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A comparative study on the motor-autobiography of Italian kindergarten and primary school will be teachers

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ABSTRACT

Carlomagno N, Cecoro G, Sgambelluri R, Rossi PG. A comparative study on the motor-autobiography of Italian kindergarten and primary school will be teachers. *J. Hum. Sport Exerc.* Vol. 8, No. Proc2, pp. S98-S106, 2013. A perspective of evaluation based on authentic assessment highlights the ethical and aesthetic aspects of education as well as the learning aspect of the assessment, which is expressed in a dialogic mode and offers a sharing process that transforms the assessment into an important stage of the learning path. This type of evaluative inquiry shifts the focus of research from the product, which is represented in the motor field by execution, performance or gesture, to the understanding of learning strategies for students, enabling them to reflect on their own elaboration processes and development of the educational process through the use of the teaching of the body and movement. The expected results, therefore, will provide a redefinition of the educational needs of the students that are created due to the greater awareness of their education – motor path. **Key words:** AUTHENTIC ASSESSMENT; MOTOR AUTOBIOGRAPHY; MOTOR SKILLS; TEACHING – LEARNING PROCESS.



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INTRODUCTION

The proposal of an *authentic assessment*, supported by current international scientific literature (Shepard, 2000), creates new qualitative perspectives of the evaluation of motor activities within school contexts.

Authentic assessment is a possibility for the evaluation to encourage and enhance the quality of educational processes, with it uncovering a vision of evaluation as a research subject that deals with the contexts and processes governing the representation that the subject constructs of his skills, previous experiences as well as the relationship they assume in various situations (Sibilio, 2012).

In the motor context, authentic assessment can be explained as an autobiographical process capable of contextualizing the different meanings that the motor-sport experiences lived during a lifetime have for the subject (D'Elia et al., 2008; Galdieri et al., 2008).

Simultaneously, this self-rating process promotes an awareness of possible differences between the subjective perception of their motor skills and the actual dimension that they have, on both a quantitative and qualitative level.

It is, therefore, important in education to make clear to the students those assumptions that individually enable or facilitate performance, execution, movement and gesture that allow for a necessary and important process of self-assessment and metacognitive awareness.

“Such an assessment can address not only the product one is trying to Achieve, but Also the process of Achieving it, That Is the habits of mind That contribute to successful writing, painting and problem solving” (Wiggins, 1989).

In evaluating movement, an *authentic assessment* and its implications within the learning-teaching experience is reflected not only in the clear definition of the criteria but also the use of self-rating tests, *checklists* and *rating scales*, as well as in the development of *peer assessment*, feedback and transfer mechanisms. This paper documents the phases of a comparative study, currently being carried out in the Faculty of Education at the University of Suor Orsola Benincasa Naples and University of Macerata, on future kindergarten and primary school teachers.

Firstly, the research aims to evaluate the ability of self-assessment of university students on their own motor skills and past experiences, by building an autobiographical motor profile, and, secondly, to assess the awareness of how their motor experiences affect the redefinition of their own learning needs. The distribution of the sample on two different territories could result in different patterns in both learning as well as self-rating ability.

Due to the research involving a homogeneous sample, age and educational experiences (first-year students of the Faculty of Education), the analysis of the motor autobiography will also provide an insight into the adhesion between the motor activities currently being carried out in school, with particular reference to primary school, and activities in the programs in force during the period studied (Programs of 1985).

MATERIAL AND METHODS

The sample consists of 233 first-year students (229 women and 4 men) of the Faculty of Education at the University of Suor Orsola Benincasa, Naples and University of Macerata.

Students were given a questionnaire, developed with the aim of evaluating the *motor autobiography*. The questionnaire includes closed-ended questions, articulated on the following topics:

- *personal history of curricular and extra-curricular skills at school;*
- *formative role of motor-sport activities in school skills;*
- *frequency of motor and sports activities on extracurricular time;*
- *role of Teacher, Class Council, Principal of Institute, Structure and Organization of motor and sports activities, curricular and extra-curricular;*
- *formative role of motor activity in kindergarten and primary school.*

RESULTS

1. **According to their own institutional and chronological experience in the motor field:** 35% of the students from Naples claimed to have lived a different motor activities school experience of those from Macerata (0%); 17% of the students in Macerata in contrast to 0% of the students in Naples claimed to have had experiences of motor activities at school, in the gym and in the natural environment (Figure 1).

