

Perceptions of Online Physical Education

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Why this study?

“Integrate what you believe into every single area of your life. Take your heart to work and ask the most and best of everybody else. Don’t let your special character and values, the secret that you know and no one else does, the truth ~ don’t let that get swallowed up by the great chewing complacency.”

~ Meryl Streep

- Online physical education (OLPE) is unique in the digital world. It appears to be counterintuitive to the very title: Physical Education. The very mention of OLPE can become the “elephant in the room” due to lack of understanding, lack of support, lack of research, or any combination of these elements.

Literature Review:

- Mid to late 20th century saw many new developments and trends in PE content, methods, and delivery for ALL Americans
- PE programs reflected both Physical Activity (PA) and Physical Education (PE) (ideally)
 - Reflected in three domains
 - Psychomotor
 - Cognitive
 - Affective

(Lit. Review)

- PE faces uncertain future
- Schools struggle to meet demands imposed by legislature
- Multi-faceted obesity related costs, health concerns continue to grow
- Online education has become reality with growing acceptance, enrollment, and success

Society has historically turned toward education, and more specifically, public schools, for answers to social conditional problems (Labaree, 2011)

Why public schools?

They are available, publicly controlled, located in every community, and willing (if not able) to take on new public missions (Labaree, 2011, p. 77)

American public education's prominent theorist, John Dewey

Progressive Education: Children learn by doing as active participants rather than passive recipients

Unity of man: mental and physical cannot be separated, all educational activity has intellectual, moral, and physical outcomes

(Siedentop, 2009, p. 64, 65)

Purpose of the Study:

- To explore reasons why K-12 students and/or their parents opt to fulfill requirements for PE online
- To examine the characteristics of students opting for online PE courses
- To capture the experiences within online PE programs for purposes of future implications to PE programming

Research Questions:

- Why do K-12 students and/or their parents opt to take physical education (PE) online?
- What are the characteristics of students opting for online PE?
- What experiences (positive and/or negative) do students have when taking online PE?
 - Realized, sub-consciously revealed

Keynote speaker: National PE Institute (2014) Ashville, NC.

"I hate when I see my profession reduced to games. That is not PE...We must DO and teach others to DO fitness. Physical fitness is the experience, not the score. It is the process, not product... Test them. But teach them to be accountable for their own fitness by teaching them how to effectively test and monitor themselves".

~Dr. Robert Pangrazzi

Theme # 1:

1. Attitudes Concerning Physical Fitness and Literacy
 - 100% addressed need for fitness, some knowledge of physicality
 - 100% embodiment of these needs NOT addressed concerning the lifespan

Theme #2: Scheduling Difficulties

- Time constraints based upon CORE requirements balancing with desired electives (band, art, choir)

Theme #3: *Accountability*

- Based entirely upon “honors system”
- Students, Parents, Instructors, Administrators reported this as #1 concern

Student #1:

“ I faked some hours at times because you can get away with that kind of stuff, like I reported that I actually went on a 2-hour bike ride, for example on the chart, but only rode for forty-five minutes”

“I never had anyone contact me. I just kind of sent my stuff in and got my grade back, and I was like ‘Ok, that’s cool’ and that was that”.

Student #2:

- *“I mean, people could lie about it, but if that is what they want to do and they feel alright about it then that describes them”.*

Administrator #1:

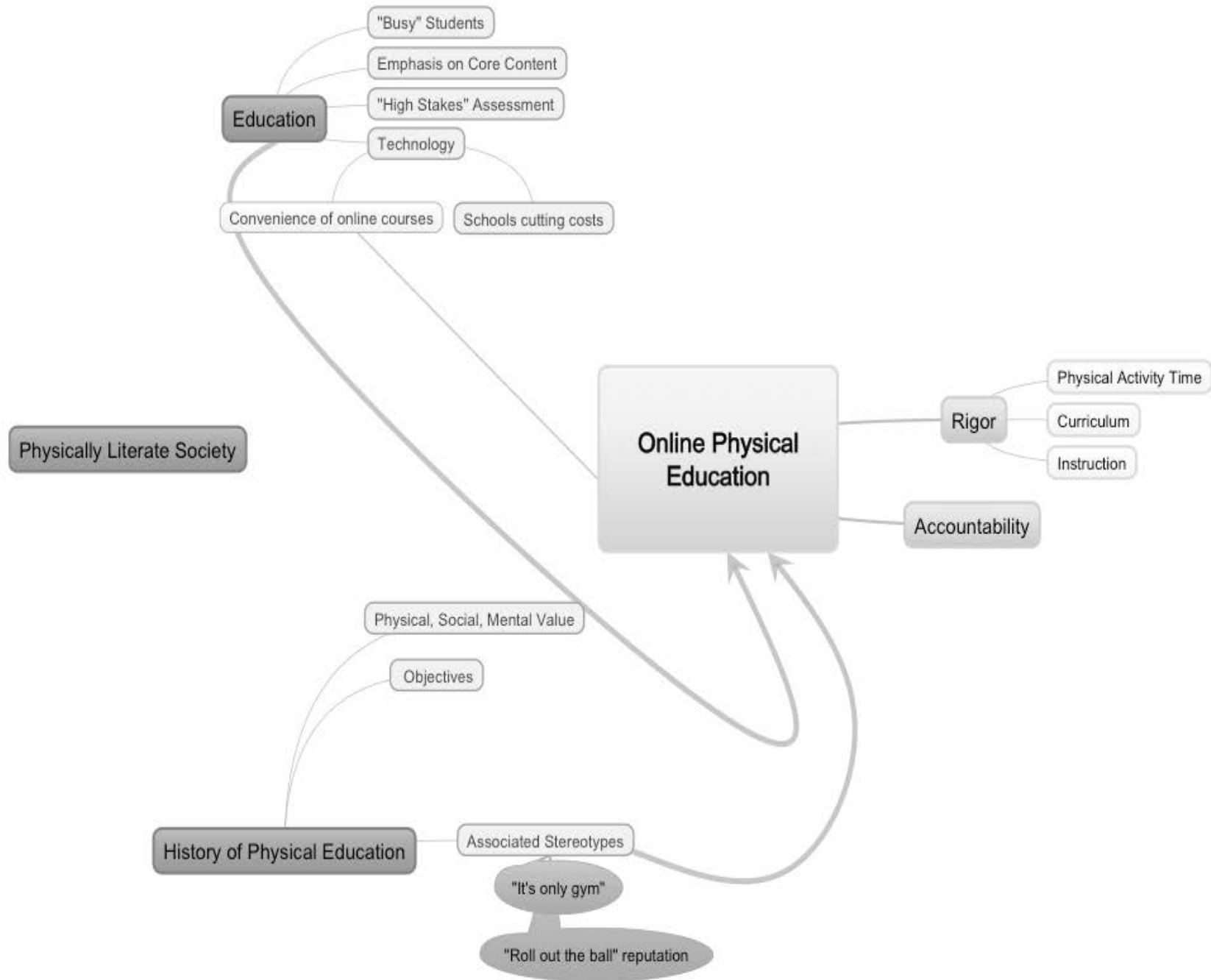
- *“They were not held accountable in their online PE course. Frankly, it was an attempt to simply get them the credit and they have already been through steps where they have gotten to the point where they cannot participate in a public classroom with other students because of emotional difficulties. To be honest, I would ask them if they completed this or that, in terms of activity, and for the sake of completion being a goal, encouraged them to answer, ‘yes’”.*

Administrator #2:

- *“It (the online PE experience) is very difficult to verify, difficult to validate, that may be the best word, unless there is someone monitoring who has the knowledge of what is being done. The issue I have had is the ability to falsify”.*

The Conflict

- Pangrazzi: “Test them. But teach them to be accountable for their own fitness by teaching them how to effectively test and monitor themselves”.
- Based entirely upon “honors system”
- Students, Parents, Instructors, Administrators reported this as #1 concern



So what can we do?

- If you can't beat 'em, join 'em (?)
- Online education has become reality with growing acceptance, enrollment, and success

- **Providing in-house delivery of such programming would enable face-to-face appointments, periodic assessment for individually constructed fitness goals, and analysis one-on-one with students via blended-based courses. These courses would enable and equip students to work independently on content, yet be responsible for demonstrating baseline and subsequent, objective and standard-driven improvement.**

Pangrazzi (2014):

- *“Assessments mean nothing if the youngest of our citizens do not develop a knowledge base motivating them to become and remain physically active for a lifetime. The task for PE professionals training others to teach PE, instructors currently in the field, and those in curriculum development is to focus upon delivery methods concerning health and wellness, inclusive of physical activity demanding and demonstrating accountability”.*

References

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