

THE AUTOBIOGRAPHICAL APPROACH AS A TOOL OF SELF-ASSESSMENT FOR TEACHING SKILLS OF PRIMARY SCHOOL TEACHERS IN THE MOTOR FIELD: THE EXPERIENCE OF CAMPANIA

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Abstract

The results of the data analysis is coherent with the theoretical framework outlined above, which gives the motor laboratory an important role in the university training of primary school future teachers opening further and necessary research perspectives. 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 during a 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.

Key words: *autobiographical, teaching, skills*

Introduction

In Italy, until 1998, teaching in primary school was addressed only to teachers who held a four years course certificate taken at the Teacher-training High School Institutes. In the non-university training of teachers, motor evaluation studies were not included and will-be teachers were not required to conduct experiences on the field, even if they were didactic training and laboratory activities to acquire specific motor evaluation and self-motor evaluation competences. Nowadays, in the Italian schools, graduated teachers who have carried out University laboratory activities meet teachers with a high school certificate who have never done any laboratorial motor evaluation and self-motor evaluation training. They have different experiences in the motor-sports field which contribute to the effectiveness of teaching activities. In 1999/2000 the first four years degree courses were established to teach in primary schools and since 2003, teachers, who got a degree in The Science of Primary School Education, started to teach in primary schools. The degree in The Science of Primary School Education (Law 19 November 1990, n. 341) is the only course that qualifies for teaching in primary schools through a curriculum that includes 240 credits, of which 24 are assigned to laboratories, 36 to training activities and the remaining ones to specific subjects, to thesis and to other educational activities. This course scheduled specific subjects, laboratories and trainings in motor-sports field.

The function of the motor laboratory in the university training of will-be teachers is to realize a formative process bringing out the best of them in a teaching simulation experience (Sibilio, 2002,b), during which motor evaluation and self-motor evaluation competences have to be acquired. Each motor and sport experience of will-be teachers is included in their own portfolio of skills, representing an important support for teaching. The university motor laboratory allowed new graduates to make direct experience of teaching activities analysis, simulation and planning (Sibilio, 2002, a) able to examine and to revise the meaning of motor knowledge, skills and abilities. The laboratory, as a methodology for the training of primary school teachers "in the field" uses process of didactic simulation, analysis and planning in motor sports area. The four-years university training laboratory is aimed to give will-be teachers the tools useful to recognize and evaluate themselves on: Spatial organization, Temporal organization, Spatial orientation, Dexterity, Coordination, Balance.

Objective

The overall objective of this research is to compare the different motor self-evaluation judgments expressed by teachers (currently teaching at school) and by Science of Primary School final-year students about some motor competences required to carry out the motor activities teaching in the primary school.

The specific aim of this research is to analyze the possible relationship between the (university and non-university) training path performed by the primary school teachers in Campania and their motor self-evaluation skill with regard to: Spatial organization, Temporal organization, Spatial orientation, Dexterity, Coordination and Balance. In particular, the research is aimed to verify the methodological and educational effectiveness of the motor-evaluation laboratory for primary school future/will be teachers that is able to bring out the weaknesses and limitations of some future teachers motor skills. These skills are essential for an effective didactic action centered on motor activities.

Methods

The research has been carried out integrating three approaches: theoretical-argumentative, inquiring - Comparative. Specifically, the research programme was made of four phases: Phase 1. It was made a theoretical, historical-scientific reflection upon Italian teachers' training models with regard to knowledge, skills and personal resources required to teach motor and sports activities in the primary school. Particularly, we have focused on university and non-university teaching models defining the different competences in the motor-evaluation field to train teachers to teach children and pre-adolescents motor and sports activities according to the different ministerial programme guidelines for primary schools. Phase 2. It has been used a questionnaire as tool of survey to record the motor self-evaluation judgments related to spatial organization, temporal organization, spatial orientation, dexterity, coordination and balance necessary to teach motor activities in the primary school. Phase 3. It has been carried out a survey to make come out all the judgments related to the perceived adequacy

of teachers with regard to spatial organization, temporal organization, spatial orientation, dexterity, coordination and balance which are necessary to teach motor activities in the primary school. This survey was part of a national research project of initiatives aimed to strength physical motor and sports education, during school time, that involved the Science of Primary School Education Faculty of the University of Salerno and the General Direction of Campania of the Italian Ministry of Public Education, which is responsible for the provinces of Avellino, Benevento, Caserta, Naples and Salerno.

