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What would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic? A critical review of the literature

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ABSTRACT

This critical narrative review draws on bell hooks' engaged pedagogy to examine the pedagogies deployed by PE teachers and PETE educators in response to COVID-19. Full-text, empirical studies between 2020 and 2022 were accessed through Academic Search Complete, Education Database (ProQuest), Education Research Complete (EBSCO), ERIC (EBSCO), Scopus, and SPORTDiscus. In total, 86 articles were considered for full-text review, with 38 articles moving to data extraction after having met the study's inclusion criteria. We used inductive and deductive methods of data analysis. Findings are reported and discussed according to (a) the inductive identification of pedagogies deployed by PE teachers and PETE educators during COVID-19; and (b) the deductive analysis of the literature using bell hooks' engaged pedagogy as a theoretical lens. This review determined that whilst the COVID-19 pandemic may have signalled an opportunity to advance an engaged pedagogical approach in PE and PETE, there was scant evidence of teachers or researchers choosing this path. Instead, innovation, criticality, creativity, mutuality, engagement and meaningful learning was suspended in favour of day-to-day survival. Most papers focused on remote learning enablers rather than engaged pedagogy; that is, they focused on the communication technologies required to connect to online spaces and then to teach within them. We outline directions and critical challenges for PE teachers and PETE educators to develop equitable, inclusive, and empathetic classroom spaces which seek to create learning that is transformative, dynamic and holistic.

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Introduction

In 2020, the COVID-19 pandemic created a global state of emergency, forcing most schools and universities across the world, including Physical Education (PE) and Physical Education Teacher Education (PETE) programmes, to be delivered remotely.¹ The necessity of social distancing led schools and universities to close, creating an urgent need to consider available alternatives to face-to-face PE and PETE classes through online platforms such as Zoom®, Blackboard®, Canvas®, Google Meet®, and Microsoft Teams®. PE teachers and PETE educators had to quickly reflect,

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adapt, and rebuild their pedagogies² to promote engaged teaching and learning in a rapidly changing technological-dependent educational space (Kucera et al., 2022; Luguetti et al., 2022; Mercier et al., 2021; Ovens et al., 2022).

The global emergency responses in education meant that many teachers made pedagogical decisions based either on little evidence from the literature or from personal experience (Ovens et al., 2022). Teachers taught PE remotely through online classes via live-streaming, recorded videos, movement diaries, online materials with lessons including practical and theoretical content, online questionnaires or distance-learning programmes with suggestions for physical activity from home (O'Brien et al., 2020; Petrušič & Štemberger, 2021). Many of these approaches to remote teaching maintained the traditional teacher-centred pedagogy while using digital tools (O'Brien et al., 2020; Yu & Jee, 2021). In order to more closely examine PE during the global pandemic this critical narrative review draws on bell hooks' engaged pedagogy to examine the pedagogies deployed by PE teachers and PETE educators in response to COVID-19. It does this by exploring the question, what would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic? Before proceeding to the work of hooks we first provide some background literature and context.

Previous research around COVID-19 and PE

Online High-Intensity Interval training (HITT) was promoted around the world as PE during the pandemic, which saw students engage in repeated bouts of high-intensity efforts as guided by the teacher. Popularised by Joe Wicks, The Body Coach, and self-professed 'PE teacher for the nation' (Wicks, 2020), these sessions offered a quick and easy fix for the rapid shift to remote learning, and yet they lingered unquestionably as a pedagogical practice (Lambert et al., 2021). Critiquing the notion of Joe Wicks as PE, Lambert et al. (2021) exposed the always present oppressive and universal ableist, sexist, racist, genderist and classist practices that discursively circulate as PE and serve to keep it exclusionary and inequitable. Bowles et al. (2022) argued that Joe Wicks should be viewed as a multi-media persona of a branded celebrity lifestyle enterprise. For them, COVID-19 provided an opportunity that enabled Joe Wicks to manoeuvre himself (and his products) from the periphery to the centre of PE's public imagery and configuration. In a time of turmoil, instead of turning to creative pedagogies that might facilitate more equitable classrooms and much needed connections between teachers and students, thousands of teachers (re)turned to business as usual. That is, the uncontested, unproblematised, and uncritical 'delivery' of pre-recorded meaningless movement experiences for young people in remote contexts such as Joe Wicks as PE (Bowles et al., 2022; Lambert et al., 2021).

The delivery of PE and PETE through remote learning was contentious, specifically regarding the implications for generating engaged teaching and learning in PE (Luguetti et al., 2022; Ovens et al., 2022; Varea et al., 2022). Ovens et al. (2022) identified three key themes that emerged from much of the research on the effect that the COVID-19 pandemic had on education: (1) the requirement for pedagogical change; (2) the perception of loss of relationships and connections; and (3) the impact on teacher and student well-being. In their study via the use of Deleuze and Guattari's (1987) concept of assemblage, Varea et al. (2022) showed the delivery of PE remotely was met with the need to reject touch and compassion. Resultantly, Varea et al. (2022) concluded that the COVID-19 pandemic produced fear and vulnerability, with the shift to online/video teaching creating feelings of isolation and, consequently, dehumanisation for students. This is of critical concern to the delivery of quality PE and PETE experiences for students, which relies heavily on the experiential nature of teaching and learning in the discipline (Lambert et al., 2021), specifically the development of knowledge and skills through connected and embodied experiences. Using hooks' (1994) engaged pedagogy as a theoretical lens, Luguetti et al. (2022) observed that it was much more difficult to build the relationships required to facilitate an engaged pedagogy and to respect emotions without face-to-face interaction in the PETE context, leading to feelings of isolation. In

that sense, remote teaching raises serious questions about the ability to engage affectively in relationships built on care, well-being and relatedness, in a context that is unpredictable and unknown (Baker et al., 2022; O'Brien et al., 2020).

