

EXPERIENCE OF STUDENTS FROM DIFFERENT TRAINING PROGRAMS IN CO-TEACHING THAT INTEGRATE PHYSICAL ACTIVITY INTO LEARNING IN ELEMENTARY SCHOOL

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Abstract

This action research was conducted in the qualitative paradigm. The study examines pre-service teachers' experiences from co-teaching "movement-based learning" (MBL) programs in elementary schools. Ten students from the "Physical Education Training Program" (PETP) and thirty from the "Elementary School Teaching Training Program" (ESTP) participated in the research. The research rationale is based on the concept that Movement is a natural way for children to explore and learn. Using the natural connection between movement and learning by incorporating physical activity into lessons makes learning more fascinating and effective. The research tools included: Twenty observations of lecturers in the lessons taught by the pre-service teacher, a reflective diary that students wrote after each lesson, and semi-structured interviews with ten students. The research questions were: What are the experiences of a pre-service teacher from co-teaching "movement-based learning" in elementary school? How can integrating movement into learning improve pupils' understanding of academic materials? Analysis of the research findings raised three themes: students' satisfaction with the co-teaching experience and the contribution to the pupils; a sense of success and self-realization from the benefits for children with learning disabilities and a sense of empowerment with the mentors' positive evaluation during the co-teaching MBL." It was found that the students' experience of co-teaching the MBL was mainly an experience of satisfaction, empowerment, and professional development. The research conclusions indicate that co-teaching promotes quality integrative teaching. Also, there is beyond the importance of the health aspect of physical activity; it contributes to active and effective learning for pupils in general and pupils with learning disabilities in particular. This study hopes to contribute insights to students and teachers to improve the quality of elementary education and promote movement-based teaching methodologies.

Keywords: co-teaching, pre-service teacher, physical activity, Higher education, Elementary School, Movement-based learning

1. INTRODUCTION

1.2 Co-teaching

The definition of Co-teaching is Two or more teachers who plan, construct and evaluate one or more subjects. Another definition is Providing substantial instruction to a diverse or combined group of students by two or more professionals in one physical space" (Cook & Friend, 1995).

Different countries are exploring other options for promoting educational innovation through the professional development of teaching staff. One of the possibilities for achieving this goal is co-teaching and its forms, which are constantly evolving. An analysis study surveyed 19 articles published between 2019 and 2020 in the context of co-teaching and found several themes: "co-teaching effectiveness," "problems and obstacles," "methods of and with co-teaching," "teachers' roles and relationships," and "special educational needs" (Veteska et al., 2022, p. 118).

Co-teaching has many advantages. Co-teaching can significantly enhance the quality of teaching in "teachers' cooperation", in the classroom. When two teachers collaborate, they bring diverse perspectives, teaching styles, and expertise to the table. This can lead to more comprehensive lesson plans, creative teaching strategies, and a greater variety of instructional approaches. As a result, students may experience a richer and more engaging learning environment catering to their needs and preferences (Lock et al., 2018).

The self-study of Salfati & Kleiman (2023) examined their experience of leading co-teaching between pre-service teacher and their mentors. The study found that there was resistance to co-teaching in the first stage. But, as the students experienced in practice, they began to internalize the idea of joint teaching and benefit from it for the students.

Co-teaching provides an excellent opportunity for professional development, especially for less experienced or service teachers. When working alongside an experienced co-teacher, they can learn new teaching techniques, classroom management strategies, and effective ways to differentiate instruction. The feedback and guidance they receive from their co-teacher can help them refine their teaching skills and gain confidence in the classroom (Samuels, 2015).

A study examining the impact of co-teaching on coaching teachers found that the co-teaching experience positively affected teachers' professional development, brought new energies, and provided a catalyst for renewal and broadening of horizons (Gallo-Fox & Scantlebury, 2016).

Co-teaching allows for more individualized attention and support for students with diverse learning needs. Inclusive classrooms, where students with different abilities and learning styles are present, can benefit greatly from co-teaching. Teachers can address students' varying needs more effectively and provide personalized support to help each student. A systematic literature review focused on co-teaching and inclusion in mathematics education where two teachers share responsibility for the mathematical learning of students who need special education. The findings showed that co-teaching can contribute to spatial inclusion in mathematics education, implying that all students can be taught in the same class. (Gardesten, 2023).

