JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 2, No. 9, pp. 51-62, September 2024

Online Physical Education: Insights from the COVID-19 Pandemic Experiences

Julia Pearl M. Arroyo[1*], Teodora M. Salubayba[2]
[1] College of Human Kinetics, University of the Philippines Diliman, Quezon City, Philippines
[2] College of Education, University of the Philippines Diliman, Quezon City, Philippines

[*]Corresponding Author Email: jmarroyo@up.edu.ph

Date received: June 18, 2024
Date revised: July 20, 2024
Date accepted: July 25, 2024

Originality: 93%
Grammarly Score: 99%
Similarity: 7%

Recommended citation:
Arroyo, J.P., Salubayba, T. (2024). Online physical education: insights from the COVID-19 pandemic experiences. *Journal of Interdisciplinary Perspectives,* 2(9), 51–62. https://doi.org/10.69569/jip.2024.0291

Abstract. The study aimed to explore the online physical education (OLPE) program of a university in Metro Manila during the COVID-19 pandemic. The researcher used a qualitative- case study research design. It focused on providing an in-depth description of the experiences of students and teachers in OLPE courses during the pandemic and analyzing the experiences concerning the achievement of P.E. and physical literacy goals. Interviews with physical education teachers and students were conducted. It also used information from online synchronous P.E. class observations and documents provided by teachers (course packs and syllabi). Results showed that the different components of the learning environment and class design were affected by the sudden shift to online mode and the consequences of the COVID-19 pandemic effects. The OLPE fell short of achieving the NASPE PE Objectives 1 and 4, the development of sport motor skills and the student's sense of responsible personal and social behavior. On the other hand, the OLPE courses achieved NASPE P.E. objectives 2, 3, and 5. These were the student's fitness and health (physical and mental), the value of physical activity for health, and the knowledge of the principles and concepts of fitness and exercise. The results implied that practical online physical education courses must have meaningful two-way communication across all stakeholders, especially between teachers and students; that physical education teachers should collaborate; that teachers and students should meaningfully connect as part of one community, and that fun and enjoyment in P.E. classes should be a priority in designing the class activities within the learning environment.

Keywords: Online physical education; Physical education during COVID-19 Pandemic; OLPE; Physical education.

1.0 Introduction

Physical education (P.E.) is a vital component of educational programs. It aims to promote the learner's holistic growth and development. A well-designed, quality physical education program supports students' psychomotor, social, and affective development, creating self-assured and socially responsible citizens (UNESCO, 2012). The COVID-19 pandemic brought challenges to the lives of every Filipino. Educators must provide the best educational experiences to assist each individual and their families. Keeping physically active to keep oneself healthy and fit is one of the challenges the pandemic has brought. The World Health Organization states that regular physical activity benefits the body and mind. It can reduce high blood pressure, help manage weight and reduce the risk of heart disease, stroke, type 2 diabetes, and various cancers. These conditions can increase a person's susceptibility to COVID-19" (WHO, 2020).

Physical education (P.E.) classes are at the forefront of providing knowledge, skills, and the value of a lifetime of physical activity for health and fitness. High-quality physical education provides carefully planned activities "to

develop the motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence." Regardless of how physical education is delivered, its desired result is to nurture physically literate youth with the proficiency and confidence to delight in daily physical activity for life (Society of Health and Physical Educators, 2018).

Hilgart et al. (2012) specified that every learning environment has a physical, social, and institutional domain. The physical domain is the physical setting where the student completes his class requirements. The social domain consists of the people he relates to, such as his friends, classmates, and teachers. More relevant to the pandemic are the people in the home, which include the immediate and extended family members. The institutional domain includes the department and university plans, policies, goals, and priorities.

Online physical education is adaptable to different types of students and more financially accessible for students (Beard & Konukman, 2020). However, Jeong and So (2020) studied the struggles of operating online physical education (OLPE) classes at the (Daum & Buschner, 2012) (SHAPE America - Society of Health and Physical Educators, 2018) (Society of Health and Physical Educators, 2018) basic education level during the COVID-19 pandemic in Korea. They found that OLPE classes could have varied more with limited environmental conditions and content. This limitation insufficiently imparted the value of physical education. Further, they used trial-and-error methods, which resulted from the need for more proficiency in online physical education classes. They devised approaches to address the challenges. They needed to effect changes in the teaching-learning techniques, harness proficiency through collaboration among physical education teachers, and conduct less formal program evaluations to encourage active student participation.

A well-designed learning environment in online courses plays a vital role in the success of the course and its students (Rice, 2006). Effective teaching methods and learning experiences must be operationalized to promote meaningful student engagement and success. It is in this light that this study was designed. This study aimed to investigate a university's online physical education (OLPE) program in Metro Manila. Its focus was to provide an in-depth description and analysis of the experiences of students and teachers in OLPE courses during the pandemic and to analyze the experiences concerning the achievement of P.E. and physical literacy goals. This study provides new insights for effective teaching and empirical evidence to justify program development and faculty training recommendations. It will allow online physical education programs and teachers to be more flexible and ready for unforeseen events like the pandemic.

2.0 Methodology

2.1 Research Design

This study made use of a qualitative- case study design. Qualitative approaches focus on looking at issues or phenomena in their usual setting and collecting comprehensive data through case studies, participant observations, descriptive narratives, and in-depth interviews. Specifically, this study used Eisner's Educational Connoisseurship and Criticism Model (Eisner, 1976). It is an expertise-oriented program evaluation approach, which is grounded on the professional expertise of the researcher while exploring and evaluating an institution, program, or activity (Eisner, 1976). The educational expert perceives subtle qualitative distinctions in the phenomenon characteristics or issues. It enables one to appreciate the educational importance of distinct characteristics of the phenomenon understudy.