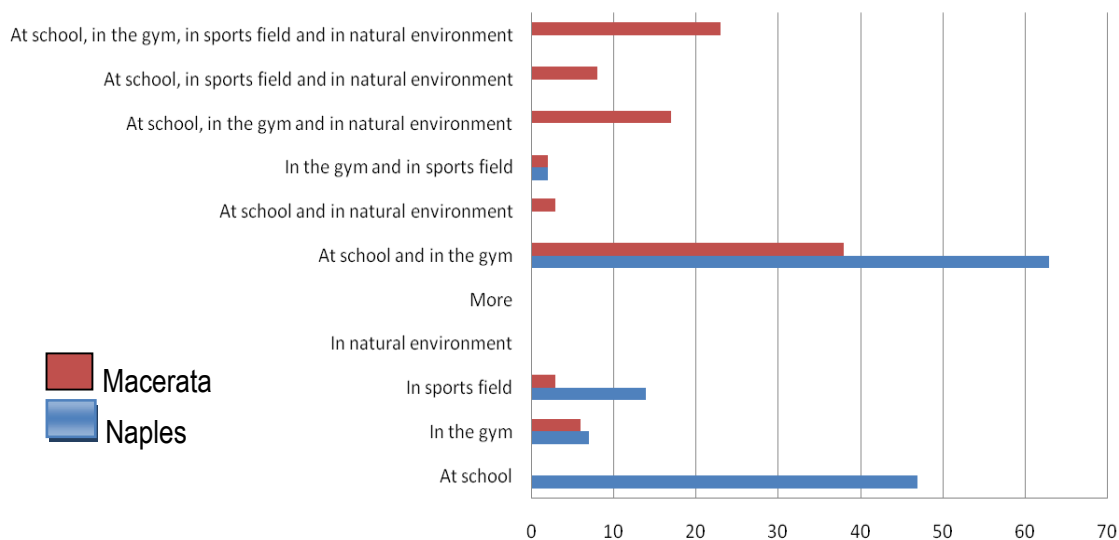


Figure 1. Experience in institutional motor field.

2. **According to their own institutional and chronological experience in the motor field:** 26 % of the students from Naples considered physical activities in school to have an important role, in contrast to 5% of the students from Macerata; 25% of the students from Macerata, unlike the average 2% of students in Naples, considered the role of physical activities in kindergarten, elementary and middle school to be important (Figure 2).

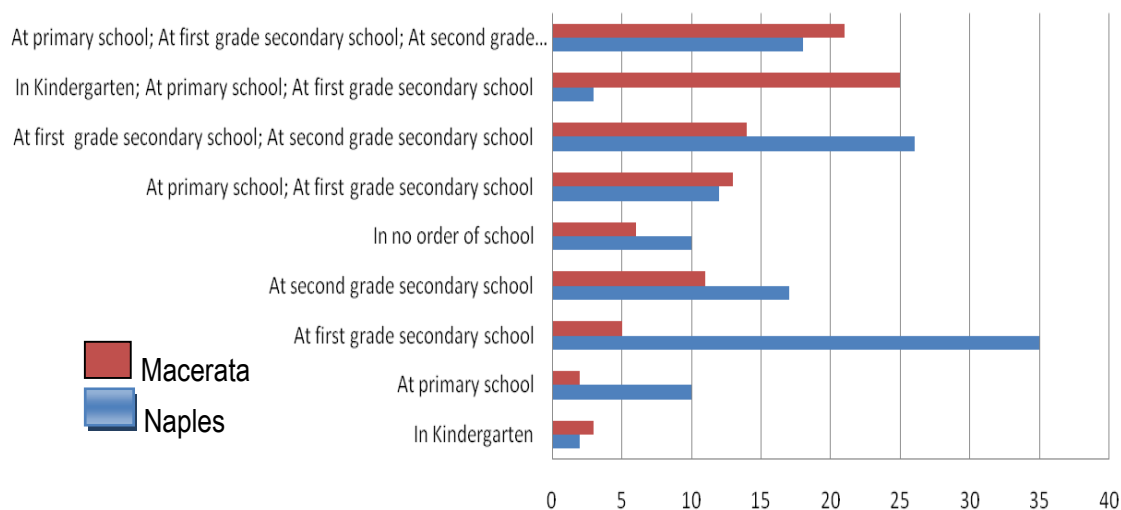


Figure 2. The physical activities and sports were also important.