A meta-synthesis was conducted on co-teaching by general and special educators working with students with and without disabilities in primary and secondary general education classrooms. The Findings of this study suggest that school personnel, researchers, and policymakers can consider co-teaching as a learning context for co-teachers and a dynamic framework that can potentially foster effective instruction for all students in the co-taught classroom. With two teachers in the classroom, co-teaching can lead to improved classroom management. Teachers can take on different roles, such as leading the instruction and providing support or small-group instruction. This dynamic can help maintain a positive and focused learning environment, reducing disruptive behaviors and maximizing instructional time (Strogilos et al., 2022).

Despite the advantages of co-teaching, some challenges and difficulties must be faced, such as: finding time to plan the lesson and provide feedback, coordinating expectations and cooperation, and more.

A study conducted in the state of Colorado examined the perspectives of general and special education teachers regarding the barriers to implementing co-teaching in inclusive classrooms .

The results found that the following factors are considered significant by primary school teachers in general and special education: lack of a common vision of common teaching; Lack of planning for joint teaching time; Lack of effective teaching supervision and establishment of clear expectations; and insufficient opportunities for professional development (Alnasser, 2021).

1.2 Movement-based learning

"Movement-based learning" refers to an educational approach emphasizing active movement and hands-on experiences as a central part of the learning process. This approach recognizes the close connection between physical activity, cognition, and learning, and it leverages movement to enhance students' understanding and retention of information (Donnelly et al., 2016). A statistical review found a significant positive relationship between physical activity and cognitive function in literature dealing with the relationship between movement and learning among children. A holistic approach emphasizes the connection between body and mind. These findings are essential in educational systems because many children's learning days are devoted to cognitive activity (Sibley & Etniel, 2003).

Engaging in regular physical activity has been shown to have a profound effect on the structure and function of the brain. Physical activity increases blood flow and oxygen supply to the brain and encourages the growth of new neurons and synaptic connections. In addition, exercise stimulates the

release of neurotrophic factors, such as brain-derived neurotrophic factor (BDNF), which supports neuronal survival, growth, and plasticity (Walsh et al., 2020).

Researchers who examined the implications of brain research on learning emphasized the relationship between the movement centers in the brain and cognitive activity and between the control of motor functions and the ability to think (Erickson et al., 2015). Studies conducted in the last decade also examined the effect of physical activity on the structure of the brain and cognitive functions to understand how healthy behavior promotes effective functioning in the context of learning. These studies also found that physical activity has a significant positive effect on children's cognition. It was also found that the cognitive performance of children with high physical fitness was better than that of children with low physical fitness. Various studies also examined the relationship between movement and academic achievements and found a positive relationship between physical activity and academic achievements (Kolovelonis & Goudas, 2023).

Physical activity also has a positive effect on memory and learning. Studies show that aerobic exercise, in particular, can improve spatial, episodic, and working memory. Exercise-induced BDNF release facilitates the formation and consolidation of memories, making learning more effective (Lambourne, 2006). Another study examined the effect of physical activity on academic achievement. The study found a difference between the achievements of students who combined physical activity with learning and students who studied traditionally. In the tests given to the students immediately after the learning combined with physical activity, more significant progress was detected in reading and mathematics compared to students who studied traditional learning. For example, in a lesson that dealt with connection exercises, students who learned while doing physical activity by jumping between numbered boxes were more successful than students who learned the connection exercises by marking boxes on paper with a pencil. A recent study used a group randomized controlled trial design with an acute trial. Two whole classes of students (one from the 4th and one from the 5th grades) were randomly assigned to each of the three groups. Group 1 students participated in cognitively challenging physical activity games, Group 2 students participated in activities to develop their health and fitness, and Group 3 students were the control group without physical education. The results of this study indicated that cognitively challenging physical activity games could be an effective means of improving executive functions and motivating students to engage in interesting and enjoyable forms of physical activity. (Watson et al., 2017).

Studies that examined thinking mechanisms found a connection between the movement centers in the brain, cognitive activity, control of motor functions, and thinking ability (Hanford, 2000).

Many physical activities in the classroom encourage teamwork and collaboration. Group activities and games foster student communication and cooperation, promoting social skills and problem-solving abilities. A study conducted during COVID-19 examined the relationship between Malaysians' mood, physical activity, coping, and mental health. A cross-sectional study was conducted using an online survey with self-administered questionnaires. The study found that there were significant path relationships between mood, physical activity behavior, coping, and mental health (Yew et al., 2022).

