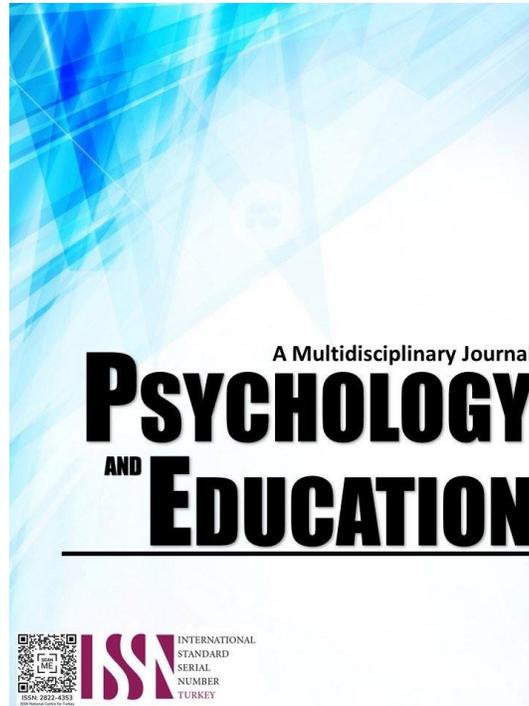


AESTHETIC EXPERIENCES OF STUDENTS IN PHYSICAL EDUCATION COURSES AS INPUT TO CURRICULUM ENHANCEMENT



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 26

Issue 8

Pages: 943-958

Document ID: 2024PEMJ2515

DOI: 10.5281/zenodo.13956945

Manuscript Accepted: 09-20-2024

Aesthetic Experiences of Students in Physical Education Courses as Input to Curriculum Enhancement

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Abstract

Maximizing learning outcomes has always been an evolutionary process in the academe. New techniques, methods, and strategies have been employed to cater to the learning needs of students. One of the many ways not have not been utilized fully is incorporating aesthetic strategies in learning. This undertaking wanted to deeply understand the experiences of students who took Physical Education at the tertiary level through narrative inquiry. 38 purposely chosen second-year college students participated. Data were collected through in-depth interviews and validated using the triangulation method, which includes participant validation, expert validation, and literature reviews. Significant themes emerged after the thematic analysis: positive change, fun, a greater sense of appreciation, meaningful learning, and meaningful connections. This study has, therefore, concluded that aesthetic learning is effective in delivering courses not just in physical education but in all courses, at least in tertiary education.

Keywords: *aesthetic learning, narrative inquiry, physical education, tertiary education*

Introduction

Physical education plays a pivotal role in the holistic development of students, encompassing various forms of physical activity and promoting overall well-being (National Academies Press, 2013; Sierra-Díaz et al., 2019). Beyond acquiring physical skills, the aesthetic experience within physical education holds significant importance for students. It involves appreciating movement, sensory engagement, creativity, and cultivating a positive body image. Engaging in aesthetic experiences can improve students' physical, cognitive, social, and emotional growth. However, despite its significance, research gaps must be addressed to understand and fully optimize the physical education aesthetic experience. This research paper explores the importance of the physical education aesthetic experience for students, identifies the existing research gaps, and highlights the implications for educational practice and future research.

The physical education aesthetic experience is vital for students' development and well-being. By appreciating movement, students can gain a deeper understanding and enjoyment of various physical activities (Leisterer & Jekauc, 2019). Sensory engagement, such as feeling the wind while running or the rhythm of music during the dance, enhances the overall aesthetic experience, making it more emotionally fulfilling and immersive (Brattico et al., 2017). Moreover, talking about the creative aspect of aesthetic experiences gives opportunities to students to express themselves in an artistic and discover their authentic movement styles and interpretations by cultivating a positive body image; students develop a healthy relationship with their bodies, fostering self-confidence and acceptance (Brazier, 2002).

While the importance of the physical education aesthetic experience is recognized, research gaps need to be addressed. One research gap is the limited exploration of cultural influences on aesthetic experiences. Cultural backgrounds and values may shape students' perceptions and interpretations of movement, beauty, and creativity (Shao et al., 2019). Investigating how cultural factors influence aesthetic experiences can inform the development of inclusive and culturally responsive physical education programs. Another research gap lies in understanding the long-term impact of the aesthetic experience on students' lives. While immediate effects have been studied, there needs to be more research examining the lasting effects on students' engagement in physical activity, body image perception, and overall well-being (Herbert et al., 2020). Longitudinal studies can provide insights into the sustained impact of aesthetic experiences and their contribution to lifelong physical activity habits.

