

# Learning in Motion: Teachers' Perspectives on the Impact of Stationary Bike Use in the Classroom (abridged)

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Physical activity has the potential to support self-regulation of negative emotions in a learning environment. It also can increase feelings of self-esteem. This study provides an analysis of teachers' perceptions of the use and impact of stationary exercise bikes in classrooms.

Research method: Conducted through a nationwide survey of 107 participants ranging from Kindergarten to Grade 12 in diverse school settings (private, public, urban, suburban, and rural). Teachers completed a 44-question online survey (multiple choice and open-ended questions). Qualitative responses were coded with discrepancies resolved through discussion.

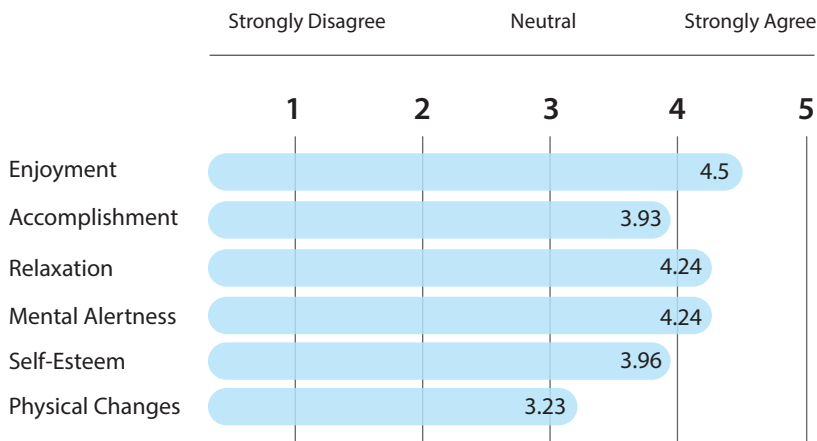
## Three Key Findings

The bikes provided opportunities for students who were feeling distracted, anxious, tired or angry throughout the day to pedal until they were ready to learn.

Teachers reported improved self-regulation and positive social, emotional, and cognitive outcomes, enhancing the overall learning environment.

99% of teachers would recommend the implementation of stationary bikes to other teachers.

## A Snapshot of the Perceived Outcomes of Bike Use Benefits:



Teachers were asked to agree or disagree with six statements about the perceived benefits of stationary bike use for students including students' sense of accomplishment, relaxation, mental-alertness, and self-esteem; whether they had observed any positive physical changes in students; and whether students enjoyed using the stationary bike.

## Teacher reflections from open-ended questions:

- Helped students reduce anxiety
- Prompted more focused learning on recognizing moods and feelings
- Students were generally more relaxed and ready to settle in to work
- Bike use had a calming effect and also pepped up tired students
- Students resolved conflicts with no teacher involvement
- Students remained in class more, rather than taking a walk



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