

Teachers' perception of digital technologies within post-covid Physical Education/Health and Wellbeing

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Abstract

This research project has investigated teachers' perceptions of digital technologies within Physical Education (PE) and Health and Well-Being (HWB) within schools in Wales. The overall aim of this research project was to investigate the unknown impact of digital technologies within schools and if they play as a positive or negative and if the techniques, we used in the COVID-19 lockdown was effective. The research project covered a range of techniques.

The research was carried out by interviewing staff within different roles and different schools throughout Pembrokeshire, the information provided was analysed based on their views and thoughts. The overall understanding from the six different interviews

is that all members of staff highlighted the importance of digital technologies throughout the lockdown period and how they would have struggled without it. They continued to mention that after the lockdown period they are still using the same resources and ideas for their PE/HWB lessons currently (Online workouts). However, they had concerns about the use of digital technologies such as wearable devices and mobile phones within the lesson time as students are already having high screen-usage and PE/HWB is a chance to get away from the screens.

This implies that digital technologies have a place within PE/HWB and are seen as effective to a certain extent as long as they are used correctly. But how can we ensure teachers use these tactics correctly, does this require further training?

Chapter One: Introduction

The global outbreak of the Covid-19 pandemic in 2019-2020 disrupted traditional educational structures, forcing schools worldwide to adapt rapidly to new teaching and learning methods (Bozkurt et al., 2022). At the peak of the pandemic in April 2020, 1.6 billion learners were affected by school closures across 190 countries (UNESCO, 2020).

Physical Education (PE) is very reliant on face-to-face interaction and hands-on activities, this experienced a considerable shift as educators were tasked with delivering lessons online (Kim, M. et al. 2021). In a study of European schools, 60% of PE teachers reported a decline in student engagement during online PE lessons (Kovacs et al., 2022). This transition not only transformed pedagogical practices but caused a re-evaluation of how health and well-being (HWB) are taught and perceived in an increasingly digital world.

One significant factor of the pandemic was the rise of online fitness classes, with figures such as Joe Wicks emerging as influential leaders in maintaining physical activity among young people and their families during lockdowns. Wicks' YouTube sessions, "PE with Joe," quickly gained attention, drawing millions of views worldwide (Bowles, Clift and Wiltshire, 2022). These sessions highlighted the potential of digital platforms in physical activity outside traditional settings. At the

same time, social media platforms such as Instagram, TikTok, and YouTube expanded their role as vital spaces for fitness inspiration, peer interaction, and health awareness (Garcia, 2024). Millions of adults and children were apparently motivated to participate in physical activity by these digitally linked fitness activities, which were praised as a huge success (Guardian, 2020).

At the beginning of a new millennium, Fernández-Balboa truly thought that there were endless opportunities for teaching and learning in PE in the digital age. Unfortunately, despite this vision, there is little to suggest that technology is transforming the educational setting where PE is taught (Casey and Jones, 2011). Many authors (see Fernández-Balboa, 2003; Kirk, 2010; Lawson, 2009) firmly believe that PE is still stuck in what Apple (2004, 2013) referred to as “the industrial model of production” (Casey & Jones, 2011).

This study looks to explore teachers' perceptions of these digital technologies in the context of post-Covid PE, focusing on their impact on pedagogical practices, student engagement, and the overall approach to HWB in education.

Chapter Two: Rationale

The rationale for this research comes from the increasing integration of digital technologies in education and the critical role of PE in promoting lifelong HWB. Digital tools have changed the ways educators deliver content and engage students, often resulting in hybrid models that combine face-to-face and online learning (Casey, Goodyear & Armour, 2016). However, the effectiveness and acceptance of these methods within PE remain underexplored, particularly from the perspective of educators responsible for implementing these changes.

A study by Blain, Standage, and Curran (2022) addresses the challenges faced by PE post COVID-19, emphasising the need for innovative teaching methods to re-engage students in physical activity. They propose a “blended-gamified” approach, which combines traditional in-person teaching with digital technologies and incorporates game-like elements to enhance student motivation and participation.

The authors speak heavily on the self-determination theory, which focuses on fostering autonomy, competence, and relatedness to enhance intrinsic motivation, and physical literacy theory, which emphasises the development of movement skills and confidence needed for lifelong physical activity. They argue that integrating these theories can create a more engaging and effective PE curriculum. Similarly, Jefferson, Sullivan and Board (2025) found that PE programs that use autonomy-supportive teaching with physical literacy principles lead to higher levels of enjoyment and motivation among students. Kirk (2005) suggests that digital technologies can play a significant role in supporting self-determination, as they offer personalised feedback (competence), gamified engagement (autonomy), and social interaction through online platforms (relatedness). These findings suggest that an integrated approach that combines student choice, skill development, and digital tools may be the most effective way to sustain engagement in PE.

Despite the strong evidence in favour of integrating Self-determination theory, some scholars have raised concerns about their practical implementation. Haerens et al. (2015) warn that while SDT-based approaches are effective, they can be challenging to implement without proper teacher training. Teachers may struggle to create an autonomy-supportive environment if they are not adequately prepared to shift away from traditional, directive teaching methods.

To introduce this blended-gamified model, the authors recommend for a systematic, evidence-based process involving program development, evaluation, and implementation. This approach aims to identify effective strategies tailored to diverse student needs and contexts, ensuring that PE programs are both inclusive and adaptable.

In conclusion, Blain et al. (2022) suggest that by adopting blended-gamified strategies in PE, it can address the disruptions caused by the pandemic and promote lifelong engagement in physical activity among students. They call for further research to evaluate the effectiveness of these approaches and to refine their implementation in various educational settings.

Chapter Three: Literature Review

3.1 - Introduction

This chapter will review literature to inform about PE and HWB, the place of digital technology within them, as well as the pandemic's effect on children's health, well-being and physical development.

Several different methods were selected to find appropriate literature including Google Scholar and the UWTSD Library; using 'health and well-being', 'technology' and 'physical development' as the key words for locating literature.

The introduction of digital technology within PE has been explored from various perspectives, primarily focusing on student engagement, accessibility, and digital literacy. Casey et al. (2016) argues that digital tools can improve learning experiences, helping personalised, student-centred approaches. However, they also mention that not all students have equal digital competence or access to necessary resources. The rapid, unplanned transition to online learning during the pandemic further made these differences worse. (Fitzpatrick et al., 2022).

Wicks' online fitness classes serve as a prime example of how digital platforms can adjust access to PE. His sessions showed an ability to engage diverse audiences, transcending geographical and socioeconomic boundaries. However, the informal nature of such resources raises questions about their alignment with educational standards and curriculum goals (Ahmed et al., 2024). Wicks' sessions demonstrated the potential of digital platforms to support student well-being beyond traditional PE environments, prompting discussions on the long-term integration of online fitness programs into school curricula (Blain, Standage & Curran, 2022).