Furthermore, there is a need to investigate teacher education and training in integrating aesthetic experiences into physical education instruction. Research on practical strategies and training programs for teachers can enhance the quality of physical education and ensure the meaningful inclusion of aesthetic experiences in the curriculum (Beni et al., 2017). Gender perspectives in the physical education aesthetic experience are another research gap that needs attention. Exploring how gender influences movement preferences, aesthetic activities, and body image perceptions can contribute to a more nuanced understanding of the aesthetic experience for male and female students (Mahon & Hevey, 2021).

Lastly, integrating technology and its impact on the aesthetic experience in physical education requires further exploration. Investigating the use of technology, such as virtual reality or motion tracking devices, can provide innovative approaches to enhance the aesthetic experience and promote creativity, sensory engagement, and movement appreciation (Dwivedi et al., 2022). Addressing these research gaps is crucial for optimizing the physical education aesthetic experience and informing educational practices. By understanding the importance and research gaps, educators, policymakers, and researchers can work together to develop evidence-based strategies, inclusive curricula, and effective teacher training programs that enhance students' holistic development and promote lifelong engagement in physical activity.

Research Questions

This study utilizing the qualitative narrative design wishes to explore and understand the experiences of students who have had aesthetic learning experiences in the Physical education curriculum. Particularly, the questions posed for this underpinning are:

1. What are the aesthetic experiences of students in physical education at the tertiary level?
2. How did aesthetic learning strategy in physical education impact the learning process of students?
3. What can students infer after experiencing aesthetic education in physical education?
4. What are the possible struggles or challenges of students in fully experiencing aesthetic learning?
5. What possible implications of aesthetic learning strategy in delivering the physical education course in schools and the curriculum in general?
6. What curriculum enhancement maybe develop based on the findings?

Methodology

Research Design

Qualitative research design provides a unique way to understand human experiences, focusing on feelings, ideas, and experiences. It aims to find insights and testable hypotheses through narrative data collection. Qualitative narrative studies, which gather stories from personal experiences, emotions, and cultural contexts, play a pivotal role in this research. Narratives help people gain meaning from their lives and organize their experiences through narrative forms. (Ugwu, Chinyere, & Eze Val, 2023)

This research paper uses a qualitative narrative study to explore students' aesthetic experiences in physical education. It explores sensory, emotional, and cognitive aspects, providing a comprehensive understanding of the aesthetic experience in the Philippine context. The study's importance lies in capturing individual insights and revealing the complexities of aesthetic experiences. (Riessman, 2008).

Researchers explore students' aesthetic encounters through narratives, revealing cultural influences, motivations, and social interactions. This qualitative study promotes inclusivity and cultural diversity, enhancing the aesthetic dimension of physical education in the Philippines, particularly for underrepresented students and marginalized communities.

This study uses a qualitative narrative approach to explore the aesthetic experience in physical education in the Philippines. It aims to provide a comprehensive understanding of students' engagement and appreciation, promote inclusivity, and enhance the quality of physical education.

Participants

Purposive sampling is a method used in qualitative studies to select respondents who are most likely to provide useful information and efficiently use limited research resources, aiming to increase understanding. (Campbell et al., 2020)

In the research paper, purposive sampling proves essential for selecting participants who have direct experience and insights into the aesthetic dimensions of physical education. This sampling method enables researchers to intentionally choose individuals who can provide rich and in-depth information, ensuring the study's relevance and depth of understanding.

Purposive sampling is crucial in research on aesthetic experience in physical education in the Philippines. It allows researchers to target participants with relevant knowledge and experiences, capturing unique insights and perceptions. This approach aligns with research objectives and allows for a comprehensive exploration of aesthetic dimensions. By selecting participants from diverse cultural backgrounds, genders, socioeconomic statuses, and educational settings, researchers gain a broader understanding of aesthetic experiences across diverse populations, enhancing the data's richness and depth. (Creswell & Miller, 2020).

The locale selected for this research was one of the higher education institutions in Quezon City named Technological Institute of the Philippines that offers Tertiary Physical Education Program called PATHFIT stands for Physical Activities Towards Health and Fitness Courses (CMO No. 39, s. of 2021).

This research used qualitative method utilized purposive sampling technique and shall be guided by the exclusion and inclusion criteria; the following shall be the basis for Inclusion, engineering students, Architecture students, participants have had satisfactory to very satisfactory mark in PE, and finally must have completed PE001.

The researcher begins by gathering information from the participants through interviews, observations, and other methods. The researchers then analyze the data and create a narrative that captures the essence of the participants' experiences.

