

Boundless Classes And Absent Bodies: Teaching Physical Education Online

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Abstract. This qualitative study explored the PE teachers' experiences in teaching online during the outbreak of the COVID-19 pandemic. Specifically, it aimed to investigate the teaching experiences and perspectives of the PE teachers and the educational theories that guided them on online teaching. Another purpose of the study was to understand the insights of the PE teachers with regards to their instructional practices of online teaching. PE college teachers from the Mindanao State University-Iligan Institute of Technology (MSU-IIT) served as participants of the study. In order to describe PE teachers' instructional practices and perspectives regarding online PE teaching, the following research questions guided the study: (1) What are the daily instructional practices of participating online PE teachers; (2) What educational theories guided these teachers' online teaching of PE? and (3) What are the perspectives and reflections of the PE teachers on online learning? Data collection methods for this case study included 1) interviews with online PE teachers, 2) virtual classroom observations and field notes, and 3) e-mail communications between the researcher and the participants. Results showed that teachers provided demonstration classes and allowed students to be creative in submitting their outputs. They practiced differentiated instruction, challenged the creativity of students and developed innovative ways of teaching PE online.

Keywords: Boundless, Teaching Physical Education, Online.

1 Introduction

A quality physical education program provides students with a planned, sequential, outcome-based curricula and instruction designed to develop the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. But school closures prompted by the COVID-19 pandemic reduced opportunities for youth to be physically active which has created a new educational challenge for physical educators to determine the most effective instructional strategies to teach their content using online modalities. This challenge was particularly difficult to those in the field of physical education, as a large proportion of the curriculum centers on socialization, shared games and activities, and group work (Graham et al., 2020). PE is physical

by nature, and remote instruction seems incompatible. As Varea & Gonzalez-Calvo (2020) indicated, Physical educators are confronted with the task of teaching a predominantly movement-based curriculum in a distance learning format, which runs counter to the traditionally defined identity of physical education.

Several studies were conducted on online teaching. Researchers have studied the effectiveness of and student satisfaction in online course at the secondary level (Sidman, Fiala, & D'Abundo, 2011). Other researchers have attempted to provide an overview of online PE-related fitness courses and have suggestions for the creation, implementation and assessment of online health and fitness courses within a secondary or post-secondary physical education curriculum, but they have not addressed physical education teaching practices for optimal online instruction (Williams, M., 2013). Other studies (Patrick & Powell, 2009) have shown that students in online classes have performed as well or better than students in traditional classrooms. However, the study of online courses should not only be in terms of effectiveness, but should include to examine the instructional practices used to attain optimal learning outcomes.

Given the lack of research regarding teaching PE online, this study explored the pedagogical practices of PE teachers and the guiding philosophies that led them on teaching online, and the insights/reflections of the PE teachers with regards to their instructional practices on online teaching. In the current educational climate which includes advanced technology options and the threat to health due to the Corona Virus, it has become necessary to identify best practices in online pedagogy for content delivery and interaction with students. There is an overall lack of research regarding how best to design teaching PE online, the guiding teaching theories that guided the teachers, and their perspectives or reflections on teaching PE online.

Online college PE is a significant addition to the physical education field in the 21st century, and more exploratory, descriptive research is needed to provide information about online teaching within the PE field (Daum & Buschner, 2012). This study contributes to the literature about teaching tertiary physical education and sets the stage for further research in teaching online physical education. It assists current and future online PE teachers, as well as teacher educators, in understanding what teachers think about of online teaching. Ultimately, understanding how teachers engage in online teaching behaviors at this emergency remote learning time can serve as a reference for the future promotion of e-learning.

A close look at the daily instructional practices and the perspectives of PE teachers about virtual PE may be helpful in providing insight about how an online PE class works, and how an online PE teacher can facilitate student learning virtually this time of the pandemic. With the current emphases on social distancing without sacrificing students' acquisition of knowledge, skills, and attitudes specifically in PE, the teacher is considered a key facilitator for online courses, (Williams, M,2013). Online teachers must have technological skills in addition to the traditional teaching skills in order to help students move through the content virtually.

This research also informs college physical education teacher education faculty about the instructional practices necessary for successful online PE teaching. Teacher educators in physical education can benefit from knowing more about effective online PE teaching at the tertiary level for successful online PE instruction that produces positive student learning outcomes.

