

Physically Active Classroom Time in Schools as an Alternative to Sedentary Learning: A State-of-the-Art Review

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Background

- **Physical activity (PA)** benefits children in many ways¹
- Most children do not participate in at least 60 minutes of PA each day¹
- Whole-of-school approaches to PA promotion are recommended¹
- **Movement integration (MI)** is a key part of whole-of-school PA²
- First state-of-the-art review on MI was published in 2015²
- MI literature has grown rapidly in the last few years
- An up-to-date review is needed to inform research and practice

What is MI?
Infusing PA into regular classroom time²

Purpose

- Conduct an updated state-of-the-art review of **MI literature, resources and professional preparation/development efforts** with the goal of informing the work of researchers, school professionals, teacher educators and policymakers

Methods

- Searched online databases in education, public health, medicine and psychology for MI literature from 2014-2020, categorized articles by publication type and extracted key findings
- Searched the Internet for MI programs, curricula, materials, and other resources and categorized by "MI Wheelhouse"³
- Searched the Internet and drew upon our own expertise to identify pre-service and in-service MI trainings

Results

Literature	Resources	Trainings
<ul style="list-style-type: none"> • 356 articles • Include interventions (238), qualitative studies (35), practitioner-oriented articles (28), reviews (24), surveys (13), observational studies (12), instrument development papers (3), conceptual/theoretical papers (2), and economic analysis (1) 	<ul style="list-style-type: none"> • 67 resources • 60+ include non-academic breaks, opening activities or MI as a reward • 45 include technology • 21 include academic integration • 9 include interdisciplinary integration • < 5 include environmental or non-teacher directed strategies 	<ul style="list-style-type: none"> • Pre-service training identified in professional publications • In-service trainings identified through websites for professional organizations and advocacy groups • Trainings vary considerably

Discussion

- Further research needed on secondary schools
- Research should move away from self-reports and adopt observational methods
- Increased evidence needed on sustainability of implementation processes and outcomes
- There is sufficient MI literature to begin to develop a unified theory of MI
- Additional resources are needed to support lowest and highest levels of MI
- A more uniform and standardized training approach is needed for pre-service and in-service teachers

References

1. World Health Organization. Global action plan on physical activity 2018-2020: More active people for a healthier world. 2018. Geneva: World Health Organization.
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3. Moon J, Webster CA. MI (my) Wheelhouse: A movement integration progression framework for classroom teachers. *JOPERD*, 2020; 90(7): 38-45.