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Assessing with Foucault

A Critical Study of Assessment in Physical Education

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Abstract

Assessment in physical education [PE] is an area with fraught validity, little consensus and a slow ability to change (Arnesen, Nilsen & Leirhaug, 2013). Productive and innovative assessment practices such as formative assessment remain proposed and suggested in literature as a way of coping with these issues, but these suggestions are barely implemented in reality (Lopez-Pastor et. al., 2013). The purpose of this study aims therefore to discuss and interpret student assessment in physical education as a way of understanding this unstable development. The study's research questions asked about student's perception and reflection regarding assessment in PE, and how Foucaultian theory could contribute in a discussion of that. The research is critical in nature and aims to discuss both problematic and productive sides of assessment practices.

The empirical material is qualitative and consists of observations of two PE classes during several lessons, as well as interviews with eleven students from these classes. The study was conducted in an upper secondary school in southern Norway. Interviews and observation notes were transcribed and used for analyses. The analytical process made codes, organized and categorized the data while increasingly implementing theory. Contemporary assessment literature and Foucault's theories surrounding power, disciplining technologies, discourse, the examination and panopticism (Foucault, 1977) were used as analytical framework in order to illustrate and facilitate an understanding of issues and potentials concerning physical education assessment.

As a result of the study four central themes emerged as particularly interesting. These were 'holistic and fragmented assessment', 'teacher power through assessment', 'assessment and learning in physical education' and 'feedback and student initiative'. Discussions of these argued that students perceive and reflect upon assessment as something holistic, where they struggle to grasp its contents. This led the research to investigate what a holistic and shaded assessment practice; assessment practice that is not open to negotiation, can lead to. Investigations concluded that a central issue with assessment in physical education is that it can (re)produce a problematic panopticing effect (Foucault, 1977). This effect makes students normalize and hierarchize each other constantly as an unquestioned disciplinary mechanism (Foucault, 1977). Teachers were

found to emphasize this effect and repress a potential for learning in the subject. Teachers were thus held accountable for some of the issues with assessment in PE, notwithstanding that the repression of learning in the subject was also found to be related to discourse and surveillance; physical education is centred on an 'activity discourse' rather than a 'learning discourse'. Ottesen (2011) supports that discourses and actors surrounding the subject seem to shape a framework that prohibits physical education to be thought of as a 'learning subject'. Feedback and student inclusion were, as expected (Black & Wiliam, 1998; Eide, 2011), found to be relatively rare in this study, although they were uplifted as highly potent techniques which increase learning, motivation, assessment visibility and productive docility.

To such an extent, the study does facilitate an understanding of physical education assessment's resistance to change. Foucault has helped illuminate powerful discursive structures which, if not challenged, will remain as epistemological obstacles against development in the field. This research also identified certain practices that are more dangerous than others, and suggested counteraction in order to progress assessment towards facilitation of learning.

Keywords: Physical Education, PE, assessment, Foucault, formative assessment, teacher, examination, micro-sociology, power, discipline, panopticism.

Sammendrag

Vurdering i kroppsøving er et område med svekket validitet, lite konsensus og en saktegående utvikling (Arnesen, Nilsen og Leirhaug, 2013). Nytenkende og effektive vurderingspraksiser slik som formativ vurdering blir i litteraturen foreslått som tiltak mot dette, uten at det ser ut til at reell praksis påvirkes særlig (Lopez-Pastor et. al., 2013). Formålet med studien søker derfor å diskutere, belyse og tolke studentvurdering i kroppsøving og på denne måten forstå hvorfor vurdering i kroppsøving utvikles tregt og ineffektivt. Forskningsspørsmålene i studien spør om elevers oppfatning og refleksjoner rundt vurdering i kroppsøving, og hvordan Foucault sine teorier kan bidra i en vitenskapelig diskusjon av dette. Således er denne forskningen kritisk og forsøker å illustrere både utfordringer og fordeler med vurderingspraksis i faget.

Det empiriske materialet er kvalitativt og består av observasjoner av to kroppsøvingsklasser gjennom flere skoletimer. Samtidig har elleve elever fra disse klassene blitt intervjuet. Studien ble gjennomført på en videregående skole i Sør-Norge. Intervjuer og observasjoner ble transkribert og brukt som utgangspunkt for analyser. Analysene lagde koder, kategoriserte og organiserte materialet samtidig med en økende påvirkning av teori. Det videre analytiske arbeidet og diskusjoner ble basert på aktuell vurderingslitteratur og Foucault sine teorier omkring makt, diskurs, disiplinerende teknologier, eksaminasjon og panoptisering (Foucault, 1977). Dette teoretiske rammeverket ble i analyser brukt til å illustrere og konseptualisere både produktiv praksis og utfordringer med vurdering i kroppsøving.

Som et resultat av analysene og diskusjonene ble det funnet fire spesielt interessante temaer. Disse er 'holistisk og fragmentert vurdering', 'lærerens makt gjennom vurdering', 'vurdering og læring i kroppsøving' og 'feedback og studentinitiativ'. Diskusjoner av temaene argumenterte for at elevene forstår vurdering som noe overskuende og helhetlig, der hvor de ikke helt fatter innholdet. Forskningen tok tak i dette og spurte hva en skyggelagt og lite åpen vurderingspraksis kunne bety. Undersøkelsene konkluderte med at et sentralt problem med vurdering i kroppsøving er at det kan skape en panoptiserende effekt (Foucault, 1977). En slik effekt skaper normalisering og hierarki mellom elevene og kan disiplinere dem i gal retning

(Foucault, 1977). Det ble siden vist at læringen i faget tar skade av disse effektene, spesielt dersom lærere formidler vurdering uten disiplin eller tydelig praksis. Diskurs og overvåkning ble imidlertid også gitt ansvar for at faget mangler en læringsdiskurs. Ottesen (2011) bekrefter at diskurser og aktører i kroppsøving ser ut til å være med på å forme et rammeverk som begrenser potensialet for læring i kroppsøving. Videre ble feedback og inkludering av studentene i kroppsøving bekreftet som mangelfullt i denne studien (Black & Wiliam, 1998; Eide, 2011), samtidig viste dataene at disse verktøyene er svært potente for å styrke læringsutbytte, motivasjon, vurderingssynlighet og produktivitet i faget.

I så måte bidrar studien til en større forståelse for hvordan vurdering i kroppsøving utvikler seg tregt. Foucault har belyst kraftige diskursstrukturer som, med mindre de utfordres, kan forbli epistemologiske hindringer for utviklingen på feltet. Forskningen identifiserte også at noen måter å gjennomføre vurdering på er mer skumle enn andre. Derfor ble nytenkning, handling og ny praksis foreslått for at vurdering skal kunne dreies mot noe som styrker elevens læring i faget.

Nøkkelord: Kroppsøving, vurdering, Foucault, formativ vurdering, eksaminering, lærer, mikrososiologi, makt, disiplin, panoptisering.

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A handwritten signature in cursive script, appearing to read "Thomas J. Pedersen". The signature is written in a light grey or blue ink on a white background.

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1. Introduction

This master's thesis addresses student assessment in physical education, and does that on the basis of qualitative interviews and observations. Empirical material is discussed through contemporary assessment theory, but also with Foucault as a theoretical tool. A goal with the thesis is to illustrate how its research can contribute to a discussion of both productive sides and issues with assessment in physical education. This introductory chapter therefore describes how and why the research was initiated, as well as the purpose of it. These descriptions include a thorough background for the study, which says a lot about the direction of the research. Contemporary research and political and pedagogical agendas are also discussed as a way of placing this project as scientifically legitimate. The main research questions and a description of the structure of the thesis finish the chapter.

1.1 Background

Assessment in PE before and now

“Back in the days when the majority of school children experienced a drilling and exercising form of physical education, assessment, in so far as it existed, was straightforward.” (Lopez-Pastor et. al., 2013, p. 58). It was easy and non-ambiguous to characterize performance and assess skill during these days. Also after WWII, when sports and team play erupted, assessment remained only as a way for teacher to observe either talents or low-performers (Mechikoff, 2010; Beashel & Taylor, 1996; Lopez-Pastor et. al., 2013). Assessment was implemented to a greater extent in the 70's and 80's, but its main focus was performance, motor skills, physical ability and exterior display of physical ability. As assessment became more visible, it also became more problematic. Tests for instance would not show efficiency of learning. Lopez-Pastor et. al. (2013) proposes that even though researchers and innovative teachers try to adapt assessment practices with less performance focus, and a more learning focused approach, physical education has an inability to change. Contemporary research also show that even today, after an increase of focus on *assessment for learning* or *formative assessment*, teachers and PE curriculum fail to really convert assessment away from the 80's tradition of testing performance and ability (Arnesen, Nilsen & Leirhaug, 2013; Jonskås, 2009; Græsholt, 2011). “Developing efficient, easy to use instruments to

measure and compile data on students' learning, and to train teachers for that purpose, is a challenge to be addressed." (Lopez-Pastor et. al., 2013, p. 62).

Assessment has a scientific potency

Scientific research indicates that assessment *can* be a central tool for learning (Black & Wiliam, 1998; Eide, 2011; Gardner, 2012). Especially if one focuses on formative practices, and use assessment active as a means of developing quality learning strategies. However, research shows that many teachers struggle with implementing and organizing such a way to relate to and use assessment (Black & Wiliam, 1998; Eide, 2011; Gardner, 2012). Teachers report that they don't have time and knowledge. Most of them 'know that' assessment for learning can be positive, but they don't 'know how', despite that these teachers are well educated (Melograno, 1997). Hence, Physical Education assessment is an area with great potential, yet many difficulties. Assessment is intertwined with many aspects of physical education and is therefore inextricably linked to many practices. Even how students dress or which gender they are seems to affect assessment, something which can be highly problematic (Gardner, 2012). These issues with assessment and how they remain a problem even today is what formed the scientific curiosity for this research.

A country's cultural heritage will also affect physical education and thus also the assessment. While American football might be important in North America, gymnastics might have a stronger emphasize in China. Even each classroom allegedly shapes each PE class. This makes assessment in PE highly contextual and connected to *micro-sociology* (Roberts, 2009), and it gives reason for qualitative research in this study. The knowledge surrounding assessment in PE is further limited and its main sources are master theses and lower level research (Jonškås, 2009; Arnesen, Nilsen & Leirhaug, 2013). For that reasoning this study was initiated, and it concerns assessment issues through contextual, qualitative methodology and sociological theory.

Assessment research in PE

Although assessment focus is believed to be good for student accountability, learning outcome and higher achievement standards, little research has investigated from a student point of view which or whether formative assessment and its practices actually are incorporated, valued and beneficial for student learning in PE (Arnesen, Nilsen &

Leirhaug, 2013). Some research on this field has been done in Norway (Eide, 2011; Græsholt, 2011; Jonskås, 2009; Mørken, 2010; Ottesen, 2011), but the low occurrence of studies on student-perceived assessment entitles for more research on that field. Further, none have done research that studies student perceived assessment in physical education through a Foucaultian lens. Furuly (2013) did study some Foucaultian term's occurrence in Norwegian PE, but did not relate them to assessment in particular.

Foucaultian research in PE

As Foucault provides a scientifically strong theoretical basis for discussing networks of power and disciplining discourses, the complexity of PE assessment would arguably be well complemented through analyses based on his theories. According to Webb, McCaughtry and MacDonald (2004), there was in 2004 only two significant studies that had drawn upon Foucault and the micro level functioning of power in schools; Gore in 1998, and Wright in 2000. Öhman (2010) found however that a number of contributions had used Foucault's concepts in PE research, albeit perhaps not significant. It seems though that these studies were more directed to macro-sociological perspectives such as discourse and governmentality (Öhman, 2010). One of them is Öhman and Quennerstedt's (2008) study that looked at governing processes in physical education, in which assessment could be discussed. Further, Webb, McCaughtry and MacDonald (2004) and Furuly (2013) looked at surveillance in PE, based on Foucault's theories. The occurrence of surveillance in PE has been argued to be functional through embodiment and different inscribed "gazes" (Webb, McCaughtry & MacDonald, 2004; Furuly, 2013). Öhman (2010) looked at the emergence of power in people's actions through studying student-teacher interaction in PE. She defends her projects place by stating that no other research had looked at the emergence of power in interaction. Her study is the closest one can get to this one. Both studies look at micro-sociological perspectives of PE on the basis of Foucault. Öhman (2010) did not however look at assessment in PE. This study looks at the emergence of power in assessment practices, and student's relation to that. In addition, this study looks at PE assessment in Norway, while Öhman (2010) investigated Swedish PE. This study is therefore arguably not only legitimate, but informative and productive in relation to concomitant research.

Empirical data on student level

Information based on the development of assessment in PE, and the development of assessment advocacy in pedagogy in general is needed (Ottesen, 2011). Sociologically speaking, we need information on both a macro and a micro level in society. MacPhail & Halbert (2010, p. 25) argues for an increase in micro level research:

For the initiative to contribute internationally to the growing practice referenced research in the area of formative assessment in physical education, it is imperative that continual evolution and refinement of assessment frameworks and instruments within these schools are informed by the experiences of teachers and students and the evaluation of such experiences.

MacPhail and Halbert pinpoint a reason for which teachers and students should inform the research of assessment in PE. Öhman and Quennerstedt (2008) and Gerdin (2012) support data on student experience in order to investigate Foucaultian power and how it functions through the body. Each teacher and each class have to integrate a system and practice for assessment to work as a tool for learning and development in physical education says MacPhail and Halbert (2010), and if research is not connected to such practice, arguments can be made that it is not connected to reality. Gardner (2012) also suggests that insights provided by students inform a closer link between assessment and learning, and the qualitative data in this study was therefore directed towards the learners.

As a result of what has been showed of contemporary literature and research, and the problematic nature of PE assessment, this research takes it point of departure. The research has inductive and phenomenological data regarding how students perceive and reflect upon assessment practices in PE. This is then the point of departure for deductive Foucaultian analyses insofar that the strategy of this research can be called *abductive* (Alvesson & Sköldberg, 2009) (visit chapter 3.2.1 for more information). Hence, considering where concomitant research is today, this study is considered unique and a new way of investigating and scrutinizing PE assessment.

1.2 Purpose of the Study

Continuous research and development is needed because assessment practice has many potentials still not implemented in PE teaching and pedagogy (Pryor & Crossouard, 2008). The Norwegian comprehensive school system has received political critique for

being inefficient, slow and conservative, even though it has its arguments based in equalizing social difference and creating equity (Aftenposten, 2013; Telhaug et. al., 2006). Assessment is a part of this debate and is an argument for efficiency and innovation. However after a quick literature search it becomes clear that physical education struggles with consensus and clarity in regards of assessment and grading (Hay and Penney, 2013). As well as other subjects, PE also struggle with grading being related to cultural markings such as “appropriate” dressing, attitudes and effort rather than actual performance, development and learning (Öhman & Quennerstedt, 2008), insofar that there is little connection between grading and the actual task of the school/subject. The political argument for assessment in PE is therefore weak, and the purpose of this study is partially to address this issue. More research, science and knowledge regarding assessment in school and assessment in PE can strengthen arguments for better PE assessment, also politically. The distance from political action to student perception is light-year long, and knowledge regarding the “reality” based function of assessment is much needed (Gardner, 2012; Green, 2008; Hay and Penney, 2013). This project has a goal to develop knowledge about assessment in PE so that also teachers and schools can better close the gap between politics and actual student learning. The purpose is therefore also to sociologically discuss student-perceived assessment in PE, and aims to illuminate which sides of assessment are productive and have potential, and which sides are problematic and should be addressed.

1.3 Research Questions

Based on the background and purpose of this study, two main research questions make up the foundation of this project and its thesis.

How do students from an upper secondary school in Norway perceive and reflect upon assessment practices in physical education?

With basis in empirical data from the first question, the second question asks:

How can Foucaultian theories illustrate and facilitate an understanding of challenges, issues and potential with assessment in physical education?

During the initial phases of this study the main research question was for a long time: *In what way do college students value and utilize assessment and assessment practices in PE?* After initiating analysis and getting a better hold of the focus of the study, the main research question had to be changed in order to reflect the direction of the study better. According to Thagaard (2009), the flexibility and adaptability of qualitative research not only allows for this, but promotes an ongoing struggle between research questions/purpose and results/theory in the study. Hence, the research question was adapted several times in order to suit not only empirical material, but generated findings and theoretical discussion. In addition, the increasing role of Foucaultian theory formed a transition of the purpose of the study and a new set of research questions. It is important to consider the initial research question because it informed the interview – and observation guide, and it inspired the empirical data collection in a phenomenological and inductive direction. A complete list of research questions that steered the research’s trajectory can be found in the interview guide (appendix 1).

1.4 Thesis Structure

The thesis begins with an introduction to the background and purpose of the study that has been conducted in this thesis (chapter 1). This part includes the two main research questions that have informed the project, and a discussion of the study’s place in contemporary research. A thorough outlining of the theoretical basis for the thesis follows (chapter 2). This part is split in two as a way to make the thesis more reader-friendly, even though the assessment part (2.0) and Foucault (2.6) are interrelated in the thesis. The thoroughness of the theoretical chapter has its argument in how it is important in order to inform the reader of this thesis’ foundation. At the same time Foucault has not been particularly influential thus far in Norwegian PE research, and therefore demands a rich description. Chapter 3 includes a methodological walk-through of the qualitative empirical process, and discusses strengths and weaknesses with the methodological conduct. Chapter 4 concern results, findings and what analyses have found. These findings and analyses are discussed theoretically in order to answer the research questions. This way of presenting the results of the study makes it easier to see how empirical data and theory have had a negotiating relationship, and an abductive strategy. Chapter 5 summarize and concludes the thesis, and informs how this study might be contributory to physical education institutions and subjects.

2. Theoretical Framework

This chapter is split in two. The first part addresses the theoretical foundation for assessment in physical education. It is therefore reasonable that the chapter explains the terms which are most relevant and influential in assessment research these days. The theoretical descriptions are further focused on certain assessment practices that were important in this study. The chapter is therefore not a comprehensive introduction into the field. Because of the political nature of all research (Alvesson & Sköldbörg, 2009) a short introduction to the political aspects of assessment is included, mainly delineated by the official physical education curriculum in Norway. The second part of the chapter reviews Foucault's theories. Also in this part of the chapter, choices have been made and selections of Foucaultian terms are more deeply investigated than others due to their relevance to the research. The theoretical aspects described here are fundamental in order to understand the depths of this study.

2.1 *Introducing Assessment*

Assessment in PE has grown in relevance and popularity, but the complexity and debate of assessment makes it difficult to define, perhaps especially in physical education (Green, 2008). Green (2008, p. 78) states that "assessment involves the collection of information in order to establish whether, and to what extent, something has been attained or achieved". Although this definition indeed can circle back to the origin of assessment, and help us remember that assessment addresses development, it lacks an inclusion of assessment's ability to be guiding and learning. A definition should incorporate that assessment can be a tool for learning and self evaluation as well (Black & Wiliam, 1998). Black and Wiliam (1998) found that assessment involves the quality of pedagogical change, and thus challenges Green's (2008) understanding of attainment and achievement as something that is easily detected. The imperative for assessment is however generally that assessment can make a contribution to student learning, it can judge and evaluate a student's competence, and that it can both categorize and organize students for future studies or work (Green, 2008). Further, monitoring and assessing pupils' achievements creates improvement in school learning culture, and it can motivate and control students (Green, 2008). As research finds more advocacies for assessment teachers are more pressured to incorporate assessment and record-keeping in

all aspects of their teaching. This development has led to a school system where measurement and hierarchical organization of learning through assessment stands to be the foci (Lopez-Pastor et. al., 2013). Such a system is something that lines well with Foucault's (1977) idea of how modern society has developed, and it can be problematic that assessment infiltrates all of our pedagogy. According to Foucault (1984) such a system creates a certain docility that is both productive and dangerous.

Formative and summative assessment

Formative and summative assessments, and practices related to them such as feedback, the grade, assessment and learning, student inclusion and teacher power, are terms and tools that are contemporary in assessment research (Pryor & Crossouard, 2008; Lopez-Pastor et. al., 2013). Assessment terms transform and develop, and should be understood and contextualized in order to be able to discuss their relevance in pedagogy. Harlen (in Gardner, 2012) concludes that a discussion of *summative* and *formative* assessment is productive, but that it is important not to dichotomize the two. Rather they are dimensions of assessment and complement each other. *Summative assessment* can be said to establish a judgement of a pupil's learning compared to a certain criteria, and is often visible through e.g. a grade or a comment. Such assessment is also often referred to as *assessment of learning*, and simply describes learning outcome of an activity or the performance of a test in PE (Gardner, 2012; Green, 2008; Lopez-Pastor, 2013). *Formative assessment* however focuses more on the ongoing process of assessment and development of students (Black & Wiliam, 1998). Formative assessment is thought to negotiate with the students as they learn (Black & Wiliam, 1998). Formative assessment includes student initiative and aims for better learning and Green (2008) states that formative assessment should enable students to develop their own sense of self assessment where they partake in finding their current performance and achievement, and where they plan their next step in their education. It is important to remember that formative assessment is both the function of looking back to see what the student has learned - summative, and the process of constantly evaluating how the student is doing and how he or she can improve - formative. Moreover, formative assessment is a way of making activities and practices promotional in regards of student initiative and engagement (Gardner, 2012). Students should be able to self reflect and assess themselves and peers through formative assessment. In addition formative assessment can be a learning process for teachers. They can improve their teaching

strategies through learning about how students develop and learn (Lopez-Pastor et. al., 2013, p. 67). Harlen (in Gardner, 2012) states that the difference between summative and formative assessment is that the first ‘reports on learning’ while the second ‘helps learning’. Summative assessment thus can be said to be a part of formative assessment, although the summation of what the student has learned is used in a more productive way when conducting formative assessment.

Assessment for learning is often referred to in the same regards as formative assessment. And although the terms are quite similar, Gardner (2012) states that assessment for learning is a newer concept that is less technical and promotes learning without summative processes. Lopez-Pastor et. al. (2013, p. 67) also emphasize that assessment for learning “moves away from a *Test Culture* to a *Learning Culture*” (italics in original) and that checking and grading performance is a small part of assessment for learning. The terms ‘formative assessment’ and ‘assessment for learning’ will be used interchangeably in this thesis. The details that separate the terms are consciously not focused on in this thesis because the focus of this research is on the fact that assessment should be drawn towards learning, competence, collaboration, active student participation and developing new integral assessment strategies in teaching. Such a focus of can be found in both formative assessment and in assessment for learning, thus making a linguistic separation of the two arbitrary and confusing, notwithstanding that the width of formative assessment makes the term more versatile than assessment for learning (Lopez-Pastor et. al., 2013). This is why formative assessment will be used more often in this thesis. Other terms that are used to describe new and promotional assessment is alternative assessment, integrated assessment, authentic assessment and learning-centred assessment (Lopez-Pastor et. al. (2013). These are tools that can be used to develop assessment and pedagogy. The lack of implementation of these tactics in Norwegian school has however made the relevance of them less eminent in this study.

2.2 Assessment in Physical Education

To this project, it is an important acknowledgement that assessment is indeed important in education in general, and in physical education in particular. Students in this study have said it, teachers agree with it (MacPhail & Halbert, 2010) and researchers would in one way or another argue that assessment is important and relevant. In physical

education, Green (2008) says that assessment is often related to the grade. At the same time the author describes how assessment and the grade in PE are connected to many different aspects of PE. Some of these are skills, being sporty, effort, performance, accountability, social skills and achievements. However Green (2008) also identifies that assessment in PE is intertwined with so many aspects that it is difficult sometimes to identify one attribute as more connected to assessment than another. Assessment in Physical Education therefore has an additional dimension, and seems less visible and structured than in other subjects (Green, 2008). Even though PE seems a little different in its assessment practices, implementing *formative assessment* practices in PE can create learning gains (Black & Wiliam, 1998; Lopez-Pastor et. al., 2013). This is true across nations, age and school subjects (Gardner, 2012, p. 13). In Norway, it is a goal to implement more and better *assessment for learning* in physical education (Eide, 2011), and it is believed that this will strengthen students learning and create a better curriculum and better practices. Assessment in PE therefore often follows the pedagogical norm, even though its practices are different.

A transition of assessment focus

Formative assessment is “in the wind” these days (Lopez-Pastor et. al., 2013; Gardner, 2008; CPE, 2012). Black and Wiliam (1998) and Lopez-Pastor et. al. (2013) even argues that formative assessment is required in order to evolve physical education as a subject and create better learning environments. The initial focus of this research was therefore to investigate formative assessment in a deductive, yet phenomenological way through observing its occurrence and discussing it with students. When formative assessment practices were found to be of lesser existence in early data collection the focus of the study changed. This is allowed and prompted by methodological theory (e.g. Thagaard, 2009). The research thus transitioned from looking at formative assessment to open up and investigate assessment in a more inductive way. Foucault (1984) would argue that because of the history, knowledge and formation (*épistème*) of PE, and how discourses constitute the subject, new and innovative assessment strategies, such as formative assessment, can be resistant to implementations. This could explain parts of the early findings. Gardner (2012) discusses this problem, and elaborates on PE’s unique setting: While mathematics teachers often think of their subject’s objective knowledge as possible to “pass down” to the students, PE teachers might regard their subject knowledge as something that has to be actively pursued and

experienced rather than “learned”. Hence, PE teachers might be resistant to apply a politically engaged assessment practice such as formative assessment that is thought to help the students learn better. The new focus of assessment in this research revolved more around assessment and learning, the teacher as a mediator of assessment, feedback, student inclusion and student’s knowledge of assessment. And the nature of these investigations was made more inductive.

