

1-1-2023

Physical education and COVID-19: What have we learned?

Valeria Varea
Edith Cowan University

Ana Riccetti

Gustavo González-Calvo

Marcela Siracusa

Alfonso García-Monge

Follow this and additional works at: <https://ro.ecu.edu.au/ecuworks2022-2026>



Part of the [Education Commons](#), [Sports Sciences Commons](#), and the [Virus Diseases Commons](#)

10.1080/25742981.2023.2241443

Varea, V., Riccetti, A., González-Calvo, G., Siracusa, M., & García-Monge, A. (2023). Physical education and COVID-19: What have we learned?. *Curriculum Studies in Health and Physical Education*. Advance online publication. <https://doi.org/10.1080/25742981.2023.2241443>

This Journal Article is posted at Research Online.
<https://ro.ecu.edu.au/ecuworks2022-2026/2968>



Physical Education and COVID-19: what have we learned?

Valeria Varea, Ana Riccetti, Gustavo González-Calvo, Marcela Siracusa & Alfonso García-Monge

To cite this article: Valeria Varea, Ana Riccetti, Gustavo González-Calvo, Marcela Siracusa & Alfonso García-Monge (2023): Physical Education and COVID-19: what have we learned?, Curriculum Studies in Health and Physical Education, DOI: [10.1080/25742981.2023.2241443](https://doi.org/10.1080/25742981.2023.2241443)

To link to this article: <https://doi.org/10.1080/25742981.2023.2241443>



© 2023 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



Published online: 29 Jul 2023.



Submit your article to this journal [↗](#)



Article views: 320




View related articles [↗](#)



View Crossmark data [↗](#)

Physical Education and COVID-19: what have we learned?

Valeria Varea ^a, Ana Riccetti ^b, Gustavo González-Calvo ^c, Marcela Siracusa ^b
and Alfonso García-Monge ^c

^aSchool of Education, Edith Cowan University, Joondalup, Australia; ^bDepartamento de Educación Física, Universidad Nacional de Río Cuarto, Río Cuarto, Argentina; ^cDepartamento de Didáctica de la Expresión Musical, Plástica y Corporal, Universidad de Valladolid, Valladolid, Spain

ABSTRACT



The aim of this paper is to explore what we have learned during the COVID-19 pandemic in the field of Physical Education in three different countries: Argentina, Spain and Sweden. Data were generated through semi-structured interviews, and the concept of field agency is used to make sense of the data. Differences were found among the three countries, regarding the content of the classes, the use of resources, the emotions of teachers, and the use of physical contact. This was also a result of the regulations and resources in place. The COVID-19 pandemic has demonstrated that the nature of the field of PE had been momentarily disrupted during the pandemic in these contexts. The habitus of both, teachers and students was challenged, and the economic capital of each context determined what was possible to do 'as PE'. Particular new discourses, such as the risk of getting the COVID-19 virus, interacted through agents to reshape the field of PE and modify agents' habitus. The participating teachers enacted agency and expressed their capacity to make practical and normative judgements among alternative possible trajectories of action for their classes, in response to the emerging demands, dilemmas and ambiguities of the COVID-19 pandemic.

KEYWORDS

Pandemic; teaching; field; agency

Introduction

The COVID-19 pandemic has posed numerous questions regarding how to continue teaching PE. Different countries adopted different rules during the pandemic, and therefore, teachers have had to adapt their classes according to the guidelines that were in place in their countries and schools. This resulted in a number of challenges for teachers, particularly in PE, which is often considered an 'embodied' (Macdonald & Kirk, 1999) and 'hands on' subject (Varea & González-Calvo, 2021). Some teachers had no option but to adopt a 'trial and error' approach (Cruickshank et al., 2021; Lee et al., 2022), while others were found to be in 'survival mode' (Meccawy et al., 2021). Particularly problematic for some teachers was the delivery of PE lessons online, in those countries which

CONTACT Valeria Varea  v.varea@ecu.edu.au  School of Education, Building 17, Joondalup campus, Edith Cowan University, Joondalup WA 6027, Australia

© 2023 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group
This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

adopted lockdowns (Gobbi et al., 2020; Varea & González-Calvo, 2021, Varea, González-Calvo, & García-Monge, 2022).

The peak of the pandemic has now passed, and it is important to explore the lessons that we have learned about teaching PE during a pandemic in different contexts. This is needed because we can learn from what happened during the pandemic to be better prepared in the case that a similar situation occurs. Therefore, the aim of this paper is to explore what we have learned during the COVID-19 pandemic in the field of PE. To explore different contexts, we focused on three different countries which adopted different rules and guidelines during the pandemic. These countries are Argentina, Spain and Sweden. The comparison between these countries is relevant as the context in each country was vastly different during the COVID-19 pandemic.

Physical education and COVID-19

Studies related to PE and the pandemic have been published since March 2020. For example, Howley (2022) undertook an international comparative case study to explore teachers' experiences of teaching and learning in K-12 PE settings during the COVID-19 pandemic across eight countries. Hall et al. (2021) also highlighted the relevance of physical activity to reduce the severity of COVID-19 infections and to promote health in general. In some schools, the inclusion of physical activity in PE classes was a priority during the pandemic (González-Calvo, Barba-Martín, Bores-García, & Hortigüela-Alcalá, 2022). However, there were some uncertainties regarding the online teaching of PE during lockdown, with some online classes used to just fill up an 'empty space' in the class schedule (Bao, 2020; Howley, 2022; Varea et al., 2022).

Physical distance was one of the characteristics of the pandemic, and it has been claimed that PE could face losing its identity as a consequence (González-Calvo et al., 2022, Varea & González-Calvo, 2021). The difficulty of covering the content of the PE curriculum was also an issue (Blain et al., 2022), together with less social and emotional support for students (Howley, 2022), and added roles and responsibilities for the teachers (López-Fernández et al., 2021). Teachers struggled to teach PE during lockdowns, and this was reflected in feelings of frustration, sadness, fears, stress and insecurity about the future (de la Barrera et al., 2022). New video technologies that aligned with PE content were suggested to be a useful way to move forward (Coulter et al., 2023).

The pandemic was reported to have had a negative impact on the motivation of students towards PE classes (López-Fernández et al., 2021; Mata et al., 2021). However, these lower motivational levels could be a result of the methods that the teachers adopted during the pandemic, which were mainly based on routinised and repetitive activities (Blain et al., 2022; González-Calvo et al., 2022; Paterson et al., 2021). Furthermore, there was an increase of anxiety levels among the students (Quansah et al., 2022), and lockdown may have resulted in psychological and health issues among students (Bao, 2020; Quansah et al., 2022); this may have been partly because of the decrease in physical activity during lockdown (Paterson et al., 2021).

