
TECHNOLOGY USE IN PHYSICAL EDUCATION BY LOCATION

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The main goals in teaching modern physical education are:

- To expose children and teens to a wide variety of exercise and healthy activities. Because P.E. can be accessible to nearly all children, it is one of the only opportunities that can guarantee beneficial and healthy activity in children.
- To teach skills to maintain a lifetime of fitness as well as health.
- To encourage self-reporting and monitoring of exercise.
- To individualize duration, intensity, and type of activity.
- To focus feedback on the work, rather than the result.
- To provide active role models.

It is critical for physical educators to foster and strengthen developing motor skills and to provide children and teens with a basic skill set that builds their movement repertoire, which allows students to engage in various forms of games, sports, and other physical activities throughout their lifetime.

These goals can be achieved in a variety of ways. National, state, and local guidelines often dictate which standards must be taught in regards to physical education. These standards determine what content is covered, the qualifications educators must meet, and the textbooks and materials which must be used. These various standards include teaching sports education, or the use of sports as exercise; fitness education, relating to overall health and fitness; and movement education, which deals with movement in a non-sport context.

These approaches and curricula are based on pioneers in PE, namely, Francois Delsarte, Liselott Diem, and Rudolf von Laban, who, in the 1800s focused on using a child's ability to use their body for self-expression. This, in combination with approaches in the 1960s, (which featured the use of the body, spatial awareness, effort, and relationships) gave birth to the modern teaching of physical education.

Recent research has also explored the role of physical education for moral development in support of social inclusion and social justice agendas, where it is under-researched, especially in the context of disability, and the social inclusion of disabled people.

Technology use in physical education[edit]

Many physical education classes utilize technology to assist their pupils in effective exercise. One of the most affordable and popular tools is a simple video recorder. With this, students record themselves, and, upon playback, can see mistakes they are making in activities like throwing or swinging.^[1] Studies show that students find this more effective than having someone try to explain what they are doing wrong, and then trying to correct it.^[1]

Educators may also use technology such as pedometers and heart rate monitors to make step and heart rate goals for students.^[2] Implementing pedometers in physical education can improve physical activity participation, motivation and enjoyment.^[3]

Other technologies that can be used in a physical education setting include video projectors and GPS systems. Gaming systems and their associated games, such as the Kinect, Wii, and Wii Fit can also be used. Projectors are used to show students proper form or how to play certain games. GPS systems can be used to get students active in an outdoor setting, and active exergames can be used by teachers to show students a good way to stay fit in and out of a classroom setting.^[3] Exergames, or digital games that require the use of physical movement to participate, can be used as a tool to encourage physical activity and health in young children.^[4]

Technology integration can increase student motivation and engagement in the Physical Education setting.^[5] However, the ability of educators to effectively use technology in the classroom is reliant on a teacher's perceived competence in their ability to integrate technology into the curriculum.^[5]

Beyond traditional tools, recent AI advancements are introducing new methods for personalizing physical education, especially for adolescents. AI applications like adaptive coaching are starting to show promise in enhancing student motivation and program effectiveness in physical education settings.^[6]

According to the World Health Organization (WHO), it is suggested that young children should be participating in 60-minutes of exercise per day at least 3 times per week in order to maintain a healthy body.^[6] This 60-minute recommendation can be achieved by completing different forms of physical activity, including participation in physical education programs at school.^[7] A majority of children around the world participate in Physical Education programs in general education settings.^[7] According to data collected from a worldwide survey, 79% of countries require legal implementation of PE in school programming.^[8] Physical education programming can vary all over the world.

In the Philippines, P.E. is mandatory for all years in school, unless the school gives the option for a student to do the Leaving Certificate Vocational Programme instead for their fifth and sixth year. Some schools have integrated martial arts training into their physical education curriculum.

A Biennial compulsory fitness exam, NAPFA, is conducted in every school to assess pupils' physical fitness in Singapore.^[9] This includes a series of fitness tests. Students are graded by a system of gold, silver, bronze, or as a fail. NAPFA for pre-enlistees serves as an indicator for an additional two months in the country's compulsory national service training if they attain bronze or fail.

In Ireland, one is expected to do two semesters worth of 80-minute PE classes. This also includes showering and changing times. So, on average, classes are composed of 60–65 minutes of activity.

In Poland, pupils are expected to do at least three hours of PE a week during primary and secondary education.^[8] Universities must also organise at least 60 hours of physical education classes in undergraduate courses.

time school students spend in P.E. lessons per week varies between municipalities, but generally, years 0 to 2 have 55 minutes of PE a week; years 3 to 6 have 110 minutes a week, and years 7 to 9 have 220 minutes. In upper secondary school, all national programs have an obligatory course, containing 100 points of PE, which corresponds to 90–100 hours of PE during the course (one point per hour). Schools can regulate these hours as they like during the three years of school students attend. Most schools have students take part in this course during the first year and offer a follow-up course, which also contains 100 points/hours.

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