2.3 Assessment in this Research

As one researches a broad field such as assessment, some aspects have to be left back in order to highlight others. In qualitative research the ability to open up and investigate phenomena curiously and inductive is connected to a narrowing down of the focus of the research (Alvesson & Sköldberg, 2009). Hence, the most relevant aspects of assessment in physical education are drafted in the following.

Feedback and student initiative

A key focus of this research was to talk with students about feedback, study its occurrence and how it was included in assessment practice. Literature is relatively one sided in promoting feedback as well as student initiative (Eide, 2011; Black & Wiliam, 1998; Pryor & Crossouard, 2008; Gardner, 2012), and it seems the two go hand in hand. Feedback is a tool for assessment, and a tool for learning, and can be done both summative and formative. Summative feedback would be if the teacher merely describes the student’s effort and the quality of his/her performance. Such feedback can in PE according to Öhman and Quennerstedt (2008, p. 369) be when the teacher says things like “keep going”, “come on”, “don’t stop”, “get moving” or “move around a bit more”. Lopez-Pastor et. al. (2013) are concerned because the use of such low tier feedback does not facilitate learning. Formative feedback on the other hand would be if the teacher engaged in a dialogue with the student, asking questions about the activity or learning goals, guiding the student towards finding new ways in order to improve and further learn (Eide, 2011). Unfortunately formative feedback is more rare than summative, and therefore sought after in Norwegian PE classes (Eide, 2011). Because feedback can be understood in many different ways, and it seems difficult to implement quality feedback practice, an important focus in this research was therefore the investigation and analyses of feedback as a tool for assessment and learning.

Leitch et. al. (in Gardner, 2012) did research on student's participation in their own assessment. They concluded that students can, if given the opportunity, participate, shape and actively engage in assessment of themselves and each other. They also found that this led to motivation towards progression and self assessment. They further stated that if students are to be engaged they must have space and opportunity to express their views. Someone must facilitate their participation, they must be listened to and their view should have influence insofar that students engage in conversations about learning, teaching and assessment if given appropriate opportunity (Gardner, 2012). Further, peer assessment, peer explanation, and peer support are perceived as good learning both for the one who is helping and the one getting help (Black & Wiliam, 1998). Being listened to is a key factor in motivation and it is almost a precondition to meaningful engagement in the learning process. While teachers believe self assessment is a key in assessment for learning, students report that working together with peers in assessment activities is what gave them an understanding of what matters in a task (Gardner, 2012). This understanding in turn enables students to reflect upon their own learning in a meaningful way. Feedback is in this relation crucial, and it represents a solid dialogue between teacher and student. In order for this research to be valid in studying student's perception of feedback, it therefore seems important to include research of student initiative and student inclusion in PE assessment.

Formative assessment – assessment and student learning

Gardner (2012, p. 176) describes intrinsic motivation as an important aspect of effective formative assessment, even though some would argue that assessment is connected to extrinsic motivation. Extrinsically motivated students see goals as performance related, and consider assessment as “passing the test”. They tend to seek the easiest way out to pass or achieve a goal. Passive learning strategies often shape these students' motivation. Instead, feedback, learning environment and assessment should have an intrinsic centre according to Gardner (2012) and Green (2008). In such a way students learn to motivate by learning and the process rather than the results and winning (Gardner, 2012). In order to attempt to intrinsically motivate a class Chen (2005) proposes that an integrative assessment practice in teaching and instruction is productive. Implementing assessment in several more teaching practices is a factor for student learning and motivation (Chen, 2005). Leahy and Wiliam (2012) even argues that when formative assessment practices are truly integrated in teacher's classroom

activities, students' speed of learning can increase with as much as 80%. Some research also show that a high degree of student active participation in his/her own learning process can lead to a better ability to see the relation between activities, what they already know and what they need to learn in regards of that activity (Eide, 2011, p. 26). Feedback that facilitates student engagement in "the next" step in his or her learning curve is argued to be more learning efficient and intrinsically motivating than those who focus on how well the student did and comments on marks (Gardner, 2012, p. 179).

Because one already knows a great deal about formative assessment and student learning through assessment, Gardner (2012, p. 125) suggests further research should focus on learners - students. Questions and focus in this study are therefore directed to how students seem to perceive different learning focused assessment practice. What do students reflect upon when assessment and learning is the topic of the conversation? How do students perceive their own motivation in relation with assessment?

The teacher's role in assessment

Teachers have a significant role in assessment and gathering of evidence of learning (Gardner, 2012). Creating an environment where learning takes place through assessment will better the students' reflection and autonomy says Black and Wiliam (1998). The teacher can facilitate such an environment, making assessment a collaborative entity in the classroom, where students contribute and offer a greater insight in achievement, learning and ability. Through for instance formative feedback and active student participation a better assessment system is already trying to be implemented in Norwegian PE (CPE, 2012). However it seems this takes time, and that teachers struggle with changing their practice. There has been showed in several studies in Norway that some teachers fail to assess according to curricula and national assessment instructions (Eide, 2011; Mørken, 2010; Jonskås, 2009). This research implicate that there is a chance that the teachers and students in this study might not have had a broad spectre of assessment practices to talk about, because they have yet had to implement them. The students might not have been familiar with developed assessment for learning and might not have had experience with active student participation. In order to research how students perceive and learn through assessment practices, this study aimed to ask students about the teacher and how she or he mediates assessment.

The symbolic grade and what it represents

Eide (2011) found that students seemed more concerned with their grade than what they are learning in the subject. Harlen (in Gardner, 2012) suggests that this is merely a conceptual trap, and that being concerned with the grade is informed by learning. It seems either way that the symbolic grade plays a large role in physical education. It might be that the PE grade symbolizes something more in PE than other subjects, and connotes something more than competence. Hence a goal for this research was also to examine student's relationship with the symbolic grade. What kind of value it has, and how students perceive its symbolism were key questions in this regard.

A part of questioning students about the grade was also to discuss with them the dichotomy between skill and effort, because the weighting of either effort or skill is a heated debate in PE (Öhman & Quennerstedt, 2008). As a link in this interest, a scientific curiosity was also investigated: What do students think about having a different grading system in physical education? How do they reflect upon a proposed assessment system with the grades: Failed, passed and active? These additional results of the study can be found last in the results and discussions chapter.

The relevance of culture

Even though it is concomitant practice to use performance testing as assessment of learning, many take distance from any type of testing as an attempt to avoid performance culture and increase motivation for weaker students. Treasure and Robert (2001) concluded that performance culture or motivational/mastery climate affected the *direction* of student's motivation. For instance, mastery climate led students to be motivated and believe that effort caused success and satisfaction, while performance culture led students not to be motivated by challenging tasks and believe that deceit led to success (Treasure & Robert, 2001). Lopez-Pastor et. al.(2013) and Harlen (in Gardner, 2012) however suggest that testing may very well be used as summative assessment, as long as it can facilitate formative purposes - learning. An example can be a student who is performing a test to establish grounds for new learning, or as a way of self-assessing (Lopez-Pastor et. al., 2013). According to Hay and Penney (2013), assessment is a social practice where an understanding of the practice requires that one takes into account the social, cultural, economic and political context. Foucault (1977) was in particular busy with understanding the ways in which social life was constituted

by *knowledge*, *épistèmes* and *discourse*. As a way of attempting to understand society he launched a new understanding of *power* to open up our perception of the ways in which we are socially controlled. Initial field work and observations of PE classes in this study were on this basis conducted with an eye for mastery climate or performance culture.

The curriculum – law of assessment in PE

Thus far literature has showed that several assessment practices can be important for student learning, and these practices are also most relevant to this study. Some tools and practices that are promoted in research have been depicted, and established a proposal for this study's legitimacy. Because the Curriculum for Physical Education (2012) is the main document for teachers in Norwegian physical education, the document is included as context to the focus of this study. The document is a "government issued" tool for teachers, schools and community. It depicts the subject structure and plan, main subject areas, purpose of the subject, assessment, competence aims, teaching hours and basic skills in the subject (CPE, 2012). One should consider that the new changes that were applied to the curriculum in 2012 might not have had time to impact students and teachers in this study. And any reader is therefore advised to consider the curriculum from the "Knowledge Promotion Reform" of 2006 as context to this thesis as well.

The subject curriculum in PE in upper secondary school is decentralized in Norway. Assessment as a part of that curriculum is therefore to a great extent left in that hands of each school and their teachers to organize. Several groups of goals called competence aims in the PE curriculum are thought to be guiding and a tool for assessment, yet they are also meant to be versatile and adaptable to local school traditions, the teacher's preference and the student's prerequisites (CPE, 2012). The competence aims can be said to have a direction and a certain requirement for what the students must know or be able to do. An example from level two of upper secondary education is: "practice training to improve techniques, tactics and the ability to interact with others in team sports" (Competence aims for VG2 - CPE, 2012). In all essence these are broad, decentralized goals that the teacher, school or PE department can adapt and shape in a large sense. The aim denotes that technique tactics and cooperation is relevant, but other than developing such competence through team sports, the aim does not specify much.

As well as a list of competence goals in the PE curriculum, there is a broad description of the role and objectives of the subject – “purpose of PE”. There is an explicit mentioning of assessment in that:

This subject is assessed using a special scheme that includes evaluating pupil effort as a part of basic subject assessment. Many of the competence aims for the subject take the pupils' own physical limitations and skills levels into consideration for assessment.

(CPE, 2012).

This statement is not only special to the PE subject; it is new since “the Knowledge Promotion Reform” of ’06. Both effort and the pupil’s prerequisites are emphasized in the new curriculum, and it has to be taken into consideration when a teacher assesses students. It seems that the subject has taken a reinforced stance towards being a general upbringing subject rather than a learning subject – something which contradict with research regarding assessment, and CPE’s (2012) focus on formative assessment, but it lines well with Green’s (2008) interpretation of PE as well. CPE (2012) promotes PE as a cultivating, social and lifelong subject. An example of this is how the subject should help “develop a sense of self awareness, a positive perception of the body and their own developing identity” (Purpose - CPE, 2012). Learning in the CPE is therefore addressed as something that facilitates lifelong activity rather than creating knowledgeable and physically competent students. The strategy of this research is to be critical to a physical education subject that moves away from being a ‘learning subject’, and will investigate how the curriculum might have influenced assessment in that regard. At the same time though, research argues that teachers are slow at implementing new assessment practice from political documents (Arnesen, Nilsen & Leirhaug, 2013) and the position of the new curriculum changes must therefore not be taken for granted. In order to activate teachers and school leaders for better assessment, we need research that investigates and tries to understand how the students themselves are responding to assessment practice and whether they are in tune with curriculum aims, which is one of the reasons for this study to focus initially phenomenologically on student’s experiences and reflections.

Problematizing assessment

Referring to Swedish research, Lopez-Pastor (2013) points to an alarming issue; despite having criteria for assessment, and specific curriculum base for judgement, teachers

were shown to include subjective perceptions of students in their assessment, such as sex, look, general athletic ability, effort and socio-economic status. In light of Foucault's (1977) work it would seem that teachers are highly influenced by the subjects discourse and the complex, yet defining power structure that controls it. Discourses shape the PE subject and create a potential for unfortunate biases, which in turn can be fuelled by assessment. Students who differ from what is considered "normal" in PE can be stamped as "abnormal" and rendered less able to participate in PE (Markula & Pringle, 2006). Although the purpose of this study is to research student's perceptions of assessment, the lens in which this is done through is the theories of Foucault (1977). And in doing so, issues with assessment are discussed and assessment practices are problematized. Examples of this could be how assessment can marginalize, dichotomize and oppress students in various ways. In order to understand how problems can be the outcome of assessment, the next half of this chapter is dedicated to the relevant theories of Foucault.

2.4 Michel Foucault (1926-1984)

The diverse and manifold use of Michel Foucault's (1926-1984) ideas, theories, research and lectures makes it important for any scientist to explicitly define which part of Foucault's work that is drawn upon in the research (Öhman, 2010; Markula & Pringle, 2006). He is broadly drawn upon in fields such as sociology, pedagogy, critical research and school research. Hence, the following chapter describes the aspects of Foucault's theories and ideas that are most visible, relevant and important to the purpose of this study. His notions and surrounding theories of the workings of *discourse, power, discipline, docility, the examination and panopticism*, with special regards to *Discipline & Punish: The birth of the Prison* (Foucault, 1977), are the main sources for this thesis, and are thus investigated in this chapter. At the same time, this chapter acknowledges how Foucault's work is relevant to an understanding of PE and assessment through discussing contemporary Foucaultian research. Terms such as *biopolitics* and *governmentality* are therefore also briefly examined.

Theoretical connotation

Theory works *through* the researcher – reflexive - in qualitative research (Alvesson & Sköldbberg, 2009). An important consideration is that theory is contextual, and not

unlike language it works through an appliance of connotation. Therefore, a description of the basis for this connotation follows.

The research plan of this master's project was shaped while staying in Canada during exchange studies. The enrolled sociology courses had a lot of weight on Foucault, his ideas, his perspectives and how they can be useful and effective when discussing sociology of sport and exercise. It was first and foremost coaching, high performance sports and fitness exercise which were foci of seminars and lectures. Leisure activity, PE and outdoor life were often found secondary. Promotions from the professors and active researcher reflections however suggested that a transition from sport, exercise and coaching into PE could be productive, interesting and highly transferable. The interpretation of Foucault in this study is therefore is partly based on lectures and literature regarding a pragmatic application of Foucault's work on sports, exercise and coaching. The transformative nature of Foucault's work, and that he may be understood and applied in vastly different ways is already a common Foucaultian critique (Markula & Pringle, 2006; Pringle, 2005; Eribon, 1992; Öhman, 2010). A translation from sports and exercise to PE is therefore viewed as legitimate in this research because results and discussions show his theories to be productive. How PE in great essence is based on the history of sports and exercise (Mechikoff, 2010; Mohnsen, 2003), further supports this legitimacy. Any reader is further advised to implement her own understanding of Foucault and critically assess how theory has been implemented and utilized in this thesis.

Biography

Foucault would challenge the significance of the author, and aimed to leave subjectivity and personal influence out of his work says Eribon (1992). The author however argues that this is well known among those who know Foucault, and that an insight in his life and work can strengthen the understanding of many of his ideas regardless. Foucault was born in 1926, in Poitiers outside of Paris. He was christened Paul-Michel after his father, who was a surgeon (Eribon, 1992). Paul-Michel was strictly raised, and attended orthodox school in order to become a medical doctor like his father. It was however history, philosophy and literature that Paul-Michel excelled most in during his early academic education, argues Markula and Pringle (2006). The authors further narrate that despite his academic flourish, Foucault did not have a happy youth, and the Second

World War years were particularly hard on him. As a result, he wanted to investigate secrets of life rather than pursue his father's request (Eribon, 1992). This led him to pursue philosophy, literature and sociology, and after a competitive examination he got into *École Normale Supérieure*, a sort of monastery for boy geniuses (Markula & Pringle, 2006). The elite school hosted many great names like Jean-Paul Sartre, and Louis Althusser, while Jean Hyppolite and Maurice Merleau-Ponty were actually lecturers when Foucault took his studies there. Foucault was schooled in the great philosophies of Heidegger, Kant, Hegel, Marx, Descartes and Husserl, and had a university degree in 1948 (Markula & Pringle, 2006, p. 9).

Foucault moved on to study psychology after fighting off some personal issues like depressions, suicide attempts, drug abuse and issues with his homosexuality (Eribon, 1992). Foucault was very inspired by Nietzsche's work and his postmodern ideas, as well as an academic interest in Marx and phenomenology. Foucault had finished his doctoral before he became the head of the philosophy department at the University of Clermont-Ferrand in 1960 (Markula & Pringle, 2006). There he kept publishing major investigations of grand scientific genres, but accepted a chair at France's most prestigious institution, the *Collège de France* in 1970. Markula and Pringle (2006) states that after developing his research method from *archaeology* to *genealogy*, Foucault still kept publishing, but now with more focus to power and discourse and political genres. When he published *Discipline and Punish* (1977), which is the most influential work of his in this thesis, Foucault had reached an academic maturity. He portrayed institutional problematic in society in a brilliant manner: With his genealogical examinations he studied punishment, the history of sexuality and how humans are subjects of desire says Markula and Pringle (2006 p. 18). Foucault died early of AIDS related illness in 1984 (Eribon, 1992).

General overview of Foucaultian theory

A central research objective for Foucault was according to Markula and Pringle (2006) to sketch out how humans develop knowledge about themselves in their culture. It was Foucault's interest in power that fuelled these ideas and philosophies (Eribon, 1992), and he is most known for his study of technologies of power. The studies concern how people are "classified, disciplined and normalised by social processes that they have little direct control over" (Markula & Pringle, 2006, p. 24). Foucault stated that specific

social practices determine these technologies and steer the conduct of individuals (Foucault, 1977).

Foucault attempted to understand something about madness, economics, punishment and ethics through history and power. The way Foucault did much of his writing and studying has created many different labels on his work, and because Foucault took distance from labelling and categorization altogether, the discussion remains alive in sports and pedagogical sociology where one should place Foucault (Markula & Pringle, 2006; Eribon, 1992). Alvesson and Sköldbberg (2009) confirm this by depicting Foucault in a broad manner. They touch on his involvement with poststructuralism, but also how he is distant from it. Alvesson and Sköldbberg (2009) even claim Foucault's point of departure to be from a radicalized phenomenology: Fields of knowledge 'epistemes' can, according to Foucault, be tracked and thus inform discourses in which they are involved (Alvesson and Sköldbberg, 2009). It is important to note here, that Foucault's discourses and his analysis of their origin and functioning, is not the same as a 'discourse analysis'. Discourse analysis is a detailed analysis and it seeks for understanding of talk and text (language) in a social setting (Alvesson and Sköldbberg, 2009, p. 229), something which is different from this research's analyses, and for Foucault's understanding of discourse. Rather, Miller said that "Foucault used discourse to analyse diverse configurations of assumptions, categories, logics, claims and modes of articulation" (as cited in: Alvesson and Sköldbberg, 2009, p. 250).

According to Markula and Pringle (2006), genealogy is also an important analytical tool that Foucault imported from Nietzsche. It is an examination of the "relations between history, discourse, bodies and power in an attempt to help understand social practices or objects of knowledge" (Markula & Pringle, 2006, p. 32). Foucault's genealogical method can thus be considered anti modernist and critical towards notions of rationality, control and progress. Genealogical method is not important in this study, but informs how his theories have been shaped.

Contemporary Foucaultian research

Foucault's notion of power contextualize a discussion of what sport scholars find most interesting, which is key concepts such as discipline, panopticism, the examination, docility, surveillance, knowledge and discourse (Markula & Pringle, 2006). Since the

late 80's sport sociologists have drawn upon more critical and sceptical theory, in which the work of Foucault has been increasingly used (Markula & Pringle, 2006; Alvesson & Sköldbberg, 2009). The fact that social reality is not meritocratic and democratic in sports and movement culture is one of the identifications that have been made within sports sociology based on Foucault (Markula & Pringle, 2006). Work has also been done to “apply” Foucault to discourses such as coaching (Denison, 2007). More specifically PE research has been inspired by Foucault to investigate gendered issues (Gerdin, 2012), surveillance (Webb, McCaughtry & MacDonald, 2004), teacher identity (Wrench & Garret, 2012), micro power in teacher –student interaction (Öhman, 2010), self-surveillance among girls (Furuly, 2013) and governing processes in Swedish PE (Öhman & Quennerstedt, 2008). PE assessment in particular does not seem researched through Foucaultian analyses thus far.

2.5 Theoretical Perspectives

2.5.1 Discourse

Hall (1997, p. 44) defined discourse as “the production of knowledge through language”; discourse governs the way a topic can be talked about and how we make meaning within its reason (Hall, 1997). Foucault clarified his fluctuating and complex concept of discourse through depicting how practices and statements regulate social lives within certain contexts (Markula & Pringle, 2006). When these statements and practices coalesce within a specific social context we get particular discursive meaning or effect (Markula & Pringle, 2006). Foucault treated discourse as actual events and actions and to him actual practices and written and spoken statements were most relevant to discourse (Markula & Pringle, 2006). Another important aspect of Foucault's work was that the discourses are historic, and meaning makes sense mainly inside the historic period in which the discourse ruled (Hall, 1997).

The way in which discursive rules and practices regulate meaning fuel how knowledge and power is produced and distributed (Hall, 1997). True objects do exist, but they do not project meaning outside of a discourse. A ball is only a football within the contexts of the game says Hall (1997). At the same time, conceptual meaning making is produced in relation to other discourses. Markula and Pringle (2006) argued that Foucault's understanding of discourse worked as a decentralising effect on the significance of individuality and human consciousness. Because individuals are

infiltrated with many discourses - and the meticulous workings of power through them - this meant that subjects are not stable or whole, but dispersed and scattered.

Discourse in Physical Education

Physical education is a prime example of the instability and meticulous working of power through several discourses that “rule out, limit and restrict other ways of talking, of conducting ourselves in relation to the topic or constructing knowledge about it” (Hall, 1997, p. 44). PE has been constructed as a site where pupils and students shall learn not only body and movement, but social skills, democracy, leadership, humility and a dozen more attributes, skills and attitudes. Mohnsen (2003), Almond (1989), Beashel and Taylor (1996) and Green (2008) have made an attempt to map out discursive knowledge in PE, and they find that PE is affected by discourses such as education, health, team sports, individual sports, dance, outdoors, sports science, sports psychology, sports physiology, water activities, fitness and recreational activities. Foucault enables us to see that PE is constantly and dynamically being constructed by a diversity of discourses embedded and entangled with each other, played out in an arena where activity, social competence, physical competence, learning and knowing stands to be foci (Capel and Whitehead, 2013; Arnold, 1988; Öhman & Quennerstedt, 2008). More relevant to Norwegian PE discourse, Öhman and Quennerstedt (2008, p. 368) found this in Swedish PE:

In the study of subject content in both the local curriculum documents and the video-recorded physical education lessons a comprehensive discourse – activity discourse – is identified. Within the frame of the activity discourse we have also identified three ‘sub-discourses’, all of which are embedded in the activity discourse: physiology discourse, social development discourse and sport discourse.

Even though PE should be considered a network of discourses, Öhman and Quennerstedt (2008) have identified some discourses in PE that seem particularly strong and thus specifically govern the way bodies move, act, experience and learn. An example of a discursive practice or “rule” in PE can be the promotion of high attendance and trying one’s best, says Öhman and Quennerstedt (2008). A student is expected to have a “high degree of attendance, that is to change clothes and participate in an active manor during classes” (Öhman and Quennerstedt, 2008, p. 369). Discourse is however subject to change and resistance, said Foucault (1977). Hence, the inclusion

of new, adventurous activities such as ‘parkour’ could perhaps challenge such discursive practice? But Foucault (1977) also saw discourse as intertwined with history and contemporary practice, and new changes would therefore be slow. Denison (2007) confirm this, and state that new practice can only slightly change discursive power, and at a slow pace.

2.5.2 Power

Hoy and Miskel described the “classic” definition of power as “the ability to get others to do what you want them to do” (as cited in: Webb and Macdonald, 2007, p. 280). Even though such an understanding perhaps is crude and simple, it supports the fact that power can represent an uneven relationship, where the ability to control is weighted more on one part than the other. “Foucault’s understanding of power breaks radically with more traditional approaches” (Alvesson and Sköldberg, 2009, p. 251), and a Foucaultian understanding of power rather inspires a more open approach:

Foucault (1977) deployed power as a relational and omnipresent force, working in several directions and functioning different adherent to the social setting. He did not confine its potential to some abstract energy that could be owned or used. As we consider power to be present in all relations, but not in a linear fashion, and not possessed, the way in which power works is through expression and exercise (Alvesson & Sköldberg, 2009; Webb, McCaughtry & MacDonald, 2004). According to Foucault (1977) power is relational and vulnerable to resistance and influence. Power works in a ubiquitous manner, where you cannot have a relation without power (Pringle, 2005). “Foucault asserted that current power relations are not secure, but are subject to change; therefore, people can be active in attempting to change the workings of power” (Markula & Pringle, 2006, p. 33). A consequence of Foucault’s understanding of power is that it can be viewed as productive instead of repressive; a power relation is an ongoing negotiation between free people that try to govern actions of others. These power relations are omnipresent in society and construct a capillary like network that filtrate through institutions and instances (Foucault, 1977).

