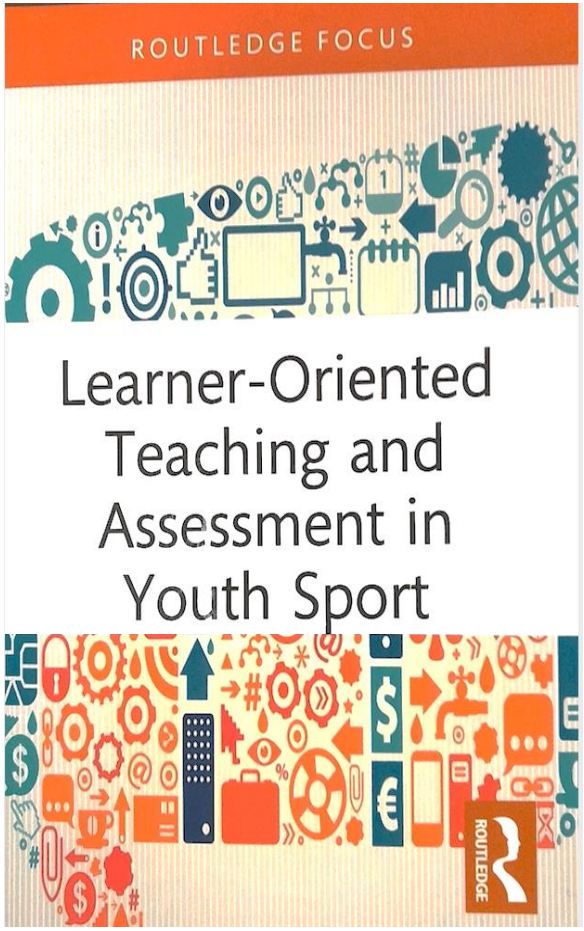
Part IV
Learner-Oriented Assessment

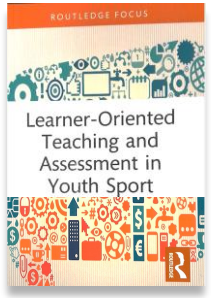
TGfU SIG 40th Anniversary Webinar Series



Webinar 4: Learner-oriented assessment in GBAs
Speakers: Cláudio Farias, Patrícia Coutinho, Ana Ramos and Cristiana Bessa
Date: 10th December 2022
Time: 8am (EST), 1pm (GMT), 10pm (JST)

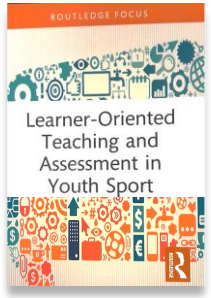
CHAPTER 12:
Assessment and technology in GBAs

José Afonso, Cláudio Farias, Ana Ramos, Cristiana Bessa, Patrícia Coutinho and Isabel Mesquita



Assessment and technology in GBAs

- Understand how technology can help learners' self- and peer-assessment.
- Scaffold learners' progressive active engagement in technology- based self- and peer-assessment activities.

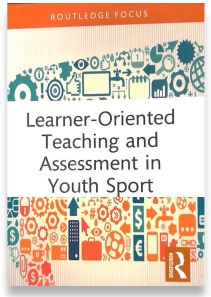


Assessment and technology in GBAs

Self-assessment

Peer-assessment

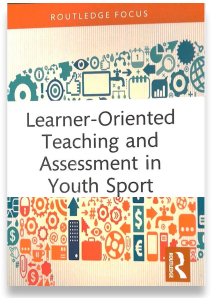
Learners participate in cycles of observation, identification, and assessment that inform subsequent devising action plans



Assessment and technology in GBAs

Self- and peer-assessment challenges

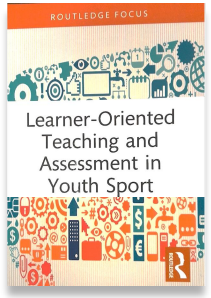
- ✓ Focus attention on the relevant componentes to observe
- ✓ Multiple and varied causes and effects
- ✓ Inexperience



Assessment and technology in GBAs

Sporting experiences

Technology



Assessment and technology in GBAs

Benefits of reflective observation and self- and peer-assessment:

– Cognitive engagement in learning, deeper understanding, autonomy, self-awareness, and self-esteem;

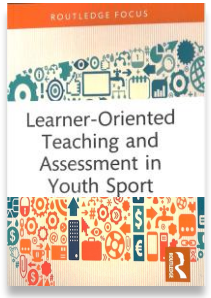
– Cognition (mental analysis) and action (motor solution);

– Control over their own sport development;

– Focus on positive self- and peer-assessment;

– Link between problems during practice and definition of goals, learning content, and tasks;

– Social and relational skills, communication, sense of belonging, cooperation, mutual help and respect.



