

KaPEhan: A Collaborative Virtual Platform for Learning During Leisure Hours

Julius Ceazar G. Tolentino, Don Honorio Ventura State University, Philippines

 <https://orcid.org/0000-0002-3728-3089>

Josephine Luz De Leon-Pineda, Don Honorio Ventura State University, Philippines*

ABSTRACT

This study explored the perceptions of pre-service physical educators (PSPEs) on the KaPEhan strategy, a collaborative virtual platform session to complement classroom-based instruction. This study made use of a qualitative action research design. The action undertaken was implemented among PSPEs of a teacher education institution in Pampanga, Philippines. A purposive sample of those who completed the sessions were asked to voluntarily participate in a structured interview. Aided by thematic analysis, findings revealed that the strategy was viewed positively by the PSPEs in terms of their academic and personal experiences. Although challenges such as conflicts in schedule and inevitable technical glitches were notable, the students recommended that more participants should be encouraged to participate and called for the continuity of the enjoyable sessions. The intervention may be a useful strategy that can be adapted by other teacher education institutions to ensure functional use of leisure time for learning.

KEYWORDS

Action Research, COVID-19 Pandemic, Leisure, Philippines, Virtual Learning

INTRODUCTION

The threat of facing the novel coronavirus resulting in the coronavirus pandemic (CoVid19) affected most schools, specifically the tertiary institutions, to uphold the continuity of teaching and learning. Considering the pandemic's circumstances on the educational system, the government and higher education institutions across the globe initiated various schemes to sustain teaching activities amidst the new setup (Ali, 2020). This pandemic has provided creative opportunities in the education sector to design activities that will maximize learning through worthwhile learning activities.

Since the restrictions in the pandemic halted the face-to-face operations of the universities in the country, ways to adjust to this situation were proposed and one of these is the conduct of virtual

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*Corresponding Author

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schools. Virtual school was initially utilized in the mid-1990s and is one of the most prominent methods of distance learning used. Distance delivery using the internet was the most accepted definition of a virtual school. Three forms of instructional delivery in virtual schooling were reported: independent, asynchronous, and synchronous (Barbour & Reeves, 2009). Also, the education institutions provided several learning opportunities to address the COVID-19 pandemic including online workshops, e-classes, and virtual training. These activities are all web-based (Sonali, 2020).

The implementation of contemporary distance learning contributed to the challenges that the stakeholders are currently facing. Several studies reported the barriers that prevent the improvement of the teaching and learning process in this new setup (Ali, 2020; Srichanyachon, 2014). Ali (2020), upon examining the continuity of the teaching and learning process during unaccustomed situations mentioned that implementing an online learning environment imposes a lot of challenges aside from technical issues. The teaching and learning process may also be subjugated to pedagogical and instructional challenges. Moreover, problems with internet connection are one of the unavoidable barriers that arose in the report of Srichanyachon (2014). The internet being down was hindering the learning process on either the student's or the instructor's end. Thus, delay in the instruction is inevitable. Also, the engagement of the students influences the learning process as they lose interest quickly. The teachers must initiate remarkable activities to capture their students' interest. In consideration of the foregoing situation, administrators were advised to aid and support to their faculty in the construction of creative instructional materials that would help to address the problem (Srichanyachon, 2014).

In contrast, one of the benefits brought by the pandemic was the opportunity for many educators to adopt online learning as Information and Communications Technology (ICT) became a driving force to transform the educational landscape all over the world (Ali, 2020). One Chinese university observed the implementation of online teaching and reported six instructional strategies to ameliorate the learning processes of the students upon the transition to virtual set-up such as emergency preparedness plans, dividing teaching contents into smaller units, accentuation of "voice" in teaching, working with teaching assistants and gaining support from them, strengthening students' active learning ability outside of class, and combining online learning and offline self-learning effectively (Bao, 2020). On the one hand, the online learning modality brings limitations to student learning because of the lack of face-to-face interaction and hands-on opportunities. One of the opportunities provided by this modality is the wider and more flexible venue for collaboration and learning. It allowed teachers, students, and experts to come to one virtual place regardless of their geographical location.

