**Review of Related Literature (draft)**

* 1. **Motor Learning in Physical Education**

Title: motor learning and skill acquisition (Applications for physical Education and sport)

Author: Michael Spittle

Year: 2013

Link: https://books.google.com.ph/books?hl=en&lr=&id=zhlHEAAAQBAJ&oi=fnd&pg=PR5&dq=Motor+Learning+in+Physical+Education+&ots=jc9CxZ5RdT&sig=FhltsPUEBKRf7yLKh2oNcrpa0aE&redir\_esc=y#v=onepage&q=Motor%20Learning%20in%20Physical%20Education&f=false

Publisher: Red Globe Press

Original: Motor Learning and skill acquisition explore how we learn (or acquire), improve, and enhance skills in movement. One of the main goals in physical education and sport is to assist the acquisition of skills. Motor learning is the study of the process involved in the skilled movement through practice or other learning-related variables.

Paraphrase: Spittle (2021) mentioned that Motor learning and skill acquisition refers to the exploration of how we acquire, develop and progress skills in moving. Physical Education and sport aim to assist in skills acquisition. Motor learning deals with the study of the development of skilled movements along with repetitions or other learning-associated components.

APA: Spittle, M. (2021). Motor Learning and Skill Acquisition: Applications for Physical Education and Sport (2nd ed.). Bloomsbury Academic.

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Title: Developmental physical education for all children (5th ed.)

Author: Clealand-Donelly, Mueller & Gallahue

Year: 2016

Link: https://books.google.com.ph/books?hl=en&lr=&id=zhlHEAAAQBAJ&oi=fnd&pg=PR5&dq=Motor+Learning+in+Physical+Education+&ots=jc9CxZ5RdT&sig=FhltsPUEBKRf7yLKh2oNcrpa0aE&redir\_esc=y#v=onepage&q=Motor%20Learning%20in%20Physical%20Education&f=false

Original: Physical Education aims to encourage and develop learning to move and learning through movement. Physical Education is the only learning area in the curriculum that focuses explicitly on developing movement skills and concepts in children. Developing motor skills is seen as essential in physical education, as failure to develop and refine movement skills makes it difficult for children to succeed in and enjoy physical activities and physically active lifestyles.

Paraphrase: According to Donelly et al (2016), The goal of physical education is to motivate and enhance learning to move as well as to have learned through movement. Physical Education barely learning area existing in the curriculum that emphasizes enhancing students’ movement skills and concepts. In physical education, enhancement of motor skills is vital by which if there will be a failure in enhancing and smoothening of movement skills, it will be hard for children to prosper and appreciate physical activities and active lifestyles.

APA: Clealand-Donelly, F., Mueller, S. S., & Gallahue, D. (2016). Developmental physical education for all children (5th ed.). London: Routledge. Motor Learning and Skill Acquisition. (2016). Google Books. https://books.google.com.ph/books?hl=en&lr=&id=zhlHEAAAQBAJ&oi=fnd&pg=PR5&dq=Motor+Learning+in+Physical+Education+&ots=jc9CxZ5RdT&sig=FhltsPUEBKRf7yLKh2oNcrpa0aE&redir\_esc=y#v=onepage&q=Motor%20Learning%20in%20Physical%20Education&f=false

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Title: motor learning and skill acquisition (Applications for physical Education and sport)

Author: Michael Spittle

Year: 2013

Link: https://books.google.com.ph/books?hl=en&lr=&id=zhlHEAAAQBAJ&oi=fnd&pg=PR5&dq=Motor+Learning+in+Physical+Education+&ots=jc9CxZ5RdT&sig=FhltsPUEBKRf7yLKh2oNcrpa0aE&redir\_esc=y#v=onepage&q=Motor%20Learning%20in%20Physical%20Education&f=false

Publisher: Red Globe Press

Original: Motor learning specialists at universities also have teaching roles in undergraduate and postgraduate degrees. They teach units that have an emphasis on motor skills learning, including movement skills, motor learning and skill acquisition, motor control, motor development, coaching, and physical education. In addition to academic teaching, some physical educators in schools go on to postgraduate studies, such as master’s and doctoral studies focusing on the acquisition of motor skills in physical education, and use this knowledge in teaching in primary and secondary schools- we would consider them to be skill acquisition specialists.

