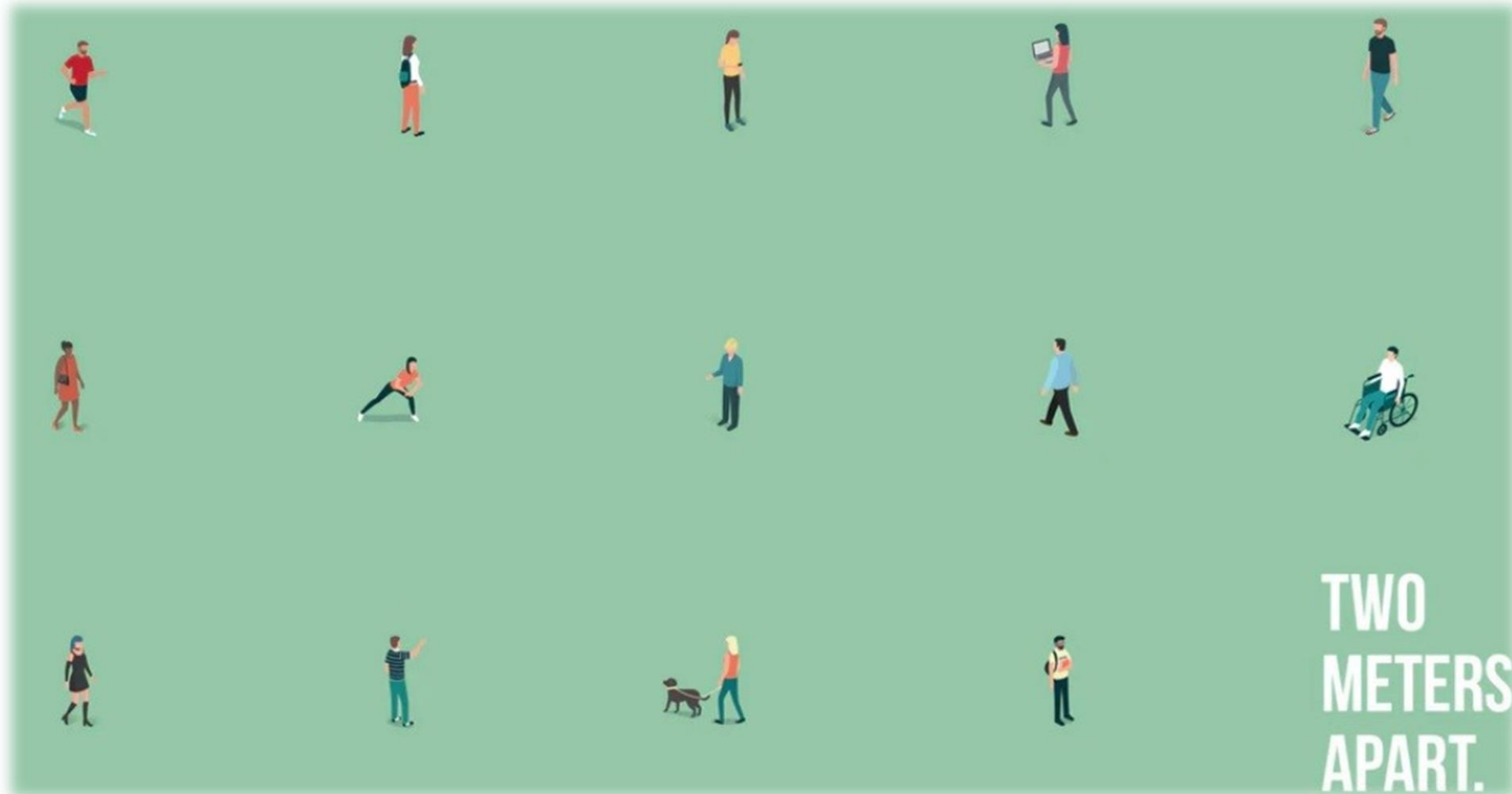


The Relevance of the Olympic Values Education Programme post Covid-19



Hilla Davidov
March-25 2022

The pandemic forced individuals and whole societies to change lifestyles and patterns



Prior to the Covid-19 pandemic, most physical education (PE) classes were held outdoors or in sports halls.

The inherent nature of PE requires movement, close proximity, and activity in groups or teams.



The Olympic Values Education Programme (OVEP)



