

2023 IOHSK International Conference **Abstract Submission Form**

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Submission Types (A), (B), & (C): Original Research Presentations

Abstracts for original research presentations should be 300-400 words , excluding title and author information. (SAMPLE ABSTRACT) Please be sure to review the abstract instructions before submitting your abstract. Please copy and paste your abstract body into the appropriate sections. For the title, capitalize the first letter of every word in the title (i.e., first letter in uppercase and the remaining letters in lowercase. If the abstract is submitted from the same affiliation/university, list all authors using semicolons (;) and include the affiliation/university.		Self-Check		Official Use Only	
		Yes	No	Yes	No
Title should be no more than 20 words.	Physical Educators' Perceptions of Standards-Based Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Author(s) includes all presenters' full names (First & Last name), affiliations, and countries.	Taemin Ha; Brian Dauenhauer; Jennifer Krause, University of Northern Colorado, USA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keywords should be no more than five.	physical education, student assessment, national standards, qualitative research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Introduction states the objectives of the work and provides an adequate background, avoiding a detailed literature survey or a summary of the results.	According to the Society of Health and Physical Educators (SHAPE) America, student assessment is one of the four essential components of quality physical education. National recommendations suggest student assessments should be aligned with national and/or state standards and be used to measure progress toward grade-level outcomes. Unfortunately, student assessment has been identified as a common challenge among physical education teachers over the last decades.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Purpose specifically addresses the reason for conducting the project or study and reflects the stated questions.	This study aimed to explore perceptions of standards-based assessment in physical education programs using the perspectives of a variety of physical education professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Method concisely describes what was done to answer the research question and explains how the results were analyzed.	A total of 12 physical educators at different stages of their careers (three preservice teachers, three in-service teachers, three teacher educators in training, and three teacher educators) participated in in-depth semi-structured one-on-one interviews lasting approximately one hour. Data were qualitatively analyzed through Colaizzi's (1978) descriptive phenomenological method that encompasses a distinctive seven-step process. Data trustworthiness was established using several overlapping techniques, including peer debriefing, member checking, and an audit trail.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Results describe straightforwardly what the researcher(s) found when they analyzed their data.	Through the data analysis process, three major themes were established in relation to standards-based assessments: (a) limitation: there are still many "barriers," (b) necessity: standards-based assessments can be a key factor in increasing the "value of physical education," and (c) professional development: teachers need more "training." All the groups of physical educators believe in the necessity of standards-based assessment and more professional development opportunities on the topic. However, preservice teachers seemed not to have a clear understanding of the real environment of physical education due to a lack of experience, even though they showed strong confidence in assessment practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Discussion/Conclusion summarizes the key findings in clear and concise language, offers "take-away" statement, and discusses potential future research.	Findings suggest that physical educators, regardless of their career stage, believe the standards-based assessment is necessary to bring accountability and validity to the subject and, by extension, increase the value of physical education as an academic subject. Physical education teacher education programs, in particular, should offer practical training for teacher candidates to further develop their competence to assess student performance and increase the quality of physical education programs in their schools. Furthermore, more research on this specific topic should actively be conducted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Word Count	338	Word Count: 300 – 400		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Submission Deadline: May 31, 2023, 6:00 pm in the U.S. Pacific Time/Los Angeles Time

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