Paraphrase: Michael Spittle (2021) stated that Motor learning experts at colleges and universities play an important role in undergraduate and postgraduate individuals. Subjects under motor skills learning such as motor control, movement skills, motor development, motor learning and skill acquisition, coaching, and physical education. Aside from teaching academically, physical educators proceed to postgraduates’ fields, like masters and doctoral studies concentrating on the acquisition of motor skills in physical education and practice these learnings in teaching elementary and secondary schools- they are also classified as skill acquisition specialists.

APA: Spittle, M. (2021). Motor Learning and Skill Acquisition: Applications for Physical Education and Sport (2nd ed.). Bloomsbury Academic.

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Title: Neurocognitive control in dance perception and performance.

Author: Bläsing, B., Calvo-Merino, B., Cross, E. S., Jola, C., Honisch, J., and Stevens, C. J.

Year: 2012

Link: https://www.sciencedirect.com/science/article/abs/pii/S0001691811002320

Publisher: [PubMed Abstract](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&Cmd=ShowDetailView&TermToSearch=22305351)

Original: Most simple skills are acquired implicitly, with the NMS selecting the most efficient way to achieve the goal, thereby maximizing facility and minimizing energy expenditure (Bläsing et al., 2012)

Paraphrase: Blasing et al (2012) concluded that Simple skills are completely acquired by the neuromuscular system that chooses the most effective method to attain the goal in movements. That leads to increase usage of abilities as well as decreased use of energy.

APA: Bläsing, B., Calvo-Merino, B., Cross, E. S., Jola, C., Honisch, J., & Stevens, C. J. (2012). Neurocognitive control in dance perception and performance. Acta Psychologica, 139(2), 300–308. <https://doi.org/10.1016/j.actpsy.2011.12.005>

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Title: Examining the Antecedent Role of Movement Proficiency in Child Development: Study Protocol

Author: Catherine M. Capio, Kerry Lee, Rachel A. Jones, Rich S. W. Masters

Year: 15 July 2021

Link: https://www.frontiersin.org/articles/10.3389/fpsyg.2021.678874/full

Publisher: frontiers in psychology

Original: Decades of research, largely from associational studies, show that the relationships of movement proficiency with the cognitive and social aspects of development are particularly strong in early childhood. Children who move proficiently tend to have better cognitive skills and social behaviors.

Paraphrase: As mentioned by Capio et al (2021), after a lot of research, mostly in associational studies, it reveals that the connection of movement expertise together with mental and social components of development is highly observed in the early stage of children. Those children who attain movement competently will have better intellectual capacity and social behaviors.

APA: Capio, C. M., Lee, K., Jones, R. A., & Masters, R. S. W. (2021). Examining the Antecedent Role of Movement Proficiency in Child Development: Study Protocol. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.678874

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Title: Physical education, motor control, and motor learning: theoretical paradigms and

teaching practices from kindergarten to high school

Author: PIO ALFREDO DI TORE, ROSAMARIA SCHIAVO , TIZIANA D’ISANTO

Year: December 28, 2016

Link: <https://www.semanticscholar.org/paper/Physical-Education%2C-Motor-Control-and-Motor-and-to-Tore-Schiavo/1f625814b46dfc431467a1a11f617229aa2fd815>

Publisher: Journal of Physical Education and Sport ®

Original: motor learning means developing very articulated motor programs. As a result, the teaching of motor activity will be prescriptive, by administering to the student exercises to stabilize the motor program and minimize the variability of execution.

Paraphrase: D’isanto et al (2016) elaborated that motor learning refers to emerging most articulated motor programs that will result in a prescription of teaching motor activity through managing student exercises that alleviates motor program and reduces inconstancy of execution of movement.

APA: Di Tore, P. A., Schiavo, R., & D’isanto, T. (2016). Physical education, motor control, and motor learning: theoretical paradigms and teaching practices from kindergarten to high school. Journal of Physical Education and Sport. https://www.semanticscholar.org/paper/Physical-Education%2C-Motor-Control-and-Motor-and-to-Tore-Schiavo/1f625814b46dfc431467a1a11f617229aa2fd815----

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* 1. **Motor Learning in Dance**

Title: Motor Learning and Control for Dance (Principles and Practices for Performers and Teachers)

Author: Donna H. Krasnow and M. Virginia Wilmerding

Year: February 2015

Link: https://books.google.com.ph/books?hl=en&lr=&id=RvF6DwAAQBAJ&oi=fnd&pg=PR1&dq=motor+learning+in+dance&ots=uD8QuuTX8N&sig=CyZuuVdzgJpuVIuBQFQIkvfAL8A&redir\_esc=y#v=onepage&q=motor%20learning%20in%20dance&f=false

Publisher: Human Kinetics

Original: In dance, motor learning is how dancers learn both basic and complex skills. These skills are not attained through motor development that all children experience, such as walking, skipping, and grasping objects. The dance teacher’s goal is to teach skills so that they are executed with smoothness, expressivity, coordination, and accuracy, and so that they are retained in the dancer’s memory. The dancer’s objective is not simply to learn skills but to achieve a level of proficiency that enhances movement quality.

