

### Evidence Summary 3.3.4

Two years ago, I designed a research project to investigate the impact of an assessment item on student learning (see Williams and Pill (2024) (Q1 Education) – pdf included in this section, as the research project publication output). Specifically, I created a class-based written assessment task for the final year unit 9893, common to both specialist Health and Physical Education (HPE) degree programs offered at the University of Canberra. As well as being a legitimate unit assessment item, its purpose was to explore how students identified with a concept of teaching physical education (PE) for sport literacy. My co-investigator and I found, through using a figurational sociology exploratory lens, that the students had varying degrees of identity with our concept. These differences translated into similar variances in how they would apply this theory in their future teaching. While many students expressed that their habitus had shifted towards valuing ‘PE for sport literacy’ and a desire to become the kind of teachers we wanted them to be, some showed limited, or no habitus modification. Habitus is understood here to be a student’s ‘personality structure’ or what is ‘second nature’ to them (Elias, 2012 [1978]). Restricted or no student identity change, was despite our ‘PE for sport literacy’ idea having strong alignment with contemporary PE teaching. From this research, we made the following recommendations for improving program design and delivery, to help shift student identity towards embracing ‘PE for sport literacy’:

As a way of addressing the limitations of our influence as PETE (physical education teacher education) educators, recently we have sought opportunities for PEPSTs (Physical Education Pre-service Teachers) to connect with in-service teachers and importantly those with a similar ‘we-identity’ and social habitus to ourselves. We now suggest three examples, all at Author 1’s university. First, a scholarship opportunity for PEPSTs to work with a high performing and recent graduate HPE teacher in six local primary schools. Second, an in-service teacher mentor network, where PEPSTs work with teachers who meet the criteria of sharing our social habitus and ‘we-identity’. Finally, a hybrid professional learning school-based-clinic model, included in three pedagogical content knowledge units, where tutors are based in schools who are ‘on board’ with our approaches. Concerning the latter, the PEPSTs learn how to apply their PETE knowledge in authentic school environments, where their approaches are valued. Our intention in each of the three examples, is to reduce social power differentials (Elias, 2012b [1939]) between PEPSTs and in-service teachers’ (Williams & Pill, 2024, p. 11).

The three examples we recommend are discussed in 3.4.5, 3.1.8, and 3.1.6 (see UC Physical Education Researchers Changing the Game online article).

### References

- Elias, N. (2012 [1978]). *On the process of civilisation. The collected works of Norbert Elias* (Vol 3). Dublin, Ireland: University College Dublin Press.
- Williams, J., & Pill, S. (2024). Applying the concept of ‘PE-for-sport-literacy’: exploring pre-service teacher identities with a new way of teaching sport, *Sport, Education and Society*, 1-13.