Evaluating the quality of e-learning in physical education course during the covid19 pandemic

Poster Presentation

1Hajar Rayati*; 2Mina Mallaei

1Faculty of Physical Education and Sports Sciences, Department of Sports Management, University of Guilan, Rasht, Iran(s.rayati94@gmail.com)

2Assistant Professor of Sports Management, Faculty of Physical Education University of Guilan, Rasht, Iran

Abstract

Introduction: The aim of this study was to evaluate the quality of e-learning in physical education during the covid19 pandemic. The present study was a descriptive-survey study with an applied purpose.

Methods: The statistical population of the study included all first-grade high school students in Rasht with a statistical sample size of 534 students. The data collection tool was a researcher-made questionnaire of 5-point Likert scale. To determine the reliability, Cronbach's alpha correlation coefficient was calculated to be 0.96. To confirm the face and content validity, the questionnaire was provided to a group of experts. Using exploratory factor analysis, 10 dimensions of feedback, educational content, interaction, infrastructure and technology, support, assessment and evaluation, individual characteristics of the learner, management, educational services, and satisfaction were identified. Data analysis was performed using Kolmogorov Smirnov, binomial, Man-Whitney U, and Friedman tests.

Results: The results showed that e-learning of physical education course has a higher quality than the standard level and a significant difference was observed considering the priority of dimensions of e-learning quality of this course, so that assessment and evaluation dimensions had the highest and interaction had the lowest rank. There was also a significant difference in the views of male and female students in the dimensions of assessment and evaluation, feedback, management, and interaction.

Conclusion: According to the research findings and the continuation of the covid19pandemic, it is suggested that the necessary conditions and facilities be provided for students to benefit more from this method of education. Therefore, by designing a curriculum in accordance with the characteristics, needs and suit with the learning speed of students and also designing tests in accordance with their conditions and facilities, the desired learning outcome should be ensured.

Keywords

E-learning; Assessment; Learning quality; Physical education; Virtual education

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