Power in school and PE

The connection and (im)balance between knowledge and power was subjected in many of Foucault’s written works. School was one of Foucault’s (1977) examples where

power would function institutionalized, and PE can perhaps be seen as an elongation of the disciplinary technologies that constitute the pedagogical institutions. Alvesson and Sköldbberg (2009) describe that power of institutions is a precondition for knowledge, but that at the same time, knowledge makes that power of an institution possible. Because knowledge and discourse are interdependent, discourses in institutions are therefore basis for power (Alvesson & Sköldbberg, 2009, p. 251). School is a site for teaching of knowledge. Hence, the role of PE in school is only possible because of the pedagogical discourse – a discourse that promotes learning. As an implication of this, the power within PE relies upon this pedagogical discourse. If what we know about youth activity for instance changed, the pedagogical discourse of PE would be changed, and thus also the subject's role in the educational institution. Attempting to illuminate the multidimensional and crossing functions of power in education, Kougioumtzis, Patriksson and Stråhlman (2011) acknowledged a teacher's power relations and disciplining technologies in PE. They found that it cannot be viewed as hierarchical and one-directional; the teacher also communicates power that derives from other locations, such as the status of the profession or the acknowledgement of colleges (Kougioumtzis et. al. 2011).

2.5.3 Disciplinary Power and Docility

With Foucault's genealogy of punishment he suggested that even though the theatrical and violent display of the king's sovereignty from the 18th century disappeared, punishment did not relinquish, it only adapted to a more humanitarian form – *disciplinary power* (Foucault, 1977). He further says that it was the classical age that discovered the body as an object and target of power. Foucault (1984) suggested that the technologies of disciplinary power made the body object and target of power in a manner that shaped and trained the body. Not slavery or force, but disciplinary techniques that produce subjected and practiced bodies – *docile* bodies. The organization of such bodies in workforces made possible an evolvement of capitalism for instance, according to Foucault (1977). During the 18th century docility changed from how military masses were powered and controlled, to more subtle, lower scale coercive control. The object of control was viewed less as behaviour or body language (e.g. a soldier), and more as efficient movement and internal forces. Docile bodies can therefore operate as one wish, with speed and efficiency and new techniques. Markula and Pringle (2006) also made it clear that Foucault did not mean that disciplined and

docile bodies were tame, lazy or unable to be creative for instance. Rather a docile body is trained, well organized and effective. This meant that Foucault (1977) did not only implement docility with being manageable, he also implemented it with efficiency and potential for learning.

However in the process, bodies and subjects are normalized. And such docility can indeed be problematic: Because docility is an effect of discipline, a forceful and oppressing way of imposing discipline on bodies might create negative form of docility (Markula & Pringle, 2006). Markula and Pringle (2006, p. 39) argue that sports can portray this duality in disciplinary power and docility: “Jean-Marie Brohm suggested that sport is possible the best exemplary context for conceptualising Foucault’s understandings of the workings of disciplinary power and the political investment of the body”. This also argues for a discussion of disciplinary power and docility in physical education.

2.5.4 Disciplinary Techniques

As a way of making docility more efficient, modality was also imposed in the 1700’s: Uninterrupted, constant coercion and supervision of time, space and movement (Foucault, 1984). This was done through four technologies: ‘the art of distributions’, ‘the control of activity’, ‘the organization of geneses’ and ‘the composition of forces’ (Foucault, 1977, p. 135-170). These technologies for disciplinary power had long been in existence in armies and monasteries, but after the reduction of public punishment they grew forth also in school, hospitals and workshops (Foucault, 1977; Markula & Pringle, 2006). Discipline became a new way of utilizing docility, making bodies productive and creating power as a multidirectional efficient force. Docility was no longer obedience alone, but establishes in the body constricting link between increased aptitude and increased domination (Foucault, 1977). Foucault (1977) was obsessed with detail and its importance. Detail is according to him the foundation for the functioning of disciplinary power. Cole et. al. (2004, p. 216) explains how these disciplinary techniques always come back to how the mechanisms of modern power coerces, in which the body is crucial.

The first category ‘*the art of distributions*’, “consists of technologies of enclosure, partitioning, function, and rank” (Shogan, 1999, p. 20). This did not only relate to the

physical space. On the contrary, it was the rank and function of an individual that made possible discipline (Foucault, 1977). Especially in education, this technique became very visible when space was organized so that each student had his/her own place, and so that teachers could supervise and engage everyone (Shogan, 1999). Also in PE this technology enclose, partition and rank the students, thus limiting them architecturally, functionally and hierarchically. The art of distributions would for instance include that a student which does sports in his spare time often is ranked and functioned higher in physical education than those who do music in their spare time. According to Foucault (1977) the art of distribution then makes it possible to observe, characterize, assess, compute and relate individuals to attributes and abilities, and insofar also make for instance education more efficient and individually adapted.

The second category '*the control of activity*' is about how time, movements and bodies are highly controlled through timetables, rigorous movements, repetitive exercises and exhaustive use of time (Foucault, 1977, p. 149). Foucault (1977) analyzed institutions and found that schools, hospitals and workshops were early in their imposing of 'control of activity', especially through timetables and cycles of repetition. Time became exhaustively used, and no minute would be left uncontrolled, so that efficiency could be maximised. This can be seen in PE sessions in Norway today as well; teachers plan ten minutes for changing, ten minutes warm up and then follows timed exercises or practices. Time is often short, and according to Foucault (1977) correlation of bodies, objects and activities were imposed that ensured students did the same at the same time. Shogan (1999) shows this through an analysis of high performance basketball; she found examples such as repetitive drills, precise use of time and rhythm. This also enables one to see the variation of individuality and multiplicity, says Foucault (1977).

The third category '*the organization of geneses*' makes sure the preceding two technologies are capitalized as best as possible. It rearranges activities and adapt to individuality, making sure everyone is efficient and controlled (Foucault, 1977). While "the art of distributions' and 'the control of activity' include technologies (constraints) that penetrate individual bodies, enabling them to perform actions not otherwise possible" (brackets in original) (Shogan, 1999, p. 30), 'the organization of geneses' can be said to further enhance those actions. Following is an excerpt from *Discipline and*

Punish (Foucault, 1977) which illustrates the organization of geneses. The excerpt is quite precise as an analogy to the organisation and effectiveness of school or PE:

The disciplines, which analyse space, break up and rearrange activities, must also be understood as a machinery for adding up and capitalizing time. This was done in four ways (...) Divide duration into successive or parallel segments, each of which must end at a specific time (...). Organize these threads according to an analytical plan – successions of elements as simple as possible, combining according to increasing complexity (...). Finalize these temporal segments, decide on how long each will last and conclude it with an examination, which will have the triple function of showing whether the subject has reached the level required, of guaranteeing that each subject undergoes the same apprenticeship and of differentiating the abilities of each individual (...)

(Foucault, 1977, p. 157-159)

The process becomes a matter of breaking down and building up series of temporal, spatial and embodied exercise in order to pass an exam and develop according to a plan; efficiency. This also increases differentiation, correction, punishment and elimination (Foucault, 1977). Arguably, these techniques connect quite well with how schools and teachers attempt to “educate” students.

Fourth and last is the category ‘*the composition of forces*’, which relates to collectivity, synchronization and tactics (Shogan, 1999; Foucault, 1977). Even though Norwegian school and PE has a strong focus towards a collective identity and equality in education (Telhaug et. al., 2006), Foucault’s notion of the composition of forces is more linked towards tactical control in the army or in a workforce and connects better with the politics and more macro oriented research. Hence, this aspect will not be focused.

2.5.5 The Examination

For the disciplinary techniques to function precise, individual and coercive, knowledge about the individual is crucial. Foucault explained how three instruments collected personal knowledge, and how they stood for the success of disciplinary power: “hierarchical observation, normalizing judgement and their combination in a procedure that is specific to it, the examination” (Foucault, 1984, p. 188; Markula & Pringle, 2006, p. 41).

Hierarchical observation and normalizing judgement

Hierarchical observation is a mechanism that coerces by means of observation. It is an apparatus in which power induces a technique that makes it possible to see and alter subjects (Foucault, 1984; Foucault, 1977). Through hierarchical surveillance, each individual became subject to a *normalizing gaze* (Markula & Pringle, 2006). People were judged, punished and coerced accordingly – for the slightest departure from “normal” behaviour: “These punishments are designed to encourage subjects to desire, at the least, to be normal” (Markula & Pringle, 2006, p. 42). Foucault (1977) argued that the power of the norm appeared through discipline and imposed homogeneity. The punishments are therefore not only designed to punish rule breaking and disobedience, but lack of effort and ability as well. It makes subjects conform and adapt, struggle and keep going, just so that they can be normal. “The perpetual penalty that traverses all points and supervises every instant in the disciplinary institutions compares, differentiates, hierarchizes, homogenizes, excludes. In short, it *normalizes*” (italics in original) (Foucault, 1984, p. 195).

Markula and Pringle (2006, p.41) shows how hierarchical observation can function: “Through hierarchical observation, for example, a coach can implement additional workouts for the unfit, skill sessions for the unskilled and punishing drills for the tardy”. Thus, teachers can also, through hierarchical observation, suggest activities for the inactive, practice for the unskilled and exercises for the ones who aren’t sweating. One must not mistake this mechanism with Gramsci’s hegemony: “And, although it is true that its pyramidal organization gives it a “head”, it is the apparatus as a whole that produces “power” and distributes individuals in this permanent and continuous field” (Foucault, 1984, p. 192). The responsibility of the effects of normalized hierarchical observation cannot therefore be laid in the hands of a coach or a teacher alone; “In a perfect camp, all power would be exercised solely through exact observation; each gaze would form a part of the overall functioning of power” (Foucault, 1977, p. 171). In turn we all contribute to the effect of hierarchical observation.

Further through time, scale and intensity of such normalized, hierarchizing gazes, they become internalised, according to Foucault (1977, p. 176): “By means of such surveillance, disciplinary power became an ‘integrated’ system, linked from the inside to the economy and to the aims of the mechanism in which it was practiced”.

Individuals will begin to observe themselves, making disciplinary power all the more powerful.

The examination

“The examination combines the techniques of an observing hierarchy and those of a normalizing judgement (...) It establishes over individuals a visibility through which one differentiates them and judges them” (Foucault, 1977, p. 184). An individual is placed within time, space and movement – becoming a body as a result of these effects (Foucault, 1977). The examination is often highly ritualized and it transitions visibility (through hierarchized and normalized surveillance) into the exercise of power. For instance through documentation and analysis of subjects, one could objectify and reduce individuals to features, abilities and aptitudes (Foucault, 1977). In turn and according to Foucault (1977, p. 191), the examination also ‘described, judged, measured and compared with others so that individuals could be trained, corrected, classified, normalized or excluded’. To such an extent, the examination constitutes the individual as effect and object of power and knowledge. In a way, the examination is the overarching, yet infiltrating instrument that assures an exhaustive disciplinary society. The effect is dependent on compulsory visibility of individuals and the disciplinary techniques (Foucault, 1984), and insofar encompass all of the theoretical terms visited thus far.

2.5.6 Panopticism

The effect of disciplinary power and the examination is also based on knowledge and discourse. Within a field in society, abnormality is created as a means of glorifying the normal. The abnormal individual that so many institutions, discourses and knowledge have concerned themselves with had its origin in the “monster” (Foucault, 1977). This duality of normal/abnormal, good/bad and its ethics helped institutionalize the incorrigible individual and rectify the ones who stood a chance. It also gave fuel to the normalizing gaze, and the functioning of panopticism:

Panopticism is a disciplinary entity which Foucault (1977) based on an analogy of “Bentham’s Panopticon”. The Panopticon is an architectural figure which resembles a circular prison where a tower in the middle can supervise each and every cell, whereas inmates in the cells cannot see each other or whether they are being watched: “Hence

the major effect of the Panopticon: to induce in the inmate a state of conscious and permanent visibility that assures the automatic functioning of power” (Foucault, 1977, p. 201). Bodies become self governed and the goal for panopticism is that “The awareness that one may be watched leads to an internalization of the gaze and a policing of one’s own behaviour” (Shogan, 1999, p. 37). Again the disciplinary techniques and the ways in which the examination is internalized are crucial for this theoretical idea to function. Foucault “used the Panopticon to provide an idealized illustration of power’s everyday techniques and effects” (Cole et. al. 2004, p. 211). And it is here the true efficiency of the modern power is showed; through meticulous disciplinary techniques, bodies start imposing regulation on themselves without forceful influence. The techniques become incorporated and constant within each individual (Foucault, 1977).

Cole et. al. (2004) explain how sports can illustrate the workings of panopticism, and how for example sports stadiums affect athletes not only when they are competing, but throughout their sporting career, both in training and on their spare time. Shogan (1999) uses the idea of random drug testing as a prime example of something that is thought to function panopticizing. Athletes are to self police themselves from enhancing performance illegally because they do not know whether they are being watched or will be tested, she explains. All the while, panopticism also refers to a broader development of surveillance and discipline, where these are no longer connected to specific institutions, but made political and work on the entire social body (Markula & Pringle, 2006). As with the other terms of Foucault, panopticism can also be productive:

Third, it is important to note that power relations are not necessarily controlling and dominating; rather surveillance can be productive and empowering, as in the case of an apprentice learning from a supervisor.

(Webb, McCaughtry & MacDonald, 2004, p. 210).

In terms of PE, teacher-student relation might therefore be viewed as a positive or productive through a panopticizing effect. Other panopticizing issues will also be investigated in this thesis.

2.5.7 Governmentality and Biopower

Foucault (1994) described the educational system as a large part of the development of the larger, macro techniques of power. Even though the focus of this study does not

elaborate on macro power, it is important to consider the contextual ways in which macro power, governmentality and biopower influence discourses of physical education and its assessment. On that note, Markula & Pringle (2006, p. 47) delineate the macro role of physical education in a precise manner:

Indeed, capitalism requires a healthy, skilled, educated but also docile population in order to have a productive workforce and an efficient economy. Thus, the education and health of a population becomes a concern within modern states. In essence, bodies need to be physically educated so that they can be productive. Given this requirement, it is perhaps not surprising, that physical education has long been a core curriculum subject within schools in most Western states. Yet the related analysis of physical education as a governmental technology that regulates and shapes bodies has only been informed by Foucauldian theorising in more recent years.

Markula and Pringle (2006) show that the micro effects of power that coerce and make individuals conform to a norm are utilized by political forces that make the effects “macro”. Such a transition from personal and individual power structures, to larger ones that start affecting many at a time, is related to how Foucault (1994) discussed biopolitics and governmentality. According to Öhman (2010), governmentality is when micro power turns into “truths” and “knowledge about life”. Such truths are made self-governing by people, and without threat or force, people start ‘eating the right way’ or ‘exercise on a daily basis’ because tactics of governmentality convey disciplinary tactics on a macro scale (Öhman, 2010, p. 398). Biopower emerged, according to Allen (2009), parallel with the emergence of modern disciplinary societies. As populations were more productive and seen as resources in society, states had to rely upon ‘the people’ to develop, says Allen (2009). Biopower was therefore “developed” as a kind of state issued discipline that ensured strong, healthy and liable people. As a link in this development, Allen (2009, p. 444) says that: “Schools were an example of this development during the nineteenth century, where early educational philosophies were premised on controlling the youthful population and shaping them into easily governable and productive citizens”. Biopower “aims to regulate behaviour and produce normalised subjectivities” (Markula and Pringle, 2006, p. 71).

In Norwegian PE one could argue that there is a governing, biopolitical tactic that one should enjoy outdoor life, and pursue a relationship with nature somehow. Foucault

(1984) would show that such “knowledge or truth” are conveyed and made governing through power and disciplining technologies.

Conclusion

Foucault has showed that ever since the classical age the body has been subjected to an increasing variety of control, influences and powers. Through subtle coercion and control a sought for efficient bodies emerged in the modern society. Modality and specific techniques of discipline arose in order to assure docile-utile bodies. From these techniques arose the modern age as a disciplinary society, where particularly methods of organizing *time*, *space* and *movement* imposed examining regulations upon the body (Foucault, 1977). PE has been seen as an entity where these tactics flourish, mainly because research finds both sports and PE reproductive in terms of discourse and power.

2.6 The Examination = Assessment, an Analytical Tool

Similarly, the school became a sort of apparatus of uninterrupted examination that duplicated along its entire length the operation of teaching. It became less and less a question of jousts in which pupils pitched their forces against one another and increasingly a perpetual comparison of each and all that made it possible both to measure and to judge. (...) The examination enabled the teacher, while transmitting his knowledge, to transform his pupils into a whole field of knowledge. (...) the examination in the school was a constant exchanger of knowledge; it guaranteed the movement of knowledge from the teacher to the pupil, but it extracted from the pupil a knowledge destined and reserved for the teacher.

(Foucault, 1977, p. 186-187)

The *examination* is what makes the teacher able to see what needs to be done with the students and to analyze and take action upon identifying gaps between performance and desired performance (Shogan, 1999). Such a normalizing process “makes each individual a ‘case’” (Foucault, 1977, p. 191). Foucault’s ‘examination’ is in this thesis viewed analytically as an analogy to assessment in PE. This can make for a powerful analytical tool not yet activated in education research.

A direct translation of “the examination” to assessment in PE is perhaps imprecise because assessment is quite explicit and definable, while the examination functions subtle through hierarchized observation and normalizing judgement. Further, assessment is not necessarily a perpetual, uninterrupted process of power that defines

aptitude, even though some research suggests it should be (Pryor & Crossours, 2008; Lopez-Pastor et. al., 2013; Jonskaas, 2009; Græsholt, 2011). In other words, the examination is probably more than what can be represented by assessment practices in PE. This however does not limit the analytical strength of looking at assessment in PE as a part of the examining function of the education system.

Master's research suggests assessment as a place where we need more control, more curriculum guidelines and dialogue between teacher and student (Graesholt, 2011; Jonskaas, 2009; Ottesen, 2011; Persen, 2008; Vinje, 2009). The analogy of assessment as "the examination" suggests on the other hand that assessment perhaps already is quite controlling and functions in disciplinary and coercive ways. Research shows that more formative and incorporated assessment practices can instead better learning (Lopez-Pastor et. al., 2013). Foucaultian theory about the examination thus supports that research because Foucault (1977) also found that making disciplinary techniques more subtly perpetuate and penetrating can increase aptitude, efficiency and productivity, which is how Foucault argued *for* docility. A consequence of establishing assessment-examination as an analytical tool is also to include the problematic of the examination (Foucault, 1977). Therefore; an issue with assessment today is that it is strongly ritualized, just like Foucault (1977) explained the examination to be. Some schools even have testing regimes with rigid, formal tactics of discipline, especially regarding time, space and movement; for example the cooper test (timed endurance test) and fitness tests (Green, 2008). Issues with a strongly ritualized examination is that it produces "madmen, patients, monsters, inmates" (Foucault, 1977, p. 193) or in PE; fat, obese, uncoordinated, disabled, slow, weak or inactive. Foucault's ideas and theories of discipline can thus enable teachers to view ritualized assessment as an oppressive practice that "function increasingly as techniques for making useful individuals" (Foucault, 1977, p. 211), thus rendering some student's futile. Changing practice and formalities to make assessment less ritualized and more coherent between teacher and student should therefore be prompted. As Ottesen (2011) and Persen (2008) suggests, changing the political structure of assessment is also needed in order to reduce the discrepancy between student experienced assessment and what teachers argue is the legitimacy of assessment.

Foucault's overarching gaze on the project

Even though the ideas of Foucault have been on the grounds of this project since it started, their degree of influence has varied with the abductive strategy. For instance it was difficult to iterate a wandering between critical (Foucaultian) distance and personal closeness when observing PE classes and conducting interviews, even though Thagaard (2009) suggests such a technique. Some of that critical distance was instead done at the end of the day. At times Foucault did not affect the research at all, and other times an idea from his literature was the foundation for the direction of the research. The interview guide, as an example, was influenced by Foucaultian terms in its research questions, but *not* influenced by Foucault as much in its interview questions.

3. Methodology

During this chapter the methodological foundation and preliminary basis for the study is described. The purpose of the chapter is to inform the reader of how methods and the data produced by these will inform the projects research question (Marshall & Rossman, 2011, p. 137). The chapter depicts some key issues with qualitative data collection like the role of the researcher and the strategy of the project. Methodological considerations and the conduct of the empirical data collection are depicted in a concrete manner in addition to an explanation of the analytical process and how theoretical discussions were initiated. Strengths and weaknesses of the study's methodology are discussed last. Such an overview of the methodological considerations and choices in the thesis, together with a discussion of strengths and weaknesses of the empirical conduct, contribute to a transparent project and thus more valid research (Marshall & Rossman, 2011; Thagaard, 2009; Kvale & Brinkmann, 2009). Some of the methodology in this thesis is based on the researcher and his background, something which in qualitative methodology is quite normal, but will still influence the research noteworthy (Alvesson and Sköldberg, 2009). This will therefore be discussed towards the end of the chapter.

3.1 Qualitative Methodology

Recently in Norway student perspectives on assessment in PE has been researched through both quantitative methodology (Eide, 2011), and qualitative methodology (Græsholt, 2011; Jonskås, 2009). Even though the prestige and value of qualitative research have risen, many researchers have to justify the use of qualitative method says Marshall and Rossman (2011, p. 90). It has been proposed that the researcher has 'a say' in this choice of method, albeit this is greatly influenced by the purpose of the study (Jonkås, 2009, p. 36). Føllesdal and Walløe (2000) say that one can often establish method by looking at whether the study attempts to understand or explain a phenomenon. The purpose of this study is to *understand* how some students perceive assessment in PE, and use that to *understand* both productive sides and issues with assessment. Quantitative data is not considered contributory towards an understanding of phenomena (Alvesson & Sköldberg, 2009; Thagaard, 2009; Marshall & Rossman, 2011). Græsholt (2011) further argued that it is the phenomenological side of researching student perspective that draws us to qualitative methodology. A qualitative

approach also provides a depth into subjective relations instead of a width and it depends on societal structures rather than neutralize it (Thagaard, 2009). Moreover Alvesson and Sköldberg (2009) can elaborate that qualitative methodology proceeds from the perspective and actions of the studied subjects, something which lines well with looking at discursive power and the theories of Foucault. As further support, Marshall and Rossman (2011, p. 1) state that “qualitative research methodologies have become increasingly important modes of inquiry for the social sciences and applied fields such as education (...) health sciences”. In essence, a qualitative approach is considered most contributory in order to inform this study’s research questions.

3.2 Research Strategy

Alvesson and Sköldberg (2009) present that there are certain strategies in qualitative research, and discuss how they conflict and/or complement each other. Four main strategies are presented in literature, these are: ethnographic and sociolinguistic studies, phenomenological approaches or symbolic interactionism, hermeneutics and critical theory and last critical theory or feminism (Alvesson & Sköldberg, 2009; Marshall & Rossman, 2011; Thagaard, 2009). Basing the study on one or more of these strategies is necessary in order to have a direction and forward moving focus, says Alvesson and Sköldberg (2009). Further, the research strategy should be clear and identifiable pretty early in the study (Marshall & Rossman, 2011). This was a challenge, and initially the clarity of the strategy in this research was weak. The ways in which a phenomenological data strategy could be combined with a post structural theoretical frame was fraught. Foucault is suggested being beyond poststructuralism (Alvesson & Sköldberg, 2009, p. 181), something which further problematized the clarity of the strategy. Qualitative methodology is flexible though, and the strategy of this study adapted and changed throughout the project in order to find a productive conduct. In such a way, the strategy became *abductive* and helped give focus to a research strategy with more than one direction. This aligns with how Marshall and Rossman (2011) and Thagaard (2009) both agree that a phenomenological methodology often require a deeper perspective. In the end, this might be how the variance of the results erupted, and how the diversity of the discussions surrounding them came forth.

Abductive approach

Historically, science is a recent way of producing knowledge. Until the 17th century mostly authorities and religious leaders decided what truth and knowledge was (Chalmers, 1999). Observation and experience were not acknowledged as basis for truth and knowledge until radical men like Galileo Galilei started to attach wisdom and science to structured observation and experiences, states Chalmers (1999). Initially, science and research began to shape as curious observation and nosy investigation of the world and its phenomena. Research development soon displayed a structured method; varied and systemic observations of phenomena became the starting point for generalizing patterns and rules about the world. Thus it was thought that what one had observed many times counted for all occasions of that particular phenomenon. This is today called inductive empirical method (Chalmers, 1999; Alvesson & Sköldberg, 2009). Deduction on the other hand, is being described as taking contemporary theory and established research as a point of departure; testing whether these can predict behaviour, situations or a phenomena (Hassmen & Hassmen, 2008, p. 34). Induction and deduction are therefore opposing methods, so to speak.

In this study attempts have been made to combine inductive, phenomenological, empirical data on assessment in physical education with deductive theory on assessment and Foucault. In literature, such an approach is methodologically called *abduction*, says Alvesson and Sköldberg (2009). Fangen (2010, p. 38) describes abduction as an initially inductive approach; looking for single situations of phenomena that are interesting or different, and investigating these. All the same one does not discard deductive theory in this investigation, and engages in working these together, the author describes. Alvesson and Sköldberg (2009) suggest that abduction is a principle which fuses, yet polarize induction and deduction as a method in the production of science.