Assessment and technology in GBAs

Educational benefits in the use of technology and peer- and self-assessment:

– Immediate video-based feedback;

– User-friendly;

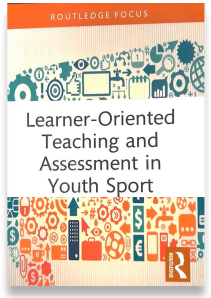
– Versatile;

– Opportunities to create pedagogical resources;

– Revisit critical moments in learners' game-play practice (slow-down, pause, rewind,....);

– Brainstorming about 'current practice/level'and 'desired practice/level';

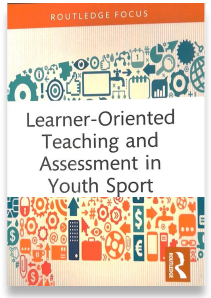
– More reliable self- and peer-assessment.



Assessment and technology in GBAs

Potential limitations of technology use:

- Dependence;
- Insecurity;
- Time needed to train learners for using these tools;
- Quality of social interactions between learners;
- Deviant behaviours;
- Focus of distraction.



Assessment and technology in GBAs

Technological tools in physical education and youth sport

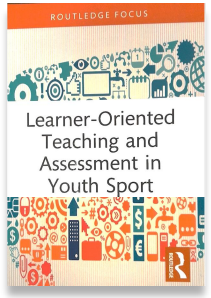
Casey, Goodyear, and Armour (2017)

Laptop (device)

A laptop or tablet that can be used to access a range of apps, and that includes a camera and video function.

How can be used?

By learners to support engagement with multiple apps to support self- and peer- observation and diagnosis, assessment, and learning.



Assessment and technology in GBAs

Technological tools in physical education and youth sport

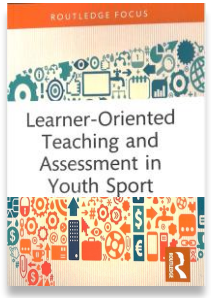
Casey, Goodyear, and Armour (2017)

Portable cameras

A compact mean to capture photos and vídeos in highly dynamic and action settings.

How can be used?

- Placed in a fixed place and collect images of a practice setting (e.g., game-play events) to capture collective team interactions;
- Used by an individual learner (on a head strap) to enable the analysis, for example, of the collected information by that learner (e.g., attentional focus: decentres eyes from the ball,...)