3. **The role of the teacher, the class council, Head of the Institute, the structure:** 56% of the students in Naples gives the teacher the responsibility of the educational role of motor activity in contrast to 24% of the students in Macerata, 11% of the students in Naples give the responsibility of the formative role of motor activity to the structure in contrast to 0 % of the students in Macerata; and finally, 65% of the students in Macerata attribute the responsibility of the educational role of motor activity to the teacher and the structure as opposed to 23% of the students in Naples (Figure 3).

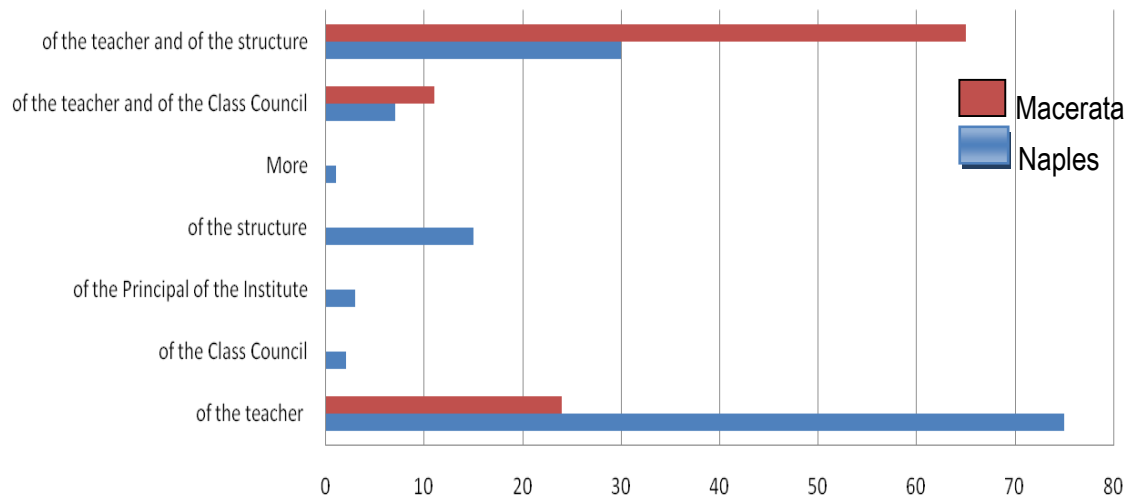


Figure 3. Formative role of motor activities in school in relation to the role the Teacher, the Class Council, the Chief of the Institute and the Structure.

4. **The type of activity on the curriculum:** 35% of the students in Macerata claim to have carried out physical activities in line with the current programs as opposed to 25% of the students in Naples; an average of 13.5% of the students from both institutions claim to have carried out motor activities episodically but conforms to existing programs; an average of 12.5% of the students from both institutions claim to have carried out motor activities in a systematic way but not in compliance with existing programs; an average of 28.5% of the students from both institutions claimed to have carried out motor activities episodically and different from the current programs, and finally, 20% of the students in Naples said they had never done physical activity in elementary school, unlike 11% of the students in Macerata (Figure 4).