Learning based on physical activity can be integrated into various academic subjects, including math, science, language arts, and social studies. In practice, both kindergarteners and teachers who teach theoretical subjects choose tasks that incorporate body movement to promote academic learning in kindergarten or the classroom (Ben-Ari, 2002). Sometimes, physical education teachers also integrate academic tasks, such as enriching vocabulary, measuring achievements, or calculating averages (Minton, 2003).

The relationship between physical activity and academic achievement is well-established and positive. Engaging in regular physical activity has been shown to have numerous cognitive benefits, such as improved attention, memory, and problem-solving skills. When students participate in physical activities, their brains receive increased oxygen and blood flow, promoting better brain function. Additionally, physical activity helps reduce stress and anxiety, which can harm academic performance. Furthermore, physically active students often exhibit better discipline and time management skills, leading to more effective study habits. Incorporating physical activity into a student's daily routine can

contribute significantly to their academic success and well-being. Additional studies on the health benefits of physical activity found that physical activity also positively affects academic achievement (Strong et al., 2005).

Physical activity has been found to contribute to improvements in ADHD, which leads to improved learning abilities. Physical activity increases the production of neurotransmitters such as dopamine and norepinephrine, which play crucial roles in attention processes (Cook & Heinrich, 2015).

Recognizing the benefits of physical activity in promoting learning processes, many educational institutions have begun implementing programs that include physical activity in their curriculum. Incorporating physical activity into the school day has shown promising results regarding academic performance, classroom behavior, and general well-being. Strategies such as activity breaks, physical education classes, and MBL activities can optimize the learning environment and promote student engagement (Cooper et al., 2016).

However, the majority of children and youth (CYP) (85%) worldwide are classified as inactive because they do not meet the "World Health Organization" (WHO) physical activity recommendations (Guthold et al., 2020). To promote more physical activity, the WHO proposed a program in 2018 of "Healthier People for a Healthier World." The WHO suggests that children and teenagers should exercise at moderate to high intensity for at least sixty minutes a day on average throughout the week (World Health Organization, 2010; 2019).

2. MATERIALS AND METHODS

2.1 The research method

This study was conducted in the qualitative paradigm. The method was chosen due to the advantages of the qualitative paradigm for understanding the students' experiences who participated in the study. "Qualitative research" is a method used to gain an in-depth understanding of complex phenomena and explore individuals' or groups' experiences, beliefs, perspectives, and behaviors. Qualitative research primarily relies on non-numerical data, such as interviews, observations, focus groups, and open-ended surveys, to gather rich and detailed information. Qualitative research aims to generate comprehensive insights and explore the nuances and intricacies of the subject under study. Qualitative research allows researchers to delve deeply into the experiences and perspectives of participants. By using open-ended questions and flexible data collection methods, researchers can capture nuanced and detailed information that comprehensively explains the phenomenon being studied. (Queirós et al., 2017). "Action research was chosen due to its suitability for this research which examines an action carried out in schools to improve learning through integrating movement in teaching. Action research" is a methodology of professionals such as teachers and academic lecturers. The purpose of action research is to improve practice and address practical problems or challenges they encounter in their work environment (McNiff, 2016). Action research was chosen for this study due to its practical relevance. The findings and recommendations of such research directly apply to the specific context in which the research occurs, leading to tangible improvements in practice.

2.2. Research questions

- What are the experiences of a pre-service teacher from co-teaching "movement-based learning" in elementary school?
- How can integrating movement into learning improve pupils' understanding of academic materials?

2.3. Field of research and procedure

A study was carried out at a teacher training college in Israel with the cooperation of students from two different training programs and with the collaboration of elementary schools. This follow-up study examined students' experiences of learning.

in a joint course, MBL. Co-teaching became possible after the students studied in the first semester in a shared course for students from both training programs and jointly developed a teaching unit for students

in an elementary school. The research began in the second semester when the students were asked to co-teaching different disciplines in combination with physical activity. Two lecturers from the college and the person in charge of evaluating the course watched the lessons taught by the students. They provided their comments both on the academic content and on the way the physical activity was carried out throughout the lessons. At the end of each lesson, there was a feedback meeting with each pair of students. Furthermore, each student kept a diary reflecting on the shared teaching experience.

