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***TEACHERS' PERCEPTION OF DIGITAL
TECHNOLOGIES WITHIN POST-COVID
PHYSICAL EDUCATION/HEALTH AND
WELLBEING***



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).
- 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.
- Online influencers such as Joe Wicks with his "PE with Joe," quickly gained attention, drawing millions of views worldwide (Bowles, Clift and Wiltshire, 2022).

AIMS

- 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. Which is what I want to delve deeper in to.
- To understand teachers' views on technologies within PE/HWB from a range of different roles.

METHOD

- 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).
- The study uses a qualitative approach, using semi-structured interviews with PE/HWB teachers to gather in-depth insights (Bryman, 2016). The data collected was then analysed thematically, focusing on identifying patterns in teachers' perceptions of digital technologies in PE
- 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).

RESULTS

- Primary school teachers who had very minimum experience within PE relied heavily on online workouts such as Joe Wicks, through COVID-19 and have continued to use them. This could be down to the lack of training as primary teachers typically receive only four to six hours of PE training, which is insufficient for delivering worthy PE lessons (Ingle, 2025).
- Secondary school teachers struggle to integrate technology into their year 7-9 lessons as they deal with such big class numbers. However, they have found use out of it within their GCSE + A-Level classes and have found it affective.
- All teachers praised technology and mentioned it has great potential if used properly. However, teachers suggested additional courses would have to be accessible to improve knowledge and understanding.

DISCUSSION

- Gamified methods are being used to increase student engagement which is supported by Blain, Standage, and Curran (2022).
- Digital platforms became essential for promoting physical activity when traditional in-person classes were not possible. However, there was challenges regarding student participation.
- Digital tools can enhance teaching, however, 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.

REFLECTION

- Utilize your summer
- Don't be afraid to ask for help and use your supervisors to your advantage
- Choose a topic you genuinely care about

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