Abduction in this research

This study searched for phenomena in PE assessment that were interesting, without having many preconditioned theoretical grounds for this empirical work. In a way such searching is a little naive and quite inductive. On some level, the mind of the researcher at this stage borderlines with ethnography (Fangen, 2010). All the same, theory on assessment and the works of Foucault functioned deductive as situations occurred and phenomena were depicted. Deductive methodology was quick to place the inductive

data in an analytical perspective, because the researcher already had theory at the back of his mind. In such a way abduction cannot be said to be first inductive and then deductive, because the degree of deductive influence varies all the time, and is near impossible to isolate. Rather abduction uplifts a continuous transition between induction and deduction (Alvesson & Sköldbberg, 2009). Hence, the conduct of observations and interviews in this research focused on an abductive approach that iterated a “conversation” between inductive and deductive research.

The reason why abduction is important in this study is that a pure Foucaultian investigation of student’s perception and reflection on assessment would be highly biased, something which would contradict with parts of the purpose of the study, which was to voice students and inform new assessment practice. Having too strong Foucaultian lenses initially would have torn away the phenomenological and inductive basis for the empirical data. Rather, an abductive approach preserves the Foucaultian theories and tools, yet keeps the empirical data contextual and true, as suggested in qualitative methodology literature (Thagaard, 2009; Fangen, 2010; Marshall & Rossman, 2011). The strategy depicted here led the research to let informants speak for them self with integrity, and at the same time be able to scrutinize what was found in interviews and observations.

3.3 Conducting Qualitative Research

Closeness and distance

According to Marshall and Rossman (2011, p. 137 -138) the nature and purpose of the research is the foundation for the role of the researcher. Thagaard (2009) supports this and says that it is methodologically important to sketch out the role of the researcher, and how she intends to relate to the informants. When conducting empirical qualitative methodology this relation between researcher and informant has a certain distance, according to the author. Thagaard (2009) claims that this can become a problem if the researcher does not balance a systematically, critical distance with a sensitive involvement with whatever or whomever is being researched. Marshall and Rossman (2011) discuss how this may be problematic for researchers whom are close to their field of study, or too “far away” from their field of study. An iterated wandering between reflexive interpretation and natural contact with subjects and empirical data

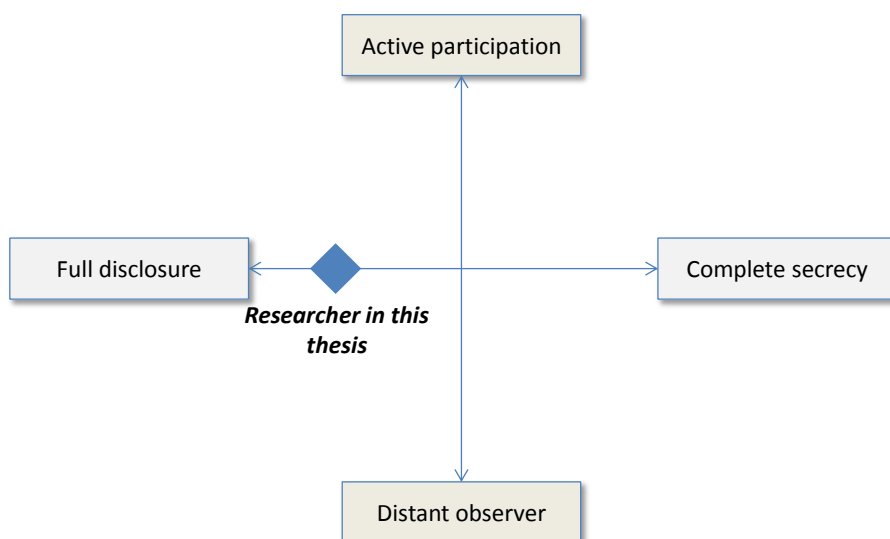
might then be productive, suggests Thagaard (2009) and Marshall and Rossman (2011). In this study, the qualitative issue of closeness and distance was handled with care. The researcher has experience with teaching, and is an educated PE teacher. This experience of the researcher gave an advantage when engaging in relations with informants. True conversations and relations are, according to Thagaard (2009), important to produce valid data. At the same time, a critical distance was held through using a few “researcher tools”. Practice and experience is one of these tools, say Kvale and Brinkmann (2009), and piloting was done both for observation and interviews as a means of establishing a balance between closeness and distance. In addition a few moments here and there were dedicated to analytical, interpretive distance, for instance through writing analytical memos (Marshall & Rossman, 2011; Fangen, 2010). Alvesson and Sköldbberg (2011) suggests that another technique for improving control of the analytical distance can be to be calm and give room for silence during interviews and observation, to let the reflexive thoughts emerge. Through these adjustments data in this research became deeper and more reflective. In retrospect it seems though, that the distance could have been greater, and that the analytical memos that attempted to distance the researcher had potential to make the research much more abductive on an earlier phase, as strategically planned.

Even though she supports analytical distance, Thagaard (2009) also says that closeness and openness with the informants is important. She elaborates that if the researcher does not consider establishing trust and either authority or equality before engaging in research, she might find informants not sharing and opening up. Students in this study however seemed very open, sharing and alive. They were confronted in a polite and understanding way, which led way for engaging and initiating in a broad and active manner, especially during interviews.

Participantness and revealedness

Once the researcher is self aware of her role, one should bring this forth into a discussion of more practical considerations when collecting data. Marshall and Rossman (2011) depict participantness and revealedness as important dimensions here. Participantness refers to the degree of the researcher’s involvement and participation in the field of study, while revealedness refers to the extent of the informant’s knowledge

of the project. The dimensions can be viewed as a continuum according to Marshall and Rossman (2011, p. 113). Here is how the researcher is placed in this study:



Revealedness

The reasoning for the placement of the researcher on the continuum is as follows: Students in upper secondary school would perhaps not grasp the full consequence of the research, making complete disclosure unnecessary. However, the researcher explained his research, his role in classes, and degree of intrusion in PE lessons. This enabled any participant to understand what was going on, and it gave them the ability to opt out. Marshall and Rossman (2011) support an approach with a lot of disclosure, but warn about the influence it has on informants. Some students were interested in my project, but most of them kept their regular pace. Teachers confirmed that lessons proceeded pretty much as normal. In interviews however the disclosure was greater because it facilitated a discussion surrounding assessment practices better (appendix 1).

Participantness

Whether the researcher participates or not in the situations and phenomena that are being studied is important, says Fangen (2010, p. 72). This aspect is certainly dynamic and she elaborates that it can change over the course of the study, and that one rarely sticks to a strict role in this regard. Getting to know the school, the teacher, the informants and the culture, as well as gaining their trust and respect, is a crucial aspect

for data validity and reliability in qualitative studies, and participantness to some degree is therefore essential (Fangen, 2010; Kvale & Brinkmann, 2009). Partly participating observant is the most common observation approach, and is characterized by partaking in the social context, yet not in the environment-specific activities (Fangen, 2010, p. 74). In this study it was a goal to be close to and engage with assessment situations, and the researcher therefore wandered about in PE lesson observations. At the same time the research was not to stress informants into doing and saying things about assessment that was not “reality”, and attempted not to say or do anything that affected informants. The observational role in this study was therefore conducted as partly participating. This would mean that the researcher engaged in conversation and small talk, but did not participate in the defined role of a student or teacher in the PE lessons. Such an approach can strengthen the researcher’s position among the students and create a much needed trust for later interviews (Fangen, 2010).

3.3.1 Sampling and Recruitment Processes

Sample strategy

What kind of informants, phenomenon and situations can contribute to insight and understanding of student’s relationship with PE assessment? This question led way throughout staging and strategizing of the data sampling. The selection of informants and study sample should have a reasonable amount of knowledge, thoughts and experience with relevant phenomena, says Thagaard (2009), although the most important is that the informants can portray the scientific questions in a rich manner, the author argues. As well as relevance, informants and sample should be varied and diverse in order to capture variance within a theme or phenomena (Marshall & Rossman, 2011).

This research wanted to fulfil such ‘relevant variance’ strategically and thus ended up with PE students that were not only informative and theme centred in terms of assessment, but diverse in terms of sex, physical ability, PE grade, effort, social factors and sports participation – so that they could help illuminate different sides of assessment practices (Thagaard, 2009; Marshall & Rossman, 2011). The data produced is therefore based on a more solid foundation than if all of the informants were 17 year old boys who played soccer and got good grades. Variance within the studied

phenomenon argues for reliable and thus valid empirical material (Marshall & Rossman, 2011). At the same time, as this is a master's thesis, time and resources are limited, and the sampling was also "convenient" (Marshall & Rossman, 2011, p. 107). Insofar the sampling could have been larger, even more varied and been represented through more than one institution.

The sampling process

Marshall and Rossman (2011) say that contacting informants often require access through "gatekeepers", and in line with Thagaard's (2009, p. 67) suggestion, the initial contact with the sample school was therefore with the school administration. Contact was initiated directly with the school principal, whom further initiated contact with the PE department leader. At all stages of this contact, every affected party was given an expanded information letter (for the shortened version given to students, see appendix 5). This includes the principal, the PE department leader, affected teachers and, if interested in the extended version, students. Going through the school management can in some cases limit the study in regards of teacher participation, because quite often there are issues and arguments between the management and the teachers, says Thagaard (2009, p. 67). However by initiating a professional and open contact through the management it seemed the PE department was cooperative and engaged a sharing dialogue with the researcher.

In line with the "convenient intensity strategy" suitable teachers were found through collaboration with the PE department and its leader. These teachers and their PE classes became the empirical foundation for the research, and the teachers assisted me in finding suitable students allocated in the observed classes to ask for in depth interviewing. The way in which early relations, insights and connections was used in order to get relevant "key" informants is somewhat similar to how Roberts (2009) depict *snowball sampling*. The backside with snowball sampling can be that one does not get the best empirical material suited for the research (Hassmèn & Hassmèn, 2008) As a result, one teacher in this study was identified whom might have been more suitable, and that had classes that might have had more informative perspectives on assessment. However, the convenience for this teacher was not as good, and it might have been more difficult to conduct research in cooperation with him/her.

Geographical placement of the sample

This research was conducted on a southern upper secondary school in Norway. Regarding assessment research in Norwegian PE (e.g. Eide, 2011; Græsholt, 2011; Jonskås, 2009), they are too heavily weighted in the provinces of Oslo and Akershus. One of the reasons for this research to go outside the most popular research zones in Norway was to be able to identify any difference in research regarding geographical variance. In analyses there was found implications that there might be some slight differences between concomitant research in eastern Norway, and what was found in this research. Formative assessment and other vogue innovations in pedagogical practice were found to perhaps be slower in progression outside the larger cities of Norway. Thus there are reasons to believe that when teachers are resistant and slow to implement curriculum changes in PE (Arnesen, Nilsen & Leirhaug, 2013), teachers and schools outside the geographically most popular research zones are perhaps even more resistant and slow. Methodologically it is therefore argued that more research should be directed outside the academic “high seats” of Norway in order to validate research on a larger scale.

3.3.2 Sample and Informants

In collaboration with the PE section leader the sample was found through observing several classes in different settings, different activities and under different teaching styles as a means of fulfilling the research’s strategy. The sample and the selection of informants that were observed and interviewed consisted of students from ‘vocational education programs’^{T19A} and ‘supplementary studies for general university admissions certification’^{T19B}. Two PE classes each with a different teacher functioned as the primary sample, in which formal observations were conducted. One class had a female teacher while the other had a male teacher. One teacher had backgrounds in outdoor education and had a defined and self proclaimed *laizzes faire* style. She believed in the legitimacy of PE lying in lifetime activity, fun, feeling of mastery and the social potency of the subject. The other teacher was more instructional and planned out, with clearer performance/competence goals and directions, yet also with a clear direction with his class to create a positive association with activity, to learn basic movements and to inspire an active lifestyle. Three other classes were informally observed and function as contextual and supplementary samples.

The 11 informants interviewed, 6 girls and 5 boys, attended one of the two primary sample classes from observations. Every informant said yes to participate when asked, because according Marshall and Rossman (2011, p. 142) those affected by the research should be aware and agreeing before any data collection begins. Hence, all of the students whom said yes to be interviewed signed the consent form (appendix 6). The sample represented variation and diversity in several ways: Some of the students were or had been active in a sport until recently. Some had been active as kids, and some had never been into sports. Further the sample represents a broad diversity in terms of effort and competence in PE. Some were performance focused and ambitious, others were effort focused and aimed to have fun and be active. The level of competence was also different. Some students were skilled, tried their best, had knowledge and had a collaborative, positive attitude, while others sulked, attempted to sneak in the back of activities, had fewer skills and displayed a negative association with the subject. In terms of grades the informants were also varied, but less than expected. It is a common issue that the PE grade scale is not being used in full, at least not regarding the lower grades. In terms of social diversity some were very open and accommodating, both in interviews and in class, while others were more shy and careful. Some were easy going and not too serious about their education, others were on top of their student role, active in studying and were scared of not answering my interview questions “correct”. Further, all informants were Norwegian, yet some had foreign roots, and all informants were in second or third year of upper secondary school.

3.4 Primary Data Collection Methods

Piloting

Before starting observations Fangen (2010) suggests practicing an increased sensitivity for interaction and occasion in the field of study. Trying to be surprised by things and not expecting anything can be a productive attitude in order to get resourceful data, she says (p. 91). Unfortunately there was no pilot observation done, albeit the initial field work with informal observations of supplementary PE classes gave some technical practice. Interviewing is also a complex craftsmanship that requires practical training, dexterity and experience, says Kvale and Brinkmann (2009). In order for the researcher’s interviewing technique to be refined a pilot interview was thus conducted. The interview was done with a family member whom is in upper secondary school in

the same district as the sample school, and he has PE regularly. This ensured relevant practice and was an important part of the research because it helped refine and polish the interview guide and the interviewing technique of the researcher.

3.4.1 Observation

Alvesson and Sköldbberg (2009, p. 260) argue for observation in Foucaultian studies: “then observation studies become vital in the research process. Even limited situations can generate a host of interpretations”. Marshall and Rossman (2011, p. 139) say that “observation entails the systematic noting and recording of events, behaviours and artifacts in the social setting (...) Observation is a fundamental and highly important method in all qualitative inquiry. It is crucial that these observations be recorded”. Good observations also describe situations and phenomena without too much subjectivity, Fangen (2010) argues. Even in in-depth interviews observation plays an important role because the researcher notes informant’s body language, tone of voice and movements the authors explain. Certain parts of the observations though, are more formal and focused (Marshall & Rossman, 2011), which was the case for the observations of PE classes in this study.

In total 2 PE classes were observed during 8 PE lessons. These observations were recorded formally and strategically with a focus towards assessment, contextual value and finding key informants. In addition 5 other PE lessons were informally observed without any specific focus, and without the observation guide. An observation guide (appendix 2) was made and used as a tool mainly during the formal observations.

Purpose of observation

The observations were conducted with two intentions. First, following suggestions by Fangen (2010), observations were conducted with the purpose of getting good field notes on assessment in a social setting. These observations had the purpose of being both data for analysis, but maybe mostly function as contextual information around assessment practice. Second, observations were conducted with the intention of finding key informants for in-depth interviewing (Marshall & Rossman, 2011). Key informants are informants that are thought to provide richer and more accessible empirical data (Fangen, 2010; Thagaard, 2009). The search for key informants was based on their ability to share and participate, but also their insight in assessment practices.

Observation strategy

In this research's observation, the strategy was to be centred and intensified around assessment. While observing and recording in research Thagaard (2009) says you can't evade being selective. You have to choose where to observe and partake in only one situation at a time. This can be problematic, because the researcher would often turn to situations that seduce or allure the researcher. Other apparently less interesting situations can thus be overlooked, even though they might contain important empirical data (Fangen, 2010). Being selective can also be productive though, because the researcher can actively pick out situations that best will inform the research (Fangen, 2010). Because the occurrence of assessment practice in this research was occasional, there was enough time for the research to observe other relevant situations and phenomena as well so that the contextual purpose of observations also was fulfilled.

The strategy was initially large scaled with an open approach. The researcher attempted to be naive and write thin descriptions of what was seen (Fangen, 2010). In the later stages the observations came closer to the students, observed teacher-student interaction, student – student interaction and found particular assessment oriented situations and phenomena. These later stages were more focused and had thicker descriptions with more context and subjective influence. Towards the last stages of observation, partly participation was withdrawn. Rather a critical, Foucaultian and reflective distance was engaged as a means of following the abductive research strategy. Such a development of observation strategy throughout the data collection aligns with how Fangen (2010, p. 73) views quality observation research.

Recording of observation

As a way of recording the data from observation, field notes together with the observation guide were used. These notes encompass informal notes from field work and formal observation recordings. Marshall and Rossman (2011) state that field notes should be concrete descriptions of what has been observed, and that these notes are preferably non-judgemental and detailed, notwithstanding that objectivity is not a goal for qualitative research (p. 139). Field notes should further be short and not in the way of your attention, says Fangen (2010). Still, they should be able to prompt your memory later, and not leave out important cues, she says. This research found that remembering the physical room and the atmosphere can improve memory and help accuracy. An

important part of the observation guide (appendix 2) was therefore to lead the researcher to portray context, stage and surroundings.

Analytical memos were written after data collection or at the end of the day. These are slightly different from field notes, which are to a much greater extent influenced by theory and interpretation, Marshall and Rossman (2011) claim. Such notes had a purpose of initiating analytical thinking and reflections around what was seen in terms of assessment. According to Alvesson and Sköldbberg (2009) this is a productive tool for producing resourceful data. This part of the data can although be questioned; at times they look more like analyses and interpretation than descriptive notes. Therefore it was important to this study to keep the different types of notes separate.

3.4.2 The Qualitative Interview

While observations were the basis for important secondary data and contextual value, it was the qualitative interviews in this research that made out the primary and most informative data. Qualitatively, the in depth interviewing is perhaps the most common and most effective data collection tool when studying phenomenological perspectives, argues Kvale and Brinkmann (2009, p. 33) and Marshall and Rossman (2011, p. 142). In total 11 informants were interviewed, out of which 8 were interviewed alone, and 3 were interviewed in a focus group interview. This sum up in 9 conducted and recorded interviews, each lasting between 35 and 45 minutes. All interviews were done on school grounds and during school hours.

Purpose

In this study comprehensive interviewing was done with the purpose of getting information on student's experience, perception, knowledge and reflection about assessment in physical education. Others would perhaps argue that the Foucaultian perspective of the study might benefit more from an observational study in order to identify discourse and the social play in it (e.g. Alvesson & Sköldbberg, 2009). Based on the nature and purpose of this study, observation would however not have been sufficient as data. This is because the phenomenological and experienced part of PE assessment is crucial to this study's research questions. Therefore this research was most beneficially studied through interviews (Kvale & Brinkmann, 2009; Alvesson, 2011).

Interview strategy

Within qualitative research, three types of interviews are generally conducted: The informal and conversational, the semi structured/topical or the standardized (Thagaard 2009; Kvale & Brinkmann, 2009). A topical, semi structured interview is because of its directed versatility the most common interview type in qualitative studies (Marshall & Rossman, 2011). It is also the approach that was chosen to use in this study. Such a way of interviewing is characterized by exploring a few topics and it attempts to uncover the participants view on them. This type of interviewing is also advocated by the informant's ability to talk about what he/she feels is important, thus generating a rich account of interviewees' experiences, knowledge, ideas and impressions (Alvesson, 2011, p. 3). At the same time it gives the interviewer access to ask questions to elaborate on unclear statements (Marshall & Rossman, 2011, p. 144). Leading and structuring too much is thus viewed as limiting for this type of interviewing, and an important principle in this study was therefore to gather phenomenological data "pure" of too much researcher influence. Hence, the strategy for the interviews was to investigate topics within assessment and assessment practices in PE. The condition of these investigations was influenced by an understanding that knowledge and data regarding the topic could only be discussed and talked about if the interviewer and participant cooperated.

On that note Kvale and Brinkmann (2009) present two types of metaphors for interview strategy: The first is the miner who understands knowledge and data as a noble metal, and believes it retrievable. The second is a traveller, who on the other hand is exploring a distant land, talks with the natives, listens to stories and engages spontaneous discussions. The miner metaphor depicts an epistemological orientation towards knowledge being static and given, while the traveller metaphor leans towards a constructionist understanding of knowledge (p. 67). A phenomenological epistemological understanding (traveler) in combination with a Foucaultian understanding (focusing on how power, knowledge and discourse operate) best paints the picture of the strategically conduct of interviews in this research (for a better understanding of combined interview strategies, see Alvesson, 2011, p. 19). Keep in mind how Foucault is considered both beyond structuralism and post-structuralism (Markula & Pringle, 2006; Alvesson & Sköldbberg, 2009): Again the abductive research strategy therefore becomes visible as a part of this study.

Conducting the interviews

Because of the nature of the interview strategy the interviews were conducted with special emphasis on trust and respect between researcher and informant. If not, the informant might not share or be comfortable with the situation, Marshall and Rossman (2011, p. 145) say. The setting of the interview should therefore inspire dialogue and sharing, and the informant should feel free to talk about thoughts and experiences (Kvale & Brinkmann, 2009, p. 141). Every interview was initiated by some small talk and short information about the project in an informal tone as an attempt to create a pleasant atmosphere. "One of the most important aspects of the interviewer's approach is conveying the attitude that the participant's views are valuable and useful." (Marshall & Rossman, 2011, p. 145). Kvale & Brinkmann (2009) states that a too heavy "why"-based interview will intellectualize and complicate the answers. Questions were therefore asked with as little focus on "why" and "how" as possible, and rather invited dialogue and discussion through questions starting with for example "what do you think about" or "how do you perceive". The "why" is still ubiquitous in the interview, but it is more the researcher's role to answer this (Kvale & Brinkmann, 2009, p. 146).

Another crucial part of conducting a good semi-structured interview is to use "probes" – elaborative, clarifying or detail asking questions that follow up the structured questions (Kvale & Brinkmann, 2009). When probes were asked it seemed that the informant felt her views were interesting. Data show that informants often talk more and elaborate as a result of probing. Probes cannot always be prepared for, and one must instead truly pay attention to, and delve in the informant's statements (Kvale & Brinkmann, 2009). This supports the decision of stopping interview field notes. Data also show that probes can suddenly be turned into leading questions, and the researcher must therefore pay attention to *how* he asks the probes.

Recording

The interviews were recorded using an ipod with an attached microphone. In line with Marshall and Rossman's (2011, p. 140) advice field notes while interviewing were attempted to be used in order to note "(...) body language and affect, tone of voice and other paralinguistic messages". Paralinguistic messages can be an important tells says Marshall and Rossman (2011). At the same time, one stands in danger of losing focus on the informant, and conducting a less personal and deep interview (Thagaard, 2009;

Marshall & Rossman, 2011). Conducting a quality interview according to the complex abductive strategy, whilst writing field notes, was a struggle. After the first interview this recording tool was therefore terminated in order to rather focus on carrying out a flowing, personal and inviting interview. As compensation Kvale & Brinkmann (2009, p. 143) suggest taking 10 minutes after an interview to describe the social setting and “hidden language”, which was done. Later, the combination of listening to recordings and looking at post-interview field notes gave access to remember in precise detail.

The interview guide

According to Kvale & Brinkmann (2009) an interview guide will often benefit from being split in two. This study’s guide therefore has one part with research questions (appendix 1). The other part is the interview questions and themes to be used in the interviews. Part one has theoretical formulations and framework while part two has a commonsensical daily language and is formulated to inspire spontaneous answers from participants.

Transcribing

Field notes from both formal and informal observations, analytical memos, all 9 interviews and the one focus group interview were transcribed by the researcher. Transcriptions of notes and memos were done from notebook scribbling to fully written text in “Microsoft Word”, insofar that memory helped elaborate and made descriptions “thicker” (Fangen, 2010). Notes often contained incomplete sentences, abbreviations and keywords, which was elaborated on in transcriptions. The transcriptions of the interviews were done in Norwegian using the software “VLC” and “Microsoft Word”. This enabled for the researcher to slow down the pace of the interview, pause, skip ahead or in other ways actively work through the recordings. This made for an efficient way of going back and forth in order to increase precision and accuracy of the transcribed data material. Interviews were therefore transcribed verbatim. In total 15 pages of field notes were transcribed and 97 pages of interviewing were transcribed, with the addition of analytical memos.

3.5 Analytical Processes and Technicalities

Abductive methodology

It is important to note again the omnipresent influence of Foucault on this project, and that his theoretical framework added dimensions and depth throughout the analytical process and the discussions. The various ways in which Foucault has been interpreted and understood (Markula & Pringle, 2006) makes it all the more important to keep track of the choices and selection that these analyses build upon. The analysis of the material begun already before data collection had started, when Foucaultian theory shaped the direction of the study (Fangen, 2010; Kvale & Brinkmann, 2009). During the empirical data collection, the influence of Foucault was lesser; the phenomenological and inductive presence of an abduction strategy was more distinct at this point in time. Towards the interpretive and more complex part of the analysis the Foucaultian lens again shaped, focused and directed the study. A key part of the analytical processes is therefore how Foucaultian ideas and theories schooled the research from the beginning, but has varied in strength and had a stronger role in latter parts of the study.