Reinventing learning opportunities in this pandemic challenged the education sectors on how to be creative and innovative. Using various virtual platforms provided a space for learners and teachers to continue learning. The utilization of online learning environments provided venues for collaboration while equipping learners with digital skills. These online platforms can be utilized to facilitate group problem-solving and develop communication skills. Moreover, educators can take advantage of the advantages of these platforms to make personalized learning scalable in large introductory classes (Johnson et al., 2014).

A webinar is defined by Gegenfurtner and Ebner (2019a) as a web-based seminar that is a method to connect the participants and speakers in one online platform regardless of their geographical locations. In this form of a forum, the attendees may interact with each other synchronously using voice-over Internet Protocol (VoIP) and a web camera (Gegenfurtner & Ebner, 2019a). Gegenfurtner and Ebner (2019b) further revealed that webinars are more effective in fostering knowledge compared to other modalities like face-to-face and asynchronous instructions. These web-based seminars may also be an effective instrument for learning and teaching for students and educators (Ramos & Soliven, 2020) It was further suggested that there must be a need for researchers to investigate the current status of technology in an educational context (Gegenfurtner & Ebner, 2019b). The total number of webinars hosted last March 2020 escalated to more than 330% and the number of participants doubled as well (Mayday, 2020). Ramos and Soliven (2020) also reported the experience of the participants

in the webinars they attended. First, the importance of audio-visual presentation was highlighted by the attendees to further assist the pace of learning of the students. Second, the interaction between the participants and speakers was mentioned to be more casual and lighter. Lastly, the mastery of the speaker was also considered an essential factor in learning in a web-based seminar. Due to these responses, it was found that webinars are vital in the learning of students in the virtual set-up during the pandemic. It is also a useful tool to widen their skills as well as to increase their knowledge of concepts (Ramos & Soliven 2020).

As learning takes place anywhere and anytime, additional learning during leisure hours can be seen as an opportunity to consider. Learning in leisure hours is being promoted specifically in different Leisure Time Centers (LTC) in Sweden (Jonsson & Lillvist, 2019). Haglund and Anderson (2009) revealed that amusement, learning, and development were all connected to the activities being administered to the LTCs. Social learning was also one of the considered benefits of Swedish LTCs which is significant in establishing good relationships between staff and students (Jonsson & Lillvist, 2019).

In this study, collaborative virtual platforms must be understood as a collaboration of students, teachers, alumni, and other stakeholders, to provide additional learning among students. In these virtual platforms, they can convene and talk about topics and updates in their field. Through this, it is aimed to increase learning, communication skills, and connection among those involved in the discussions. Peer learning activities as termed by Amhag (2015) revealed that these kinds of activities give the students more meaning and learner-centered experiences. In addition, the collaborative virtual platform through online webinars is a kind of community of practice where students, teachers, and other stakeholders and experts in the field meet and discuss various ideas; and highlight the interplay of participation and reflections on learning. In this regard, the collaborative virtual platforms referred to in this study can be in the form of webinars and discussion forums.

Objective

The researchers aimed to extract the meanings associated with the collaborative virtual platform for learning among physical education teacher education students relative to the context of flexible learning. Specifically, the following questions were sought: (1) What are the learning experiences of the participants in the collaborative virtual platform for learning during leisure hours? (2) What suggestions for improvement were recommended by the participants to enhance the CVPF experience?

METHOD

Research Design

This study aimed to determine the learning experiences of the participants in the collaborative virtual platform through the *KaPEhan* Sessions and improve its implementation. Qualitative action research was utilized as the design of the study as this was found to be appropriate for the objectives of the research. In action research, the researchers utilized a relevant intervention that will solve a problem efficiently and feasibly. It is a practical process that helps the researchers or practitioners to improve the implementation of the action or deemed solutions to the problem. Further, the qualitative approach of data gathering was also used as this method helped explore reasons and experiences of learning occurrences.