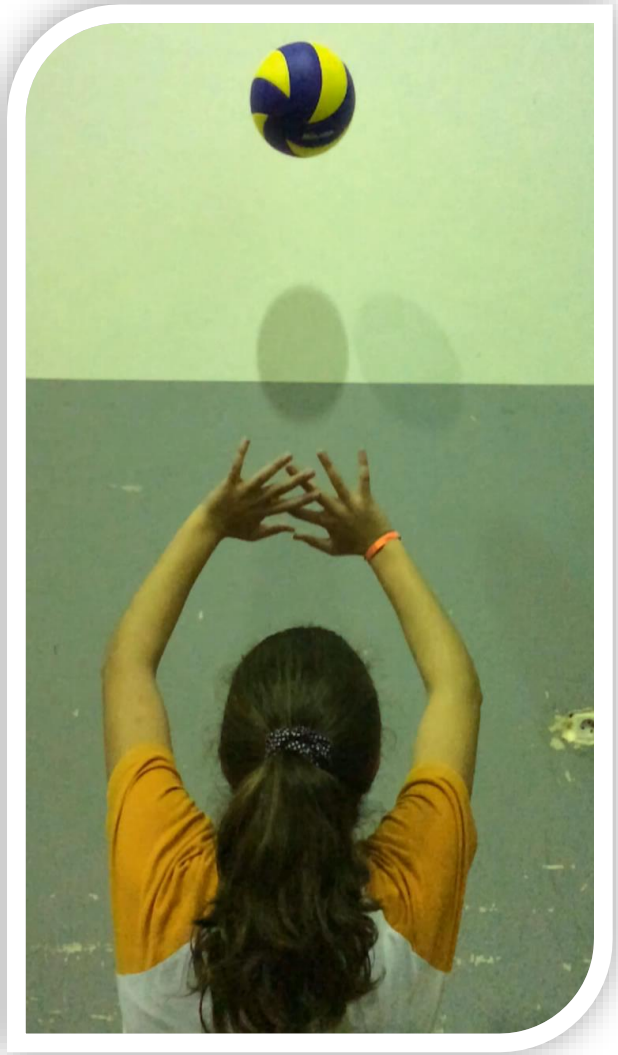


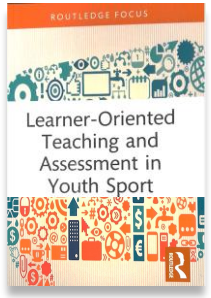
Assessment and technology in GBAs

Technological tools in physical education and youth sport

Casey, Goodyear, and Armour (2017)