Recommendations for teaching PE during the pandemic focused on maintaining physical distance, having good ventilation indoors, promoting physical activity, working in small groups and using the PE equipment individually (O'Brien et al., 2020; González-Calvo et al., 2022; Paterson et al., 2021; Varea & González-Calvo,

2021). Then, after the end of the pandemic restrictions, many schools went back to practices that were very similar to PE classes before the pandemic (Blain et al., 2022), although the pedagogical approach to some activities (e.g. keeping more distance and avoiding physical contact) remained different for some time in an attempt to avoid contagions (Cahapay, 2020; Cuenca-Soto et al., 2021; Monguillot et al., 2022).

While the studies reported above tell us what we know about the COVID-19 pandemic and PE, we still do not know what happened in three distinct contexts, and how we can employ Bordieuan conceptual tools to delve further and make sense of what the pandemic brought for the PE field. This will help us to be better equipped in the possible occurrence of a similar situation.

Field agency

In Bourdieu's work, field, along with the concepts of habitus and capital, is used to make sense of the differentiated nature of social space in advanced societies, and practical action within it (Bourdieu, 1985, 1998). For Bourdieu, a field is a particular social space that involves a network or configuration of relations between positions. Thus, the concept of field helps us to understand social practices, and in particular, to uncover the workings of power and inequality in specific social spaces (Bathmaker, 2015). The concept of field, together with habitus and capital, can also assist us to understand changing social conditions (Grenfell & James, 2004; Harker et al., 1990).

A critical aspect of a field is the degree of autonomy it enjoys (Bourdieu, 1993) – that is, 'the capacity it has gained, in the course of its development, to insulate itself from external influences' (Wacquant, 2007, p. 269). Fields vary in their level of autonomy, and in how much they depend on agents from other fields to define them (Bathmaker, 2015). Importantly, field for Bourdieu is a site of contestation, involving struggle or tension (Martin, 2003; Wacquant, 2007), and is governed by rules. Fields are also 'historical constellations that arise, grow, change shape, and sometimes wane or perish, over time' (Wacquant, 2007, p. 268). The field of PE has seen many changes over time. Some of these changes were specific to certain contexts, but in general, PE was first mainly used for military purposes. Then, there was a shift from gymnastics to sport techniques, and after that, a rapid extension in tertiary programs took place (Kirk, 2009). The 'liquidity' (Bauman, 2000) of the PE field has been demonstrated through these changes in history, together with the scientization of PE (Whitson & MacIntosh, 1990). This brief sketch illustrates the changing nature of the field, or using Bauman's term, the PE field, like fluid, does not maintain any shape for long; it passes around some obstacles while dissolving others (Bauman, 2000).

The Bordieuan concept of field cannot be understood separated from the concepts of capital and habitus. Different forms of capital (economic, cultural, social and physical) define positions and possibilities of the various actors in any field. Each field has a profile of its own, depending on the proportionate importance within it of each of the forms of capital. Capital 'does not exist and function except in relation to a field' (Bourdieu & Wacquant, 2007, p. 101). Each relatively autonomous field (e.g. PE), ultimately engenders a specific complex of social relations where the agents engage their everyday practice (e.g. teaching PE). Through this practice, they develop certain dispositions for social action that is conditioned by their position on the field. This disposition, combined with every other disposition the individual develops through their engagement with

other fields operating within the social world, eventually constitute a system of dispositions, i.e. *habitus*. Habitus ‘incorporate[s] the objective structures of society and the subjective role of agents within it. The habitus is a set of dispositions, reflexes and forms of behaviour people acquire through acting in society’ (Bourdieu, 2000, p. 19).

Another characteristic that individuals have, is agency. Agency is broadly defined as the human capacity to act (Ahearn, 1990). Agency has also been conceptualised as a temporally embedded process of social engagement, informed by the past, but oriented toward the future and present, or in other words, agency is:

the temporally constructed engagement by actors of different structural environments – the temporal-relational contexts of action – which, through the interplay of habit, imagination, and judgment, both reproduces and transforms those structures in interactive response to the problems posed by changing historical situations. (Emirbayer & Mische, 1998, p. 970)

This definition includes three distinct constitutive elements of agency: (1) iteration (selective reactivation of past patterns of thought and action, as routinely incorporated in practical activity); (2) projectivity (the imaginative generation of possible future trajectories of action); and (3) practical evaluation (the capacity to make practical judgments among alternative possible trajectories of action) (Emirbayer & Mische, 1998). Although agency is underpinned by the past and concerned with the future, agency is achieved and enacted in the present (Priestley et al., 2016), and expresses ‘the capacity of actors to make practical and normative judgements among alternative possible trajectories of action, in response to the emerging demands, dilemmas and ambiguities of presently evolving situations’ (Emirbayer & Mische, 1998, p. 971). Thus, the concept of agency highlights that actors act according to their environment and that the achievement of agency results from the interaction of diverse individual efforts, the resources that are available and contextual factors coming together in particular and unique situations (Biesta & Tedder, 2007). While we are aware that agency is something that actors have, rather than fields, we also know that actors constitute a field through their daily engagement with social practices within the field. In so doing, the field of PE has demonstrated agency through time to survive and adapt to different moments in history and contexts. Therefore, in this article, we explore the agency of the PE field in a very context-specific situation: the COVID-19 pandemic.

Methods

Contexts

After the COVID-19 pandemic was declared in 2020, different countries adopted different strategies to guard the health of citizens, and to safeguard economic and political matters. Different recommendations and norms were in place in the three countries we are investigating – Argentina, Spain and Sweden.

Argentina adopted a series of strategies in 2020 that resulted in a number of negative consequences, such as a significant decrease in GNP (Gross National Product), extended lockdown and numerous deaths (Ochoa & Albornoz, 2022). Argentina had the longest period of lockdown in history, with a total of 275 days. During this first phase, only essential workers were allowed to be on the streets, and travelling interstate was forbidden. As the economic situation worsened, some flexibility was introduced, but

social distancing was still required. In the education sector, classes were switched to online during the whole academic year in 2020. PE classes continued online with content related mainly to physical (in)activity and health promotion. The priority was to keep the teacher-students pedagogical relation, and the 'how' varied according to the technological skills and resources of both teachers and students. Even though there was a continuity in the 'teaching' of PE, there were also many uncertainties and a big effort from the teachers, as PE was not considered one of the priority subjects at schools (Tuñón et al., 2022).

In 2021, there was blended delivery of classes, with online classes and some reduced groups face-to-face, that rotated according to days and times. Strict hygienic measures were in place at all times and PE teachers had to make sure that the PE equipment was not shared and that students washed their hands frequently and wore their face masks at all times. The PE content was planned according to the hygienic measurements in place for in-person classes, and the content was different for the online groups. In 2022, in-person classes were implemented again, although some institutions kept their blended options. For PE classes, there were still some hygienic measurements in place, such as keeping distance between students and the use of face masks indoors.