To ensure that the right participants are selected from those who should not be part of the study, the following exclusion criteria, (1) completed PE001 but are not part of the Engineering and Architecture Colleges, (2) completed PE001 but have not experienced aesthetic learning, and last, (3) completed PE001 but have ratings lower that satisfactory. A total of 38 participants have been selected for this study.

Instrument

Defining the research tool for this study is essential. According to Mallory-Kani (2022) A research instrument is a tool you will use to help you collect, measure and analyze the data you use as part of your research. The choice of research instrument will usually be yours to make as the researcher and will be whichever best suits your methodology.

Qualitative research involves collecting data through observations, interviews, surveys, focus groups, and secondary research, focusing on images, words, behaviors, emotions, and historical context rather than numerical data. (Girardin & Courtney, 2023) For this research, the researcher makes use of interviews to get information about the aesthetic experiences of the respondents.

Asking questions and obtaining responses from interviewees are required to gather the data, interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing (de Trigueros & Sandoval, 2017). In order to gather information regarding the first research problem and to identify the second research problem, the researcher uses interviews as one of the many tools to support data analysis.

Additionally, Radhakrishnan (2023) provided three classifications of interviews which are captured as follows:

A structured interview involves predetermined, standardized questions, allowing fair comparisons between candidates and minimizing bias or subjective interpretations, ensuring consistent and reliable information collection.

An unstructured interview is a conversational method used to assess a candidate's personality and communication style, often involving open-ended questions, follow-ups, or deeper exploration of specific topics.

A semi-structured interview combines structured and unstructured elements, allowing the interviewer to ask predetermined questions and explore topics based on the interviewee's responses, promoting consistency and spontaneity

The study utilized a structured interview, validated by experts, conducted face-to-face and videotaped with participants' consent, ensuring credibility and validity. Researcher respect those respondents that don't allow video recording for their interview.

Additionally, all the interview guides have been validated by experts as well as the lesson plans used.

Procedure

The researcher shall first, ensure that all document are prepared and readied such as informed consent as well as letters of recommendation once all of these were secured, the researcher then will start crafting the interview questions or guide based on the research questions and how to go about this undertaking, third, based from the recommendations, screening out of participants will then be done to ensure that the right participants are engaged in this undertaking, fourth, signing of the forms by the participants to acknowledge voluntary participation, fifth, the actual face- to-face interview will then take place at the participants convenience, and finally, reading and rereading of the transcripts gathered so as not to miss out important responses or details from the participants. The researcher then analyzed the data and created a narrative that captures the essence of the participants' experiences.

Data Analysis

The narrative interview is an interactive conversation. This process can be very intimate and sometimes bring about powerful emotions from both parties. In many contexts particularly in qualitative research, thematic analysis is standard and common. Thematic analysis is the process of identifying patterns or themes within qualitative data (Delahunt & Maguire, 2017) through deductive thematic analysis, the data analysis will be according to the themes and existing theories.

In addition to deducing the themes and existing theories, the data analysis will also be guided by Collaizi's (1978) method of analysis as guidance for the analysis and the collected data. As captured by Olobia in 2022, Collaizi's method of data analysis consists of seven stages that will be applied to the study;

Reading and rereading the transcript

Extracting and identifying significant statements,

Formulating meanings

Grouping of all formulated meanings into categories, clusters of themes

Develop an exhaustive description of all themes,

Describe the fundamental structure of the phenomenon

Validation of the findings of the study through participant feedback and/or discussion with experts to complete the analysis.

Results and Discussion

This section focuses on describing and giving meaning to the different experiences of students in relation to aesthetic education which



is primarily the goal of this undertaking. After a series of in-depth, face-to-face, and one-to-one interviews with the participants, the results are presented below. The interview was transcribed and was assured that all statements were captured to not miss out on certain details. Significant concepts, terms, and words were then extracted and put together to create meaning through the different themes validated by experts, and the participants themselves.

Table one (1) shows the response to the research question number 1, What are the aesthetic experiences of students in physical education at the tertiary level?