Portable cameras



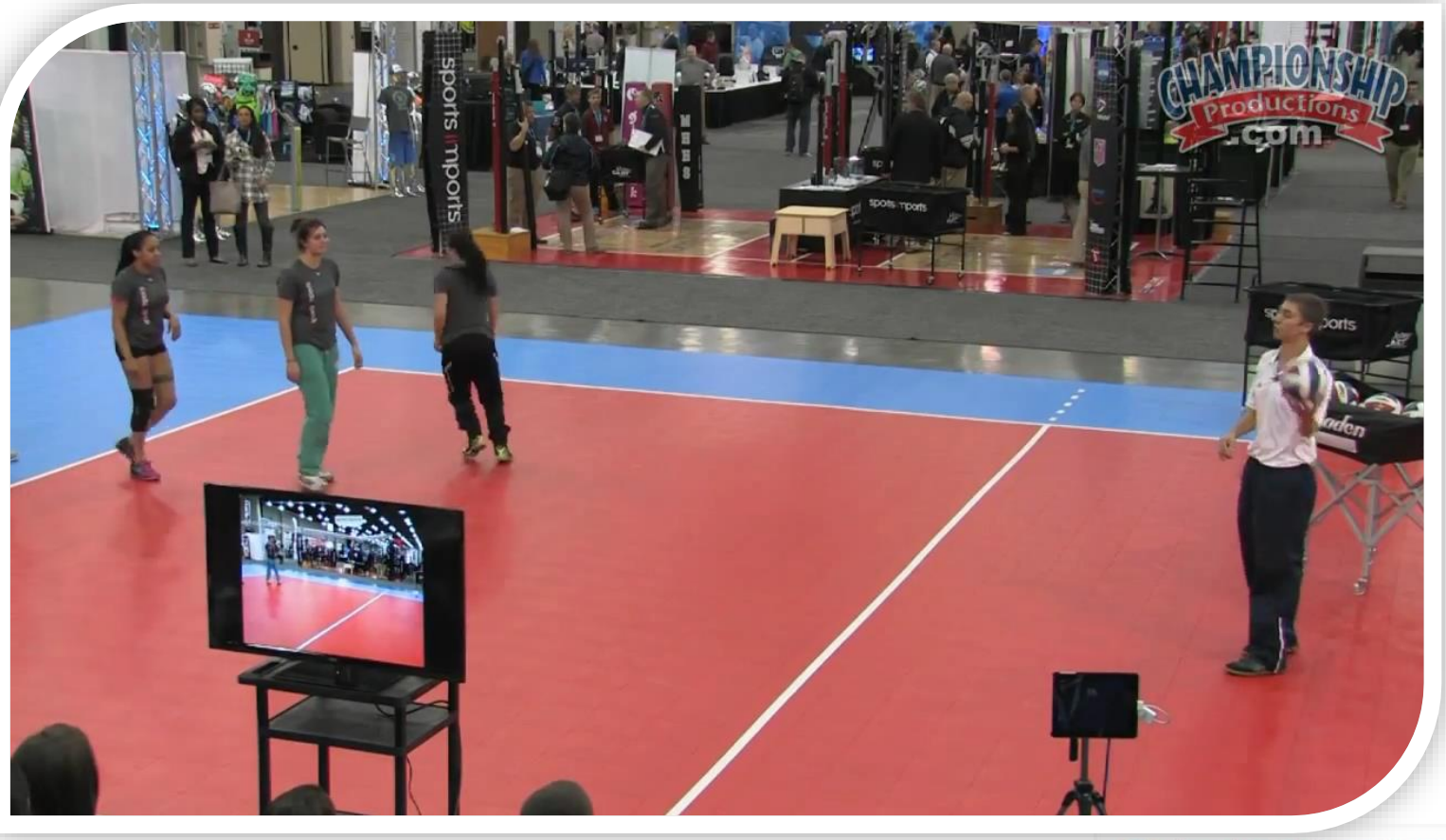


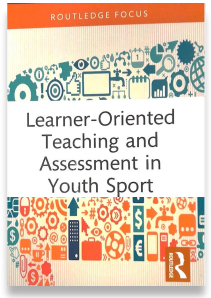
Assessment and technology in GBAs

Technological tools in physical education and youth sport

Casey, Goodyear, and Armour (2017)

Portable cameras





Assessment and technology in GBAs

Technological tools in physical education and youth sport

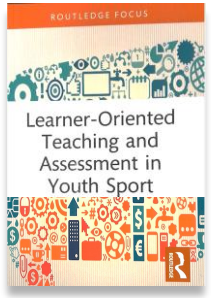
Casey, Goodyear, and Armour (2017)

YouTube or similar web platforms

Video-sharing websites that allow users to upload, view, and share videos.

How can be used?

Sport educators show videos of expert performers as a way of introducing a task and/or sport content to learners or to scaffoldpeer-coaching activities.



Assessment and technology in GBAs

Technological tools in physical education and youth sport

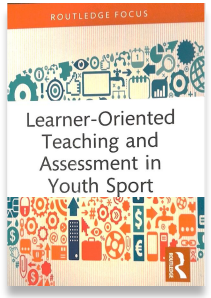
Casey, Goodyear, and Armour (2017)

GPS tracking monitoring

Provides learner tracking and delivers play participation monitoring data in real-time, it detects accelerations, decelerations, changes of direction and integrates add-on data such as heart rate (transmitted on the fly).

How can be used?

In outdoor high-performance youth sport teams can be used to map the range of field coverage and individual and collective intervention of learners (e.g., tactical systems and behaviour) and/ or capture indicators of the type of physiological work performed (anaerobic, aerobic, high-intensity, etc.), indicates the suitability of the tasks to reaching target heart rate zone



Assessment and technology in GBAs

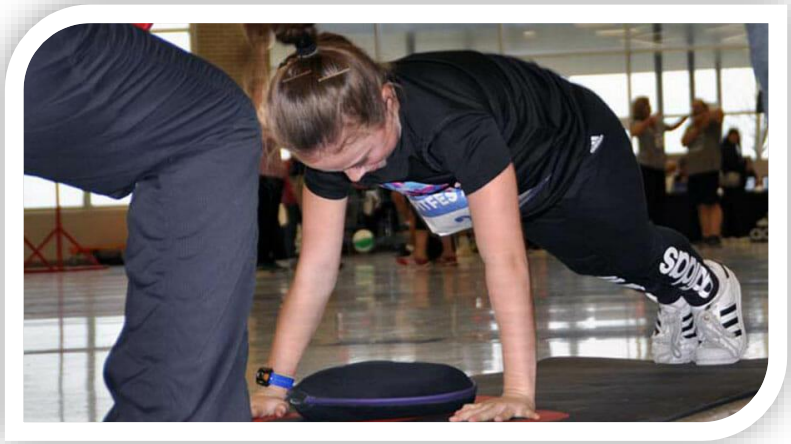
Technological tools in physical education and youth sport

Casey, Goodyear, and Armour (2017)

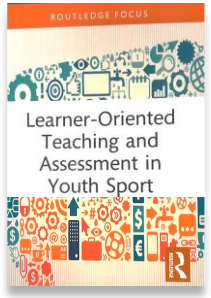
Heart rate monitoring

A fitness tracker. Includes built-in heart rate monitors, touchscreen, smartphone notifications, activity andhealth-adjacent information tracking, automatic exercise detection, and it can be couple to mobile phone devices for GPS tracking

How can be used?



