

Shifted Ways Learning: Lived Experiences of Students in Physical Education

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Abstract

The shifted ways learning in physical education or PE refers to various modalities for obtaining skills and knowledge. This study aimed to explore the lived experiences of the senior high school students. This also described their coping mechanism in learning physical education in the shifted ways learning with the challenges and issues they encountered. The students' insights were also identified and drawn out. I used a phenomenological approach to qualitative study design to achieve these goals. The participants for this study were seven senior high school students from online and modular learning modes and PE teachers. They were identified through purposive sampling. For the data gathering method, I utilized in-depth interview as the primary source of information along with the focus group discussion as the validator to triangulate the data. The participants were aided with an interview guide. The thematic analysis revealed that the lived experiences of students on the shifted ways learning in PE consists of six major themes: challenges in the new set-up of learning and ascendancy of advantageous digital technology; digital ways of getting supplemental information and learner's initiative in breaking through problems in the new set-up of learning; and forming and associating values in distance learning and learners' choice and point of view of the learning modes. To cope with the challenges, students used digital technology as an aid in learning PE. As a result, students are learning and adapting despite of their learning modes.

Keywords: Physical education; shifted ways learning; digital technology, learning modes

1. Main text

In the new normal, senior high school students are acquiring physical education or PE lessons in different methods. The term "shifted ways learning in physical education" refers to various modalities for obtaining physical education skills and knowledge. In PE, it is imperative that the lessons and assessments should be done in a practical way. The face-to-face arrangement or actual presentations of evaluations and performance tasks is a practical manner of learning PE. The practical approach to PE has shifted to online learning, recorded class video conferencing, and offline or modular learning, which presents students with a challenge in acquiring and demonstrating abilities. Furthermore, the senior high school students' living experiences, coping mechanisms, and insights of the new normal will be determined by shifted ways learning in PE.

Moreover, Gard and Pluim (2014) foresighted about the impacts of the practical way shifted to digital physical education, which seems to be occurring in different places mainly because of the new normal. The shifted learning in PE is practiced before the pandemic came. Technology advancements are occurring which

digital application in learning PE are acquired and used in online and recorded video conference. The school should create equitable distance learning opportunities from practical ways in learning PE for all students, including those without access to the internet, mobile technologies, or other digital means for learning. The PE teachers should follow guidelines from the districts or schools regarding to distance learning in creating curricular units, performance tasks, and written assessments (SHAPE America, 2020). The PE teachers should provide guidance and clear instruction of the activities given to the students to learn whether they are in online or recorded video class or modular.

Daum (2020) stated that online learning physical education or OLPE does not applicable to everyone. In California, the teachers, school heads, and districts are experimenting the online learning. The model OLPE has found that the learners are favorable since the schedule is flexible, also in terms of choices in activities, and doing the physical activities at home which they are comfortable demonstrating. The OLPE model is limited for those who can buy or have access to internet. It is part of the shifted learning in PE but it does not limit only to this model. Thus, OLPE model is just part of the whole in shifted ways in learning physical education.

In the Philippines, the typical scenario is that students in learning physical education are resorting to a trial-and-error approach by the implementation of PE in this time of the COVID-19 pandemic, which can compromise the value of the subject and the students' learning outcomes. The utilization of technology as an alternative way in learning PE in distance, online or offline modality is the least solution of addressing the subject to the students as to ensure their health and wellness despite of the pandemic (Tanucan et al., 2021). This is a manifestation that shifted ways learning in PE in the country is a challenge and students are still adapting it. Moreover, one university in Manila uses online learning platforms where the learners can download all the course materials. It allows the students to participate in an interactive board as well. As Philippine schools shift to online distance learning, PE has become one of the casualty subjects for some learning institutions (Go, 2020). The schools found it hard to deliver the standards in PE since it usually requires the students to acquire the skills to perform it and understand the subject. Through the online learning platforms, which is the alternative way to learn PE, students assure retention in the issue and promote healthy living throughout the years.

