

Research Title

Meta-analysis of the physical exercises in the light of the Authentic Assessment

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Recent years have seen a revolution concept assessment as it is becoming the assessment a variety of goals, such as assessment competencies of students and monitor their own learning and the development of strategies for learning and evaluating their growth at certain periods of time and the integration of students in the evaluation process and find out their needs and strengths they have and this confirms that it cannot be for one kind of assessment to achieve the desired All objectives, so-called Assessment which takes into account modern trends authentic assessment (8)

Assessments are one of the most important keys to improving the quality of education and a mean of reliable and identify the problems that appear in the education system or the students themselves to problems. (34)

Authentic assessment is a new trend in educational thought and a fundamental shift in prevailing in the measurement of traditional practices and evaluates their performance and achievement of learners in the educational levels (13:13)

The Authentic Assessment is a forms Assessment , which asks the teacher in which students perform the duties of Authentic and

that appears from which real meaning to apply the knowledge and
The skills necessary (31)

On the other hand, Authentic assessment is focus on the students' assessment to face reality through the application of information that have been studied in order to help students integrate and cope with difficult and complex problems associated with the reality it would require new forms of Assessment you need a higher level of thinking and the ability to problem-solving level (29)

The Authentic assessment uses Authentic as a tool to help novice teachers to create focal points between theory and practice. (28)

In doing Authentic assessment Authentic must be made according to what has been his education and training is also linked to the duties expected to achieve in reality and at the same reality conditions and must know the standards and levels, which are the assessment and according to them it is important to be in Applied Susceptibility to solve problems (30)

Some of the physical education standards in light of the authentic assessment;
(Mueller 2014)(31)

- Students will be able to assess the level of their performance
- Students can obtain a particular topic and evaluate information
- Students can perform Skills effectively for many activities and sports

Elsayed Abdel Dayem notes that Meta-analysis is descriptive and analytical approach aims to extract the underlying results behind several derived from the individual studies with specific properties

results. Where Meta-analysis is no longer just the application of a set of statistical procedures, but skips much where survey work for studies of the phenomenon under study, and examine the theoretical framework for these studies, as well as the problem of research and hypotheses and procedures of the study and the results and standards and controls for the extraction studies whose results are subject to the re-analysis mode and take appropriate decisions. (7)

While (Davies & Crombie (2003) mentioned that

- It's a statistical technique to unite, or merge the results of independent studies.
- Meta-analysis test extends guess the exact effect of the treatment, and gives weight entitled to the size of the various studies included in the analysis.
- Ratified the Meta-analysis depends on the quality of the audit organization that was based on it. (25)

(DeCoster, J., 2004) summarize meta-analysis steps in:

1. Definition of theoretical relationships of interest.
2. Collection of individual studies, which supplies information on those relations communities.
3. Studies coding and calculation of the size of the effect.
4. Examination of the distribution of sizes of influence, and analyze the impact of the intermediate variables.
5. Interpret and report the results.

Students studying in some of the different disciplines theory of information without application and therefore there is a need to focus on the application where the extent of the student's ability to solve problems and perform duties similar to what has been studied and, in fact, Existing (26)

Assessment renderings process also requires specific procedural performance designate what falls beneath the performances subset These renderings albeit based on knowledge but in the final analysis is the behavior can be observed and measurement suitable tools (13:132)

Study Problem

The evaluation process is considering being Authentic when the duties of focus through education, assessment linked to the level of knowledge and skills of the students themselves compared to others. (30)

And refers Fathi Ahmed Ibrahim (2012) noted that the exercise is considered originally for each physical movements, and basically every sport respects, and the manifestation of the educational process in our schools, but its importance as a basic material faculties of Physical Education create and directly in the professional preparation for teachers and trainers of physical education and rehabilitation process educationally and technically extent which qualifies them to take on this task as specialists to raise the scientific and practical abilities in order to raise the physical abilities to practice various sports activities and training to perform their skills to reach the high levels of sports (17).

The researchers believe that the benefit of educational research and studies in the field of exercise are mainly dependent on the curriculum dimensional analysis as a basis for scientific processing so as to bring about integration between the disparate results of this research in order to enrich the educational process in the light of the real meaning of the application of knowledge and skills, prompting researchers to try to conduct a comprehensive review of these studies and research using Meta-analysis, so as to know the most important findings in light of Authentic assessment standards and applications as the basis of Physical Education.

