

Understanding Physical Activity for Wellness Online Modules Overview

Modeling Research for Practice!

Chad M. Killian, PhD
Assistant Professor of Kinesiology & Health
Georgia State University, Atlanta, GA



Today

1. Encourage big picture thinking about the potential value of online learning in physical education
1. Share about online modules my colleagues and I developed
1. Provide some brief practical tips for quality online physical education based on research I've conducted



About me

- Taught health & physical education for five years in Pennsylvania
- Attended the University of Illinois for my PhD studies
- My primary research interest is online physical education
- I view online modalities as tools to promote and support quality physical education



What just happened?

- Physical education teachers who actively resisted teaching with technology and/or online modalities were forced to adapt
- Physical education teachers who never thought they needed to learn to teach remotely, were forced to adapt
- Physical education teachers who were waiting to take a course on digital instruction were forced to adapt
- We were all forced to adapt



What might this mean?

- Scenarios for the upcoming school year are variable and uncertain
- There is a high likelihood many teachers could be required to teach remotely for the foreseeable future
- Might an online course back-up or contingency plan be required?
- Might blended learning be embedded to offer an intermediate solution in the event of intermittent or localized closures?



Situating Our Thinking about Online Learning in Physical Education...

- We don't know what the future will look like in terms of required use of online learning in physical education
- Online learning is expanding as a legitimate modality for teaching and learning
- Expectations related to quality will increase and become more rigorous as time passes and research on best practice grows



What is the potential value of **quality** online physical education?

(Based on Beets, et al., 2016)

- **Quality** online physical education has the potential to **expand** physical activity opportunities
- **Quality** online physical education has the potential to **extend** physical activity opportunities
- **Quality** online physical education has the potential to **enhance** physical activity opportunities
- Quality online physical education represents another environment where students can find **meaningful opportunities** to be physically active



“Allows them to be self-directed and independent”



- Meets Gen Z communication style
- Allows them to express their individuality
- Provides them with autonomy and choice over their physical activity behaviors

TABLE 2: Top 20 Worldwide Fitness Trends for 2020

| Rank | Trend |
|------|---|
| 1 | Wearable technology |
| 2 | High intensity interval training (HIIT) |
| 3 | Group training |
| 4 | Training with free weights |
| 5 | Personal training |
| 6 | Exercise is Medicine (EIM) |
| 7 | Body weight training |
| 8 | Fitness programs for older adults |
| 9 | Health/wellness coaching |
| 10 | Employing certified fitness professionals |
| 11 | Exercise for weight loss |
| 12 | Functional fitness training |
| 13 | Outdoor activities |
| 14 | Yoga |
| 15 | Licensure for fitness professionals |
| 16 | Lifestyle medicine |
| 17 | Circuit training |
| 18 | Worksite health promotion and workplace well-being programs |
| 19 | Outcome measurements |
| 20 | Children and exercise |

Prepares Students for Life After High School

- ACSM's Top 20 Fitness Trends for 2020
 - a. Wearable Technology
 - i. Students are more invested in their own behaviors and goals
 - ii. Many collegiate PE/physical activity courses are moving to a hybrid or online model with the use of wearables
- Helps them navigate how to be active within their College Campus Recreation Center or their community

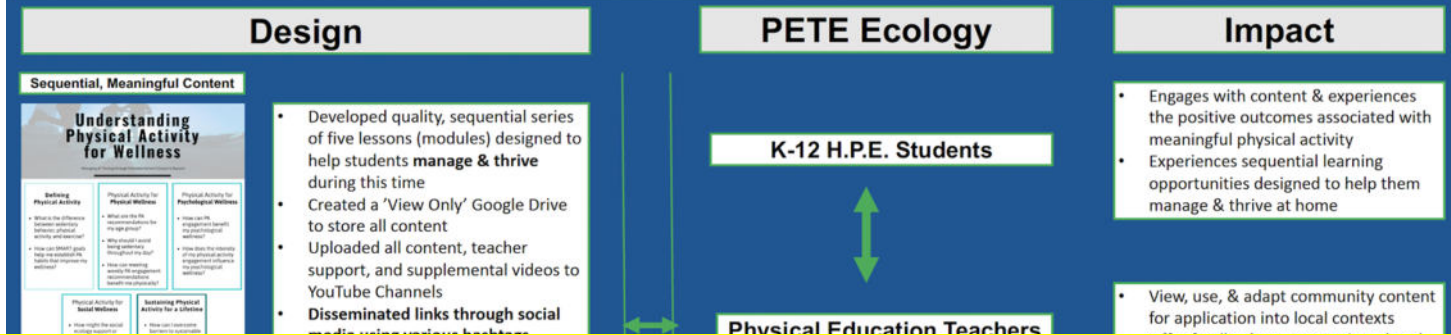


Online Instruction as Advocacy

- Your online (and remote) instruction is available for your school community to see
- Use it to show the value of physical education
- Invite the community into meaningful physical education/activity
- Use discretion when posting content, assessments, invitations