A private school in Davao City, offers two distance learning modalities. The first modality requires the students to have an Internet connection for the classes done through online sessions. The second modality involves the scheduled release and submission of the learning output given of the given modules, which is an approach used by public schools (Palma, 2021). These two learning modes are the usual approach that most private schools are offering. The students can learn physical education in either of the learning modes.

Likewise, as we have personally observed, there are two learning modalities that our school is offering, which are the online and offline or modular scheme. On the other hand, we noticed gaps and issues on the shifted ways learning in physical education in relation to the modalities in terms of the student's learning in physical education. We felt that there was a need to look more closely at those two modalities. One modality is advance in learning PE, and the other is not, and or vice versa. Both modalities are indeed very challenging in learning PE for the SHS students. Furthermore, there is something to investigate the learning of the Senior High School (SHS) students if they can cope with their current situation in learning physical education since some of them cannot afford or less no digital technology to be used for research and communication. In line with this, due to the shifted learning setting, the SHS students have less interaction with the PE teachers and vice versa, which results to less understanding and acquiring inauthentic skills in the concepts in PE. The knowledge and health of the students is the top priority why PE is needed to learn. Moreover, SHS students are teenagers to young adults who can cope with their learning style and technology usage. Thus, these help them cope with the challenges they face in the shifted learning in PE.

The purpose of this phenomenological study is to discover the lived experiences of students on shifted ways learning in physical education. At this stage in the research, the shifted ways learning in PE will be generally defined as the alternative way of acquiring the skills and knowledge through different modalities.

Learning physical education in distance learning is challenging, cooperative learning is still possible. The approach where the students increase their academic understanding about PE, and skill performances by cooperating with their classmates even in distance learning (Garcia et al, 2021). Communication is vital for this kind of set-up. Most of the participants' responses are more on the adaptation of their learning modality and how to learn and acquire skills through digital communications aside from their learning manuals.

Fazleeva et al (2021) pointed out that according to quantitative (time) and qualitative (intensity) criteria, distance learning has made major adjustments to the content of both training sessions and self-study physical education classes. Due to the need for students to move to distance learning, it results to have different modes of learning. Students can choose which modality they want in learning PE whether online or modular learning mode. In line with this, both the PE teachers and SHS students are adjusting to the new normal of acquiring skills and knowledge in PE, especially to the platform that they are using in an online class or even submitting performance tasks like pre-recorded videos. Digital technology is one of the remedies in learning PE since there are concepts that most of the students cannot understand. As a result, they are browsing through the internet using their gadgets.

Meanwhile, Villalba et al. (2017) state that senior high school students and physical education teachers find challenges and barriers to technology integration in PE subjects. Moreover, a study published by Karsenti and Lira (2011) provided that technology integration is rarely used in physical education, and somehow it becomes imperative to continue studying technology integration in PE. Technology integration would not be a problem for students who have mobile devices or an online scheme since they can access the internet in the browser. However, challenges arise for the SHS students who don't have internet gadgets to be used. Additionally, integrating technology into PE may hinder students' learning efficiency since PE is designed for practical face-to-face engagements. Thus, students learning in this shifted way is a challenge that they need to adjust and to cope with.

Casey and Quennerstedt (2020) state that cooperative learning provides the students' opportunities in learning skills and new knowledge in physical education through group dynamics. Every student is accountable for their learning in a group. Thus, cooperative learning focuses on the positive attitude and interdependence towards self and other students in learning PE. Cooperative learning should be applied if the SHS students already know the concept of the lesson. There are activities that cooperative learning might not be applicable whereas can be done by individuals. It is handy for the teachers to group students accordingly in the performance task in the traditional setting. Likewise, students can easily manage to learn if they can socialize with their classmates. In the new normal, learning PE through cooperative learning can also be applicable. The SHS students may use different technologies for communication when in a distance learning modality. Therefore, learning PE, whether in a traditional setting or shifted ways learning in cooperative learning, is possible through digital technologies.