At this time, social media platforms such as Instagram, TikTok, and YouTube became primary sources of fitness-related content, influencing students' views of health, fitness, and well-being (Garcia, 2024). While these platforms can motivate physical activity, they also raise concerns about misinformation, body image issues, and unrealistic fitness standards (Holland & Tiggemann, 2016). Given these developments, many teachers have questioned the role of digital technologies in PE and their potential benefits and drawbacks (Wallace, Scanlon and Calderón, 2022). Teachers must therefore use these online spaces carefully, helping students critically analyse content while promoting healthy behaviours. This literature review explores

teachers' perceptions of digital technologies in post-Covid PE, focusing on the opportunities, challenges, and future implications of integrating online fitness classes and social media into HWB education.

3.2 - Digital Technologies Defined

Digital technologies refer to electronic tools, systems, devices, and resources that generate, store, and process data, enabling communication and information sharing (Selwyn, 2017). These technologies include but are not limited to computers, the internet, artificial intelligence, mobile devices, and digital applications, all of which have transformed modern education (Henderson, Selwyn & Aston, 2017).

In the context of PE and HWB, digital technologies include a wide range of tools such as fitness tracking devices, online fitness programs, exergaming (video games that promote physical activity, such as just dance), and video analysis software (Casey, Goodyear & Armour, 2016). These technologies allow teachers to deliver more engaging and individualised learning experiences while promoting physical literacy and motivation among students (Baek, J.-H. *et al.* 2018).

3.3 - The Role of Physical Education/Health and Well-being in the Welsh Curriculum

PE plays a vital role in the Welsh curriculum, particularly within the Health and Well-being Area of Learning and Experience (AoLE). The Curriculum for Wales (2022) redefines PE as an essential part in promoting lifelong physical activity, well-being, and holistic development (Welsh Government, 2020). Unlike earlier models that emphasised sports performance, the reformed curriculum prioritises physical literacy, personal development, and well-being, reflecting a shift towards inclusive, student-centred learning (Aldous & Sparkes, 2019).

The integration of PE into the Health and Well-being AoLE, highlights its significance beyond just sport and fitness. The curriculum acknowledges the strong connection between physical health, mental well-being, and emotional resilience, ensuring that students develop skills and habits that promote a healthy lifestyle (Welsh Government, 2022).

The Health and Well-being AoLE is one of six learning areas in the Curriculum for Wales, with PE forming a crucial part. The framework is structured around four key purposes, aiming to develop students who are:

- 1) Ambitious, capable learners – Engaging in challenging physical activities and reflecting on their personal progress (Welsh Government, 2022).
- 2) Enterprising, creative contributors – Applying movement skills in various activities, from traditional sports to digital fitness tools (Bailey et al., 2009).
- 3) Healthy, confident individuals – Building physical literacy and understanding the role of movement in lifelong well-being (Whitehead, 2010).
- 4) Ethical, informed citizens – Recognizing the societal and cultural impact of sport and physical activity (Aldous & Sparkes, 2019). (Welsh Government, 2022)

This shows that PE is integrated through the curriculum and is an essential part of children's development in order to make them well-round global citizens with good well-being.

3.4 - Impact of COVID-19 on Children's Health, Well-being and Physical Development

The COVID-19 pandemic had many effects on children's HWB, particularly in terms of physical development. Various UK-based studies show that these changes led to declines in physical fitness, increased sedentary behaviour, and a rise in childhood obesity (House et al., 2024).

The disruption of structured PE lessons and extra-curricular sports significantly reduced children's physical activity levels during the pandemic. According to Bristol University (2022), by the end of 2021, only 36% of children met the recommended guidelines of 60 minutes of moderate to vigorous physical activity (MVPA) per day. Prior to the pandemic, children aged 10 to 11 were averaging 69 minutes of MVPA on weekdays, but this dropped to just 56 minutes post-pandemic, a 13% decline. Weekend activity levels were even lower, with children engaging in an average of only 46 minutes per day (Bristol University, 2022).

Similarly, Sport England (2021) found that most of "active" children (those achieving 60 minutes or more of physical activity per day) decreased from 47% in 2019 to 38% in 2021. The research highlighted that while some children adapted by engaging in home-based fitness activities such as Joe Wicks' "PE with Joe" workouts, many others struggled due to limited space, lack of equipment, or low motivation. These findings suggest that while digital fitness resources offered alternative opportunities, they could not fully replace structured, in-person PE lessons.

The pandemic also had a significant effect on the physical development of younger children. The Early Intervention Foundation (2022) highlighted that children aged 0–5 years experienced developmental delays in key motor skills due to reduced opportunities for movement-based play. Their report found that children who missed out on early years settings (such as nurseries and playgroups) had fewer opportunities to engage in activities that develop coordination, balance and strength.

Additionally, a survey conducted by Kindred2 (Early Years Alliance, 2025) found that some children starting primary school were struggling with basic physical skills such as climbing stairs, jumping, and core stability. Nearly half (49%) of primary school teachers surveyed reported a decline in school readiness, adding this to the lack of physical engagement during lockdowns. These findings suggest that the pandemic not only affected older children's activity levels but also hindered early childhood physical development, potentially leading to long-term consequences for motor skill acquisition.

3.5 - The Role of Digital Technology in PE Before, During and After the Pandemic

Before the Covid-19 pandemic, digital technologies were gradually being introduced into PE, but their adoption was inconsistent. Research by Kirk (2010) highlighted that while technology-enhanced PE had the potential to improve student engagement and learning outcomes, many teachers were sceptical about replacing traditional physical activities with screen-based alternatives. Concerns included increased screen time, reduced movement, and the lack of professional training in digital pedagogy (Casey et al., 2016). However, the pandemic forced schools to accelerate

digital learning, leading to the widespread use of virtual PE lessons, fitness apps, and online instructional videos (Cabellos, Pérez Echeverría and Pozo, 2023). Teachers had to quickly adapt to new tools, with varying degrees of success and acceptance (Baek, J.-H. *et al.* 2018).

Social media has become a powerful tool for promoting physical activity, with platforms such as TikTok, Instagram, and YouTube offering exercise challenges, fitness influencers, and educational content (Garcia, 2024). However, teachers expressed both positives and concerns about social media's influence on students' perceptions of health and fitness (Goodyear & Armour, 2021). On the positive side, teachers said that students were more likely to engage with fitness-related content if it was presented in short, visually appealing formats, such as TikTok workouts or Instagram challenges (O'Donnell, Sultana Ismet Jerin and Mu, 2023). Social media also allows students to access fitness professionals, mental health advocates, and sports scientists, expanding their knowledge beyond the classroom (Goodyear, Armour and Wood, 2019). Additionally, online fitness communities provide peer encouragement and social reinforcement, which can boost motivation and long-term participation (Holland & Tiggemann, 2016). According to Goodyear *et al.* (2014), teachers' use of social media is driven by a variety of psychological goals, such as competence (improving their performance in the position), autonomy (possibilities for self-directed CPD), and relatedness (creating professional contacts) (Paris, 2023).