Finally, this study will help address the current shortage of research in this area and provide value in teaching PE online. It will contribute to the body of knowledge on teaching tertiary PE online and sets the stage for further research in teaching online physical education by identifying teachers' teaching practices, guiding philosophy and reflections on teaching online.

This study sought to describe online tertiary physical education instruction through the lived experiences of eight (8) teachers who were teaching online. This was an eight-week qualitative case study that included data from interviews with each of the eight online PE teachers, virtual classroom observations, and field notes. The purpose of this qualitative case study was to describe selected PE teachers' experiences that included their teaching strategies and the choice of educational theories that guided them regarding online PE teaching, and to probe into the insights of the participants in teaching PE online..

2 Data Collection and Participants

This qualitative research design mainly investigated teachers who had conducted online classes because of the pandemic. Purposive sampling was adopted. Only teachers teaching PE were considered in investigating teaching experiences, guiding philosophy and reflections on online teaching. The participants were teaching tertiary PE at MSU-Iligan Institute of Technology. An orientation on the study was done prior to the gathering of data which also included asking for their consent to participate in the study.

Data collection methods for this case study included 1) interviews with online PE teachers, 2) virtual classroom observations and field notes, and 3) e-mail communications between the researcher and the participants. The interview which approximately lasted for forty minutes were semi-structured to provide a framework and to get specific answers to the research questions. Questions were open-ended to provide room for flexibility (Kvale & Brinkmann, 2009). Within a semi-structured format, the questions did not have to be asked exactly in this order. Probing questions and statements followed participants' responses when necessary for clarification and expansion. The interviews took place either in-person or through the SMS or messenger in the participant's work environment. A group chat was created among the respondents, researchers, and research aides for easy communication.

Any question that may not have been asked during the interview sessions due to time constraints were addressed through the more informal setting of email or the group chat or even through the use of texts or SMS. Each interview was transcribed immediately upon completion for fresh recall of the participants' answers as transcription was done manually. Interviews were recorded upon the consent of the participant for checking the accuracy of the transcription. This transcription was then sent to the participant for verification and also to solicit their agreement on what was written. Participants were given the freedom to edit the transcription.

In addition to interviews, the participants' Online Classroom was visited. This particular phase of data-gathering noted the course design, course information, the graphics, the various

assignments, the video supplemental materials, quizzes and feedbacks from the teacher and students..

3. Results and Discussions

Content and thematic analyses were used to interpret the results of the study. Common themes were identified as they emerged. These included: (1) an overview of online PE teaching and transition; (2) activities/strategies in teaching PE online; and (3) teachers' reflections. Table 4.1. Demographic Data of Study Participants.

Tables 1. Participants' Demographic Profile

The following table (1) provides details about the participants' demographic data.

Name	Age	Sex	Highest Attainment	Educational	Specialization	Employment Status	Years of Teaching PE
Becky	64 yrs. old	F	Doctor of Education in Educational Management	in	Fitness Dance	Permanent	37 yrs.
Cindy	44 yrs. old	F	Doctor of Education major in Physical Education		Research Fitness Dance	Temporary	
Larry	35 yrs. old	M	Master of Science in Physical Education		Fitness	Permanent	3 years
Katrina	21 yrs. old	F	Bachelor of Education major in MAPEH		Dance Sports	Contractual	1 year
Jeff	26 yrs. old	M	Master of Science in Physical Education		Dance Sports	Lecturer	6 years
Junjun	29 yrs. old	M	Master of Science in Physical Education		Dance Sports Health Education	Lecturer	3 years
Kenneth	25 yrs. old	K	Master of Science in Physical Education		Dance Sports	Contractual	3 years
Lyn	24 yrs. old	F	Master of Science in Physical Education		Sports Health Education Dance	Lecturer	4 years

Overview of teaching PE

Overview of teaching PE described the pathways to teaching PE. Specifically, it described the circumstances that lead the participants to choose teaching as a career. It also delved into their teaching philosophy and how they transitioned from face-to-face classes to online classes.

Pathways to teaching PE. Analysis of the data revealed that these teachers had similar pathways to teaching PE. Almost all of them considered teaching PE because of their passion in dancing, cheerleading, and sports. Majority of them joined competitions in skills associated with PE in their earlier years of schooling. It is understood that knowledge and skills in PE should be a primary consideration in teaching PE. Unlike other disciplines, PE is more of skills and concepts. Other disciplines would only involve concepts. For one to teach PE effectively he should master the skills for it has to be demonstrated.