Further, Manfra (2019) said that the key value shared by action researchers is the respect for individuals' knowledge and ability to understand and address issues confronting them and their communities. Also in their work, it was mentioned that collaboration leads beyond community and organizational changes, but more to personal changes. This can happen as the action researchers reflect on their experiences and acknowledge how these experiences can personally and professionally change them.

Participants

The informants included in this study were 12 pre-service physical educators selected purposively based on the following set of criteria: a) participated in at least six (6) organized collaborative virtual platform sessions; b) a student majoring in PE who can provide an extended narration of their lived experiences during the CVPS; and c) consider the CVPS as a helpful mechanism to facilitate an extended teaching and learning experience grounded on a sense of volunteerism to willingly participate. The determination of the informants was governed by the principles of saturation in data collection where certain responses came to a repetitive point.

Action

The concept of collaborative virtual platform session (CVPS) was conceptualized by the authors from a teacher education institution (TEI) of a state-funded university situated in the province of Pampanga, Philippines. The said institution adopted a flexible distance learning scheme where multimodal approaches were provided for various categories of learners. The CVPS was titled *KaPEhan with KaPEMS*, connoting the Filipino term “*kape*” to mean “coffee” which is symbolic of a leisure construct of learning while in a state of relaxation and comfort. The letters PE in “*KaPEhan*” is an acronym that stands for “Physical Education” as the CVPS is primarily intended for pre-service physical educators. On the other hand, the acronym “PEMS” in the word *KaPEMS*, is an acronym for the Physical Education Majors’ Society, the student organization that facilitates the conduct of CVPS in collaboration with the teachers and university administrators. The goal of the CVPS could be observed well in the description of the program retrieved from the project proposal:

The KaPEhan with KaPEMS was perceived to enhance the theoretical know-how of our PE majors through the organization of activities such as peer mentoring sessions, faculty-guided activities, and alumni talk, among others. Connotatively, the act of drinking coffee is a seemingly philosophical representation that the activities provided are held only during leisure hours so that the learning processes are enjoyable and meaningful, and entails no pressure to mandatorily attend as they are voluntary and free from any registration fee – the only requirement is that an attendee must be a bonafide student of the BPEd program.

As of the First Semester of the Academic Year 2021-2022, PEMS was able to organize twelve (12) sessions aligned with the academic needs of the students to augment their existing knowledge acquired from their program through a Needs Assessment Analysis.

In particular, the “Practical Framework to Design Educational Webinars” (Reyna et al., 2020, p. 266) was adopted as the implementing framework for the conduct of the *KaPEhan*. Reynal et al. (2020) pointed out six (6) significant elements in designing effective educational webinars: (a) “pedagogical and instructional strategies”, (b) “lecture content”, (c) presentation style, (d) the “platform” to be used, (e) “netiquette” to be employed, and (f) evaluation. Considering all these elements will all contribute toward a meaningful learning experience for students who participate in a webinar, such as the *KaPEhan* session.

Instruments and Data Gathering Procedure

A semi-structured interview was used to gather information on the lived experiences of the informants during their participation in the CVPS. The semi-structured and open-ended interview questions were developed based on the set objectives of the phenomenological inquiry. The interview protocol was validated by three (3) experts in the field of social sciences, education, and qualitative research. Some of the questions asked were geared toward asking the informants to describe their experiences in the CVPS dubbed as “*KaPEhan sessions*” and their motivations to participate. The informants were interviewed via a video-conferencing application during their available time. Only those who

Table 1. Contextualization of the Elements of the KaPEhan based on the Practical Framework to Design Educational Webinars (Reyna et al., 2020)

