

Use of technology at physical education classes - perspective of PE teachers

Klincarov Ilija¹, Popeska Biljana², Mitevski Orce¹, Nikovski Goran¹, Mitevska Petrusheva Katerina³

¹Faculty of Physical education, Sport and health, University St. Chyryl and Methodius – Skopje, Macedonia

²Faculty of educational sciences, Goce Delcev University- Stip, Macedonia

³Faculty of educational sciences, Balkan University – Skopje, Macedonia

EQOL
2019 APRIL 11-13th
NOVI SAD
SERBIA



Introduction

Technology as reality of modern living, affects all aspects of human life including education. It is often related with extensive sedentary behavior [1], having negative relation with level of physical activity in children [2]. But on the other hand, applied at proper and balanced way, technology can be an influencing pedagogical strategy in physical education [3]. Implemented in PE teaching process, technology can be effectively use in increasing the level of PA, motivation for movement, experiencing fun and positive excitement, stimulating children`s interest and learning experiences, facilitating the process of teaching and learning [4, 5, 6].

Purpose

To determine the attitudes of PE teachers regarded the implementation of technology in PE teaching process as well as to explore different approaches in its application at PE classes.

Methods

- 40 PE specialized teachers
- 15 primary schools
- Descriptive analytical and descriptive explicative method was applied.
- **Instrument** - questionnaire for evaluation of teachers attitudes upon effects of implementation of technology at PE classes, different types of applied technology, different approaches and strategies in their implementation etc.

Results

Technology and physical activity level

☐ 64 % of interviewed PE specialist teachers share the opinion that technology decrease the level of PA

☐ 52% consider that children are not interested to use technology at PE classes but if is well implemented could motivate children to be more active (39%).

Manners and frequency of application of technology at PHE classes

☐ PE teachers mainly use technology as personal support in preparation for classes (60%) and during the classes when demonstrating new movements (Figure1).

☐ Youtube videos and different mobile applications are the most applied forms.

Education for implementation of technology at PHE classes

☐ 57% of PE specialists are willing to improve their competences and knowledge for implementation of new technologies in PE teaching process.