Table 1.

| Theme | Meaning | Frequency | Exemplar |
|-------------|---|---|---|
| Challenging | It was difficult and hard | P4, P5, P7, P10, P36, P38 P34, P30, P27 P24, P22, P19 | there's lack of equipment and I find it very normal for TIP to not accommodate the volume of students. I have to struggle to find a vacant cubicle for me to change clothes especially most of the CR around campus for guys is all urinals. My physical education in school has been satisfactory but only if its followed through at home I had a lot of fun doing the activities even though every were challenging at times My physical education classes are both fun and demanding. I strive to successfully complete every task assigned finding fulfillment in the challenges and Quite exhausting. |
| Fun | It was nice and fun to do and participants were able to enjoy | P1, P2, P3, P6, P8, P9 P15, P23, P28 P30, P34, P36 | My experience in Aesthetic learning in PE is very enjoyable. I didn't feel any pressure while learning the topics in PE. Its a great experience to cover and learn about the human and the performance Our physical education in school is enjoyable since I'm with my friends It's fine, it's fun doing physical activities with my classmates int this subject It was fun actually I never had a PE class as active as this it really helped me be more fit FUN! FOR Me first time I enjoyed my PE. |

Challenging. Some of the participants have stated that doing and being part of the aesthetic learning education, particularly in PE has brought challenges such as the inadequacy of equipment, and amenities. P5 has explicitly mentioned that the lack of an area to change clothes has contributed to a not-so-fulfilling experience in learning. The classroom, hallways, schoolyard, and garden are crucial for sensory learning, requiring redesign to stimulate and develop perceptual and creative opportunities. (Dincher, 2022). Indeed, it is important that these basic things be equipped to set focus on the learning experience. Another participant, P10, has exclaimed about his boredom in the learning process. ‘I feel like it’s a bit boring and less interesting for a physical education.’ In perspective, it is both challenging for the students and for the teacher to ensure that motivation is an ingredient in the delivery of aesthetic learning.

Fun. Defined as amusing, engaging, or lighthearted pleasure, can result from a quality PE program aimed at fostering student learning, development, growth, perseverance, and success. (Ferkel, Razon, Judge, True. 2017). Whilst some participants find it hard and challenging, they also said it is fulfilling and fun. In fact, P1 exclaimed “My experience in Aesthetic learning in PE is very enjoyable. I didn’t feel any pressure while learning the topics in PE.’ Moreover, the connections built while doing Physical education were remarkable, “When you’re with friends, it makes it less uninteresting.” (P5). This is worth taking since aesthetic learning has a social function. It promotes connections and being with one another, or socialization (Evans & Davies, 2017).

Table two (2) discusses the response to the research question number 2, How did aesthetic learning strategy in physical education impact the learning process of students?

Table 2.

| Theme | Meaning | Frequency | Exemplar |
|------------------|---|--|--|
| Positive Change | It made a meaningful impact on the lives of the participants. The change was evidently such that participants were able to compare how they were before taking physical education and after with the inclusion of aesthetic education strategies. | P1, P2, P3,P4, P6, P7, P9, P38, P36, P34 P32, P30, P27 P26, P20, P17 | One scenario is that I’m the leader in an activity, and by aesthetic education, I lead my group and think of a creative way to perform the specific activity. I can appreciate PE now through participating in activities together with my friends. aesthetic education helps me at school by other people seeing me know how to dance and giving me the opportunity to be with different groups It has helped my discipline and need for personal growth and consistency I walk my way to school and on school grounds and as time passes, I become a lot less tired during my walk since I started taking PE classes Aesthetic in PE helped me adjust my posture, position of exercise and its execution It was remarkable experience and give my self a proper discipline |
| Greater sense of | Participants have a better sense of appreciation for | P1, P8, P9, P34, P32, P28 | I appreciate my PE class now because of the efforts of the professors using the aesthetic learning. |



| | | | |
|--------------|--|--------------------|--|
| appreciation | the learning process as well as the people who have helped them in the process of learning such as their teachers. | P23, P19, P18, P15 | Aesthetic education allowed me to appreciate the artist’s technique and the historical context in which the painting was created, enriching my overall experience. I appreciate that the professor is not too strict but is dedicated to teaching us. The professor makes sure that the whole class understands the lesson or the activity before moving to another activity. PE for me now is seen at body health, body education and as a way to make fun as well I can see it as a routine to have a better lifestyle |
|--------------|--|--------------------|--|

Positive Change. It is undeniable that after going through and completing the course of physical education, with aesthetic learning incorporated in it, participants have seen an impact in their lives. In this sense a positive change such that P1 mentioned how her leadership capability has become successful. In the study by Jiang and Jia in 2018, it has affirmed that in physical education, leadership can indeed be honed, in fact, through different leadership styles.

Another significant change among participants as P3 explained is his confidence in doing PE because of the confidence it brings when doing it with friends, again the socialization component as described by Evans and Davies in 2017. Students learning can indeed be more effective if another one is sharing the same experience such that it can be seen in the lens of shared responsibility as discussed in the paper of Gopher, et al., (2000).