Lithuanian NOC



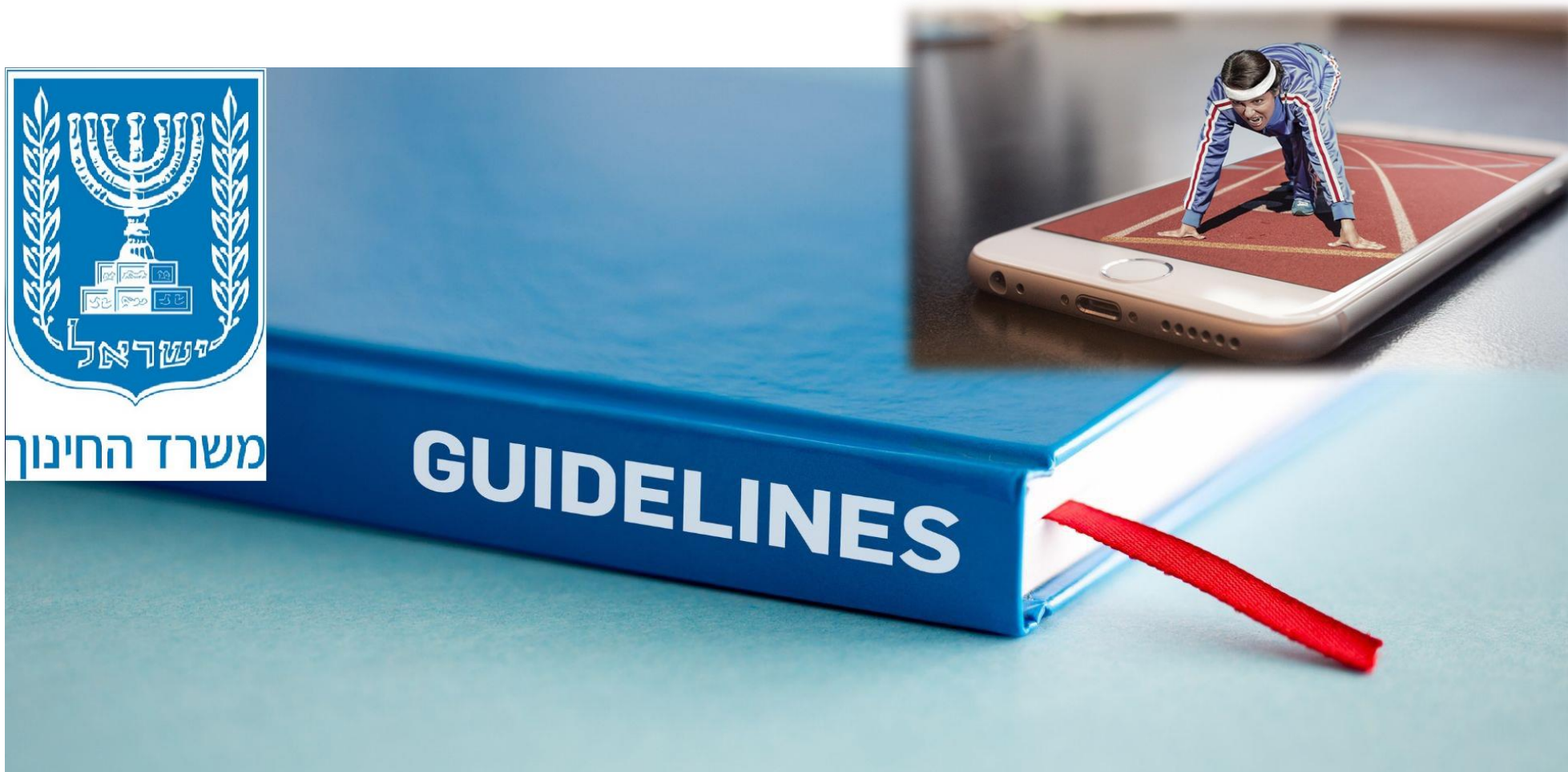
P.E. WITH JOE

Monday - Friday

9am Live on YouTube

The Body Coach TV

#PEwithJOE



The aim of this study is

To provide recommendations for improving PE teachers' preparedness for moving to online learning based on experiences during the Covid-19 pandemic.

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- Understand how teachers of different experience levels coped with and adapted to the move to online learning during Covid-19.
 - Examines the role and importance of teaching values through PE from the teachers' perspectives.
 - show how OVEP may be adapted to meet both challenges faced during Covid-19 and support the delivery of values-based education during both emergency and non-emergency periods.

The Olympic Values Education Programme (OVEP)



Lithuanian NOC

Distance learning and use of technology in PE due to Covid-19

Throughout the Covid-19 pandemic many governments around the world temporarily closed educational institutions in an attempt to contain the spread of the virus, implementing a shift into distance learning.

Many countries have reconsidered technology-based teaching, in which online platforms have a major role for teaching in every field of study.

