

Integrating the "Assessment for Learning" into Teaching Styles

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1. Use & Teaching of the Spectrum of Teaching Styles in Turkey
 - Teaching the Spectrum of Teaching Styles in PETE programs
 - Use of Spectrum of Teaching Styles among in-service PE teachers

2. Integrating «Assessment for Learning» into the Spectrum of Teaching Styles
 - Theoretical links
 - Study results

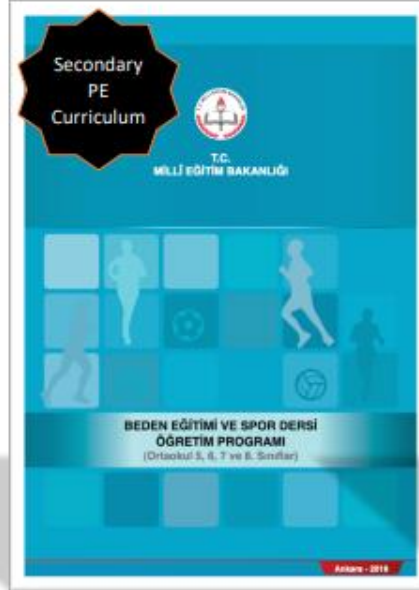
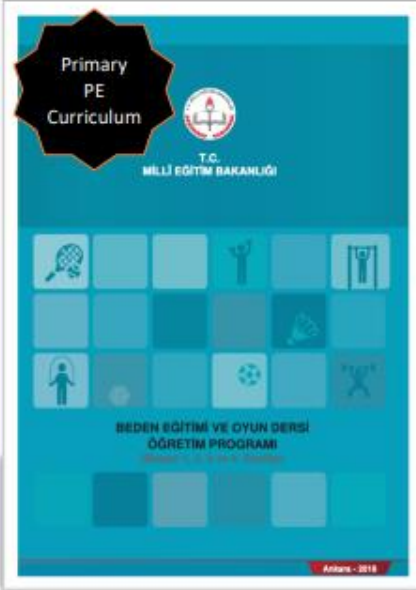
PETE Curriculum (The Institution of Higher Education, 2018):

1) Principles and methods of teaching

2) Spectrum of teaching styles in PE

3) Model based teaching in PE (elective)

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Use of the Spectrum among PE Teachers

Pre- and in-service PE teachers;

- use **command, practice, and reciprocal styles** the most frequently
- use the **self-teaching and student's initiation styles** the least frequently

(e.g. İnce & Hünük, 2010; Saraç & Muştu, 2013; Cengiz & Serbes, 2014; Demiral, 2021)



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Value of the Spectrum among PE Teachers

Pre- and in-service PE teachers;

- value the **command and practice styles** the most
- value the **self-teaching and learner-initiated styles** the least

(e.g. İnce & Hünük, 2010; Saraç & Muştu, 2013; Cengiz & Serbes, 2014; Demiral, 2021)