Elements	Description
Pedagogical and Instructional Strategies	The pedagogical approach of active learning was adopted in the holding of the <i>KaPEhan</i> . Inquiry-Based Learning (Konokman & Yelken, 2016) was considered in the delivery of the sessions to promote more active learning that puts into play the role of the learners in the learning process.
Lecture Content	The contents were an outgrowth of the needs assessment analysis conducted by the teacher-facilitators. These were translated as topics with specific objectives. The webinars last between 60 to 90 minutes. The content was also patterned from the course content that needed further enhancement or topics not covered in the curriculum but found essential.
Presentation Style	The invited experts used colloquial language in delivering the lecture content. This is to establish a more relaxing vibe as students attend and participate. Also, publicity materials, slide presentations, and other visual materials were designed appropriately and creatively.
Platform	The Zoom Cloud Meeting Teleconferencing Platform was used to host the webinar sessions of the <i>KaPEhan</i> . Students who cannot attend via Zoom can watch alternatively via Facebook Live.
Netiquette	Hosts and co-hosts were made available at the onset of the session. This is to monitor chat boxes (Zoom) or comments (Facebook) to verify students' digital citizenship. Netiquette rules are posted during standby and are reiterated by an assigned moderator.
Evaluation	Methodological triangulation was employed to evaluate the program as an institutionally available evaluation tool in the conduct of student activities (such as webinars), comments, suggestions, and informal interviews among participants.

agreed to participate were included in the study. The procedures and protocols employed in this study were governed by the principles of ethics in the conduct of research.

Data Analysis

The qualitative data gathered were analyzed through thematic analysis using the model of Braun and Clarke (2019). The researchers familiarized themselves with the transcribed data from the interviews. Interesting features of the transcribed data were highlighted and collated into relevant codes. The codes with commonalities were grouped into themes. The developed themes were defined and provided with accurate names. Lastly, the themes were incorporated into the discussion of the results of this study.

Establishing Trustworthiness

In establishing trustworthiness, this research was guided by Lincoln and Guba (1985) in terms of well-defined criteria that need to be established such as (a) “credibility”, (b) “transferability”, (c) “dependability”, and (d) “confirmability.” To establish credibility or confidence in the data and findings, prolonged engagement as active implementers was observed and member checking was employed.

FINDINGS AND DISCUSSION

This qualitative action research aimed to describe the experiences of the participants in the *KaPEhan* sessions conducted virtually during their leisure hours. This study was anchored on the call for innovative interventions to supplement online learning triggered by the pandemic. In the setting of the study, the implementation of online learning was new to students but was forced to adopt this modality to make learning continuous for everyone. One of the researchers of the study was the implementer of the action for the student body which he serves, while the other researcher observed and analyzed the implementation and the data gathered. The two researchers combined their observations, analysis, and experiences on the intervention for the reflection and inputs towards the improvement of the action.

In the analysis, the researchers were able to identify three themes about the participants' experiences in the *KaPEhan* sessions, namely academic and personal experiences, challenges, and suggestions. These were further validated by asking the participants to confirm the findings of this study.

Theme 1: Academic and Personal Experiences

This theme was named academic and personal experiences as these described how the participants perceived the significance of their participation in the *KaPEhan* sessions in their academic and personal life. As the analysis progresses, the researchers were able to identify two (2) subthemes: venue for new learning opportunities, and venue for worthy use of leisure time.

Subtheme 1: KaPEhan Session as a Venue for New Learning Opportunities

One of the goals of Teacher Education Institutions (TEIs) is to provide rich and vast learning opportunities to their future teachers to be capable and equipped for their future careers. The *KaPEhan* sessions were described by the participants as a venue for them to learn new things as they helped them enhance and update their technical and theoretical know-how in their specialization.

- **Increase content and pedagogical knowledge:** As the sessions aimed to increase the content knowledge and pedagogical know-how of the participants, it was clear that these were achieved in the *KaPEhan* sessions. Participants were one to mention that this learning activity helped them learn more about their specialization and ways how to deliver the instruction.

The KaPEhan sessions have always been providing students with opportunities to improve the theoretical know-how of the pre-service physical educators of the university and each of the parts and segments of it has been meaningful. (P8)

The timely conduct of this webinar series helps us, PE majors, to learn more in our field of specialization. Since the pandemic affects our education system, this activity provides meaningful sessions because of the highly recognized speakers in different fields. (P5)

Additionally, the participants mentioned that the sessions provided them the much-needed information which they did not learn inside the classroom, and some concepts were clearly understood as they were explained in the *KaPEhan*. Hence, the sessions provided supplementary information to increase and deepen understanding.