However, senior high school students are concerned with their interactions since some can learn with socialization and little reading textbooks or learning materials (Cos et al., 2021). There are some issues that the SHS students are facing like the internet connection, device they are using, and their learning modes. Primarily, you can't connect to any digital application for communication if you don't have any data or internet connections. The device also plays a role in communication. Since, students are in distance learning mobile gadgets are in advantage in communications which they can call, chat, and ask for clarifications if there are topics or concepts that are not familiar to them. The learning mode of the SHS students are also important since not all of them have the luxury to own gadgets, they should be provided with a clear instruction to their module.

As stated by Vongkulluksn et al. (2017) they said that lack of access to software and hardware, as well as the physical organization of available technology, are some of the recurring hurdles in teaching and learning physical education in the distance learning. Considering how rarely technology integration is employed in physical education, it becomes necessary to continue researching technology integration in PE. Additionally,

learning PE using the different software applications are utilized to effectively deliver the lessons. The educational platforms are used to deliver assessments and virtual meetings. However, many of the SHS students are struggling in using the application software in learning since it is not the typical way of delivering the subject. It does not deny the fact that even though the students are using digital technology frequently, they are already equipped and ready to engage with newly introduced online platforms for learning the subject. Although it is not ideal for PE, still it is possible to implement the integration on learning physical education with an aid of digital technology software application. Indeed, not all of the students are getting used to distance learning and with technology integration to the subject. Some of them are experiencing a hard time adapting and adjusting to the situation especially putting PE as a practical subject to an online platform with digital applications.

Zhang (2017) states that the benefits of traditional classroom teaching and e-learning are combined in the blended educational method, including face-to-face flexibility, availability of e-learning resources, flexible and timely engagement, and autonomous and individualized learning. In addition, it is the combination of offline and online learning modalities in learning physical education by senior high school students. The majority of the performance task in physical education is through practice. Since the SHS students are in distance learning, they can perform the task away from the school and submit it online. Further, SHS students are given enough time and choice where they are going to perform their functions. For them, it is convenient to perform the task at home. They are more confident than performing the task in a traditional type of set-up in learning.

Furthermore, a model-based approach has been proposed as a method of overcoming the traditional approach to physical education's significant shortcomings (Kirk, 2013). Traditionally, learning physical education is learned through direct instruction, one of the models in learning PE. In the new normal, direct instruction is also applied to some of the instruction in PE, depending on the program and or activity. Additionally, model-based learning as an approach and a learner-centered focus help SHS students utilize different learning styles in acquiring the skills and lessons in PE. Moreover, the SHS students can learn PE through peer learning, inquiry-based, and technological integration or research in distance learning. Through the aid of digital technology, students can browse to the internet and search for supplementary information related to the subject. In terms of performance tasks, the students tend to search for sample video for practical tasks that they need to demonstrate. This model is not new for them since they are familiar with using the technology and other applications. Therefore, model-based learning enhances the traditional way of learning PE for SHS students in the new normal.

Garcia et al, (2021) stress that there is still a problem with learning PE most effectively by the SHS students. But with cooperative learning in PE, the SHS students boost their interpersonal relationships. This approach assists the SHS students and increases their academic and skill performances by learning and cooperating with other students, even in distance learning. In the new normal, learning PE is challenging where communication and any transaction means is digital or online. Thus, cooperative learning as an approach used in learning PE impacts SHS students' understanding of concepts employing relating their ideas as one group.

In addition, the senior high school students in distance learning modality use digital means to submit their practical tasks in physical education (Kok et al., 2019). Furthermore, the students can use their smartphones in recording their functional tests such as exercises, dances, sports demonstrations, and many more. Offline students are provided with resources such as recorded video presentations to build a foundation for the lessons. Aside from having the printed modules, some of them already have mobile devices with which they can also research other means of learning, like watching videos in YouTube, or searching additional information in Google.