Paraphrase: According to Krasnow and Wilmerding (2015), Motor learning in dance signifies dancers that learn both easy and difficult skills. These skills are not acquired from the motor development that happened for all children like grasping, skipping, walking. The aim of dance instructors is to teach skills for them to execute movements with exactness, synchronization, articulateness, and smoothness, with memorization. Dancers’ goal is to attain a level of competency that develops the quality of movement.

APA: Krasnow, D. H., & Wilmerding, D. V. (2015, February). Motor Learning and Control for Dance. Google Books. https://books.google.com.ph/books?hl=en&lr=&id=RvF6DwAAQBAJ&oi=fnd&pg=PR1&dq=motor+learning+in+dance&ots=uD8QuuTX8N&sig=CyZuuVdzgJpuVIuBQFQIkvfAL8A&redir\_esc=y#v=onepage&q=motor%20learning%20in%20dance&f=false

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Title: Motor Learning In Dance

JANUARY 10, 2013 BY 4DANCERS

Author: Donna Krasnow,

Year: JANUARY 10, 2013

Link: <https://4dancers.org/2013/01/motor-learning-in-dance/>

Publisher: 4Dancers.org

Original: **Motor learning** is the area of study that looks at how the dancer learns new movement, but not just in a single class or practice session.  When we use the term motor learning, we are referring to changes that are learned through practice and are permanent, or “remembered” on some level, even if that remembering is not something we are aware of.

Paraphrase: Krasnow (2013) emphasizes that motor learning is the extent of education that criticizes how dancers acquire new movement but not only for one class or practice session. The term motor learning is used to describe changes acquired through practice and are lasting or recalled at some point.

APA: Krasnow, D. (2013, January 10). Motor Learning In Dance. 4Dancers.Org. https://4dancers.org/2013/01/motor-learning-in-dance/

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Title: Recontextualizing Dance Skills: Overcoming Impediments to Motor Learning and Expressivity in Ballet Dancers

Author: Janet Karin

Year: 24 March 2016

Link: https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00431/full

Publisher: frontiers in psychology

Original: The process of transmitting ballet’s complex technique to young dancers can interfere with the innate processes that give rise to efficient, expressive, and harmonious movement.

Paraphrase: Karin (2016) discussed that, in ballet, the method of conveying complex techniques to young dancers can appear in an innate manner that grows effective, expressive, and synchronous movements.

APA: Karin, J. (2016). Recontextualizing Dance Skills: Overcoming Impediments to Motor Learning and Expressivity in Ballet Dancers. Frontiers. https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00431/full

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Title: Introduction to Motor Learning and Control

Author: *Cheryl A. Coker*

Year: 2017

Link: https://www.taylorfrancis.com/chapters/mono/10.4324/9781315185613-1/introduction-motor-learning-control-cheryl-coker?context=ubx&refId=0080bd23-25f2-496b-9970-c53f58112d91

Publisher: Taylor & frances group

Original: The fact that practice is a critical component of learning or re-learning a motor skill is not surprising. To make the most of one's time, practice attempts should be not only maximized but optimized. For the open skill,the practice should present variations in both the regulatory conditions and non-regulatory conditions that might occur in the applied setting. Having determined that practice variability is desirable, the practitioner must next decide how to organize the practice session.

Paraphrase: Coker (2017) claimed that practice is a crucial aspect of learning or re-learning a motor skill. To maximize one’s time, rehearsals should provide differences in regular and irregular conditions in any setting. It is desirable to practice variability to be determined and instructors should choose how the practice session be managed.