Greater sense of appreciation. One of the significant impacts of the inclusion of aesthetic strategies in teaching PE to students is their sense of appreciation. It is undeniable that PE is branded, in terms of attitude, as one of the boring or basic subjects to most students (Rikard & Banville, 2006). Aesthetic appreciation as cited by Geffken, et al., (2024). refers to the positive hedonic response to a sensory stimulus (Skov & Nadal, 2020a). Contrary to common misconceptions, aesthetic appreciation is not only limited to art but encompasses a wide variety of experiences, such as the appraisal of artifacts, natural objects, and environments (Pearce et al., 2016; van Heusden, 2022). It is therefore a broader concept than art appreciation, which only constitutes a sub- component of aesthetic appreciation (Skov & Nadal, 2020a).

While that is the case, some of the participants actually acknowledge the effort of the instructors who delivered the curriculum and who made sure that aesthetic education is manifested in the subject PE more so, the art entailed to it. “Aesthetic education allowed me to appreciate the artist’s technique.” P9.

Table three (3) explains the responses of participants with respect to research question number three. What can students infer after experiencing aesthetic education in physical education?

Table 3.

| Theme | Meaning | Frequency | Exemplar |
|------------------------|---|--|--|
| Meaningful Connections | Participants are able to create connections and relationships that are valuable to them | P1, P2,P4, P7, P9, P38 P36, P34, P30, P28, P23, P21, P16, P12 | I appreciate how PE classes often incorporate team sports, which help develop teamwork, communication, and sportsmanship skills. Creating memories with classmates. Aspect of PE the I like the most is when we have a group activity, because we can form a bond to my groupmates that turn to friendship. It is fun and engaging and healthy develop close relations with my Classmates I got to meet new friends and bond ever the activities we did together My unforgettable PE experience was learning as well as bonding with my classmates The unforgettable experience is the camaraderie developed with your classmates while in class |

Meaningful Connections. A meaningful connection is a two-way relationship where both parties gain something from the relationship. It involves sharing vulnerability, common interests, values, and interests. It can be a person you call when feeling anxious or upset, or someone you call when they need someone to vent to, and you care about their well- being. (Heiser, 2020)

It is astounding to see that simple instruction and incorporation of aesthetic learning strategies have paved the way for the participants to create meaningful connections. It can be inferred that teamwork in task in PE play a significant role in this development (Wintle, 2022). The strategies incorporated have fostered the capacity of the participants to talk to one another initially and then create bonds that eventually develop into friendships.

This in turn makes the learning process more convenient and easier to navigate with less inhibition from the students. Mentally it makes the participants relaxed and not overthink the outcome of each performance, “It helps my stressed mind to relax”, P6. Some participants even make the connections one of the most unforgettable experiences they have in PE, “When me and my classmates do exercise together even on an Online set up”, P2

Table four (4) explains research question number four. What are the possible struggles or challenges of students in fully experiencing aesthetic learning?



Table 4.

| Theme | Meaning | Frequency | Exemplar |
|--------------------|--|---|---|
| Limited activities | Lack of other significant PE activities aside from dance that are provided by the curriculum hence limited avenues for students. | P2, P5, P9, P10, P11, P18, P21, P25, P32, P36 | necessary topics that we should be learning at PE. Fun activities. I guess what’s missing is the thought of learning. I don’t think students would have a take away from dancing. I guess the high ups lack the sympathy of allowing the students to learn beyond the typical dancing. They lack to in still to the students what learning really is even if it’s a minor subject to all. A lot of difficulty to be honest since I’m not fond of doing physical. A lot, but learning new exercises is great For me, I think the performance that we had to perform through online In terms of activities, I don’t think so, however it should be more versatile and inclusive |

Limited activities. Participants have agreed that one of the possible challenges of fully experiencing aesthetic education is the lack of other avenues to really express and experience the strategy. It is a given that in the PE curriculum in tertiary education, dance is the primary task of students in their year level, 2nd year. This can then be further discussed in the future the inclusion of other activities or tasks in P2 can be re-evaluated to make sure that incorporating strategies, and aesthetic education, in this context can be maximized.

Dance alone does not pull the full experience of aesthetic education, “self-defense” by P8 was mentioned, pertaining to other activities where the participants perceive that aesthetic education can be applied (Sardello, 1982).

Provide physical education classes that promote healthy habits that students can carry with them beyond the gymnasium or playground. (Blog: play power Canada. 2024)

Table five (5) explains the final research question of this undertaking. What possible implications of aesthetic learning strategy in delivering the physical education course in schools and the curriculum in general?