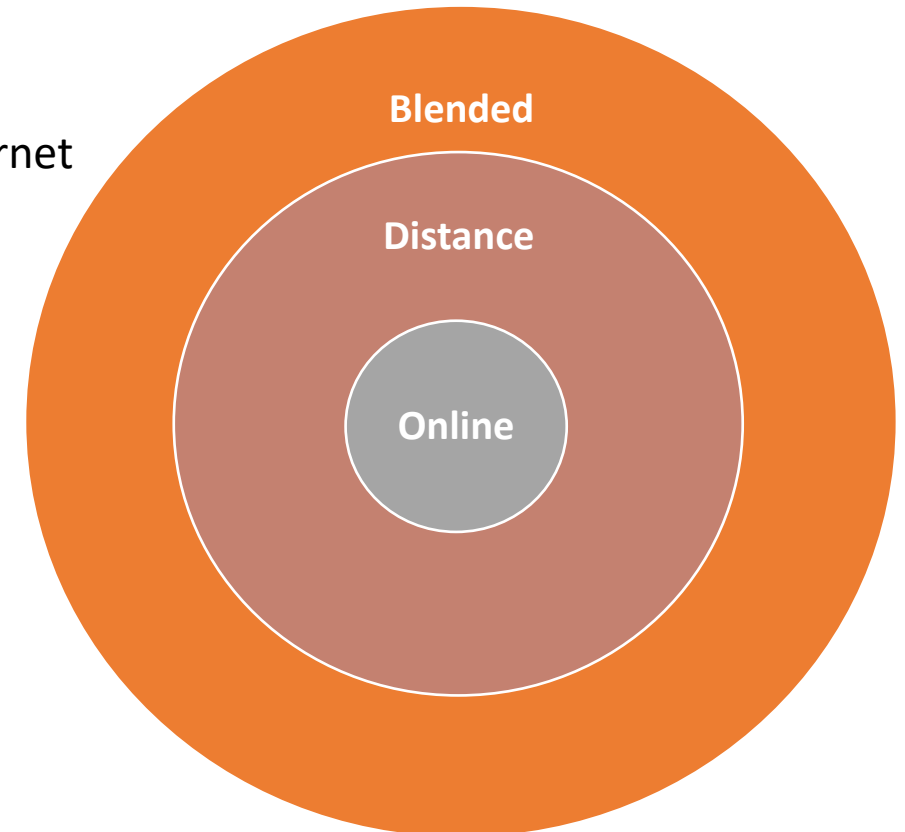
PE centers on physical activity and is clearly distinct from general knowledge-based subjects. Therefore, online PE classes require special preparation and operation.

Addressing different learning situations through tailored pedagogy

- **Routine mode**
without special restrictions
- **Emergency mode**
when significant constraints exist and adjustments are required
- **Intermediate mode**
when partial restrictions are in order

Three learning approaches

- **Distance learning**
physical/geographic distance between the learner and teacher
- **Online learning**
learning that takes place partially or entirely via the Internet
- **Blended learning**
mixture of face to face and online learning



Methodology

Study participants

Survey participants were 197 PE teachers in Israel, drawn from those were participating in an "Optimal distance learning" seminar, as well as PE teachers recruited through social media.

Participation was based on voluntary self-selection and, all survey responses were anonymized.

The average age was **43.644** years, with a range of **23** to **65** years, with **67.5%** female and **32.5%** male participants.

Methodology

Study design

An online questionnaire was used consisting of 38 questions grouped into 5 main sections:

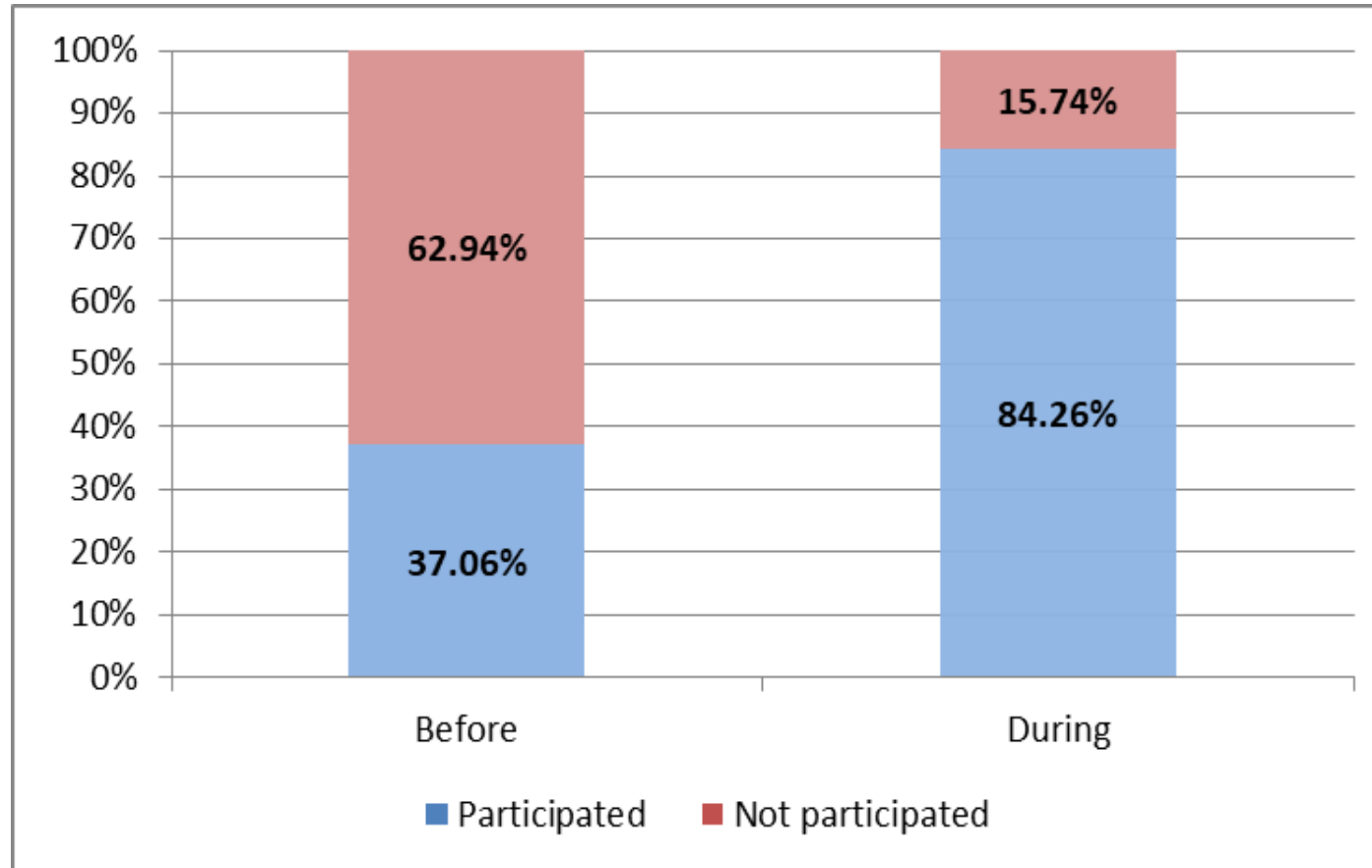
1. Demographics
2. PE teachers' readiness for delivering distance learning
3. Teachers' perceived coping
4. Adaptation to change (using ADAPTA-10, Pérez-Fuentes et al. 2020)
5. Familiarity and use of OVEP before and during the Covid-19.

