

A False Introduction: Teaching in a Pandemic

Authors : Robert Michael, Kayla Tobin, William Foster, Rachel Fairchild

Abstract : The COVID-19 pandemic has caused significant disruptions in education, particularly in the teaching of health and physical education (HPE). This study examined a cohort of teachers that experienced being a preservice and first-year teacher during various stages of the pandemic. Qualitative data collection was conducted by interviewing six teachers from different schools in the Eastern U.S. over a series of structured interviews. Thematic analysis was employed to analyze the data. The pandemic significantly impacted the way HPE was taught as schools shifted to virtual and hybrid models. Findings revealed five major themes: (a) You want me to teach HOW?, (b) PE without equipment and six feet apart, (c) Behind the Scenes, (d) They're back...I became a behavior management guru, and (e) The Pandemic Crater. Overall, this study highlights the significant challenges faced by preservice and first-year teachers in teaching physical education during the pandemic and underscores the need for ongoing support and resources to help them adapt and succeed in these challenging circumstances.

Keywords : teacher education, preservice teachers, first year teachers, health and physical education

Conference Title : ICPESS 2024 : International Conference on Physical Education and Sport Science

Conference Location : Miami, United States

Conference Dates : March 11-12, 2024