Table 5.

| Theme | Meaning | Frequency | Exemplar |
|---------------------|---|---|--|
| Meaningful learning | Participants are able to use rationality and the ability to apply and amplify learning beyond classroom settings as well as improved class participation. | P1, P2, P4, P5, P7, P9, P10, P11, P12, P13, P14, P23, P26, P30, P35, P36, P38 | The way it helps students to gain knowledge about physical education A good aesthetic learning can make students understand the subject necessities to his/her daily life and if not then it just makes it a hindrance and unnecessary. Visual and creative elements, making lessons more engaging and enjoyable for students. Second, it encourages students to express themselves through movement and art, fostering self-confidence and self-expression. As I mentioned, we didn’t feel any struggles instead we are just enjoying the class while learning. Entertainment is very important in learning new things. You must enjoy it to understand it. The students used the new learnings and be able to share it to other students. I will be able to teach or share what I learned to others yes, because students get to appreciate the learning when the subject is organized Aesthetic learning influences aesthetic education at the part on how the lesson can connect to the students with care and conscious ness My learning style, is a match for my learning It's helped me develop a healthier mindset or representation of myself |

Meaningful learning. Aesthetic learning has proven that the participants who went through it, were able to see the value in their lives. They are able to see the value in their respective lives. The appreciation it has developed in them is not just that process, or activity itself but even the person who does it. This in itself proves that when creativity flows from an individual, better learning and appreciation follow through. The paper entitled "Defending Aesthetic Education" by Olimpo (2022) stated that “aesthetic experience and art appreciation is a vital component of a flourishing life.” P11 even mentioned that “Entertainment is very important in learning new things. You must enjoy it to understand it.”

Meaningful learning involves integrating sensory experiences into a meaningful context, as perception is an active activity aimed at engaging with reality. (Dincher, 2022)

The forgoing are the unique themes gathered according the interview done but what remains to complete the view of this undertaking, it is important that look into the change and enhancement done by the researcher, particularly statement of the problem number 6; What curriculum enhancement maybe develop based on the findings? To introduce the activity, animal movement was included as the foundation of movement. Imitation has been historically established where man, learned basic behaviors (Zentall, 2001). Capacitating this in terms of introducing physical education has hastened a smooth flow of transition as well as appreciation from the students. In introducing the bigger component of the curriculum “Core Bingo” is introduced. Finally, one of the significant inclusions that’s delivers aesthetic learning in teaching physical education is the “fitness and ladders.” This activity is designed to flip or enhance the traditional

cardio exercises done in physical education.

Table 6 explains the research question of this undertaking. What curriculum enhancement maybe develop based on the findings?

Description of PATH Fit Course and Sample Curriculum

The Philippine government has implemented the Commission on Higher Education's Memorandum Order (CMO) 39, Series of 2021 to enhance student learning outcomes in Physical Education (PE). The order mandates higher education institutions to develop a comprehensive quality assurance program for PE courses. (Segerholm, Lindgren, & Editors, 2019) cited in Aquino (2023)

The used of the PATHFIT courses was an important step in providing students with the opportunity to gain mastery over their course material. (Aquino, 2023)

The implementation of CMO 39 PATH Fit Courses and its learning outcomes for students are complex, requiring thorough examinations and practice to develop necessary competencies. The curriculum emphasizes the importance of students developing a sense of identity through personalized activities tailored to their individual needs. A comprehensive plan that includes both theoretical and practical aspects. It involves clearly defining course objectives, designing curriculum and materials, and considering students' abilities. Assessments are crucial to determine each student's specific needs and ensure they meet the objectives. (Aquino, 2023). The use of the PATHFIT program was an important step in providing students with the opportunity to gain mastery over their course material.

Table 6. *Description of PATH Fit Course (CMO)*

| Course Title | <i>PE 2: Physical Activities Towards Health and Fitness 2 (PATH Fit 2): Exercise -based Fitness Activities</i> |
|--------------------|--|
| Course Description | This course builds on the foundation of motor skills achieved through core training. It will provide experiences in a variety of exercises programs for the purpose of maintaining and enhancing cardiorespiratory and musculoskeletal fitness. (i.e., core stability, muscle strength, endurance and power). It includes speed and agility training with a focus on body coordination and balance. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, learners will be able to enhance their fitness through goal setting and application of the exercise principles (i.e., frequency, intensity, time, type, progression and volume); adapt their movement competencies to independent physical activity (PA) pursuits and periodically evaluate their PA and eating patterns to monitor their progress and achievement of personal fitness and dietary goals. |
| Credit Units | 2 Units |
| Prerequisite | PE1 / PATHFit 1 |