Learners create individual heart rate charts on station work and compare this data with recommendations on appropriate levels of physical activity.



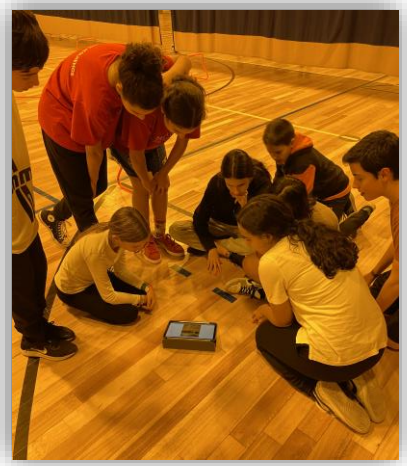
Assessment and technology in GBAs

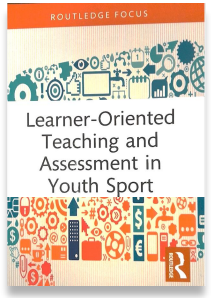
Scaffolding learners' use of technology for self- and peer-assessment

1) Everyday support provided to learners during the contact with technology;

2) Progression in how each technology is used;

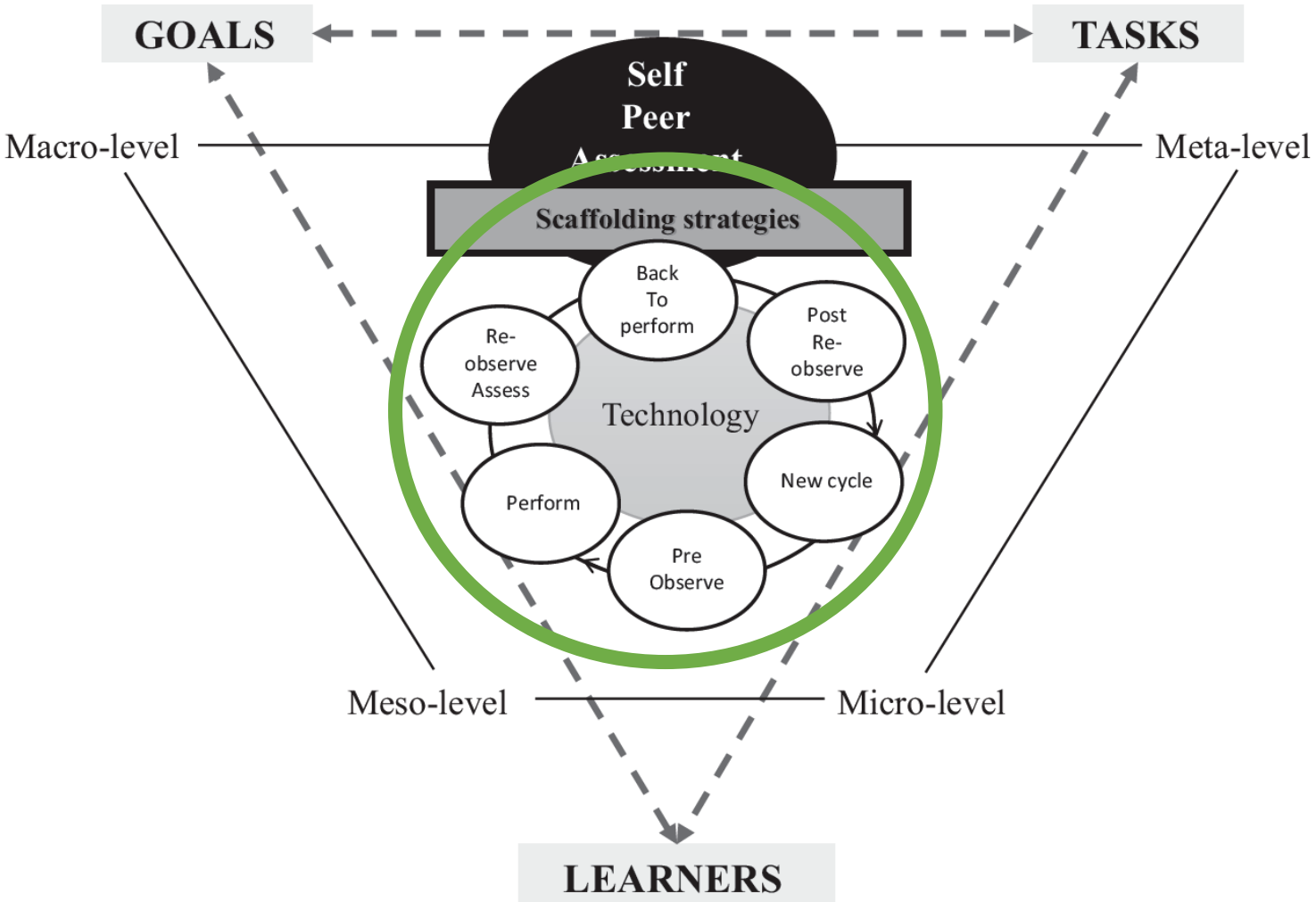
3) Progression in learners' use of increasingly more sophisticated technologies





