use the statement as the basis for professional learning for inservice teachers
- 21:46:58 From Annemari Svendsen : Thank you Lars, Gen and Menno for the great work, and for a great presentation. I have to leave but I will translate and disseminate in Denmark. Hope to see you all in Banff!!
- 21:48:31 From Dawn Penney : An interesting / potentially challenging issue in PETE is the extent to which assessment in PETE (or the time given to it) is constrained by the requirements of professional standards that are the focus in course design / assessment mapping etc ... How flexible/ regulated are things in different jurisdictions?
- 21:48:44 From Hanna : holistic models of assessment - some schools enjoy a 'head, heart, hands' model to teaching PE but the assessment is still observation of performance. Some of this is more so because this is 'how it's always been done'
- 21:49:38 From Sandra Heck : Thank you for the organization of the event! I have to leave unfortunately, but I hope to meet you again (online) soon!
- 21:50:11 From Ove Østerlie : There is also a question of "do PE teachers, and pupils, know what they are supposed to learn?". This I discuss a lot with my PETE students, and this affect in a great way how they look upon assesment, and how it is practiced

21:50:21 From Rachael Whittle : Agree Hanna - disrupting the traditional assessment practices is a barrier

21:50:39 From Andrew Horrell : Colleagues - we have to talk to ourselves as PETE professionals, great suggestions about how to engage with PETE students - however the policy advocacy work required to engage stakeholders out with PETE is a central challenge - helping to shape the framework and contexts within which Assessment in PE takes place is a central challenge, takes a different approach. It would be great to see how other nations have managed to get engagement with stakeholders who design curriculum and policy at national, state and levels out with schools - which offer powerfully shape/determine what takes place.

21:52:31 From Jackie : If a program is primarily doing physical activity, there is little if anything to assess.

21:55:34 From Hanna : PE is much more than physical activity alone - there is a huge body of knowledge that can be assessed

21:56:15 From Kristine : I agree Risto that lot of initiatives are local, therefor it would be good to share good practices on assessment on the AIESEP website. If possible with testimony of pupils, future PE teachers....

21:56:53 From Rachael Whittle : From a curriculum authority perspective, the questions I get most from PE teachers are about assessment - what am I assessing, how am I assessing and what evidence am I collecting?

21:57:17 From Cassandra Iannucci : @Kristine - Definitely. We will take that suggestion back to the AIESEP Board!

21:58:20 From Hanna : Agree Rachael - many of my student teachers also ask what's do I do with this now?' - what interpretations to make and how to use the information they've gathered

21:58:50 From Risto Marttinen : @Rachel I agree! Same questions...different countries!

21:58:52 From Dawn Penney : I'm using the research directions from the statement as suggestions to masters, phd students as avenues to pursue

21:59:23 From Arja Saakslahti : The culture change starts from current PETE student's and they will start the "snowball effect". Chancing the tradition takes at least 10 years. However, it needs to start somewhere and the most effective way is to start with PETE students who bring new ideas to the field...once some of them will be policy maker :)

22:00:16 From Bill Walters : Following 30 years as a physical educator in secondary schools and another 6 years as a PETE educator I am currently doing a self-study on my experiences with assessment in PE since 1981. Learning and enjoying this piece of research.

22:01:56 From Risto Marttinen : @Bill there have been some great self-studies published lately! Look forward to hearing your experience.

22:03:37 From Kristine : Colleagues, I have to leave the session. Very interesting and thanks for the initiative and work that is done! AFL= All Forward Looking (more of this :-)

22:04:05 From Arja Saakslanti : Thank you - great work from the group! I must leave now... Best regards from Finland to everyone.

22:04:06 From Eloísa Lorente : Totally agree Arja. PETE students can be transformative agents during their placement in schools showing that other assessment is possible. But also is necessary continuous professional development involving in service teachers in specific assessment networks where PETE teachers and PE teachers can share ideas and experiences related to the statement we are talking about.

22:04:46 From Victoria E. Machota Blas : Happy to disseminate the position statement to Secondary PE teachers in my region Murcia, Spain:)

22:05:00 From Andrew Horrell : A strong research agenda to show the difference that embedding meaningful productive assessment practices in PE have for learners, teachers and the whole community would provide the compelling evidence to help garner support for the position statement and all of the good work.

22:05:14 From Bill Walters : @Risto I have been able to play off this AIESEP statement against a 1978 curricular document, although it has been replaced several times, seems to be what I am still seeing in schools.

22:05:39 From DenizHunuk : Starting change from ourselves as PETE educators might be a good idea. How can we change our assessment techniques in our lessons to teach or to be a role model for our current and future students?

22:06:03 From Dawn Penney : Thanks Lars, Menno, Gwen and all :)

22:06:13 From larsborghouts : Thanks all

22:06:27 From Chris Smith : Thank you everyone, wonderful discussions

22:06:34 From Menno Slingerland : Thank you all!!

22:06:37 From Eloísa Lorente : Thank you for your work!

22:06:37 From alessandra.colangelo@unipd.it : Thank you to everybody, very interesting!
Greetings from Italy :)

22:06:38 From DenizHunuk : Thank you Lars, Menno and Gwen nad everyone

22:06:39 From Carla Vidoni : I will be happy to disseminate in Louisville, Kentucky!!! Great to be here and hear from you!

22:06:44 From Rachael Whittle : Thank you Lars, Menno and Gwen, lovely to catch up virtually!

22:06:44 From gwenweeldenburg : We keep in touch on this very important topic!!

22:06:45 From Matteo Romanazzi : Thanks to all speakers, very nice

22:06:49 From 美則 岡出 : Thnak you

22:06:52 From Naoki Nishiyama : Thank you very much!

22:06:55 From victor lopez pastor : thanks all.

22:06:58 From victor lopez pastor : health

22:06:59 From Gokce Erturan : Thanks!

22:07:05 From PNurse : Thank you

22:07:12 From Redmi : thanks bye

22:08:01 From Victoria E. Machota Blas : Thank you! Looking to forward meetings!