In Spain, the decisions regarding how to proceed with the pandemic strategies were more moderate than in Argentina. Initially, the government declared a lockdown of 99 days, during which the circulation of people was restricted to essential workers only. The police were responsible for ensuring that citizens were complying with the rules (López Riba, 2022). Lockdown was then extended for 15 more days, and after that there were a few more extensions (as happened in Argentina). Schools were closed between 16 March and 21 June, 2020, when the academic year finished. Schools reopened in September 2020, with restrictions, and working in small groups, returning to face-to-face teaching in a context of social distancing restrictions, waves of increased contagion within classrooms, and home confinement of infected or at-risk schoolchildren. Spain preferred to keep schools open, guaranteeing the right to face-to-face education. However, children over the age of 6 were required to use masks. While there were some similarities with the Argentinian context, the most restrictive phase finished earlier in Spain than in Argentina.

Sweden, on the other hand, had some of the fewest restrictions worldwide during the pandemic, although they did switch to online classes at university level and upper secondary school (Landau & Cerrato Pragman, 2021). In Sweden, there was no imposed lockdown at any stage during the pandemic. The government issued recommendations and it was up to the people to adopt them or not. Face masks were rarely used, although towards the end of the pandemic their use was recommended in some municipalities for public transport. Festivals were cancelled and it was recommended to work from home if possible. Kindergartens, primary and middle schools were open at all times. There was no surveillance on the streets to check if people were following the recommendations.

Data generation and analysis

Semi-structured interviews with a total of 21 PE teachers were conducted. Participants were male and female teachers with varying years of teaching experience, ranging

from one to 35. Eight participants were from Sweden, eight from Spain and five from Argentina. Interviews were conducted online using different platforms, such as Meet and Zoom. They were recorded and lasted between 30 and 50 min each. They were conducted in Swedish and in Spanish, transcribed verbatim, and then translated into English for the analysis phase. The questions related to their teaching and planning of PE during the pandemic. All teachers were working in either primary or secondary schools during the COVID-19 pandemic. The teachers were contacted through the authors' extended networks. To ensure that this method of recruitment did not impact on the sample, we looked for teachers with a wide variety of experiences and teaching experience years. All ethical procedures were followed and the teachers were asked to participate voluntarily. They were informed about the purpose of the study and what it involved. Participants' names were replaced by pseudonyms to ensure anonymity in the reporting of results.

For data analysis we used a deliberative strategy, inspired by Tracy's (2010) end goals for excellent qualitative research (Goodyear et al., 2019). An analytical question was used by all researchers independently to fulfil the aim of the study: 'What have we learned from the COVID-19 pandemic in PE?'. Each researcher formulated initial themes that became the basis for deliberation to make the themes something 'in common' which underwent thorough dialogue, imagination, and potential to be relevant (Tracy, 2010). This deliberative strategy also involved what Englund (2006) described as 'intelligent deliberation and balanced consideration of alternatives through mutual communication' (p. 508). A deliberative strategy such as this is not a process designed to bring us closer to an essential truth, but an analytical procedure designed to help us produce the highest quality research we can (Goodyear et al., 2019). By adopting a deliberative strategy, all co-authors were given the chance to make judgements in relation to different options and points of views; therefore, it acted as a form of collective agreement. After reaching an agreement about the themes from the data, these were discussed in relation to the presentation of results and the theoretical framework. The results of the analysis are presented in the next section, organised into the following 'lessons learned' about the pandemic in relation to PE: (1) Content may be flexible; (2) Resources are determinant, (3) Teachers are emotional; and (4) Physical contact is important. These sub-headings were created according to our analytical question and the Bordieuan conceptual tools presented in the theoretical framework. While some of the results are discussed based on similarities and differences between the three different countries, the focus is on each theme rather than a comparative analysis per se.

Results

Content may be flexible

While all three countries have different curriculum documents to follow for teaching, and different content to teach, the participating teachers tried to teach something related to PE during the pandemic:

[A]s the kids were all locked down at home, my aim was physical fitness ... So we worked on motor skills, also the aerobic and anaerobic aspect with simple movements they could do at home or in their backyards. As going outside became less restricted, we also invited the

students to go for a walk as a way of being in motion (Lorena, female, 15 years of experience, Argentina).

PE is based on the body and movement. If the body is absent, the subject has to be approached in a completely different way. It runs the risk of being reduced to a kind of home-based physical exercise video tutorial to keep you somewhat active ... It is not educational at all (Mario, male, 26 years of experience, Spain).

This autumn we were supposed to have swimming lessons with our students, but the swimming hall is closed. We can only hope that we can return to swimming lessons in the spring because this is an important and specific knowledge (Jon, male, 2 years of experience, Sweden).

Here, the teacher from Argentina places emphasis on fitness activities during her teaching in the pandemic. However, the teacher from Spain was critical of that idea, arguing that the educational component of PE might be lost if the teaching of PE were reduced to taking part in fitness activities. In this sense, it is important to note that for other Spanish teachers, the preponderance of content related to physical condition and health 'is exactly what schoolchildren need at this time of physical inactivity and high levels of childhood obesity' (Pablo, male, 5 years of experience, Spain). In so doing, 'new discourses' (i.e. physical inactivity during the pandemic) emerged in the field of PE during this particular pandemic situation. On a different note, the teacher from Sweden noted that the swimming facilities were closed during the pandemic, so that specific content could not be taught. While the teachers have the agency to choose the content they believe is best to achieve the desired outcomes, the options regarding content were reduced during the pandemic, especially in the countries that adopted lockdowns (i.e. Argentina and Spain), as they could not do group activities, as they did before the COVID-19 pandemic. Still, the teachers tried to include content (mainly related to individual physical activities that students could do at home), to cover the desired outcomes. This demonstrates the combination of messiness of protocols, content to teach, flexibility, and lack of economic capital, as not all students had the same resources and equipment to do physical activity at home, particularly in Argentina, or enough space, in the case of Spain.

Fields differ in their levels of autonomy (Bathmaker, 2015), and the PE field is always tied to the relevant curriculum documents. When the field cannot insulate itself from external influences (Wacquant, 2007), such as the pandemic, the level of agency from the teachers to choose content can be seriously compromised. Nevertheless, agency is achieved and enacted in the present (Priestley et al., 2016), and expresses the capacity of actors to make practical and normative judgements among alternative possible trajectories of action, in response to the emerging demands, dilemmas and ambiguities of present situations (Emirbayer & Mische, 1998). Therefore, these teachers made choices regarding what they thought it was best to teach in PE given the ongoing pandemic.

Resources are determinant

The resources available in the three countries were quite different, and the participating teachers discussed them, saying:

I wasn't the only one who had internet issues, a lot of schools and students had them ... Not having mobile data is something that slowed the students down. Because maybe if my brother gets online, I won't be able to (Maria, female, 9 years of experience, Argentina).