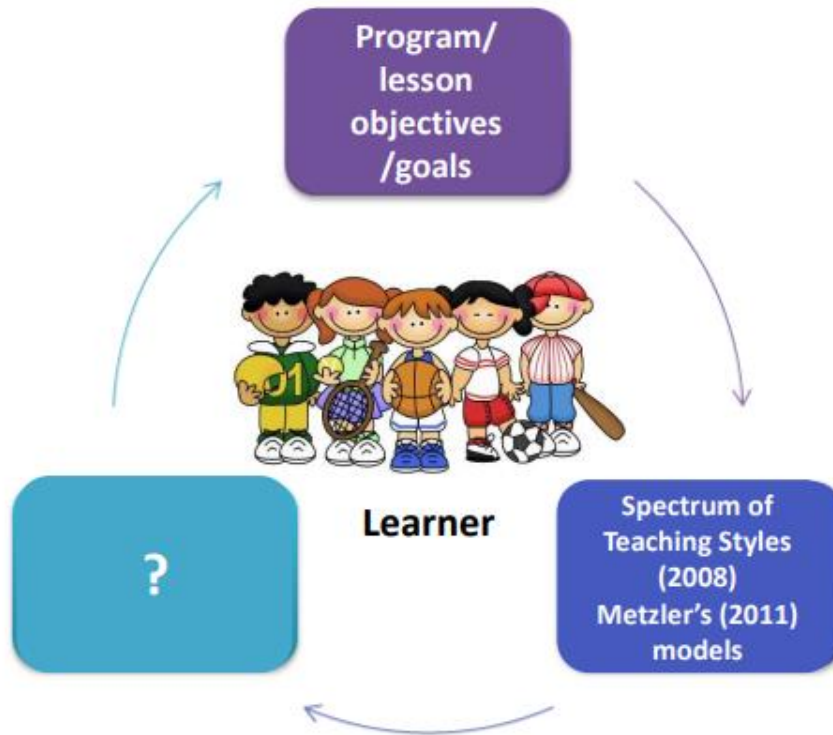
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Why teachers are struggle to embrace/adopt the teacher centered styles?

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“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

(Assessment Reform Group, 2002)

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AfL Strategies

Sharing
Learning
Expectations

Eliciting
Evidence

Feedback

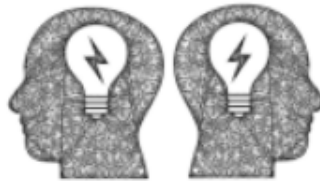
Self-Assessment

Peer
Assessment

(Thompson ve Wiliam, 2007)

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KNOW-WHY



KNOW-HOW

Knowledge of universal truths

Craft knowledge, or technique

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The Reciprocal Style - C

- The teacher accepts the socializing process between observer and doer as a desirable goal in education.
- The teacher recognizes the importance of teaching learners to give accurate and objective feedback to each other.
- The teacher is able to shift the power of giving feedback to the learner for the duration of Reciprocal style episodes.
- The teacher learns a new behavior that requires refraining from direct communication with the performer of the task (the doer).
- The teacher is willing to expand his or her behavior beyond those of the Command and Practice styles and takes the needed time for learners to learn these new roles in making additional decisions.
- The teacher trusts the students to make the additional decisions shifted to them.
- The teacher accepts a new reality where he or she is not the only source of information, assessment, and feedback.
- The learners can engage in reciprocal roles and make additional decisions.
- The learners can expand their active roles in the learning process.
- The learners can see and accept the teacher in a role other than those intrinsic to Command and Practice styles.
- Learners can spend time learning (by use of the criteria sheet) in a reciprocal relationship without the constant presence of the teacher.

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The Self-Check Style - D

The Implications of the Self-Check Style

Self-assessment and the opportunity to judge one's performance represent a major step toward self-reliance. If learners are to acquire intrinsic motivation, they must learn to give feedback to themselves. Not only do many of the tasks in life require the ability to engage skillfully in the decisions of this behavior, they also require honesty in participating in the process.

Self-Check implies that:

- The teacher values the learner's independence.
- The teacher values the learner's ability to develop self-monitoring systems.
- The teacher trusts the learner to be honest during this process.
- The teacher has the patience to ask questions focusing on the process of self-check as well as the performance of the task.
- The learner can work privately and engage in the self-checking process.
- The learner can use self-check as feedback for improvement.
- The learner can identify his/her own limits, successes, and failures.

The new classroom reality that evolves in these episodes creates conditions for examining one's self-concept. Learning to be honest with oneself, while learning to recognize and accept one's errors is a moral demand that did not confront the learner in the previous styles.

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The Inclusion Style - E

in the impact set. The learners make the decisions in the impact set, including the decision about the subject matter entry point, where they select the level of task performance. In the post-impact set, learners make assessment decisions about their performance and decide in which of the available levels to continue.

Let us examine more specifically the decisions learners make when offered the multiple-level conditions of the slanted rope. (The sequence is the same for any task.)