2.2 Research Locale

The online physical education program studied was from a university located in Metro Manila. Metro Manila is the primary metropolis of the National Capital Region in the Philippines. The university has students from all over the country with different backgrounds and socio-economic statuses. The university was a public university that offered free tuition to all its students. The study was done when schools were forced to do online classes due to community lockdowns to prevent the spread of COVID-19.

2.3 Research Participants

To evaluate the online physical education program, participants included 4 P.E. teachers, 1 P.E. teacher/ administrator, and 4 P.E. students. This case study used purposive sampling, which included the following criteria

for the teachers: at least one year of teaching experience in P.E. (face-to-face) and taught online P.E. classes during the first semester of 2020 – 2021. Students needed to have experienced P.E. classes before the pandemic and were enrolled in an OLPE during the study. The researcher invited the students and teachers through announcements online by the teachers and the department chairperson. Participation was strictly voluntary.

2.4 Research Instrument

Considering the limitations of lockdown and the closing of schools and universities at the start of the COVID-19 pandemic, the study used multiple feasible methods to ensure rigor and thoroughness. This study used semi-structured interviews, observations, and documents. Semi-structured interviews were the primary qualitative data collection method used. The interviews were conducted through Zoom meetings at the most convenient time for the participants. The interviews and observations were guided by the Physical Education Evaluation Checklist (SHAPE America, 2015), Promoting Quality Physical Education Policy standards (UNESCO, 2012), and Guidelines for K-12 Online Physical Education (SHAPE America, 2018). The researcher noted direct observations of activities, student-student and student/ class-teacher interactions, attendance, communication, and student and teacher behavior.

The areas considered in the observations and interviews were P.E. subjects offered, learning environment (online platform, communication, attendance, activities, class motivation, teaching, and learning resources, connectivity, student verbal and nonverbal reactions), instructional strategies, student course requirements, and support, teacher credentials and training, assessment, and feedback, top 3 challenges and difficulties, and top 3 positive outcomes experienced. Written materials and documents such as syllabi, course packs, exams, class videos, instructional videos, submitted assignments, student portfolios and activity journals, reflection and departmental meeting minutes, memos, and reminders were requested and included.

Eisner's educational connoisseurship stresses the importance of structural corroboration, referential adequacy, and consensual validation to achieve data collection credibility (Given, 2008). Structural corroboration pertains to collecting sufficient information "to sustain a clear argument through the dimensions of description, interpretation, evaluation, and themes discovered." The study considered three data sources to accommodate structural corroboration: interviews, observations, and documents. Referential adequacy considers understanding multiple cases to strengthen the value and meaning of the points and insights raised. This study looked into the multiple major stakeholder perspectives, including those of the students, teachers, and administrators. This allowed the researcher to identify the features of the phenomenon that go beyond the classroom context into the lives of the stakeholders, as they were affected by the pandemic. Consensual validation allows vital insights and perspectives to ignite a passionate realization and subsequent discussion among university administrations and policymakers. This was what the researchers hoped to achieve through this study. As an instrument in data collection and analysis, the researcher was considered the "expert" for Eisner's educational connoisseurship method. At the time of the study, the researcher had more than 20 years of experience as a P.E. teacher and four years of experience as a physical education department chairperson and athletic director. The researcher was aware of her experiences and views on quality physical education during data collection and analysis. This allowed for a more in-depth inquiry and meaningful interpretation of the experiences, observations, and document details. Moreover, this allowed the expert to be more sensitive during participant interviews.

2.5 Data Gathering Procedure and Analysis

This study used specific steps that started with the acquisition of approval from the dean of the college that handled the OLPE classes. Coordinating with the department chairperson followed this to facilitate the recruitment of the study participants. Informed consent forms were provided, and all the participants' consent was secured. Communication to set the interview appointments was through email and Facebook Messenger. The interviews (briefing, interview proper, debriefing) were held through Zoom. Class observations were scheduled with the teachers. Data analysis procedures included thematic analysis and cross-checking against the NASPE guidelines in OLPE. The data from every interview went through initial transcription. The transcribed data went through thematic content analysis using theoretical coding. First, through initial coding, also known as open coding, focused (selective) coding followed until the researcher highlighted focus themes. The focus themes were used to describe and characterize the OLPE program studied.

2.6 Ethical Considerations

This research study followed ethical guidelines. The researcher ensured that participation was voluntary and that the purpose, procedures, benefits, risks, confidentiality, and anonymity were clear for every participant. Moreover, it assured the participants that participating in the study did not affect their status as university teachers, students, or administrators. Consent was secured for video recording of all interviews from all participants.

3.0 Results and Discussion

The online physical education experiences of university students, teachers, and an administrator during the pandemic were described, interpreted, and evaluated in light of Eisner's Educational Connoisseurship and Cristism Model. This section describes the experiences as features of the OLPE understudy. The description was discussed and integrated with the researcher's interpretation and evaluation points. The descriptive dimension of Eisner's (1979) method details the program's current state being evaluated. The interpretation dimension attempts to understand the meaning and significance of many activities in the program. The evaluation dimension is aimed at providing "the educational significance and effect of the interpreted experiences," where a set educational criterion is used to judge the experiences (Yuksel, 2010, p.81).

3.1 Profile of the Participants

As shown in Table 1, the teacher participants included three male teachers and one female teacher. The department chairperson, who was the study's administrator, was female. Their ages ranged from 31 to 54, while teaching experience ranged from 9 to 32 years. All participants had a master's degree in physical education or sports science. However, all teachers and administrators needed more experience and training in online classes.