When planning online activities, it's very difficult to know whether or not students have the materials you want them to use, if they have access to the internet, if they know how to use the computer ... The administration has not taken care of these issues, assuming that everyone had the resources, time and knowledge to follow the online classes (Rosa, female, 12 years of experience, Spain).

Students also miss out on the part with CPR ... You are very close to one another when you check the breathing of someone else. It is very close when you put your face against their cheek ... We do not have many CPR dolls, because they cost a lot of money, so the students have to sit two or three per doll (Peter, male, 1.5 years of experience, Sweden).

The teachers above stated their problems regarding the availability of resources to run their classes effectively. While the Argentinian and Spanish teachers mainly discussed technological and internet issues, the Swedish teacher referred to the lack of resources needed to provide one CPR doll for each student, because they could not share the dolls during the pandemic. Economic capital is thus put at the forefront in these situations, as the Swedish teachers were not able to deliver one content in the subject, while the Argentinian and Spanish teachers were not able to communicate with students at all in some occasions. Therefore, the economic capital determines what is possible to do (or not) in PE classes. The lack of resources varied between countries, ranging from the most basic need to be able to access the internet to participate in the class (Argentina), to not having one CPR doll for each student (Sweden).

The concept of agency highlights that actors (in this case, teachers) act according to their environment (in this case, during a pandemic) and that the achievement of agency will result from the interplay of individual efforts, available resources and contextual factors (Biesta & Tedder, 2007). As these teachers had different resources and economic capital in their contexts, different problems relating to the lack of them (internet issues versus lack of CPR dolls), and different contextual factors (online versus face-to-face teaching), the achievement of agency among these three teachers could differ significantly.

Teachers are emotional

Teachers felt overwhelmed, given the increased responsibilities and tasks they had been allocated while teaching during the pandemic:

We have been ordered to wear a mask and face shield, and the students have to wear a mask, [and this rule] is still in force ... We have to check on students ... When we are in the classroom, we also need to maintain ventilation, and ensure that students are keeping their distance and ... using safety elements such as the masks, [and] that when they enter the classroom after recess they sanitize with alcohol (Leonardo, male, 35 years of experience, Argentina).

We PE teachers are like policemen, making sure that students don't get too close, that they keep their distance, that they don't share equipment ... Our main concern isn't to teach students, but to prevent them from catching the virus in our classes (Daniel, male, 13 years of experience, Spain).

Sometimes I have wiped off some stuff [i.e. equipment] in between lessons with disinfectant, but [time] is tight between lessons and sometimes I have no time ... because one lesson ends and the other one starts immediately on the minute, and there is no opportunity to handle the equipment in any way. Of course [theoretically], I should have been able to clean the equipment much more, but there is no time for this (Robert, male, 1.5 years of experience, Sweden).

The responsibility to ensure that students participate in school PE activities as well as to keep them safe through social distancing and hygiene measures lay with the teachers. They found it difficult to continually ensure that the students kept the appropriate distance during PE lessons, as this has not been previously included in the habitus of students. Extra tasks were included in the PE teachers' chores, such as controlling students' bodies in space through monitoring them. The PE field includes social practices that often involve movement; therefore, asking students to maintain distance between them while constantly moving in space is a difficult task. Teachers have also taken on the role of cleaners; prior to the pandemic, the frequent use of sports equipment in PE was not a significant issue. However, the fear of spreading the virus has made the handling of tools and sports equipment a complicated issue, and to minimise the spread of the virus, there were recommendations to clean sports equipment used in PE lessons.

Participants from all three countries also showed a range of emotions while teaching PE during the pandemic:

At first, we felt like we were abandoned. Completely abandoned, because we didn't have guidelines, nor did we know how to do it ... What was right, what was wrong ... So, totally abandoned, because we had to make do with what we had, as we could (Penelope, female, 17 years of experience, Argentina).

I felt uncomfortable, as I was not used to this way of teaching, the lack of privacy, of having to 'open my house' to all the students and parents who might be watching (Sandra, female, 14 years of experience, Spain).

We also have situations where, for example, you have basketball lessons with students outside, we only have the schoolyard to use, and when we have outdoor lessons and other classes have a break, we are in the same place. It can be very difficult for a teacher to conduct a lesson in such a situation and environment, and it feels frustrating at times (Lars, male, 4 years of experience, Sweden).

In their words, the teachers demonstrated a variety of emotions while teaching during the pandemic, including feelings of abandonment, discomfort, lack of privacy, and frustration, as in line with previous research (Varea & González-Calvo, 2021). In Argentina and Spain, the participating teachers were referring to the switch to online classes, while in Sweden the concerns were mainly about the emphasis on outdoor classes and a lack of outdoor facilities. In so doing, the economic capital influenced the different possibilities for practices in the field of PE, ranging from the overemphasis of certain content in Sweden (outdoor education or content that can be taught outdoors), to the possibility to have some contact with students given all the technological issues experienced in Argentina and Spain. The teacher from Argentina also mentioned the lack of guidelines regarding how to teach during the pandemic. There were numerous uncertainties during the pandemic regarding how to proceed with everyday activities in general, and school classes in particular, and a lack of guidelines may have exacerbated this.

In Spain, some of the participants found certain advantages in online learning and the ‘new normal’, highlighting the possibility of offering more individualised attention and minimising conflict situations:

Virtual teaching has been more individualised, each student received the same attention from the teacher. In addition, it facilitated the development of the class as there were no behavioural problems or lack of discipline (Pablo, male, 5 years of experience, Spain).

Ensuring a measure of security, minimising work in large groups [...] means less conflict (Marisa, female, 14 years of experience, Spain).

In contrast, the Argentinean participants were uncertain about the protocols that they needed to follow. One of the teachers also reported feeling relieved by the fact that she did not need to expose herself to teach face-to-face teaching as she was concerned that her family may get the virus. However, later during the interviews, she expressed that she was happy when they went back to school and saw the students in person again (Maria, female, 9 years of experience, Argentina). In saying this, Maria expressed contradictory feelings and statements that were recurrent during the pandemic, including a whole mix of emotions. There were also some contradictory comments regarding the homework for the students. Some Argentinean teachers highlighted frustrations and feelings of emptiness while trying to communicate with students online, particularly in schools from lower socio-economic class (Leonardo, male, 35 years of experience, Argentina). In contrast, others were glad that students were sending back the requested tasks, which demonstrated the effort that students put in their homework (Lorena, female, 15 years of experience, Argentina). However, Lorena also pointed out later in the interview, that the students’ motivation in their homework also declined when the lockdown was prolonged. This reflects how even though the teachers were quite homogeneous in their reported feelings and emotions, there were also contradictions, messiness and differences according to the socio-cultural context, the institution, the access to technological resources and students’ family support. In other words, the economic capital and habitus of the agents involved (i.e. teachers, students and students’ families), influenced the practices of teaching PE during the pandemic.