Applied importance of the study

- This study constitutes an important step towards activating physical exercise research and integration in order to provide a more convincing to many of the most influential research methodology new variables explanations.
- This study is in support of the educational approach based on the Authentic Assessment and measuring the extent of activation in the field of Physical Education"
- the integration of the results of previous studies and the impact of various physical exercises sizes reaction in the light of Authentic Authentic Assessment tools as a step on the way to enrich the field of physical education.

Objectives of the study

Meta-analysis method applied to the studies and research of exercise in the light of the Authentic Assessment through: -

- The use of meta-analysis approach to the integration of the results of studies and research physical exercise.
- Identify Authentic Assessment tools in the field of research and studies of exercise.
- Identify the extent of activation Authentic Assessment in physical education standards through research and studies of exercise

The study questions

- What are the effect sizes of different variables on physical exercise?
- What are the Authentic Assessment tools in the field of research and studies of exercise?
- How to activate Authentic Assessment in physical education standards through research and studies of exercise?

Methods

The method used: meta-analysis approach

The study sample: 20 studies and research in the field of exercise the faculties of Physical Education

Field Timetable: study was conducted in 2016.

The limits of the study:

The current study is limited to studies and previous research conducted in the field of physical exercise (in terms of the division of physical exercise, according to the form) in the period (2000-2015), the students in the faculties of Physical Education.

Study tools:

- Assessment reference to the reference numbers Form (8)(13)
- Meta-analysis

Statistical processors:

- Percentage %
- Cohen's effect size
- Epsilon coefficient

Presentation and discussion of results

Table (1) shows the variables that were expressed in studies and research physical exercise

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
Elwanmed Elshoud Elmedem	2002	Dependent	First year students	60	Random way	Faculty of Physical Education University for men Alexandria	From 9/10/2001 to 20/12/2001	Experimental	Three groups (two experimental and one control group)
Elwanmed Elmak	2002	independent	Second graders	40	Random way	Department of Exercise and gymnastics at the Faculty of Physical Education for men Alexandria University	From 30/9/2001 To 24/12/2001	Experimental	Experimental group and one using measuring pre and post

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
Amir Nabi ban	2003	independent	Fifth grade elementary students	80	Random way	Nabawi elementary school engineer shared management educational Montazah	From 29/09/2002 To 01/02/2003	Experimental	Four groups (three experimental groups and a control group(
Ammed ouqy ar	2003	independent	The first preparatory 11-12 years grade	60	Random way	El Shaheed Najib Fawzi school management Desouk	From 19/10/2002 to 26/12/2002	Experimental	Three groups (two experimental and one control group(
Ammed him	2004	independent	Pre-school children (5-6 years(60	Random way	Custody of the Islamic faith in Damietta	From 15/02/2003 to 04/25/2003	Experimental	Three groups (two experimental and one control group(

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
Sanoud Mohamed	2006	independent	Second grade middle school	60	Random way	Dqit school educational management Shaikh	From 1/2/2003 To 05/08/2003	Experimental	Two groups, one experimental and the other officer
Mohamed Mohamed	2007	Dependent	First year students	100	Random way	Faculty of Physical Education University for men Alexandria	From / 10/2005 to 27/12/2005	Experimental	Five groups (four experimental groups and a control group)
Abdullah	2008	descriptive	Specialty school sport students	172	Random way	Faculty of Physical Education University for men Alexandria	2006-2007	Descriptive	
Ali Alhab	2010	Dependent	Students Teaching Division	40	intentional way	Faculty of Physical Education,	From 14/11/2009 To	Experimental	Two groups, one experimental

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
						Tanta University	28/12/2009		and the other officer
id nmed emy d – ou	2011	Dependent	Second year students	24	Random way	Faculty of Physical Education University for men Alexandria	From 21/2/2010 to 15/5/2010	Experimental	Two groups, one experimental and the other officer
nmed nmed l kot	2011	Dependent	First year students	40	Random way	Department of Exercise and gymnastics at the Faculty of Physical Education for men, Alexandria University	From 2/10/2010 To 16/12/2010	Experimental	Two groups, one experimental and the other officer

