

INPLASY PROTOCOL

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None declared.

The Development of Reflective Skills in Physical Education Teacher Education: a systematic review

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Review question / Objective: The purpose of this systematic review was to know what has been studied about RS, how RS has been studied, and how such strategies can be further developed and refined in PETE to guide future research and practice.

Condition being studied: The development of physical education teachers' reflective skills.

Information sources: A comprehensive computerized search of the following six electronic databases will be performed: Scopus, Web of Science, ERIC, eBook Collection (EBSCOhost), Education Source and Teacher Reference Center. This search process will comprehend articles published between 2000 and March 2021. Boolean operators were applied into search the article title, keywords and abstract: ("reflect* OR reflex*") AND ("teacher") AND ("physical education"). In addition, in the end authors will perform a manual search of studies' references included in the automatized search to find other articles not identified in the computerized search.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 22 March 2021 and was last updated on 22 March 2021 (registration number INPLASY202130079).

INTRODUCTION

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be further developed and refined in PETE to guide future research and practice.

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METHODS

Participant or population: Physical education teachers with no restrictions regarding sex, age or context of intervention (professional, amateur, etc.).

Intervention: Interventions focused on the development of teachers' reflective skills.

Comparator: Comparators are not required.

Study designs to be included: No limitations imposed on study design.

Eligibility criteria: Studies were excluded if: (i) were not published in peer-reviewed international journals with impact factor; (ii) published after 2000; (iii) were not focused on the development of teachers' reflective skills; (iv) those who were not empirical studies, such as opinion articles, review articles.

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Main outcome(s): Analysis of the development of physical education teachers' reflection skills.

Quality assessment / Risk of bias analysis: The criteria used to access the quality of the studies were adapted from the Standards for Reporting Qualitative Research scale (Wells et al., 2015) and the Mixed Methods Appraisal Tool (MMAT; Hong et al., 2018).

Strategy of data synthesis: The initial searching of databases will be exported to reference manager software (EndNoteTM X9, Clarivate Analytics, Philadelphia, PA, USA). Duplicates will be then removed. The remaining articles will be then screened (title, abstract, keywords and full article if necessary) and removed if: not empirical articles, not focused on physical education teachers' reflective skills, not in Portuguese, English or Spanish. In order to analyse all the information from the studies selected to this review, conventional content analysis will be used. To provide an analysis and to put into evidence the information that could give an answer to our aim, a framework will be created a priori, which included: (i) author, (ii) study focus, (iii) research design, (iv) participants and context, (v) data sources, (vi) data analysis, (vii) main results, and (viii) quality of reflection (strategies, models and frameworks used to develop reflection, and levels of reflection). Both authors will review the data synthesis and differences of opinion will be discussed and solved with the third author until consensus was achieved.

Subgroup analysis: In case of sufficient participants, some subgroup analysis can be done (for instance, compare expert and novices' teachers or context of intervention).

Sensitivity analysis: Articles will not be excluded based on low scores. Instead, the scores will be used to weigh the confidence of each finding during the synthesis.

Country(ies) involved: Portugal.

Keywords: Reflection, reflective practice, reflective skills, physical education, teacher education, professional development.

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