Most of the students were familiar with using technology and integrating it to online learning in physical education. With the struggles and experiences that the SHS students went through, they have come up with learnings that could help them build resistance and adapting values on shifted learning in physical education. Moreover, Laar et al. (2021) said that physical activity as a crucial component of health must be conveyed in

online physical education classes. However, before educating students about the values and purposes of sports, teachers should encourage students to actively participate in online classes at the same time, allowing them to focus on physical education concepts. Students should be guided to develop their future sports plans and self-directed abilities through online physical education sessions. In addition, the students needed to adapt to the situation in order to acquire the necessary skills and knowledge for their wellness by associating values in distance learning.

According to Barcenas and Bibon (2022), students faced several obstacles during the implementation of modular distance learning. Nonetheless, the statistics reveal that they are resourceful in building coping strategies to deal with the environmental and personal issues they face. In addition, the SHS students are capable of any adjustments considering their age and level of understanding. Moreover, learning physical education in a modular set-up is a challenge since the subject requires you to demonstrate and perform skills. Much of the responses among the students were more on challenges since it is the first ever in the country to experience fully online and modular learning in physical education. It is imperative that the students must learn the concepts in PE since this will enhance their optimum level of fitness. Since, the students were adaptive and resourceful, they were able to adjust to the current situation integrating values in learning the subject matter. Thus, shifted ways learning in physical education is possible even in a face-to-face or in a distance learning manner.

Since the beginning of the shifted learning modality, the students are given the privilege to choose from their preferable learning modes. In public schools, since most of the students cannot afford digital technology for online learning, they don't have the choice but to have the lessons in modular set-up. According to Villalba et al. (2017), In public schools, they offer modular or offline learning schemes and some private institutions. The private schools offer two to three learning modalities: online, offline, and blended learning. Both public and private schools are integrating technology to provide the SHS students with the knowledge and skills needed. Technology integration would not be a problem for students who have mobile devices or an online scheme since they can access the internet in the browser. However, challenges arise for the SHS students who don't have internet gadgets to be used.

Moreover, it is observed that the SHS students demonstrated skills and acquired knowledge in PE class using digital technology. Indeed, one student in an interview said, "I like the video since it allowed me to see myself and what I was doing incorrectly," this is an indicator that proves students adapt ways in learning physical education in dance (Casey & Jones, 2011). Performance task through recorded video using digital technology is helpful after all. The SHS student can assess their performances before submitting them to the PE teacher. Unlike in traditional teaching, the students cannot see themselves perform but their classmates only. In addition, the students can do over until they are satisfied with their output. Utilizing digital technology plays significantly in shifted learning in physical education. There are tasks that students require to use applications such as editing applications for music and video. Some modular learners also utilizing digital technology as supplementary material to learn and acquire the skills in PE by watching videos and researching details. Therefore, SHS students display a significant understanding of physical education in a broader context using digital technology.

2. Research Objectives

This study aims to explore the lived experiences of students on the shifted ways learning in physical education. It has the following specific objectives:

- To describe the lived experiences of SHS students on the shifted ways learning in physical education;
- To determine the coping mechanism of SHS students on the shifted ways learning in physical education; and

- To draw out insights on the shifted ways learning in physical education among the senior high school students.

3. Method

This study used a qualitative research design following a phenomenological approach. The systematic gathering, organizing, and analysis of textual material obtained from talk conversation is qualitative research. When researching what an experience means to a particular set of people, phenomenology may be the method of choice (Grossoehme, 2014). Furthermore, phenomenology is the study of consciousness structures as experienced from a first-person perspective. Since it is an experience of or about some object, the intentionality of an experience, or its orientation toward something, is its essential shape.

The participants of this study were seven senior high school students, four participants from online and three participants from offline learning modalities and PE teachers in a private school in Davao City. The reliability of the seven participants as a data source for this study was based on Creswell's (2013) recommendation of five to 25 participants for phenomenological studies. We utilized purposive sampling to identify the participants in the data gathering process. Purposive sampling is a non-representative subset of a larger population that is designed to meet a specific demand or goal (Tongco, 2011). Choosing a participant depends on the qualities that a participant possesses.