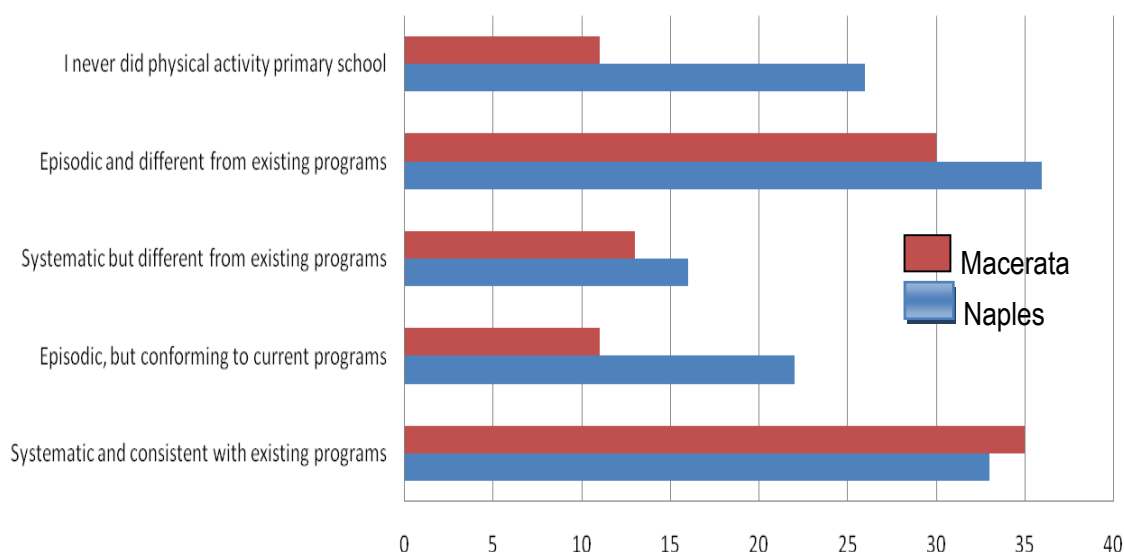


Figure 4. Frequency of motor activities in elementary school.

5. **Extra-curricular motor activity:** 25% of the students in Macerata has regularly carried out extra-curricular motor activities over time (twice a week, three times a week, other more frequently for at least 8 months per year) as opposed to 19% of the students in Naples; an average of 22% of the students of both Universities has carried out in an irregular manner (less than 8 months a year with constant frequency or constant frequency and constant interruptions) extracurricular motor activities; an average of 35.5% of the students from both institutions carried out occasional extracurricular motor activities, and finally, an average of 20.5% of the students from both institutions carried out in an irregular manner and occasionally extracurricular motor activities (Figure 5).

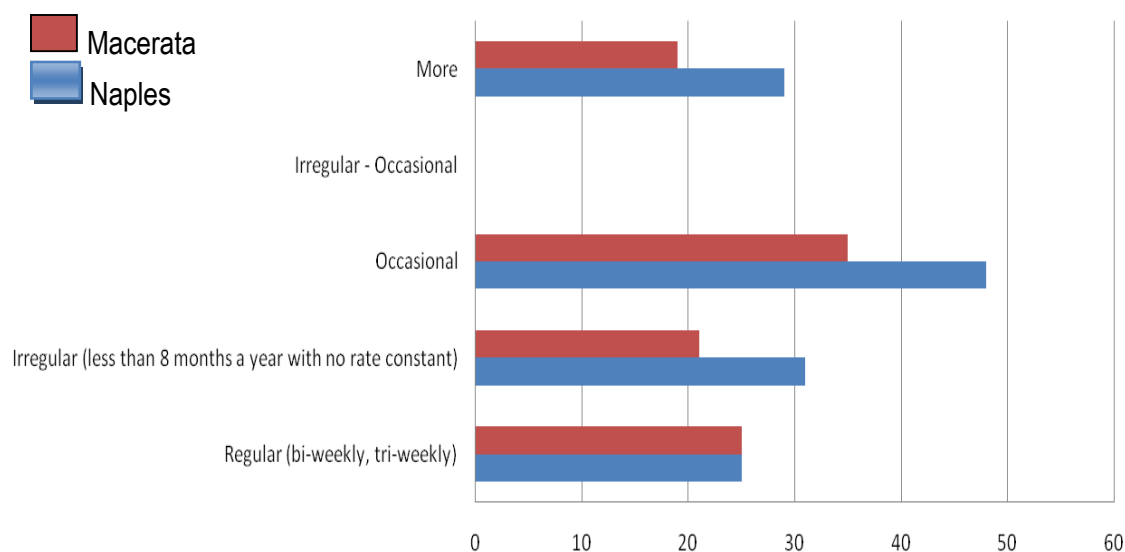


Figure 5. Frequency of motor activities in relation to motor experience outside the school.