APA: Coker, C. A. (2017, September 22). Introduction to Motor Learning and Control | Cheryl A. Coker | Taylor. Taylor & Francis. https://www.taylorfrancis.com/chapters/mono/10.4324/9781315185613-1/introduction-motor-learning-control-cheryl-coker?context=ubx&refId=0080bd23-25f2-496b-9970-c53f58112d91

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Title: Extraordinary Dancing Requires Extraordinary (Motor) Learning

Author: Rebecca Lynn Gose

Year: 14 Nov 2018

Link: https://www.tandfonline.com/doi/abs/10.1080/15290824.2017.1383611?journalCode=ujod20

Publisher: Taylor and Francis Online

Original: dancers are equally involved in motor learning every day as part of the training experience, and a better understanding of the theoretical underpinning of motor learning can enhance the process. When applied to dance, motor learning can address such areas as attention, memory, instructions, feedback, practice schedules, learning styles, and more.

Paraphrase: According to Gose (2018), dancers as part of their everyday training, equally acquired motor learning as well. In dance, motor learning happens in areas like learning styles, practice schedules, feedback, directions, memory, and attention.

APA: Extraordinary Dancing Requires Extraordinary (Motor) Learning. (2018, November 14). Taylor & Francis. https://www.tandfonline.com/doi/abs/10.1080/15290824.2017.1383611?journalCode=ujod20

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* 1. **Motor Learning in Sports**

Title: motor learning and skill acquisition (Applications for physical Education and sport)

Author: Michael Spittle

Year: 2013

Link: https://books.google.com.ph/books?hl=en&lr=&id=zhlHEAAAQBAJ&oi=fnd&pg=PR5&dq=Motor+Learning+in+Physical+Education+&ots=jc9CxZ5RdT&sig=FhltsPUEBKRf7yLKh2oNcrpa0aE&redir\_esc=y#v=onepage&q=Motor%20Learning%20in%20Physical%20Education&f=false

Publisher: Red Globe Press

Original: In sport, the learning of basic skills enables players to participate in the activity. At the higher levels of sports participation, skillful execution of movement is the crucial variable that influences successful performance.

Paraphrase: Spittle (2021) stated that the acquisition of basic skills in sports allows players to take part in activities. Having a higher level of sports involvement, and proficient execution of movements are critical variable that affects competent performance.

APA: Spittle, M. (2021). Motor Learning and Skill Acquisition: Applications for Physical Education and Sport (2nd ed.). Bloomsbury Academic.

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Title: motor learning and skill acquisition (Applications for physical Education and sport)

Author: Michael Spittle

Year: 2021

Link: https://books.google.com.ph/books?hl=en&lr=&id=zhlHEAAAQBAJ&oi=fnd&pg=PR5&dq=Motor+Learning+in+Physical+Education+&ots=jc9CxZ5RdT&sig=FhltsPUEBKRf7yLKh2oNcrpa0aE&redir\_esc=y#v=onepage&q=Motor%20Learning%20in%20Physical%20Education&f=true

Publisher: Red Globe Press

Original: there are classifying skills based on the precision of movement (gross to fine), organization of the skill (discrete, serial, and continuous), and stability of the environment (open to closed).

Paraphrase: Spittle (2021) also discussed that there are categories of skills based on the accuracy of movement (gross to fine), arrangement of skill (discrete, serial, and continuous,) and constancy of the environment (open to closed).

APA: Spittle, M. (2021). Motor Learning and Skill Acquisition: Applications for Physical Education and Sport (2nd ed.). Bloomsbury Academic.

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Title: Neuroscientific aspects of implicit motor learning in sport

Author: Zhu, F., Poolton, J., & Masters, R.

Year: 2014

Link: https://psycnet.apa.org/record/2016-04956-008

Publisher: APA PsycNet

Original: When the motor task is sufficiently complex that it requires the coordination of multiple degrees of freedom, as in the skills required for proficient performance in most sports activities, the learner tends to take a proactive role in aspects of the learning process that can be consciously monitored or controlled.

Paraphrase: As mentioned by Masters et al (2014), the adequately complex motor task requires a connection of many degrees of freedom. As skills oblige to have a competent performance like most sports activities, learners should have a proactive role in the learning process that can be managed or supervised consciously.

APA: Zhu, F., Poolton, J., & Masters, R. (2014). Neuroscientific aspects of implicit motor learning in sport. In A. Gollhofer, W. Taube, & J. B. Nielsen (Eds.), Routledge handbook of motor control and motor learning (pp. 155–174). Routledge/Taylor & Francis Group.