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
Medicine El mid em	2012	independent	Junior age group (9-12 years)	24	Random way	Faculty of Physical Education University for men Alexandria	From 1/10/2011 To 5/2/2012	Experimental	Experimental design two groups, one experimental and the other first trial again
Medicine med med aker	2012	independent	The first and second year students	24	Random way	Faculty of Physical Education University for men Alexandria	From 6/2/2012 To 3/6/2012	Experimental	Experimental design two groups, one experimental and the other first trial again
Medicine h El n	2013	independent	Club Smoha under 18 years	12	intentional way	Smouha Sporting Club	From 10/03/2012 To 25/01/2013	Experimental	Experimental group and one using measuring pre and post

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
m Al-dri ban etar	2014	Dependent	Specialty school sport students	28	Random way	Faculty of Physical Education for men Alexandria University	From 20/10/2013 To 12/25/2013	Experimental	Two groups, one experimental and the other officer
ma nouddel nie aib	2014	descriptive	Second year Students	200		Faculty of Physical Education Mansoura University	From 16/10/2011 To 31/04/2013	Descriptive	
aid Al-ned aid em	2015	descriptive	First year students	419	Random way	Faculty of Physical Education for men Alexandria	From 15/02/2015 to 10/05/2015	Descriptive	

Study name	Year of Publication	Variable type	The study sample	Number of basic sample	The method of selecting the study sample	Place the completion of the study	Duration basic study	User type approach	Experimental design
Alamed Abu Albas	2015	independent	Middle school students under 14 years old	28	Random way	Al Amal School for the Deaf and Dumb in Kuwait	From 29/09/2013 To 14/01/2014	Experimental	Two groups, one experimental and the other officer
Alamed Alah Alnaa	2015	independent	Students of fifth and sixth grade	49	Random way	Abdul Rahman bin Abu Bakr elementary school Polly Klaas Libya	From 24/02/2014 To 01/06/2014	Experimental	Two groups, one experimental and the other officer
Alshoud Alsri AlAziz	2015	independent	Members of armed forces	30	intentional way	Sports center for the northern region in Alexandria	From 28/03/2014 To 06/07/2014	Experimental	Two groups, one experimental and the other officer