Research prior to the COVID-19 pandemic highlighted that pedagogical choices are crucial for the success of using technology in teaching PE and PETE. Studies have focused on for example, incorporating digital technologies into professional development (Calderón et al., 2016), investigating the use of cameras and video clips and students' learning (Barker et al., 2016), and exploring student-centred approaches by using digital technology and the impact on student's motivation, learning and academic achievement (Casey et al., 2016). Leite et al. (2022) argued that PE teachers and PETE educators should engage in the use of technology as 'good' practice. This is, however, problematised by the findings of Casey et al. (2016) which showed that PE teachers felt unprepared to use technology as part of their teaching (Casey et al., 2016). The use of technology in PE, though, is not simply an outcome of the adoption of technology or a technical issue; it is a transformation in teachers' pedagogies (Ovens et al., 2022). However, the relative unfamiliarity with online tools and the principles of distance teaching created significant engagement challenges for PE teachers and PETE educators, and students alike during the COVID-19 pandemic (Cruickshank et al., 2021). We argue that regardless of the content, mechanism, technology or pedagogy, students must be engaged in meaningful ways in PE and PETE that have an educative outcome. Thus, mitigating teacher or educator discomfort and unfamiliarity with technology was an important factor in maintaining engagement in the discipline during the COVID-19 pandemic (Johnson et al., 2021).

Although much research has described how to make PE teaching in the online environment more efficient, there is a significant difference evident with an urgent shift to remote teaching and learning, which is characterised by urgency, speed and a lack of preparation and resources (Baker et al., 2022). Therefore, while there is certainly some work emerging, for example the April 2022 special issue of *Movimento* journal, which signalled a move towards meaningful research as a way to understand remote teaching, to date there has been no critical reviews of the kinds of pedagogies deployed by PE teachers and PETE educators in response to the COVID-19 pandemic. The purpose of this paper is to critically examine if the disruptions of the COVID-19 pandemic opened opportunities for educators to develop what bell hooks called 'engaged pedagogy'; that is, forms of teaching that are mutual, culturally responsive, and inclusive (hooks, 1994, p. 2003, 2009). Below we provide the theoretical context for our critical approach.

bell hooks' engaged pedagogy

Over the many decades of her career, bell hooks wrote and spoke passionately about her commitment to disrupting traditional approaches to education and learning that established and reinforced hierarchical relationships, alienated learners from learning and reinforced racist and patriarchal ideologies (hooks, 1994). In her search to explore and explain to others how to undo such approaches in order to make 'education the practice of freedom' she came to outline the notion of 'engaged pedagogy' (hooks, 1994, p. 12).

bell hooks' engaged pedagogy emerged from the interplay of anticolonial, critical, and feminist pedagogies, committed to the Black liberation struggle (hooks, 1994, p. 2003, 2009). According to hooks (1994, p. 2), education is 'fundamentally political because it was rooted in antiracist struggle. Indeed, my [her] all-black grade schools became the location where I [she] experienced learning as revolution'. As a way to disrupt oppressive educational practices hooks described engaged pedagogy as an 'expression of political activism' and way 'to work against the grain, to challenge the status quo' (hooks, 1994, p. 203). Positioned as such engaged pedagogy is personal, political and pedagogical.

We must make clear that hooks did not provide a distinct model, framework, or step by step process to 'do' engaged pedagogy. Instead, informed by critical theories, she articulated sets of assumptions and features that exemplify a theoretical and pedagogical approach to counteract 'student passivity and authoritarian pedagogical orientations' (Florence, 1998, p. 79). Florence

(1998) explained that disrupting traditional approaches to education was a central task for hooks. Florence (1998) artfully connects hooks' critical, multi-cultural and feminist theories to her past experiences in education, where she described engaged pedagogy as an approach that 'seeks to counteract hierarchical relations in social arrangements and the often insidious reproduction of them in schools' (p. 76). By analysing multiple works from hooks, Florence (1998) cleaved out the distinct ways that hooks exposed and critiqued the biases of traditional education, provided related counters to these biases, and finally, proposed five components of engaged pedagogy (Table 1). We were guided by these five components as they provided a specific and nuanced analytical resource for us to use when applying the concept of engaged pedagogy to the findings that emanated from our review.

The literature review process: critical narrative review

This critical narrative review (Bryman, 2014) provides a comprehensive assessment and critical analysis of the scholarly literature. Through the lens of bell hooks' engaged pedagogy, this review deductively examined and critically appraised the social and cultural contexts that promoted and/or hindered the kinds of remote pedagogical strategies deployed by PE teachers and PETE educators in response to the COVID-19 pandemic.

Quality appraisal criteria

The appraisal criteria that guided the literature search process and subsequent study selection was inclusive of both inclusion and exclusion criteria. The inclusion criteria developed by the authors were articles that had to be: (a) empirical and peer-reviewed; (b) published in English; (c) in a school or university context with a focus on PE or PETE; (d) an exploration of remote pedagogies implemented by PE teachers or PETE educators during the COVID-19 pandemic; and (e) published between 2020 and 2022, inclusively.

Literature search process

The literature search procedure was guided by the development of the quality appraisal criteria above. The authors met to develop search terms aimed to identify studies that related to the

Table 1. Traditional education critiques, counters and engaged pedagogy.

Traditional education involves,	A counter to this is,	Engaged pedagogy
(a) the metaphysical notion of knowledge as universal, neutral, and objective;	(a) re-conceptualization of the knowledge base;	re-conceptualization of knowledge
(b) the authoritative, hierarchical, dominating, and privilege status of professors	(b) relating of theory to practice to make education more relevant and meaningful;	linking of theory and practice
(c) the passive image of students as recipients of compartmentalized bits of knowledge, which limits student engagement in the learning process by not considering them as whole human beings with complex lives and experiences	(c) empowerment of students to assume responsibility in conjunction with teachers, for creating a conducive learning environment;	student empowerment
(d) the traditional notion that the sole responsibility for classroom dynamics rests on teachers	(d) encouragement of teachers' pedagogical emphasis on learner participation and engagement;	multiculturalism
(e) the Western metaphysical denial of the dignity of passion and the subordination of human affectivity to the rationality'	(e) understanding of teaching beyond 'compartmentalized' schooling, a longer-term involvement, development of critical consciousness, and teacher/student self-actualization	incorporation of passion'

Adapted from Florence (1998, pp. 77–78, 94).

research question and its appraisal criteria parameters. Publications were identified using six electronic databases: Academic Search Complete, Education Database (ProQuest), Education Research Complete (EBSCO), ERIC (EBSCO), Scopus, and SPORTDiscus. Boolean operator functions were used across and within three descriptor categories to gain a comprehensive coverage of the scholarly literature: (1) COVID-19 descriptor keywords 'Covid', 'COVID-19', 'Coronavirus' and 'pandemic'; (2) education descriptor keywords 'online teach*', 'remote teach*', 'online learning', 'remote learning', 'teach', 'educat*', 'school', 'universit*', 'tertiary', subject descriptor keywords 'health and physical education', 'HPE', 'physical education' and 'PE'; and (3) practice descriptor keywords 'pedagog*', 'learn*', 'instruction' and 'activit*', and person descriptor keywords 'student', 'teachers', 'pre-service teachers', 'teacher educator', and 'learner'.