We utilized a semi-structured interview guide during the focus group discussion and in-depth interviews with my participants in this study. In this study, we were part of the instrument since we were the one who asked and crafted the guide questions to the participants. An interview guide was a list of questions that were intended to ask the interview participants. According to Creswell (2013), an interview guide is a valuable tool for keeping consistency and direction during an interview, and it can range from a highly planned discussion to a more casual dialogue. Similarly, the validation of my questionnaire was ensured that the information gathered was consistent with the study's research goals. The interview guide that we used underwent through validation by the experts. The interview guide was validated by 2 members of the panel and 1 for external. The following were the research objectives and its interview guide with probing questions. The first objective was to describe the lived experiences of SHS students on the shifted ways learning in physical education. The second objective was to determine the coping mechanism of SHS students on the shifted ways learning in physical education. Lastly, to draw out insights on the shifted ways learning in physical education among the senior high school students.

In this study, as the researchers, we were the primary interviewer to the participants using the semi-structured guide questionnaires. The first task was to identify the participants to participate to the in-depth and focus group discussion interviews. As we got the target participants, we gave them the schedule for the interview. The interview was administered using zoom application software. We served as the data collector using the interview guide. We administered in-depth interviews to the SHS students through the zoom application. For the focus group discussion, the data gathered were from the PE teachers and SHS students. The online interview was recorded. Thus, the data were gathered is from the recorded online interview using the zoom application. We were also the transcriber of the data collected after each interview. Each data collected was transcribed by me. We used the traditional method of transcribing the data which were the pen and paper. I used an application software such as VLC to play the recordings then transforming the spoken information into written form.

As the data analysts, we were able to extract the important information from the online and recorded interview of the participants. As the documenter, we pointed out the occurring experiences of the participants and formed into a theme. As a result, the formulation of the major themes and sub-themes were derived.

As a researcher, we underwent a variety of data collection procedures. To conduct data for this study, we conducted an in-depth interview to triangulate to validate the participants' responses with their colleagues.

Carter et al. (2014) define triangulation as part of qualitative research design for determining validity by combining data from several sources. Data source triangulation gathers information from various sources, including individuals, groups, families, and communities, to get multiple views and verify data. According to Creswell (2013), the in-depth interview completed the components of the triangulation technique, which is a powerful tool that facilitates data validation through cross-validation from more than two sources, the first of which were readings on live experiences on the shifted ways learning in physical education; the second is the in-depth interview; and the third is the focus group discussion. We also conducted focus group discussions to acquire insights into the participants' actual experiences. To learn how the participants felt about their experiences, semi-structured questions were used. The information acquired through focus group discussions was based on their perceptions and experiences of the shifted ways learning in physical education.

This study used the triangulation data collection technique, which was a highly beneficial way of obtaining more details and eliminating bias, and assuring a balance research study, regardless of how big or little the study was (Carter et al., 2014). Triangulation of sources, methods, and results to check the validity of data gathering from participants, deciphering patterns, highlighting essential experiences of the senior high school students and PE teachers on the shifted ways learning in physical education, and crystallization of findings or the creation of themes were the main things to be considered when analyzing the data.

4. Results and Discussions

Lived Experiences of Senior High School Students on the Shifted Ways Learning in Physical Education

The lived experiences of the senior high school students on shifted ways learning in physical education cover two major themes: challenges in the new set-up of learning and digital technology ascendancy. Under challenges in the new set-up of learning comprised of four sub-themes: adaptation of new learning modes, slow internet connectivity, confidence in doing the performance task, and communication issues. Under digital technology ascendancy were software application ignorance, technologically oriented, and digital application advantages. I found out that students are struggling with their learning modality especially in dealing with practical tasks in physical education. The SHS students are struggling with the internet connectivity since not all of them can afford to have an internet or even mobile data. However, students were more confident in performing their tasks if they were at home, this will avoid them from being anxious of the person who watches them. Furthermore, some SHS students were digitally literate, and some of them does not have the luxury to own any digital technology. These are the struggles and challenges faced by the senior high school students on the shifted ways learning in physical education I have interviewed.