Despite these benefits, teachers raised concerns about the potential risks associated with social media in PE. A key issue was the commonness of misleading or invalid fitness advice (Chambers, 2019). Many influencers lack formal qualifications, yet their content can shape students' health behaviours (Perloff, 2014). Furthermore, studies have found that exposure to idealised fitness content can lead to body dissatisfaction, anxiety, and unhealthy exercise habits among students (Holland & Tiggemann, 2016). Teachers also expressed concern that social media often promotes unrealistic body ideals, which can negatively impact students' self-esteem (Willis *et al.*, 2023). Some teachers argued that social media promotes aesthetic fitness goals (e.g., weight loss, muscle definition) over functional health benefits, which contradicts PE's focus on holistic well-being (Goodyear & Armour, 2021).

3.6 - Potential Challenges of Integrating Digital Technologies into Physical Education/Health and Well-being

Despite the many benefits, there are a range of challenges and potential drawbacks that need to be critically examined. Issues such as reduced physical engagement, digital inequality, increased screen time, and a potential shift in pedagogical focus all need careful consideration. One of the main criticisms of integrating digital technology into PE is that it can reduce actual physical engagement, which goes against the primary goal of PE, which is to promote movement, skill development, and overall physical fitness. While digital platforms such as online fitness classes and mobile apps can provide different means of engagement, they often do not replicate the benefits of direct in person teaching. Research by Kirk (2020) warns that while digital interventions can encourage students to be active, they may lack the ability to provide corrective feedback, which is essential for developing movement competency. Without direct supervision, students may perform exercises incorrectly, increasing the risk of injury or reinforcing poor movement habits (Goodyear & Armour, 2021). Also, these online fitness programs typically took a one-size-fits-all approach to exercise, not differentiating the classes according to background, age, or ability (Stirrup et al, 2020).

Furthermore, studies highlight that online PE sessions, such as Joe wicks' "PE with Joe" often focus on general fitness rather than sport-specific skill development (Fitzpatrick et al., 2022). This is a major problem, as the PE curriculum aims to provide a broad foundation of motor skills that contribute to lifelong physical literacy Baek, J.-H. et al. (2018). The reliance on generic digital workouts, risks neglecting the progression of fundamental movement skills such as coordination, agility, and sport-specific techniques, which require direct interaction between teachers and students.

Another major concern about the integration of digital technologies into PE and HWB is the issue of digital inequality. Not all students have equal access to the necessary devices, internet connection or appropriate spaces for engaging in digital PE lessons. This digital divide therefore affects students from lower-income backgrounds, who may not have access to high-quality internet connections or suitable digital devices for taking part in online fitness sessions Baek, J.-H. et al. (2018) Moreover, accessibility is not only an issue of socioeconomic but also affects

students with disabilities or special educational needs. In addition, digital PE resources are not designed with inclusivity in mind, limiting opportunities for students with physical impairments or additional learning needs. If digital technology is to be integrated effectively into PE/HWB, it must be implemented in a way that ensures access for all students.

Research by Holland and Tiggemann (2016) suggests that too much screen time is associated with increased sedentary behaviour, reduced sleep quality and negative impacts on mental health, particularly among adolescents. While digital fitness platforms aim to promote physical activity, they also encourage engagement with digital devices, potentially leading to a reduction in free play and outdoor activities. A study by Cataldo et al., (2021) further highlights that social media fitness influencers can sometimes promote unrealistic body ideals, leading to unhealthy comparisons and body dissatisfaction among young people.

Moreover, Sargent and Casey (2020) argue that digital fitness solutions may contribute to a passive rather than an active learning approach in PE. Instead of fostering intrinsic motivation through personal engagement with movement, students may become reliant on external prompts, notifications and digital rewards to take part in physical activity. This could have long-term consequences for students' ability to self-regulate their physical activity levels beyond the school setting.

A further issue associated with digital technology in PE is the shift in pedagogical focus. Traditional PE is built on experiential learning, teamwork, and face-to-face interaction, all of which are essential for developing not only physical skills but also social and emotional competencies (Kohl and Cook, 2013). The increasing reliance on digital tools may alter the role of PE teachers, shifting their focus from active instruction to technological facilitation. The presence of technology does not guarantee improved learning. Instead, educators must be equipped with strategies to integrate digital tools meaningfully into their teaching practices (Goodyear, Casey, & Armour, 2016).

Goodyear and Armour (2021) caution that many PE teachers lack the necessary training to integrate digital technologies effectively. The rapid push towards digitalisation which was accelerated by the pandemic meant that many teachers had to use digital tools without the necessary professional development. This

unfamiliarity can lead to ineffective use of technology, preventing its full potential from being realized in PE settings (Goodyear & Bodsworth, 2017). Teachers will be less willing to use technology if they are unsure of its place in their lessons and how it will improve student learning (Ertmer, 2005). When looking to overcome this barrier to full integration, the value of a single course for carrying out various technology integration training approaches (such as hands-on learning, technology access, and modelling) was investigated in an empirical study in the field of PE (Wyant et al., 2015). These methods were successful in developing positive attitudes towards the use of technology in PE classes as well as new PE teachers' knowledge, particularly their technological and pedagogical skills. The fact that there is just one study on technology integration training, however, does not give enough proof of the kind and quality of training required to guarantee that pre- and in-service PE teachers feel sufficiently prepared.

Chapter 4: Methodology

4.1 - Introduction

This chapter will outline the ethics of the research, the method, methods and the process of data analysis are outlined, illustrating the different stages of the research project. All research was carried out ethically following the University's Research and Ethics Code of Practice (Appendix 1) and British Educational Research Association (BERA) Guidelines (BERA, 2024). To ensure I acquired the information I needed with enough detail I followed certain methods, which will be spoken about more in-depth in later chapters. To ensure all members of staff knew the potential risks and finer details of my interview and research project they all signed a consent form (Appendix 2). I used a semi-structured interview with a sample of staff, following a script (Appendix 3).

4.2 - Research approach/method

This study uses a qualitative approach, using semi-structured interviews with PE/HWB teachers to gather in-depth insights (Bryman, 2016). The data collected will

be analysed thematically, focusing on identifying patterns in teachers' perceptions of digital technologies in PE. The qualitative research allows for a significant study of educators' experiences, capturing the detailed knowledge of digital integration in a traditionally PE class (Kallio, et al., 2016). By examining teachers' perspectives, this research aims to contribute to a deeper understanding of the role of digital technologies in PE/HWB. As schools begin to use hybrid models of education, insights from teachers can guide future practices, ensuring that digital tools are used to enhance, rather than replace, meaningful, active, and holistic P.