Given the focus of the review was specific to the onset of the COVID-19 pandemic, the authors placed a temporal limit on the literature search from 2020 to 2022, inclusive. This temporal inclusion and exclusion criteria were primarily designed to ensure a focus on the studies with the strongest focus on the pedagogical strategies deployed by PE teachers and PETE educators during the initial onset of the COVID-19 pandemic. Thus, the studies selected were most likely to be representative of the pedagogical responses that occurred as a direct consequence of the COVID-19 pandemic, as opposed to the pedagogical strategies deployed by PE or PETE teachers in alternative education settings such as distance education.

Study selection

The initial searches were conducted by Author 2 on the 1st of April 2022 and the 18th of April 2022 using the review search terms discussed. A total of 310 unique articles were returned from the searches and alerts, after duplicates were removed. Articles were then screened against inclusion and exclusion criteria in three stages: title screen; abstract screening; and full-text screening.

Two researchers, author 1 and author 2 independently screened articles at the title stage. Articles were flagged for inclusion, exclusion or as 'unsure', where insufficient information was available to inform a decision. If either researcher flagged an article as 'unsure' or 'exclude', it was carried forward to the next screening stage. One hundred and twenty eight articles progressed to the next stage. Abstract screening was performed as for title screening. Again, articles were flagged as 'include', 'exclude' or 'unsure', and only those which clearly fell into the 'exclude' category were removed. This left 84 articles which progressed to the next stage.

The third and last phase of study selection involved Authors 1, 2 and 3 individually reviewing 28 full-text articles each. The authors cross-checked selections and met twice to discuss the studies that had been included and omitted based upon the appraisal criteria. Reference lists of all included articles were also checked, with 2 further full-text articles included. Of the 86 articles, the authors came to an agreement that 38 were deemed to meet the inclusion component of the appraisal criteria and were included for critical review (see [Figure 1](#)).

Data analysis

The 38 articles that were included in the review were analysed systematically by inputting data extracted from the publications into an Excel spreadsheet matrix. The matrix included 13 variables: author(s), year of publication, title, purpose, country, type of research, methodology and data collection, PE or PETE or both, sample, theoretical lens, main findings, pedagogies discussed, and limitations. Details of these publications can be accessed via a supplementary data set (Lambert et al., 2023) where we number the 38 articles alphabetically. This coding scheme was used to reference the articles in this paper. Included articles are identified with an * in the reference list.

Our data analysis then proceeded in two phases. In phase 1 the matrix was analysed inductively to identify characteristics of the publications and the kinds of pedagogies enacted by PE teachers and PETE educators in response to the COVID-19 pandemic. In phase 2, we drew upon Florence's (1998)

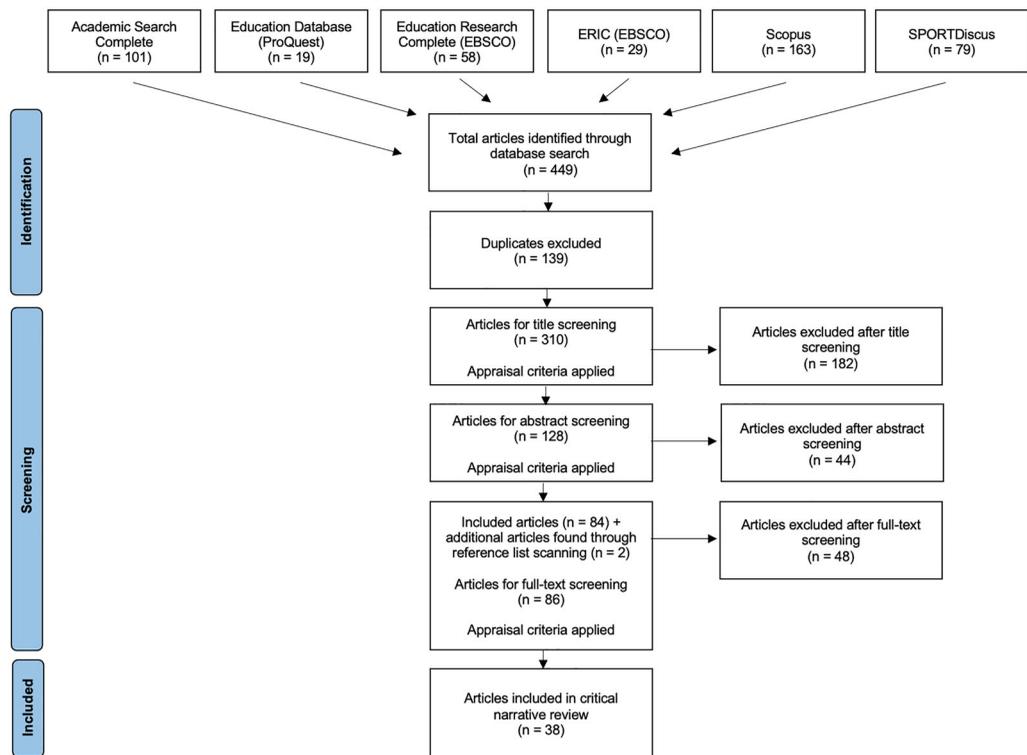


Figure 1. PRISMA flow chart of study selection.

in depth analysis of hooks' work to develop a deeper understanding of the five components of engaged pedagogy (see [Table 1](#)). This framework allowed us to more closely interrogate the pedagogies deployed by PE teachers and PETE educators in response to COVID-19. The analytical process was framed by the research question, *what would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic?* In the remainder of this paper, we share and discuss the findings that resulted from the data analysis.

What would bell hooks think of the remote teaching and learning in Physical Education during the COVID-19 pandemic?