Title: FROM MOVEMENT TO ACTION: NEW PERSPECTIVES IN MOTOR LEARNING AND SPORT TRAINING

Author: Valeria Agosti and Giuseppe Madonna

Year: 2020

Link: https://aisberg.unibg.it/handle/10446/170731

Publisher: Sport Science

Original: How to teach a child to kick or throw a ball and how to teach an athlete to manage the same motor gesture within a sports performance? What are the differences? In order to find answers to these questions, a deep reflection on the theoretical presuppositions of motor learning is necessary, in order to conform to new scientific acquisitions. To teach movement, be it a child or an athlete, it is necessary to understand motor function as an emerging property of a complex system where movement, through motor experience, becomes action and then motor performance.

Paraphrase: As discussed by Agosti and Madonna (2020), a deep understanding of theoretical assumptions of motor learning is essential to address new scientific attainments. In teaching movements, to a child or an athlete, it is important to comprehend well the motor function as an arising factors of complex system where movement occur through motor experience, later became an action and proceed to be a motor performance.

APA: Agosti, V., & Madonna, G. (2020, December 21). From Movement to Action: New Perspectives in Motor Learning and Sport Training. Aisberg.unibg.it. https://aisberg.unibg.it/handle/10446/170731

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Title: MOTOR LEARNING IN SPORTS SCIENCE: DIFFERENT THEORETICAL FRAMEWORKS FOR DIFFERENT TEACHING METHODS

Author: Gaetano Raiola and Pio Alfredo Di Tore

Year: 2017

Link: https://www.sposci.com/PDFS/BR10S1/SVEE/04%20CL%2007%20GR.pdf

Publisher: Sport Science 10

Original: The most widespread traditional teaching practices have their theoretical basis in the cognitive approach and in a prescriptive teaching vision. The cognitive approach implies specific psychological models of motor learning: Open Loop and Closed Loop motor control models and Generalized Motor Program theory. Other scholars study sport teaching methods from another point of view called the ecological approach. In this case, trainers focus on educational settings and interpret learning as the research for physical and motor solutions available in the environment. This approach has its psychological basis in Bernstein's degrees of freedom theories and in Motor Imagery. The discrete sequence Stimulus identification - Response Selection - Response programming, according to which the psychology describes the mechanism of perception-action, faithfully repeats the IPO model (input - processing - output). Information processing, however, is based on assumptions that knowledge is external to the learner. It does not take into account human experience and the ways in which perception is shaped by, and interacts with, the individual’s life experiences. From this perspective, the ecological approach to teach sports appears to be more up to date concerning the evidences and elaborations from scientific research. Yet, in training methods, teaching practices appear to be more related to the cognitive approach, when they not directly descend from a behaviorist or cognitive framework.

Paraphrase: As mentioned by Di tore and Raiola (2017), the most used old teaching practices base it on theories in cognitive approach and prescriptive teaching vision. The cognitive approach refers to one’s psychological model of motor learning such as open-loop and closed-loop motor control models as well as generalized motor program theory. Some scholars focus on sport’s teaching method from a different point of view namely the ecological approach. In this part, coaches focus on school environment settings and interpretation of learning as a study for physical and motor resolutions existing in the environment. This approach is based psychologically on the theory of Bernstein’s degree of freedom and motor imagery. As Psychology defines the mechanism of perception-action, the arrangement stimulus identification to response selection to response programming replicates IPO (input, process, and output). While information processing relies on the wild guess that knowledge takes place externally. It doesn’t reflect in a person’s experiences and the molding process of perception, interaction, and life’s experiences. With this viewpoint, in teaching sports, ecological sports show more updated evidence and expansion of scientific research. However, the cognitive approach shows relativity in teaching approaches under teaching methods.

APA: Di Tore, P.A., and Raiola, G. (2017). Motor Learning in Sports Science: Different Theoretical Frameworks for Different Teaching Methods. Sport Science 10. https://www.sposci.com/PDFS/BR10S1/SVEE/04%20CL%2007%20GR.pdf

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Title: Does implicit motor learning lead to greater automatization of motor skills compared to explicit motor learning? A systematic review

Author: Elmar Kal ,Rens Prosée ,Marinus Winters,John van der Kamp

Year: September 5, 2018

Link: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0203591

Publisher: plos one

Original: Implicit motor learning is considered to be particularly effective for learning sports-related motor skills. It should foster movement automaticity and thereby facilitate performance in multitasking and high-pressure environments.