Physical contact is important

Physical contact was deemed important by the participating teachers from the three countries, and something that they had missed during the pandemic:

[Y]ou need physical contact with the students to generate rapport. Now [having returned to face-to-face classes] we are both more comfortable, the students and the teachers, as we’re in contact again. There is more fun, and you can actually see their progress. And with this contact, you know how they are doing. It’s much better now that we’re returning to normal (Lara, female, 15 years of experience, Argentina).

PE requires the body, proximity, and all that has been lost with virtual teaching. Direct work with students has been lost, teaching has been ‘dehumanised’, PE has been ‘disembodied’ (Carlos, male, 9 years of experience, Spain).

It’s really a bit silly ... You think you will not get the infection. But I also think that it is such an important part of building relationships that you use physical contact with the students.

... A fourth-grade student came to me today and said, 'I want a hug', and it'd have been so weird if I had said 'No, I do not want a hug from you' (Anna, female, 2 years of experience, Sweden).

The teacher from Argentina above stated that she felt more comfortable having physical contact between the students and the teacher. While she may have been referring to the face-to-face mode of teaching rather than touching students per se, having physical contact in PE lessons is still very common in Argentina (2023 Varea & Öhman,). The teacher also made reference to how the 'normal' teaching of PE (i.e. face-to-face) is better than online classes. In this sense, it is in the habitus of this PE teacher to have more physical contact in Argentinian PE lessons, it is something that is deeply embodied by her and it was difficult for her to imagine another way to teach PE. Physical capital is also here brought to the forefront, given that teachers in Argentina were used to display their bodies and capabilities in front of the students. They had the possibility to show through movement exercises and skills, and to see the students moving and engaging with their peers' movements. The teacher from Spain went even further, saying how we can become 'dehumanised' without physical contact and proximity. It is worth pointing out that, in Spain, it is also very common to have physical contact between teachers and students (Varea, González-Calvo, & Martínez-Álvarez, 2018; Varea et al., 2022). The Spanish teacher stated that PE had become 'disembodied' (i.e. lack of bodies and proximity) (see also Varea & González-Calvo, 2021), which is something that is outside of their habitus.

Physical contact can be used in PE for both pedagogical and emotional support. While it can be argued that physical contact is also influenced by gender (e.g. seeing the female teacher more as a 'mother figure'), the teacher from Spain was a male teacher and also supported physical contact in PE. The teacher from Sweden referred to physical contact as a form of emotional support. Even though Sweden has been claimed to have less tactile culture than some other countries (such as Argentina and Spain), this Swedish PE teacher still advocated for physical contact as necessary to support students emotionally, and during a pandemic. In this sense, the nature of the field of PE (Hunter, 2004) is tactile, according to some of these teachers, giving special priority to the physical capital of both, teachers and students. The three teachers quoted indicated that the field of PE is a particular social space that involves the social practice of physical contact and close proximity, and therefore, this was something particularly problematic during the COVID-19 pandemic, especially in countries that switched to online PE classes, such as Argentina and Spain.

Discussion

This paper has explored some of the lessons learned during the COVID-19 pandemic in the field of PE. It is important to highlight that the contexts in which the participating teachers worked were vastly different, and of course, our intention is not to generalise to all contexts. Overall, we have learned during the pandemic that for most of the participating teachers, content may be flexible, resources are determinant, teachers are emotional, and physical contact is important in PE.

While teachers need to follow the curriculum documents to achieve the desired outcomes for their classes, content has been shown to be flexible sometimes among the

participating teachers during the pandemic. The field of PE has thus been demonstrated to have some level of autonomy (Bathmaker, 2015) in regard to the content taught. That is, the field of PE has been able to insulate itself to a certain degree from external influences (Wacquant, 2007) – in this case, the COVID-19 pandemic. Of course, this was context-specific, and the teachers had to act according to the regulations that were in place in their school and country. Some of the participating teachers also achieved and enacted agency in the present (Priestley et al., 2016), and expressed their capacity at times to make practical and normative judgements among alternative possible trajectories of action (Emirbayer & Mische, 1998) for their classes (e.g. changing the nature of activities). This was in response to the emerging demands, dilemmas and ambiguities of the COVID-19 pandemic. In this sense, while we have used the concept of agency mainly for the field of PE, agency has also been evident on an individual level (i.e. the participating teachers), as we know that the actors are the ones who have agency, but they are also who interact daily in their practices in the field of PE, particularly during the pandemic.

Resources have been shown to be determinant in teaching PE during the pandemic, as there were significant differences between the struggles reported in the Argentinian context, especially compared with the Swedish context. The economic capital of each context has been brought to the forefront, as teachers referred to the lack of proper technological equipment to deliver their classes online in Argentina and Spain, while in Sweden the lack of resources related just to the delivery of some specific content. Therefore, the (im)possibilities for actions are determined according to this form of capital. Some of the teachers demonstrated a temporally constructed engagement of different structural environments or contexts of action, which, through the interplay of habit, imagination, and judgment, transformed those structures in interactive response to the problems posed by changing situations (Emirbayer & Mische, 1998) of the pandemic. All in all, some of the participating teachers have demonstrated that, in line with Howell et al.'s (2022) results, they made the impossible possible, in terms of teaching PE during the COVID-19 pandemic.

As demonstrated elsewhere (González-Calvo, Varea, & Martínez-Álvarez, 2020), emotions are present and play a significant role for PE teachers during 'normal times'. Emotions were intensified during the COVID-19 pandemic, and often changed for the worse, including the development of feelings of frustration, sadness and uncertainty (de la Barrera et al., 2022; Varea & González-Calvo, 2021; Varea et al., 2022). Teachers from the three countries articulated this during their interviews. The field of PE during the pandemic was, for some of the participating teachers, a site of contestation, involving struggles and tensions (Martin, 2003; Wacquant, 2007). The added roles and responsibilities in the teachers' tasks during the pandemic brought further tensions, which may contribute to burnout, which many teachers face even during 'normal times' (Brouwers et al., 2011; Richards et al., 2018). Their habitus was challenged in the way that new emotions and tasks were added to their daily practices within the field.

Finally, some participating teachers in this study advocated for having physical contact with students, even during the pandemic. While physical contact has been a controversial topic in PE and sport contexts, mainly in relation to the risks of being falsely accused of sexual harassment or molestation (e.g. Caldeborg et al., 2019; Caldeborg & Öhman, 2020; Fletcher, 2013; Jones, 2004; Piper et al., 2013), the participants still believed that this is a

social practice in the field of PE and therefore, it is necessary. Physical contact is in the habitus of these PE teachers and one of the common practices while interacting in the PE field. While there has been a decrease in physical contact in education contexts over the last few years, particularly in Anglo-Saxon and Scandinavian countries (Öhman & Grundberg Sandell, 2015; Piper et al., 2013), physical contact between teachers and students is still normal and expected in Spain (Varea et al., 2018) and in Argentina (Varea & Öhman, 2023). Physical contact is sometimes required in PE and thus can be regarded as a basic human right (Öhman & Quennerstedt, 2017), even during a pandemic (González-Calvo, Varea, & García-Monge, 2022), as some of the participants of this study believed. However, this human right was balanced against the human rights of elderly and immunocompromised people not to be infected and die. The field of PE thus often involves the social practice of physical contact, and when the teachers had to change their habitus and not have physical contact with the students because of the pandemic, some felt uncomfortable and frustrated.