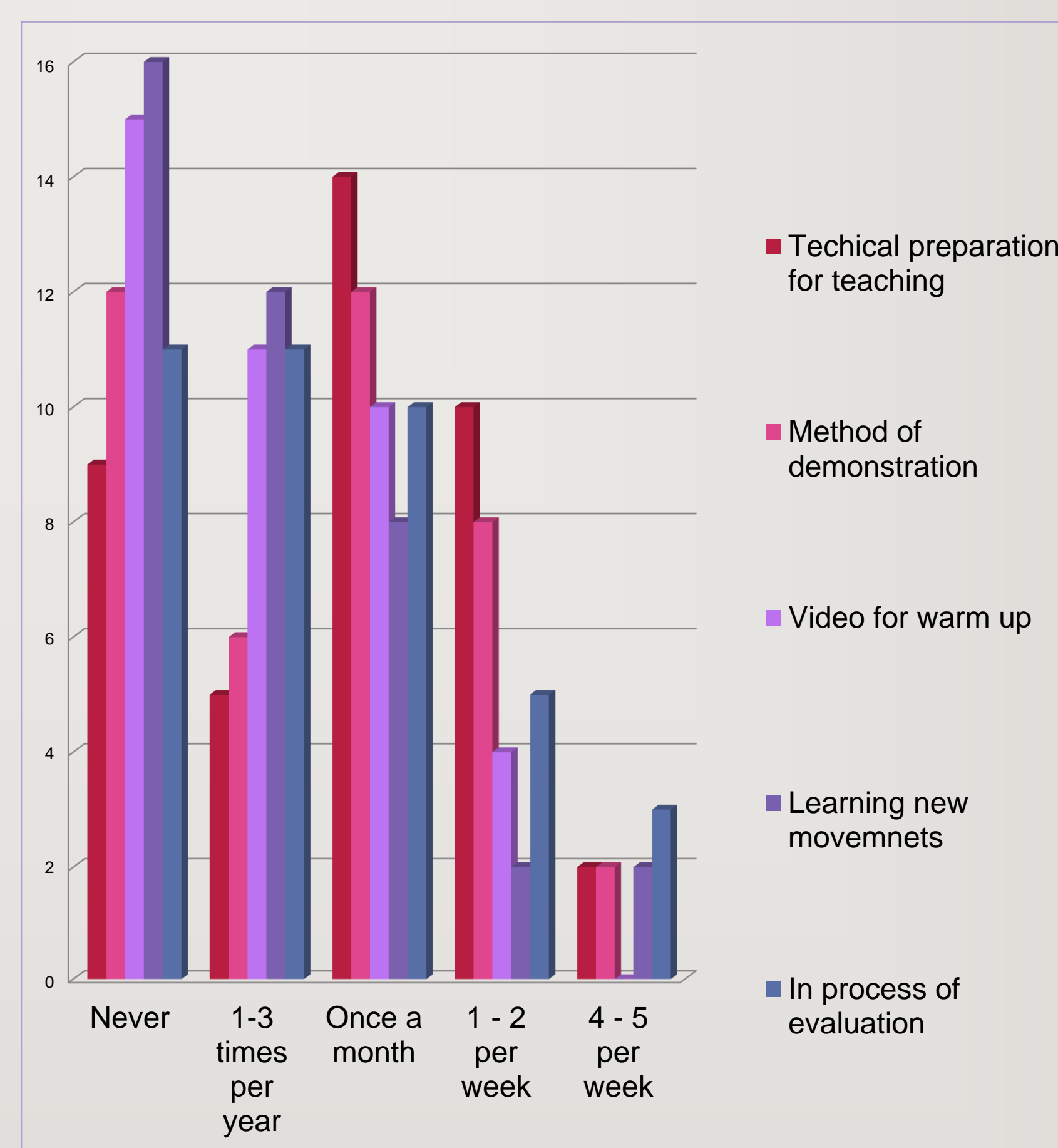


Figure 1. Frequency of use of technology at PHE classes with different purposes

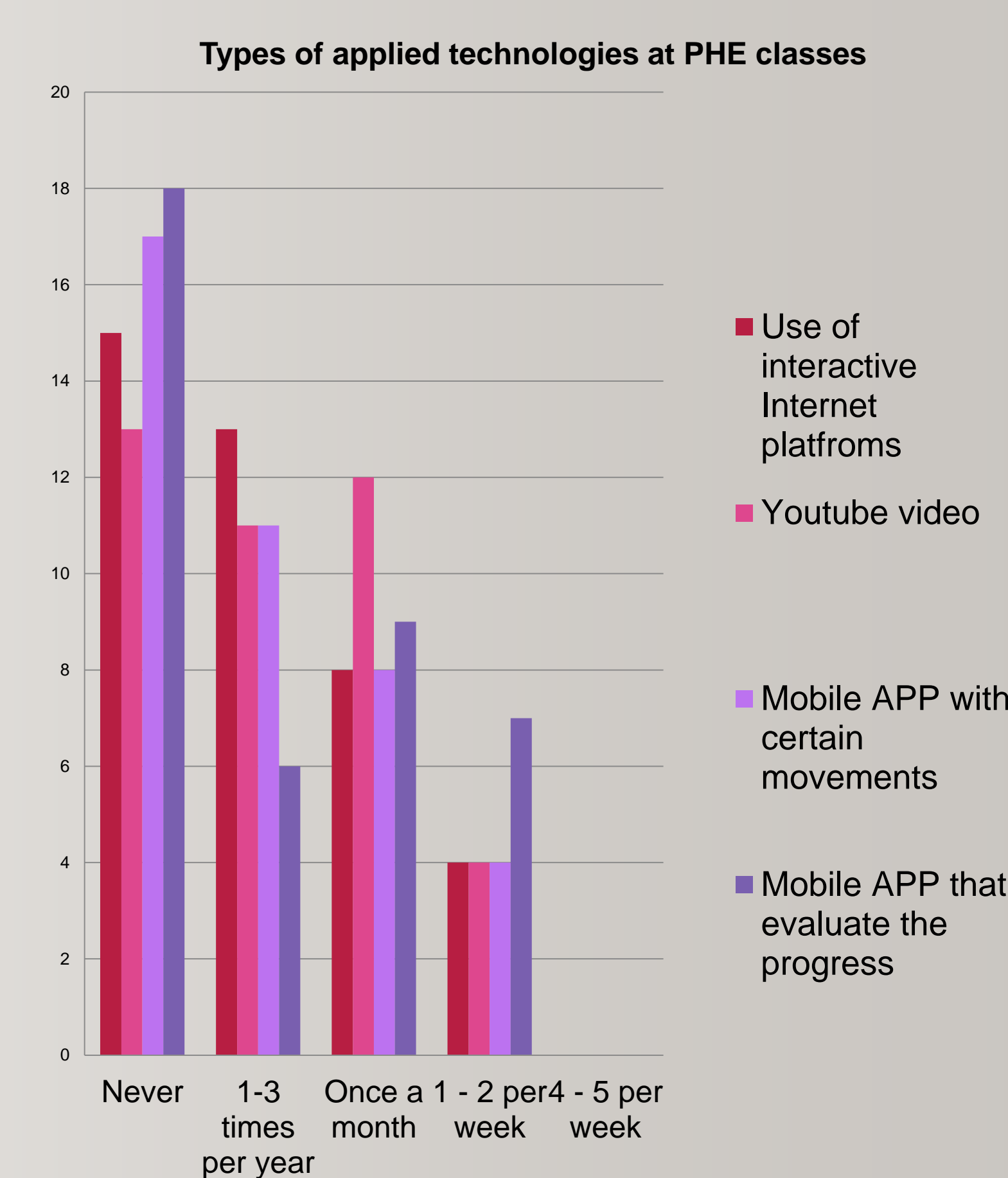


Figure 2. Types of technology at PHE classes

Conclusion

Technology supported teaching and learning could be very effective and motivating for students. Balanced and well – planed use of technology at PE classes could increase children interest for participation. Different mobile apps could be effectively used to follow individual progress, to evaluate personal achievements that could additionally motivate children to be more active. Technology is also a good pedagogic strategy that can assist teaching and facilitate the learning process.

References

- [1] Bilgrami et al, Health implications of new-age technologies: A systematic review. *Minerva Pediatr.* 2017;69:348–367.
- [2] Tremblay et al, Global Matrix 2.0: report card grades on the physical activity of children and youth comparing 38 countries. *J Phys Act Health.* 2016; 13Suppl 11 2:343–366.
- [3] Edginton, et al, Global forum for PE pedagogy 2016, technology, networking and best practice in PE and health. *International Journal of PE.* Issue 3, 3th Quarter 2016, 28 – 48.
- [4] Hall CM, & Bierman KL. Technology-assisted interventions for parents of young children. *Early Child Res Q.* 2015;33:21–32.
- [5] Glapa A, et al, The Impact of Brain Breaks Classroom-Based Physical Activities on Attitudes toward PA in Polish School... *Environ Res Public Health.* 2018;15(2):368.
- [6] Popeska et al, Implementation of Brain Breaks in the Classroom and Effects on Attitudes toward PA in a Macedonian School Setting *Int J Environ Res Public Health.* 2018;15:1127.