Table 7. *Sample Syllabus (CMO 39)*

| Course Title | <i>PE 1: Physical Activities Towards Health and Fitness 1 (PATH Fit 1): Movement Competency Training</i> |
|---|---|
| Course Description | This course reintroduces the fundamental movement patterns that consists of non-locomotor and locomotor skills which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits In conjunction with fitness and wellness concepts, exercise and healthy eating principles, periodic evaluation of one's fitness and physical activity levels, as well as eating patterns will be conducted to monitors one's progress and achievement of personal fitness and dietary goals. |
| Credit Units | 2 Units |
| Topics | Outcomes |
| 1.Physical Fitness | Improve Fitness from Baseline (pre-test) levels |
| a. Fitness Concepts | Relate fitness concepts to personal PA experiences (past and present) |
| b. Fitness and Physical Activity (PA) assessments | Interpret assessment results; independently in physical activities outside PE classes |
| c. Exercise Prescriptions | Establish fitness goals |
| d. MFIT | Design and individual exercise program; Train at a level to match one's needs |
| e. Training Principles (overload, progression, variety, specificity, warm-up and cool-down) | Monitor progress towards fitness goals Adjust training variables appropriately |
| 2.Activity-specific skills | Display movement Competence and confidence |
| a.Non-locomotor skills | Adapt fundamental movement competencies in an exercise program |
| Bracing the core | |
| Dead bug series | |
| Rolling | |
| Bird dog series | |
| Press up, scapular protraction & retraction | |



| | |
|---|---|
| Plank series | |
| Squat series | |
| b. Locomotor skills | |
| Crawl and creep | |
| Landing and Jumping | |
| Throwing | |
| Linear movements (hop, skip, leap or bound, jog, run) | |
| Lateral movements (slide, crossover, grapevine) | |
| 3. Activity-specific skills | |
| a. Basic resistance training movement patterns | |
| Lower body, squat, lunge & hinge | |
| Upper body horizontal pull & vertical pull & push | |
| Lifting and throwing | |
| 4. Healthy eating Habits | Evaluate a personal food based on dietary recommendations |
| a. Nutrients, their functions and recommended intake | Interpret food labels accurately |
| b. Eating Practices | Critique health claims of food products and popular dietary practices; identify credible sources of information |

Table 8. Sample Lesson Plan Used in The Study

| Intended Learning Outcome (ILO) | Course Outcomes Addressed by the Lesson | Topics | Teaching and Learning Activities (TLA) and Assessment Tasks (AT) | Instructional Materials |
|---|--|---|---|---|
| 1. Understand the 5S, the PE center rules, the course objectives and requirements, and the school policies. | Link the different health and fitness concept and fundamental movement patterns. | 1. School Policies, Requirement School Mission/Visio, Core Values and Competencies | Teaching and Learning (TLA) Discussion/ Lecture Video/ Multimedia | Syllabus Lesson Plan Textbooks Web resources |
| 2. Appreciate the importance of the department's mission and vision, core values, and personal attributes. | Understand the benefits of having a regular physical activity. | 2. Physical Education, Definition, Objectives and Goals PE Center guidelines and Course | Activity Activity in Module 1.1: Animal Movement | https://sixse llov.live/product_details /40871004.html |
| 3. Assess the level of preparation for physical activities by answering Physical Activity Readiness Questionnaire (PAR- Q). | Relate the main idea of performing exercises according to procedure that will reduce physical risk | 3. Introduction of the course Personal attributes, physical activities and wellness | (Introductory activity) Assessment Tasks (AT) Path fit Journals Group Work | |
| 4. Execute the Introductory Activity accurately and confidently. | | 4. Physical Activity Readiness Questionnaire (PAR-Q) | Practical Performances | |

Step by step procedure of making lesson plan:

First create an Intended Learning Outcomes (ILO).

Where in ILOs are the detailed explanations, written in language the students will understand before beginning the module or programme, as to what they will be able to DO when they have successfully completed the learning. ILOs serve to provide students with a 'checklist' of the types of skills, attributes, abilities or competencies they should be able to evidence through successfully completing the module or programme. (Sijen, 2022)

List down the topics that will be discuss for the lesson. Based on the syllabus and CMO 39. (Core Stability, Muscle Strength, Endurance and Power)

Plan for the Teaching and Learning Activities (TLAs).

Determine the main activities that will help achieve the lesson objectives. Teachers should be adaptable and flexible in their teaching methods to create the optimal learning environment for students, offering necessary tools and support, (structural learning, 2022) activities that lead to desired outcomes, emphasizing that student actions are more significant than teacher actions (Tasmanian Institute of Learning & Teaching, 2018). This can include lectures, group work, discussions, multimedia presentations, hands-on activities which the researcher included the Aesthetic Learning.