6. **Evaluation of their coordination, conditional, time - space skills, the level of awareness of their body schema, balance and posture:** 81% of the students from Macerata, unlike 45% of the students in Naples, deemed their space – time organization to be appropriate; 20% of the students in Naples considered it to inadequate by 9% of students from Macerata, and finally a high percentage of 35% of the students in Naples were not able to assess their space - time organization compared to 10% of the students in Macerata (Figure 6).

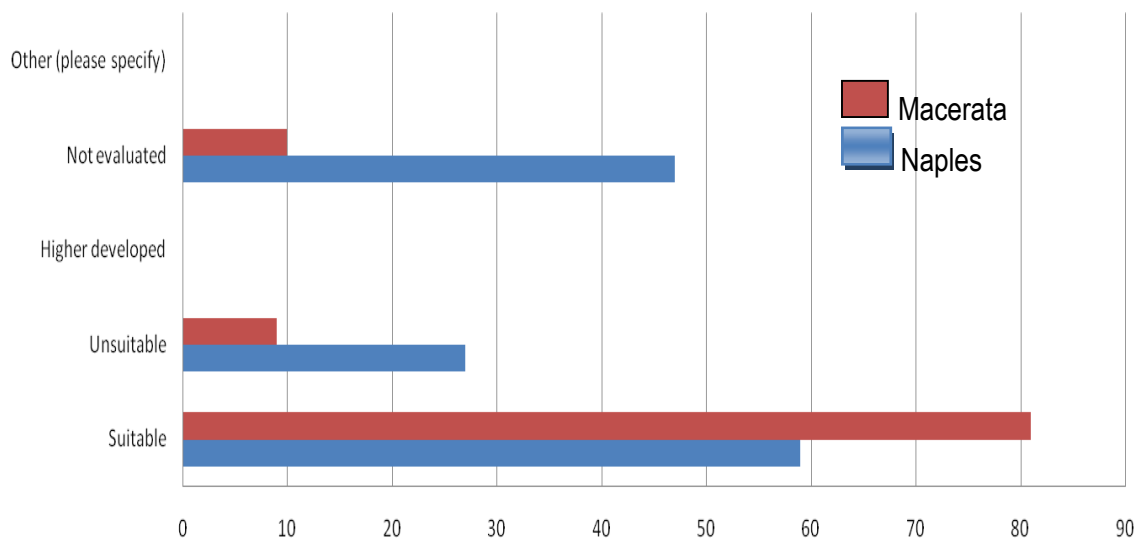


Figure 6. Spatio-temporal organization.

7. **My skill is:** 67% of the students in Macerata, unlike 43% of the students in Naples, deemed their own skills to be appropriate; 19% of the students from both institutions considered their dexterity to be inadequate; 6% of the students in Macerata believed to particularly developed for dance and volleyball, unlike 0% of the students in Naples, and finally a high percentage equal to 38% of the students of Naples were unable to assess their skill compared to 8% of students in Macerata (Figure 7).

