

Hurdling Physical Education Classes in an Online Learning Modality



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ABSTRACT: With the global crisis's impact on education, an online system was the only remedy to mitigate the problem. In the field of physical education, teachers experienced its impact in numerous ways. This systematic review explores the problems and challenges encountered by physical education teachers in an online setting. It was identified that technological disparity caused teachers to feel burdened to carry out their teaching responsibilities. Moreover, migrating to an online setting brought out issues of their unpreparedness and lack of training on the use of ICT-related tools and applications. Space and facilities to perform physical activities were identified as an impediment in a physical education class.

KEYWORDS: Physical education, online learning, ICT skills, technology

I. INTRODUCTION

The global pandemic has shocked the world in various ways. In the field of physical education, many teachers evolved by training their students to be conscientious of their health by eating healthy, masking, and practicing sanitation. It is important for educators of physical education to develop meaningful online programs. Socialization, active involvement, cooperation, problem-solving, and teamwork are all important activities for participants to engage in. Movement diaries, private lessons, live stream recordings, virtual applications, and platforms were used as a result to tackle the educational conundrum (Filiz & Konukman, 2020).

In China, the "Opinions on Strengthening the School Physical Education to Promote the All-round Development of Students" was published on May 6, 2016, with the goal of "promoting the all-around development of students." The goal of the physical education program in China is to incorporate "daily exercise, healthy growth, and lifetime benefit" into the curriculum (Wang, 2017). Across all levels of education, the Ministry of Education of the People's Republic of China endeavors to set a national curriculum that requires students to do morning routine exercises, sports competitions, events, and after-school activities (Kajanus, 2016).

During the lockdown caused by the pandemic, many schools opted to use online learning modes to deliver lessons. For Physical Education teachers and students, it meant that proper location and space were limited and restricted to do activities that required movement and performance. Although countermeasures were taken into account to mitigate the situation, there were many problems that needed to be addressed in the process.

The term "online learning," which is also known as "distance education" and "e-learning," refers to the process whereby students and teachers engage in learning and teaching activities at a distance using the Internet and other devices as instruments for the teaching-learning process (Zhu & Wang, 2022). These activities make use of information technology and technology based on the Internet, and they circumvent the limitations of time and distance with the assistance of network courseware, learning management systems, social media, live and radio broadcasts, online video conferencing, recorded broadcasts, and a variety of other forms of instructional mediums. This type of learning modality was extensively used throughout the global lockdown. The major drawback is figuring out how to improve upon the conventional method, given the specific characteristics of physical education and the nature of its delivery. As a result, it is plausible to anticipate that this discipline may experience some difficulties during the process of putting online education into practice.

II. METHODOLOGY

In order to provide a comprehensive analysis of the topic at hand, the researcher made use of a research approach called the literature study method (Nur'amalia et al., 2023) In this approach, pertinent research was encouraged to be done so that this piece of writing may be improved. As a result of this, this is a literature study that is based on the publications from refereed and peer-reviewed journals that are related to the current state of online learning in physical education in China and other countries. This study aims to investigate the current state of online learning in physical education in China and other countries.

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III. DISCUSSION

A. Technological Disparity

One of the most difficult aspects of learning in an online environment is the lack of readily available equipment that is suitable for use in the classroom (Aguinaldo, 2021). Even though China is home to a staggering amount of IT resources, the country will nevertheless inevitably face labor shortages. Because of the technological needs, a far greater burden on instructors who have less experience and fewer abilities related to information and communication technology was experienced (Bao, 2020).

According to Zheng et al. (2022), many educational institutions primarily focus on professional courses, which means that physical education programs are not given the importance they deserve. Many teachers complain that performance evaluations are difficult to accomplish due to internet problems (Jeong & So, 2020).

Older teachers who are referred to as “technological migrants” were affected during this period. This was proven in the study of Tanucan, et al. (2021) indicating that the age of teachers is a significant factor in determining how well they are equipped to engage in remote digital instruction across all subject areas.

B. Lack of Teacher Training and Readiness

The use of online learning demands certain skills from PE teachers. It must be emphasized that access to educational applications and platforms does not ensure success in the delivery of the curriculum. Teachers’ unpreparedness to conduct online PE classes revealed that they have inadequate training when it comes to methods and strategies for ICT-based education. In fact, it was revealed that the nature of the subject is not fit for a remote learning modality since the students need to do more physical activities. (Jeong & So, 2020)

C. Lack of Space and Facilities at Home

According to some students, the most crucial problems of instructing physical education classes through the internet are the restricted opportunities for the transfer of information and the absence of a place that is appropriate for performing practical skills (Lu et al., 2020; Zhu & Wang, 2022). Given this, teachers have a sense that they are weak and helpless because schools have inadequate physical facilities, a lack of sports equipment, and a lack of influence from teachers in the decisions that are taken by school authorities (Temel et al., 2023).

IV. CONCLUSION

Due to the effects of the ongoing global health crisis, the only viable solution to the problem of physical education is to implement an online system. The influence could be felt in a number of different ways by teachers working in the subject of physical education. In this comprehensive review, the difficulties and obstacles that physical education teachers face when working in an online environment are investigated. It was found that a lack of technology accessibility contributed to teachers reporting that they felt overwhelmed by the responsibility of carrying out their teaching tasks. In addition to this, transferring to an online environment revealed problems with their unreadiness and lack of training in the operation of ICT-related tools and programs, which further complicated the situation. Within the context of a physical education course, it was determined that a lack of space and facilities to carry out physical exercises was a barrier. In light of all the obstacles posed by this pandemic, it is crucial to underline that school administrators must be able to see that the demands of physical education teachers are as vital as those of teachers in other professions or subjects. Education institutions are urged to investigate innovative pedagogical strategies for teaching physical education in light of this subject's underlying philosophy.

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