2.4 The research rationale

The phenomenon of prolonged sitting, characteristic of modern Western World schools, is similarly prevalent in most primary schools. During the school day, children are required to sit in their places and perform tasks without moving their bodies. A substantial number of studies have examined the practice of prolonged sitting in terms of health and learning abilities, finding physical activity highly beneficial for learning processes. While primary school teacher trainees specialize in teaching different subjects, they must acquire professional tools for incorporating physical movement into their lessons. As a rule, each training program in an education college has its unique systematic study plan, while students from different training programs are not necessarily exposed to the contents studied by their peers. This brought up the idea of co-teaching between PSTP and PETP trainees.

An integrative teaching-learning experience that combines different fields of knowledge can contribute to a better understanding of the material, as it provides a variety of perspectives on the subject. The current study is unique in that it is carried out for the first time in this college and examines students' experiences from two essentially different training programs in co-teaching in an elementary school.

2.5. Research tools

- Observations of twenty videos documenting lessons taught by the students.
- Reflective diary written by each student at the end of each class they taught. The diary was presented in a personal blog on the college website.
- Semi-structured interviews with ten students, of whom five specialize in Physical Education teaching and five in various disciplines of elementary school teaching.

2.6 Participants

- Thirty 3rd year students from the elementary school training program specialized in various fields, such as Bible, mathematics, literature, sciences, and Hebrew language teaching.
- Ten 4th year students from the Physical Education training program have already had their first year as teachers.

2.7. Data analysis

The collected data were analyzed by content analysis according to Shkedi (2003), the concepts that appeared several times were identified, and an initial sorting of the additional topics into subcategories was made. In the next step, central themes were located, and the information obtained was coded. Also, compatibility between the findings obtained from the various research tools was checked to strengthen their reliability.

2.8. Reliability

A concurrent evaluation study was conducted alongside the main research study. Various assessment tools were employed to strengthen the research findings. The study participants were assured of anonymity and confidentiality. They were informed that the data collected would only be used for research purposes.

3. RESULTS

Analysis of the research findings raised three themes: students' satisfaction with the co-teaching experience and the contribution to the pupils; a sense of success and self-realization from the benefits for children with learning disabilities and a sense of empowerment with the mentors' positive evaluation during the co-teaching MBL.

3.1 The students' satisfaction with the co-teaching and the contribution of the pupils.

M., ESTP was satisfied with the cooperation of her colleague's PETP student and the children's participation in the math lesson. She reported that the students were active and practiced the material taught in the lesson.

"I taught the multiplication table in a third-grade math class. My colleague helped me incorporate physical activity into the lesson. We went with the pupils outside the classroom and taught the subject through a game. We scattered numbers on the floor, and each pupil jumped from number to number by choice. The student was asked to say the answer to the action The multiplication. It was wonderful because the children were happy to leave the classroom in the open space. They were happy to play, I was happy they practiced the subject taught, and I was happy" (student M).

Similarly, F., an ESTP, was pleased about collaborating with the PETP student and their pupils' interest in a Bible lesson. He noted that the children looked forward to the lesson and were attentive during the lesson.

"I taught a complex literacy topic in fourth grade. My colleague from PETP helped me with the part of the lesson that included physical activity. I want to highlight my colleague's contribution to the lesson's success. I told the pupils that we would have a competitive game between two groups in the second part of the lesson. I mentioned that the game would have questions about the topic being studied. They were very enthusiastic and listened very attentively. The activity that combined movement was a break from routine for them (student F.).

H., a PETP student, likewise expressed his satisfaction with the co-teaching. He said he was exposed to a variety of interesting topics which he would not encounter in his regular training courses.

"I learned from my ESTP' colleague that it is possible to combine the teaching of a theoretical subject with physical activity. As a physical education teacher, I will include academic content relevant to my discipline, such as nutrition, human body systems, a healthy lifestyle, and more (student H.).

3.2 A sense of success and self-realization from the benefits for children with learning disabilities

Data analysis shows that the most satisfaction expressed by the students was due to the active participation of children with learning disabilities. The students reported that movement-based learning promoted these children both academically and socially.

Student B., an ESTP, reported that his class included children with ADHD. He remarked that while in a regular lesson, He tended to be highly diverted by external stimuli, during a Bible lesson that integrated movement, he manifested their athletic abilities and gained the appreciation of their friends.

"I have in my class a child with ADHD. Most of the time, he disrupts the lessons, talks to his friends, and does not do the required tasks. I saw a change when I taught an English lesson incorporating physical activity. The pupil showed interest in the lesson and was willing to participate in the activity. My colleague and I were happy and proud of ourselves" (Student B.).

