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Assessment Practices of Physical Education Teachers: An Online Perspective

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Abstract

The assessment of student learning is an area that deserves special attention. This includes how instructors assess student progress both formatively and summatively, how they distribute graded activities across an entire course, the challenges of providing effective feedback, and the strategies they try to overcome these obstacles. This phenomenological study included college and high school

PE teachers from Panabo City and Agusan del Norte who taught online. Participants were chosen from a pool of seven PE teachers. The main purpose of the study was to explore the challenges encountered of physical education teachers in assessing student's performances in an online setting in times of COVID-19 pandemic.

Keywords: Assessment, Challenges, PE Teachers, Online Platform

Introduction

Assessment of student learning is a critical component of instruction. Assessing student learning in online environments presents unique challenges and opportunities. On the internet where there is no face-to-face (F2F) interaction, instructors face a special challenge in accurately communicating their intentions and providing appropriate feedback to help students achieve the targeted learning objectives (Oncu & Cakir, 2011).

Moreover, other issues raised in the assessment literature for online learning include the significance of authentic assessment activities (e.g., Kim, Smith, & Maeng, 2008; Robles & Braathen, 2002^[4]), the use of assessments that promote academic self-regulation (Booth *et al.*, 2003; Kim *et al.*, 2008; Robles & Braathen, 2002^[4]), and concerns about academic integrity. Furthermore, assessment in online learning contexts has been discussed at the international level due to the risk of cheating, plagiarism, dishonesty, and impersonation in online learning (Peytcheva-Forsyth *et al.*, 2018).

On the other hand, physical education centers on physical activity and is clearly distinct from general knowledge-based subjects. As a result, online physical education classes necessitate special preparation and operation in order to effectively communicate and practice physical education values. On the other hand, distance education can help students overcome time and space constraints. Students can use computers or electronic devices (such as mobile phones and tablets) to instantly obtain learning resources and listen to teachers in distant classrooms (Salama *et al.*, 2020)^[1].

Furthermore, most physical educators have common expectations and objectives that inspire physical exercise and provide students with meaningful physical, emotional, and social growth environments. (Mosston & Ashworth, 2002)^[2] and (NASPE, 2011)^[2]. In addition, the instructor will be a crucial facilitator and guide for pupils, focusing on learners gaining information within diverse content with the Internet, online classes, and open-source learning materials (Wise, 2010).

Purpose of the Study

Generally, the main purpose of the study was to explore the challenges encountered of physical education teachers in assessing student's performances in an online setting in times of COVID-19 pandemic.

Method

The hermeneutic design process was used in this study. This method is a qualitative research strategy that focuses on the common bond of a group. The approach's primary goal is to gain a better understanding of the phenomenon under consideration (Creswell, 2013). This method is ideal for investigating PE teachers' assessment practices in an online setting.

Participants

This phenomenological study included college and high school PE teachers from Panabo City and Agusan del Sur who taught online. Participants were chosen from a pool of seven PE teachers. According to Raagas (2010) [3], a purpose sampling of five to twenty people was proposed for the phenomenological investigation. As part of their projects, the participants communicated and elaborated on this phenomenon on a daily basis (Moscovici, 1988). These teachers were chosen as participants based on their confidence and trust that they could provide the necessary information for this study.

Data Analysis

The responses of the participants were thematically analyzed. Content analysis is the process of obtaining and evaluating data patterns or themes. The Qualitative approach is advantageous, according to Braun and Clarke (2012), because it is a diverse and successful research method that can yield large, complex, and rich data. Thematic analysis is a method for finding, categorizing, and providing insight into recurring themes in a dataset. Thematic analysis assists the researcher in seeing and giving meaning to communal or shared ideas and events by focusing on a significance throughout a collection.

Results and Discussions

Themes on the Challenges of PE Teachers in Assessing Student's Performance in Online Setting

Theme 1: Difficulties in assessing Practical Skills

Robles and Braathen (2002) [4] said that the assessment techniques used in traditional classroom settings could be modified to reflect the nature and pedagogy of distance settings. As they suggested several online assessment techniques, they argued that a variety of assessment tools could be used to determine whether the student had achieved the pre-established learning objects.

"Based on my experience, assessing students' performance in online environments proved difficult. It continues to be a challenge for both instructors and students, particularly when it comes to assessing practical skills, technical competencies, and teaching practicum (p.2)".

Performance evaluation in an authentic context increases learner relevance by connecting learning to tasks that are meaningful both inside and outside of the classroom. This implies that teachers must devise methods for assessing students' performance in formative or summative assessments.

Theme 2: Internet connection issues

Teachers and students use the internet to access school-related activities. There was never a day in online classes when a student did not complain about poor internet connectivity. Noting the participants' 3 experiences, he revealed that:

"Ahmm...some of them were complaining about poor internet connectivity during the assessment, so they

were requesting a consideration. The internet may also go down in the middle of an assessment. (p.3)".

An online class can be accessed from any connected device, but a strong internet connection is required. Low bandwidth and slow internet can slow down your ability to connect and participate in class. This implies that students and teachers must provide adequate internet connectivity in order to achieve the desired goals during the assessment period. A dependable internet connection is essential.

Theme 3: Unfamiliar with Technology

Professors are now offering course content through a variety of tools. They use online educational sites, videoconferencing tools, and social media to teach their courses (Patricia, 2020). Because of the pandemic, we are confronted with enormous changes in this new scenario in new learning. Some teachers are trained to use the virtual learning environment effectively to teach students, while others are not.

"I had difficulties using technology, specifically the learning management system that we are using to conduct our online class. (p.5)".

Regardless of the various stresses it brings, the outbreak of COVID-19 compelled us to reconsider not only the technologies for delivering education, but also the very nature of education itself. Lederman (2020) stated correctly that, as a result of the COVID-19 crisis, both teachers and students feel compelled to accept the digital academic experience as the summum bonum of the online teaching-learning process.

Implication

The assessment of student learning is an area that deserves special attention. This includes how instructors assess student progress both formatively and summatively, how they distribute graded activities across an entire course, the challenges of providing effective feedback, and the strategies they try to overcome these obstacles. Because of the COVID-19 pandemic, the field of online assessment has expanded rapidly. The unplanned shift to online environments demolished face-to-face assessment options and transferred existing assessment strategies to new contexts. Some significant threats influenced the assessment quality and, as a result, the core assessment principles. Furthermore, the study suggested using a variety of alternative assessment strategies to address the various challenges in assessing student performance. This implies, that teachers should have flexible alternative assessment plans and report their difficulties to the institutional administration so that appropriate action can be taken necessary steps.

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