Clustering

After transcriptions were done, a lot of information had to be digested. In order to give space for that, the researcher went back to the theoretical base and read quite a bit before starting the next phase. According to Marshall and Rossman (2011, p. 207), it is important in this phase to plan out and describe how one is going to analyze and interpret data through e.g. “summaries, comparisons, clusters, hierarchies, networks, matrices and typologies”. The next phase was therefore a treatment of the transcribed material. It included rereading all of the transcribed material, and at the same time trimming down quotes and passages so that they were shorter, but still contained the essence of the data. In this analytical process the risk of losing serendipitous findings is eminent (Marshall & Rossman, 2011). Together with analytical memos and theoretical framework this trimming was also intended to find statements, quotes and passages which could inform the research questions. These excerpts would be highlighted and cut out of transcriptions and in turn made way for a categorization of the material. In such a way the plan was carried out in order to cluster the material in alignment with the abductive strategy. It created a network of categories that would inform the research (Marshall & Rossman, 2011, p. 207).

Categorization

As the plan was carried out, 19 categories were found and established as perspectives on assessment. These were informed by the abductive strategy; some were phenomenologically focused and was attempted to be kept “pure” of too much deduction, while others were informed by Foucault or assessment theory. Each category was given a letter in order to keep the material tidy and traceable, as Marshall and Rossman (2011) suggests. Here is an excerpt from this analytical work, category B is an example of a category informed by theory, while category H is an example of a category attempted to preserve student perception phenomenologically:

B. The teacher as a mediator of assessment. The functioning of power in that. How to identify the teacher in the assessment discourse through student’s statements?

H. The role of attitude, interests, jargon and showing off in PE and assessment were talked about by many participants. One informant explicitly talks about how student initiative is ubiquitous, while another doubts herself when questioned about it. This category might have to be based on interpretive data from informants, because it seems hidden and implicit in other assessment practices.

Coding

The next stage of the analytical work was to summarize and compare the categories as a foundation for a set of codes. The 19 categories were analysed as a network. During this process, some categories lost meaning and were not prioritized or discarded, while others were elaborated and fused. As a result 11 codes were established. This process is similar to an analytical strategy called “condensation”, where some of the material is lifted forth, while other is left behind (Marshall & Rossman, 2011; Kvale & Brinkmann, 2009). The validation of such selective qualitative research processes is to make transparent (Thagaard, 2009). Hence, in order to keep the analytical process tidy and traceable (Marshall & Rossman, 2011) each code was given a colour and placed in a table with these headlines:

Letter	Colour	Code	Category/Description	Research Q / Interview guide

As one might have noticed, this part of the analytical work implemented the interview guide and its research questions. The deductive part of this research's strategy was brought forth in such a way, and theory attempted to inform, discuss and analyze each code. This was a part of making way for the next stage of the process, which included rereading the entire transcribed material again in order to ensure every occurrence of each code. Data that informed a code was given the pre-given colour of the code. This was done without using any analytical software. The reason for this is that Foucaultian theory in combination with a phenomenological view on assessment practice is too sensitive, and arguments are made that software would limit the eyes of the researcher in this process. After the entire material was coded and categorized, each code was put in its own document.

Condensation and theoretical discussion

The analytical base for further 'condensation' (Marshall & Rossman, 2011) was therefore 11 colour coded documents, each between 5 and 15 pages long. These were condensed and trimmed in order to display the meaning of the category in a precise and manageable way. Further theory was then implemented in a more strategic manner. Analyses of meaning and active scrutiny through theory were included in the categories. Insofar the process no longer necessarily included condensation. On the contrary many coded categories was opened up and analysed in relation with other codes and theory, so that two new categories even emerged, one of which is included in the thesis. After this process was done the research was left with 13 "results and discussions". These reflected major findings in the material that had emerged through the analytical process.

Results and discussions

As the results were further analysed and processed through contemporary literature, Foucaultian theory and researcher scrutiny, some of them had to be abandoned to leave room for discussions and elaboration. The researcher's selective approach played a large role here, and an active prioritizing was done. However it was the ways in which Foucaultian theory complemented the results that decided which results would carry on to be included in the thesis. In the end 4 major findings are discussed and theorized in the thesis, while 3 additional results are shortly presented because of their actuality. Even though a prioritizing took place, the results which were left out of the thesis have also informed discussions. Further one should note that a few methodological

arguments concerning results and discussions are included in the presentation of the findings in this thesis (e.g. chapter 4.1). The reason for this is how some methodological arguments are only relevant to a few certain of the results, and best be described in that context.

3.6 *Strengths and Weaknesses in Qualitative Research*

Flexibility, imagination and creativity are presented as strengths in qualitative methodology (Thagaard, 2009; Marshall & Rossman, 2011). It is partially on these grounds that the strategy of this research was conducted. The abduction strategy attempted to combine phenomenological data with Foucaultian theorizing, and found its argument in how Kvale and Brinkmann (2009) suggest that in some cases it is the breaking and testing of rules and the contesting of commonsense that produces new knowledge and evolves science.

Researcher influence

According to Kvale & Brinkmann (2009, p. 101) the researcher's person is the most important tool for conducting qualitative research. The researcher influence what she sees because she has a gaze and methodological intentions (Alvesson and Sköldbberg, 2009). Researcher competence, sensitivity, abilities and knowledge, together with background and culture, becomes involved in the quality of the methodological research. Marshall and Rossman (2011) notes an important aspect in this regard; qualitative research is not a unitary and agreed approach, but a complex and crossed juggle between terms, concepts and assumptions (p. 2). Accordingly observations, interviews were subconsciously influenced by theory and interpretations. This cannot be avoided in qualitative research, says Fangen (2010), and in order to ensure empirical validity one should rather display the biographical influence. This is why it is important to make theory and context of interpretation transparent. The research in this study is interested in sports and intertwined with several discourses regarding both individual and team sports. In addition the researcher has a PE teacher education and an ideological mindset that swirls around how activity is a positive factor and should be a part of everyone's life. Competence, performance and skill are believed important factors in PE, even though everyone can make an effort and succeed without being the best. In observations and interviews there was supposedly a danger of only recording the most active and visible students, where strength, toughness, effort, skills and valor

are in the foreground. Transcribed material however shows that other values in PE such as collaboration, team spirit, fair play and aesthetics are present. It therefore seems that the phenomenological part of the research, and the attempt to remain “pure” in observations and interviews was successful.

Observation and interviews

Even though qualitative research’s flexibility is considered strength, an issue with qualitative methodology can be that it has few clear techniques and rules. This can sometimes prohibit the visibility of the validity of the research, says Alvesson (2011) and points out that the social, qualitative interview has received (too) little critique in this regard. Limits and shortcomings of this type of empirical data is often marginalized (Alvesson, 2011). In terms of representation one could question whether interviewing as a main source for empirical data has been the best way to search for discourse, power and knowledge in PE, and if a Foucaultian study really can be fused with phenomenological inspiration. Despite this critique, the research turned out productive.

While observing and interviewing, being intrusive and challenging to the informants can be a barrier for the quality of the data, says Marshall and Rossman (2011, p. 140). There was found evidence that the general attitude and accommodation in observations and interviews were welcoming and open. Hence it does not seem that a challenging or intrusive approach has occurred that could have prohibited the empirical data. Feedback from the PE department on the sample school confirmed this. There was however found a tendency to ask leading questions in interviews. At times attempts were made to “dig” for information, as Kvale and Brinkmann (2009) warn about.

The language barrier

Linguistic challenges always should be questioned and reasoned for says Alvesson & Sköldbberg (2009, p. 302). Even though the researcher in this study has a relatively solid comprehension and competence with the English language, and is equipped to deal with this barrier, the issue is complex: “Clearly, the issues associated with translating from one language into another are much more complex than those concerning transcribing because they involve more subtle matters of connotation and meaning” (Marshall & Rossman, 2011, p. 165). In order to deal with these authors’ concern access to translation tools both online and in book have been helpful. This research has however

not used professional translation, and the quality of the translations can therefore be somewhat questioned. Transcribing and translating done by the researcher however align with what Marshall and Rossman (2011, p. 165) suggest. To make the loss of meaning in translations transparent, every translated direct quotation from informants can be found in their verbatim Norwegian form in “Translations” (appendix 4) at the end of the thesis.

Norwegian

Interviews, observations, the observation guide, interview questions in the interview guide, transcriptions, coding and both informal and formal field notes were done in Norwegian. The reason for the Norwegian parts of the research is an attempt to make data collection natural and flowing, to keep transcription as close to reality as possible, and to make the initial part of the treatment of transcriptions (coding) pragmatic for the researcher. Having English data collection and transcription would be troublesome because hasty translation can be inaccurate and downright wrong, says Fangen (2010).

English

The research questions in the interview guide, categorization, condensation, analyses, discussions, methodology, theory and the written thesis were however done in English. The argument for the English parts of the research is that it includes the theoretical framework of the study better. As an example the word “power” would lose meaning in such a translation: The Norwegian translation of the word incorporates a much stronger meaning, and the word arguably connotes a more physical and oppressive nature. The Norwegian word would therefore limit the ways in which Foucault understood power, and therefore also limit analyses.

Ethical considerations

Fangen (2010) suggests keeping field notes and other information that can be traced to sensitive person information locked down and protected by passwords. This is why both the iPod containing interview recordings and the written observation notes were kept locked down. An advantage with the iPod is that it does not have access to a network and could not be electronically compromised. Further, all of the informant’s names have been replaced with fictive names or codes. This way none of the informants can be

recognized if any material were to be compromised. However, the genders of the informants have been kept due to analytical relevance.

All informants in the formal, planned PE lesson observations were informed with a short oral presentation of my project, and given an information sheet (appendix 5) about what it meant to be observed, and what the project was about. However, according to Marshall and Rossman (2011) there is a need for not only initial approval by the informants being observed, but a continuous renegotiation of consent and agreement. As an attempt to make data collection continuously approved and agreed, the students were reminded a short introduction of the researcher each class, thus giving the students an opportunity to engage and ask questions if they were unsure about anything regarding the project. Two students from the entire observation sample told their teacher that they would not like to participate in observations, and one student that first said yes to be interviewed later never showed. Thagaard (2009) state that what is most important is that no informant should take harm from the research, something which was made sure of through ongoing collaboration with the teacher of the class. These cases are therefore not ethically problematic because the teacher kept a dialogue with these students.

According to Norwegian Social Science Data Services (NSD) there are guidelines for storing and deleting data (see <http://www.nsd.uib.no/nsd/english/index.html> for more information). All of these have been followed and information that could be traced back to the informants was locked down and/or password protected. Personal information about participants is to be deleted and made anonymous when the thesis is handed in and completed, and when any necessary information needed for further studies are retrieved, or at the latest in August 2014. NSD has approved the project (appendix 3).

3.6.1 Validity and Reliability

Concomitant physical education assessment research displays what effective and productive assessment can look like (Lopez-Pastor et. al., 2013). And in such a way research can inform PE professionalism and PETE (PE Teacher Education). This can in turn increase the legitimacy of having assessment in PE, and is sorely needed says Black and Wiliam (1998). On that note, research which intends to do just that, inform professionalism and PETE, needs to have internal validity (Thagaard, 2009). In other

words, if this thesis can facilitate movement towards creating better assessment practice and more learning through assessment, the research needs validity.

Hay & Penney (2013, p. 57) argue for the sociocultural and qualitative importance in validating assessment: “The technical qualifications of valid assessment in education literature appear overstated in comparison to the sociocultural contributions and consequences”, which gives an end to the validity of this thesis. In this process it is important to remember that one abandons positivistic ideals of validity such as interreliable data integrity and testing protocols. This research cannot conclude truths and documented findings in the same way as in quantitative methodology. Instead this chapter has attempted to make the study’s qualitative methodology transparent and open for scrutiny in order to validate the research (Thagaard, 2009). Thagaard (2009) claims that eventually, validity is a question of the relationship between scientific results and reality. In the end, it is therefore up to the readers of this thesis to validate the research’s connection to reality, and whether the study’s validity is strong enough for the results to be informative. This is a matter of inter-subjectivity, says Thagaard (2009) and a number of qualified eyes are needed for true strength in this matter. In terms of reliability, Thagaard (2009) relates this to credibility of the researcher and whether another researcher would agree with the conduction of the research. Accordingly, the matter of reliability in this project is left in the hands of the critical reader and her evaluation.

Note that an evaluation of the reliability and validity in this thesis should be built on a comprehensive Foucaultian understanding, due to how his theories encompass this entire project.

4. Results and Discussions

The analytical processes in this study found many interesting categories that would have been quite well informed by Foucaultian theorising. However, qualitative research derives from selective approaches (Marshall & Rossman, 2011), which made a prioritizing necessary for the presentation of the thesis. Some analytical categories were therefore lifted forth on the account of others. As a result of this prioritizing, four major *themes* have surfaced as most important and relevant, and they are presented in this chapter. The reasoning for such a theme presentation lies with how Alvesson and Sköldbberg (2009) handle the issue of conducting qualitative research; through focusing on constant interpretation and a balancing of data and theory (p. 9). The abductive strategy of this research has made analyses, theory and empirical data woven and a presentation of themes arguably preserves this strategy. The four themes discuss: ‘holistic and fragmented assessment’, ‘teacher power through assessment’, ‘assessment and learning in physical education’ and ‘feedback and student initiative’. Each theme has its own conclusion and insofar stands alone as a recurring, theoretically informed ‘finding’ in this study. At the same time some themes address the same issues with different perspective. Before the themes are discussed in this chapter, a short section introduces the macro-context of the themes. After the results are presented, a few additional results are depicted due to how they have informed the main themes.

Organizational power in school and physical education

The findings in this study are most concerned with how power functions on a micro scale within PE assessment. All the while it is important to acknowledge the macro structures on which this relies, which among others would be the institutional school and the subject curriculum (Telhaug et. al., 2006). On that note, Alvesson and Sköldbberg (2009) stated that the role of an institution is to organize power rather than create it. This aligns well with the role of school in a Foucaultian manner, because school cannot create knowledge and its inextricable link to power, they can only organize it so that it is available to students (Foucault, 1977). In Norway the structure and ideology of school and the PE curriculum can be said to frame such a notion of power (CPE, 2012; Telhaug et. al., 2006), because they are structured more as guidelines than ‘a recipe’. The PE curriculum can further be said to organize power in

direction of teachers and local schools rather than centralized forces and provincial control (CPE, 2012). Alvesson and Sköldbberg (2009) state that decentralized knowledge/power does not give teachers and PE departments less control. Instead control is increased with decentralization. In a way the local institution that is school is given the opportunity to take part of shaping their docility (Foucault, 1977). Many of the findings in this research are inextricably linked to this decentralizing effect that reorganize power in a downward fashion. The macro context of this research has in such a way been able to identify how teachers deploy their power in relation with macro structures surrounding them.

Institutional power in physical education

Through active participation and engagement with different team sports, dances, outdoor pursuit and individual sports, Almond (1989) and Kougioumtzis, Patriksson and Stråhlman (2011) argued that youths would get acquainted with physical education and thus lead a more fulfilling and active life. PE in school also contributes to development of physical capabilities and competence (Capel & Whitehead, 2013, p. 5). The subject is thought to be the source of lifelong physical activity and the use of activity as recreation and balance in life. Green (2008) argues that PE activities will also prepare students for the diverse and socially challenging adulthood. The power of this ‘activity discourse’ (Foucault, 1977) in PE has thus been established through a socially created “need” for physical activity based on diverse arguments, and the discourse functions as an elongation of the institutional power of school. In such a way institutionalized power is allocated in the PE subject through an establishment of activity as a ‘human need’. The PE subject and its actors are left to negotiate this institutional power (Foucault, 1977). Arguably this makes the subject a strong conveyer of discourses regarding physical activity, and an interesting research venue:

In terms of understanding how power functions in schooling, physical education offers an important venue for study given the centrality of the visual and active body. It is where the most flesh is seen, bodies interact constantly in different ways, and physicality is primary.

(Webb, McCaughtry & MacDonald, 2004, p. 209)

The identification of PE as a site for institutional power through the ‘activity discourse’ frames the following findings in this study and gives them perspective.

4.1 *Holistic and Fragmented Assessment*

A key focus of this research was to get an insight in what students knew about assessment, the subject content and subject curriculum (CPE, 2012). Issues of how assessment was being pragmatically planned, conducted and organized were of particular interest. In turn, questions were asked to shed light on how students perceive and reflect upon these assessment perspectives. Thus some questions during interviews were directly related to what students knew about their role and position in PE, and assessment in relation to that. Hence, this theme discusses data regarding student knowledge and perception, and elaborates on the theoretical implications of that discussion. It should be said that at times a leading and confronting style of the interviewer was wilfully conducted to put students on the spot in these matters. This prompted answers where informants also argued for their knowledge and viewpoint. No evidence of insecurity or any signs of untrustworthiness were found in vocals or atmosphere when rehearing interviews. Therefore the findings in this theme are viewed as reliable from the researcher’s point of view.

What students know about assessment in physical education

Students were asked about what they thought specifically was being assessed in activities and lessons, and what they knew about the teacher’s assessment techniques, tactics and plans. In these questions, 9 out of 11 students were quite ignorant and could not identify the specifics of what was being assessed or how the teacher conducted assessment. Students narrated that they experienced some generic impressions like ‘making an effort’ and ‘performing the activity’, but could often not elaborate on that. Students barely knew what the curriculum was, let alone its contents. Hence, a lack of cognitive knowledge regarding assessment in the subject was found in this study’s sample. An example of this was a recurring theme in many interviews; basketball and assessment. Emma, Caroline, Hannah and Olivia all struggled to describe how one can assess a student’s comprehension and ability to perform in basketball. Eric can also give a crude example of this finding:

To be honest, I don't know what we are supposed to go through this year. I haven't had a clue all through upper secondary and lower secondary really. Never had anything specific about what to learn and stuff.

(Eric, T1)

Further, only two students were able to reflect upon their own role and place in physical education assessment in a way that would satisfy the competence aims of curriculum for physical education (CPE, 2012). Informants also struggled to identify ways in which they could affect or influence their assessment because they view assessment as a thing you receive without really knowing what it is based on (Ottesen, 2011).

On the one hand, this is something which could be improved to better student's understanding of assessment, and thus improve its effects (Gardner, 2012). On the other hand considering a Foucaultian power relation, the lack of student insight might suggest that some students are not engaged enough, or not docile enough, in the conduct of assessment. This could make improvement subject to resistance, because students are not equipped to assist the improvement or change of practice. Pryor and Crossouard (2008) found that the divergence of teacher versus student understanding of assessment is a social issue rather than a cognitive issue. They also found implications that teachers can facilitate student's understanding of assessment by asking their questions in a more explorative fashion, where there is no correct answer and where students must apply themselves in answering. The results in this research, which contained both a lack of assessment understanding by students, and a lack of teacher questions (cf. chapter 4.2.2), seem to strengthen the implications of Pryor and Crossouard's (2008) study.

How students perceive assessment in physical education

Even though students were struggling to describe aspects of how assessment practice was planned and conducted, they had a lot to say regarding how they perceived it, and how they thought it should be. Analyses show that students were talking about assessment either in a diffuse, ubiquitous and "in the shadows" kind of way or they were talking about specific situations, concrete examples and differentiated assessment. This prompted further investigation, and an analytical category emerged which was built on Foucault's theory and how he claims certain discursive aspects and disciplinary techniques to be invisible, yet that if they are identified they are often accepted

regardless (Foucault, 1977). The category helped an iterated read-through which found that students were talking about assessment in either a *holistic way* or a *fragmented way*. Informants would often talk about both perspectives during an interview. At times informants would not agree with themselves, something which lead the research to further analyse these dimensions of assessment.

Holistic assessment

This perspective was identified when students spoke of assessment in a continuous manner, that it never stopped and that one could not necessarily pick out situations, activities or exercises that were more related to assessment than others. Analyses also showed that students talked about assessment as though it was contingent in all activities and exercises, where social, physical, psychological and cognitive attributed played a role – everything that is being done in the subject can be subjugated to assessment. Not all, but more than half of the informants also related assessment to development, insofar that a student which progress a lot can receive almost as good a grade as a very skilled student. Most students in the data sample did not relate assessment to testing or specific time/space related situations, something that contradicts with earlier findings in Norwegian PE (Græsholt, 2011). In the data there was found that the holistic way of talking about assessment is most prominent because the identifications above were conspicuous in almost all interviews in some manner.

Fragmented assessment

However at times informants also spoke of assessment in relation with a specific situation or action. The analytical process identified these as “fragmented views”, and they were based on statements in interviews which specified assessment in relation with for instance skill, effort or team play as most important in physical education assessment. Other times where fragmented views emerged were when testing and certain time/space related situations were claimed to be central to the assessment in an activity. Informants also depicted that when the teacher used her notebook or when students had specific learning goals for an exercise or activity, assessment emerged as a fragment of the situation. Whenever students would talk about activities or exercises that they were either very good at and had fun with, or were bad at and disliked, they would often withdraw fragmented assessment aspects of that activity. A typical example in this research sample was when students whom disliked soccer claimed assessment in

that activity to be overly centred on individual skill and tactics instead of team play and effort. The fragmented views on assessment were found to be marginalized compared to the holistic views in this research sample.

4.1.1 Holistic Assessment Theorized

The holistic perspective could argue that the disciplinary techniques of physical education assessment are “placed in the shadows”, invisible or hidden, because informants struggle to describe and pick apart assessment practices in the subject. Foucault (1977) said that this shading of disciplinary techniques was the case when disciplinary mechanisms of the 18th century transformed into modern machinery, and that it was this transformation that increased the efficiency of disciplinary power. The ways in which students talk about assessment as holistic thus supports the (pedagogical) modern disciplinary power that Foucault talked about. Hence, analyses show that assessment ‘coerces as a machinery of power’ (Foucault, 1977) precisely because of its lack of visibility. According to Foucault (1984) and Shogan (1999) omnipresent and holistic assessment practices therefore contribute to disciplinary techniques where students correct each other according to an assessment “norm” (normalizing gaze) which is hierarchized (hierarchized observation). These disciplinary techniques (normalizing gaze and hierarchized observation) came together, according to Foucault (1977), and created ‘the examination’, or in this analogy - assessment. Foucault (1977) argued that the low visibility of the examination is what makes it powerful and in turn a starting point for panopticism. Panopticism concerns how the supervisor (e.g. teacher) in the tower could not be seen, thus giving the impression that the supervised (e.g. student) *could* be gazed upon at any given time; “This surveillance is based on a system of permanent registration” (Foucault, 1977, p. 196). Emma confirms this and thinks assessment is constantly present because there are few specific situations that determine assessment: “the inmate must never know whether he is being looked at any one’s moment; but he must be sure that he may always be so” (Foucault, 1977, p. 201). Two citations are here presented as indications towards holistic assessment with tendencies towards panopticism. The first quote is a part of a discussion of the importance of assessment, while the second is how an informant perceives assessment:

(...) I don't want this system to function so that you do like you're getting (pause) like you're supposed to, if you know what I mean. It comes back to discipline, right. Let us say that you have a team sport that you don't perform well in, but you perform like a bastard in gymnastics, then (pause, laughter). This was hard to answer, but if you just play in gymnastics that shouldn't count much, but if you are very active and have good technique, right, if your good at somersaults, if you're good at (pause) like gymnastics technique then that should be a plus regardless.

(Jacob, T2)

Interviewer: Okay. Are there any situations in physical education that you associate with that (assessment and grades)? That point out to you?

Christian: I think that in a way we should be assessed all the time. I think that's what really should be done. From beginning till ending. So I guess that primarily includes all situations that I can think of.

(Christian, T3, brackets added)

Foucault (1977) further stated that when holistic and shaded examination/assessment sustains over time students will start to discipline and normalize themselves: “The awareness that one may be watched leads to an internalization of the gaze and a policing of one’s own behaviour” (Shogan, 1999, p. 37). Other research support this notion because they have also found that bodies are subject to a constant gaze in PE, something which renders bodies disciplined, normalized and hierarchized (Fisette, 2011, Furuly, 2013).

4.1.2 Fragmented Assessment Theorized

Several students from the selection also showed an insight in the fragmented articulations and visibility of the assessment discourse. The few times when students picked out fragments of assessment and specific situations that were related to assessment they would base it on impression they had gotten, rather than knowledge they were certain of. Emma for instance would say: “They have never really talked about that, how they assess us”^{T4} after she had specified how an overhead pass in volleyball could be subjected to assessment (fragmented). This suggests that even though students can identify fragments and specifics of the disciplining of assessment, the basis for the identifications are still what can be called ‘in the shadows’ because they are based on assumptions.