This review reported on 38 peer-reviewed research articles published between 2020 and 2022. Details of these publications can be accessed via a supplementary data set (Lambert et al., 2023) where we number the 38 articles alphabetically. This coding scheme was used to reference the articles in this section.

To answer our research question, we report on the findings and related discussion across two separate but related sub-sections: (1) the characteristics of the publications and pedagogies enacted by PE teachers and PETE educators in response to the COVID-19 pandemic; and (2) critically examining the reported pedagogies using bell hooks' engaged pedagogy.

Characteristics of the publications and pedagogies enacted by PE teachers and PETE educators in response to the COVID-19 pandemic

The research was conducted in 27 countries and included: nine in the United States of America; five in Australia; four in Brazil; three in each of China, New Zealand, South Korea, Spain; two in each of

Ireland, Slovenia, Turkey; and one in each of France, Italy, Mexico, Poland, North Macedonia, Croatia, Bulgaria, Kosovo, England, Finland, Greece, Portugal, Slovakia, Honduras, Chile, Thailand, Romania, and United Kingdom. Research was primarily conducted in schools (55%), with studies outside of this conducted in PETE settings (32%) or across both school and PETE contexts (13%).

The study design across the studies was 29 qualitative studies, 8 quantitative studies and 1 mixed method study. Twelve studies were methodologically informed, including four by self-study, three by case study, two by grounded theory, one by phenomenology, one by action research, and one by participatory action research. The dominant method of data collection were interviews with 15 studies using this approach. In addition, ten studies used survey/questionnaires, eight studies used focus groups, eight studies used reflections or narratives in journals/diaries, two studies used artefacts such as teaching material, lesson plans, assessment tasks, and three studies used collaborative researcher meetings (including with critical friends). Photo voice, photo elicitation, audio-visual recordings, researcher observation, digital communication (e.g. emails), drawings, annotations, and wearing accelerometers were also used. Sixteen of the studies used more than one method of data collection. Theoretical perspectives were scant, appearing in only 20% of the articles. Theories stated included constructivism theory, Deleuze and Guattari's (1987) concept of assemblage, Paulo Freire (concept of dialogue/praxis), chaos theory, bell hooks' engaged pedagogy, and transformational learning theory.

Realising that not all authors might use the term pedagogy or indeed hold the same meaning around it as we do, we searched for a variety of words that may indicate pedagogies. This included specific examples of teaching and/or learning activities, strategies, methods, approaches, practices; teaching terminology/meta-language; teaching practices; types of digital technology used; teacher philosophical approaches to learning/teaching; and, teacher philosophical approaches to students. We combined the pedagogies from PE and PETE as there were no consistent differences between the pedagogical approaches deployed, though research methodologies and methods may have differed. [Table 2](#) points to the findings from the data extracted from the 38 publications in relation to the pedagogies that were deployed by PE teachers and PETE educators in response to the COVID-19 pandemic.

In [Table 2](#), the pedagogies enacted are displayed in two columns, which are organised according to two delineating factors: (1) the practical and structural considerations that facilitated access to and the use of technology for remote teaching (what we call remote learning enablers); and (2) examples of pedagogies used to teach PE and PETE remotely.

Column 1: remote learning enablers

Most papers analysed in this review emphasised the remote learning enablers, that is the information and communication technologies (ICT) required to get online and then to work online. This experience, and the associated personal responses of PE teachers and PETE educators dominated the literature. Distinctly absent from the literature was explicit consideration of matters of accessibility.

Most of the articles did not outwardly problematize the ability of learners to access suitable technology such as devices, electricity and internet connection. This has learning implications, with much research reporting that the COVID-19 pandemic disproportionately impacted the educational outcomes of learners without suitable access to basic structural enablers such as technology (Bădău and Bădău, 2020; Centeio et al., 2021; Cruickshank et al., 2021) or support at home to learn (Cruickshank et al., 2021). An exception to this occurred in Brazil (Silva et al., 2021) and Turkey (9) where PE was broadcast on public television potentially mitigating at least matters of access to devices and internet connection, that is assuming learners also had televisions in the first place.

The data consistently displayed that PE teachers and PETE educators struggled technologically. They were simply not prepared in terms of either their own skills and competencies or the kinds of remote learning enablers that might be available to them (Cruickshank and Mainsbridge, 2021;

Table 2. Pedagogies deployed by PE teachers and PETE educators during COVID-19.

Remote learning enablers (accessibility and ICT)	Examples of pedagogies used to teach PE and PETE online in response to the COVID-19 pandemic
<ul style="list-style-type: none"> • Devices/equipment (e.g. computer, laptop, mobile phone, camera, GoPro) • Connection (e.g. internet/Wi-Fi access, electricity) • Digital platforms / learning management systems (e.g. Zoom, Google hangout, Meet, Flipgrid, Google Classroom, Moodle, MS Teams) • Digital forms of communication (e.g. Messenger, Email, WhatsApp, live chats, Telegram, free access TV channel) • Applications (e.g. Strava, Relive, Edmodo, Sports Tracker, step counting) • Social media (e.g. YouTube, Instagram, TikTok, Joe Wicks) • Interactive multimedia (e.g. Plickers, Edmodo, Padlet, Plotaroute) • Software (e.g. PowerPoint, Google slides/docs) 	<ul style="list-style-type: none"> • <i>Online instructional approaches</i> Synchronous and/or asynchronous approaches • Flipped teaching design (pre-class, in-class, post class design)<i>Online teaching methods/activities used to share content</i> • Videos (e.g. instructions, of teacher, of student, performing activities, of others, for feedback, for assessments, indoor/outdoor, demonstrations) • Direct teacher instruction (e.g. lecture, direct content delivery) • Visuals aids (e.g. infographics, photography) • Resource sharing (i.e. by educators, to parents) • Links/URLs (e.g. fitness websites, emailed instructions) • Hardcopy (e.g. work guides, booklets, textbooks, copies of notes)<i>Online teaching methods/activities used to teach content</i> • Teaching and learning activities (e.g. set daily physical activity/fitness goals, filming or photographing self, quizzes, buzz learning method, debates, self-paced learning, no equipment movement activities, puzzles, virtual fieldtrips, simulations, gamification) • Collaboration and collaborative learning (e.g. discussions, Chat, Zoom breakout rooms, discussion forums, bulletin boards) • Models (e.g. models-based practice; school, community/family models) • Assessment and feedback (e.g. video, peer, self, teacher, theoretical only, student led) • Active learning (e.g. asking questions, giving feedback, peer feedback) • Student focused (e.g. autonomy, choice, self-directed learning, social and emotional development, wellbeing, incorporate learner experiences)<i>Online other</i> • Community/family engagement (e.g. school + family community model; collaboration among students, parents and teachers; involve community groups; resource sharing; include parents in the learning process; get parents on board)