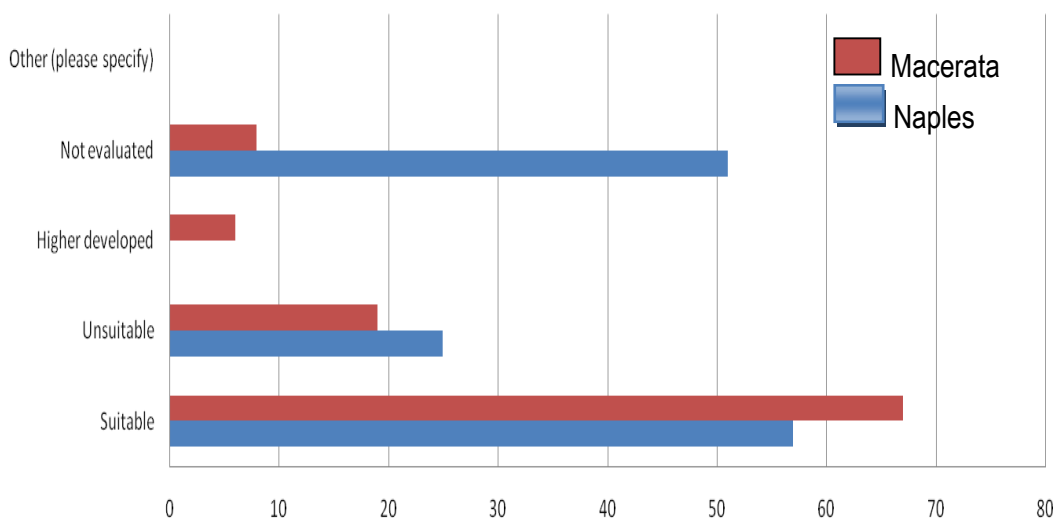


Figure 7. Dexterity.

8. **My coordination is:** 66% of the students in Macerata, unlike 55% of the students in Naples, deemed their coordination to be appropriate; an average of 18.5% of the students from both Universities believes its coordination to be inadequate; 7% of the students from Macerata, unlike 0% of the students in Naples, considers to be particularly developed for the dance, volleyball and aerobics, and finally a high percentage of 27% of the students in Naples were unable to assess their co-ordination compared to 8 % of students in Macerata (Figure 8).

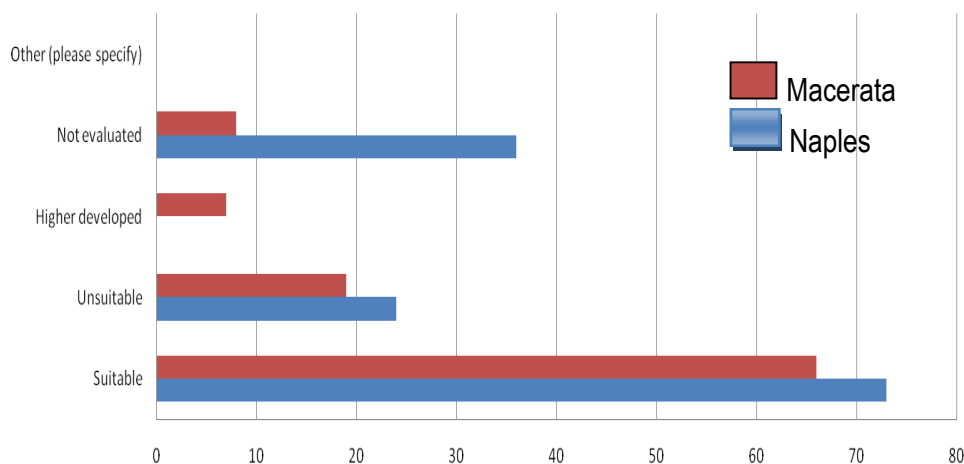


Figure 8. Coordination.

- 9. The structure of my body schema is:** 56% of the students in Macerat, unlike 41% of the students in Naples, the structure of their body to be appropriate to their needs, 22% of the students in Naples the structure of their body to be inappropriate to their needs, unlike 14% of the students in Macerata; 3% of the students in Macerata believes the structure of their body schema is developed especially for football and dance in contrast to 0% of the students in Naples, and finally 37% of the students of Naples were unable to assess thee structuring of their body schema compared to 27% of the students in Macerata (Figure 9).