Even so, the statements were often accurate and would point out fragments of assessment that were crucial to an activity. An example was Hannah who spoke of her favourite activity, hitch ball, and how she perceived that effort and trying hard was exceedingly important in assessment in that activity. She described ways in which *effort* was discursively made visible; through ‘running around’, ‘working up a sweat’ and ‘attempting not to get hit’. Thus Hannah help make the ‘PE hitch ball discourse’ articulable and show a fragmented, yet examining side of assessment, without being certain that was what the teacher assessed. Her knowledge is quite accurately in accordance with how the teacher said assessment took place during observations. Such identifications of fragments of assessment could therefore challenge Foucault’s (1977) notion of panopticism, and counter argue how shaded assessment can fuel a problematic practice. However, the examination is dependent on students being aware and able to transfer the disciplinary technique onto other students through a ‘normalizing gaze’ – it is what makes possible for the examination to ‘describe, judge, measure and compare with others so that individuals could be trained, corrected, classified, normalized or excluded’ (Foucault, 1977, p. 191). Hence, Foucault (1977) understood that complete secrecy is not a goal, nor efficient, for the disciplinary society. Hannah therefore helps this discussion to be able to see that panopticizing assessment has potential and is to a certain (low) degree open to negotiation with the students. In order for the panopticizing effect to make students docile, and in turn produce productive bodies, students have to know the difference between normal/abnormal, or in this case trying hard/slacking, something which Hannah has showed us. The examination and assessment therefore relies upon both visibility and certain shading in order to be productive; holistic and fragmented parts of assessment in physical education thus complement each other. It is however the weighting of each that can be problematic. A heavy weighting towards holistic assessment and an unchallenged shading of assessment was found problematic in this research due to how it does not open for negotiation and balanced power,

Resistance

By being able to talk about and depict the holistic, continuous and ubiquitous penetration of assessment in physical education Christian and Jacob (T2 and T3) showed articulations of discursive forms in physical education assessment. Some informants understand how shaded assessment affects them, without truly comprehending the panopticizing and disciplinary techniques that they are conforming

to. Several students would for instance say that they experience assessment practice to take development, learning and achieved competence into account – without being able to talk about the specifics of these terms. What was important to Foucault (1977) in this regard was that power is relational and subject to resistance and change. The disciplinary techniques that influence students are therefore also a result of student's active incorporation of the docility induced in them. And the fact that some students at some level seem aware of their docility suggests that the panopticing effect of assessment is partly productive and positive. On the other hand, the normalisation of panopticing assessment regulates and reproduce certain "normal" images, which oppresses the abnormal and un-masculine (Gerdin, 2012, p. 14). Gerdin's (2012) research, along with the theoretical discussion presented here thus suggests that the panopticing and normalizing effect of PE can have dangerous biased effects, such as abnormalizing the feminine or unfit.

4.1.3 Concluding Remarks on Holistic and Fragmented Assessment

In relation with the purpose of this study and its research questions, this theme and its discussion have identified that students in this study talk about assessment most prominently in a holistic way, notwithstanding that they understand some of the fragments that inform assessment. An analysis based on Foucault and contemporary literature has showed that these ways in which students talk about assessment implicates an assessment practice that contribute to placing disciplinary techniques, tactics and intentions in the shadows. If one takes into account that assessment resembles Foucault's (1977) 'the examination' it also seems that the effect of placing assessment in the shadows is that students normalize and hierarchize each other constantly as an unquestioned disciplinary mechanism. This in turn has been showed to induce in student's a panopticing effect that renders them continuously and ubiquitously assessed. Students further seem to assess themselves because of that, albeit this finding lacks empirical weight. At the same time it seems that even though students are aware of some fragments of the examination/assessment, this only proves how Foucault saw power as relational and subject to resistance and negotiation (Markula & Pringle, 2006; Foucault, 1977). Data thus facilitated an identification of 'problematic assessment in the shadows' as a site for new practice and great potential. This identification is supported by literature that found a great potential for better, more productive, formative and student included assessment (Black et. al. 1998; Pryor & Crossouard, 2008; Lopez-

Pastor et. al., 2013). This discussion further implicates that an important part of productive change is to make assessment more visible and open to negotiation. Through reducing assessment practice that creates holistic perception and shaded discipline, one can make the panopticing effect of PE less problematic and equip students with better tools to negotiate assessment and power.

4.2 *Teacher Power through Assessment*

This theme first looks at how students are motivated by and value assessment. Those findings are further discussed and analysed as a way to understand how teachers deploy their power through assessment. What was found in the previous theme, assessment “in the shadows” of the pedagogy, is a key link in this discussion. Questions are raised towards what hidden assessment can lead to and the role teachers have in this. Implications lean towards a lack of productive docility and learning if teachers fail to lead an open yet defined strategy for deploying power through assessment.

The value of assessment

During interviews informants in this sample often talked about the symbolic grade when they were asked about value and how assessment motivates them. Informants realize that grading as a selection criterion separates students for later studies or work, making it easier for e.g. employers to know what kind of people they are dealing with. Hannah as an example thinks that the PE grade is mostly useful to those who are going to build a career or work with activity and sports, and that the value of PE assessment lays in its informative part. Moreover David, Olivia and Tina say that they need assessment to perform and that the grade pushes them to make an effort and practice. They add that they like this type of PE more than the unstructured and “fun” one. On the other side of things, Jacob says that his social group sits a lot in front of the computer at nights and will probably not work with sports. He says that he would not move at all if it weren’t for physical education, and that he enjoys the fun, yet organized activity in PE. Assessment motivates him and enables him to see the positive sides of being active, he says. Leo and Stella thinks that the value of the subject assessment partly lies with preparing the student to take care of her body also after school, and emphasize that PE should have more focus on teaching how to exercise and keep in shape. Implicitly they say that many of the contemporary PE activities do not translate to a daily life. Hence it

seems assessment has a potential to motivate students more if it connects better to their reality.

Extrinsic and intrinsic assessment motivation

When Christian attempted to place the value of assessment, he said that assessment should include elements of two areas: Both a slight pressure towards performance, technique and fitness, but also a weighting towards fun, collaboration and an inviting and equal class culture. The remainder of the data sample seem split in this decision and either argued for one or the other. Christian's ability to reflect upon both variables enables him to analytically represent the data sample in a very precise manner. Christian's interview lead way for further analyses which found that value and motivation is both extrinsic and intrinsic. This was found through analysing the *articulable* and *visible* part of the PE assessment discourse in this data. Research already shows such indications regarding motivation in sports and physical activity, and this is not something new (Smith, 2009). The *extrinsic* motivational aspect and value of PE assessment was found to be related to discourses such as fitness, health, performance in sports and the importance of the grade on the diploma. Some literature is critical to how these extrinsic aspects connect to problematic body images, the obesity epidemic and sexual focus (Rail, 2012). One must keep in mind that some of the values of assessment therefore lies beyond the power of the teacher, and instead are related to such powerful discourses. *Intrinsic* motivation and value was found to be related with an egalitarian and welcoming class culture, having fun with activity and being social, something informants meant could be facilitated by assessment. Smith (2009) supports what was found in this research; that intrinsic and extrinsic motivation are not an 'either or' relation, but function at the same time with varied strength.

The symbolic grade

Most students report assessment to play a role both in their intrinsic and extrinsic motivation for PE. There is however a clear splitting of the motivational value of assessment in the data, mainly symbolized by the grade. During data collection, students reported their grade in the subject for the last two years. Students at the higher end (5-6) of the grading scale are motivated both in terms of performing in the subject, showing their competence, have fun with activity and as a means of keeping in shape. Students at the middle (3-4) of the grading scale seem only slightly engaged to keep fit, have fun

with activity and be active, and assessment *can* be a tool in this motivation. Zero students at the lower end of the grading scale (1-2) participated, but David and Olivia claim these students already have a negative attitude towards the subject, something which is only reinforced by the grade. Assessment as a powerful motivational tool can therefore backfire; it can both motivate and discourage students.

4.2.1 The Value of Assessment Theorized

This research found a clear splitting in terms of motivation and value in assessment. And according to students, assessment and its value create a gap between the good and the bad, skilled/unskilled or fit/unfit. As a result analysis identified the symbolic grade and assessment as normalizing and hierarchizing disciplinary techniques (Foucault, 1977). In order for all of the disciplinary techniques to function, and the examination to be successful, normalization is vital: “The perpetual penalty that traverses all points and supervises every instant in the disciplinary institutions compares, differentiates, hierarchizes, homogenizes, excludes. In short, it *normalizes*” (Foucault, 1977, p. 183, italics in original). Hence, assessment can be seen as a part of this normalization, which also has a hierarchizing, penalizing double effect:

it distributed pupils according to their aptitudes and their conduct, that is, according to the use that could be made of them when they left the school; it exercised over them a constant pressure to conform to the same model (...). So that they might all be like one another.

(Foucault, 1977, p. 182)

Assessment in PE therefore seems to have a clear Foucaultian examining effect. The analytical tool “the examination = assessment” is thus strengthened. This is a significant indication of the ‘punitive and coercive function of modern institutions such as the school’, and therefore also an indication of the punitive and coercive effect of assessment (Foucault, 1977, p. 182). Emma claims that this can cause bad social relations because the gaps created by assessment create opposing groups in a class. Foucault (1977) was also critical to the punitive function of a binary, hierarchizing mode, even though he uplifted the productivity it created for an institution such as school.

Despite that Foucault (1977) said normalization imposes homogeneity he found that it individualizes and makes possible the measurement of gaps and determination of levels. According to Foucault (1977) being measured, determined and individualized made possible development and productivity according to the norm, something which gives potential to teachers' assessment of students. At the same time this study has identified a backfiring effect of this hierarchizing penalty; students whom are underachieving do not seem to be motivated by assessment to the same extent. These students do not seem to have the urge to conform to the norm like Foucault (1977) predicted. Rather it seems the coercive and penalizing effect of assessment creates a counterproductive docility that represses low graded student's development and motivation. Interviews did not investigate the reason for why these students resist normalization, and why they are discouraged by assessment, something which could be researched further.

4.2.2 Situating Teacher Power

Power through assessment

The interviewed informants are unitary in talking about assessment as something you receive (from the teacher) and according to Caroline assessment is most conspicuous when the teacher uses a notebook and has a particular gaze, or when she receives feedback. At these times the teacher clothes an "assessment gaze" and Caroline feels that assessment is important at that time; she must perform and have effort in these situations. This shows that the teacher, through assessment, influence student's performance and insofar negotiates power. According to Rønninghaug (2011), the teacher can have a lot of influence in student's motivation through countering the repressive and penalizing effects of assessment. Throughout the interviews in this research informants continuously connect assessment to the teacher, even though they report teachers to be inconsistent and inexplicit in their assessment practice. Ottesen (2011) can confirm how teacher assessment practice differs from student perceived assessment, something which suggests that teacher power is channeled through assessment, with special regards to visibility of assessment. In sum perceptions of the teacher as the "sole" mediator of assessment are dominant in this study's results. Data further suggests that the teacher can decide when to emphasize power through assessment, for instance through using a notebook or giving feedback.

Shogan (1999, p. 36) stated that “The exercise of power by coaches produce skills that athletes require for performance”. It is through disciplinary actions and technologies that constraints are placed on individuals and thus knowledge and skills are produced the author says. Athletes are much more likely to be intrinsically motivated than a PE student, something which will give the coach a different relationship with the athlete than what a teacher has with a student (Denison, 2007). However, the teacher’s exercise of power can be said to produce knowledge and competence that students require to perform in PE, similar to how Shogan (1999) argues for a coach’s power. Therefore the teacher can be seen as an exerciser of power in education, especially because she is responsible for setting the symbolic grade. This symbolic grade is loaded with Norwegian education’s goal to develop both free spirited individuality and a collaborative collective (Telhaug, Medås & Aasen, 2006). Hence, not only is a teacher’s power a result of authority and knowledge superiority, it is rooted in a political and socially constructed role, legitimizing the teacher as a professional (Webb & Macdonald, 2007). Consequently, it is hard not to imagine the teacher as a character with ability to mobilize and arrange power and discipline in various ways and strength within a PE class.

Teacher power is also framed by others

Even though students situate assessment power within the teacher, according to theory one cannot own or control power, only negotiate and transmission it (Kougioumtzis et. al., 2011; Foucault, 1977). Teacher power is therefore a relative position among others (Kougioumtzis et. al., 2011). Hence, even though the teacher has a significant role in assessment processes and practices, the power that this brings is relational and subject to resistance (Foucault, 1977). Viewing teacher power through a Foucaultian lens helps see that teacher power relies on relations with students, school administration, profession status, colleagues, parents and community; all whom affect how the teacher mediate assessment (Kougioumtzis et. al., 2011; Webb, McCaughtry & MacDonald, 2004). A physical education teacher’s unique pedagogical culture and their professionalism are also influencing teacher power, and according to Garret and Wrench (2012) and Green (2000) a PE teacher is often heavily affected by a sporting lifestyle and active identity. Teachers are influenced by their network, and can feel scrutinized and coerced into certain clothing, attitudes, activities and body shape (Garret & Wrench,

2012). These discursive practices can in turn discipline the teacher in her assessment practice:

Through discourses of sport, teachers are constructed as experts who aim to improve bodies and physical performances through 'performance pedagogies'. Performance pedagogies situate teaching as the presentation of a discrete series of isolated skills and practices that can be applied in a systematic manner and encourage learning that is reproductive rather than transformative.

(Garret & Wrench, 2012, p. 9)

Garret and Wrench (2012) noticed how what was being articulated and displayed in their empirical data could inform an analysis of discourse, and how they influenced the teacher. They understood that a teacher's power was reliant upon knowledge of certain discourses and 'how they were articulated and displayed'. This enabled Garret and Wrench (2012) to see how the teachers engage with several discourses every day in PE, and how that informs their PE pedagogy. Discourses also emerge as an important frame for teacher's assessment power in this study. Jacob illustrates this: "I don't think he (the teacher) looks at stuff that's not related to the sport, he he you know"^{T5} (brackets added). He thus suggests that a part of the teacher power regarding assessment is channeled through the discourse of sport. Such a discourse further coerces the teacher to assess accordingly to values in that discourse (Garret & Wrench, 2012). For example in basketball the discourse is centred on shooting the ball through the hoop. The power of the teacher through assessment is thus limited by this (Shogan, 1999). If a student is good at scoring goals, it would be troublesome for the teacher to not acknowledge that, due to the way in which the basketball discourse affects the PE assessment discourse. Surveillance by other instances and persons make sure of this (Webb, McCaughtry & MacDonald, 2004).

The teacher thus represents a dynamic and ever changing power relation between teacher as a mediator of assessment, and the forces that influence this practice. In such a way a teacher's pedagogical practice and assessment power must be seen as a result of a diverse discourse spectre.

The power of silence – assessment in the shadows

Thus far findings show that students are motivated both intrinsically and extrinsically through assessment, and therefore that assessment is a disciplinary technique which looks like Foucault's (1977) 'examination'. Data lean towards the teacher being a powerful mediator of assessment and thus student motivation, but that teacher power depends on teacher identity, discourse and social relations. The discussion now moves on to investigate how the teachers in this study deploy their potential with assessment and what theory can tell us about that.

Observations found that the two participating teachers in this study did not express specific goals for each lesson, other than explain the activities and focus of the lesson. Feedback was observed as scarce, and several of the lessons partly had an inductive – problem solving teaching style. Questions which contained assessment aspects were rarely asked, and focus was not revolving around assessment or learning goals altogether. When signs were given regarding assessment, they were often interpretive or metaphoric. One situation was a soccer lesson where the focus was 'small-play' with little space to maneuver. The teacher Josh would specify that 'I am observing you all'^{T6} and thus implicate that assessment lies in the shadows of the exercise. He would later state that the focus of the next exercise 'is to get many touches and involvements with the ball and develop skills'^{T7}. According to field notes this suggests that 'handling of the ball' and 'skill development' are a part of the assessment, but since they were not connected to assessment or a specific learning goal (e.g. a specific skill like dribbling) students do not really pick up on that and are left with a feeling or assumption that 'something with skill and effort' is a part of the assessment (Hannah). This finding relates to discussions revolving around holistic assessment. The shading of assessment, and discrepancy between teacher assessment and student perception is confirmed by theory (Ottesen, 2011; Lopez-Pastor et. al., 2013).

Emma claims that the focus of assessment has changed throughout her three years in upper secondary school. She talks about how the focus changes towards a more silent or hidden assessment process in third grade (cf. Senior in High School), something which lines well with the structure of the curriculum plan (CPE, 2012). She says that they receive assessment less often now than before. Eric states several times that he only assumes what is being assessed and what the focus of an activity is, and thus reinforce

Emma's perception of a decreasing visibility of assessment. David also confirms this, and says: "I feel that teachers are like; 'you have got to have effort!'. Then it's like blah blah, but they never say specifically what you have to do, you know"^{T8}. Stella is also concerned about the lack of control by the teacher. She feels that the disciplinary function of assessment is decreasing. The teacher does not explicitly say what she assesses, but the students have to understand it themselves, something which makes Stella feel that the teacher "is watching over the lessons rather than teaching the lessons"^{T9}. It seems that according to Stella, this leads to a disconnection between what the teacher assesses and what the students think is being assessed. She exemplifies this by referring to how students that are showing off and being loud get more attention (and thus think they get good grades), but that they are not necessarily any better in PE. Students are in such a way prohibited access to information about how, what and why they are being assessed. Teachers thus partake and contribute in the process of placing assessment 'in the shadows', and must be held responsible for some of the examining, penalizing, normalizing and panopticing effects of assessment (Foucault, 1977). As a counterweight, Christian interprets the decrease of teacher control and lack of explicit assessment goals a little different. According to him, the teacher leads a more negotiating assessment practice, and it invites student initiative, creativity and cooperation; he says that when doing sports and games, students can interfere and suggest new rules or new activities. Unfortunately in this research sample Christian is alone in being mature enough to see a lack of assessment visibility as an invitation to initiative and spontaneous activity. Albeit Christian lacks support, he shows that the teacher has potential to lower the panopticing effect of assessment. He also strengthens Foucault's (1977) notion of power as negotiable. If assessment was conducted in a way that invited all students like Christian explains, formative assessment would utilize much more of its potential (Lopez-Pastor et. al., 2013).

4.2.3 Teacher Power Theorized

Foucault (1977, p. 199, brackets in original) stated that: "all the authorities exercising individual control function according to a double mode; that of a binary division and branding (mad/sane; dangerous/harmless; normal/abnormal)". In this study, the teacher as an authority exercise control according to the double mode of physically competent/physically incompetent, active/inactive or skilled/unskilled. The focus of the school is to correct the abnormal (physically incompetent), to "brand him and to alter

him” (Foucault, 1977, p. 200). The issue at hand is then how teachers exercise individual control, and which binaries they focus and implement in their assessment. Students in this research were however found to assume what is being assessed based on how the teacher structure and conduct lessons, and are not given sufficient information regarding which binaries is focused by the teacher. Recalling Bentham’s structure of the panopticon; it was the way in which the inmate was unable to know whether the supervisor was watching that made for the self-policing of one’s own behaviour (Foucault, 1977; Shogan, 1999). This fuels an uneven power relation between teacher and student and weights almost utter power for a teacher whom places assessment in the shadows. It seems that a teacher has an advantageous power relation through being able to hide or shade how she or he assesses. This induces a panopticing effect in students because they are left thinking that everything is being assessed all the time, and that they have to conform to discursive values perpetually. Because students are motivated and normalized by assessment, this panopticing effect is made even more powerful. Further, when assessment has low visibility student normalization becomes based on assumed discursive values and articulations. Examples made by participants were among others performance discourse, fitness and health discourse, enjoyment in activity and sports discourses. Discursive normalization through assessment was found most eminent when teachers increase assessment and its examining effect in this study, with special concerns to the “midway conversation” (cf. section 4.4.1). This implicates that teachers should conduct a visible assessment practice, yet still be aware of the dangers of the normalizing effect this brings. At the same time, the panopticing effect of assessment should be monitored due to its ability to both motivate and discourage students.

Ice skating – an excursive reading of disguised power

This is a reading of one class observation, which attempts to display shaded assessment practice. The reading takes place in an ice skating lesson and is based on field notes from observations and data from interviews which discussed the lesson.

After some time spent getting to the ice rink and lacing skates the students were asked by the teacher to get out there and try skating, and remember to bend their knees. Most of the activity revolved around chatting while carefully and slowly attempting to make momentum ahead. Initially there were few, if even any students who practiced an experimental and creative learning process in ice skating. It seemed that many students did what they were asked and nothing more, just pacing on skates while waiting for the lesson to be over. David delineates the lesson like this: “But it was a bit messy this skating lesson. I felt it was supposedly mostly for fun, the skating thing. And it is quite difficult, a lot of people can’t skate, I sure can’t skate”^{T10}. The lesson was ‘problem solving’ and inductive where students were to investigate ice skating on their own. No one of the students were observed in any play or games or activity that would support the teachers reasoning for such an approach, which was to have fun with activity, learn at your own pace and develop lifelong pleasure with activity. It could seem that the discourse of ice skating were affecting the students, because they were attempting to skate from one skate to the other and create velocity forward in a normalized fashion without being told to do just that. This is what Garret and Wrench (2012) found to be the discursive effect. Students have seen skating before, probably tried it in other PE lessons and perhaps in their spare time. Assumedly they have also seen either ice hockey or figure skating on TV, which all contributes to their discursive knowledge.

On the one hand, the hidden pedagogy depicted here can be said to douse disciplinary coercion and make way for freedom of movement. This should give room for creativity and self efficacy. If students for instance do not receive deductive/instructive teaching when having an ice skating lesson, and no information about what is being assessed, the students could be likely to attempt more various skating techniques and balance exercises. On the other hand, as was observed in class and confirmed by David, one also loses the productive sides of disciplinary power. Docile bodies are productive and exercised bodies said Foucault (1977) and students stand in danger of not becoming docile if they are not guided and coerced into normalized ways of ice skating. According to Foucault (1977) and Markula and Pringle (2006) the room for individuality and impulsivity is created within a certain degree of discipline, normalization and coercion. The laizzes faire style of this lesson and a disguised form of assessment therefore leads to a lack of learning. Students whom lack interest or are unable to be creative and impulsive with activity and movement and they lose physical education as a result. It seems that “assessment in the shadows” is not productive unless students are disciplined, docile and confident enough to exert self efficacy with their bodies and movement.

4.2.4 Concluding Remarks on Teacher Power

The results and discussions in this theme have found that a lack of assessment visibility – assessment in the shadows - can be problematic because students are coerced and disciplined with a lack of direction. Students are being subjected to a panopticing effect which in many discourses can be dangerous. The “normal” (or active and physically competent) that students are disciplined into is inconsistent and flawed. The normal relies upon how students perceive the discourses surrounding PE, and a lack of guidance (read: assessment) can in turn prohibit productive docility and physical competence. The problematic sides of the PE discourse are thus a potential threat to student development if assessment is kept “in the shadows” by the teacher. Assessment as a disciplinary technique was also found to be additionally potent because of its motivating factor and value to students. In that regard Chen (2005) argued that teachers should implement assessment in more of their teaching practice. Therefore visible, open, structured, disciplining and normalizing assessment/examination are seen as starting point for teachers whom desire to address productive and formative pedagogy.

Teachers whom fail to negotiate and guide discursive power – whom keeps assessment in the shadows - are perhaps a threat to physical education. Teachers often fail to assess according to curricula and national assessment instructions (Eide, 2011; Mørken, 2010; Jonskås, 2009) and must be held responsible for how assessment influence student’s learning and competence in the subject. But one must recall the importance of discourse and relational power in this discussion: “Although it is true that its pyramidal organization gives it a “head”, it is the apparatus as a whole that produces “power” and distributes individuals in this permanent and continuous field” (Foucault, 1984, p. 192). Thus it seems that even though teachers are responsible and important mediators of power through assessment, a student’s motivation, productive docility, PE competence and self efficacy are influenced by the capillary like power network that Foucault (1977) described. The responsibility of the teacher should accordingly be distributed better. Surveillance works in top-down, lateral and bottom-up configurations in PE said Webb, McCaughtry and MacDonald (2004), and community, parents, students and school administration are therefore also intertwined in this network and must be held an accountable part of allowing, or even promoting, hidden assessment.

4.3 Assessment and Learning in Physical Education

A part of this research's goal was to identify and withdraw student's reflection and perception of the functioning of formative assessment, and then discuss how formative assessment practices influenced student learning. Formative assessment was however found scarce in this research's sample. The focus of the study was therefore rotated and interviews rather focused on 'learning in physical education', and assessment as a part of that. This theme and its discussion therefore take a point of departure in formative assessment, but discuss assessment's connection to learning specifically. The recurring issue of shaded assessment is also eminent in this theme. Focus is however centred on what this does to student learning. Suggestions for addressing assessment and learning are also included in this theme.

Formative assessment neglected

Formative assessment is in theory strongly connected to learning, both in regards of helping teachers assess and facilitate learning, and in aiding students to learn, self-assess and understand the link between what they do and how they develop (Black & Wiliam, 1998; Lopez-Pastor et. al. 2013). Black and Wiliam (1998) further argued that formative assessment is a more comprehensive and productive form of conducting assessment and this type has gained ground in later years. Both Melograno (1997) and Pryor and Crossouard (2008) however identified that formative assessment might not be implemented in a thought through manner.

much teaching at whatever level still assumes a model of education as knowledge transmission and acquisition, with formative assessment conceptualised as a largely instrumental adjunct or a 'quick fix' to educational problems

(Pryor and Crossouard, 2008, p. 3)

This research confirms how formative assessment practices are either slow or falsely implemented. The leader of the physical education department on the sample school confirmed that their work with implementing a thorough formative assessment practice was a work in progress. Development of PE assessment practice has been an issue for some time, and teachers "know that students are learning, but that is often not what is

being measured and the tests do not seem to facilitate learning” (Melograno, 1997, p. 34).