The reason for choosing a qualitative research approach instead of a quantitative approach, was because it allows for a deeper exploration of teachers' perceptions and experiences about digital technologies in post-COVID PE and HWB. Qualitative research is crucial when studying human behaviours, attitudes, and interpretations, as it provides in-depth, descriptive data that cannot be captured through quantitative research (Denzin and Lincoln, 2005). Unlike quantitative methods, which rely on statistical analysis and large sample sizes, qualitative research emphasizes depth, making it ideal for understanding the subjective viewpoints of PE teachers regarding online fitness classes, social media, and other digital technologies (Clarke and Braun, 2017). Furthermore, qualitative methods, such as interviews, allow participants to elaborate on their experiences in their own words, providing insights that might not emerge through closed-ended surveys or experiments (Creswell & Poth, 2018).

A semi-structured interview format was chosen for my data collection, as it provides a balance between consistency and flexibility. My semi-structured interviews were a set of fixed questions while also allowing interviewers to explore emerging themes based on participants' responses (Kallio et al., 2016). The use of both open-ended and closed-ended questions within my semi-structured interviews was particularly beneficial for this study. Open-ended questions allowed teachers to express their thoughts freely about digital technologies in PE, discussing their personal experiences, challenges, and attitudes. Another advantage of semi-structured interviews is that they support clarification and follow-up questions, allowing me to probe deeper into key topics (Kvale & Brinkmann, 2015).

Although the semi-structured interviews have many positives and work very effectively once utilised correctly, there are potential limitations. One key challenge is

subjectivity and potential bias, as responses are influenced by personal experiences, attitudes, and workplace culture (Silverman, 2020). Teachers' views may not always be representative of the broader educational landscape, particularly if their school has unique digital policies or resources (Bryman, 2016).

4.3 - Staff interviews

To gain a widespread and thorough perspective on the topic I decided to choose six different participants who are currently working in a school, but all have different roles/experiences to avoid any bias. The aim was to gather their thoughts and opinions through questions that had been prepared, with the opportunity to ask follow-up questions to gain a deeper understanding. Although interviews might not always be the most accurate method due to miscommunication about the purpose of some of the questions and the chemistry and relationship between staff members may affect the interviewee's comfort level and affect the detail of the answers. However, careful planning will be done that explains the background and goal of the research, which may reduce this risk. To ensure they understood the context and goals of this work, staff members were given a brief overview of the research and project background (Fontana and Frey, 2005). However, there is a worry that staff members may then alter their statements to suit the research's objectives, an issue known as participant bias (Farnsworth, 2019). The interview was conducted with a certain and convenient selection of staff to gather a range of views, these members of staff were asked 9 prepared questions (Appendix 3), but the semi-structured interviews allowed for extra detail if necessary to the research (Patton, 2015; Kvale and Brinkman, 2009). For the purpose of this research, staff provided a little background on their experience within teaching, including, role, years of experience etc. but did not provide names so will be referred to as participants rather than by name. I was fortunate enough to have contacts to reach these participants, either from earlier placements or working with them in the past. The interviews took place within the teaching facility of the participants, giving them a safe place to take part to allow them to speak more freely. Before beginning the interviews, each participant was reminded of the ethical considerations and was reminded they could leave at any time, the interview was confidential and GDPR compliance were guaranteed to all participants, and interview records were to be properly destroyed after the

assessment (GDPR, 2018). The interviews lasted between 16 and 28 minutes, with all participant responses being recorded using a secure mobile phone before being transcribed and uploaded to word document with access only to myself. Once interviews had been transcribed I printed each of them out to spot similarities, themes and differences, once this process was complete all evidence was destroyed.

4.4 - Sampling

Non-probability sampling was used in the study to choose participants based on their work role and experience, which ensured a variety of viewpoints but also ran the risk of selection bias (McCombes, 2022). I felt like it was crucial to discover different opinions from a range of different roles as each teacher in a different role will use them differently.

Participant	Role	Years Teaching	Age group	Extra information
Participant 1	Teacher	5	Year 2 + 3	Works in a primary school in a disadvantaged area.
Participant 2	Teacher	23	Range from primary to secondary	Experience in range of ages
Participant 3	Teacher	5	Primary	Has experience in secondary PE + Maths
Participant 4	LSA	8	Primary	Delivers the PE lessons within the primary school and has a background in coaching
Participant 5	LSA/ 1-1	10	Primary	1-1 with a range of different backgrounds and needs

Participant 6	Teacher	10	Secondary	Taught in a range of schools in different areas
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I thought it was integral to choose different roles for my study, each member of staff will be using technology in different ways especially when it comes to the member of staff who is 1 to 1 with a particular student compared to a class teacher working with the entire class.

4.5 - Data analysis

For the quantitative data, statistics were examined to show any patterns or trends (Hair, et al., 2019). Themes for the qualitative data were examined and determined in relation to the six stages of the research (Braun and Clarke, 2022). In order to improve knowledge and efficiency when working with the gathered data, stage one, "Data Familiarisation," involved going over and rereading the data; stage two, "Initial Coding," involved the preliminary steps of searching for patterns or themes, such as work roles. Furthermore, relationships and patterns were able to emerge through stages three and four: "Searching for Themes," "Reviewing Themes," and "Defining and Naming Themes."

4.6 - Conclusion

This methodology was created for a thorough and insightful investigation of teachers' perception on digital technology in post-COVID PE and HWB. To capture the depth and complexity of teachers' experiences and provide a deep, contextual understanding of their viewpoints, a qualitative approach was chosen. Semi-structured interviews offered flexibility, allowing participants to freely express their opinions while ensuring that important issues were regularly covered. The study aimed to strike a balance by choosing six staff members to be interviewed, guaranteeing that a range of viewpoints were considered while. The analysis conducted using the thematic analysis approach (Braun and Clarke, 2022) helped the identification of key themes and patterns. Further on the results will be presented and discussed in the next sections.

Chapter 5: Results

5.1 - Introduction

This next section will begin to analyse and discuss the points that have been raised from the interviews to delve deeper into teachers' perception on digital technologies. After analysing the interviews, we can begin to identify trends, patterns and similarities. As mentioned in the earlier chapter we conducted 6 interviews with a range of different teacher roles within the school all following the same script. To begin the interview, we used question 1 as background check and asked the participants for some information on their previous and status within their job. This allowed us to gain valuable insight on the participants and gain an understanding of their previous history, especially if they were in teaching before, through and after the COVID-19 lockdowns.