1. The learner looks at the options of height made available by the slanted rope.
2. The learner makes a decision of self-assessment and selects the entry point. (The teacher can actually watch the learner going through this selection process; it is almost like a bargaining session within oneself. The teacher will see the learner select a position opposite a given height. This decision might be followed by a hesitation and perhaps another position choice; then the learner is ready to approach the rope.)
3. The learner takes a few running steps and jumps at the selected height. Usually it is a height that the learner knows will ensure success (Byra & Jenkins, 1998). The initial choice is always a safe choice!?
4. The learner knows that he/she was successful in the first choice of height (post-impact decision). Now the learner has three options:
 - a. To repeat the same height

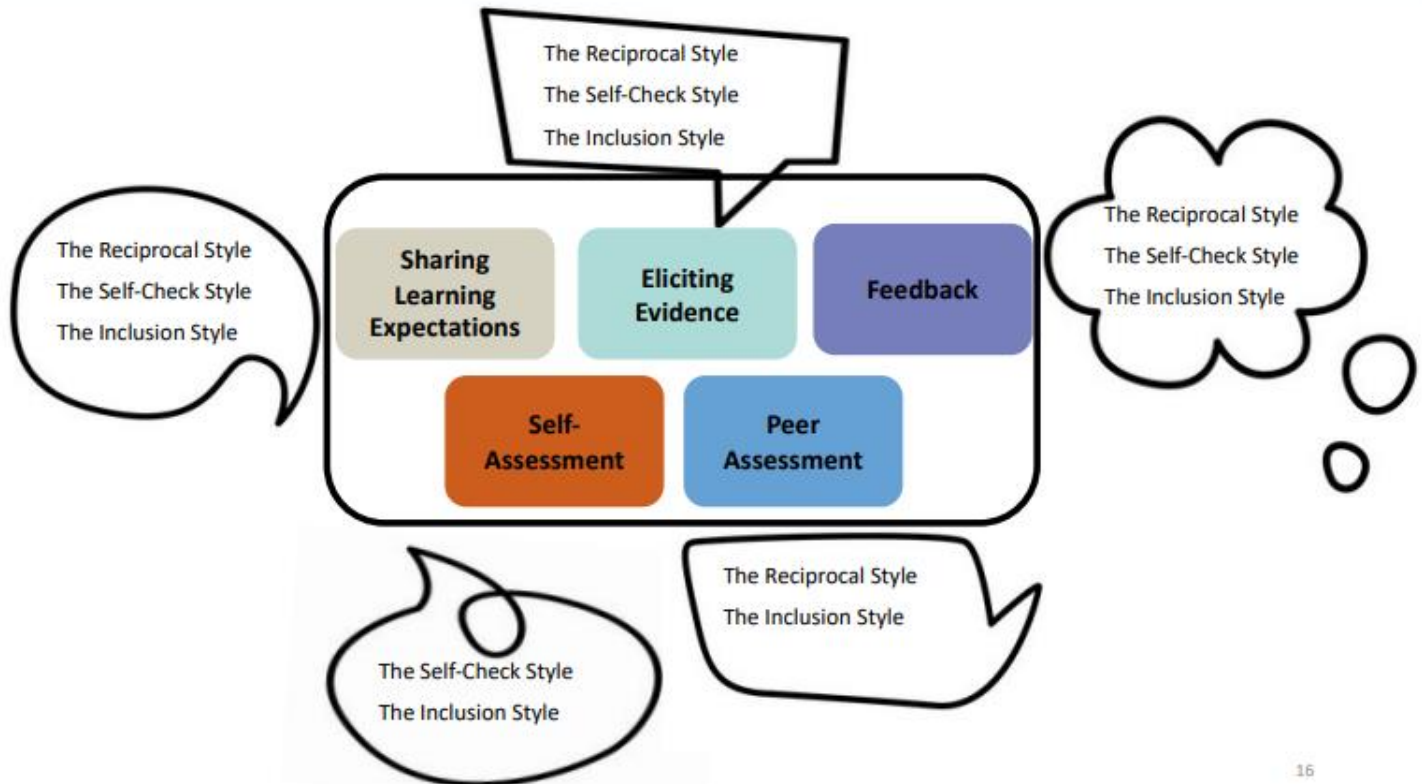
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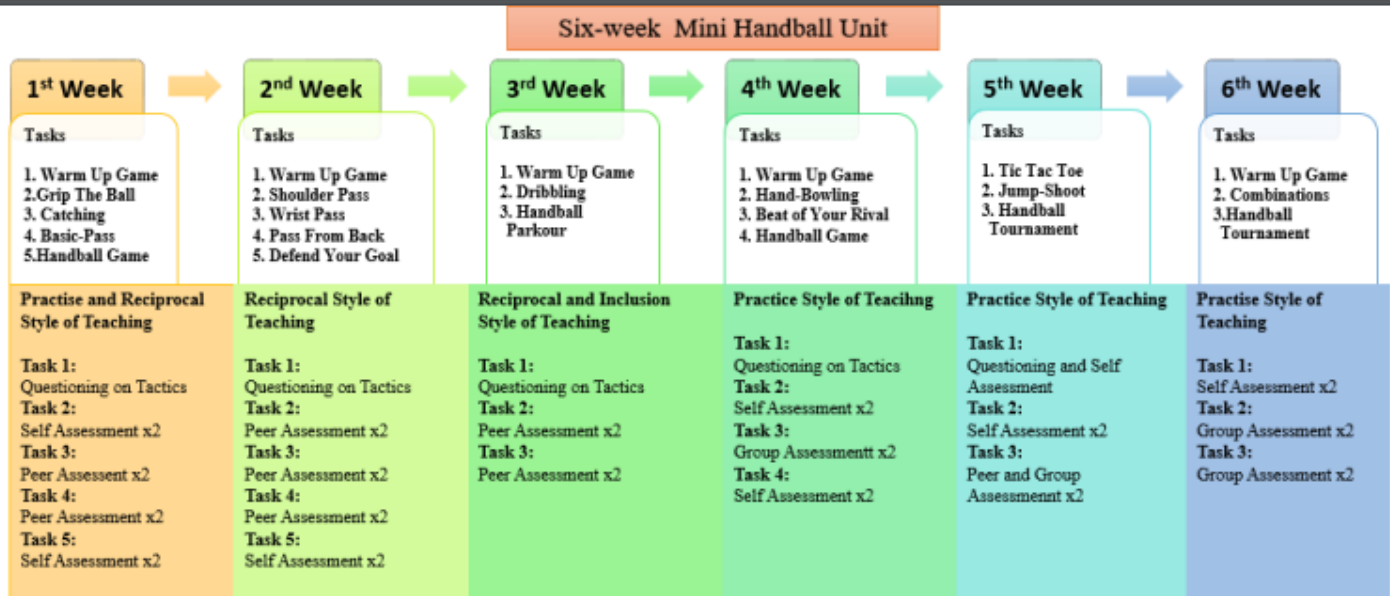
STUDY #1