* Note: Studies have been arranged according to the year of publication

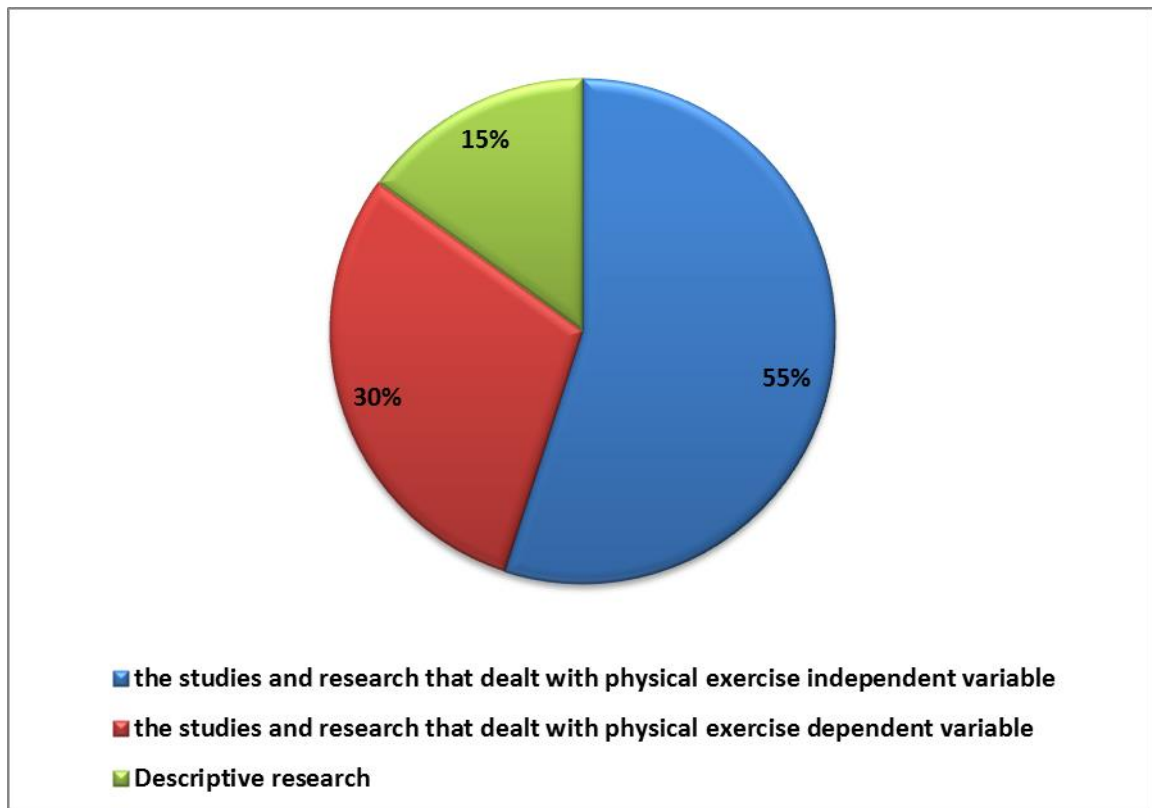


Chart (1) shows the percentages of research and studies of exercise in terms of the type of variable&The methodology used

Shown in Table 1 and Figure (1) and private variables that were expressed in studies and research exercise in:-

That the studies and research that dealt with physical exercise independent variable numbered (11) Study percentage (55%) while the number of studies and research that dealt with physical exercise as the dependent variable (6) as a percentage (30%) studies and the number of descriptive research (3) Studies percentage (15%) believes the researchers to the field of physical exercise is the field of Applied therefore resorted many researchers to conduct empirical research more than descriptive research was limited descriptive research in the light of the assessment decisions of physical exercise or course teaching

methods exercises Characterization the actual situation with the decision and an orientation scientific about the process curriculum development, which including physical exercise scheduled.

Table (2) shows Assessment strategies

N	Performance-based Assessment	Essay tests	Objective tests	Objective tests in accordance with the levels of Bloom	Content Analysis	personal interview	Questionnaire	Self assessment	Peer assessment	Worksheets	Test the attitudes and problems	Learning Packages (portfolios)	Checklist	Intelligence tests	Psychological tests	Physical tests	Physiological tests
1	√												√			√	
2																√	√
3	√												√			√	
4																√	
5																√	
6	√												√			√	
7	√	√	√										√			√	
8					√		√										
9	√									√			√	√		√	
10	√												√		√	√	

1 1	√		√													√	
1 2																√	√
1 3																√	√
1 4																√	
1 5	√		√			√							√				
1 6					√	√	√										
1 7	√		√	√										√			
1 8	√													√		√	
1 9	√												√			√	
2 0																√	
T o t a l	11	1	4	1	2	2	2	0	0	1	0	0	8	3	1	16	3
%	20	1.	7.2	1.82	3.6	3.6	3.64	0	0	1.82	0	0	14	5.45	1.82	29.	5.45