There was one question regarding the PE teachers' level of satisfaction with distance learning in PE classes and an additional open question for any other remarks.

Results

PE teachers' readiness for delivering distance learning

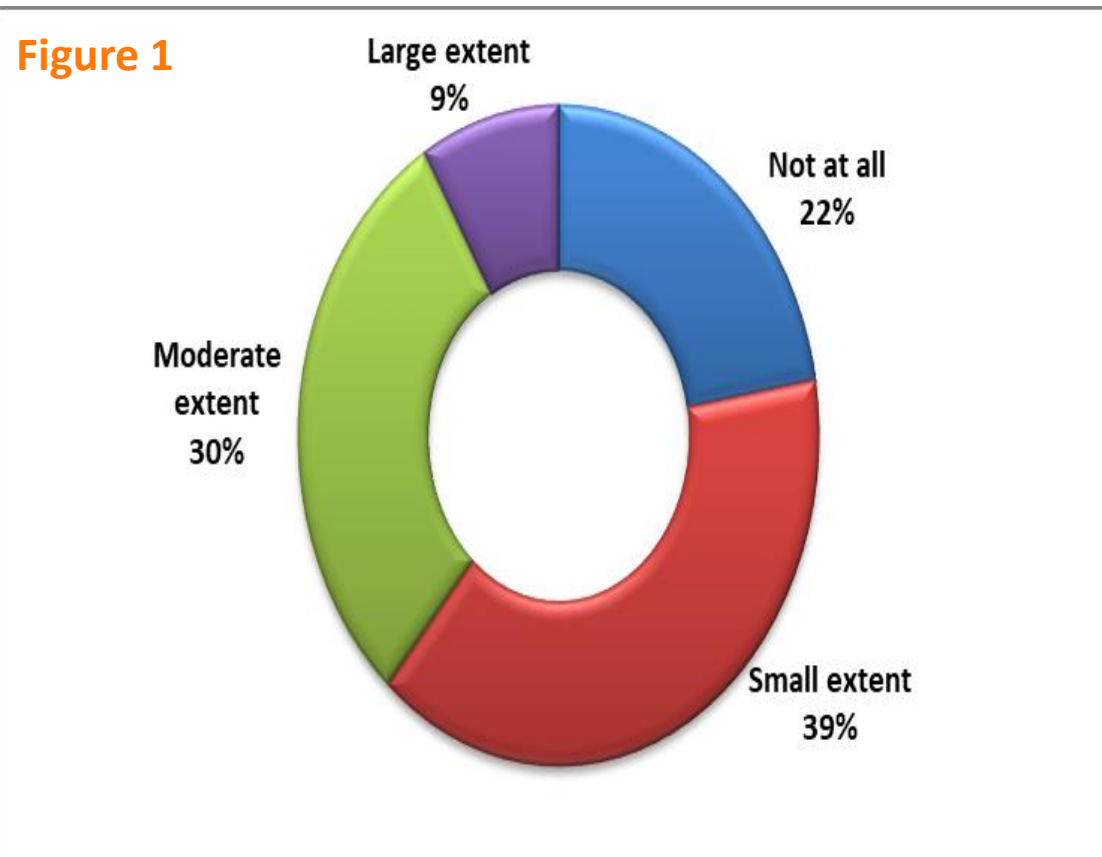
Distance learning and/or operating technological tools training Before & During Covid-19