5.2 - Question 2

Question 2 of the interview aimed to gain a basic understanding of the participants experience of using digital technologies within teaching. All participants demonstrated some experience of using digital technologies within their teaching. Their experience ranged from delivering online lessons during the national lockdown, promoting different events for their schools' sport teams and using school devices for independent learning via QR codes, particularly in primary schools. All primary school teachers mentioned that they utilise the internet in order to plan their lessons, however this could be a result of primary schools in the area not current designated PE teachers, which consequently means schools rely on other teachers who may not have acquired the necessary qualifications. Participant 3 mentioned that "using a gamified approach within my lesson has massively helped the student engagement" which refers to a study by Blain, Standage, and Curran (2022). A standout comment was from Participant 4 who independently mentioned a technique they use only, this included using technology to record learners' performance and reflect on the video to critique any areas for development. A considerable difference highlighted between primary and secondary as the secondary participant shared no similar experiences to primary staff when using technology, elaborating that students primarily used technology for research purposes particularly for GCSE and A-Level preparation.

5.3 - Question 3

Question 3 focussed on the COVID-19 pandemic and technology becoming a huge part of teaching throughout lockdown periods, therefore it was essential to gain an understanding of what technology was used during this time. It was clear how important digital technologies were throughout lockdown, with Participant 3 mentioning "Schools relied heavily on google education and Microsoft teams. Google classrooms was crucial". Participant 6 also mentions "Technology was incredibly important" which emphasises staff's reliance on it. Participant 1 and 2 who are both teachers within primary schools both mention Joe Wicks and YouTube videos as a key part of their teaching throughout the lockdowns, whereas the secondary school teacher (Participant 6) references their use of zoom lessons instead of the online videos. Moreover, Participant 4 adds their school organised an "Online sports day", this is a great example of how digital technology could be used to deliver a sense of normality. However, the limitations of this are the accessibility to the digital technologies to partake in this, thus it may not have been equitable. Interestingly, a statement made by Participant 1 was quite interesting, stating "It was hard to evidence whether children completed tasks. Other colleagues and I also found it very extremely difficult to find/use targeted apps/digital technologies to ensure children's exercise was being promoted". This shows not all reactions to digital technologies within the COVID-19 lockdown were positive. This also comes from a primary school teacher, again, who does not specialise in teaching PE; however, the participant makes a very valid point as there was no way teachers could fully track whether students were taking part in the Joe Wicks sessions in their own time. Although Participant 6 mentions they could monitor how often students logged into their accounts using Google Docs to track work. Again, this could be the difference between primary school and secondary school teachers.

5.4 - Question 4

Question 4 investigated what digital technologies teachers have used from the digital technologies and continued to use after the COVID-19 lockdowns. It was clear to see that most participants shared similar techniques, participants 1 to 3 all mention using

YouTube and Joe Wicks for their HWB lessons and then participants 4 to 6 all mention continue using Google classrooms and Google drive. Participant 6 also mentioned “social media” being very important when communicating with parents/guardians and organising sports fixtures against other schools.

5.5 - Question 5

This next question collected the personal views and perceptions of digital technologies from each of the participants. Participant 1 said “I believe people would be open to using it more if they saw how they could utilise it or if we were introduced to specific apps or technologies” which shows that digital technologies can be of interest to school staff, especially if there were extra targeted courses available for current teachers. Participant 2 also mentions that they view digital technologies as a great advantage for their teaching as “pupils have been more engaged in these activities as they have the freedom to choose what they want to do” which demonstrates how technology provides autonomy for learners through the use of QR codes, giving the students freedom. Participant 5 who is the 1-1 LSA who supports learners with additional learning needs mentioned how crucial digital technologies are when they are teaching mainly including iPads as showing the learners a visual representation of what they need to do becomes a significant help. Participant 3 and 4 both mention problems students may face if they experience too much screen time leading to potential impacts on students' social skills.

5.6 - Question 6

This next section explores what role the participants think digital technologies should play going forward in PE/HWB. Participant 6 made a great point, “I think the use of technology should always be considered in PE, however with the ever-growing use of technology used in other school subjects, it is crucial that it is only used when necessary”. Although digital technologies are very useful tools, they must be used with a limit to ensure students do not have too much screen time. The remaining participants all mentioned how digital technologies can play a huge part in explaining and supporting teacher explanation using QR codes which has been mentioned in

previous sections, as participant 2 mentioned “this is difficult for one teacher to demonstrate to a class of 30 pupils.”

Chapter 6: Discussion

6.1 - Introduction

The use of digital technologies into PE has become increasingly popular, with teachers exploring various tools to enhance teaching effectiveness and student engagement. Insights from participant interviews reveal a range of experiences, ranging from delivering online lessons during national lockdowns to promoting school sports events and facilitating independent learning through QR codes, particularly in primary schools. These findings align with existing research that underscores the transformative potential of technology in PE settings.

6.2 - Question 2

An interesting finding from the interviews is that gamified methods are being used to increase student engagement. According to participant 3, adding game-like aspects to lessons greatly increased student engagement. This is in alignment with a study by Blain, Standage, and Curran (2022) that showed how gamification in PE increases motivation and builds a welcoming environment that can accommodate a range of learning styles. Teachers can make standard PE activities more engaging and fun by incorporating features like competition, point scoring, and rules of play. This would increase student excitement and involvement.

The use of video recording technology for performance analysis, as mentioned by Participant 4, further shows the benefits of digital tools in PE. By recording using the school iPads it allowed students to review their performances, which allows students to engage in critical self-assessment, leading to improved skill development and self-awareness. This practice is supported by research indicating that video analysis enhances students' understanding of movement patterns and techniques, contributing to more effective learning outcomes (Østerlie et al., 2022). Such technological interventions not only provide immediate visual feedback but also encourage a reflective approach to physical learning, allowing students to identify areas for improvement and track their progress over time.

Furthermore, whereas digital tools provide new ways to deliver lessons and engage students, their effects on traditional pedagogical practices must also be critically examined. The essential physical engagement and hands-on learning experiences that are at the heart of PE may unintentionally be ignored by the dependence on technology for course preparation and execution. In order to maintain the core of PE, educators must find a balance between incorporating technology in ways that enhance rather than replace conventional physical activities (McDougall et al., 2018).

6.3 - Question 3

In primary education, teachers used online resources such as Joe Wicks' YouTube workouts to engage students in physical activity. Participants 1 and 2 highlighted the significance of these sessions, noting their effectiveness in maintaining student activity levels during lockdowns. This approach aligns with findings by Cutello et al. (2021), who found that digital platforms became essential for promoting physical activity when traditional in-person classes were not possible. However, there were challenges regarding student participation. Participant 1 remarked, "It was hard to evidence whether children completed tasks," showing the difficulty in monitoring engagement. In addition, these techniques of using Joe Wicks online workouts can also be seen as an easy way out for primary school teachers to ensure they meet the curriculum requirements. The decline in qualified PE teachers has been notable. Since the London 2012 Olympics, Britain has seen a reduction of approximately 7,000 PE teachers, leading to a 41,000-hour decrease in PE teaching hours compared to the 2011-12 academic year (Ingle, 2025). In addition, primary classroom teachers typically receive only four to six hours of PE training, which is insufficient for delivering worthy PE lessons (Ingle, 2025).