Paraphrase: Kal et al (2018) stated that implied motor learning is known to be specifically efficient for acquiring sports-related motor skills. There will be an automatic movement that helps multitasking and high-pressure environment movements.

APA: Kal, E., Prosée, R., Winters, M., & van der Kamp, J. (2018). Does implicit motor learning lead to greater automatization of motor skills compared to explicit motor learning? A systematic review. PLOS ONE, 13(9), e0203591. https://doi.org/10.1371/journal.pone.0203591

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* 1. Physical Education in blended learning modality

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Title: High School Physical Education Teachers’ Perceptions of Blended Learning One Year after the Onset of the COVID-19 Pandemic

Author: Iván López-Fernández, Rafael Burgueño, and Francisco Javier Gil-Espinosa

Year: 2021

Link: https://www.mdpi.com/1660-4601/18/21/11146

Publisher: MDPI

Original: The main findings revealed that physical education teachers considered that blended learning, compared with full face-to-face learning, implied a work overload, worsened social relationships and did not help to increase students’ motivation. Likewise, most teachers considered the physical activity performed by students during the blended learning period as being lower than usual. Furthermore, teachers reported that the students from lower-income families were the ones that experienced a lack of technological means the most.

Paraphrase: Burgueño et al (2021) claimed that physical educators examined that blended learning implied over workload, exacerbated social relationships, worsen students’ motivation. Similarly, physical educators view physical activities performed in blended learning by students as lower than normal. Moreover, teachers stated that students with low economic status because they lack gadgets and resoures.

APA: López-Fernández, I., Burgueño, R., & Gil-Espinosa, F. J. (2021). High School Physical Education Teachers’ Perceptions of Blended Learning One Year after the Onset of the COVID-19 Pandemic. International Journal of Environmental Research and Public Health, 18(21), 11146. https://doi.org/10.3390/ijerph182111146

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Title: The impact of blended and traditional instruction in students’ performance

Author: Nikolaos Vernadakis, Maria Giannousi, Vassiliki Derri, Maria Michalopoulos, Efthimis Kioumourtzoglou

Year: 2012

Link: https://www.sciencedirect.com/science/article/pii/S2212017312000990

Publisher: Science direct

Original: Blended learning environment is a hybrid of classroom and online learning that includes some of the convenience of online courses without the complete loss of face-to-face advantages. blended instruction appears as an alternative teaching practice that should be embraced by teachers, in order to assist students to improve their performance.

Paraphrase: As expressed by Derri et al (2012), the blended learning modality is a fusion of offline and online learning that comprises the suitability of online courses even without face-to-face benefits. As alternative teaching methods, blended instructions should be used by teachers to help students improve their school performance.

APA: Vernadakis, N., Giannousi, M., Derri, V., Michalopoulos, M., & Kioumourtzoglou, E. (2012, January 1). The impact of blended and traditional instruction in studentsâ performance. ScienceDirect. https://www.sciencedirect.com/science/article/pii/S2212017312000990

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Title: The Blended Learning of Physical Education and Computer Class in Physical Colleges

Author: Qiang Chen & Qinghan Li

Year: 2016

Link: <https://www.atlantis-press.com/article/25853595.pdf>

Publisher: 3rd International Conference on Education, Management and Computing Technology

Original: With the continuous development of network information technology, more and more emphasis on sports teaching PE Colleges and computer integration of teaching, blended learning mode in this context will be born out. Blended learning is a fusion of traditional PE teaching new teaching model and network computer teaching, blended learning applications, improve the efficiency of teaching computer classes of Physical Education and Sports College, so that students can more efficiently complete the appropriate the task of teaching, so as to achieve the objectives and requirements of practice teaching.

Paraphrase: According to Chen and Li (2016), as network information technology continue to develop, the emphasis on teaching sports in Physical Education College and universities with computer association, blended learning will manifest. Blending learning comprises a new teaching model, old physical education teaching, blended learning applications, developing the efficacy of teaching computer lessons of physical education, Sports College, and network computer teaching. From there, students will be able to completely accomplish the task and will attain the target objectives and requirements of practice teaching.