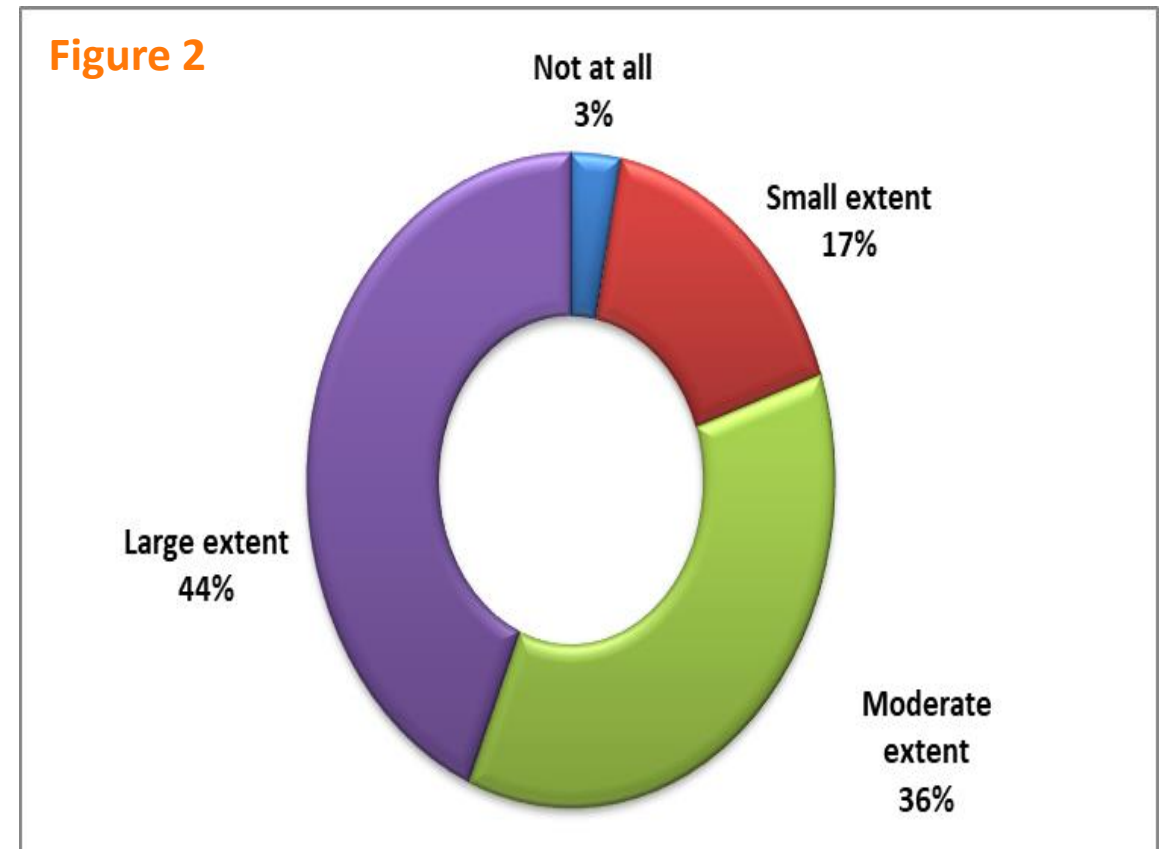
Results

PE teachers' readiness for delivering distance learning

Exposure to digital tools for distance learning before Covid-19



Technological tools improves the quality of teaching in physical education



Results

PE teachers' readiness for delivering distance learning

Most teachers were participating in distance learning and operating technological tools for training during Covid-19 compared with pre-pandemic times.

This can be explained by the awareness and needs that were raised by the Covid-19 situation.

The pandemic forced them to get training quickly in order to adapt to the new situation and most of them understand the need and importance of this training.

Since schools were under lockdown, the only way to teach was through distance learning and the teachers' knowledge of technological tools was crucial.

Results

Teacher's perceived coping

Student-Teacher interaction (17.664%) Reliability Cronbach's Alpha 0.791		Teacher's Adaptation (14.565%) Reliability Cronbach's Alpha 0.797		Teaching methods (14.202%) Reliability Cronbach's Alpha 0.731		Class Management (12.560%) Reliability Cronbach's Alpha 0.720	
9	0.691						
4	0.677						
5	0.608						
2	0.567						
7	0.563						
16	0.547						
		18	0.782				
		15	0.762				
		17	0.682				
		14	0.595				
				1	0.757		
				3	0.575		
				8	0.520		
				6	0.507		
						12	0.763
						11	0.600
						13	0.585
						10	0.567

Results

Adaptation to change, ADAPTA-10

1. No significant correlation was found between the two dimensions, emotional and cognitive-behavioral, which indicates they are independent of each other.
2. A significant correlation was found between the emotion dimension and the student-teacher interaction, teacher's adaptation, and class management.
3. A strong correlation was found between the four factors between themselves.

Results

Teacher's perceived coping

Teacher's perceived coping was more positively correlated with the emotional than the cognitive-behavioral dimension.

Those who had higher levels of emotional coping adapted quickly to changes and were more positive in their perceived ability to cope.