Likewise, T., a PETP noted his self-realization feelings and successes when a pupil with learning disabilities actively participated in class. He noted that movement-based learning Drove his motivation to learn a subject he extremely disliked.

"My colleague taught a subject in history in the 6th grade. As a physical education student, I led the physical activity in the lesson. At the end of the lesson, an ADD pupil asked me to learn

more lessons that integrate physical activity. I was happy to see his desire to learn. This proved that learning was meaningful for him and that anything can be taught if the necessary adjustments are made for him" (Student T.).

L., ESTP, referred to the social benefits of movement-based learning for children with learning disabilities. He described a problematic social Situation at the school, where the "stars" in the class played together in their spare time while the "weak" children were often left out. In a movement-based science lesson, he noticed that all the pupils, including "weak" pupils, participated in the activity.

"My colleagues and I combined a competitive game with physical activity outside the classroom in science lessons. My colleagues and I combined a competitive game with physical activity outside the classroom in science lessons. The pupils were instructed to join all the group members as a condition for receiving points. I noticed that it worked well, and there was full participation from all pupils and I hope it will continue even during the breaks" (Student L.).

3.3 A sense of empowerment with the mentors' positive evaluation

During the teaching training period, the students perform a school practicum and receive support and guidance from mentors and pedagogical guides. The students were asked to teach their specialized discipline during the practicum. The mentors were asked to help the students choose a study topic for the lessons that would incorporate physical activity and provide them with feedback on their teaching.

According to the students' reports, the mentors were very satisfied with co-teaching. They recognized the benefits of movement-based learning and its contribution to the student's understanding of the studied material.

N., PETP, referred to the unique feedback he received from his mentor. According to him, the mentor tested his students on the subject taught by the students through movement and noticed that they understood the taught material well.

"I am always happy to receive positive feedback from my mentor, but the feedback was unique this time. The mentor told me that she needed to know whether the children understood the material taught in combination with movement, so he tested them. He noticed that the students understood and that their achievements were exemplary"(Student N.).

D., an ESTP, was satisfied with the positive feedback from his mentor; according to him, the mentor noted the students' motivation in response to a lesson incorporating physical activity, and they were looking forward to these lessons.

"I was proud of myself and my colleague in light of the positive feedback we received from the mentor at school. The mentor told us that the students are asking for more lessons that include physical activity. It was gratifying to hear from her that the pupils understood what was taught and remembered topics learned through movement" (student D.).

K., an ESTP, felt successful when his mentor said that social relations between the students improved during lessons that integrated academic learning and physical activity.

" I was happy to hear from my mentor that she noticed the positive atmosphere during the lessons incorporating physical activity. She noted that all the pupils were active together in the task, even those who usually do not actively participate in class. I feel great satisfaction that my colleague and I applied in the classroom what we learned and contributed something to improving the classroom climate (Student K.).

S., PETP, also, described his sense of empowerment following a good evaluation he and his peer had received from the mentor and school principal regarding the program's positive impact on the school climate. The principal, he said, remarked that movement-based learning helped calm tensions and spur motivation, as well:

"I was thrilled with the wonderful feedback of my mentor and the school's principals. They observed our lessons and noted the enthusiasm of the pupils and their anticipation for more such

lessons. According to the principal, the pupils go outside the classroom for learning activities, and there is a lot of noise. But for him, it is a positive welcome noise" (Student S.).

4. DISCUSSION AND CONCLUSIONS

The first theme found was: The students' satisfaction and placement with the co-teaching experience and the contribution of MBL to the pupils. It was founded that the students benefited greatly from co-teaching. They enjoyed teaching academic content together, integrating movement, and seeing the students' enjoyment and progress in the academic field.

Colleges can create student activity in co-teaching. co-teaching experience positively affected teachers' professional development, brought new energies, and provided a catalyst for renewal and broadening of horizons.

It can also be concluded also that incorporating physical activity into teaching practices can improve students' and pupils' learning experiences and promote inclusive educational environments. Learning based on physical activity provides a dynamic and interactive learning environment that enhances academic performance and promotes physical health, creativity, and social skills. By incorporating movement and active engagement, educators can create a more enriching and enjoyable learning experience for students, leading to better retention of knowledge and a deeper understanding of the subject matter.