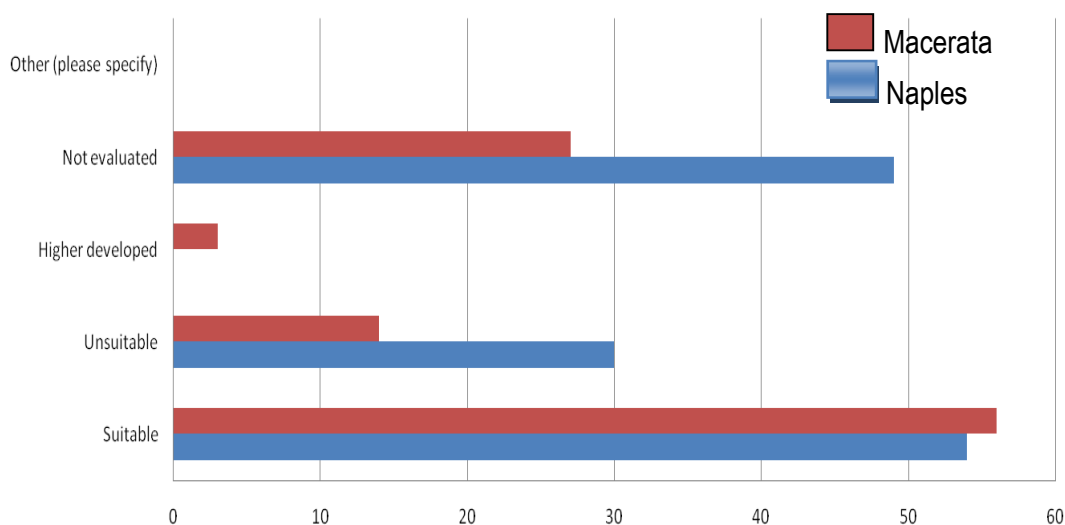


Figure 9. Structure of the body schema.

- 10. My posture is:** 29% of the students in Naples retains its posture to be correct, as opposed to the 3% of the students in Macerata, a high percentage of 88% of the students in Macerata considered their posture to be incorrect as opposed to 46% of the students in Naples, and finally 25% of the students in Naples were unable to assess their posture, compared with 9% of the students in Macerata (Figure 10).

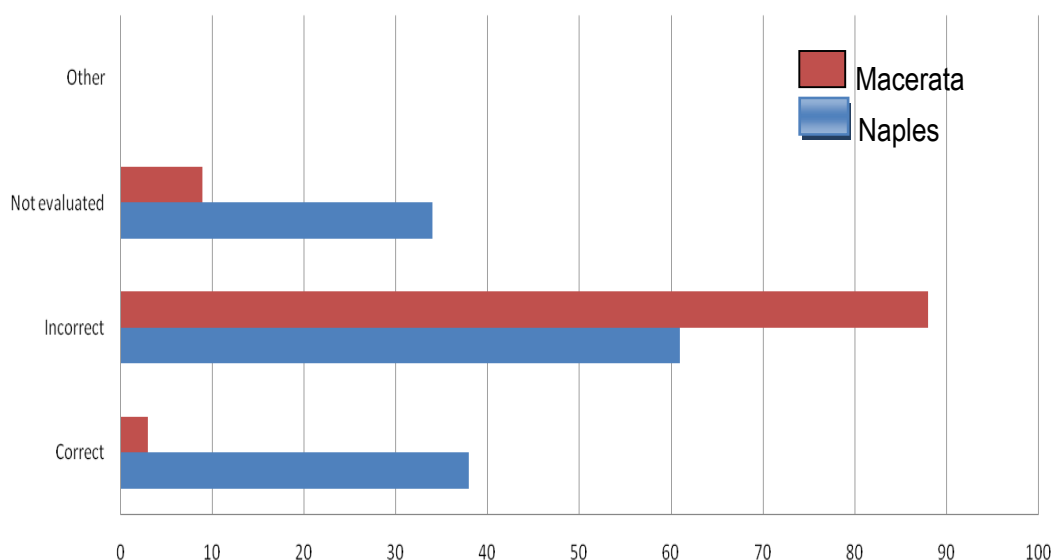


Figure 10. Posture.

DISCUSSION AND CONCLUSION

- An average of 35.5% of the students from both institutions took part in occasional extracurricular motor activities.
- A high percentage equal to 38% of the students in Naples were unable to assess their skills compared to 8% of the students in Macerata.
- An average of 32% of the students from both institutions were unable to evaluate the structure of their body schema.
- An average of 67% of the students from both institutions believed their posture to be incorrect.

The results give a redefinition of the educational needs of students due to the greater awareness of their education – motor path. Among the students of the two universities, there is no awareness of their motor skills. For this reason, students will have the opportunity to attend a workshop during which they will become aware of their own motor experiences that will affect their learning needs.

Particularly, the results of the research require further and deeper inquiries aimed to confirm the methodological and educational effectiveness of the motor-evaluation training laboratory/workshop during the degree course, able to bring out the weaknesses and limitations of certain future teachers' motor skills that are essential for an effective didactic action focused on motor activities (Galdieri et al., 2009).

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