Online Physical Health Education

Annotated Bibliography

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Olivia:

Apriyanto, R., & S, A. (2021). Effectiveness of online learning and physical activities study in physical education during pandemic covid 19. *Kinestetik (Online), 5*(1), 64-70. https://doi.org/10.33369/jk.v5i1.14264

The research article *Effectiveness of Online Learning and Physical Activities Study in Physical Education During Pandemic Covid 19* by Rohmad Apriyanto discusses how effective physical education classes were when they were done online. Apriyanto found that 37% of students rated online physical education classes as effective. They found that there were constant issues with online classes and barriers for students. Stable internet connection was a problem for many students, and some did not have the proper amount of space to do physical activity. Online physical education consisted of more lecture style teaching and students were not as active during that time. With in-person classes, teachers could encourage students to move and participate throughout the entirety of the class. Another issue was student participation. In in-person classes, teachers can ensure student participation and assess students based on participation. With online classes, teachers have limited ways of knowing whether students are being active or not. The article also found that parents have a greater influence than physical education teachers to promote physical activity. If parents are not encouraging their children to be active, the students are less likely to be active at all. Furthermore, online classes increased the risk of increasing total screen use and overall, students were less active than they are when classes are in person.

Brian:

Geneau, D., Majic, B. (2022, Mar. 24). *Teaching Physical and Health Education Online.* McKinnon Building, University of Victoria.

I conducted an interview with professor and Ph.D. student Daniel Geneau on his experience with teaching physical and health education online. Geneau has experience teaching PHE both at the high school level and the university level and some incredibly enlightening points came to light.

A lot of negatives came towards teaching PHE online throughout this interview. Geneau, who was adamant about in-person teaching being much better, found the process very challenging. Overall, the lack of community was a point that was harped upon. A lot of PHE has to do with community, teamwork, and supporting each other and upon pursuing this individually, these factors are lacking. I find that a lot of PHE comes from holding each other accountable, supporting each other, and wanting to do good for the team. When this is missing, engagement will lessen which was a point Geneau made. Of course, the missing factors such as lack of equipment came up, as well as the difficulty and creativity needed to make activities that mimic activities without the equipment. Geneau also found lack of engagement when it came to the

more difficult subjects such as sexual and mental health education which is unfortunate given the importance of the topics.

While Geneau had a lot to say about the cons of PHE online, he had quite a bit to say about the positives as well. He spoke of how, like most online courses, that the richness of timing he had as an educator was remarkable. What he meant by this is how much easier it is to condense material into shorter lessons without having to deal with the interruptions experienced in the traditional classroom setting. Another topic he noticed as beneficial, which is often overlooked, is how when students learn activities that do not depend on equipment, they can practice these activities on their own without being restricted to the materials they have. Oftentimes, the only access children have to basketballs is at school but this way, students can learn fundamental movement patterns of basketball which can be easily practiced at home.

Overall, PHE online serves a great purpose and a great replacement and if it was not for the technology we have, schools during the pandemic would have really suffered, but nothing beats the real thing.

Kali:

D'Agostino, E., et al. (2021). *Virtual Physical Education During COVID-19: Exploring Future Directions for Equitable Online Learning Tools*. Frontiers in Sports and Living [Article]. (6) doi: 10.3389.

This article discusses the opinions that teachers in America have regarding teaching physical health education online during the COVID-19 pandemic, and how the skills learned from that time can translate into further technology use in physical health education classrooms. It also includes teacher's perspectives on the significance of different design opportunities when teaching online. The authors conducted a study that examined physical education activity in preschool to grade 12 classrooms, in which they conducted 75 minute interviews with 9 different teachers. The results determined the statistics of how many teachers believed in the benefits of teaching physical health education using online resources. I did not necessarily find these results to be valuable for my POD inquiry topic of how we can use technology to enhance physical health education learning online. However, the article discussion sparked many questions that I think are important for teachers to consider.

The first idea that was brought to my attention is the overall access to technology that students may or may not have when teaching any subject online, not just physical health education. If this is the case, then what do teachers need to do to ensure their lessons are accessible? And what would it look like for teachers to take time out of their school day to reach those students who may require extra materials. Or, do we structure our lessons based on other forms of delivery such as self-guided learning? When discussing the topic of accessibility, educators must also consider students who have alternate learning needs and how school may be a place where they can find those needs. If we transfer our delivery of learning online, how will these students continue to have access to the resources they need, especially in a PHE class?

Finally, is the learning environment we are creating online going to be a safe and comfortable space for students?

We must involve students as much as possible in the process of online learning for physical health education and listen to their thoughts and concerns about what is working for them and what isn't. Overall this article provided much direction for discussion regarding the topic of online learning in physical health education and provided positive outlooks on the future of online learning altogether.

Ben:

Lee, K.-J., Noh, B., & An, K.-O. (2021). Impact of Synchronous Online Physical Education Classes Using Tabata Training on Adolescents during COVID-19: A Randomized Controlled Study. *International Journal of Environmental Research and Public Health*, *18*(19). https://doi.org/10.3390/ijerph181910305

This article explained a study conducted in South Korea in 2020. This was during the peak of pandemic uncertainty, where no one was really sure what was going on and what was going to happen. The study was designed around the delivery of Physical Health Education (PHE) in an online format. 48 middle school students, from 14-16 years old, were randomly assigned to two PHE groups, with 24 students being in each group, that were to last 10 weeks each. The first group was asynchronous, meaning that students would be sent two 40 minute long lectures a week to watch and practice. The second group was synchronous, meaning students met on Zoom with their instructor, twice a week for 40 minutes to have the material taught to them. The study tested students': muscular strength, muscular endurance, flexibility, balance, and cardiorespiratory fitness, and the results were measured using students': muscle mass, body fat percentage, and Body Mass Index (BMI). Both groups, synchronous and asynchronous, had increases in all three categories following the 10 weeks of classes. However, the asynchronous group's increases in each category were not linked to their work in the PHE classes, whereas the synchronous group's were.

This study proved that synchronous online PHE courses were far more effective than asynchronous courses by means of maintaining or improving physical health and activity. What I would have liked to see in this study is a furthered study of engagement levels in each of the groups. You can assume, using the results, that students in the synchronous group were more engaged than students in the asynchronous group as their results were directly related to their in-class activity. It would be interesting to see student-given responses or feedback as a result of their experience in the class. I feel that having student reflection would have been incredibly beneficial to the future design of online PHE courses to guarantee high levels of engagement and performance.