

TEACHING PHYSICAL EDUCATION DURING DISTANCE LEARNING

by:
Mikka Mae F. Padaong

The COVID-19 pandemic has confined human-to-human contact, where social distancing is strictly observed, affecting the instructional environment and practices. Most schools commenced running online classes and seminars (webinars) in place of accomplishing face-to-face discussions. However, educators teaching online in physical education have difficulty delivering the lessons due to interaction limitations. According to Yu and Jee (2020), online classes in physical education are not easy for teachers and students. The learning in online classes is not as good as the conventional type of learning, which makes pupil engagement difficult. Primarily, sporting activities in Physical Education incorporate topics that enhance fitness and physical skills, lessen stress, and triumph over intellectual limitations. This subject assists people in studying motor skills, showing collaboration among students, or inspiring social interactions via an organization or events. Unfortunately, online classes do not offer those competencies as the students and teachers are bodily and spatially separated. Hence, health and physical education educators must help students provide enough guidance and appropriate activities even when students are studying at home.

The school must provide equitable distance learning opportunities for all students, including those who do not have access to the Internet, mobile, or other devices. Physical education teachers should follow district or school distance learning guidelines when creating curriculum units, assessments, and learning activities. Agostino et al. (2021) suggested that teachers in physical education must make more coordinated efforts to connect when dealing with distance lessons. Students have to feel like they are a part of their school communities and maintain them to learn. If the student cannot meet online for limited accessibility, the teachers must create many ways to share knowledge with

their students. They should be innovative and flexible in discussing physical education remotely.

References:

Yu, J. and Jee, Y. (2020). Analysis of Online Classes in Physical Education during the COVID-19 Pandemic. <https://files.eric.ed.gov/fulltext/EJ1282900.pdf>

Agostino, E. et al. (2021). Virtual Physical Education During COVID-19: Exploring Future Directions for Equitable Online Learning Tools.

<https://doi.org/10.3389/fspor.2021.716566>