		82	7		4	4							.5 5			09	
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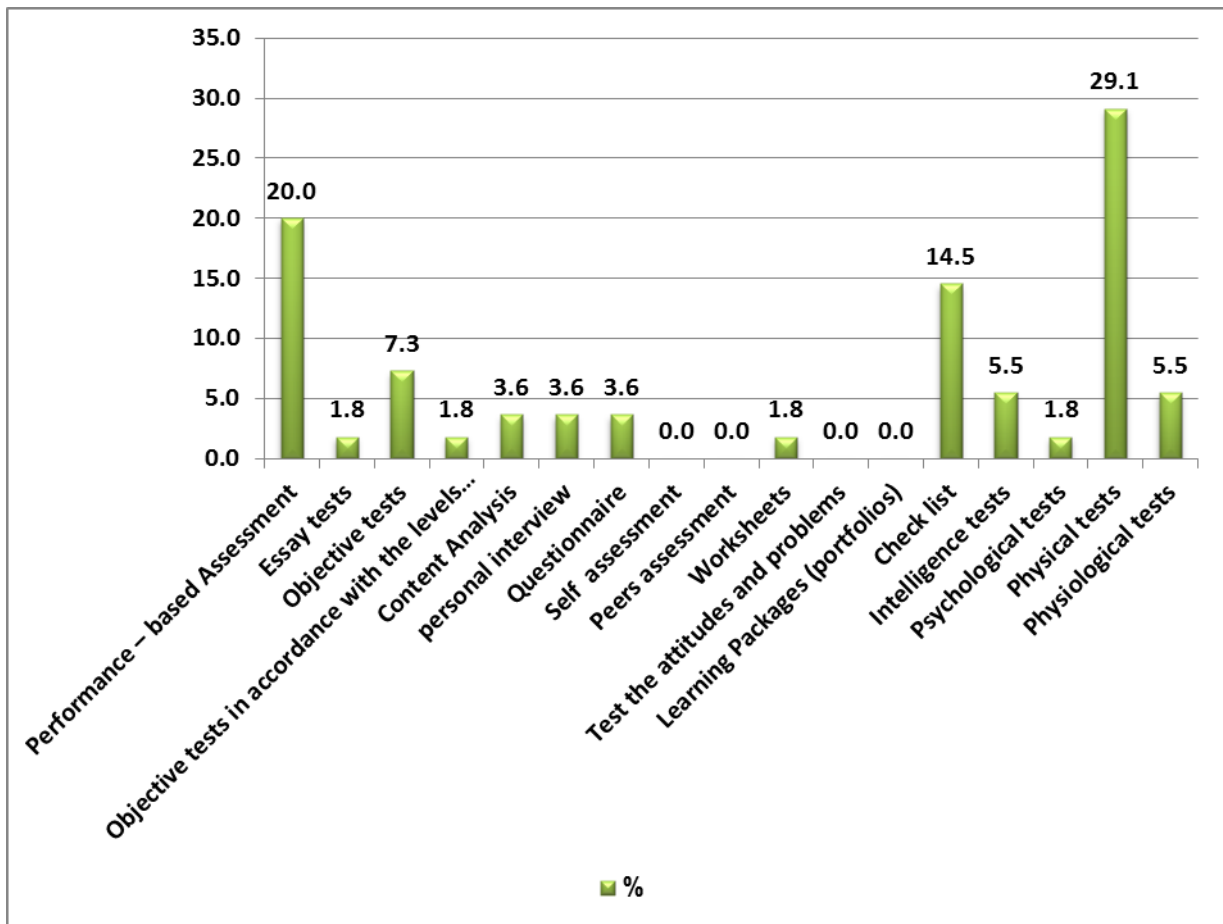


Chart (2) shows Assessment strategies

It is shown in Table 2 and Figure strategies of assessment used (2) in physical exercise studies that the highest percentages used are the physical tests and evaluate the performance-based observation, which has been in most of the studies in accordance with the assessment scales were used this experimental method studies, which are judged according to this approach is different to either skill or physical including fits with the nature of the field of physical exercise and the methodology used and confirm Allam (2008) that Authentic assessment is an assessment which requires a performance evaluation that clearly the learner shows or provides outputs to take evidence on the achieved level of educational or target educational certain, and

perhaps different renderings tests, including motor performance during its implementation are estimated based on the observation of the Organization (13: 117-118)

As shown in some studies to build objective tests of cognitive side assessment without giving attention to these tests, according to the levels of Bloom, with the exception of the study number (17) Software (1) and emphasizes the study of (32) that the assessment Authentic designed to encourage higher-order thinking skills, according to the levels of Bloom.

While we do not use some of the vocabulary Authentic assessment in physical exercise studies, such as self-evaluation, peer evaluation, testing attitudes and problems, educational bags (Portfolios) Allam (2008) (13) confirms the importance of these tools as a basis for Authentic assessment to the researchers who need for diversity in the use of Assessment Tools different to help students personal growth and increase the efficiency of the teacher and emphasizes the study (28) that the use of different methods of Authentic assessment helps to know the efficiency of the teacher in the educational process.

(National team assessment 2004) mentioned that education has to be supplied from the assessment many activities by which determine the feat achieved by the student, is also a student of the face of uncertainty and exceptions that exist in the real conditions of the problems. (8:11-12)

Regarding Authentic assessment standards in physical education researchers demonstrates the dependenting: -

Most of the studies as shown by the graph (2) focus on the assessment tools of the highest rates in order to achieve physical levels through physical tests, as well as the ability to achieve the level of performance Skill represented in sentences motor and the level of teaching performance through the study of physical exercises for various levels of education, both in schools, universities or members of the armed forces, and this is not part fits with physical education Authentic assessment standards however Muller 2014 (31) noted that to have a wider and a deeper that the standards aimed at students to be able to assess the level of their performance and the performance skills effectively for many activities and sports that students can link between special training groups muscle own (linking exercise muscle force) and also the student can the ability to self- assessment , and implementation requires Assessment Authentic as seen (national team) that there should be objective criteria for evaluation as teacher training and brought to his request requires a gradual so that it becomes commonplace because it requires skills to apply (8: 12-13).