Effective teaching and learning involve a collaborative process between the teacher and learner, with the teacher acting as a facilitator and the learner taking responsibility for their own progress. (Riaz, 2023)

Gave students the appropriate Assessment Tasks (ATs)

To gauge the effectiveness of the lesson, an assessment should be planned for the end. This assessment should consider various factors including student performance, behavior and attitude, knowledge acquisition, and alignment with the learning outcomes outlined in CMO.39, s.2021. (Aquino, 2023)

This undertaking wanted to understand the experiences of the students through their valuable and unique experiences upon taking Physical Education at the tertiary level with the inclusion of aesthetic practices and techniques referred to as esthetic learning in this study. Selected student from the university were included in the study who met the inclusion criteria presented and was able to gather 10 participants.

This Study wanted to look into the experiences of aesthetic education with the following questions that guided this undertaking. (1) What are the aesthetic experiences of students in physical education at the tertiary level? (2) How did aesthetic learning strategy in physical education impact the learning process of students? (3) What can students infer after experiencing aesthetic education in physical education? (4) What are the possible struggles or challenges of students in fully experiencing aesthetic learning? (5) What possible implications of aesthetic learning strategy in delivering the physical education course in schools and the curriculum in general? (6) What curriculum enhancement maybe develop based on the findings?

Using a qualitative approach using narrative inquiry, the participants were able to share their experiences. To establish the reliability of the data gathered, a triangulation method was employed such that; the participants were feedbacked about the data, experts also looked into it, and finally the literature.

It was found that strong themes emerged where aesthetic education has influenced the participants such that it has established meaningful connections, enhanced a greater sense of appreciation, and enhanced learning though it is undeniable that the process for them was challenging yet fun.

After the rigorous and in-depth analysis and understanding of this study. As a researcher part of the reflections shown on how this undertaking was made fruitful and valuable. The bottom parts show the classic way of teachers and educators deliver physical education which was mentioned in the forgoing that the target goal is enhancing skills depending on the concentration in certain level in physical education in this instance. But there is some much more to it

When art is added in the context of aesthetic techniques in learning such that students' emotions, spirits, and psyche are touched, they move to this aesthetic experience that allows them to better appreciate, value, and even retain the learning because it encompasses already the mind, body and "soul." In fact, as indicated in the narratives of participants formed in themes, say that they have had meaningful connections and in fact, it is only because of PE now that they want to learn more together with their friends and classmates. They had meaningful learning such that they are willing to give back to other students. It also impacted positive chances among them, most of the participants have developed a sense of self-discipline.

And finally, that had developed a greater sense of appreciation. Which is one of the goals of aesthetic education, is to deepen students' sense of valuing their craft. All these factors can definitely lead to a flourishing individual because of a more developed personality.

Conclusions

Upon completion of this undertaking, this paper therefore concludes the following:

Common themes emerged in terms of aesthetic experiences of students while learning physical education, significantly, students find it challenging but fun, and notably find significant changes such as a greater sense of appreciation.

Albeit learning was challenging for some of the participants, it has greatly impacted their performances academically, was is astounding is their greater sense of appreciation such that it meets and fulfills the application of the learning, in Bloom's taxonomy it is included in the upper tier of great learning. That aesthetic education if incorporated into learning especially in Physical Education can be a force to reckon with in terms of enhanced learning as manifested by the participants, especially its real-life practical applications.

To be able to value and see in-depth or from the grounds of the actual experiences of students taking any kind of evolutionary strategies to enhance learning that focusing on their personal stories can give more color and meaning. It is worth to note that the meaningful connections as something students can associate and infer in terms of aesthetic learning.

What challenges however the maximum learning outcome as targeted by aesthetic learning is that fewer activities have been introduced, it is therefore deduced that more similar aesthetic strategies should be incorporated.

This study also concludes that teachers or instructors facilitating aesthetic learning are actually appreciated and are given attention by learning. The preparations they make to send out the curriculum and the care they provide to students are incomparable.

Finally, the enhanced curriculum may be used as a guide point for enhancing the PE curriculum.

It is therefore recommended that;

Aesthetic education may be incorporated into the curriculum not just in PE but maybe adopted to other sources as well to enhance and maximize the learning experiences of students through diverse methods and techniques.

For the school to possibly adopt this kind of teaching strategy for learning institutionally.

For the academic community that indeed incorporating a diverse way of teaching incorporating aesthetic learning can actually maximize the learning outcome and not just focus on the traditional modalities.

Finally, for future research, it is recommended that a repeated study be done using different populations and in different courses to get a more amplified view of the actual experiences of students in aesthetic learning

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