4.3.1 Assessment ≠ Learning

When initial empirical results found a lack of formative assessment, the focus shifted slightly, and centred on an open research question: How are assessment and learning connected, and what do students have to say on the matter? Lopez-Pastor et. al. (2013) says that learning is something that is connected to assessment mainly through evaluating or “examining” that learning takes place on a cognitive, physical or social level as a result of education and teaching, but also how assessment itself can be a learning tool. Many informants in this sample understand on some level how PE includes several aspects of being in activity such as collaboration, skill, effort, ability, attitude, trying ones best, fair play, self efficacy, social interaction and motivation/enjoyment. But the participants struggled to understand and connect these aspects with learning, and relate them with assessment. When for instance Stella was asked what she thinks about when she hears assessment in physical education she said bluntly “effort and skill”^{T11}, and did not incorporate any further aspects in PE. Even though she elaborated on the focus of skill and effort and thought that assessment reflects a student’s competence in them, Stella did not perceive that skill and effort has any particular potential to be developed in the subject. Hence she does not seem to think that learning is a focus in assessment, or even in the subject. This is confirmed by Ottesen (2011), who further found that student’s are not interested in these aspects of assessment. The author claims students want to have fun and be active rather than learn. Lopez-Pastor et. al. (2013) voice a genuine progress in physical education assessment in this regard, but suggest that assessment as a measurement of learning is not integral enough in many pedagogies.

None of the informants in this selection connected assessment and learning without being specifically questioned about it, although two informants made a link between learning and assessment when prompted. Jacob was one of them: “You do learn what you can improve in yourself (...) how motivated you are to learn more, right”^{T13}. Eric as the other said:

Yes, then maybe you could have gotten some information about what you have done to get that specific grade. What was it that made you get it, and what you can do to get better? That gives you a reason to improve.

(Eric, T14)

The connection that Eric makes between improvement and assessment is in this research interpreted as though Eric understands on some level that assessment and learning can and should be connected. Other informants were either ignorant to the relation between assessment and learning, or they referred to practices that prohibited such a relation. Such practices were for instance; ‘not enough time in PE for there to be any development or learning by the student’, ‘assessment only gives the student insight in skill in an activity and does not incorporate learning’ or a belief that ‘technique and skill could only be learned by those who had a talent for it’. In such a way not only assessment seemed to have a disconnection with learning, the entirety of the PE subject was not perceived as a source for learning – it is not articulated or thought of as a ‘learning subject’, and analyses found that the PE discourse does not facilitate such an understanding (Foucault, 1977; Ottesen, 2011).

In the informants defence not everyone were crystal clear on this matter. Emma as one counterweight did reflect well upon learning in PE. However when we tried to investigate assessment’s relation to that, she said:

Interviewer: Can assessment make you learn something?

Emma: No, it surely cannot?

Interviewer: Why not?

Emma: It doesn't have anything to say (incomplete sentence). What can you learn by getting a grade? It's like; you can't get better by getting grade three. You can't learn anything by that. No, I don't feel that... no.

(T15)

Thus even after transitioning from looking at formative assessment to look at the relationship between assessment and learning, this research was still not finding implications that students understand or utilize the connection between assessment and learning in PE. This identification could be connected to the discourses of PE and how concomitant assessment practices do not facilitate a perception of PE as a ‘learning subject’, but rather facilitate PE as an ‘activity subject’ (Öhman & Quennerstedt, 2008).

Suggesting more assessment and more learning

As a result of this research finding a lack of evidence towards assessment = learning empirical data collection advanced in a direction towards digging deeper behind what assessment and learning can be. Instead of focusing on a difficult linguistic connection between assessment and learning, questions in interviews made attempts to understand whether assessment was thought of as a source for guidance and feedback. Thagaard (2009) and Marshall and Rossman (2011) identify such a methodological technique as “probing”, and although it is a more offensive research technique, it can often lead to resourceful information if the informants are trusting and relaxed enough to handle it. From such probing it was found evident that informants understand there is a relation between certain assessment practices and development or learning on either a cognitive, social or physical level. Further it was found that students seek more guidance, more individual instruction and a clearer direction towards what the foci of classes are. Hence, it seems there actually was a clear deficient regarding the assessment-learning connection in this sample, and not only a discursive prohibition. This deficient could be parts of the reason why informants struggle to connect learning and assessment. Insofar it seems that students contemplate learning and assessment as positive potentials in PE, but that the relation is not focused enough and lacks pragmatic action. Further analysis of these discussions found implications that students are not given the opportunity to relate to and understand this connection. Öhman (2010) found in teacher-student relations that power emerges as a way of governing, and that the teacher has potential to steer this governing. One can therefore assume that the teacher has some responsibility in giving student’s the opportunity to connect assessment with learning. To some extent, this finding might have a connection with the earlier finding that assessment “in the shadows” can lead to a lack of productive docility – a lack of learning. Thus hidden assessment is a factor in these students’ lack of understanding how assessment can relate to learning.

4.3.2 Assessment and Learning Theorized

The art of distribution

Earlier theoretical analysis found that PE assessment practice can be seen as a part of Foucault’s disciplinary mechanisms. ‘The art of distribution’, being one of the mechanisms, was investigated in relation to formative assessment and learning.

According to Foucault (1977) the ‘art of distribution’ makes it possible to observe, characterize, assess, compute and relate individuals to attributes and abilities, and insofar also make education more efficient and individually adapted. The art of distribution was further a disciplinary mechanism that was vital to “the examination” (Foucault, 1977). Shogan (1999) delineated the art of distributions in sports as a way of distributing, enclosing, partitioning and ranking athletes, and thus enabling for them to individually adapt their training. These technologies were not only physical, but rank and function made possible for the supervisor to order and engage everyone (Shogan, 1999). It is evident here that the art of distribution is a productive mechanism in terms of developing assessment in PE. If one could make this technique visible, inform students of their individuality and use this in further learning and development, assessment can be capitalized on. Such an assessment technique has many of the same attributes as formative assessment practices (Pryor & Crossouard, 2008). One could also presume that students would begin to understand assessment’s connection to learning better this way, unless ‘the art of distribution’ is kept shaded. Looking back at the empirical material it seems that the art of distribution is not functioning successfully in this research sample. Students are inconsistent in their understanding of how their competence, attributes and abilities are characterized, developed and distributed (Foucault, 1977). It is therefore argued that a lack of ‘the art of distribution’ in assessment contributes to inefficiency, less learning and less individual adaptation. The potential that assessment can have in terms of individual adaptation, efficiency and learning needs to be incorporated in PE pedagogies in order to make it a ‘learning subject’.

Teacher power revisited

Literature addressing this issue shows that teachers can do more and be more active in their assessment practice (Melograno, 1997; Pryor & Crossouard, 2008; Lopez-Pastor, 2013). This Foucaultian analysis of student’s reflections on the matter agrees with that research, particularly in terms of implementing more productive disciplinary technologies that connects assessment and learning. Such technologies can be an adapted ‘art of distribution’, feedback, formative assessment practices and teacher-student dialogue, but it should also be concrete assessment tools such as stating goals for each class and make specific learning a focus in lessons. The teacher can be powerful in this progress. Emphasizing discursive articulation and visibility regarding

assessment and learning are also a ways for teachers to incorporate ‘the art of distribution’, formative assessment and implement learning as a positive factor in PE.

Discourse revisited

As seen in previous discussion teachers cannot be blamed alone for assessment and learning to be “in the shadows” of the subject, notwithstanding that they do have a responsibility; discursive knowledge is crucial for the teachers to be successful. Ottesen (2011) also found that the learning discourse in PE lacks visibility. It seems that physical education does not become a learning subject without a discursive framework that powers and fuels just that. In PE the curriculum and sports discourses are examples of areas that can cooperate to strengthen the learning discourse in the subject. At the same time influential discourses such as ‘activity discourse’ (Öhman & Quennerstedt, 2008) will have to change and adapt to make room for a ‘learning discourse’. Markula and Pringle (2006) stated that for a discourse to be present and function with power, it has to be made *visible* and *articulable*. Students in this research struggled to *articulate* a relation between assessment and learning, and observations also failed to show discursively *visible* connections between the two. Foucault (1977) delineated knowledge and power as intertwined, and as long as learning and assessment remain unknowable and invisible in the discourse, teachers and students will have limited power insofar that they will struggle to contemplate PE as a ‘learning subject’. Hence, through a Foucaultian lens learning and assessment *can* be established as discursive knowledge in physical education if one takes action to make assessment and learning articulable and visible (Markula & Pringle, 2006). Quality formative assessment can spring out if such a frame if it is implemented by influential subjects (Lopez-Pastor et al., 2013). Webb, McCaughtry and MacDonald (2004) found that students themselves, school administration and even parents and community are responsible in that regard. Responsibility should therefore be directed in these directions as well as the teacher’s.

4.3.3 Concluding Remarks on the Relation Assessment and Learning

Empirical data, theory and contemporary literature have thus far shown that there is a discrepancy between assessment and learning in the physical education discourse; a discrepancy that analysis found problematic because it limits learning in the subject. In terms of contemporary assessment literature, the lack of understanding and incorporating learning and assessment is not a very uncommon issue, albeit it is an

alarming one (Black & Wiliam, 1998; Lopez-Pastor et.al. 2013; Pryor & Crossouard, 2008). As a means of understanding the background for this issue, this research found through analyses that discourses in PE make the subject an ‘activity subject’ instead of a ‘learning subject. There was also found that teacher’s governing of students, a shading of assessment practices and a lack of ‘the art of distribution’ are some of the pedagogical practices that help conceal assessment as a tool for learning. This leads to implicate students are not given the opportunity to relate to and understand the connection between assessment and learning. The responsibility of this issue can however not be solely placed with the teacher, because the discursive frames make physical education resistant to change. Therefore one must be patient while implementing new practice and attempting to incorporate a ‘learning discourse’ in the subject. Further research or development of better assessment practice should focus on how subjects can implement a ‘learning discourse’ in physical education assessment.

Dangers with implementing new assessment practice

When implementing new assessment practices Pryor and Crossouard (2008) warn that the “quick fix” solution in that regard is often problematic. In earlier assessment development, and even today the use of traditional assessment approaches such as physical fitness tests is one potential danger. Subjective assessment such as considering student’s clothing and effort is another popular assessment practice that might be troublesome (Lopez-Pastor et. al., 2013). The latter approach has been not been brought forth as problematic enough, and in this study several indications were found of a problematic subjective assessment approach, both in interviews and observations. Jacob here illustrates subjective assessment:

It’s all about you know, looking what the student’s like to do, right. If they like to do an active thing, then that’s a bonus. (...) But if you just do stuff that’s fun but not tiresome then that gives an impression of how you are in physical education or how much you like to move and be active. And that can kind of, it can make him consider that you do not have the best technique in PE.

(Jacob, T16)

It seems like the movement of assessment towards better practice with more focus towards learning might have to happen on the account of a reduction of subjective assessment. The implementation of better, formative assessment practice should be

carefully conducted as it probably will lead to new dangers and problematic, something which was a keen point in Foucault's theory. Thus one should consider not applying the 'quick fix' (Melograno, 1997; Pryor & Crossouard, 2008), but rather patiently transitioning the PE discourse.

4.4 Feedback and Student Initiative

This theme takes a point of departure in earlier findings, and discusses feedback, student initiative and student inclusion in relation to earlier themes. Feedback and student initiative/inclusion are found productive, yet scarce in this study. A 'shortage of supply' is thus discussed as an issue throughout this theme, and suggestions for new practice follow the discussion. Even though they are promoted, an increase in feedback and student initiative will be scrutinized as potential dangers as well.

4.4.1 Feedback as a Tool in Assessment

Let's say that you get a comment from the teacher, and he says you have got very good technique but you are not as good at team play. Then you know that; Alright, I can work better with team play, and get a better grade.

(Jacob, T17)

Literature suggests this kind of feedback to promote learning and strengthen assessment (Black & Wiliam, 1998; Gardner, 2012; López-Pastor et. al., 2013; Chen, 2005; Eide, 2011). Jacob underpins that here. Many informants in this data selection are like Jacob able to reflect upon how feedback can influence students. Most participants also seem to value feedback. Feedback helps a good teacher-student dialogue they say. Some informants do not think of guidance and feedback from the teacher as a part of their assessment, while others do. Those who do consider feedback a part of assessment, like Jacob and Leo, mostly do so because of the 'midway conversation'. The midway conversation is a formal sit-down between teacher and each individual student with feedbacks and discussions regarding the student's competence, progression, social skills, effort and performance in the subject and in general. The conversation traditionally occurs in relation with semester grading, according to the informants. Consequently, students in this sample do not connect spontaneous and in-class feedback with assessment.

Öhman (2010) analyzed the emergence of power in student-teacher interaction, based on a Foucaultian methodology. She reminds us how power is embodied in peoples everyday actions, for instance when teachers offer PE subject knowledge, norms and values to students. Feedback is arguably a prime example of such a power relation. For feedback to be productive and create docility and learning, the information offered by the teacher has to be used, says Black and Wiliam (1998). This research's sample report in unity that feedback and midway conversations are useful, informative, motivating - and they suggest more of it. In such a way this research confirm that feedback as an assessment tool can create productive docility and learning. Yet it also strengthens previous research (Öhman, 2010) in suggesting that feedback is a foundation for strong power relations. Such relations must be handled with care, said Foucault (1977). Informants underpin an increase of such power relations by saying that they want more feedback and that they wish for an invitational attitude towards student initiated feedback as well. Furuly (2013) also found through interviews with PE students that feedback is a positive factor for learning and well-being. Leo as one who understands the relation between feedback and assessment even considers feedback to beat the grade in importance:

Interviewer: Have I understood you correct if you mean to say that feedback is more, as a type of assessment, is more valuable than the grade? To learn?

Leo: Yes

(Leo, T18)

A shortage in supply

However positive and productive feedback was found to be in this research, interviews and observations found little actual feedback. The formal 'midway conversation' was most prominent identified in observation and interviews, and perhaps the only feedback that would be characterized as formative. In interviews many students drew experience from incidents from former schools and classes in order to talk about feedback, and stated that the practice of feedback was scarce and inadequate, something which is supported by literature (e.g. Eide, 2011; Pryor & Crossouard, 2008). It seems that feedback is practiced, but inconsistently and at a low rate. Feedback is 'short in supply'

in this study and one is likely to believe that such a finding would occur in many Norwegian PE classes (Eide, 2011).

4.4.2 Student Inclusion and Initiative

Leitch (in Gardner, 2012) concluded that students can, if given opportunity by the teacher, participate, shape and actively engage in assessment of themselves and each other. When informants in this study were confronted with questions about their role in PE, they would agree that student initiative, or student introspection at least, is a requirement for PE to function well. Most students are also clear that active student engagement and initiative is and should be a part of assessment. Nearly every student meant that student inclusion does not have to be facilitated by the teacher, even though it helps. Informants therefore claim some of the responsibility for a lack of feedback. Even so, students conclude that the threshold for taking initiative in physical education is relatively high. None of the students reported that they were good at taking initiative, starting spontaneous activity, requesting feedback, adjusting rules or adapting exercises to their own prerequisites. They do however report that student inclusion and initiative increases enjoyment, motivation and collaboration, and reflected upon how they themselves could get better at this. Furuly (2013) found that when students are given structured time and responsibility they conform by taking initiative and engaging in the subject. She said that feedback is a two way street. Gardner (2012) agrees with this, and says that feedback is also for teachers. He says that teachers can use feedback so that they can decide what the next step in an individual student's learning is, but for feedback to be most efficient the student should also take part of these decisions. Adapting Foucaultian disciplinary mechanisms in this direction gives students a feeling of taking part in shaping the subject, according to Furuly (2013). Indications from analysis in this study also lean this way, and a Foucaultian lens helped understand that students see potential in student initiative as a part of assessment practices.

More shortage in supply

Student engagement and initiative seem to be *normalized* and taken for granted in this study, insofar that if inadequate initiative takes place assessment should reflect that. Therefore it is peculiar that there is a clear 'shortage in supply' of student initiative and inclusion as well as feedback. Interviews indicate both that students are not good enough at taking initiative and that teachers are not good enough at including and

inviting student engagement, even though they perceive such practice as productive and as a part of assessment in the subject. Informants in this research show that they want more inclusion, and be able to take more initiative. Similar results were found by Jonskås (2009), and this is arguably connected to the shortage of feedback (Black & Wiliam, 1998).

4.4.3 Feedback and Student Initiative Theorized

Productive interaction

One can consider feedback and student initiative as basic student-teacher interaction that governs student's actions. Governance guide people to "think and act in certain and determined ways on the basis of different knowledge, convictions and values that society considers to be good and true" (Öhman, 2010, p. 399). When Öhman (2010) looked at governmentality and power in teacher-student interaction she found that the interactions are filled with teacher's disciplinary power that coerces students, in a Foucaultian sense, to adopt desirable attitudes like willpower and physical exertion. Standing still would mean that the student failed to fulfil one's "obligations as a self-regulating and responsible individual" (Öhman, 2010, p. 404). This could implicate that students in this research are asking for more structured power and being governed more. Students in this sample wants the teacher to be more governing and active, yet at the same time they want to have a larger role in negotiating that very governing feedback. According to Öhman (2010) and Öhman and Quennerstedt (2008) this is not negative. Government both facilitates and restricts actions in a teaching situation they say. "Power in terms of influence must therefore be understood on the basis of people becoming capable of acting, and people becoming capable of acting in a teaching context in which some kind of learning takes place" (Öhman, 2010, p. 397). This also describes what is meant by *productive docility* (Foucault, 1977) in this research, and it shows that students are pleading for it.

Hence it seems that students are asking for stronger disciplinary techniques and more organized assessment insofar that they are aware of the docility it can lead to. Such an increase of power and self governance would, according to Öhman (2010, p. 405, brackets in original), in a physical education context lead to:

Normative patterns that constitute the good student as one who is responsible, self-disciplined, active and willing people who struggle, challenge and do their best. It also becomes possible for them to be constituted as irresponsible, inactive, lazy and unwilling (yes!)

One should contemplate what the students in this research request and acknowledge that an increase of power and governance in physical education assessment can be productive and increase learning, particularly regarding feedback and student initiative. All the while one must be aware of a potential danger with such an increase in disciplinary tactics and docility, which, according to Foucault (1977), could be to unjustly create incompetent, inactive, obese, slow, lazy or irresponsible students.

Potential dangers

Foucault (1977) claimed it was the subtlety and hidden tactics which made the disciplinary techniques productive. This could suggest that feedback and student initiative can be dangerous (inter)actions of power, where increased visibility can create imbalance in social relations. A few informants in this study are able to see that some students get good grades solely based on initiative, spirit and engagement, without having competence. David for instance thinks the teacher is giving too much credit to loud and “supposedly active” students who put on a display. Foucault (1977) did not disregard that power *can* be restrictive and misleading. A hierarchization which David paints a picture of is therefore unfortunate because of the way in which it disrupts a collaborative and welcoming class culture. If for instance teachers favour some students through additional feedback or if some students are good at taking initiative, other students might view that as a threat and unfair towards “real” competence in the subject. Hence, even though this study’s findings regarding feedback and student initiative underpin Öhman’s (2010) understanding of productive docility in teacher-student interaction, it also sees a potential issue with an instable and unfair distribution and hierarchization of such docility. In such, the power of feedback and an increase in assessment visibility can unfortunately lead to a larger split between the good/bad, normal/abnormal, sane/insane or physically competent/incompetent (Foucault, 1977). Some students in this study are wary of this potential. They fear that an increased visibility of difference in ability and competence can create social instability. Emma for instance voice that class culture is vulnerable to this. She describes her class culture as accommodating, friendly, laid back and that everyone seems to be “on the same page”

regarding physical activity and physical education. Emma doesn't want increased hierarchized normalization to destroy their class culture.

4.4.4 Concluding Remarks on Feedback and Student Initiative

This theme's discussion has identified that feedback and student initiative are productive tools in terms of learning and assessment, and in terms of making assessment visible and open to negotiation. All the same, student initiative and feedback are found scarce in physical education assessment, both in this research and in literature (Leahy & Wiliam, 2012; Eide, 2011; Chen, 2005). Both teachers and students were found to be responsible for this shortage in supply. What's more, students are almost unitary in suggesting and requesting more feedback and inclusion in the subject, they even agree that a lack of these aspects should influence assessment and the grade. Analysis of statements and supporting literature led to an understanding that an increase in feedback and student initiative can be productive and facilitate learning, motivation and well-being. Foucault as an analytical lens reinforced this analysis and promoted feedback and student initiative as governing power structures in teacher-student relation which produce productive docility. An increase in feedback means an increase in discipline, something which according to Foucault (1977) also was fraught with difficulties. In such a way, new assessment practice towards feedback, student initiative and formative assessment must therefore pay attention to the hierarchizing and normalizing effect an increase in discipline has. A few students also pointed out a potential danger if feedback and student initiative becomes too important and visible – that it can create inequality in the subject and disrupt a good class culture.

4.5 Additional Results

In the following a brief description of additional results is included because of relevance to the production of the four “main findings” discussed previous in this chapter.

Different grading system?

Every student was asked whether a different grading system in PE could work, for instance if a system with failed – passed – active would be productive and effective. Out of 11 informants, 5 students agreed that a new grading system could be good, and that assessment as it functions today is not optimal. These students were positive to try out something different. They also discussed how a different system could favour the weak

and equalize social hierarchy, thus making PE more enjoyable for everyone. 5 students on the other hand did not agree with a new grading system, and support how assessment both motivate and control students insofar as making lessons more effective. These students argued for the positive effects of grading and assessment, the organizing effects of assessment and the extrinsic utility of the grade on the diploma (for later work or studies etc). One informant thought both ways, and couldn't agree with himself as assessment has both positive and negative effects. This finding contextualizes the entirety of this thesis because it paints a picture of an assessment practice in PE that is dichotomized. It shows that assessment is productive in terms of learning and efficiency, but at the same time that assessment is an area fraught with difficulties (Lopez-Pastor et. al., 2013; Arnesen, Nilsen & Leirhaug, 2013). This finding also frames the everlasting discussion of effort versus skill in PE.

Skill versus effort in physical education

When Stella was asked what she thought about when she hears assessment in physical education she said bluntly “effort and skill”^{T11}. Later in the interview she said:

Stella: She doesn't state what's being assessed, but she does show us some technique or how we should strike.

Interviewer: Do you think then, that's what's being assessed?

Stella: Yeah, it (hesitates) I think very much skill when she shows us kind of what we should be doing.

(T12)

Stella represents a clear dichotomy in the empirical material regarding effort and skill, and every informant was asked about this dichotomy. Out of 11 informants, 4 were heavily in favour of more or better assessment regarding effort and attitude, 5 informants were suggesting more focus on skill and competence and 2 students had a reflected view on the matter. The latter two considered that we need both aspects and that we in addition should have elements of fair play and social skills as well. Before CPE (2012) informants claim that effort had less influence. Therefore, through this finding the curriculum changes of the CPE (2012) is given hope, albeit barely.

Bodily oppression in PE

Arguably PE curriculum itself limits and frame youth's liberty to move because culture, society and norm control what is "allowed" to do in PE (Green, 2008, p. 14). Each activity brings forth certain ways of being body, certain ways of moving, behaving and acting (Green, 2008). This research found that students agree that something should be normal in PE assessment, albeit that normal is not broad enough and thus marginalize more bodies than what is fair. For instance an injured body, pregnant body or an experimental body were claimed not included well enough in PE, and that assessment contributes to an oppression of these bodies. It is also pertinent through a Foucaultian lens that activity selection in PE, which is conventional and contemporary at the same time, excludes or at least limits experimentation, personal development and individual creativity. Stella said that some teachers are good at handling this issue, and that they contribute to facilitate PE for abnormal bodies. She also seems to think that certain activities are more suited for such facilitation than others. On the other hand, this study found that 'smokers and fat people' were thought to be rightfully "abnormal" and that they should be disciplined through PE assessment, and coerced into the norm (which implicated that skinny and healthy was normal in PE). This finding is relevant because it validates this study's use of the normal/abnormal, physically competent/physically incompetent dichotomy. At the same time this frames how an increase of normalized assessment, as suggested in this thesis, also can be fraught with difficulties, especially in terms of marginalizing the 'abnormal'.

