

# Exploring the effect of mapping student learning in the assessment process, in a kinesiology class, using the Teaching for Understanding framework

## Pedagogy

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Generative Topic	Understanding Goals
Performances of Understanding	Ongoing Assessment

## Disciplinary Dimensions of Understanding

Knowledge – <i>What?</i>	Methods – <i>How?</i>	Purposes – <i>Why?</i>	Forms – <i>What form?</i>
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## INTRODUCTION

A study in 2015/2016 with a first year kinesiology class of seven adult part-time students.

## STUDY AIM

How can we use the TfU framework to map student learning?

## METHODS

An action research approach was used gathering qualitative data - CATs, semi-structured interview, self, peer & teacher feedback

## PERFORMANCE VIEW OF UNDERSTANDING

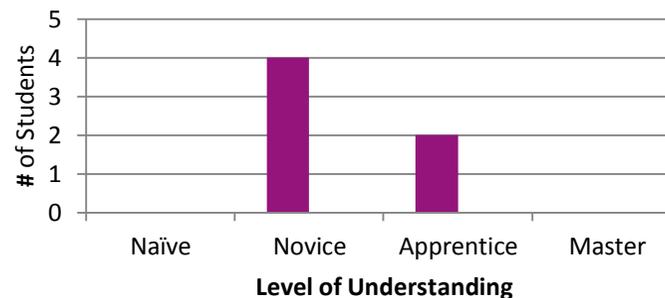


“Understanding is the ability to think and act flexibly with what one knows” (Perkins 1998, p. 40). This ability to perform aligns well with kinesiology, a skills based discipline.

## STUDENTS’ LEVELS OF UNDERSTANDING

in **METHODS DIMENSION:**  
*Building knowledge in kinesiology*

### Touch for Health Five Element Balance



Naïve – Trial & error, Novice - Mechanical  
Apprentice – Fluid, Master - Integrative

## FINDINGS

“More practice is required – consistent practice is important”

## STUDENT IMPROVEMENT SUGGESTIONS

“Needs to be more fluid”  
“Book needs to go, leave the book at home”

## TRANSFORMING PATTERNS OF BEHAVIOUR & THINKING

- Change from usual oral to written self & peer feedback
- Meaningful student feedback as students gave more careful consideration to their written comments

## CONCLUSION

Using TfU to map student learning is effective in improving student engagement in the assessment process

## FUTURE STUDIES

- Investigate the interaction of all four dimensions of disciplinary understanding
- Map the same treatment through introductory, guided enquiry and culminating stages of performance

## REFERENCES

Perkins, D. (1998). What is Understanding? In M.S. Wiske (ed.) *Teaching for Understanding: Linking Research with Practice*. San Francisco: Jossey-Bass.