Teaching Philosophy. Majority of the participants anchored their teaching on Gardner's Multiple Intelligences. This belief led them to individualize instruction, not to be judgmental but aim to develop the individual gifts of students. It is important to note though that the participants were guided by other beliefs aside from Gardner's theory. For Example, Katrina believed that as a PE teacher, she should promote health in all aspects not only physical. She believed in inclusive education and that no student of hers should be left behind. Teaching in a multicultural classroom, she respected her students' cultural diversities such as muslim students are given different activities that would not go against their cultural practices. As Katrina shared, "I not only differentiate instruction, but I differentiate what I ask my students to produce in order to demonstrate understanding. This is critical to challenging students and keeping them engaged."

Other teachers like Larry thought that learning was mostly based on experience. In his early years of teaching, he was an idealist. He demanded perfection from his students and failed to understand why students would not understand concepts which were easy for him. Because he was skillful in PE skills like dancing and cheerleading which he learned through experience, he thought that learning was mostly based on experience. But after attending trainings and workshops in education, he learned more strategies such as breaking down skills for easy understanding. He understood that basic skills can't be learned overnight leading him to be more patient with his students.

Like Larry, Jeff believed in experiential learning stating that experience is the best teacher. He learned this the hard way in his first year of teaching when he was then idealistic, always aiming for perfection among his students. Unlike Leo who thought that experience is all you need to learn, having experienced PE skills in high school, Jeff's standard for perfection was more based on the school he came from. When his evaluation came, he was so devastated to know that his students had no good words for him. He reflected on the evaluation and decided to change. This grim realization taught him to be a better teacher. He became considerate to his students.

Aside from believing in multiple intelligences, Kenneth was essentially an existentialist. He was student-centered and allowed his students to make their own choices especially in their outputs and presentations.

In addition to multiple intelligences, Lyn believed that teaching should be holistic. She looked at her students like empty bottles that needed to be filled with teachers' help and assistance. She also believed in the practical side of life making her a pragmatist. For her, knowledge and skill in PE should be used for practical applications. Lyn firmly believed that teaching is unconditional and inclusive therefore everyone should be given the opportunity to develop holistically.

Consistent with his belief in multiple intelligences, Junjun believed that every student is gifted differently not necessarily mental. Guided by this philosophy, he did not judge his students but considered it his responsibility to guide students to develop their individual gifts.

Cindy on the other hand believed in Bandura's Social Learning Theory that students learn by observation and imitation. Therefore, a teacher should be a good model, as students learn by modelling from the teacher. She should have mastery of skills for students to follow. This also led her to believe in mastery learning. She further believed that learning PE should be fun and that to be an effective PE teacher, one should have a sense of humor and should make PE fun for learning. PE teachers' theories and philosophies centered on Gardner's Multiple Intelligences and Bandura's Social Learning Theories with a sprinkling of existentialism and idealism. This study showed that an understanding of educational theories can assist teachers in the design and implementation of an effective online learning environment.

Transitioning to online teaching. Except for one, all of the participants admitted that transitioning to teaching PE online was never a problem at all. They easily adopted to online teaching because their school created its own center for integrating ICT in teaching called MSU-IIT On Line Environment (MOLE) with moodle as its platform. Even their college has long embraced ICT integration through the Intel Teach Program. The teachers considered LMS which was developed by the university long before the pandemic as a supplement rather than replacing all their teaching activities. Such preparations adequately prepared the teachers for online teaching when the pandemic came. This is in contrast to the study of Turnbull et al. (2021) who claimed that the sudden transition to remote teaching and learning using various internet-based resources created lots of challenges that students and teachers had to deal with.

Aside from these initial preparations, their school, specifically their own department conducted a Webinar on ICT Building PE Teachers' Capacity to Teach Online. In addition, their school had strong administrative support to online teaching by providing teachers with laptops individually. In the early part of the pandemic, when the laptops were not yet issued, teachers were given internet allowance amounting to one thousand pesos each. However, one participant confessed that he struggled during the early part of online implementation because PE is a practical subject that is mostly concerned with skills development not theories. As he was then at the stage of finishing his thesis, he read online research journals which helped him cope with the challenge of online teaching. Another participant shared that his first teaching assignment in a computer school taught him additional technical skills in integrating PE to online teaching.

