Preprint

This is the submitted version of a paper presented at AIESEP world congress, Edinburgh, UK, 25-28 July, 2018.

Citation for the original published paper:

Tolgfors, B. (2018)
Transformative assessment in the subject of physical education.
In:

N.B. When citing this work, cite the original published paper.

Permanent link to this version:
http://urn.kb.se/resolve?urn=urn:nbn:se:oru:diva-68555
Title: Transformative assessment in the subject of physical education.
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Sub theme 3: Transformative learning and teaching in physical education and sports pedagogy

Introduction:
This oral presentation deals with what is performed in the transformative assessment practice of physical education (PE). The objective is to reveal different versions of assessment for learning (AfL) in the subject of PE and identify the triadic relations between teacher, student and subject content established under different circumstances.

Method:
The empirical material was gathered through group interviews with PE teachers in combination with lesson observations and semi structured interviews with both students and teachers at three different upper secondary schools in Sweden.

The material was categorized by means of the five key strategies of AfL (Wiliam, 2011). The next step of the analysis was carried out from a performativity perspective (Tolgfors, 2017; Ball, 2003) in order to identify the triadic relations (Hudson, 2002) established under different circumstances.

Results:
The findings highlight five contrasting versions of AfL: i) empowerment, ii) physical activation, iii) grade generation, iv) constructive alignment and v) negotiation. These versions imply that AfL is transformative.

Conclusions:
The five versions of AfL promote different kinds of learning: i) increased autonomy, ii) participation in a community of practice, iii) criteria compliance, iv) acquisition of prescribed abilities and v) group development. Moreover, different teacher and learner identities are constituted through the contrasting versions of AfL.

References:


Key words: Assessment for learning (AfL), Physical Education (PE), performativity, didactics, transformative assessment.