It is possible that the events of Covid-19 were very emotional and therefore those who could cope better with the emotions made better adjustments to the situation in comparison to those who coped better cognitively.

Results

Adaptation to change, ADAPTA-10

The cognitive-behavioral adaptation average was higher as teaching experience was lower.

That might be explained by better technological knowledge and familiarity using digital tools compared with senior teachers.

The emotional adaptation average was higher as teaching experience was higher.

Senior teachers with more years of experience may be more mentally mature, have a better understanding of systems, and may therefore be better able to adapt to changes emotionally compared to the less experienced teachers.

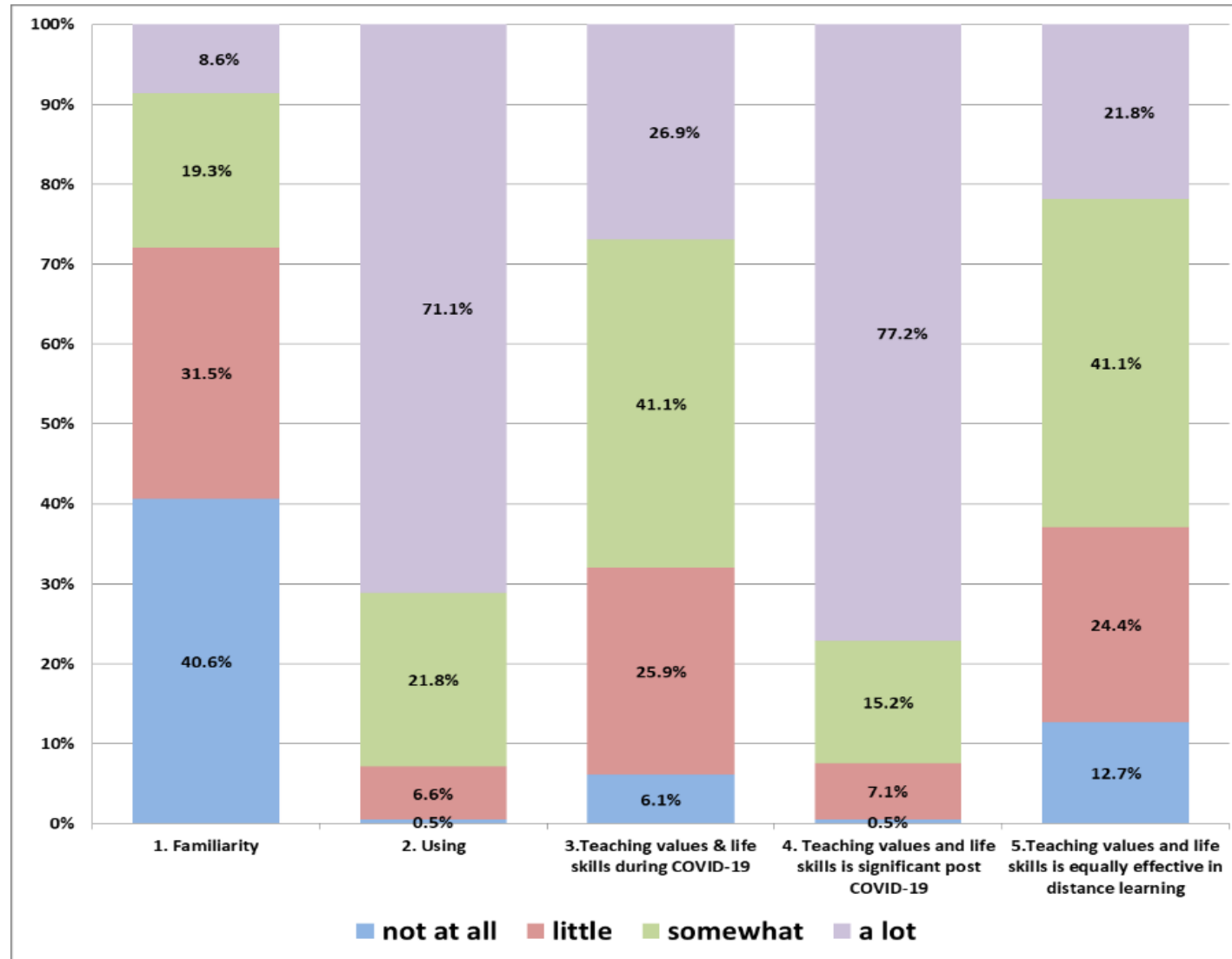
Looking at the teacher's perceived coping and teacher experience, student-teacher interaction average and class management was higher among those with less teaching experience, and the teacher's adaptation average was higher among those with more teaching experience.

In addition, it was also found that anyone who reported better interaction with students also reported better classroom management during the distance-learning period.

Good interaction between teachers and students has a direct effect on the teachers' class management, which is crucial for success especially at time of change.

Results

Familiarity and use of OVEP



Results

Familiarity and use of OVEP

Although The PE teachers are not very familiar with OVEP, most of them reported that values-based education is important and that they are using sport as a tool for teaching values and life skills.

