

PREFACE TO THE EDITION

It is with great pleasure that we present the inaugural issue of the *Eduschool Journal of Physical Education Research Studies (EJPERS)*, a scholarly platform dedicated to advancing research, innovation, and critical discourse in the field of physical education. As contemporary education increasingly recognizes the importance of holistic development, physical education has emerged as a vital domain that nurtures physical competence, cognitive growth, emotional well-being, and social responsibility. This first issue of EJPERS reflects that evolving vision by bringing together research that bridges pedagogy, practice, technology, and learner-centered development in physical education settings.

The articles featured in this issue collectively explore transformative approaches that are reshaping the landscape of physical education. A significant theme emerging across the contributions is the movement from traditional teacher-centered instruction toward more participatory, reflective, and student-centered pedagogies. The comparative study on direct instruction and inquiry-based teaching provides important insights into how different instructional models influence student engagement and physical literacy, highlighting the complementary strengths of varied pedagogical approaches. Similarly, the investigation into the transition from traditional physical education to the Sport Education model examines institutional readiness and pedagogical transformation, emphasizing the importance of teacher preparedness and organizational support in educational reform.

Another major contribution of this issue lies in its focus on assessment and feedback as drivers of meaningful learning. The study on formative assessment strategies demonstrates how structured feedback systems, self-assessment practices, and peer evaluation can significantly enhance motor proficiency, tactical understanding, and metacognitive awareness among learners. Complementing this perspective, the research on teacher feedback quality illustrates the critical role of timely, specific, and constructive feedback in fostering student motivation and performance within sport-based curricula. The issue also highlights the growing relevance of collaborative and socially responsive learning environments in physical education. The article examining peer teaching and cooperative learning underscores how student-centered instructional strategies contribute not only to skill acquisition but also to social competence, teamwork, and positive peer interaction. These findings reinforce the idea that physical education serves as a powerful context for social and emotional learning alongside physical development.

In addition, this issue addresses the increasing integration of technology in educational practice. The study on technology-enhanced pedagogy explores the impact of video analysis tools and wearable technologies on teaching effectiveness, student engagement, and self-regulated learning. Importantly, the findings remind educators that meaningful technological integration must remain grounded in pedagogical purpose rather than technological novelty alone.

Taken together, the contributions in this inaugural issue reflect the dynamic and interdisciplinary nature of contemporary physical education research. They emphasize evidence-based practice, learner engagement, inclusive pedagogy, and innovative instructional design, offering valuable implications for teachers, researchers, curriculum developers, and policymakers alike.

As EJPERS begins its academic journey, we hope this journal will become a vibrant forum for scholarly exchange and a catalyst for advancing quality research in physical education and related disciplines. We extend our sincere gratitude to the authors, reviewers, editorial board members, and all contributors whose dedication and scholarly commitment made this first issue possible.

We warmly welcome readers, researchers, and practitioners to engage with the ideas presented in this issue and to join us in strengthening the future of physical education research and practice.

Chief Editor

Dr . Metilda Thomas

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