APA: Chen, Q., & Li, Q. (2016). The Blended Learning of Physical Education and Computer Class in Physical Colleges. https://www.atlantis-press.com/article/25853595.pdf

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Title: Blended Learning for physical education

Author: Tandiyo Rahayu,Mohammad Arif Ali, Gustiana Mega Anggita, Billy Castyana

Year: 2022

Link: https://www.icsspe.org/system/files/20220121%20ebook%20Blended%20Learning%20for%20Physical%20Education\_January%2010th%2C%202022.pdf

Publisher: Faculty of Sport Science

Original: Physical Education subject is one of the subjects with significant difficulties. The difficulties are caused by some things. First, because of the course content characteristics, that is movement activity. It is relatively difficult to present the subject content characteristics that prioritize physical movement activities to achieve learning goal by complying with the scientific approach steps and principles that are factually cognitive activities. Second, Physical Education mentors’ failure of interpreting, describing and diffusing the scientific approach principles into learning plan. The reason is that when implemented into learning practice, the scientific approach components in Physical Education subject are separated from the whole learning material and take about 10 to 15 minutes. Therefore, we may say that its implementation is not right on the target, and also decreases the time for physical activities. Third, the time allocated to Physical Education subject is quite limited. Fourth, the facilities and infrastructure for Physical Education practice are generally strictly limited in many schools in Indonesia, making the subject implementation constrained by many things that are unrelated to the subject content. For Physical Education Teacher, one of the advantages of the use of digital technology and information technology management is to practice scientific approach to manage course material content without reducing learning time available for Physical Education subject. The said course content can be managed either online or offline beyond the course time using digital devices. Using digital devices, Teacher can even assign homework, both in the form of movement or physical activity assignment and movement analysis or cognitive activity assignment.

Paraphrase: As mentioned by Ali et al (2022), one of the subjects that have significant problems is Physical education subject. Those problems are produced by other matters. First, it is because of the content characteristics called movement activity. Prioritizing physical movement activities to attain learning objectives thru the help of the scientific approach steps and principles that are considered as factually cognitive activities is really hard to show as subject content characteristics. Second, when the Physical educators failed to interpret, define, and disseminate the scientific approaches principles into the educational plan, it is because the scientific approach components in Physical education subject are divided from the entire learning material and it takes at least 10 to 15 minutes once it is applied into learning practice. With that, we can assume that the application was not accurate to the goal. Third, the time allotted for physical education subjects is not enough. Fourth, the facilities and infrastructure in many schools in Indonesia for Physical Education practice are very limited. Creating the subject application controlled by many factors that are not connected to the subject content. Physical educators believed that one of the benefits of using digital technology and information technology management is to apply a scientific approach to organize course material content without limiting the learning period allotted for Physical Education subjects. The course content can be organized online or offline outside the course period thru digital devices. With the help of digital devices, educators can provide assignments, between in physical activity homework and movement analysis or knowledge-based activity homework.

APA: Rahayu, T., Ali, M. A., Anggita, G. M., & Castyana, B. (2022). BLENDED LEARNING for Physical Education [E-book]. Faculty of Sport Science. https://www.icsspe.org/system/files/20220121%20ebook%20Blended%20Learning%20for%20Physical%20Education\_January%2010th%2C%202022.pdf

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Title: Research on teaching blended and online physical education

Author:

Year:

Link:

Publisher:

Original: It is our belief based on the limited data outlined above, that blended and OLPE should only be available for secondary 218 students after they have demonstrated they have the motor and social skills to be a successful online student. Because the primary goal of physical education is to develop motor skills (SHAPE, 2014), and the issues related to assessment of motor skills online, blended and OLPE is not prudent at this juncture for elementary aged children. Until research can address the feasibility of teaching motor skills online, including best practices, blended and OLPE should be primarily a fitness-focused curriculum. Teachers of blended and OLPE should incorporate physical activity monitoring devices such as pedometers, heart rate monitors, and other movement trackers as better ways to ensure that physical activity is taking place rather than activity logs. Administrators, parents, and teachers who value educating the whole child and student learning cannot afford blended and OLPE to become a physical activity wasteland. Current and future blended and OLPE courses must ensure student learning and influence the next generation of movers to become physically active and healthy for a lifetime.

Paraphrase Buschner and Daum (2014) explained that blended and online learning physical education is only applicable for high school students when they already executed motor and social skills to be a competent online students. The main goal of physical education is to enhance motor skills and the problem related to evaluating motor skills through online, blended and online learning physical education is not suitable for elementary students.

APA: Daum, D. N., & Buschner, C. (2014). Handbook of Research on K-12 Online and Blended Learning [E-book]. In Research on teaching blended and online physical education (pp. 201–223). https://dl.acm.org/doi/pdf/10.5555/2811036.2811048