Table 1. Characteristics of the teachers and administrator participants

Teacher Participant	Age	Sex	Years in Teaching	PE Activities Taught	Highest Educational Attainment and Other Credentials and Training
Faculty 1 (F1)	54	F	32	Badminton, PE 1 (Foundations of Fitness)	Master in Physical Education (MPE); Online Teaching Training – university training, DepEd and publishing company webinars
Faculty 2 (F2)	52	M	26	basketball, running, walking, PE 1	Master of Science in Physical Education (MSPE); Others- Assistant program director of a basketball academy, online teaching training with a basketball academy and a university
Faculty 3 (F3)	31	M	9	Pilates, PE 1	Master of Science in Sport Science, Pilates Certified Instructor, Online Teaching Training with the university
Faculty 4 (F4)	34	M	11	Interval Training, Cheer dance	Master of Science in Human Movement Science (MSHMS); Certified International Cheer dance Coach and Judge; Has previous experience in blended learning/ teaching in a private school
Faculty 5 (F5)	36	F	14	PE 1, Aerodance, Ballet, Modern dance/jazz	Master of Science in Human Movement Science (MSHMS); Diploma in Early Childhood Development; certified Licensed teacher; minimal training in online teaching

As presented in Table 2, the student participants included three male students and one female student. The participants ranged from 20 to 22 years old and had different face-to-face P.E. experiences, such as dance, table tennis, arnis, and camping. All were enrolled in one of the P.E. classes handled by one of the teacher study participants. Table 2 below provides the details of each student participant.

Table 2. Characteristics of student participants

Student Participant	Age	Sex	Year Level	Course	PE subjects taken	PE subject enrolled in current (study) semester
Student 1 (S1)	22	M	4th	Economics	Arnis, Table Tennis, Tap dance	4th P.E. – Pilates
Student 2 (S2)	21	M	3rd	Fine Arts	Arnis	2nd P.E. - Interval Training
Student 3 (S3)	21	M	3rd	Computer Engineering	Social dance, tap dance, and camping	4th P.E. – Pilates
Student 4 (S4)	20	F	2nd	Associate in Art Major in Dance	dance	Interval Training

3.2 Description, Interpretation, and Evaluation Dimensions of Online Physical Education Program during the Pandemic

"There is no need to reinvent the wheel" … modify and try to adapt to the current situation.

This was the best line to describe the online physical education program (OLPE) in this study as described by the participants, the observations, and the documents they gave. The physical education program of the state university was part of the general education courses that all university students were required to take. When the directive to provide physical education (and all other courses) online was given, the college, its administrators, faculty, and staff were caught off-guard. Modifications were made to the existing P.E. program. They can be classified into two parts: modifications due to the shift to an online teaching mode and changes in living conditions due to the pandemic. It should be noted that the total effect of both modifications was summative to the result of the type of OLPE class activities and experiences.

Due to the shift to an online teaching mode, all the courses offered in the OLPE program were fitness-based in contrast to a combination of skill-based plus fitness-based courses before the pandemic. The courses included P.E. 1 (Foundation of Physical Fitness and Wellness) and P.E. 2 courses, such as Interval Training, High-Intensity Interval Training (HIIT), Running, Walking, Aero-dance, Cheer-dance, and Line-dance. There was less emphasis on skill acquisition and more emphasis on fitness. Due to the limitations of computer-based/screen-based viewing of physical movements, providing the best demonstrations and skill assessments was not realistically possible. Course packs were required to be created, one for each course. These digital documents included all the students' learning materials to complete the course asynchronously or offline without teacher supervision.

P.E. program modifications due to the changes in the living conditions due to the pandemic included the decreased teaching load of the P.E. teachers. Student course requirements and activities were limited to the most essential ones that could achieve the course outcomes. Each teacher was allowed only 12 units of teaching load compared to 15 – 18 units per semester before the pandemic to reduce the stress and anxiety caused by the pandemic. This was done to accommodate the extra workload of learning online P.E. delivery and other offline follow-up work for the students/ class. This resulted in fewer PE classes available for all the university students who needed P.E.

Further, considering the "education for all" and "No one gets left behind" university policies, no strict deadlines for the class requirements, leniency in class attendance, and no fancy or high-tech equipment required for students were implemented. Thus, the physical activities in the class were limited to those that could be done within the confines of the students' and teachers' school/work–home life conditions. This meant using minimal equipment and including class activities that could be executed for different fitness levels and abilities. Activities were completed on the student's own time with minimal supervision and maximum safety.

NASPE's OLPE Program Recommendations were Met With Context-Dependent Conditions

Research cited in the NASPE's (National Association for Sports and Physical Education) Guidelines for Online PE indicated that OLPE programs were focused on fitness activities. Due to the pandemic, the OLPE program offered fitness-based courses. However, most OLPE delivered before the pandemic focused more on cognitive than psychomotor results (Daum & Buschner, 2012). Further, NASPE mentioned that providing immediate or "real-time" psychomotor feedback was challenging but highly invaluable for learning and improving motor skills. As expressed by student and teacher participants in this study, the validation of learning was one of their biggest concerns (Daum & Buscher, 2012). Students were uncertain if they were doing the proper form or execution of the dance or exercise movements. This prompted them to request for more feedback. Likewise, teachers had difficulty viewing and commenting to all students with limited computer screen view while doing the physical activities. Some of the pressing concerns of teachers in OLPE were its aptness to successfully attend to all the content standards of physical education, especially motor skill competency, and providing timely feedback for movement activities (Daum & Woods, 2015). The results and discussion on NASPE recommendations and the corresponding study OLPE program features were tabulated in Table 3 to facilitate a more organized presentation.

Table 3. NASPE recommendations, the corresponding study OLPE program features, participant responses, and the connoisseur's insights.