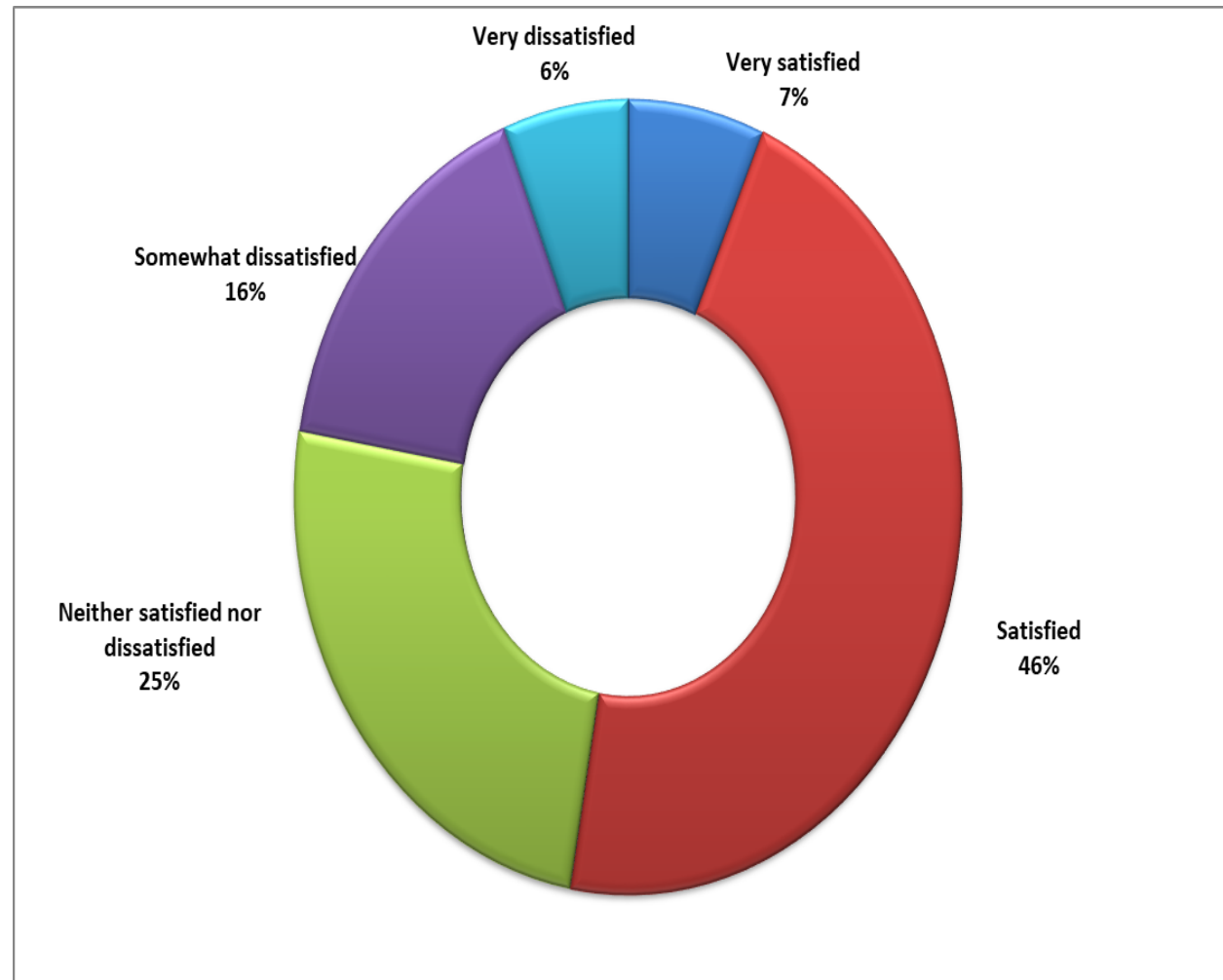
Those teachers who perceived themselves as not having the ability to adapt to changes and different teaching methods also expressed a lack of confidence in the efficiency of teaching values and life skills in PE classes through distance learning.

It might be that those who have better cognitive adaptation skills for change are better at coping with new teaching methods and understand the importance of using sport as a tool for teaching values and life skills.

This group also reported no difference in the efficiency of teaching values and life skills in PE classes in distance learning.

Results

PE teachers' level of satisfaction with distance learning



1. The role of decision-makers is to provide tools for teachers to implement when they are required. There is a need to better understand PE's challenges, and to create innovative program tailored to needs in the field.
2. As teachers want to deliver values-based education and **OVEP** is already available, it needs to be made accessible for online use and delivery.
3. Disruption to PE is inevitable around the world and arrangements need to be made whereby teachers and students can continue developing skills and values through sport.
4. The direct interaction between PE teachers and students is essential, and the lack of it during the Covid-19 crisis emphasized its value. Therefore, future programs need to find creative ways to handle distance learning and develop pedagogical techniques that will overcome related obstacles.

5. The transition to distance learning in PE requires an (not short) adjustment period. This indicates a crucial need for advance preparation and training of distance learning for teachers ahead of emergencies.
6. Special training is needed for PE teachers to understand the characteristics of online PE and thus better communicate the added value of PE as a tool for teaching values.
7. It is important to cultivate and encourage teachers' positive attitudes towards the benefits of technological and digital tools so they will be confident in the opportunity to improving their teaching skills.
8. Future curricula should integrate synchronous distance learning routinely, even during normal periods, so that in emergency times the transition will be familiar and easier.

9. Half of the teachers were satisfied with distance learning, which means they adapted to the new situation and even found its benefits. However, there is still a need for a studying process in order to improve satisfaction among the other half.
10. There is a need to change the evaluation strategy in order to encourage active learner participation.
11. There is significant need to take into account the differences between more and less experienced teachers with reference to the different characteristics in their ability to adapt to changes, both emotionally and cognitively.
12. Blended learning approaches may not only effectively address the education dilemma during the pandemic, but also lay the foundation for teaching opportunities in the future. Blended learning that mixes the strengths of the two methods—face to face and online learning—is one of the main recommendations, especially for PE in Israel.
13. If the education system is moving towards a hybrid model, OVEP can be a useful tool.

Nothing will be the same!

As such, The IOC should actually structure OVEP, adapted for online learning and make it more available and accessible to harness its positive potential.

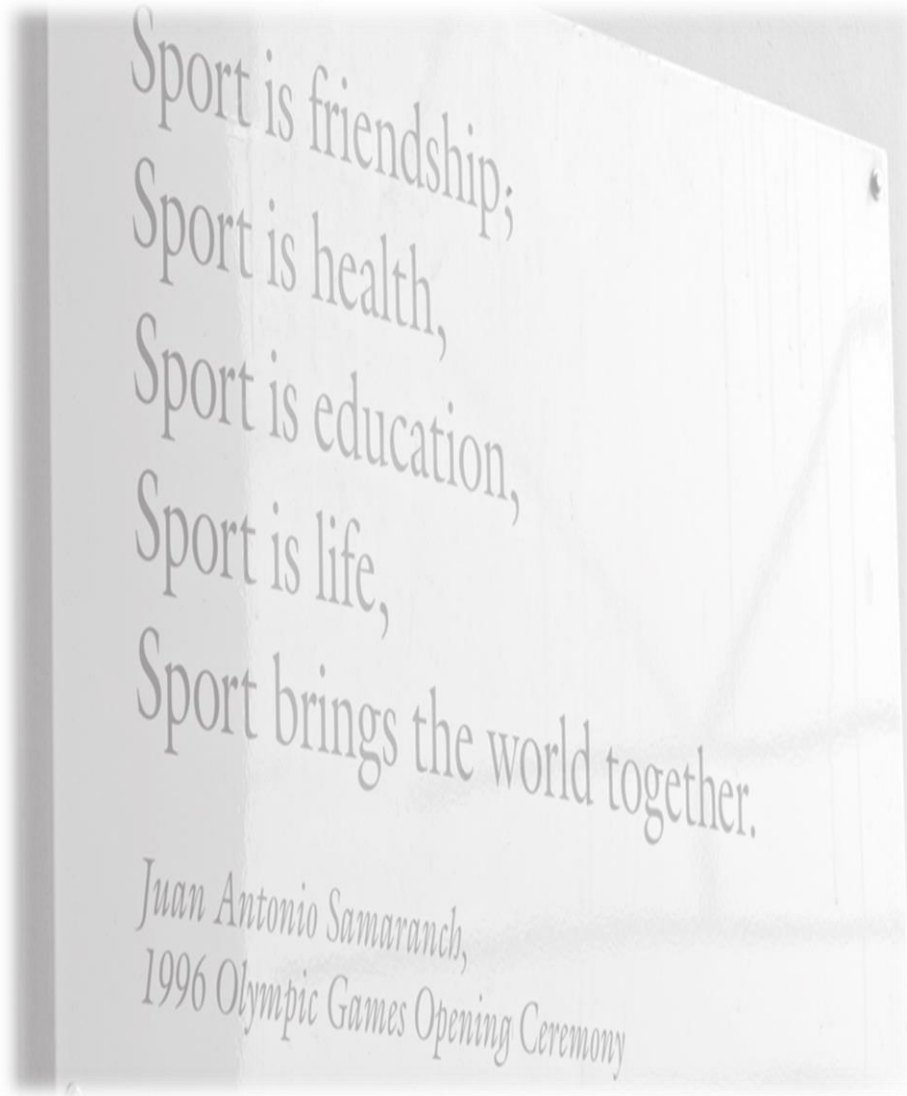
OVEP, then, needs to be adapted and relevant in the post-Covid-19 world with the transition to distance PE learning



To allow us, within the limits of physical remoteness,
to be active in the open spaces







This study examined the difficulties of running online PE classes in the context of Covid-19 and aimed to use survey findings to develop an efficient operation plan to address these, with a focus on OVEP.

Changes in strategic learning methods are needed to understand online PE characteristics and thereby better communicate the value of PE.

The pandemic shifted attention to virtual learning capabilities and will likely result in the development and expansion of e-learning ideas, software, and infrastructure.

Thank You!

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