6.4 - Question 4

Within question 4, participant 4, 5 and 6 all mentioned that since the COVID-19 lockdown they have still used the platforms Google Classroom and Google drive, with participant 6 having high praise for these in a secondary school setting. These tools offer locations for assignments, instructional materials, and collaborative projects. Research indicates that the adoption of Google Classroom during the pandemic helped effective online learning environments, enabling teachers to

support continuity in education despite the school closures (Okmawati, 2020). Furthermore, educators have increasingly used social media to enhance communication with parents and coordinate extracurricular activities, such as organizing sports fixtures according to participant 6. Social media platforms serve as a useful way for promoting events and engaging with the school community. Studies have shown that the use of social media can significantly improve parent-teacher communication, leading to increased parental involvement and support for school initiatives (Donovan Group, 2023). By using these tools, schools can create stronger relationships with families and the wider community.

6.5 - Question 5

Participant 1 expressed optimism, suggesting that increased exposure to specific applications and targeted training could enhance teachers' willingness to adopt these tools: "I believe people would be open to using it more if they saw how they could utilise it or if we were introduced to specific apps or technologies." This statement aligns with research indicating that professional development and familiarity with digital tools are critical factors in their successful implementation in classrooms (Mikkel Godsk and Birgitte Lund Nielsen, 2024). Participant 2 highlighted the role of technology in fostering student autonomy, noting that pupils show increased engagement when granted the freedom to choose their activities: "Pupils have been more engaged in these activities as they have the freedom to choose what they want to do." The use of QR codes proves this approach, enabling students to access a variety of learning materials independently. Studies have demonstrated that integrating QR codes into educational practices can enhance student engagement, motivation, and self-directed learning (Baruffi, 2015). In addressing the needs of learners with additional learning requirements, Participant 5 emphasized the significance of visual aids: "Digital technologies are crucial when teaching, mainly including iPads, as showing the learners a visual representation of what they need to do becomes a massive help." The deployment of iPads in educational contexts has been shown to provide versatile and accessible platforms that support diverse learning needs, particularly through visual representations that aid comprehension (Maich and Hall, 2015). Furthermore, Participants 3 and 4 raised concerns regarding

the potential social implications of excessive screen time, suggesting that it may adversely affect students' social skills.

6.6 - Question 6

The integration of digital technologies in PE and HWB curricula presents both opportunities and challenges. Participant 6 offered a balanced viewpoint: "I think the use of technology should always be considered in PE; however, with the ever-growing use of technology in other school subjects, it is crucial that it is only used when necessary." This aligns with findings by Johnson (2024), who stresses that while digital tools can enhance teaching, their overuse may contribute to reduced physical activity and increased sedentary behaviour among students. Excessive screen time has been associated with negative outcomes, including decreased physical fitness, vision problems, and impaired social interaction skills. (Johnson, 2024) Digital technologies are valuable in P, not just because they are new but also because of the way they may be used pedagogically. According to Kirk (2010), a clear justification for the use of any instructional tool is necessary for effective PE instruction. Digital technologies have the potential of becoming distractions rather than advantages if they are not carefully integrated. To ensure that PE continues to meet its primary goal of fostering lifelong health and well-being, it is essential to find a balance between utilising technology to enhance physical exercise and not to replace it (Harris & Cale, 2018).

Chapter 7: Conclusion

I came into this study with an open mind, wanting to explore the positives and negatives of digital technologies within PE/HWB, my overall outcome was to evaluate the current place of digital technologies within this ever-expanding world which digital technologies has become a huge part of, and whether or not it is being used to its full potential or if it is becoming a threat to the essential topic of PE/HWB. The findings from the interviews revealed that digital technologies have become embedded within daily teaching practices, particularly since the COVID-19 pandemic. Teachers across both primary and secondary schools reported using

platforms such as Google Classroom, Microsoft Teams, YouTube, and QR codes to deliver content, support independent learning, and engage students in various ways. For instance, primary teachers relied heavily on Joe Wicks and YouTube videos to sustain physical activity during lockdowns. However, this reliance also highlighted the lack of subject-specific PE training among many primary teachers, leading to the use of digital content more for convenience than for pedagogical depth. This differentiation between primary and secondary practices reflects the disparity in subject ability and curriculum demands. Teachers also recognised the benefits of gamification. Social media was also identified as a key tool for communication and event promotion, particularly in secondary settings. Yet, teachers expressed concerns over screen time and the authenticity of student engagement during online sessions, particularly when it came to tracking participation in asynchronous workouts like Joe Wicks' sessions. Despite the positive attitudes toward digital technology, this dissertation also highlights several limitations. First, accessibility is still a significant concern, especially for students from disadvantaged backgrounds who may lack reliable internet or devices at home. Second, teacher confidence and digital literacy varied widely, reinforcing the need for targeted courses to ensure fair implementation of digital approaches. Third, the long-term pedagogical value of using digital tools such as online fitness videos remain questionable if they are not underpinned by clear learning outcomes and subject knowledge. Looking to the future, there is clear potential for digital technologies to enhance PE/HWB if integrated thoughtfully and with appropriate support. Schools should consider investing in sustained professional development for all staff, particularly primary educators, to increase confidence in teaching PE with and without digital tools. Moreover, education policy should promote not just the use of technology, but its critical and inclusive use, ensuring that students develop physical literacy and lifelong habits of physical activity. In conclusion, the COVID-19 pandemic acted as a boost for embedding digital technologies within PE/HWB. While this brought new opportunities for creativity, accessibility, and engagement, it also exposed systemic weaknesses, particularly in primary settings. This dissertation contributes to a growing body of research advocating for a more strategic, pedagogically sound integration of digital technologies in education. Moving forward, a balanced approach that combines digital innovation with foundational teaching practices is essential to maximise the health and well-being outcomes of all learners.