NASPE Program Recommendations	Features of the Study OLPE (Description Dimension)	Example of Participant Responses	The Connoisseur's Insights (Interpretation Dimension)
OLPE addresses national physical education content standards, including any other required standards	The OLPE understudy complies with the Commission on Higher Education and DECS Order No. 58. S 1990 (Department of Education Culture and Sports, 1990) of 2 hours a week of P.E. Teachers are aware of providing at least 60 minutes of MVPA most days of the week (American College of Sports Medicine, 2016). DepEd ORDER No. 034, s.2019 (Department of Education, 2019) states that learners who are 15 years old and above should answer the PAR-Q before undertaking fitness tests. Most of the teachers did their fitness tests at the start of a fitness program or the semester. One of the faculty participants required the PAR-Q for his students.	*"We deliver at least one (1) hour, two times a week of physical activity. Eighty percent (80%) activity and 20% lecture was my formula. Stick with the goal of P.E. – for students to move!" (F3)* *"because of CHED's order, we follow 2 hours per week." (F1)* *"PAR - Q? – No. we do not have that. It depends on the teachers." (F1, F3)*	Participating in physical activity is very safe for most people. However, people of different ages may be unaware of certain conditions that may deem vigorous exercise unsafe. The PAR-Q allows for a safe and enjoyable exercise experience for all. The researcher believes that P.E. students should answer a PAR-Q. However, teachers should be aware that pre-existing conditions of students should not prevent them from participating in P.E. (American College of Sports Medicine, 2016). It should encourage them to proceed gradually, with a physician's guidance and the P.E. teacher, as exercise is medicine in the proper doses. Teachers were well versed in the approaches, i.e., modifications (frequency, intensity, and duration) on the activities and proper education/ explanations on exercise precautions.
The OLPE should allow students to choose where, when, and how to be physically active.	Each OLPE course presented basic fitness movement patterns in a gradual progression of complexity and intensity. The students were taught they could combine movements to create their workouts and were given the freedom to be creative. They were presented with workouts during synchronous sessions and in video (or YouTube format) as a guide. They would do these exercises on their own time.	*"The purpose of service P.E. is to provide choices of activities that they can be involved in, and later on do it on their own. . ." (F2)* *"I enjoyed it the most; I could do the exercises at my own pace, which means rest well in between sessions, without the social pressure."(S2)*	This recommendation was one of the most vital points of the OLPE program understudy. The teachers provided room for creativity and individuality. They give enough movement examples, guidelines for practice, and flexibility with time. Instructors perceived that online P.E. learning allowed more time for family and individual study schedules according to the student's level of comprehension (Heryanto et al., 2024).
OLPE should have policies related to communication type and frequency.	Teachers were provided with policies on communication in written form and during online meetings. Memos and reminders from the university and college were given in preparation for and during the semester. Compassion and empathy in teaching were communicated through university memos. Teachers were like concerned parents to all their students. Teachers were encouraged to do so and needed to make time for individual consultation. During online synchronous sessions, they checked how each student was doing in class and at home.	*"At the start, inconsistent communication on guidelines to run Online PE classes. Although we had meetings and updates through Zoom and Facebook chat groups, it felt like it was not enough." (F5)* *'Yeah, of course, I bombard them with memos" (F1)* *"Becoming a better teacher in terms of compassion and providing individual feedback." (F2, F3)* *"Synchronous from time to time is also good for checking on each other. It is a breather from everything to talk to your professor; they check on you and how you are, communicating the way you feel about the experiences you are going through." (S4)*	The policies' actual practice depended on the teacher's capacity and time to do all the OLPE tasks, considering the challenges the pandemic added to them. The teachers were able to provide platforms and other ways of communication (email, FB groups, etc.). Teacher-student individual consultation was considered too time-consuming to do often or more than once per semester. The researcher believes this was a critical component of the success of OLPE. More time and effort should be given to all forms of communication. A critical aspect of this is feedback. This is widely researched to be powerful but varied in its delivery and effect on student quality engagement and learning (Treschman et al., 2024).
The physical education teacher is credentialed and has participated in training and professional development related to online learning.	All the teacher participants had high credentials, including Master's degrees and at least 9 years of teaching experience. However, all the participants had minimal online teaching training, which the university provided when the pandemic started.	*"for online capabilities, it is like we are all on the same level," and "I had to study as I went along" (F5)* *"We rely on the university-offered online training in UVLe (University Virtual Learning Environment). There was more briefing for part-time lecturers than for full-time faculty. It was like somehow they assumed we knew what to do." (F2)*	Due to the sudden events of the COVID-19 pandemic, the creation of online courses was rushed. Teachers needed to be prepared. The university had to provide the teachers with the guidance and support it could. Webinars and short online courses were provided to create and deliver online class materials. They were guided by the university's Open University department, which has been offering online courses at all levels for years. Teachers have said that more time was required for training and preparation for the succeeding semesters. P.E. teachers needed training in physical education, fitness, and sport. Consistent training prepares teachers for OLPE (Tagimaucia et al., 2024).
Have prerequisites to better ensure student success in OLPE.	There were no prerequisites for the students before enrolling in PE subjects. Faculty were required to give all students a course pack before the first-class session to prepare and orient them for the course.	*"The same for all the other students… giving the students the course pack before the start of the classes." (F1)* *"Yes, for lecturers. Capability to teach online, fitness and dance classes." (F1)*	Due to the university directive of "no one gets left behind," the P.E. department/ college administration had to ensure everyone had an equal chance to enroll in and complete a PE course. The burden was with the teacher to provide activities that every student could do, at any level of ability and with whatever resources/s they had or did not have.
To meet physical activity recommendations, utilize technology to verify participation and support learning gains in physical activity.	One of the difficulties both teachers and students faced was using technology. Video viewing, recording, editing, and presentations had to be learned. This was the best way to provide the lessons and the best way for the teachers to review and grade the students in OLPE. It was highly desirable to use fitness apps, pedometers, heart rate monitors, and other technology that could make teaching, learning,	*"Internet connection is the main deterrent to participating fully in class: the ability to join synchronous classes and turn on cameras. " (F3)* *"Internet connection – I cannot see my students well, sometimes it lags, cannot assess the movement properly." (F4)*	With the directive of the "No One Gets Left Behind" policy. The teachers could not require any technology that could discriminate any student from participating. (Office of the Vice-President for Academic Affairs, 2020) Videos, videos, and videos were the best! Teachers requested more support and training in creating more professional-looking videos for their classes. Videos in OLPE can be an indispensable method of delivering instruction and assessment (Silverman, 1997).