Cruickshank et al., 2021; Howley, 2021). Their primary task was to get online, thus their first responses were underscored by frustration and anxiety (Centeio et al., 2021; Foye and Grenier, 2021; Jeong and So, 2020; Johnson et al., 2021; Leite et al., 2022), and hence focused on the structural and procedural practicalities of choosing digital platforms and forms of communication (Howley, 2021). Lack of digital competency and proficiency was reported widely in the literature and remote learning was a skill or competency that teachers had to learn themselves as they taught. This was compounded by lack of professional development which could have enhanced pedagogies in this space (Johnson et al., 2021; Kim et al., 2021b; Koh et al. 2022). Most papers reviewed reported that teachers were not technically prepared; this is despite much past literature and warnings suggesting they should be (e.g. Casey et al., 2016). Lack of technological preparedness inevitably led to poor quality delivery and instruction (Cruickshank and Mainsbridge, 2021; Cruickshank et al., 2021; Kim et al., 2021b) and paths of least resistance.

Several studies discussed that additional tension and anxiety arose because of the underlying view that PE was an embodied subject best taught in person/face to face with teacher and learner in the same space, at the same time (Almonacid-Fierro et al., 2021; Cruickshank and Mainsbridge, 2021; Hortigüela-alcalá et al., 2022; Luguetti et al., 2022; O'Brien et al., 2020; Ovens et al., 2022; Varea et al. 2022; Varea and González-Calvo, 2021). This was supported by studies that discussed the difficulties that PE teachers faced trying to connect to their students during the COVID-19 pandemic (Varea and González-Calvo, 2021), with the PE teachers expressing frustration at not being able to maintain positive teacher-student relationships in the online environment

(Centeio et al., 2021). Concomitantly, student health and wellbeing were impacted by remote PE teaching, with students finding it hard to engage with the subject because of challenging individual circumstances during the COVID-19 pandemic, such as family members becoming ill or problems associated with the loss of employment (Lugueti et al., 2022). However, few articles explored the effect of the COVID-19 pandemic on the health and wellbeing of PE and PETE students, representing an under-researched area of investigation in the literature.

Column 2: examples of pedagogies used to teach PE and PETE remotely in response to the COVID-19 pandemic

Few studies delved beyond documenting the rapid, survival response experiences of teachers and students (remote learning enablers) to focus on identifying the kinds of pedagogies that were used during remote learning. Recall by pedagogies we mean those purposeful encounters between teacher, learner, and subject matter with the purpose of (re)producing knowledge and making learning meaningful (Tinning, 2010). In the studies reviewed, there are scant examples of this kind of pedagogy as the research focussed predominantly upon what happened as opposed to why, how and to what effect.

As our groupings in column 2 indicate, most of the pedagogies listed continued the column 1 trend of sharing online teaching tools and methods with the aim of doing things rapidly and with low energy/effort costs. Certainly, at the time these things were useful given the tensions and anxieties previously discussed. As would be expected combinations of synchronous and/or asynchronous teaching occurred, with 10 studies making specific reference to this instructional approach (Centeio et al., 2021; Gobbi et al., 2020; Kucera et al., 2022; Láinez-Bonilla et al., 2020; Leite et al., 2022; Ovens et al., 2022; Silva et al., 2021; Venâncio et al., 2022; Vilchez et al., 2021; Yu and Jee, 2021). A flipped classroom design was also explored (Petrušič and Štemberger, 2021).

The majority of the literature generated extensive lists (usually through survey findings) of 'quick fix' teaching methods/activities to share content (e.g. video of teacher performing an activity or link to a website) and teaching methods/activities to teach content (e.g. fitness goal setting, use of Zoom breakout rooms) (Centeio et al., 2021; Korcz et al., 2021). The literature reviewed was dominated by discussion of PE teachers' and PETE educators' technical ICT skills, mostly the development of knowledge in operating platform-specific online classrooms and the creation of online learning content (Centeio et al., 2021; Cruickshank et al., 2021; Cruickshank et al., 2022; Foye and Grenier, 2021; Johnson et al., 2021; Khajornsilp et al., 2021; Kim et al., 2021a; Koh et al., 2022; Kucera et al., 2022; Varea et al., 2022). This left little space for alternative ways of teaching/learning or alternative perspectives about/to/of knowledge and knowing. Content delivery was prioritised. As such, as shown in Table 2, column 2, standardised (traditional/pre-pandemic) methods/activities prevailed, positioning learners as passive recipients of knowledge (hooks, 1994). Multiple studies stated that their main aim in remote PE was the dissemination of knowledge (Cruickshank and Mainsbridge, 2021; Cruickshank et al., 2021; Howley, 2021; Korcz et al., 2021).

Another common perception amongst the literature was that the key role of PE during the pandemic was to keep learners physically active. In studies this manifested in classes as daily fitness activities/challenges (Cruickshank et al., 2021; Cruickshank et al., 2022; Parris et al., 2022), regular monitoring/tracking of physical activity rates (Gobbi et al., 2020; Korcz et al., 2021; Lenka et al., 2021; Markelj et al., 2021), helping student set physical activity goals (Gobbi et al., 2020), promoting physical activity in the community or at home (Gobbi et al., 2020; Howley, 2021; Mercier et al., 2021), exercising in front of the camera/to each other (Lenka et al., 2021; Petrušič and Štemberger, 2021), and using physical activity as a way to support health (Mercier et al., 2021; O'Brien et al., 2020). Thus, PE served instrumental purposes.

