

PROPOSAL FOR A RUBRIC FOR “EQUAL PHYSICAL ACTIVITIES” FOR ASSESSING THE GENDER EQUALITY COMPETENCE TO THE EUROPEAN HIGHER EDUCATION AREA IN BACHELOR DEGREE- PHYSICAL ACTIVITY AND SPORT SCIENCES

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Abstract

The aim of this work is to design a rubric to evaluate the use of the basic skill “Equal physical activities” in the cross-section competence of Gender Equality within subjects of *Sports Organization, Woman and Sport* and *Body Expression* in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid. In order to design the rubric Mertler’s patterns, *Strategic Plan Equal Opportunities 2008-2011* and the 2010 *PAFIC Guide* have been used. The rubric designed includes three criteria with four descriptors for each level: “professional”, “acceptable”, “needs improvement”, “insufficient” or “inadequate”. The three criteria proposed are the following: Physical activities of interest to women, Equal competition, achievement, cooperation and Equal models and leadership.

Keywords: Educational innovation, rubric, gender equality, physical activity, sport.

1. INTRODUCTION

The general framework of the experience is the new European Higher Education Area (EHEA) Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid. This new EHEA Bachelor Degree includes the General Competence for Equal Gender according with the Law 4/2007 of Universities[1], the Law 3/2007 of 22 March [2] and the competence defined in RD 1393/2007 [3].

In the Axes 4 Education, 5 Innovation and 6 Knowledge, of the Strategic Plan Equal Opportunities 2008-2011 [4] are marked as targets to integrate gender perspective in this areas by different ways.

The subjects of *Sports Organization, Woman and Sport* and *Body Expression* in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid include a General Competence for Equal Gender. One of the basic skills developed in this competence is the use of equal and non-sexist physical activities. Rubrics appear as a very useful assessment tool to evaluate this basic skill.

A review of the pedagogical literature shows that rubrics are described by most authors as highly potential assessment tools in teaching, capable of improving the overall teaching-learning processes. They go beyond the traditional understanding of assessment [5,6,7,8].

The widespread use of rubrics as assessment tools in the Anglo-Saxon environment is justified by their potential to meet two basic challenges [6]:

1. They provide teachers with an objective and solid assessment tool whereas students receive a meaningful feedback.
2. The process of assessment and scoring is less time-consuming.

Rubrics are assessment guidelines used in evaluation. Rubrics are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments. Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products resulting from a performance task (10). They are characterized by the following:

- a. Specify the work to be performed by the student.
- b. Assess various stages of performance.
- c. Provide meaningful feedback to students.

Scoring rubrics provide at least two benefits in the evaluation process. First, they support the examination of the extent to which the specified criteria has been reached. Second, they provide feedback to students concerning how to improve their performances. If these benefits are consistent with the purpose of the assessment, than a scoring rubric is likely to be an appropriate evaluation technique [9].

2. OBJECTIVE

The aim of this work is to design a rubric to evaluate the use of the basic skill “Equal physical activities” in the cross-section competence of Gender Equality within subjects of *Sports Organization, Woman and Sport* and *Body Expression* in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid.

The rubric designed includes three criteria with four descriptors for each level: “professional”, “acceptable”, “needs improvement”, “insufficient” or “inadequate”. The three criteria proposed are the following:

1. Physical activities of interest to women
2. Equal competition, achievement, cooperation
3. Equal models and leadership.

3. METHODOLOGY

In order to design a rubric to evaluate the use of “Equal physical activities” in the cross-section competence of Gender Equality Mertler’s patterns [10], *Strategic Plan Equal Opportunities 2008-2011*[4] and the 2010 *PAFIC Guide* [11] have been used.

Table 1: STEPS IN THE DESIGN OF THE SCORING RUBRIC (Mertler, 2001)

STEP 1	<i>Re-examine the learning objectives to be addressed by the task.</i>
STEP 2	<i>Identify specific observable attributes that you want to see (as well as those you don't want to see) your students demonstrate in their product, process, or performance.</i>
STEP 3	<i>Brainstorm characteristics that describe each attribute.</i>
STEP 4	<i>For analytic rubrics, write thorough narrative descriptions for excellent work and poor work for each individual attribute.</i>
STEP 5	<i>For analytic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute.</i>
STEP 6	<i>Collect samples of student work that exemplify each level.</i>
STEP 7	<i>Revise the rubric, as necessary.</i>

4. RESULTS

The rubric designed includes three criteria with four descriptors for each level: “professional”, “acceptable”, “needs improvement”, “insufficient” or “inadequate” [9].

The three criteria proposed and the four descriptors for each level are based on the recommendations of the *Strategic Plan of Equality of Opportunities 2008-2011: Axes Education, Innovation and Knowledge* [4] and the 2010 *PAFIC Guide* [11] adapted to the general framework of experience. The three criteria proposed are the following:

1. Physical activities of interest to women
2. Equal competition, achievement, cooperation
3. Equal models and leadership

TABLE 2. A RUBRIC FOR EVALUATION “EQUAL PHYSICAL ACTIVITIES”

	Inadequate 1	Needs Improvement 2	Adequate 3	Professional 4	Score
Criterion #1	Programs include only traditional activities practiced for men	Programs include only neutral and traditional activities practiced for men	Programs include neutral and traditional activities practiced for women and men	Programs include neutral, traditional and new activities practiced and demanded for women and men	
Criterion #2	Programs include only competitive activities, most of them focus on force and performance where only men can stand out	Programs include competitive activities with adapted rules focus on all components of physical fitness and neutral participation	Programs include activities Level 2 and cooperative activities where effort is valued over the result, that display the best of each participant	Programs include activities Level 2 and Level 3 where women and men can stand out	
Criterion #3	Programs include only activities where only men can serving as good leaders and expert	Programs include activities where women and men can serving as good leaders but only men can serving as expert	Programs include activities where women and men can serving as good leaders	Programs include activities where women and men can serving as good leaders and expert	

5. CONCLUSIONS

Use of egalitarian physical activities fosters egalitarian treatment and prevent discrimination, eliminate sexism and androcentrism in in the subjects of *Woman and Sport, Body Expression and Sports*

Organization in the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid.

The rubric designed enables the assessment of basic skill "Equal physical activities" in the cross-section competence of Gender Equality in the subjects of *Woman and Sport*, *Body Expression* and *Sports Organization* of the new EHEA Bachelor Degree of the Faculty of Physical Activity and Sport Science of the Polytechnic University of Madrid.

This rubric provides at least two benefits for the evaluation process. First, it supports the examination of the extent to which the specified criteria has been reached. Second, it provides feedback to students concerning the improvement of their performance. Third, the process of assessment and scoring is less time-consuming by teachers.

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