and assessment more accessible and accurate. However, students were not ready for these technologically "advanced" methods. The most common reasons were a lack of internet connection or financial incapacity.	*"Sir is really smart, he uses YouTube videos. He took the time and effort to create YouTube videos. It is a lot of work, and I appreciated the fact that he was very passionate, his teaching, and he learned an extra skill, video editing, filming." (S4)*	Camera use was an issue. Students were not required to keep the cameras on, which made it difficult for teachers to tell if they were paying attention (Foye, 2024). Moreover, ineffective camera use, where cameras were pointed at ceilings and walls, was experienced (Foye, 2024). Technological challenges included internet issues, poor communication, and support (Larbi-Apau & Kwofie, 2024).

The Success of an Online Physical Education (OLPE) Program in Achieving its Objectives was Highly Dependent on the Online and "Offline" Learning Environment

The study OLPE program may have failed to achieve motor skill development (PE Objective 1) fully and the development of responsible personal and social behavior (PE Objective 4). However, it was able to facilitate the students' realization of the value of physical activity for health (PE Objective 5), achieve student fitness, increase both physical and mental health (PE Objective 3), and provide gains in knowledge on the principles and concepts of fitness and exercise performance (PE Objective 2 and 3).

The context in which the instruction and learning took place was a learning environment that included both online or synchronous and "offline" or asynchronous. PE classes were not just Zoom meetings, but they included the home and immediate physical setting, with the people they interacted with, where the student did the performance tasks (could include a nearby park, around the subdivision, or even outside the house).

The teachers and the students felt that the development and practice of sport-based motor skills and movement patterns needed to be fully achieved through online physical education courses. There were no sport-based OLPE courses offered. Therefore, only fitness-based motor skills and movement patterns were acquired. New movements were learned with the gradual progression in intensity and complexity of the sessions. They expressed doubt in performing the movements at the start of the course. Consistency in their movements was easily achieved because of the videos (workout and class) available to review multiple times. However, uncertainty in developing proper workout skill execution (and form) was expressed since the teachers needed to provide more individual feedback. In a study by Foye, 2024, teachers preferred giving feedback live or during synchronous sessions versus late feedback to video submissions.

"But I was not sure if what I was doing was correct." (S1)
"In terms of skill, I realized I learned the movements of the dance. I thought I would not be able to do it at the start of the semester, but now I can do it!" (S3)

The social domain mirrors the interactions with others, such as friends, classmates, family, and extended family, which typical Filipino homes have. The PE objective four states, "*The physically literate individual exhibits responsible personal and social behavior that respects self and others."* Physical education prides itself on providing social dealings and opportunities to practice and show movement learning and social skills (Mohnsen, 2012). Students expressed that there were very few social interactions or none at all. There was no group work. Barely anyone shared and spoke up, and they only communicated through the chat box during synchronous sessions. They expressed their desire to feel the "togetherness" during synchronous workouts/ activities as a shared experience. It was noted that fewer and fewer students attend synchronous sessions. Interestingly, one student mentioned that social interaction depended on the students since they could initiate communication synchronously or asynchronously because teachers did not restrict self-expression, communication, or interaction in class.

"Something I would like to see in my PE – the chance to meet my classmates. Because, in this time of separation, you would crave to see your classmates and get to know them to socialize with them. In this current PE, there is no socializing activity except at the start of classes, where you introduce yourself, but you do not get to interact. I hope that for next semester, social interaction, group work, and collaborations can be incorporated." (S2)
"it also helps boost our confidence; when we interact, we have someone to look up to or rely on in the class." (S3)
"Compared to face to face, where we feel the physical exhaustion of each other, the vibe and energies of each other, we do not feel it now, in video lessons. It is also nice to see everyone working. We feel each other when we try to catch our breath synchronously. "(S4)

Students could not leave their homes, group gatherings were not allowed, and social interactions through group games and activities were nonexistent. The sportsmanship, leadership, and social development aspects needed to be included. Teachers felt like they were talking to themselves. The classes were too quiet compared to face-to-face classes. Since turning on cameras was not required, minimal reactions and facial expressions could be seen. Knowing if the students were genuinely engaged in the class/ lesson was challenging. Very little communication and verbal interaction were done during synchronous workouts since the activity/workout was continuous. There is no time to socialize with classmates.

"It is like you are talking to yourself." (F2)
"It was too quiet, ma'am" (F3)

The limited student-teacher interaction made it difficult to share reactions and feelings. Gauging the students' reactions to the class design and activities was hard. The different online responsibilities (such as the production of online materials and checking of journals and reflections) were found to be three times more time-consuming (Jeong & So, 2020), leaving barely any time for the teacher to give more focus on providing ways for students to interact and socialize.

The P.E. objective five states, "*The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction."* The student participants commented positively on how the P.E. activities affected them beyond the physical/psychomotor domain. They expressed their gains in their value for fitness and regular physical activity. They perceived an increase in their fitness levels. They began to realize the value of daily physical activity because of their home confinement as COVID-19 infections rose in the communities. Regular fitness exercises improved their emotional and psychological state, increasing the value of physical exercise.

". . . the importance is very pronounced as it changes the mindset and relieves the stress of online classes" (S2)
"Online setup discipline is essential to just getting through a day, especially with interval training. Just getting through the requirement of 10 sessions, you realize the importance of staying fit and not giving up on the exercise. When you start, you keep going until you finish and complete the exercise." (S4)
"Just like what I tell my friends, working out is my self-care." (S3)
"So, during online classes, it is very tiring and stressful, ma'am, you must complete your backlog in your schoolwork. The mindset is different when we do exercise. My stress disappears." (S2)

The P.E. objectives 2 and 3 focused on the knowledge gained in OLPE. It focused on the "*knowledge of concepts, principles, strategies, and tactics related to movement and performance; and the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness."* Many aspects of this objective were incorporated into the online physical education courses emphasizing fitness-based physical activities, such as interval training, walking, aero-dance, yoga, and similar activities. Teachers believed fitness activities were conducive to individual online settings (Foye, 2024). Designing tasks that had students apply and demonstrate the knowledge of concepts, principles, tactics, and strategies related to movement was achieved within the online learning environment. PE teacher participants required weekly videos, reflection papers, activities, and fitness journals for their students. At the same time, PE 1 students (Foundations of Fitness course) created and practiced their fitness plans. The teacher's knowledge and skill in conducting online classes were vital to achieving P.E. outcomes. The teacher's confidence in his technological skills affects his capacity to overcome technological challenges (Song & Cheong, 2024). Relevant teacher training would facilitate increased self-efficacy to fulfill P.E. objectives. Moreover, guidelines and incentives can be implemented at the policy level to drive quality, innovative teaching (He & Gong, 2024).

3.3 The Connoisseur's Fine Points

The three critical fine points in this study were, "*Meaningful two-way communication is critical in online P.E.," "Collaborate and Connect in One Community,"* and *"It is more fun in the P.E. class! – "Let's move it!"*. All three (3) were aspects of the learning environment. The program's critical aspects were complex combinations of the online learning environment's physical, social, and institutional elements. All three fine points reflect the Seven Key Principles for Good Practice in Undergraduate Education by Chickering & Gamson 1987 (Walker Center for

Teaching and Learning, n.d.). Specifically, these included student-faculty contact, cooperation between students, prompt feedback and active learning set-ups.

The first fine point is that *meaningful two-way communication is critical in online PE.* This meant that students should be able to express their feelings, give their opinions, and relate warmly to peers and the teacher to establish meaningful interactions. OLPE may encourage independent work and require more significant teacher-student interaction (Tagimaucia et al., 2024). These were the words from the study participants:

"We show more compassion to the students individually." (F1)
"Becoming a better teacher in terms of compassion and providing individual feedback was necessary." (F2, F3)
"I have this responsibility to check on them as well. It is like I am everyone's mother. I need to expand my heart to everyone." (F5)

Giving more consistent individualized feedback provided affirmation and motivation to engage enthusiastically. This reduced the odd feeling of maneuvering their way through unfamiliar movements. The teacher's workload and the large number of students in the class needed to allow them to provide more individual feedback. More feedback from the teacher was needed to reinforce the correct movement patterns positively. Immediate feedback from the teacher was needed to drive students to participate actively (Jeong & So, 2020). The positive nurturing interaction between teacher and student was vital in realizing the value of physical education (Jeong & So, 2020).

The second point is *CC1C - Collaborate and Connect as One Community.* Online physical education during the COVID-19 pandemic called for stronger community relationships geared for every individual to thrive. Sharing and collaboration among teachers, administration, departments, and colleges naturally occurred as everyone opened their mind and heart to the challenges. Teachers were found to develop solutions to encourage and engage students (Heryanto et al., 2024). Being sensitive to the concerns of everyone became the norm. Compassion and understanding were the guide. There was more empathy for teacher-mothers, senior teachers, financial, spouse, and family concerns. Every individual's concern affected the teachers, students, interactions, and the learning environment. The crisis's physical, emotional, and psychological anxieties affected the microsystem of the individual's daily life functionality, in some ways positively, but in more prominent ways, negatively. In a study in Ghana, the feeling of connectedness was a predictor of student online learning experience; connection with faculty was described as "no connection to solid connection" (Larbi-Apau & Kwofie, 2024, p. 9). In the current study, the participants' responses included the following:

"More time with family and home life. But it was not easy to focus on work. Family life intersects with work." (F2 and F5)
"Collaboration and helping each other out is needed between student-teacher and other teachers." (F2, F4, and S4)
"I have realized that the approach is to help each other – student and teacher." (F2)
". . . it is like it is a different feeling when you have a community you are part of" (S3)

The third point is that *"It is more fun in the PE class! (Philippines!) – "Let's move it!".* Physical education, first and foremost, should be enjoyed by the students. Fun and enjoyment while achieving individual fitness goals should be the top priority in designing class activities. All the elements in the learning environment affected the student's enjoyment and engagement in OLPE activities.

Hilgart et al., 2012 noted that the learning environment influenced a student's desire and inclination to complete an online course. The elements of the learning environment, both online and offline, such as class activities, class interactions, and home-family settings, have an impact on the student's drive to actively complete online courses (Ritterband et al., 2009; Hart, 2012) Students responded to the design of the learning environment by expressing enjoyment, achievement, improved fitness and overall well-being, increased self-confidence, a sense of class belonging, and oneness. In contrast, they also craved more relaxed and lighter-hearted activities because of physical exhaustion, demotivation, and discouragement.

"Great feeling of achievement after seeing how my fitness improved and how we, my classmates and I have progressed." (S4, S3)

"… it improves your mood, and you are not irritable; that is one thing I appreciate and look forward to for every exercise, even if it is hard. After this, I know my health will improve since online classes are unhealthy. It would be best if you had something to counterbalance the schoolwork. The goal, ma'am, is to maintain physical activity and to increase endurance, which I am confident I have met." (S2)
"I wish there were games before the class; I think in Zoom you can send messages and interact with your classmates. Something to lighten the mood." (S2)
"Enjoyment? It is a bit conflicted, ma'am, it is challenging, ma'am. I truly enjoy it, I feel and see the effect, and I know I am doing it right." (S3)

These fine points reflect Urie Bronfenbrenner's Bioecological Theory of Human Development (Vélez-Agosto, N.M et al., 2017; Rosa, E., & Tudge, J., 2013) point on the 2-way interaction of the individual to his environment. His environment involves components of the four systems that are part of his ecological development. The microsystem was the immediate learning environment around the student, which included the physical home environment and the family members. The mesosystem included the parks, subdivision or community, peers, classmates, and teachers. The macrosystem includes the online class characteristics (content, delivery, support, internet connectivity), the university and department policies, the immediate culture of the city or province to which the student belongs, and the finances. Finally, the COVID-19 pandemic was part of the chronosystem; it was a significant event that affected all other elements of the systems and the learning environment.

4.0 Conclusion

The features of the OLPE reflected the early stages of development. The teachers and students recognized the importance of time-efficient methods, prioritizing student feedback, consistent and meaningful communication, collaboration among community stakeholders, and focusing on fitness activities.

The online physical education program resulted from the combined modifications caused by the sudden shift from face-to-face PE to an online mode of teaching and modifications due to the consequences of the pandemic. Due to the sudden nature of the shift to an online mode of teaching, OLPE offered courses that were all fitness-based. It used teacher-created course packs as the primary course resource to guide all students. It emphasized active participation more from students than skill acquisition or psychomotor development. OLPE teachers needed to be de-loaded, resulting in fewer PE classes servicing only 50% of the regular university students. The class activities were limited to those that could be done within the confines of the students' and teachers' homes, with minimal equipment. Students of varying levels of fitness and ability could execute them. The students could complete class requirements independently with minimal supervision, equipment, and maximum safety. However, social interactions and group activities were minimal to nonexistent.

It was realized that teachers collaborated and interacted more with each other. They showed more compassion to the students. They were forced to upskill and learn new technological teaching methods. Although they had a more flexible schedule, they became more conscious of managing the more time-consuming responsibilities of OLPE with a work-home life balance. The teachers felt they had much work beyond class time and a wearisome time separating work and home time. The OLPE study needed to develop motor skills and develop responsible personal and social behavior. On the other hand, the students realized the value of physical activity for health. They felt that P.E. classes assisted in their fitness and increased their health (physical and mental), as well as provided gains in knowledge on the principles and concepts of fitness and exercise.

The value of this research will depend on the transformative effects on the stakeholders. The insights and realizations expressed as criticism of the online physical education program aimed to initiate proactive collaborations within the universities that offer OLPE. Collaborations on developing online physical education courses are vital to fully operationalize the modifications needed based on the insights discussed in this study. Thus, this research adds to the existing empirical research on online pedagogical strategies, specifically in achieving physical education student outcomes. It pinpoints the need for more effective OLPE communication strategies that facilitate motor skill learning and socialization. It provided essential points in delivering quality online physical education through strict implementation of national standards and safety protocols for students. This is especially true when addressing student and teacher concerns with policies on communication and technology learning support systems. Furthermore, the study advances educational research with the creative use

of Eisner's Educational Connoisseurship and Criticism Model (Eisner, 1976) to investigate physical education pedagogy.

However, more in-depth and encompassing investigations of other stakeholders within the micro- and meso-systems (family and community) are needed to determine possible contributions to motor skill learning and fitness levels. There is also a need to explore administrative areas and policy considerations for a robust technology-competent learning environment. The researcher desired a holistic account of the study perspectives. However, this may have yet to be fully achieved due to the limitations of the semester time frame and online research methods restricted by COVID-19 safety measures of quarantine, lockdown, and physical distancing. This limited the number of participants, time exposure to the online classes, and the time participants gave for interviews. Although, it was interesting to note that both students and teachers enjoyed sharing their experiences and suggestions. They expressed the importance of this study and the expected outcomes of providing better OLPE experiences and a variety of support for both students and teachers.

5.0 Contribution of Authors

The first author conceptualized, planned, collected data, analyzed the results, generated the discussion and conclusion, and completed the article for publication. The second author recommended using Eisner's Educational Connoisseurship and Criticism Model.

6.0 Funding

The author received no funding for the research and publication of this article.

7.0 Conflict of Interests

This research and author did not have any conflict of interest.

8.0 Acknowledgement

The researcher would like to thank her husband and children for their inspiration and express her appreciation to Prof. Diaz and Prof. Ulanday for their encouragement and support.

9.0 References

Office of the Vice-President for Academic Affairs. (2020, September 2). Academic and Student Affairs Roadmaps for AY 2020-2021. OVPAA Memorandum No. 2020-100. Quezon City, Metro Manila, Philippines

American College of Sports Medicine. (2010). ACSM's Guidelines for Exercise Testing and Prescription, 8th Edition. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

American College of Sports Medicine. (2016). ACSM's Guidelines for Exercise Testing and Prescription. Philadelphia: Wolters Kluwer/ Lippincott Williams & Wilkins.

Beard, J., & Konukman, F. (2020). Teaching Online Physical Education: The Art of Connecting in the Digital Classroom. Journal Of Physical Education, Recreation & Dance, 91(7), 49-51. https://doi.org/10.1080/07303084.2020.1785772

Daum, D. N., & Woods, A. M. (2015). Physical Education Teacher Educator's Perceptions Toward and Understanding of K-12 Online Physical Education. Journal of Teaching in Physical Education, 34(4), 716-724. https://doi.org/10.1123/jtpe.2014-0146

Daum, D., & Buschner, C. (2012). The status of secondary online physical education in the United States. Journal of Teaching Physical Education, 31, 86-100. https://doi.org/10.1123/jtpe.31.1.86

Department of Education. (2016, May). K - 12 P.E. Curriculum Guide DEPED. http://lrmds.deped.gov.ph/

Department of Education. (2019, December 9). Deped Orders: Revised Physical Fitness Test Manual DO_s2019_034. Retrieved from the Republic of the Philippines, Department of Education: https://www.deped.gov.ph/2019/12/09/december-9-2019-do-034-s-2019-revised-physical-fitness-test-manual/

Department of Education Culture and Sports. (1990, June 4). Guidelines and Standards for Collegiate Service Physical Education Program. DECS Order No. 58, s. 1990. Manila, Metro Manila, Philippines: Department of Education Culture and Sports.

Eisner, E. (1976). Educational Connoisseurship and Critism: Their Form and Functions in Educational Evaluation. Journal of Aesthetic Education, 10(3/4), 135 - 150. https://doi.org/10.2307/3332067

Foye, B. (2024, February). The evolution of teaching physical education online during the COVID-19 pandemic. Curriculum Studies in Health and Physical Education, 1-16. https://doi.org/10.1080/25742981.2024.2315184

Given, L. (2008). The Sage Encyclopedia of Qualitative Research Methods. Thousand Oaks, California: Sage Publications, Inc. https://doi.org/10.4135/9781412963909

He, L., & Gong, J. (2024). Micro-class + MOOC: Reality review and innovation direction of online physical education curriculum in China during the "COVID-19" epidemic. Cogent Education, 11(1), 1-12. https://doi.org/10.1080/2331186X.2023.2167306

Heryanto, J., Setiawan, E., Abdul Gani, R., & Ifdil, P. (2024). Academic performance of online physical education learning during COVID-19 outbreak: systematic literature review. International Journal of Evaluation and Research in Education, 13(1), 488-495. https://doi.org/10.11591/ijere.v13i1.26723

Jeong, H.-C., & So, W.-Y. (2020). Difficulties of Online Physical Education Classes in Middle and High School and an Efficient Operation Plan to Address Them. International Journal of Environmental Research and Public Health, 17, 7279. https://doi.org/10.3390/ijerph17197279

Larbi-Apau, J., & Kwofie, B. (2024). Students' online learning experience during emergency remote teaching in higher education. E-Learning and Digital Media, 1-19. https://doi.org/10.1177/20427530241244496

Mohnsen, B. (2012). Implementing Online Physical Education. Journal of Physical Education, Recreation & Dance, 83(2), 42-47. https://doi.org/10.1080/07303084.2012.10598727

National Association for Sport and Physical Education (2007). Initial Guidelines for Online Physical Education (Position Statement). Reston, VA, USA.

Rosa, E., & Tudge, J. (2013). Urie Bronfenbrenner's Theory of Human Development: Its Evolution From Ecology to Bioecology. Journal of Family Theory and Review, 5(6), 243-258. https://doi.org/10.1111/jftr.12022

SHAPE America - Society of Health and Physical Educators. (2015). Physical Education Program Checklist. Reston, VA, USA.

SHAPE America - Society of Health and Physical Educators. (2018). Guidelines for K-12 Online Physical Education. SHAPEAmerica. www.shapeamerica.org

Silverman, S. (1997). Technology and physical education: Present, possibilities, and potential problems. Quest, 49(3), 306-314.

Song, X., & Cheong, J. (2024). An Examination of Chinese Physical Education Teachers' Teaching Efficacy and Technology Self-Efficacy at the Time of the COVID-19 Pandemic. SAGE Open, 1-12. https://doi.org/10.1177/21582440241241933

Tagimaucia, V., D'Souza, G. S., & Chand, S. P. (2024, February). Exploring Online Physical Education Teaching: What Have We Done and What Have We Learnt? International Review of Research in Open and Distributed Learning, 25(1), 127-151. https://doi.org/10.19173/irrodl.v25i1.7431

Treschman, P., Stylianou, M., & Brooks, C. (2024). A scoping review of feedback in physical education: Conceptualisations and the role of teachers and students. European Physical Education Review, 1-28. https://doi.org/10.1177/1356336X241230829

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. (2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. Washington, D.C.

UNESCO. (2012, March 13). UNESCO Promoting Quality Physical Education Policy. https://en.unesco.org/themes/sport-and-anti-doping/sports-education/qpe

Varea, V., & Gonzalez-Calvo, G. (2020). Touchless classes and absent bodies: teaching physical education in times of COVID-19. Sport, Education and Society, 1-15. https://doi.org/10.1080/13573322.2020.1791814

Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & Coll, C. G. (2017). Bronfenbrenner's Bioecological Theory Revision: Moving Culture From the Macro Into the Micro. Perspectives on Psychological Science, 12(5), 900-910. https://doi.org/10.1177/1745691617704397

Wackerhage, H., Everett, R., Krüger, K., Murgia, M., Simon, P., Gehlert, S., Neuberger, E., Baumert, P., & Schönfelder, M. (2020). Sport, exercise and COVID-19, the disease caused by the SARS-CoV-2 coronavirus. Deutsche Zeitschrift Für Sportmedizin/German Journal of Sports Medicine, 71(5), E1–E12. https://doi.org/10.5960/dzsm.2020.441

Walker Center for Teaching and Learning. (n.d.). Seven Principles for Good Teaching. University of Tennessee Chattanooga: https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/teaching-resources/pedagogical-strategies-and-techniques/seven-principles-for-good-teaching

WHO. (2020, May). WHO #HealthyAtHome. World Health Organization: https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome/healthyathome---physical-activity

Yuksel, I. (2010). How to Conduct a Qualitative Program Evaluation in the Light of Eisner's Educational Connoisseurship and Criticism Model. Turkish Online Journal of Qualitative Inquiry, 78 - 83.