We noticed that many studies spoke about the importance of looking after one's health and wellbeing during the pandemic. This included asking participants about their challenges which invariably included aspects of health and wellbeing such as mental health and maintaining connections (Foye and Grenier, 2021; Howley, 2021; Kim et al., 2021b; Koh et al., 2022; Lu, 2020;

O'Brien et al., 2020; Varea and González-Calvo, 2021). We observed other examples such as, teachers prioritising activities they believed assisted with improving students' mental health (Cruickshank et al., 2022), statements that staff/student wellbeing was important (O'Brien et al., 2020) or that students' social and emotional development was central (Howley, 2021), a focus on emotions (Varea and González-Calvo, 2021), attempts to explore ways to engage the family or community to support learners (Kim et al., 2021b; Lu, 2020) and sharing of resources amongst educators (Gobbi et al., 2020) or communities (Kim et al., 2021b). However, what the educator did, that is their approach, action, practice or pedagogy to deal or engage with their own and others' health and wellbeing needs was less clear. Two studies identified that they organised students so they could collaborate (Foye and Grenier, 2021; Koh et al., 2022); both studies also mentioned they sought to encourage self-direction and autonomy by providing choice. A participant in Howley's (2021) study nicely sums up the approach to wellbeing across the studies, 'there was a lot of pastoral care' (p. 11).

From this analysis we conclude that the remote enablers and pedagogies listed in Table 2 do not differ markedly from pre-pandemic ones. Instead of seeing the COVID-19 pandemic as an opportunity to advance an engaged pedagogical approach in PE and PETE, the shift to remote learning was framed in terms of challenges or barriers (Gobbi et al., 2020; Kim et al., 2021b; Kucera et al., 2022; Laar et al., 2021; Luguetti et al., 2022; Silva et al., 2021; Venâncio et al., 2022) fear and uncertainty, (Almonacid-Fierro et al., 2021; Hortigüela-alcalá et al., 2022; Silva et al., 2021; Varea et al., 2022), and associated negative personal experiences or responses e.g. feelings of incompetence, anxiety, disconnection, discomfort, resistance, disengagement, disembodiment, frustration and the like. We therefore contend that during the COVID-19 pandemic, PE and PETE was about making do and treading water; that is, many teachers and educators were operating in survival mode as they grappled with the challenge of moving from a reliance on teaching through embodied experiences to a reliance on developing technological skills to maintain the status quo. This survival mode of operating does not constitute engaged pedagogy, which we critically consider next.

Critically examining reported pedagogies using bell hooks' engaged pedagogy

The most obvious indicator of engaged pedagogy is the challenging of power structures through the reconceptualisation of what counts as knowledge (Florence, 1998; hooks, 1994). The reviewed studies have shown that the 'usual' accepted content of PE (e.g. fitness, sport skill focus) was not adapted, extended or modified during the COVID-19 pandemic; therefore it was not challenged. Lambert et al. (2021) established that knowledge in PE portrays and reproduces dominant, white, masculinist patriarchal knowledge as particular kinds of truths. Our findings indicate that this was replicated and reproduced online in PE and PETE in response to the COVID-19 pandemic. This manifested in the articles as compartmentalised and restrictive understandings of how to teach content in PE (Johnson et al., 2021; Kim et al., 2021a; Markelj et al., 2021), with a reliance on a teacher-centred approaches that viewed students as passive learners and receptacles of information (Bădău and Bădău, 2020; Yu and Jee, 2021). There was also low level application of teacher guidance with the execution of movement skills (Bădău and Bădău, 2020; Yu and Jee, 2021), which contributed to unengaging and uninspiring classrooms (Bădău and Bădău, 2020; Howley, 2021). In short, dominant representations of PE as sport (Lenka et al., 2021), fitness (Cruickshank et al., 2022; Howley, 2021), and a means of avoiding inactivity (Varea and González-Calvo, 2021) were (re)produced.

Engaged pedagogy is fuelled by a drive to create spaces for empowering students (Florence, 1998; hooks, 1994) but much of the literature reviewed was dominated by the development of teachers' technical skills, which meant that standardised (traditional) pedagogies prevailed (see Table 2, column 2). It is little wonder that PE teachers and PETE educators complained of poor or low student engagement (19, 20, 28). Whilst some studies sought to increase student engagement, or claimed to offer engaging activities for students, none sought to empower students by bringing them into the discussion as equal partners to reflect upon the teaching and learning in PE and PETE that was

occurring in remote spaces. The self-study of three teacher educators by Ovens et al. (2022) did somewhat challenge this largely absent line of inquiry. Ovens et al. (2022) noted that ‘student visibility’ or the lack thereof challenged the teachers in the study to reflect upon ‘student presence, attendance, and engagement, particularly in respect to how it relates to learning’ (p. 6). They also identified that their own ‘lived experiences in face-to-face teaching’ made them more ‘attuned to student engagement’ (Ovens et al., 2022, p. 7) during the COVID-19 pandemic. Despite this study, our findings suggest that the pedagogies enacted were more closely linked to teacher domination of knowledge as opposed to student passivity. Absent from this are the inclusion of students’ perspectives about/to/of knowledge and knowing and the acknowledgement of bias in relation to diverse experiences of gender, race, class and geography.

hooks (1994) explained that engaged pedagogy emphasises a holistic approach that ‘respects and cares for the souls’ of teachers and students (p. 13), where they can be honest with one another and share their emotions and feelings. However, the literature reviewed showed that there was an absence of feeling like being a part of a community of learners who were sharing a complex global experience at the same time as a sense of being emotionally supported as a learner and of supporting others. Three articles in the review explored and reported upon feelings as in what participants felt (Kucera et al., 2022; Luguetti et al., 2022; Varea et al., 2022) and/or emotions as in expressing them (Luguetti et al., 2022; Varea and González-Calvo, 2021). Varea and González-Calvo (2021) centralised affect to report upon the ways in which pre-service teachers (PST) encountered their sense of disembodiment during the pandemic. By paying attention to both the human and non-human interactions, Varea et al. (2022) reminded us of the centrality of the body in PE, indeed in all modes of learning. Varea et al. (2022) further noted that through the use of drawings, the PST’s documented their experiences of disembodiment emotionally, which made them question the purpose and identity of PE, and by default, their professional subjectivities as PE teachers. Whilst this appeared as problematic to the authors and the PSTs, this is likely what hooks would want to see in our PE classrooms as an example of active commitment to a process of ‘self-actualization that promotes their own well-being if they are to teach in a manner that empowers students’ (hooks, 1994, p. 15).