The participants did not consider it much problem in transitioning from in person teaching to teaching PE online. One main reason for the smooth transition was the previous trainings they received in their school even before the pandemic came.

Class activities/strategies

Four areas of concern emerged from the interviews and supported by visits in the virtual classrooms regarding the class activities/strategies employed by teachers in their online classes. These included their typical day, student support, technical skills and content needed to successfully teach PE online, and their practices in online teaching.

Typical day. A close look at the daily instructional practices and the perspectives online PE teachers hold about virtual PE may be helpful in providing insight about how an online PE class works, and how an online PE teacher can facilitate student learning virtually. Analysis of the

participants' typical day yielded six (6) common practices. This included (a) waking up early; (b) making presentable appearance to the students; (c) creating conducive conditions for the virtual classes; (d) doing physical fitness activities; (e) checking email, answering messages, checking facebook and replying to students' queries; and (f) checking student outputs.

For a more picturesque description, let us consider Larry's typical day. Larry wakes up early to make preparations for his online classes such as installing a camera and looking for a spot that would provide good lighting. In-between classes, he would check emails, answer messages, check face book and replied to students' queries. This took so much of his time so he devised a way of taking note of frequently asked question to be included in his next virtual meeting.

A typical day for Cindy always started with excitement in meeting her students. As an early riser, she saw to it that everything is in order before class started. This included making herself presentable to the students just like when classes were face to face. After checking that her materials are ready for discussion and demonstration, she saw to it that conducive conditions such as good lighting and clear audio are in place.

Jeff was very particular in creating conducive conditions for his classes. He would prepare and check his materials the night before. He would prepare in advance the questions to be asked including review questions. He saw to it that pre-assessment activities are in place. Part of a conducive learning condition would be a presentable appearance against a plain background and enough space for demonstration purposes especially showing to students how to execute specific steps correctly. He would use led lights for proper lighting.

Checking email, answering social media messages, checking facebook and replying to students' queries also constitute part of all participants' typical day. Larry for example would check emails, answer messages, check face book and replied to students' queries in between classes. As for the case with Kenneth, he would entertain questions until 10:00 at night and made announcements through a group chat created for the class.

A big chunk of the participants' typical day was spent in checking students' submission of outputs and assignments. Checking was done either in-between classes or after classes. In consideration of students who might find technical problems in submitting their outputs, Jeff for example would wait to check student outputs two days after the deadline. Some teachers observed weekly post-advisory to those who failed to submit their outputs. Other participants would use the group chat to remind students who failed to submit their requirements.

Student support. PE teachers extended varied support to their students in this time of pandemic. Listening to the interviews, the researcher identified four areas of teacher support. This included communication, consideration, concern, and development of students' potential. An important student support communication is communication between students and teachers and among students themselves.

One teacher noted that communications between her and her students improved because of her increased use of technologies for communications, observing, "When kids can send you an e-mail or text message and don't have to say it in the room and perhaps be embarrassed, it is easier for them to say what they want to say. It has improved the way they communicate with me." Aside from providing varied forms of communication, some teachers would entertain queries from students until 10 o'clock at night but majority of the PE teachers observed office hours. Communication was not limited to student queries but also included reminders from teachers

for non-submission of outputs or missing the deadlines. As Howland & Moore (2002) pointed out the level and quality of communication between students and between students and instructor was a critical issue. Petrides (2002) revealed the immediacy in responses affected learners' experiences.

Another form of student support was giving consideration to students. This came in the form of accepting late submission, giving extra time to prepare for written exams, giving more time for slow learners, understanding students who had no gadgets therefore submitting poor quality outputs as long as the substance was there. As one teacher said, I became more flexible and understanding about assignment deadlines and requirements: "I am more sensitive to my students' needs concerning lack of gadgets and poor connectivity which may cause delays in submission of outputs."

PE teachers also gave emotional support not only in the instructional aspect. This is especially true this time of pandemic when mental health was also an issue as a result of isolation and other problems encountered by students. Vonderwell (2003) and Song et al. (2004) also reported the lack of a sense of community in students' online learning experiences. For example, Jeff encouraged his students to continue schooling despite the challenges they encountered this time of pandemic such as no appropriate gadgets, lack of internet connectivity resorting to the use of the peso net. He had developed a new empathy with students saying, "I have been able to see learning more from the student's viewpoint."