Table 1. Lived Experiences of Senior High School Students on the Shifted Ways Learning in Physical Education

Essential Themes	Core Ideas
Challenges in the New Set-up of Learning	Adaptation of New Learning Modes
	Communication Issues
	Software Application Ignorance
	Slow Internet Connectivity

	Gaining Confidence in doing the Performance Task
	Technologically Oriented
Ascendancy of Advantageous Digital Technology	Digital Application Advantages

Coping Mechanism of Senior High School Students on the Shifted Ways Learning in Physical Education

The coping mechanism of the senior high school students on the shifted ways learning in physical education composed of two major themes: digital ways of getting supplemental information and learner's initiative in breaking through problems. The first major theme includes three sub-themes: soliciting clarifications, referencing, and coping as modular learner. The second major theme covers two sub-themes: accomplishing tasks in advance and facing problems to make solutions. The students perform exemplary behavior towards learning physical education in their respective modalities. One of their coping strategies is by asking or soliciting questions or clarifications to their classmates and or teachers if they were having a challenging time understanding concepts in physical education. Using digital application software was their secondary choice in getting additional supplemental information. Moreover, the SHS students are using Google for their research and YouTube for watching videos related to the subject matter. By the aid of these online platforms, they can cope with their challenges in learning physical education in their modality.

Table 2. Coping Mechanism of Senior High School Students on the Shifted Ways Learning in Physical Education

Essential Themes	Core Ideas
Digital Ways of Getting Supplemental Information	Soliciting Clarifications Applying the Digital Technology
	Referencing using the Digital Application Software
	Getting through the Digital Technology by the Modular Learner
Learner's Initiative in Breaking through Problems in the New Set-up of Learning	Accomplishing Tasks in Advance
	Facing problems to Make Solutions

Insights on the Shifted Ways Learning in Physical Education among the Senior High School Students

The insights of the senior high school students on the shifted ways learning in physical education include three major themes: forming and associating values in distance learning, learner's choice, and point of view of the learning modes, and skills enhanced and acquired in shifted learning. The first major theme covers two sub-themes: time management and becoming receptive and adaptive. Also, the second major theme is composed of two sub-themes: modality preferences and discernment in the new modes of learning. The third major theme does not have any sub-themes. The students come up with an insight to learn from it. The students express their ideas on their own learning modalities in terms of their preferences and reflections. Some of them preferred the

traditional learning in PE since it includes practical tests that they need to demonstrate. Even though students were in distance learning, they expressed that there are skills which enhanced, and talents were discovered. Students shared their acquired skills, and values during the shifted learning and how it helped them improve themselves.

Table 2. Insights on the Shifted Ways Learning in Physical Education among the Senior High School Students

Essential Themes	Core Ideas
Student can Learn and Apply Values even in Shifted Learning	Manage time in learning in different modes
	Become receptive and adaptive in shifted learning.
Students can choose their preferred modalities	Student's modality preference
	Skills enhanced and acquired in shifted learning
	Discernment in the new modes of learning

5. Implication and Future Direction

Shifted ways learning in physical education should be continued, planned, and implemented with a purpose so that students can still achieve the core of the subject which is “move to learn, learn to move” even administering the learnings on their own houses or in a shifted learning modality. PE teachers should also advance their knowledge and become adaptive to the new modes and technologies used in the 21st century learning. Furthermore, PE teachers shall promote gamification activities which boost their motivation and enhance understanding to the lesson while integrating modern technologies.

Moreover, findings of this study, along with its implications, suggest various promising settings for future research. Firstly, longitudinal research is needed to assess the long-term effects of shifted ways learning in PE on student learning outcomes, engagement, and inclusivity. Comparative research across different educational settings into how integrated PE approaches and strategies can be adapted and scaled. Additionally, exploring the role of teacher professional development in addressing the challenges and enhancing the shifted ways in learning PE. Future research might also focus on creating innovative technologies, strategies, technologies, and inclusive instructional resources designated for students to support these initiatives.

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