Assessment and technology in GBAs

Scaffolding the alignment between observation, assessment, planning, and application

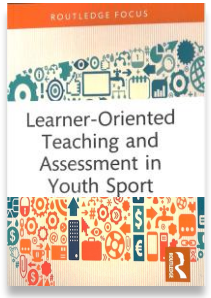


Observation

Assessment

Planning

Application



Assessment and technology in GBAs

Scaffolding the alignment between observation, assessment, planning, and application

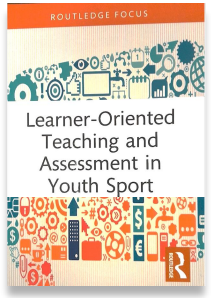
Observation

"the rigorous act of perceiving the workings of people, culture and society through one's senses and then documenting these in field notes or recording them through technological means"

Sparkes and Smith (2014)

Operational principles

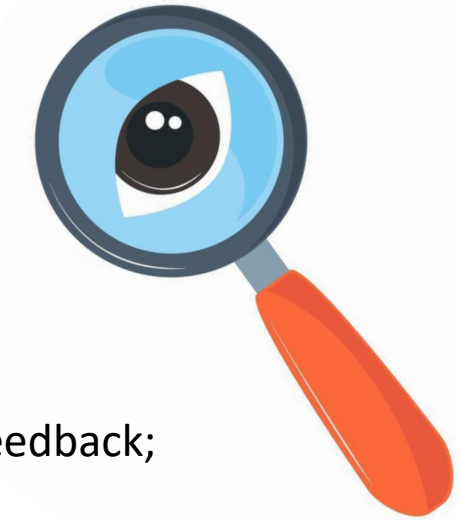
1) Can be carried immediately before/after the PE lesson/practice session, or immediately after the performance;
2) Thorough and complete analysis of sport performance componentes
3) Technology in indirect observation allows to:
    a) Record behaviours of high frequency and duration;
    b) Involve multiple and individual observers;
    c) Use of video clips.



Assessment and technology in GBAs

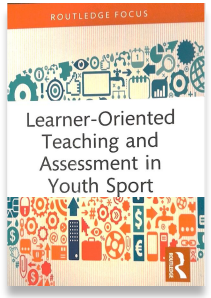
Scaffolding the alignment between observation, assessment, planning, and application

Learners' preparation for effective observation



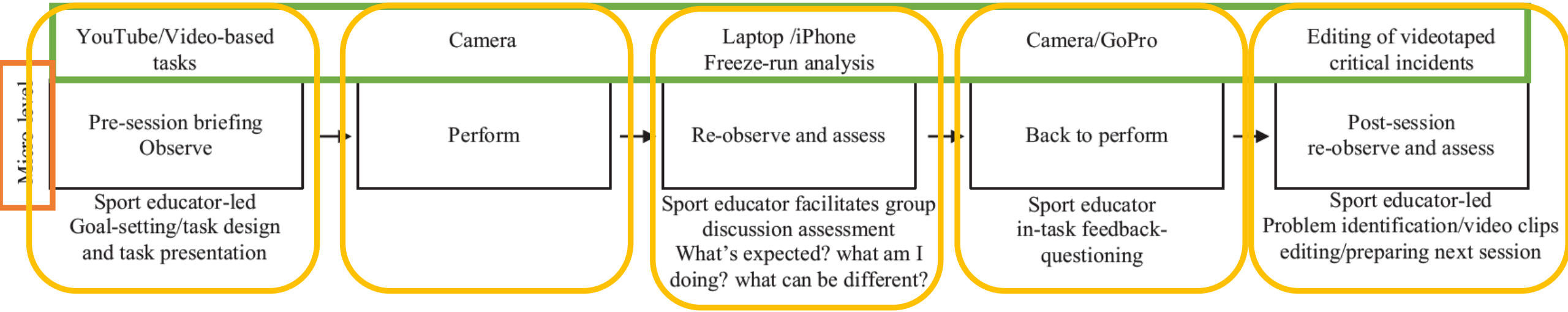
Focus learners' attention to:

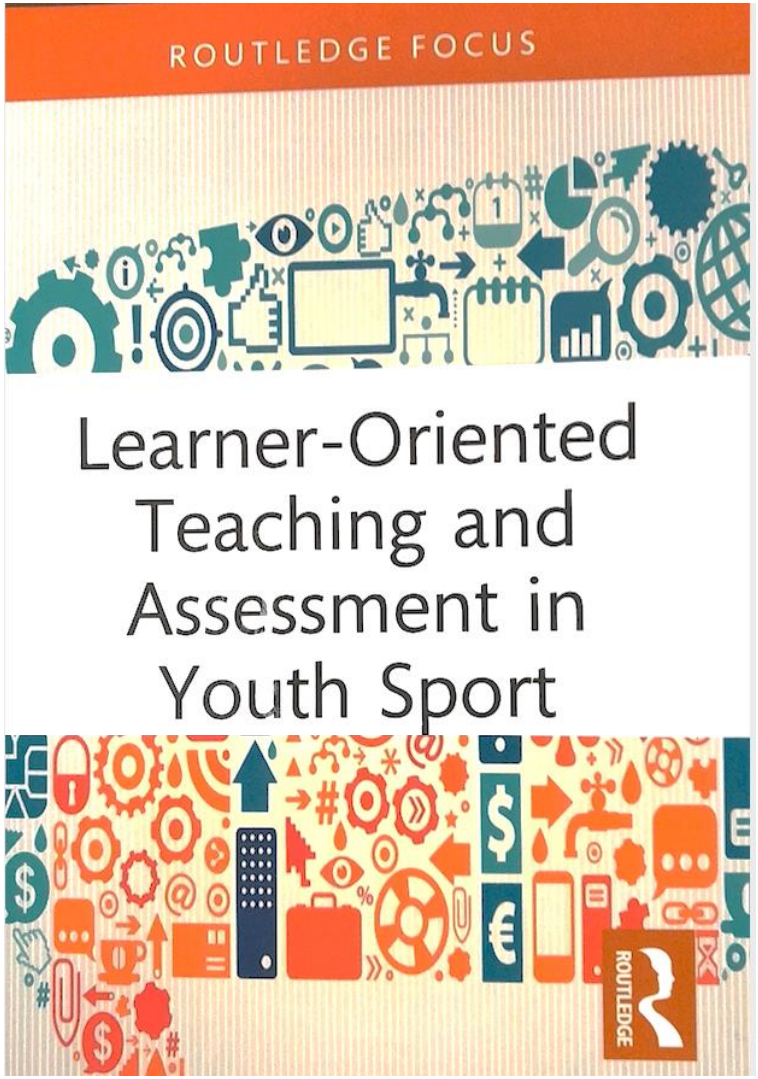
1) Critical game-play moments and motor action components;
2) Important aspects of the task and/or critical components of actions that need reinforced feedback;
3) Relate rationally and systematically about the causes and effects of learners' errors.



Assessment and technology in GBAs

A practical application of technology-based, self-assessment, and peer-assessment activities





TGfU
Teaching Games for Understanding
AIESEP Special Interest Group

TGfU SIG 40th Anniversary Webinar Series

Webinar 4: Learner-oriented assessment in GBAs
Speakers: Cláudio Farias, Patrícia Coutinho, Ana Ramos and Cristiana Bessa
Date: 10th December 2022
Time: 8am (EST), 1pm (GMT), 10pm (JST)

Thank you!

Questions?

U.PORTO UNIVERSIDADE DO PORTO FACULDADE DE DESPORTO
CENTRO DE INVESTIGAÇÃO FORMAÇÃO INOVAÇÃO E INTERVENÇÃO EM DESPORTO CIFI2D