The deliberate interjection on the ongoing disempowerment of marginalised young people is a core feature of engaged pedagogy (Florence, 1998; hooks, 1994). This requires teachers to be able to identify, expose and interrogate operations of power and knowledge that are harmful, exclusionary and/or discriminatory. In hooks’ classrooms this was done through the recognition of cultural diversity and subsequent affirmation of ‘ethnic, racial, linguistic, religious, economic, [and] gender pluralism’ (Florence, 1998, p. 121). Such an approach, though, was largely absent in PE and PETE educational spaces during the COVID-19 pandemic. No articles in this review explicitly explored, examined or reported upon matters of culture, race, and/or gender. This is a conspicuous omission given matters of technical inaccessibility for many during the pandemic (Ovens et al., 2022), and the disproportionate health impact of the COVID-19 pandemic itself as well as a number of global incidents including the murder of George Floyd, anti-China racism during the pandemic, and the war in Ukraine. One article (Kim et al., 2021a) worked in the adapted PE space yet did not interrogate ableism. Diversity was spoken about as diversity of pedagogies (O’Brien et al., 2020), contexts (Silva et al., 2021), and family situation (Vilchez et al., 2021) with the latter by Vilchez et al. (2021) providing a solid example of how teachers’ and health workers prioritised personalization, class connectedness, and inclusiveness, which strengthened teacher-student relationships and increased engagement. Similar examples from the literature spoke to the importance of teacher-learner connection (Howley, 2021; Varea et al., 2022; Varea and González-Calvo, 2021), developing bonds (Silva et al., 2021), and nurturing relationships (Kim et al., 2021b; Luguetti et al., 2022; Varea and González-Calvo, 2021; Venâncio, 2022). Interestingly, those articles that spoke passionately about nurturing relationships tended to have small numbers of participants who were typically teacher educators and were participatory or self-study in design. This intimacy provided an opportunity to acknowledge each other’s presence,

develop collaboration and solidarity, and attempted to generate connectedness in a time of disconnection – all features of hooks’ engaged pedagogy (Florence, 1998).

Studies informed by critical theories and/or participatory methodologies tended to exemplify the kinds of personal and professional practices indicative of engaged pedagogy. This is not surprising given hooks’ lifelong feminist, postcolonial, multicultural and social justice influences. hooks genuinely sought mutual engagement, recognition and integrity through/as her pedagogies whilst simultaneously critiquing and challenging power hierarchies. These are the very basis of critical theories and participatory methodologies, which some of the reviewed literature showed through self-study (Kucera et al., 2022; Luguetti et al., 2022; Ovens et al., 2022; Venâncio et al., 2022), participatory action research (Luguetti et al., 2022; Petrušič and Štemberger, 2021), and theoretical positions informed by Freire (Silva et al., 2021), Deleuze and Guattari (Varea et al., 2022; Varea and González-Calvo, 2021), or hooks herself (Luguetti et al., 2022). Each of these studies reported concerted and explicit approaches to care. This included caring for learners (Venâncio et al., 2022), nurturing affective bonds (Venâncio et al., 2022), personalization (Vilchez et al., 2021), sharing emotions (Varea et al., 2022; Varea and González-Calvo, 2021) and caring for the souls of teachers and students (Luguetti et al., 2022). Typically mentioned were approaches built around matters of equity, equality, diversity and inclusion (Silva et al., 2021; Venâncio et al., 2022; Vilchez et al., 2021), and in the case of Luguetti et al. (2022) attempts to ‘critique and negotiate/transform oppressions’ (p. 60).

The use of self-study methodology (Kucera et al., 2022; Luguetti et al., 2022; Ovens et al., 2022; Venâncio et al., 2022) appeared to encourage greater researcher and participant reflexivity, interaction and dialogue about the lived reality of the COVID-19 pandemic. By linking theory, content, processes, and practises these authors opened the remote learning space to teaching and learning that was more relevant, meaningful and engaging. However, the degree to which these or other studies incorporated learner experiences into the learning process is unclear because of the tendency to focus on technology challenges, identifying the types of online instruction used, and gauging the overall experience of remote learning. For example, only three studies (Koh et al., 2022; Lenka et al., 2021; Petrušič and Štemberger, 2021) included school students in their research, with none eliciting responses with regards to the lived experience of either the pandemic or learning; two (Lenka et al., 2021; Petrušič and Štemberger, 2021) relied on questionnaires. By not reflecting upon or even acknowledging the diversity and complexities of students’ experiences during this time teachers tended towards ‘political neutrality’ (hooks, 1989). A great deal of literature researched the experiences of pre-service/university students (Almonacid-Fierro et al., 2021; Bădău and Bădău, 2020; Calderón et al., 2021; Cruickshank and Mainsbridge, 2021; Johnson et al., 2021; Khajorsilp et al., 2021; Laar et al., 2021; Laínez-Bonilla et al., 2020; Lu, 2021; Luguetti et al., 2021; Markelj et al., 2021; Varea et al., 2022; Varea and González-Calvo, 2021; Webster et al., 2021; Yu and Jee, 2021) some with teacher educators/professors (Calderón et al., 2021; Khajorsilp et al., 2021; Laínez-Bonilla et al., 2020; Webster et al., 2021; Yu and Jee, 2021) with no attention given to their lives as learners or compadres. We see this as a missed opportunity for PE teachers and PETE educators and researchers alike to explore the lived experiences of students (and teachers) to inform, nurture and open the remote learning space to the collective. Had this been a scholarly focus, the personal and the global could have been integrated to learn more about each other as well as our shared experience(s) of PE and PETE during the COVID-19 pandemic. Further research is needed to determine if these approaches have indeed empowered their students, especially marginalised ones.

