



Educación Física remota: juegos motrices e inteligencia kinestésica durante la pandemia COVID-19/Remote Physical Education: motor games and kinesthetic intelligence during the COVID- 19 pandemic [

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Analítica

In the context of the pandemic, Physical Education in Ecuador, as well as other subjects, have worked through interdisciplinary projects under the project-based learning methodology. The objective of this research was to verify to what extent motor games in remote Physical Education influence the development of kinesthetic intelligence of schoolchildren in a particular educational institution in Quito. It is framed in a quantitative paradigm, corresponding to a quasi-experimental design of descriptive and transversal character, with pretest and post-test measures, without control groups. The sample consisted of 22 students in the third year of General Basic Education. The inclusion parameter was established as being enrolled and attending the virtual classes of Physical Education. An instrument was constructed with an estimation scale of the dimensions for kinesthetic intelligence of the adaptation of Gardner's test: use the body movements as the main tool of expression [UMCPHE]; show sports and athletic skills [MHDA]; enjoy participating in dance and dramatic art activities [DPADAD]; show ability in performing manual work and using tools [MHRTMUH] and learn better when the body is involved in the activities [AMCIA]. This study showed that innovative strategies based on motor games through remote Physical Education are an alternative to encourage the improvement of kinesthetic intelligence, in addition to the fact that Physical Education has had to be transformed in terms of the use of appropriate teaching strategies, reflecting that kinesthetic intelligence is transcendental, because it has a significant impact on the development of the intellectual capacity of students in their level of self-esteem and generation of autonomy towards motor games

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