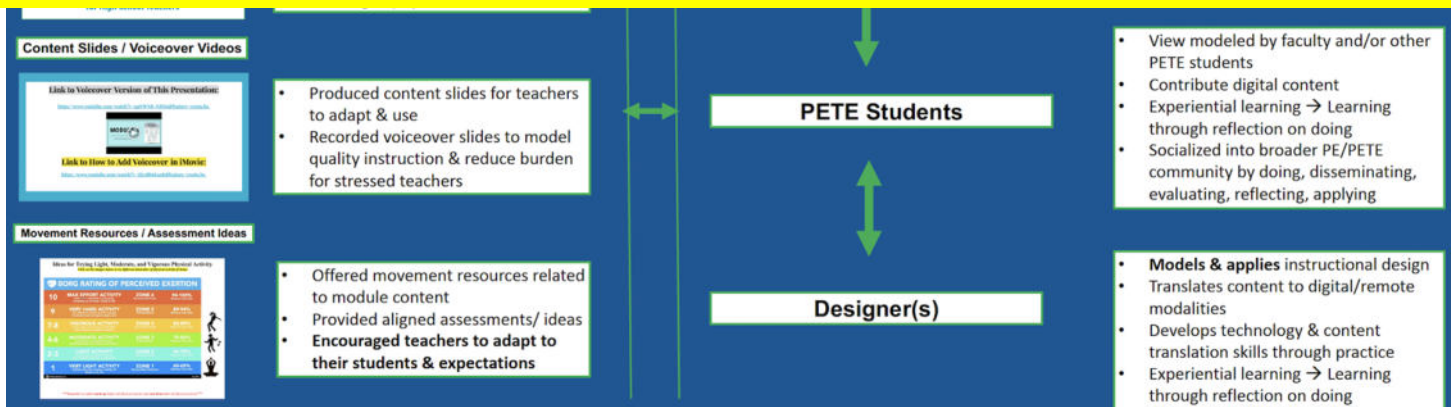


Broadening the Ecological Impact of PETE Through Design and Dissemination



[Link to modules in our GoogleDrive Folder](#)

Can also be found in my pinned tweet @chadkillian1



Practical Personal Takeaways

- Find online tools that provide **value** in your mind and to students
- Use tools and systems that are **easy to learn and navigate** (i.e. keep it valuable and simple)
- Advocate for yourself and seek **support**
- Use free, **school issued** & “sanctioned” tools

Practical Takeaways to Ensure Meaningful Student Experiences

- Ensure online content is, relevant, useful, engaging and appropriately challenging to students
- Help students understand the relevance & usefulness of the content
- Help students understand the value of using online modalities to support their learning
- Support students' transition into learning online as part of their physical education experience



Practical Takeaways to Ensure Meaningful Student Experiences

- Most students value the flexibility of online physical education
- Students may be more active and appreciative if engagement is autonomous
- Be flexible and progressive with physical activity requirements
- Be mindful of online workload



Apply reflective teaching & take an action research approach

- Reflective teaching involves noticing what is happening; considering what is happening; planning to continue or adjusting to deviate from what is happening
- The novelty of teaching and learning online in physical education allows a freedom to experiment, explore, and iterate toward what is optimal for the context



Universal Design for Learning

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>



Teaching Online is Still Teaching

- Regardless of how you choose to develop your online content, be mindful of your comfort and experience, your context, your students' needs
- Think about what meaningful experiences might look like and plan, develop, & implement them
- Be reflective, be intentional, be iterative, be encouraged!



Selected Research Links

[Online and Blended Instruction in K–12 Physical Education: A Scoping Review](#)

[Flipped Instructional Model in Physical Education](#)

[Expanding and Extending MVPA Using e-Learning: FLiP Study Pilot Results
\(begins on p. A-170\)](#)

[Factors Associated with High School Physical Education Teachers' Adoption
of a Supplemental Online Instructional System \(iPE\)](#)

For more information!

Email: ckillian@gsu.edu

Twitter: [@chadkillian1](https://twitter.com/chadkillian1)

YouTube https://www.youtube.com/feed/my_videos

Researchgate: https://www.researchgate.net/profile/Chad_Killian

GSU Faculty Page: <https://education.gsu.edu/profile/chad-killian/>