Final thoughts

This critical review has found that the remote teaching and learning in PE and PETE in response to the COVID-19 pandemic was consistently described in deficit terms e.g. as disengaging, unmotivating, disconnected, and lacking. Arguably the antitheses of hooks’ intentions. Surprisingly still, there was little there was not much resistance shown by PE teachers and PETE educators and researchers to counter the deficit perspectives that were being developed. It was as if there was a universally

tacit acceptance that PE and PETE can and should only be taught face-to-face, with anything less than this a cause to merely (re)affirm traditional values in the discipline rather than critically challenge them in the digital space that many of us found ourselves in. The experience of learning to move with and alongside others through PE and PETE, the embodied learning nature of the discipline, was considered necessary to forgo as we moved quite quickly to a largely individualised online space; a frontier that was governed by the stress of navigating technology, the distress of the pandemic, and an attachment to rationality. The reliance on traditional knowledge and pedagogical approaches led to a tendency to focus on content, thus prioritising the rational over the affective or embodied. Thus, much focus was on how to shift existing practice in the PE and PETE discipline to new technological spaces, with tension rising when this was not able to be achieved or facilitated. This meant that pedagogical choices by PE teachers and PETE educators went largely uncritiqued; they simply just happened and in mostly ad hoc ways, justified by the temporal pressure that the COVID-19 pandemic placed upon many educational settings who were forced to go online in a short timeframe. An exception to this appeared in the studies that based their research upon either critical theory and/or critical methodologies.

There were scant examples of PE teachers and PETE educators choosing to engage with the shared reality of the pandemic with and alongside each other and their students. Whilst Howley (2021) found teachers actively facilitated the sharing of images of local environment/landscapes between students in Australia and China to support them socially and emotionally, mention was not made about how student movement experiences and learning was impacted by specific COVID-19 pandemic rules such as isolation requirements and curfews, which severely limited their ability and opportunity to engage in PE and PETE activities. Relatedly, enacted pedagogy in response to the COVID-19 pandemic showed that innovation, criticality, creativity, mutuality, engagement and meaningful learning in PE and PETE was suspended in favour of day-to-day survival. This does not surprise us because the shift to remote teaching was not our choice. It was indeed challenging, stressful, uncertain, complex and exhausting. We cannot deny that. What has surprised us, though, is that across the studies reviewed few approached their work (as teachers or researchers) as the glass half full. That is, taking the rapid push to remote learning as an opportunity to try new pedagogical approaches, connect and engage differently with learners, challenge dominant knowledge and perceptions of PE and PETE, or adopt an approach that acknowledged and worked with (not against) our shared social realities at the time. As such, and in answer to our central research question, we feel bell hooks might think that the remote teaching and learning that occurred in PE and PETE in response to the COVID-19 pandemic was not reflective of engaged pedagogy. Rather, it erred towards the kind of traditional education hooks spent much of her career critiquing. It reproduced dominant knowledge with a focus on content, severed theory from practice, disempowered learners (and teachers), neglected multiculturalism, and was dispassionate.

We believe that what we learned from remote teaching and learning could be extended to rethink future iterations of online PE. We acknowledge that COVID-19 required PE teachers and PETE educators to adapt their pedagogies quickly due to crisis circumstances. However, this should not mean that our learning should be readily and speedily thrown away with the return to face-to-face teaching. To the contrary, it makes it even more pressing to learn from the pandemic experience to rethink and improve pedagogies online in the future. We contend that for future online PE and PETE classrooms to be more aligned with engaged pedagogy, the bodies of PE teachers and PETE educators, students, and researchers must be brought sensitively and affectively into digital spaces so that traditional hierarchical relations are broken down through a focus of care, concern, love and passion (hooks, 1994). Luguetti et al. (2022) were explicit about this in their research, suggesting 'that the enactment of engaged pedagogy in an online space, just as in face-to-face contexts, requires commitment to a process of self-actualisation' (p. 74). In this sense, engaged pedagogy does not seek simply to create spaces to empower students, but employs a holistic model of learning where teachers also grow and are empowered by the process. This kind of empowerment can only happen when teachers are open to being vulnerable with their practice

and taking risks that deviate away from established norms, whilst also encouraging students to take risks themselves (hooks, 2009). Luguetti et al. (2022) supported this when they concluded that welcoming wholeness permitted honesty amongst the students and teacher educators and a space to share 'emotions, feelings, and vulnerability' (p. 74). This approach sees PE teachers and PETE educators and researchers making concerted efforts to ensure that previously marginalised voices are included, invited, heard, recognised and valued. Whilst advocating for the inclusion of students voice was mentioned by some of the articles in this review, we found its deployment lacked depth and was predominantly offered as a method of expressing one's choice. In the eyes of hooks, this approach likely benefited the dominant groups and continued to marginalise those for whom access and support was not readily available, affordable or indeed consciously brought to mind. To counter this, and in line with hooks' engaged pedagogy, we advocate for the following principles to guide pedagogical decisions in future PE and PETE online learning spaces, which would see these spaces:

- be democratic and inclusive;
- acknowledge truths;
- incorporate cultural experiences and marginalised voices;
- seek to expose and challenge discriminatory norms and stereotypes;
- promote cultural pluralism by sharing stories, histories, family, and life events; and
- accept and talk about our shared social reality.

Our suggested principles ensure that when PE and PETE are delivered in online spaces, it reflects an engaged pedagogy that challenges the status quo and becomes a viable mechanism for exposing the ways in which the discipline tends to marginalise difference. hooks might suggest we go one step further and shift much of our focus away from pedagogical content knowledge to students' lived experiences of PE and PETE online, inviting them to interrogate the operations of power and knowledge that may have precipitated their (dis)engagement and (in)visibility. This would see future research focusing on decentering teacher/researcher subjectivities and positionalities to open online spaces for marginalised voices; an approach to PE and PETE that bell hooks would have strongly advocated for in response to the COVID-19 pandemic. In closing, whilst bell hooks might not have liked the kinds of pedagogies deployed during the pandemic, she would certainly hope that PE teachers and PETE educators would reflect upon them and use learnings from this crisis circumstance to rethink and reorient their future with engaged pedagogy in mind.

Notes

1. The term remote teaching is used in this paper to describe the online teaching that took place in response to COVID-19. Although we acknowledge the use of different names (e.g., eLearning, online learning, distance learning and distance education), remote teaching is utilised in this paper because it emphasises the emergency teaching due to crisis circumstances (Baker et al., 2022).
2. For us, pedagogy is not synonymous with instructional methods, teaching style, curricular design, and educational outcomes (compartmentalised and restrictive understanding). We agree with Tinning (2010) that pedagogy is a purposeful encounter between teacher, learner, and subject matter [in which] the purpose is to (re)produce knowledge, aka meaningful learning.

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