Conclusions

The aim of this paper was to explore the lessons learned during the COVID-19 pandemic in the field of PE. In addressing our aim, the concept of field agency has helped us to understand the constantly changing condition of the field of PE, that is, its 'fluid condition' (Bauman, 2000), and how the field has survived another milestone in history – the COVID-19 pandemic. The nature of the field of PE has been momentarily disrupted during the pandemic in these contexts. The habitus of both, teachers and students has been challenged, and the economic capital of each context has determined what was possible to do 'as PE'. Particular new discourses, such as the risk of getting the COVID-19 virus, interacted through agents (i.e. teachers and students) to re-shape the field of PE and modify agents' habitus. Perhaps, the fluidity of PE field facilitated a shift in priorities during the pandemic. That is the emphasis of hygienic and health measures over the educational component. The field of PE reproduces the conditions of its own perpetuation through teacher and student subjectivities and the strong links to sport and physical activity, and the associated practices and discourses (Hunter, 2004). However, those subjectivities, practices and discourses are further problematised in a pandemic context. We thus argue that the field of PE has become stronger and has been able to demonstrate once again that it is a 'mature field' (Tinning, 2015) which enjoys a high level of autonomy.

In Spain, the disillusionment, fatigue and stress that online teaching had on teachers led participants to defend a field of PE in which it is possible to talk, interact and learn together and in person. Teachers believed that without a sense of community, with the practices that regulate everyday interactions between teachers and students in PE, there can be no knowledge or learning, running the risk of the PE field becoming distorted and even disappearing at a time of great crisis. In the wake of the pandemic, there was some progress in Spain in an attempt to support a PE field that allows to develop a culture of rapprochement, collaboration and a culture far removed from fear of the other. It also seems that, due to the pandemic, educators are more aware of the importance of working on the social and affective dimensions with students, especially in this context of emotional and social difficulties (Hortigüela-Alcala et al., 2022).

In Argentina, the field of PE was portrayed by participating teachers in a similar way to Spain, with some stressful and frustrating situations, and negative consequences from the online teaching. This was even more disenchanting in Argentina given the longer lockdown period during the COVID-19 pandemic and the lack of economic capital in many contexts. The importance of physical contact, and the return to face-to-face classes were also important as emotional components of the teachers. The content of the subject turned into a more health promotion discourse, perhaps with less emphasis in the educational component, which put into question the legitimacy of the field (Tuñón et al., 2022).

In Sweden, the field of PE was not questioned to the same extent, as the practices and habitus of the teachers remained quite similar than in a pre-pandemic era. Furthermore, the economic capital of the context described by the Swedish teachers was vastly different than the economic capital described by the Argentinean teachers. In so doing, we can affirm that contexts matter for the teaching of PE.

We want to finish with one final reflection concerning the differences between the three contexts. It was evident that the resources and guidelines available in each country affected the delivery of PE significantly. Therefore, we need to keep in mind that the teaching of PE is always context specific, and it is impossible to generalise about the 'best practice' for all contexts. We were impressed by the efforts made by the participating teachers to make the most out of the pandemic, to make sure that their students were still able to access quality PE. We hope these findings help people to understand the importance of PE even during a challenging situation like a pandemic, and how teachers are always willing to put their best efforts into teaching their subject.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Notes on contributors

Valeria Varea is a Senior Lecturer in Health and Physical Education at Edith Cowan University, Australia. Her research focuses on sociocultural perspectives of the body, health, physical activity and sport. She uses qualitative methods to explore and critique people's engagement in physical activity and their perceptions of the body.

Ana Riccetti is a Lecturer in Physical Education at the Universidad Nacional de Río Cuarto, Argentina. Her research is focused on initial physical education teacher education and teacher professional development. Her current research is looking at problematising the planning of physical education and knowledge about body culture in primary physical education.

Gustavo González-Calvo is a Lecturer at the Departamento de Didáctica de la Expresión Musical, Plástica y Corporal, Universidad de Valladolid, Spain. His research interests are focused on qualitative research, narrative inquiry, sport (auto)ethnographies, and body-self-culture relationships.

Marcela Siracusa is an Associate Lecturer and a doctoral student in Physical Education at the Universidad Nacional de Río Cuarto, Argentina. Her research is focused on initial physical education teacher education, creativity and innovation.

Alfonso García-Monge is an Associate Professor at the Universidad de Valladolid, Spain. His research focuses on embodied education and the personal processes of teachers and students. With a background in physical education, pedagogy, anthropology, and neuroscience, he approaches educational processes using mixed methods.

ORCID

Ana Riccetti  <http://orcid.org/0000-0002-9333-9833>
 Valeria Varea  <http://orcid.org/0000-0003-3572-4976>
 Gustavo González-Calvo  <http://orcid.org/0000-0002-4637-0168>
 Marcela Siracusa  <http://orcid.org/0000-0002-8551-7169>
 Alfonso García-Monge  <http://orcid.org/0000-0002-4535-5628>