Finally, PE teachers support students by helping them develop their potentials to the fullest. Teachers like Junjun organized student activities to support student learning. As an adviser of the PE student organization, he conducted weekly meetings, encouraged students to succeed academically, and conducted virtual meetings to unwind. Cindy encouraged her talented students in dancing to join cultural troupes to further hone their talents.

Practices and strategies. It was found out that PE teachers utilized a variety of student online activities depending on the areas taught. For example, teaching dance usually included demonstration by the teacher through recorded video prepared by teachers themselves. This shows that college teachers were more likely to make course videos for students to watch (Yi-Wu, 2021)

In the case of Cindy for example, after her demonstration, students danced with her. When students mastered the basic steps, then they were required to choreograph their own dance at home. They partnered either with a friend or family member which allowed students not only to be creative, but also to bond with the family. Cindy adopted a simple practice to ensure students acquire creativity by allowing students to choreograph their dance to be executed. She also introduced Tiktok Dance Challenge with a Twist. This activity further developed students' creative skills as they have to dance tiktok by incorporating a story or task such as putting one's shoes or using props to describe the setting while dancing. As Cindy described it, "This activity was both enjoyable to the students and the teacher. To the teacher, it was an affirmation that students learned from her and was therefore gratifying. To the students it was a manifestation that learning PE and dancing for that matter is fun."

In the case of Jeff, and Larry, they gave demonstration teaching using recorded videos as some students had problems with connectivity. After which, students were required students to choreograph and execute a dance collaboratively in groups that would require editing. Working

collaboratively with classmates is a good practice this pandemic to reduce the feeling of isolation caused by online classes as Vonderwell (2003) and Song et al. (2004) reported the lack of a sense of community in students' online learning experiences. As Larry admitted, "I want something where they can use pretty much anything they can use, I want them to be creative and just, like, get enthusiastic about it and erase the feeling of isolation even though the task involved working virtually with the group."

Other teachers would showcase excellent outputs to serve as sample and to inspire other students. It was also a way of recognizing quality outputs. Another activity is the use of tiktok with a twist introduced by Cindy where students used tiktok but incorporate an activity like putting on one's shoes while dancing or used props that would represent the setting. Aside from using apps in dancing, PE teachers also used innovative techniques. For example, Larry created a technique in teaching the basic dance steps through the use of a square board filled with numbers representing footsteps to guide in executing the basic dance steps.

Teaching sports online however is a different ballgame since games cannot be orchestrated like dancing. In sports, assessing student learning is quite difficult. For example, Lyn was limited in requiring students to submit videos on warm-up exercises. As for Kenneth, he devised a way to integrate team sports to E-sports which students played online. This innovation was applied in interclass tournament where he divided the class into two teams. This was shown in facebook where students had individual assignments either as players, team leader, director, scorer, watcher or announcer. Students have to do the planning and implementation of the tournament.

In conducting lectures such as the History of Sports Lyn for example made sure that the lesson was relevant to students' lives for them to relate with the lesson. PE teachers like Jeff also used other applications using apps such as Kahoot which is a quiz game. During discussion, he used other apps such as padlet and forum. These two apps are similar enabling students to answer simultaneously teacher's questions. Padlet differs from forum in the sense that students may opt to be anonymous whereas in Forum students' names will always appear when they answered. Other teachers used reflections that led them to discover the strengths and weaknesses of their students. In the case of Katrina she asked her students to write an essay titled "Who Am I?" which served as a springboard for discussion on overcoming weakness.

As a whole, it can be said that teaching PE online enabled teachers to use varied techniques and strategies in teaching which were predominantly internet-based. They practiced differentiated instruction, challenged the creativity of students and developed innovative ways of teaching PE online, provided student support and facilitated student success. As a result, students became more independent learners. PE Teachers on the other hand, were challenged to improve their teaching strategies and techniques through online applications. Furthermore, they were inspired to personalize their demonstration videos to show their expertise or to model to the students which the latter really appreciated as indicated in their comments reflected in the teaching efficiency rating. They implicitly ascribed to Gardner's Multiple Intelligence Theory and Bandura's Social Learning Theory on the use of observation and imitation. The results of this study supported the premise that college PE can be taught online and is workable this time of pandemic (Williams, 2013).

Teachers' Reflections

Teachers' reflections included how they looked at teaching PE and their perspectives about teaching PE online. This included the challenges encountered in teaching PE online, what they thought they need to know to successfully teach PE online, what they enjoy about teaching PE online, and how their teaching experience in teaching PE online affected their outlook of face-to-face teaching.