Effects of AfL in PE: A randomized controlled trial

	AfL Group	Control Group
Grade	9 th graders	9 th graders
Content	Mini Handball	Mini Handball
Time	6 weeks	6 weeks
Assessment	AfL	Summative
Number of assessment	Total 54	Total 6
Teaching Styles	Reciprocal, Inclusion, Self-check	Reciprocal, Inclusion, Self-check

(Çınargür & Erturan, 2021)

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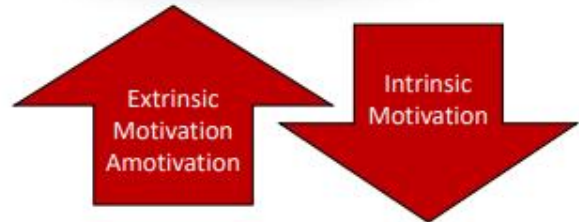
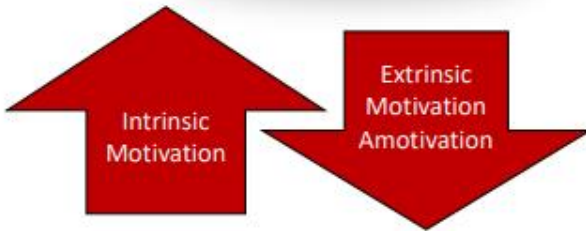
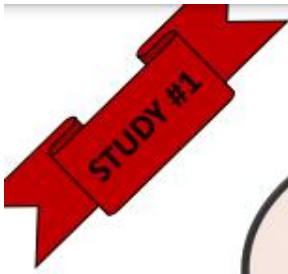


Two Reflection Tasks Applied to Students Each Week at the End of Classes

- 1- Take-Home Notes for Myself with 4 Questions; "What did I do well?", "What was it difficult to do?", "Where did I have fun?", "I will continue to work on"
- 2- The Development Bar; The student marks on the developmental bars where she/he sees her/himself at the beginning, middle, and end of the lesson for each learning goal.

«In addition, students were assigned to prepare a portfolio for six weeks and deliver it at the end of the process.»
(all experiences related to physical activity and sports (especially handball) during the six-week period)

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(Çınargür & Erturan, 2021)

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The teacher made an effort to produce solutions to the problems related to using AfL strategies within the theoretical framework offered by the teaching styles.

(Çınargür & Erturan, 2021)

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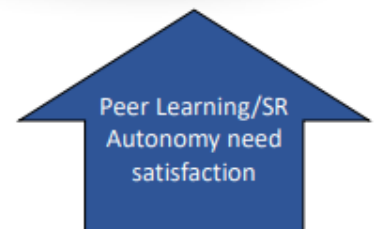
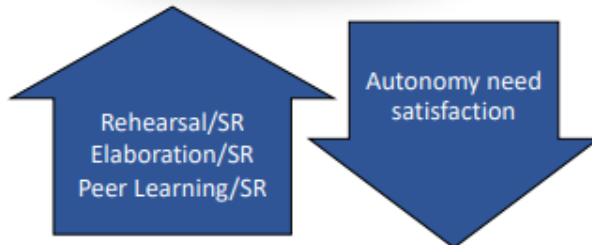
STUDY #2

The effects of self- and peer assessment on students' self-regulation in PE

	Self-Assessment	Peer Assessment
Grade	8 th graders	8 th graders
Content	Volleyball	Volleyball
Time	7 weeks	7 weeks
Assessment	Self	Peer
Number of assessment	Total 19 in 7 weeks	Total 19 in 7 weeks
Teaching Styles	Reciprocal, Self-check	Reciprocal, Self-check

(Azzouludine & Erturan, 2022)

STUDY #2



(Azzouludine & Erturan, 2022)

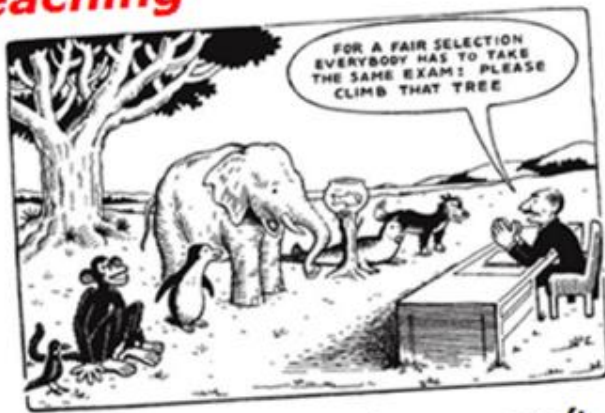


The spectrum facilitates the use of AFL in PE with the theoretical framework it provides.


Reciprocal, Self-check and Inclusion styles are adaptable with AFL strategies.

More research is needed on how to integrate AFL practices into each teaching style.

Students can escape **bad teaching**



...but they can't escape **bad assessment**

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