Participants were a sample of 83 primary school teachers, chosen as contact persons for the motor activities in the schools of the region Campania, and 100 final-year students of The Science of Primary School Education Faculty of the University of Salerno (Campania). Phase 4. In the fourth phase it has been carried out a comparative study aimed to relate the judgements expressed by primary school teachers, who were referents of the motor-sports activities and who got a High School certificate, primary school will-be teachers of the schools of Campania (Italy), and final-year students at The Science of Primary School Education Faculty of the University of Salerno, with regard to the self-evaluation of some motor competences required to teach motor activities in the primary school (Spatial organization, temporal organization, balance, spatial orientation, dexterity, coordination).

Instrument

The used tool of the survey was a questionnaire made of 6 multiple closed-answer questions. The questionnaire required teachers to evaluate the adequacy of their own motor skills in the following: spatial organization, temporal organization, spatial orientation, coordination and balance.

The question was the following:

1. The perception level of Spatial Organization is:	A	B	C	D
	Not evaluated	Not suitable	Suitable	Higher developed
2. The perception level of Temporal Organization is:	A	B	C	D
	Not evaluated	Not suitable	Suitable	Higher developed
3. The perception level of Orientation:	A	B	C	D
	Not evaluated	Not suitable	Suitable	Higher developed
4. The perception level of Dexterity:	A	B	C	D
	Not evaluated	Not suitable	Suitable	Higher developed
5. The perception level of Coordination:	A	B	C	D
	Not evaluated	Not suitable	Suitable	Higher developed
6. The perception level of Balance:	A	B	C	D
	Not evaluated	Not suitable	Suitable	Higher developed

Statistical Analysis

The data were statistically processed in order to verify significant differences between teachers of primary school who got a High School certificate and final-year students at The Science of Primary School Education Faculty of University of Salerno. The statistic test used is the two-way chi-square, which made it possible to probabilistically evaluate the hypothesis on a possible relationship between the type of training made by primary school teachers in Italy and their self-assessment ability.

Results

The results have shown that there is a relationship between the type of training done by primary school teachers in Italy and their motor self-evaluation related to the perception of adequacy with respect to the considered variables.

Particularly, with regard to the self-evaluation on dexterity, coordination, balance and spatial organization, the null hypothesis of no significant differences between the two groups has been rejected at 5%, so the alternative hypothesis, according to which the training path done by the participants involved in the research affected the self-evaluation of their motor skills, has been accepted.

(critical) Chi-square = 7,82 Alfa = 0.05, Gdl = 3		
Characteristic	Chi-square	0 Hypothesis
Coordination	7,88	Rejected
Dexterity	9,56	Rejected
Balance	12,24	Rejected
Spatial Organization	10,74	Rejected
Temporal Organization	4,82	Accepted
Spatial Orientation	6,58	Accepted

In the last two cases, the lack of significant differences could be attributed to poor teaching experiences done in the temporal organization

and spatial orientation, as stated by the participants in the introductory part of the questionnaire which investigated the previous motor experience lived at school.

Discussion and conclusion

There are statistically significant differences between primary school high school certificated teachers and students of The Science of Primary School Education Faculty of the University of Salerno concerning the self-evaluation of the level of their motor skills adequacy (spatial organization, temporal organization, spatial orientation, dexterity, coordination and balance) to their educational needs. Particularly, primary school teachers showed a predominantly positive view on their adequacy and the final-year students of The Science of Primary School Education Faculty of the University of Salerno mostly considered these skills inadequate. This difference could be attributed to the different training. As matter of fact, the students, unlike the teachers with the only high school certificate, attended, during their university courses, experience of analysis, planning and simulation (motor laboratories) that have provided them with the tools for a self-conscious and reliable attitude in the self-evaluation skill.

The results of the data analysis is coherent with the theoretical framework outlined above, which gives the motor laboratory an important role in the university training of primary school future teachers opening further and necessary research perspectives. 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 during a 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.

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AUTOBIOGRAFSKI PRISTUP KAO SREDSTVO SAMO-PROCJENE VJEŠTINA UČITELJA OSNOVNE ŠKOLE U PODRUČJU MOTORIKE: ISKUSTVO IZ CAMPANIE

Sažetak

Rezultati analize podataka se slažu sa teoretskim okvirom navedenim gore, koji daje motoričkoj laboratoriji važnu ulogu u fakultetskom obrazovanju budućih učitelja otvarajući dalje istraživačke vidokruge. Rezultati istraživanja zahtijevaju dalja i dublja istraživanja s ciljem potvrđivanja metodološke i obrazovne učinkovitosti motoričko-evaluacijske laboratorije za vrijeme trajanja kursa, s mogućnošću ističanja slabosti i ograničenja motoričkih osobina budućih učitelja, koje su ključne za efektanu didaktičnu akciju fokusiranu na motoričke aktivnosti.

Ključne riječi: autobiografski, podučavanje, vještine

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