What we think about teaching PE? When asked how they viewed teaching PE, their common response was that, "teaching PE is a calling and a gift to be shared and celebrated." They considered it a calling because most of them did not immediately decide to be PE teachers, but in some ways, they were led to teach PE. They considered it a gift because almost all of them had the talent in dancing, cheerleading, and sports. So because it is a gift, and are passionate about these, they felt there is a need to share these gifts to others especially their students. Another participant such as Cindy considered teaching as a calling because not everybody is called because not everybody can teach. The calling is for the teacher to touch and influence the lives of their students. Similarly, Junjun shared that he considered teaching PE as a calling and that he was called by God to share his talents to others such as his students. Other teachers like Becky and Larry looked at teaching not only a calling but a gift in itself as well. Larry specifically stated that teaching PE is a calling and a gift to be shared and celebrated. He was thankful to have chosen teaching PE a career as it led him to travels, competitions, and even entry to reputable schools which were gifts in themselves too. In addition, he considered teaching PE as an in demand profession. Becky likewise looked at teaching PE as God's calling because she already finished a non PE-related degree before she thought of teaching PE. She considered it a gift because through PE she got recognized and appreciated. For Katrina, teaching PE was a gift and this gift was her passion in dancing, sports and arnis. It was a passion that led her to instill discipline and correct the misbehavior of her students.

Miller (2021) posted in a blog that a calling implies a deep-seated belief that teaching is the only profession that makes sense for one to pursue or as simple as a nudge toward the teaching profession from a former teacher or parent as in the case of Jeff and Lyn who were influenced by their teacher and father respectively. This was because these influencers saw their passion in sports, dancing, and PE-related activities that a simple suggestion made them decide to pursue a career in teaching PE.

Challenges. Transitioning from face-to-face to online learning this time of pandemic spawned some barriers for teachers considering that it happened suddenly without preparation. As in the case of most of the participants, they indicated that the challenges mostly came from the students' end. Some of them did not have gadgets and resorted to borrowing from friends or family members. Related to this problem was the absence or weak internet connectivity. These conditions prevented teachers to present lived demonstrations and had to resort to recorded videos. From the teachers' end, they admitted the difficulty of teaching sports as unlike dancing where movements are choreographed actions in games, moves are unpredictable. Therefore, for sports they limited their coverage with exercises or drills. Other teachers used E-games to take the place of tournaments. Other activities related to teaching sports included the use of vlogs with captions. Another challenging part of teaching PE online was assessing individual outputs of students. To address this problem teachers also required group activity. However, because of the strict implementation of social distancing, students needed to edit their outputs to put together each one's contribution. Though "touchless, this" activity provided them opportunity to collaborate and interact reducing the feeling of isolation. Though most of the

respondents were comfortable with the use of technology in teaching PE, they still felt the need for more training to improve their strategies and techniques in teaching PE online.

The COVID-19 pandemic has brought with it challenges for teaching PE online. Nonetheless, teachers will be best served by taking advantage of these extraordinary circumstances and focusing upon the advantages (vs. disadvantages) of technology, and use technology as an opportunity to enhance teaching PE online. Furthermore, much of what is effectively taught in the online situation may be further utilized in future blended teaching in the post COVID19 era—all of which may allow for timesaving in f2f situations and make teaching PE more productive

What you enjoyed most in teaching PE online? Majority of the participants enjoined that what really made them happy was to see that their students learned from their online classes as evident from the outputs they turned in which were mostly entertaining and funny at times. They admitted that whether students learned or not was primarily their responsibility as teachers. That is why they felt so happy to see their students showing evidences of learning.

Another thing that made them happy was having the chance to learn more about their students and their interests. They appreciated the fact that students learned on their own and became independent learners. Another teacher shared that he liked the challenges online teaching brought as it led him to build and acquire more skills, learned to manage his time better and admitted that he learned a lot of lessons from the experience. Some teachers confided that what they enjoyed most was the opportunity of working at the comfort of their homes. Another reason which surfaced from the interviews was that online learning provided the teachers easy communication with students as there are many ways of reaching their students.

The participants admitted that all preparations made in online learning are also applicable to face-to-face learning. Both students and teachers can learn a lot from the internet. There were lots of time to teach and learn. Learning seemed limitless and topics could be boundless.