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Appendices

Appendix 1 - Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Archie Hillier-Wood			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐

3	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
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4	Institute/Academic Discipline/Centre:	Institute for Management and Health
5	Campus:	Carmarthen
6	E-mail address:	2205529@student.uwtsd.ac.uk
7	Contact Telephone Number:	07780 664386
	For students:	
8	Student Number:	2205529
9	Programme of Study:	PE
10	Director of Studies/Supervisor:	Dylan Blain

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☒
	Date				
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from	Research Degrees Committee	☐		
3		Institute Research Committee	☐		
4		Other (write in)	☐		

	the relevant source prior to seeking ethical approval			
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SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.			
1	UWTSD Research Ethics & Integrity Code of Practice	☒		
2	UWTSD Research Data Management Policy	☒		
3	BERA	☒		

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.				
3	Institution				
4	Contact person name				
5	Contact person e-mail address				
6	Has this individual consented to sharing their details on this form?	YES	☐	NO	☐
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐
8	Is your research externally funded	YES	☐	NO	☐
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO ☐
10		Employed	YES	☐	NO ☐

11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	Teachers' perception of digital technologies within post-covid Physical Education		
2	Proposed start date:	01.12.2024	Proposed end date:	01.02.2025
3	Introduction to the Research (maximum 300 words) Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below: Purpose of Research Activity Proposed Research Question Aims of Research Activity Objectives of Research Activity Demonstrate, briefly, how Existing Research has informed the proposed activity and explain What the research activity will add to the body of knowledge			

	How it addresses an area of importance.
4	Purpose of Research Activity The purpose of this study is to explore teachers' perceptions of digital technologies within post-covid PE, how they integrate DT into their lessons and if they believe DT is a positive or negative in relation to PE. (this box should expand as you type)
5	Research Question Teachers' perception of digital technologies within post-covid Physical Education (this box should expand as you type)
6	Aims of Research Activity To understand teachers' perceptions of digital technologies within post-covid PE, how they integrate DT into their lessons and if they believe DT is a positive or negative in relation to PE (this box should expand as you type)
7	Objectives of Research Activity To use interviews with current PE teachers and conclude their past and current experiences with digital technology within PE (this box should expand as you type)
8	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other

	than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.
9	Within my research project I will be using qualitative data to find the suitable results giving me the most accurate feedback to ensure that I make the research project as accurate as possible. The term "qualitative data" describes data that includes a range of traits, actions, and personal experiences but also excludes anything with numbers. Open-ended surveys, focus groups, observations, interviews, and other methods are used to gather this kind of data. Within my research project I will specifically be using interviews, I will be interviewing (this box should expand as you type)

10	Location of research activity Identify all locations where research activity will take place.
11	Online calls or within school settings (this box should expand as you type)
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	(this box should expand as you type)

14	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. (this box should expand as you type)		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☐	☒
3	Use of interviews?	☒	☐
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☒	☐
8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒
13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
16	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	☐	☒
3	Adults (over the age of 18 and competent to give consent)?	☒	☐
4	Vulnerable adults?	☐	☒
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
6	Prisoners?	☐	☒
7	Young offenders?	☐	☒
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
9	People engaged in illegal activities?	☐	☒
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
11	Other – please indicate here: (this box should expand as you type)		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	6 (this box should expand as you type)
14	Who will the participants be?	PE teachers within the local area (this box should expand as you type)
15	How will you identify the participants?	Through contacts (this box should expand as you type)

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
18	Will you tell participants that their participation is voluntary?	☒	☐	☐
19	Will you obtain written consent for participation?	☒	☐	☐
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
21	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
26	If NO to any of above questions, please give an explanation			
27	(this box should expand as you type)			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☒	☐
30	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
33	If YES to any question, please provide full details			
34	(this box should expand as you type)			

SECTION H: Anticipated Risks

1	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
2	Full risk assessment completed and appended?	Yes	☐
		No	☒
3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
4	Risk to Participant: Participants may potentially provide information relating to personal experiences which should be kept confidential. (this box should expand as you type)	How will you mitigate the Risk to Participant Any information used will be anonymised. (this box should expand as you type)	
5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to		

	participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	n/a (this box should expand as you type)	
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to Investigator: Potential risk if interview data is not stored / maintained securely. (this box should expand as you type)	How will you mitigate the Risk to Investigator: Data protection will be ensured through careful storage (password protected files) and making sure participants remain anonymous and the interview data is not disclosed to others. (this box should expand as you type)
7	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to University: Potential risk if interview data is not stored / maintained securely.	How will you mitigate the Risk to University: Data protection will be ensured through careful storage (password protected files) and making sure participants remain anonymous and the interview data is not disclosed to others.

	Data protection will be ensured through careful storage (password protected files) and making sure participants remain anonymous and the interview data is not disclosed to others. (this box should expand as you type)	(this box should expand as you type)
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8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☐	☒	☐

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Participants will be offered the chance to view the finished piece of coursework containing their interview data. (this box should expand as you type)
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Participants will take part in a 10-15 minute interview using an interview schedule. The interviews will take place online. Informed consent forms will be will provided for signing prior to taking part in the study. Participants will be informed of the requirements of the study prior to taking part. Participants may leave the study at any point or decline to answer any questions within the interview without providing a reason. (this box should expand as you type)

3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Names will not be attributed to quotes used from the interview. Transcripts will not display any identifying information. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☒	☐
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	Interview data relating to the participants experiences in teaching		

	(this box should expand as you type)		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☐
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	(this box should expand as you type)		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	☒	☐
7	University computers?	☐	☒
8	Private company computers?	☐	☒
9	Home or other personal computers?	☒	☐
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
11	“Cloud” storage or websites?	☒	☐
12	Other – specify:	☐	☒
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		

	Password protection of files and anonymisation of interview data. (this box should expand as you type)		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	☐	☒
17	Sharing of data with others at the University?	☐	☒
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☐	☒
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☐	☒
23	Data archiving?	☐	☒
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	(this box should expand as you type)		
25	List all who will have access to the data generated by the research activity:		
	The student gathering the data, module tutor, external examiner (anonymised data) (this box should expand as you type)		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The student conducting the interview will be responsible for the interview data gathered. (this box should expand as you type)		
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data will be stored as a password protected file and will be deleted once the exam board for the module has been held.		

	(this box should expand as you type)		
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (Most relevant to academic staff)		
	N/A (this box should expand as you type)		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
		NO	☐

SECTION K: Declaration

31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	A.Hillier-Wood	Date: 18.11.2024

For STUDENT Submissions:

32	Director of Studies/Supervisor:		Date: 19/11/2024
33	Signature:		

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☐	I have read the guidance notes supplied before completing the form.
☐	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☐	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☐	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☐	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the University Research Ethics Committee via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Institute procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered within Institutes. Institutes will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Institute will refer these to the University Research Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Appendix 2 – Consent form

PARTICIPANT INFORMATION SHEET

Teachers' perception of digital technologies within post-covid Physical Education

Name of Researcher: Archie Hillier-Wood

Contact details of Researcher: 2205529@student.uwtsd.ac.uk

Name of Supervisor: Dylan Blain

Contact details of Supervisor: D.Blain@uwtsd.ac.uk

I would like to invite you to participate in my research project that is part of my final year study on the BA Physical Education degree at the University of Wales Trinity Saint David. This information sheet forms part of the process of informed consent. It aims to give you an outline of what the research is about and what your participation will involve. Please read this information sheet carefully and ask if you are not clear about any details of the project.

1. What is the purpose of the project:

The purpose of this study is to explore teachers' perceptions of digital technologies (DT) within post-covid PE, how they integrate DT into their lessons and if they believe DT is a positive or negative in relation to PE.