5. Conclusions

The background of this study was that assessment in physical education is an area fraught with difficulties (Lopez-Pastor et. al., 2013). Qualitative research was argued to contribute to a better understanding of both productive and problematic assessment practices. The purpose of the study took its departure in that, and has been to critically examine both productive sides and challenges with assessment in physical education. The research questions which guided this study asked about how students in upper secondary school perceive and reflect upon PE assessment practices, and how Foucaultian theorizing could illuminate and explore those practices. In order to answer these questions and fulfill the purpose of the study, two PE classes were observed during several lessons and eleven students from these classes were interviewed. Foucaultian theory and assessment literature was, as proposed, used as a framework in dealing with analyses in the study. As a result, four main themes have been elaborated on as particularly interesting findings in this thesis. These are ‘holistic and fragmented assessment’, ‘teacher power through assessment’, ‘assessment and learning in physical education’ and ‘feedback and student initiative’. Through discussing these themes the study has identified plausible reasons for which assessment practices might be slow, unproductive and inefficient in physical education (Arnesen, Nilsen & Leirhaug, 2013). In such a way this research is considered fruitful and the knowledge produced can be valid information to e.g. PE teachers and PE teacher education in their movement towards better assessment practice.

Findings indicated that students perceive and reflect upon assessment in physical education as something holistic, notwithstanding that they understand fragments of how it functions. Assessment was also found to have value to students, and reflections from students told that assessment motivate them both extrinsically and intrinsically. Assessment as a ‘disciplinary technique’ (Foucault, 1977) was found extraordinarily potent because of this. Teachers were further found to be powerful mediators of assessment and partially responsible for a problematic, shaded assessment practice. Student’s reflections and perceptions further showed that the connection between assessment and learning in physical education is almost absent. This research also investigated feedback and student inclusion/initiative. The two were found to be scarce, even though empirical data emphatically emphasized on their productivity.

Theoretical discussions of the themes argued assessment to be a shaded and nonnegotiable praxis where students only understand parts of how it functions. This led the research to understand assessment as problematic because it is fuel to a 'panopticing effect' in PE (Foucault, 1977). Panopticism makes students govern and normalize themselves because they perceive assessment as shaded, holistic and omnipresent. Teacher's responsibility was analysed in relation to this, and concluded a large potential if they change their assessment practice; they can invite a more open assessment practice and thus help students develop a more productive docility - learning. Feedback and student inclusion were found to be particularly efficient as tools, along with specific learning goals for each lesson and a more visible 'art of distribution' (Foucault, 1977). Even though teachers were given critique and responsibility, discussions dwelt upon discursive articulation and visibility in the subject and how an 'activity discourse' perhaps prohibits a 'learning discourse'. Discourse changes slowly and with resistance (Foucault, 1977) and teachers cannot be held responsible alone for the fraught development of assessment practices (Arnesen, Nilsen & Leirhaug, 2013). On that note 'surveillance actors' (Webb, McCaughtry & MacDonald, 2004) such as parents, school administrations, sport clubs and colleagues will have to assist for there to be positive development. Suggestions in the discussions were underpinned by both empirical material and literature, and are considered valid and productive changes towards more and better learning through assessment in the subject (Chen, 2005; Leahy & Wiliam, 2012; Eide, 2011).

This thesis shows that Foucaultian theory can be informative and function with analytical precision in a context of physical education and assessment. The ways in which the empirical material is illuminated by Foucault, and how other literature and research supports discussions, suggests that Foucault's theories bring new and productive elements into a discussion of development of assessment in physical education. Research utilizing Foucault in order to understand assessment practices in physical education is scarce (cf. Webb, McCaughtry and MacDonald, 2004; Öhman, 2010), which is why this identification is considered a major theoretical finding in the thesis. This theoretical finding is considered strong and valid due to the way in which discussions found something new. Further research would perhaps be wise to contemplate this theoretical finding, and include a Foucaultian understanding when exploring physical education assessment.

In conclusion, there has been shown in this thesis that the disciplining and examining part of assessment in PE should be made more visible, transparent and open to a just negotiation of power by discursively included parties. In that regard theory promoting formative assessment tells us about strengthening of the student's position as vital (Pryor & Crossouard, 2008; Jonskås, 2009; Black & Wiliam, 1998; Eide, 2011). This research did not however find such strengthening, and rather scrutinized that a shading of disciplining technologies and assessment practices prohibit student's access to development and learning. Hence, it seems the discourse of PE and its actors are displacing productive development in physical education assessment. This might be a reason for which the subject fails to implement well meant innovative assessment practice suggested by literature (e.g. Lopez-Pastor et. al., 2013; Black & Wiliam, 1998).

6. References

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Appendix 1, Interview Guide

Research question	Interview question	Notes
<p>Et sentralt poeng med denne intervjuguiden er at den skal være delvis strukturert. Det er viktig med rom for oppfølging av spørsmål.</p> <p>Husk å hilse og innlede åpen kommunikasjon, hvem er jeg? Hvem er eleven? Fortelle kort om prosjektet, intervjuet og forsikre om at eleven forstår taushetsplikt og anonymitet. Husk også samtykke til elektronisk opptak. Påminn eleven om at det er lov å trekke seg uten grunn. Påpek for eleven til slutt at det er lurt å ta seg god tid, og det er lov å tenke før man svarer</p> <p>Spørsmål fra eleven?</p>		
<p>What do students know about assessment and their role in assessment in PE?</p>	<p>Hvis jeg sier vurdering i kroppsøving, hva tenker du på da?</p> <p>Kanskje du kan nevne noen situasjoner i deres klasse som kan ha med vurdering å gjøre?</p> <p>Hva vet du om læreplanens mål for vurdering? Har dere snakket om det i kroppsøvingstimene?</p> <p>Trenger vi vurdering i kroppsøving, hva mener du?</p>	<p>Dialogue. Find out together the context of the interview. Finding a basis together will inform the later analysis of the interview. This means you might have to explain certain things to the student as well.</p> <p>Oppfølging UTEN å være ledende; finne ut om det er flere situasjoner enn testing, prøver og lærerens synsing som kan ha med vurdering å gjøre. Slik som tilbakemelding, hva eleven gjør i timene, innsats m.m.</p>
<p>How can student perspective on assessment evaluate legitimacy and validity of assessment in PE?</p>	<p>I hvilke situasjoner opplever du at vurdering er viktig i kroppsøving?</p> <p>Hvilke vurderingssituasjonene du har beskrevet mener du er gode for at du skal lære?</p>	<p>Assessment validity. Answers here should say something about experience and thoughts about the effect that assessment has on the students learning.</p>
<p>Which factors contributes to student's active participation in assessment?</p> <p>Do they themselves believe that they should have a voice in the assessment process?</p>	<p>At elevene skal være med å bestemme, og at elever både kan og bør komme med innspill både i store og små situasjoner, er viktig for vurdering i kroppsøvingfaget. Kan du fortelle meg hva du mener om det?</p>	<p>Conversational focus. If the student has no clear opinion on student participation, find it out together! Think Foucault, what lies behind the initiation of student participation. Which power structures can play a role?</p> <p>Oppfølging, la eleven lede. Når er eleven selv aktiv, når er medelever aktive? Hva fører til at du/dere deltar i vurderingen?</p>

<p>How is the process and value of assessment for learning reflected upon by college students in PE?</p>	<p>Hvordan opplever du at er det lagt opp til at man skal lære i kroppsøvingfaget?</p> <p>Har læring i kroppsøving noe å gjøre med vurdering?</p>	<p>Assessment for learning</p>
<p>To what extent are the students included in the assessment process?</p> <p>In what way are they included? How does this help their development and PE education?</p>	<p>Hvilke erfaringer har du med å kunne påvirke karakteren din?</p> <p>Pleier du å gjøre noe for å bli sett, vurdert eller være med på å bestemme?</p> <p>Gjør andre elever noe annet enn deg tror du?</p>	<p>Student inclusion. Investigative approach, try to help the student share without too demanding questions, yet it is important to identify why and how the student participate in assessment practices. And whether this helps him/her learn and develop. In the background here as well, we have Foucault. What is it about the PE discourse that invite student participation, and which power structures activate them.</p> <p>Undersøk mer i dybden her. Tydeliggjør og etterforsk. Hvilke bakenforliggende faktorer gjør at eleven er aktiv/ ikke aktiv i vurderingssituasjoner.</p>
<p>What links are there between curriculum aims and experienced assessment?</p>	<p>I læreplanen for kroppsøving står det at vurdering av noen kompetansemål skal tilpasses elevens fysiske forutsetninger og evner. Hva tenker du om det?</p> <p>Oppfølging: Blir du eller medelever fulgt opp individuelt i noen aktiviteter? Hva har dette å si for vurderingen i denne aktiviteten?</p>	<p>Many of the competence aims for the subject take the pupils' own physical limitations and skills levels into consideration for assessment. (CPE, 2012)</p>
<p>From a micro sociological perspective; in what way can assessment function as reproductive entity of unequal power relations between social groups within a class? – a Foucaultian discussion of the disciplining functions</p>	<p>I hvilke aktiviteter er vurdering viktigst?</p> <p>Hvem i klassen din drar mest nytte av vurdering?</p>	<p>Which disciplining factors within the PE discourse are visible here? Examples could be the teacher, PE history discourse (activities), fitness discourse, school and pedagogy discourse and society discourse.</p>

of assessment.		
What is the relationship between notions of assessment utility in PE curriculum and student perceived functions of assessment?	There is little notions of the utility of assessment in the curriculum, but UDIR has a formative assessment focus and has written some official guideline documents for schools. Perhaps read these and talk to the teachers on the informant school to find some specific ideas that are commonsensical and identify certain utilitarian (developmental/learning) effects of assessment. I don't think I need a question for the students here, but can cross analyze the interview data with my "field notes data" on this matter.	Implicit in these questions are other underlying questions. These will address how the students use assessment, in what way they are influenced by assessment and how they interpret the assessment practice. I will also have to analyze theory and curriculums in order to discuss more "general" about functions and uses of assessment.
Can assessment OF learning be a tool for students in a learning/developmental perspective? Does this vary between students, what does that tell us? (E.g. high achieving students use grading (assessment of learning) more as motivation and structuring for learning more, than what students of lesser achievement does.	Når du får karakter i kroppsøving? Hva er det som bestemmer karakteren? Lærer du noe av karakteren? Føler du at dine meninger og tanker blir tatt hensyn til når det skal settes karakter?	Grading can in many ways be related to Foucaults "the examination" and "the panopticon". Do the students reflections confirm or challenge this? Har jeg forstått deg riktig når du sier at karakterer er med på å bestemme og styre hva du kan og ikke kan gjøre i kroppsøving? Føler du noen ganger at du lar vær å gjøre noe pga karakterfokus? Eller omvendt at du bare MÅ gjøre noe for å få karakter (for eksempel en test) (Foucaults panopticon confirmed) Har jeg forstått deg riktig når du sier at du selv styrer utfallet av karakteren? At du er fri og aktiv i kroppsøving, er med på å bestemme og deltar på lik linje med alle andre, og at karakterer ikke har så mye med dette å gjøre? (Foucaults panopticon challenged)
How is assessment a tool for students intrinsic learning capabilities?	Tenk på en aktivitet i kroppsøving der du mener du er flink og engasjert; kan du fortelle om denne aktiviteten og ditt forhold til den? Hvordan foregår vurderingen i	

	denne aktiviteten? Får du delta i vurderingen? Kan vurdering i denne aktiviteten hjelpe deg å lære noe?	
Can assessment be a tool for students to learn about physical activity outside school?	Har vurdering i kroppsøving verdi for deg utenfor skolen?	Conversational again, contribute with your own experience, but try not to lead the student too much.
Is assessment sometimes a negative factor for student development/learning?	Hvordan tror du andre elever opplever vurdering i kroppsøving? Er det noen av dem som ikke liker måten det blir gjort på?	(Indirekte spørsmål, som håper å finne noen indirekte tegn på elevens negative holdninger til vurdering, jf Kvale og Brinkmann s 148)
In what way does student engagement affect assessment? And how does this influence student learning and physical capability?	Hva gjør du for å ta initiativ i kroppsøving? Bør elevene ta initiativ? Hvorfor?	

Navn på informant:

Kjønn:

Alder:

Skole:

Klasse:

Kroppsøvingskarakter siste to år:

Bosted:

Nasjonalitet:

Idrettsklubb/Aktiv idrett:

Tre mest likte aktiviteter:

e-post:

Dato:

Signatur:

Appendix 2, Observation Guide

Dato og tid:

Klasse:

Lærer:

Tema:

Metode/Fokus:

Hvor er vi, Hva skjer; Situasjoner, skildringer av elever, rommet, atmosfæren	Hvordan skjer det; hvem initierer, dialoger, hva er resultatet av interaksjon/situasjon	Spesifikke vurderingssituasjoner, vurdering for læring, feedback, elev-elev, testing	Refleksjoner; power network, discursive frames, why does situations happen, what can influence them?

Appendix 3, NSD Approval

Norsk samfunnsvitenskapelig data-tjeneste AS
ACADEMIC SOCIAL SCIENCE DATA SERVICES



Havnåsvingen gate 7
N-4007 Bergen
NO 4007
Tlf: +47 55 58 71 17
Faks: +47 55 58 05 50
nsd@statistikk.no
nsd@statistikk.no

Peter Erik Leinhaug
Seksjon for kroppsviting og pedagogikk
Norges idretts høyskole
Postboks 4012, Tilleråil stadion
0806 OSLO

Vår dato: 11.09.2014

Vår ref: 2014/1371

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 06.09.2013. Meldingen gjelder prosjektet:

35392 *Assessment in physical education; student reflections about value and legitimacy of assessment practices. Vurdering i kroppsviting; studentrefleksjoner rundt verdi og nytte av vurderingspraksis*
Behandlingsansvarlig *Norges idretts høyskole, ved institusjonens øverste leder*
Daglig ansvarlig *Peter Erik Leinhaug*
Student *Thomas Anders Faltn*

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepålig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningsloven gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helsepersonelloven med forskrifter. Behandlingen av personopplysninger kan seeses i utgangspunktet.

Det gjøres oppmerksom på at du skal gi ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gir via et eget skjema <http://www.statistikk.no/personvern/meldepaak/skjema.html>. Det skal også gis melding om det blir dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pro.nsd.no/prosjekt/>.

Personvernombudet vil ved prosjektets avslutning, 20.08.2014, sette en anvendelse angående utvis for behandlingen av personopplysningene.

Vennlig hilsen

Vigdis Nærvold Kvalheim

Ulf Trank

Elsk Demold 06 55 58 36 77
Vedlegg: Prosjektvurdering
Kontakt: Thomas Anders Faltn, skytterveien 15, 1492 VRETTRF

Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjekt nr: 35392

Der gis skriftlig informasjon og innhentes skriftlig samtykke for alle deler av prosjektet. Personvernombudet finner i utgangspunktet skrevet tilfredsstillende, men fortsetter at følgende endres/tilføyes;

- setningen "Du vil være anonym og ingen andre enn meg og min veileder vil få tilgang til det du sier. Ditt bidrag vil likevel bli diskutert og tolket slik at jeg kan skrive min oppgave. I oppgaven vil du uansett ikke kunne gjennes igjen" endres til "Innsamlende opplysninger behandles konfidensielt. Ingen andre enn meg og min veileder vil få tilgang til det du sier. Ved prosjektslutt 20.08.2014 vil innsamlende opplysninger bli anonymisert. Ved publisering vil ingen personer kunne gjenkjennes" - navn og kontaktinformasjon til veileder Petter Erik Leirhaug
Personvernombudet legger til grunn for sin godkjenning at revidert skriv etter sendes personvernombudet@jus.uib.no får det tas kontakt med utvalget (merk eposten med prosjektnummer).

Innsamlende opplysninger registreres på privat pc. Personvernombudet legger til grunn at veileder og student setter seg inn i og etterfølger Norges idretshøgskole sine interne rutiner for datasikkerhet, spesielt med tanke på bruk av privat pc til oppbevaring av personidentifiserende data.

Prosjektet skal avsluttes 20.08.2014 og innsamlende opplysninger skal da anonymiseres og lydopptak slettes. Anonymisering innebærer at direkte personidentifiserende opplysninger som navn/koblingsnøkkel slettes, og at indirekte personidentifiserende opplysninger (sammensetting av bakgrunnsopplysninger som f.eks. yrke, alder, kjønn) fjernes eller grovkategoriseres slik at ingen enkeltpersoner kan gjenkjennes i materialet.

Appendix 4, Verbatim Translations

T1. *For å være helt ærlig, jeg vet ikke hva vi skal være gjennom i år. Jeg har ikke hatt helt ordentlig peiling på det gjennom hele videregående og ungdomsskolen egentlig. Aldri hatt noe spesifikt om hva man skal lære og sånn.*

T2. *Jeg vil ikke at dette systemet skal funke sånn at du skal gjøre som du blir (pause) som du skal liksom. Det går jo heller på disiplin igjen ikkesant. Så la oss si at vi har en lagsport og du ikke yter på denne måten men yter som en jævel i turn, så (pause, latter). Det var vanskelig å svare på, men sånn hvis du bare leker i turn så burde ikke det ha så mye å si, men er du veldig aktiv har du bra teknikk ikkesant, er du flink til å ta salto, er du flink til å (pause) sånn turnteknikk. Så burde jo det være en pluss uansett.*

T3. *Intervjuer: Okey. Er det noen situasjoner i kroppsøvfaget som du forbinder med det? Som peker seg ut?*

Christian: Jeg tenker vel på en måte det at du blir vurdert hele veien. Jeg tenker at det er det det egentlig burde gjøres og. Fra start til slutt. Så det er vel hovedsakelig alle situasjoner jeg kan tenke meg til.

T4. *De har jo aldri prate om det, åssen de vurderer oss.*

T5. *Jeg tror ikke han (læreren) ser på ting som ikke handler om den idretten, he he ikkesant.*

T6. *Indirect translation from field notes of a formal observation: Læreren poengterer at han observerer elevene og implisitt antyder han at også dette er en del av vurderingen, men det blir ikke sagt eksplisitt.*

T7. *Indirect translation from field notes: Læreren snakker om hva som preger småspill og hvorfor spillet er organisert "i det små"; for at elevene skal få mange touch, utvikle seg og bli bedre.*

T8. *Jeg føler lærerne bare sier sånn; 'du må ha innsats'. Så bla bla bla, men de sier ikke spesifikt hva du må gjøre liksom.*

T9. *At ikke det er noe undervisning. Jeg føler det er mer at hun passer på oss.*

T10. *Men det var litt rotete det med skøyter. Det var liksom mest for gøy føler jeg, akkurat det med skøytinga. Men det er jo litt vanskelig, det er ikke så mange som kan stå på skøyter, jeg kan jo ikke stå på skøyter.*

T11. *Innsats og ferdighet*

T12. *Stella: Hun kommer ikke noe med hva som blir vurdert, men hun viser oss jo litt teknikk eller hvordan vi skal slå.*

Intervjuer: Tenker du da at det er det som blir vurdert?

Stella: Ja, det (nøler), da tenker jeg veldig ferdigheter når vi får sånn visning da, på hva det er vi skal gjøre.

T13. *Du lærer jo selv hva du kan bli bedre i (...) hvor motivert du er til å lære mer, ikkesant.*

T14. *Ja, så hadde du kanskje fått litt informasjon om hva som har gjort at du fikk den karakteren. Hva var det som gjorde at du fikk den og hva kan du gjøre for å bli bedre. Da får du grunn til å forbedre deg.*

T15. *Intervjuer: Kan vurdering gjøre at man lærer noe?*

Emma: Nei. Det kan jo ikke det?

Intervjuer: Hvorfor ikke?

Emma: Det har jo ikke noe å si (ufullstendig setning). Hva lærer du etter å få karakter? Det er liksom, du kan ikke bli bedre med å få en treer. Du kan ikke lære noe da. Nei jeg føler ikke... nei.

T16. *Det handler jo bare om liksom, se hva elevene liker å gjøre ikkesant. Hvis de liker å gjøre en veldig aktiv ting liksom så er det bonus liksom. (...) Mens gjør du bare sånne ting som bare er gøy og ikke slitsomt i det hele tatt så gir jo det også et inntrykk på hvordan du er i kroppsøving eller hvor glad du er i å bevege deg. Og det kan jo gi både liksom, det kan jo gjøre sånn at han faktisk tar litt hensyn til at du ikke har den beste teknikken i gym.*

T17. *Nei la oss si at du får en kommentar fra læreren da, og han sier at du har veldig bra teknikk, men du er ikke så god til lagarbeid liksom. Så vet du det at; Okey, jeg kan jobbe bedre med lagarbeid, og få en bedre karakter.*

T18. *Intervjuer: Forstår jeg deg riktig da hvis du mener at tilbakemelding er mer, som vurderingstype da, er mer verdifull enn karakteren? For å lære?*

Leo: Ja

T19. *A) Yrkesfaglig utdanningsprogram B) Påbygning til generell studiekompetanse*

Appendix 5, Information Letter

Informasjon om forskning

Et prosjekt om vurdering i kroppsøving

Jeg heter Thomas Anders Palm og er masterstudent på Norges Idrettshøgskole. Oppgaven jeg skriver har temaet vurdering i kroppsøving. Målet med dette er å gjøre kroppsøvingfaget bedre, og kanskje gjøre vurderingen mer rettferdig.

Eksempler på spørsmål jeg lurer på er:

Hvordan opplever elever vurdering i kroppsøving?

Hvordan påvirker vurdering og karakter elevens læring og aktivitet i faget?

For å finne ut mer om dette ønsker jeg å observere kroppsøvingstimer, intervjuere elever og snakke med lærere. Derfor vil jeg være tilstede i kroppsøvingstimen deres, kanskje stille dere noen spørsmål, se på hva dere gjør i faget og notere litt av dette. Jeg kommer også til å snakke litt med læreren deres.

Mens prosjektet pågår er det bare hyggelig om dere kommer bort og hilser på meg. Det er også helt greit hvis dere har spørsmål om faget, aktiviteter, eller om prosjektet mitt. Samtidig er det viktig for prosjektet at timene foregår som vanlig.

Innsamlede opplysninger behandles konfidensielt. Ingen andre enn meg og min veileder vil få tilgang til det du sier. Ved prosjektslutt 20.08.2014 vil innsamlede opplysninger bli anonymisert. Ved publisering vil ingen personer kunne gjenkjennes. Det betyr at ingen skal kunne kjenne deg igjen når jeg skriver oppgaven min. Det at jeg er på besøk skal ikke påvirke deg på en dårlig måte. Jeg ønsker heller at dette skal være en positiv opplevelse for dere.

Det er valgfritt å være med på dette, og du kan når som helst under hele prosjektet komme bort til enten meg eller læreren din om du har noen spørsmål, eller om du ikke ønsker å være med.

Prosjektet er meldt til, og godkjent av, NSD – Norsk Samfunnsvitenskapelig Datatjeneste.

Ved spørsmål kan du kontakte meg eller min veileder.

Thomas Anders Palm, student.

e-post: tapalm@online.no

tlf: 47 29 27 31

Petter Erik Leirhaug, veileder.

e-post: p.e.leirhaug@nih.no

tlf: 47 76 03 70

Appendix 6, Consent Form

Forespørsel om deltakelse i forskningsprosjekt

Vurdering i kroppsøving; elevers refleksjoner rundt verdi og nytte av vurderingspraksis.

Forespørsel til elev:

Jeg heter Thomas Palm og skal skrive masteroppgave på Norges Idrettshøgskole. Min oppgave skal handle om vurdering i kroppsøving, og jeg er interessert i hvordan elevene lærer og utvikler seg. For å finne ut av mer om dette ønsker jeg å observere kroppsøvingstimer, intervjuere elever og snakke med lærere. Slik vil jeg finne ut hvordan ting knyttet til vurdering blir gjort og nytte av hos elevene. Er for eksempel karakterer og vurdering positivt for elevenes læring og aktivitet i faget?

Vil du være med på denne undersøkelsen, og i den forbindelse bli intervjuet av meg i ca 30 minutter? Du vil bli spurt om din hverdag i kroppsøvingsfaget, rutiner dere har på vurdering, og dine opplevelser, erfaringer og tanker rundt karakterer, innhold i faget, kompetansemål og vurdering. Det er viktig for mitt prosjekt at elever som deltar har en åpen og ærlig innstilling angående innsats og prestasjon i faget. Det er også en fordel om du liker å prate og dele tanker. Dette intervjuet kan også være en fin erfaring for deg.

Innsamlede opplysninger behandles konfidensielt. Ingen andre enn meg og min veileder vil få tilgang til det du sier. Ved prosjektslutt 20.08.2014 vil innsamlede opplysninger bli anonymisert. Ved publisering vil ingen personer kunne gjenkjennes.

Intervjuet er valgfritt, og du kan når som helst under prosessen trekke deg fra å være med uten å oppgi grunn.

Ved behov, kontakt ansvarlig veileder Petter Erik Leirhaug. Epost p.e.leirhaug@nih.no, tlf 47 76 03 70, eller student Thomas Anders Palm. Epost tapalm@online.no , tlf 47 29 27 31.

Samtykkeerklæring:

Jeg har lest og er klar over hva det innebærer å delta. Jeg ønsker å delta i forskningsprosjektet om vurdering i kroppsøvingsfaget

Jeg samtykker til å delta i intervju

Jeg samtykker til å bli observert i kroppsøvingstimer

Jeg samtykker til at opplysninger jeg gir kan bli brukt i studien

Sted:

Dato:

Signatur:

