

ARTICLE REVIEWED

Effects of a 16-Week Online Classroom Physical Activity Integration Course on Student-Level Outcomes

von Klinggraeff, L.E., Hodgins, K.L., Dauenhauer, B., & Carson, R.L. (2020). Effects of a 16-week online classroom physical activity integration course on student-level outcomes. *American Journal of Health Education*, 1-10.

THE PROBLEM:

Children spend at least eight hours a day in school and are supposed to participate in at least 60 minutes of moderate-to-vigorous physical activity each day. However, there are many students who are not meeting this physical activity requirement.

To combat this issue, a university offered an online course to classroom teachers to learn how to implement physical activity into the classroom setting. This was in alignment with the social ecological framework Comprehensive School Physical Activity Programs (CSPAPs).



Research Summary:

The participants of this study were three elementary classroom teachers, their recruited physical activity (PA) partners (n=4), and their students. The elementary classroom teachers were required to develop and implement a physical activity intervention with their students. They also had to recruit at least one other classroom teacher to be their PA partner. This partner would also require students to be physically active but would not have the knowledge and resources like the teachers enrolled in the university course. Therefore, the purpose of this study was to compare the physical activity of the intervention group to the PA partners' students.

Conclusion:

The study found that physical activity increased for both the intervention and PA partners' groups. There was a significant rise in PA for the PA partners' group with 7.4% increase for boys and 2.3% for girls. Although there was an increase in the PA of the intervention students, it was not significant. However, the increase in PA for the PA partners' group shows that the social influence of teachers can impact the promotion and implementation of PA for students throughout a school.

Key Takeaway:

This study provides evidence that PA of students can be increased through the continued education of teachers and the social influence teachers have on one another. It should also be noted that this course was provided online, thus making it more accessible to teachers. To continue to promote and increase the PA of students, it will require physical educators to develop and promote CSPAPs and to educate their colleagues on how to implement PA within their classroom settings.