Each session was carefully selected for students to append their theoretical know-how specifically in the field of Physical Education. There were topics selected for this session that were not discussed in our enrolled courses, which I think, can magnanimously be of great use in our chosen careers in the future. (P8)

Gupta and Sengupta (2021) supported the inclusion of webinars in higher studies as web-based classes are very useful for the continuation of the student's education process specifically during the scenario of social distancing. Students perform better than those from the conventional classes when they are engaged in webinar-like sessions, like *KaPEhan*, as you put them in a place where they can effectively understand the lesson (Lectures, 2019). In addition, this provides extra courses despite the geographical distance which helps students widen their skills and understanding in their field. It also allowed them to acquire new knowledge and skills that supplement and complement their main field of study.

- **Opens worthwhile conversations and communication lines with experts:** The *KaPEhan* sessions provided a venue for the participants to communicate with experts. The sessions were kept organized yet the atmosphere was set to allow everyone to freely participate in the sessions. They were given opportunities to ask questions and share their experiences related to the topic of each session.

The *KaPEhan* sessions allowed the participants to have open discussions after the discussion. Participants acknowledged that the open forum portion allowed them to converse with the experts, ask questions for clarification, and reflect on the key takeaways of the students:

The open forum also clarifies the queries of the students in their learning, and it enlightens their questions in their minds. This part of the program also gives the opportunity to make a worthwhile conversation between the participants and the speakers. (P5)

Through these webinar-like sessions, one can be placed with a professional willing to share their insights and knowledge (Institute of Entrepreneurship Development, 2019). Opportunities provided by the *KaPEhan* session can reach out to more people and empower connections (Lectures, 2019).

- **Preparation for future career and licensure examination:** The participants said that it not only provided them with a deeper understanding of the content, but the *KaPEhan* sessions also served as means to prepare them for their future careers as well as for their anticipated board examination. One of the preparations for preservice educators is not only their teaching career but also passing the Licensure Examination for Teachers administered by the Professional Regulation Commission (PRC). As each institution finds ways to help students prepare for this examination, the *KaPEhan* sessions provided them also with the current issues and trends that are necessary for them to be updated and informed.

...I think will be helpful for us in our professional work as well as in taking the Licensure Examination for Teachers. (P4)

In overall experience, KaPEhan has a lot of contribution in my future career because it is all about the skills and knowledge that the PE major students need to possess. (P1)

Subtheme 2: Venue for Worthy Use of Leisure Time

The pandemic, the work-from-home, and the online learning modality confined the teachers and students to be in the comfort of their homes. While there are limitations on mobility, the various virtual platforms created a new learning environment and venue for everyone to convene in one virtual place regardless of their geographical location. From here, the *KaPEhan* sessions were seen to be opportunities to utilize leisure time for learning. The participants said that these sessions are worth spending time with.

- **Interesting and entertaining:** The *KaPEhan* sessions were interesting and entertaining according to the participants. This was also one of the reasons why they keep on coming back to attend the sessions.

...KaPEhan is very interesting and helpful. (P1)

It (KaPEhan Sessions) is also in a form of leisure activity which catches the interest of the participants. (P2)

I kept on coming back because the topics are really good and interesting. I am always excited to attend the KaPEhan because I know that I will learn a lot from the speakers. (P5)

- **Relaxing ambiance:** While the participants find the sessions interesting and entertaining, they also find the virtual atmosphere to be relaxing. It was not stressful to hear with and learn with. Hence, this made them comfortable attending the sessions.

Going to classes from 8AM to 5PM is very exhausting for the students especially if there's no break. Attending KaPEhan after classes is like a breath of fresh air. No pressure is being passed to us which makes my learning process more active and effective. (P2)

Theme 2: Challenges Encountered

Participants have identified some weaknesses observed and experienced in the KaPEhan sessions.