2. Why have I been selected to take part?

You have been chosen to take part within this study as you are currently working within a specific area which I require in-depth firsthand information on to answer my research question.

3. Do I have to take part?

It is completely up to you if you would like to take part. If you wish to take part, I will ask you to sign and return the consent form provided. However, if at any time you decide you no longer wish to take part in the project you are free to withdraw your participation, without giving a reason. You will then be provided with information about this project.

4. What will I have to do?

We would like you to take part in a 15–30 minute interview that will involve a range of questions based around Teachers' perception of digital technologies within post-covid Physical Education. The interview will be audio recorded for my transcript, but all information will be kept confidential.

5. What are the benefits of taking part?

There are no obvious benefits to taking part in the project. However, the information that you and other participants provide in this project will help with my final year dissertation project and provide useful information about Teachers' perception of digital technologies within post-covid Physical Education.

6. What are the possible disadvantages and risks of taking part?

I do not anticipate any negative effects of participating in the study. However, Participants may potentially provide information relating to personal experiences which will be kept confidential and anonymised. Also, data protection will be ensured through careful storage (password protected files) and making sure participants remain anonymous and the interview data is not disclosed to others.

7. Will my participation involve any discomfort or embarrassment?

I do not expect you to feel any discomfort or embarrassment if you take part in the project. If, however you do feel uncomfortable or appear upset at any time, I will stop study straight away.

8. Who will have access to the information I provide?

Only the researcher and supervisor will have access to the information you provide. All records will be treated as confidential.

9. What will happen to the data collected and results of the project?

All data collected during the project including personal, identifiable data will be treated as confidential and kept in a safe place within the researchers' house with no access attainable from anyone else. This storage of data will be done in accordance with GDPR. Recorded data will not be kept for any longer than 5 years. Your name or other identifying information will not be disclosed in any presentation or publication of the research.

After the project has finished, we will also provide participants with a summary of the project results if they would like that. This summary will of course not include any names and will show the overall findings of the projects. Any personal information will instantly be deleted once finished.

10. Who has reviewed the project?

This project has been reviewed by my supervisor of the project and a current lecturer and member of staff at the University of Wales Trinity Saint David.

11. How can I withdraw from the project?

If you wish to withdraw from the project, you can inform me by contacting me through email on 2205529@student.uwtsd.ac.uk . You can withdraw from the project at any point without providing reasons for doing so and without consequence. If for any reason, you wish to withdraw your data please contact me within two weeks of your participation. After this date, it may not be possible to withdraw your individual data as some results may have already been used within the study.

12. What happens if there is a problem?

If you have a concern about any aspect of the project, contact me at any point and I will do my best to answer any questions. If I am unable to resolve your concern, or you wish to make a complaint regarding the project, please contact:

Dr Dylan Blain

Email: d.blain@uwtsd.ac.uk

13. If I require further information who should I contact and how?

Please do not hesitate to get in touch with us if you would like some more information.

Name of Student: Archie Hillier-Wood

Contact details of Researcher: 2205529@student.uwtsd.ac.uk

Name of Supervisor: Dylan Blain

Contact details of Supervisor: d.blain@uwtsd.ac.uk

CONSENT FORM

After receiving information about the study, I wish to continue to participate in the research please fill in the below consent form:

- I, _____ consent to participating, as requested, in the research, led by Archie Hillier-Wood.
- I have been fully informed of the research project and have discussed the research and future publication opportunities for the lead researcher.
- I agree to audio recording of the interviews and participation or to be quoted by the researcher during event observations.
- I understand that:
 - I will not benefit financially, or otherwise, from taking part in this research.
 - I am free to withdraw from the project at any time and free to decline to answer particular questions.
 - I will not be identified, and individual information will remain confidential.
 - I may ask that the recording be stopped at any time and may withdraw at any time from the session or the research completely.

Signature:

Date:

Appendix 3 - Staff Interview Questions

INTERVIEW SCHEDULE

Teachers' perception of digital technologies within post-covid Physical Education

SECTION A: INTRODUCTION

Many thanks for agreeing to participate in this interview to discuss your use and perceptions of digital technologies in PE/HWB. Technology within PE/HWB is a very broad topic, it covers a range of different areas such as, online learning, teaching tools, social media and wearable and mobile devices, smart technologies etc.

The aim of this interview is to explore how you use digital technology in the planning and delivery of PE/HWB both now and during the COVID-19 lockdowns. We also aim to gather your views, opinions and perceptions on the use of technology in PE/HWB. Before we start, I'd like to just go through what the interview will entail so that you are clear on the process.

- We will not use any names in the final dissertation that results from this study.
- There are no right or wrong answers, we are very much just interested in your thoughts and experiences and would therefore be grateful if you answer as honestly as possible.
- You do not have to answer all questions, and you are free to stop the interview at any time without giving a reason.
- We are audio recording the interview, but this is just so that we can talk freely and accurately reflect on your views rather than trying to record them on paper as you speak which may be difficult.
- I do have some prepared questions that will be used as a guide, however we can elaborate on any of the ideas that emerge throughout.

SECTION A: BACKGROUND

The first questions relate to your general Teaching Experience as some background information before we move on to look in more detail at the use of technology in PE/HWB:

1. Can you describe your teaching background? For example, how long have you been teaching, what age groups/schools etc.

Probes:

- How long have you been teaching?
- Have you taught in a range of different year groups?

SECTION B: TECHNOLOGY USE

2. What is your experience of using Technology in PE/HWB?

Probes:

- Could you describe your use of technology in PE/HWB?
 - For example, have you got experience of using - Online teaching, teaching tools for lesson prep, social media, wearable devices, handheld devices, video game alternatives (VR), Mobile devices, smart devices, virtual reality, augmented reality, internet, apps, artificial intelligence.
3. Technology become a huge part of teaching throughout the COVID-19 pandemic lockdown periods. Can you recall any use of technology specifically for PE/HWB during the lockdown periods?
 4. Were there any specific uses of digital technologies that you have continued to use as a direct impact of using them during the COVID-19 lockdown periods?

5. Moving on to more present day, can you describe any technology you use in your planning and delivery of PE/HWB now.

Probes:

- Anything else in terms of planning for lessons or schemes of work?
- Anything else in terms of delivery of lessons within PE/HWB lessons?

SECTION C: GENERAL PERCEPTION OF DIGITAL TECHNOLOGIES IN PE/HWB:

6. What are your overall views and perceptions of the use of technology in PE/HWB?

Probes:

- Are there any specific advantages?
- Do you see any negatives associated with technology in PE/HWB?

7. What role do you think digital technologies should play in PE going forward?

8. Many thanks for all your help – are there any other points you'd like to make that you think may be useful in helping me answer my research question related to the teacher use and perception of technology in PE/HWB?

SECTION D: CLOSING

Thank you very much for all your assistance with this work. It will be very useful in helping me answer my research question for my final year project. So many thanks.