References

- Ahearn, L. M. (1990). Agency. *Journal of Linguistic Anthropology*, 9(1/2), 12–15.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi.org/10.1002/hbe2.191>
- Bathmaker, A.-M. (2015). Thinking with Bourdieu: Thinking after Bourdieu. Using ‘field’ to consider in/equalities in the changing field of English higher education. *Cambridge Journal of Education*, 45(1), 61–80. <https://doi.org/10.1080/0305764X.2014.988683>
- Bauman, Z. (2000). *Liquid modernity*. Polity Press.
- Biesta, G. J., & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. *Studies in the Education of Adults*, 39(2), 132–149. <https://doi.org/10.1080/02660830.2007.11661545>
- Blain, D. O., Standage, M., & Curran, T. (2022). Physical education in a post-COVID world: A blended-gamified approach. *European Physical Education Review*, 28(3), 757–776. <https://doi.org/10.1177/1356336X221080372>
- Bourdieu, P. (1985). The social space and the genesis of groups. *Theory and Society*, 14(6), 723–744. <https://doi.org/10.1007/BF00174048>
- Bourdieu, P. (1993). *The field of cultural production*. Polity Press.
- Bourdieu, P. (1998). *Practical reason*. Polity Press.
- Bourdieu, P. (2000). The politics of protest. An interview by Kevin Ovensden. *Socialist Review*, 242, 18–20.
- Bourdieu, P., & Wacquant, L. (2007). *An invitation to reflexive sociology*. Polity.
- Brouwers, A., Tomic, W., & Boluijt, H. (2011). Job demands, job control, social support and self-efficacy beliefs as determinants of burnout among physical education teachers. *Europe’s Journal of Psychology*, 7(1), 17–39. <https://doi.org/10.5964/ejop.v7i1.103>
- Cahapay, M. B. (2020). Rethinking education in the new normal post-COVID-19 era: A curriculum studies perspective. *Aquademia*, 4(2), <https://doi.org/10.29333/aquademia/8315>
- Caldeborg, A., Maivorsdotter, N., & Öhman, M. (2019). Touching the didactic contract—A student perspective on intergenerational touch in PE. *Sport, Education and Society*, 24(3), 256–268. <https://doi.org/10.1080/13573322.2017.1346600>
- Caldeborg, A., & Öhman, M. (2020). Intergenerational touch in physical education in relation to heteronormativity: Female students’ perspectives. *European Physical Education Review*, 26(2), 392–409. <https://doi.org/10.1177/1356336X19865556>
- Coulter, M., Britton, Ú, MacNamara, Á, Mannien, M., McGrane, B., & Belton, S. (2023). *PE at Home: Keeping the ‘E’ in PE while home-schooling during a pandemic*. *Physical Education and Sport Pedagogy*, <https://doi.org/10.1080/17408989.2021.1963425>
- Cruikshank, V., Pill, S., & Mainsbridge, C. (2021). ‘Just do some physical activity’: Exploring experiences of teaching physical education online during Covid-19. *Issues in Educational Research*, 31(1), 76–93.
- Cuenca-Soto, N., Santos-Pastor, M. L., Chiva-Bartoll, O., & Martínez-Muñoz, L. F. (2021). Impacto de la Pandemia por COVID-19 en Educación Física: Limitaciones Percibidas y Propuestas de Mejora. *Qualitative Research in Education*, 10(3), 260–290. <https://doi.org/10.17583/qre.8376>
- de la Barrera, M. L., Elisondo, R., Riccetti, A., & Siracusa, M. (2022). Enseñanza remota (y aprendizaje) de emergencia: Un estudio sobre las emociones en estudiantes de educación física. *Educación Física y Ciencia*, 24(1), e205. <https://doi.org/10.24215/23142561e205>

- Emirbayer, M., & Mische, A. (1998). What is agency? *American Journal of Sociology*, 103(4), 962–1023. <https://doi.org/10.1086/231294>
- Englund, T. (2006). Deliberative communication: A pragmatist proposal. *Journal of Curriculum Studies*, 38(5), 503–520. <https://doi.org/10.1080/00220270600670775>
- Fletcher, S. (2013). Touching practice and physical education: Deconstruction of a contemporary moral panic. *Sport, Education and Society*, 18(5), 694–709. <https://doi.org/10.1080/13573322.2013.774272>
- Gobbi, E., Maltagliati, S., Sarrazin, P., di Fronso, S., Colangelo, A., Cheval, B., Escriva-Boulley, G., Tessier, D., Demirhan, G., Erturan, G., Yüksel, Y., Papaioannou, A., Bertollo, M., & Carraro, A. (2020). Promoting physical activity during school closures imposed by the first wave of the COVID-19 pandemic: Physical education teachers' behaviors in France, Italy and Turkey. *International Journal of Environmental Research and Public Health*, 17(24), 9431. <https://doi.org/10.3390/ijerph17249431>
- González-Calvo, G., Barba-Martín, R. A., Bores-García, D., & Hortigüela-Alcalá, D. (2022). The (virtual) teaching of physical education in times of pandemic. *European Physical Education Review*, 28(1), 205–224. <http://doi.org/10.1177/1356336X211031533>
- González-Calvo, G., Varea, V., & García-Monge, A. (2022). Children's experiences of lockdown and social distancing in the Covid-19 pandemic. *Journal of Family Issues*, 0192513X2210940. <http://doi.org/10.1177/0192513X221094038>
- González-Calvo, G., Varea, V., & Martínez-Álvarez, L. (2020). 'I feel, therefore I am': Unpacking preservice physical education teachers' emotions. *Sport, Education and Society*, 25(5), 543–555. <http://doi.org/10.1080/13573322.2019.1620202>
- Goodyear, V. A., Kerner, C., & Quennerstedt, M. (2019). Young people's uses of wearable healthy lifestyle technologies; Surveillance, self-surveillance and resistance. *Sport, Education and Society*, 24(3), 212–225. <https://doi.org/10.1080/13573322.2017.1375907>
- Grenfell, M., & James, D. (2004). Change in the field – Changing the field: Bourdieu and the methodological practice of educational research. *British Journal of Sociology of Education*, 25(4), 507–523. <https://doi.org/10.1080/014256904200026989>
- Hall, G., Laddu, D. R., Phillips, S. A., Lavie, C. J., & Arena, R. (2021). A tale of two pandemics: How will COVID-19 and global trends in physical inactivity and sedentary behavior affect one another? *Progress in Cardiovascular Diseases*, 64, 108–110. <https://doi.org/10.1016/j.pcad.2020.04.005>
- Harker, R., Maher, C., & Wilkes, C. (Eds.). (1990). *An introduction to the work of Pierre Bourdieu. The practice of theory*. Macmillan.
- Hortigüela-Alcala, D., Chiva-Bartoll, O., & Hernando-Garijo, A. (2022). "I feel lonely, I don't understand you when you talk, and I find it hard to breathe". Analysis of the emotional tensions of physical education students in the Spanish setting of COVID-19. *Teaching and Teacher Education*, 112, 103657. <https://doi.org/10.1016/j.tate.2022.103657>
- Howells, K., Murray, A., Pearson, J., & Whewell, E. (2022). Making the impossible, possible. Lessons learnt to ensure embodied physical education teacher education within COVID-19 times and beyond, regardless of the learning medium. *Practice*, <https://doi.org/10.1080/25783858.2022.2108332>
- Howley, D. (2022). Experiences of teaching and learning in K-12 physical education during COVID-19: An international comparative case study. *Physical Education and Sport Pedagogy*, 608–625. <https://doi.org/10.1080/17408989.2021.1922658>
- Hunter, L. (2004). Bourdieu and the social space of the PE class: Reproduction of Doxa through practice. *Sport, Education and Society*, 9(2), 175–192. <https://doi.org/10.1080/1357332042000175863>
- Jones, A. (2004). Social anxiety, sex, surveillance, and the 'safe' teacher. *British Journal of Sociology of Education*, 25(1), 53–66. <https://doi.org/10.1080/0142569032000155935>
- Kirk, D. (2009). *Physical education futures*. Routledge.
- Landau, M., & Cerrato Pragman, T. (2021). La encuesta y el vínculo pedagógico emergente en la educación superior: Análisis de caso en Argentina y Suecia en el contexto de aislamiento