Table (3) shows the average effect size for studies and research physical exercise under study

No. study	Variable type	Experimental design	Treatment effect size used	Effect size
1	Dependent	Three groups (two experimental and (one control group	Epsilon coefficient	0.56
2	independent	Experimental group and one using measuring pre and post	Effect size of Cohen	8.04
3	independent	Four groups (three experimental groups (and a control group	Epsilon coefficient	1.05
4	independent	Three groups (two experimental and (one control group	Epsilon coefficient	0.72
5	independent	Three groups (two experimental and (one control group	Epsilon coefficient	0.3
6	independent	Two groups, one experimental and the other officer	Effect size of Cohen	2.14
7	Dependent	Five groups (four experimental groups (and a control group	Epsilon coefficient	1.63
8	Descriptive			
9	Dependent	Two groups, one experimental and the other officer	Effect size of Cohen	2.92
10	Dependent	Two groups, one experimental and the other officer	Effect size of Cohen	3.76
11	Dependent	Two groups, one experimental and the other officer	Effect size of Cohen	2.32
12	independent	Experimental design two groups, one experimental and the other first trial	Effect size of Cohen	0.75

		again		
13	independent	Experimental design two groups, one experimental and the other first trial again	Effect size of Cohen	1.06
14	independent	Experimental group and one using measuring pre and post	Effect size of Cohen	1.14
15	Dependent	Two groups, one experimental and the other officer	Effect size of Cohen	2.79
16	Descriptive			
17	Descriptive			
18	independent	Two groups, one experimental and the other officer	Effect size of Cohen	2.65
19	independent	Two groups, one experimental and the other officer	Effect size of Cohen	2.46
20	independent	Two groups, one experimental and the other officer	Effect size of Cohen	1.33

Shown in Table 3 and your average effect size for studies and research physical exercise under study that the effect size for studies and research that dealt with physical exercise as an independent variable, ranging from (0.30 to 8.04), while ranged effect sizes for studies and research that dealt with physical exercise as the dependent variable between (0.56 to 3.76) has been used as researchers in studies based on experimental designs for one set and two sets in a manner tribal measurements dimensional equation effect size of Cohen so as to suitability to find the effect of volume on these designs, while in the case of several independent groups of any experimental designs for more than two groups, which rely on the analysis of variance the

appropriate coefficient is the coefficient The suitability to find the size of the impact.

The researchers believe that it is necessary to find the size of the impact of research and studies in the field of physical education in order to provide access to scientific explanations for research and various events as well as the integration between the disparate results of the studies, which supports making the right decisions in the scientific field.

In this regard it refers (Gersten, R. & Vaughn, S., 2001)(27) meta-analysis approach that led to the provision of the means to give a better understanding of the results of research on teaching() .

(Schwarzer, R., 1989) mentioned that the Glass - the idea of Meta-analysis - and many authors have focused on the synthesis of the results of studies using effect sizes and the comparison between studies using effect sizes indicate that the variation in the data, rather than averages .(33)

Has indicated. (DeCoster, J., 2004) to the two types of patterns Meta-analysis, namely:

The most common use for analysis and Meta is the literary revisions quantity. Where it chooses researcher influence or research explorer under many different circumstances, and here uses a Meta-analysis to describe the general strength of the effect, and under what circumstances strengthens or weakens this effect while recently, as is well known, has spread the use of the Meta-analysis techniques widely. It is used Meta analysis to provide us with information to support my decision to qualitative, usually about the general strength of the effect, or the consistency of the

relationship between studies. Here Valmi_khas arithmetic mean of the Meta-analysis is made easier than quantitative review of the literature.(26)

Recommendations:

1- The need to develop specific criteria for the selection of research and previous studies, which are assembled by subjecting Meta-analysis in the field of Physical Education.

2- Use of the Meta-analysis methodology as scientific methods to bring about the integration of the results of studies and research in the fields of Physical Education.

3. The need for diversity in the use of tools with Authentic Assessment activate standards in the field of Physical Education.

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