- **Time/schedule conflicts with other schedules:** Among the challenges experienced by the participants were those who were not able to attend the sessions regularly because of the conflict of schedule. This was because there were scheduled online classes during the sessions and only those who have vacant time may attend them. Hence, it was found in this study that there were students who wanted to regularly attend the sessions but cannot participate because of their scheduled classes.

One weakness of KaPEhan is when sessions have conflicting schedules to the students. They missed the sessions because they needed to attend their classes. (P4)

- **Uncontrollable Technical issues:** Since the sessions are done virtually, the weaknesses identified were the internet connection of the operators, moderators, and participants.

*The only weakness of these sessions that I consider is maybe the technical issues being encountered. But that I think is uncontrollable, and is given already since the sessions were taking place virtually. (P8)
For me, the weakness of this activity is the unstable connection of the OBS operator, and I think that's inevitable. (P5)*

Though attending webinars like this is convenient to attend, technical issues were one of the common problems in this type of platform. This required participants to have a good connection, compatible equipment, and technological skills (Why Webinar, 2022).

Theme 3: Suggestions for Improvement

As the design of the study suggests, it is important to determine the inputs from the participants on how the KaPEhan sessions may be improved. The participants suggested continuously organizing sessions that will engage students in worthwhile learning. Two highlights of their responses are: (1) encourage more students to participate; and (2) continue enjoyable sessions.

- **Encourage more students to participate:** As the sessions were done regularly, the participants suggested motivating students to attend the sessions by addressing the identified weaknesses.

KaPEhan sessions are accessible for everyone because you can watch it live on Facebook but there are times when some students missed the session due to schedule problems. I recommend it to hold KaPEhan sessions when 70% of students are available or the targeted students in the session are free. (P3)

Participants found the sessions as a venue for worthwhile learning, and they served as a preparation for the licensure examination. It was suggested that one way to increase participation is to open the platforms not only to the physical education majors but also to other teacher education programs and other universities offering the same program.

Encourage the students to participate more in Kapehan sessions. I also think that we should open it not only to the BPEd students of our university but to other universities/campuses that are offering BPEd programs. (P4)

A more specific suggestion was to focus on providing webinar sessions to graduating students to give them more preparation experiences for the coming teachers' licensure examination.

As mentioned, the KaPEhan sessions have always been exquisitely great in what they do. Maybe I could recommend for this webinar sessions to focus more on the needed topics especially by the graduating students just like a webinar about what is expected of the Licensure Examination for Teachers, in preparation for their upcoming LET taking. (P8)

- **Continue enjoyable sessions:** As most of the participants of the study identified positive attributes of the *KaPEhan* sessions, most of them only have good words for it. However, determining other recommendations, they were one in saying that the organizers must continue providing enjoyable sessions.

Just continue giving quality education through this type of platform. (P5)

As of now, my only suggestion is to continue the great and enjoyable KaPEhan sessions. (P6)

Reflection and Inputs for the Next Cycle

As educators, it is imperative to devise mechanisms and innovative strategies that will provide learners with a myriad of opportunities to learn, explore, interact, and collaborate. The teacher-researchers realized that even amidst a pandemic, the possibilities in the educational landscape are endless. The *KaPEhan* sessions were viewed by the student-participants as useful platforms to learn topics that are of interest to them and are steppingstones for their future profession as teachers. Therefore, topics must be carefully selected based on the needs of the learners, the curricular demands, and professional development.

The teacher-researchers further realized the significance of collaboration between and among the internal and external stakeholders of an institution. This platform became an avenue of intellectual exchanges on topics that are grounded on a common interest from the experts to the student-participants. This manifested that "bringing minds together" could be feasible and beneficial through the organization of after-school sessions like *KaPEhan* to bridge the gap between theory and practice, from practitioners in the field to pre-service teachers. This was observed by the teachers as students got engaged in the discussions through the aid of chat boxes, emoticons or reactions, and when being recognized to speak.