- provocado por la pandemia del COVID-19. *Revista IRICE*, 41(41), 65–93. <https://doi.org/10.35305/revistairice.vi41.1445>
- Lee, S.-M., Lee, E.-J., So, W.-Y., & Kim, J.-H. (2022). Factor structure of the Korean version of the occupational socialization of beginning physical education teachers scale in the context of the COVID-19 pandemic and its relationship with health perception education. *International Journal of Environmental Research and Public Health*, 19(12), 7069. <https://doi.org/10.3390/ijerph19127069>
- López-Fernández, I., Burgueño, R., & Gil-Espinosa, F. J. (2021). High school physical education teachers' perceptions of blended learning one year after the onset of the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 18(21), 11146. <https://doi.org/10.3390/ijerph182111146>
- López Riba, J. M. (2022). El control policial durante la pandemia: las actuaciones policiales durante el primer estado de alarma declarado por la pandemia de la COVID-19. *Estudios Penales y Criminológicos*, 42, 1–22. <https://doi.org/10.15304/epc.42.7410>
- Macdonald, D., & Kirk, D. (1999). Pedagogy, the body and Christian identity. *Sport, Education and Society*, 4(2), 131–142. <https://doi.org/10.1080/1357332990040202>
- Martin, J. L. (2003). What is field theory? *American Journal of Sociology*, 109(1), 1–49. <https://doi.org/10.1086/375201>
- Mata, C., Onofre, M., Costa, J., Ramos, M., Marques, A., & Martins, J. (2021). Motivation and perceived motivational climate by adolescents in face-to-face physical education during the COVID-19 pandemic. *Sustainability*, 13(23), 13051. <https://doi.org/10.3390/su132313051>
- Meccawy, M., Meccawy, Z., & Alsobhi, A. (2021). Teaching and learning in survival mode: Students and faculty perceptions of distance education during the COVID-19 lockdown. *Sustainability*, 13(14), 8053. <https://doi.org/10.3390/su13148053>
- Monguillot, M., González-Arévalo, C., Tarragó, R., & Iglesias, X. (2022). El barómetro de la educación física en Cataluña en tiempos de COVID-19. *Apunts Educación Física y Deportes*, 4(150), 36–44. [https://doi.org/10.5672/apunts.2014-0983.es.\(2022/4\).150.05](https://doi.org/10.5672/apunts.2014-0983.es.(2022/4).150.05)
- O'Brien, W., Adamakis, M., O'Brien, N., Onofre, M., Martins, J., Dania, A., Makopoulou, K., Herold, F., Ng, K., & Costa, J. (2020). Implications for European Physical Education Teacher Education during the COVID-19 pandemic: A cross-institutional SWOT analysis. *European Journal of Teacher Education*, 43(4), 503–522. <https://doi.org/10.1080/02619768.2020.1823963>
- Ochoa, M., & Albornoz, M. (2022). Economic and health impact of the COVID 19 pandemic in Argentina and the world. *Estudios económicos*, 39(78), 223–242. <https://doi.org/10.52292/j.estudecon.2022.2702>
- Öhman, M., & Grundberg Sandell, C. (2015). The pedagogical consequences of 'no touching' in physical education: The case of Sweden. In H. Piper (Ed.), *Touch in sports coaching and physical education: Fear, risk and moral panic* (pp. 70–84). Routledge.
- Öhman, M., & Quennerstedt, A. (2017). Questioning the no-touch discourse in physical education from a children's rights perspective. *Sport, Education and Society*, 22(3), 305–320. <https://doi.org/10.1080/13573322.2015.1030384>
- Paterson, D. C., Ramage, K., Moore, S. A., Riazi, N., Tremblay, M. S., & Faulkner, G. (2021). Exploring the impact of COVID-19 on the movement behaviors of children and youth: A scoping review of evidence after the first year. *Journal of Sport and Health Science*, 10(6), 675–689. <https://doi.org/10.1016/j.jshs.2021.07.001>
- Piper, H., Garratt, D., & Taylor, B. (2013). Hands off! The practice and politics of touch in physical education and sports coaching. *Sport, Education and Society*, 18(5), 575–582. <https://doi.org/10.1080/13573322.2013.784865>
- Priestley, M., Biesta, G., & Robinson, S. (2016). Teacher agency: What is it and why does it matter? In J. Evers & R. Kneyber (Eds.), *Flip the system: Changing education from the ground up* (pp. 134–148). Routledge.
- Quansah, F., Hagan, J. E., Jr., Ankomah, F., Srem-Sai, M., Frimpong, J. B., Sambah, F., & Schack, T. (2022). Relationship between COVID-19 related knowledge and anxiety among university

- students: Exploring the moderating roles of school climate and coping strategies. *Frontiers in Psychology*, 13, 820288. <https://doi.org/10.3389/fpsyg.2022.820288>
- Richards, K. A. R., Hemphill, M. A., & Templin, T. J. (2018). Personal and contextual factors related to teachers' experience with stress and burnout. *Teachers and Teaching*, 24(7), 768–787. <https://doi.org/10.1080/13540602.2018.1476337>
- Tinning, R. (2015). Commentary on research into learning in physical education: towards a mature field of knowledge. *Sport, Education and Society*, 20(5), 676–690. <https://doi.org/10.1080/13573322.2014.994491>
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837–851. <https://doi.org/10.1177/1077800410383121>
- Tuñón, I., Lavignolle, B., & Castro, H. (2022). La educación física en tiempos de ASPO COVID19, la perspectiva docente. *Educación Física y Ciencia*, 24(3), e224. <https://doi.org/10.24215/23142561e224>
- Varea, V., & González-Calvo, G. (2021). Touchless classes and absent bodies: Teaching physical education in times of Covid-19. *Sport, Education and Society*, 26(8), 831–845. <http://doi.org/10.1080/13573322.2020.1791814>
- Varea, V., González-Calvo, G., & García-Monge, A. (2022). Exploring the changes of physical education in the age of Covid-19. *Physical Education and Sport Pedagogy*, 27(1), 32–42. <http://doi.org/10.1080/17408989.2020.1861233>
- Varea, V., González-Calvo, G., & Martínez-Álvarez, L. (2018). Exploring touch in physical education practicum in a touchy latin culture. *Societies*, 8(3), 54. <http://doi.org/10.3390/soc8030054>
- Varea, V., & Öhman, M. (2023). ‘Break the rules or quit the job’: Physical education teachers’ experiences of physical contact in their teaching practice. *Sport, Education and Society*, 28(4), 395–406. <http://doi.org/10.1080/13573322.2022.2036119>
- Wacquant, L. (2007). Pierre Bourdieu. In R. Stones (Ed.), *Key sociological thinkers* (2nd ed., pp. 261–277). Macmillan.
- Whitson, D., & MacIntosh, D. (1990). The scientization of physical education: Discourses of performance. *Quest (Grand Rapids, Mich)*, 42(1), 40–51. doi:10.1080/00336297.1990.10483978