A study examining the impact of co-teaching on teacher training found that the co-teaching experience positively affected teachers' professional development, brought new energies, and provided a catalyst for renewal and broadening of horizons (Gallo-Fox & Scantlebury, 2016).

The second theme was: A sense of success and self-realization from the benefits for children with learning disabilities during the co-teaching MBL. It was founded that the students felt self-realization from the benefits for children with learning disabilities.

This study found significant MBL benefits for children with learning disabilities. The findings highlight the potential of physical activity in supporting and enhancing the learning experiences of students with learning difficulties. The physical activity combined with learning may provide them with alternative ways to engage in and understand the content.

Research done during the COVID-19 outbreak describes the benefits of physical activity for children with "autism spectrum disorder" (ASD). According to the study, staying at home during the COVID-19 outbreak can challenge children with "autism spectrum disorder" (ASD) to stay physically active. However, physical activity is essential for their well-being and health during this time. Participating in physical activities has numerous positive effects on children with ASD, such as improving health, motor coordination, cardiovascular fitness, social behavior, communication skills, and overall quality of life. Physical activities also help reduce aggressive behavior, stress levels, and behavioral problems in children with ASD. The researchers recommended providing parents with advice and support to keep children with ASD physically active at home (Yarım kaya & Esentürk, 2022).

The third theme was: a sense of empowerment with the mentors' positive evaluation during the co-teaching MBL. It was founded that the students felt empowered by the mentors' positive evaluation. The co-teaching students from both training programs expressed satisfaction with the mentors' feedback, the positive atmosphere in the classroom, and the pupils' achievements. This suggests that incorporating physical activity into teaching can create an engaging and supportive classroom environment that benefits students and teachers.

Student evaluation in the Academy is essential to the student's guided experience during training to progress and improve his teaching and professional development. The feedback and the assessment form a link in a multi-year progress sequence that develops to the specialization stage and later to the professional development processes, including career development and the fulfillment of leading leadership roles in teaching.

The conclusion that emerges from this finding is that providing realistic, positive, and respectful feedback to pre-service teachers is a powerful tool for their professional development and motivation. By offering constructive guidance and recognizing their efforts, mentors can inspire pre-service teachers to grow as educators and invest more in creating impactful and effective lesson plans. This process ultimately benefits not only the pre-service teachers but also the students they will teach in the future.

Realistic feedback means providing honest and objective assessments of a pre-service teacher's performance. Positive reinforcement can be a powerful tool to motivate pre-service teachers and foster a growth mindset. Respectful feedback focuses on providing suggestions for improvement while maintaining a supportive and encouraging tone.

According to Steyn et al., (2019, p. 1). "Student evaluations of teaching and learning are playing an increasingly important role in delivering high-quality, student-centered education. Insights into student perceptions of their learning experience provide essential information that can be used to inform course design and development." The data analysis of this study conducted in higher education institutions in South Africa found eight broad areas of student experience where improvements could be made in light of the feedback. These included curriculum/course content, staff quality, assessment, learning support, teaching methods, teaching and learning resources, course administration, and the learning environment.

5. APPLIED RECOMMENDATIONS

Based on the conclusions drawn from this action research, the following practical recommendations can be offered to teacher training institutions, school teachers, and administrators:

- colleges of education and universities can co-teaching students from different training programs to promote cross-disciplinary learning experiences.
- Schools and teacher training institutions are invited to incorporate teaching methods that include movement into lessons, emphasizing their advantages and strategies for learners.
- It is recommended to adapt the teaching methods to students' diverse learning needs, especially those with learning difficulties, by incorporating movement-based activities that support their involvement and understanding.
- It is recommended that administrators allocate resources to professional development opportunities that equip teachers with the knowledge to integrate physical activity into their teaching practices. In addition to enabling the creation of a supportive school culture that encourages integrating physical activity into teaching while recognizing its positive impact on student engagement and learning outcomes.

6. RESEARCH LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

- The participants in this study were students from one college of education who taught in schools in one city in Israel. Expanding the research to additional colleges of education and schools in other towns may strengthen the findings and yield different insights and perspectives.
- This study examined the co-teaching experiences of students from two training programs. It is worthwhile to investigate co-teaching between additional training programs in the future.
- The research paradigm in this study is a qualitative paradigm. Due to the importance of integrating movement in learning, it can consider strengthening the findings through a quantitative paradigm or a combination of methods.

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