Limitations

This investigation included limitations related to the sample that should be acknowledged in interpreting the results. First, all of the participants taught college PE in a state-owned institution providing the same curriculum and school facilities. By limiting participants who worked in a state university with the same setting and common student populations, the results may be generalizable. Second, this study examines the teachers' experiences, guiding philosophies and reflections on teaching college PE online. To get a truer sense of their experiences, it would be useful to elicit feedback from their students. Finally, the strength of the data likely would have increased had a greater number of interviews been conducted with each participant. This study was, however, crafted in response to the unpredictable arrival of the COVID-19 pandemic. In order to create a timely product, the researchers were forced to work in an expedited manner, limiting the amount of available data.

Conclusions

The purpose of this study was to gain an understanding of the PE teachers' practices, philosophies and perceptions of online learning. Qualitative research methods used in this study were well suited to achieve this goal. The depth of information gained through the analysis of

interviews and observations provided a level of understanding that quantitative methodology could not have.

While teaching online, participants were challenged to use varied activities and strategies, delved into their teaching philosophies to support their teaching and reflected on the whole teaching experience itself. Reflection, flexibility, and convenience are reported as strengths of online education by several researchers (Petrides, 2002; Vonderwell, 2003; Poole, 2000; & Murphy and Collins, 1997). This study also unearthed the teachers' reflections on teaching PE online. They experienced difficulties in assessing student outputs which usually came as videos. But they felt that the challenges were more at the students' ends such as lack of gadgets and poor internet connectivity. They confided that the strategies used in teaching PE online are very much applicable to face-to-face teaching when this pandemic is over.

The researchers concluded that in the process of ensuring the quality of online education, the teacher plays a key role. Not only because the teacher "faces" the students directly, but also because more responsibility has been put on the teacher's shoulder. This does not mean however, that the administrator should be set aside in the quality assurance of online education. More importantly, the administrator should provide sufficient supports (training, administrative, monetary, and promotional), hire qualified faculty, and motivate faculty to provide effective online teaching.

This study has contributed to the literature in the area of on-line education. It has also provided valuable information from teachers that can serve both online students, other PE teachers and administrators in providing more effective online education. This study suggests that benchmarks should be adopted by every institution of higher education as a measure of success on online programs. This research approach can serve as a valuable guide for PE faculty seeking to improve the qualities of current PE technologies and practices in order to produce next generation resources for the profession.

The continued use of online learning as the end of the pandemic is not yet in sight needs the examination of best practices for online PE teaching. The experiences of PE teachers as they switched to remote instruction during the onset of COVID-19 yielded important insights on the short and possibly long-term landscape of PE. It was essential for teachers to identify alternative strategies to support student learning. It is our opinion however, that students learn from good teachers regardless of the learning mode. Teachers have the greatest impact on learning, not the mode or delivery of learning. Certainly, there are limitations related to students' and teachers' access to technology, that will impact the learning environment. We believe, however, that teachers can overcome the barriers presented to them and still produce good learning outcomes. With the right activity/strategy, guided by a sound teaching philosophy from teachers, quality online physical education can be ensured even after the country's health situation returns to normal. It is comforting to know that PE teachers are more willing than ever to embrace an online learning environment. The implications of this willingness to improve instruction in both online and face-to-face PE in the future is one glimmer of hope to take away from the terrible situation that COVID-19 brought about.

Recommendations

Much of what is effectively taught in the online situation may be further utilized in future blended teaching in the post COVID-19 era—all of which may allow for timesaving in f2f

situations and make teaching PE more productive (Lu, Barrett, and Lu, , 2020). Sargent and Casey (2019) recommended taking an appreciative inquiry approach to conducting research on the use of digital technologies in physical education.

This study has also shown that more research need to be conducted in the area of improving communications and teaching strategies utilizing multi-media to enhance the on-line educational experiences of teachers in regard to both course content and social connectedness. Future research may include explorations of: (a) guiding principles to teaching PE online; (b) effective strategies when teaching PE online; (c) the design of blended PE programs; (d) how to videotape, store, and share school PE classes and workshops; and (e) development of online PE professional learning communities/networks regionally, nationally, and internationally.

Support for PE teachers, through continued professional development sessions and additional resources, especially among groups where inequities are identified, is needed as teachers adapt to leading students on a new path toward facilitating student learning in PE.

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