Ultimately, from the lens of the student-participants, the program was viewed as a time well-spent. Although, it cannot be denied that like other virtual curricular and extracurricular activities, challenges were still evident and seemed inevitable. For prospective cycles, the *KaPEhan* could be

a sustainable undertaking and can be expanded and remodeled depending on the contextualized modality that will be implemented. The positive remarks indicated its effectiveness as a program aimed to merge the dichotomic relationship between studying and leisure.

IMPLICATIONS

Online learning calls for opportunities that provide expanded learning experiences among students. With the changes in the learning modalities in the education sectors, teachers were left with challenges on how to maximize learning with the tools and availability of the situation. This is where the study is situated. The researchers determined activities on how to take advantage of the situations despite the challenges of the online learning modality. The collaborative virtual platform through the *KaPEhan* sessions was conceptualized and implemented. With this intervention, the researchers aimed to determine the perceptions and experiences of the students who participated in the sessions. Further, the findings would provide meaning and direction on the value it provided among the participants and how this can be improved in the next cycle of its implementation.

The findings of the study revealed positive impressions among the participants as viewed from their learning experiences. The first theme identified was focused on the learning impressions of their academic and personal experiences. Accordingly, it was found that the *KaPEhan* sessions provided a venue for them with new learning opportunities such as improving their content and pedagogical knowledge in Physical Education, communication with experts, and a means to prepare for their anticipated licensure examination for teachers. It was also determined that the sessions are worth their leisure time. Their leisure time was turned into worthwhile learning activities, and it does not provide academic pressure. Notably, it can be taken from the sessions that to be able to provide meaningful learning experiences among students, the topics must be well-selected based on the trend and needs of the students. The organizers of such activities must assess the curriculum content and determine the content and pedagogical problems and the current issues in the field that can be addressed in these kinds of sessions. As these sessions were identified as opportunities to prepare students for licensure examinations, teacher education institutions may adapt this activity in preparing their students for their board examinations. Students will keep on coming back to the sessions when they find them meaningful, interesting, and relaxing, hence, sessions with similar objectives must ensure that the activities will provide coherent content and the atmosphere does not provide academic pressure.

There were also identified challenges in the conduct of the *KaPEhan* sessions namely the schedule and the uncontrolled technical issues. The sessions were done in the afternoon when most of the classes are finished, to provide chances for students to attend them when they are available. However, there were still few classes scheduled during those times. Also, as the sessions were done online, there were technical issues encountered particularly the internet connection. With this, it must be noted the importance that the sessions must be recorded and if possible be streamed online. This will provide opportunities for those who were not able to attend the sessions to watch the recordings or the live stream on their respective social media page.

Suggestions from the participants to improve the conduct of the *KaPEhan* sessions will be integrated into how to improve the next cycle of the implementation.

Also, this study must be viewed considering its scope and limitations, as the results of this action research cannot be generalized. However, practitioners and future researchers may adopt or adapt the action done by the researchers to provide a venue to expand student learning opportunities and prepare them for their respective careers.

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Julius Ceazar G. Tolentino is the chairperson of the Department of Physical Education and the Concurrent Coordinator of the Research Management Unit of the College of Education, Don Honorio Ventura State University, Bacolor, Pampanga, Philippines. He is currently completing his coursework for the degree, Doctor of Philosophy in Curriculum and Instruction at the Philippine Normal University-Manila (The National Center for Teacher Education). He finished his International Continuing Professional Education Program titled "Continuity of Education – eLearning Philippines" from the Texas International Education Consortium, based in Austin, Texas, United States of America, via the Scholarships for Graduate Studies Abroad and International Relations of the Commission on Higher Education, Philippines. He also received the following degrees: Master of Science in Human Movement Science from the University of the Philippines Diliman (2021); and Master in Physical Education and Sports from the Bataan Peninsula State University, City of Balanga, Bataan, Philippines (2016). His research interests include physical education pedagogy; research and development; cultural studies; and human movement science with an emphasis on leisure.