

INPLASY PROTOCOL

Cooperative learning in physical education: A systematic review

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Support: None.

**Review Stage at time of this
submission:** Data analysis.

Conflicts of interest:
None declared.

Review question / Objective: To review literature on cooperative learning in physical education.

Eligibility criteria: Inclusion criteria: (1) peer-reviewed journal articles published and written in English, (2) focused on elementary, middle or/and high school students, (3) conducted in physical education contexts, (4) intervention studies, and (5) any research design: qualitative, quantitative or mixed methods. Exclusion criteria were: (1) theoretical approaches and reviews, (2) participants from preschool or university settings, (3) studies focused only on teachers, and (4) studies on hybridizations of cooperative learning with other pedagogical models.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 19 July 2022 and was last updated on 19 July 2022 (registration number INPLASY202270093).

INTRODUCTION

Review question / Objective: To review literature on cooperative learning in physical education.

Condition being studied: Effects promoted by cooperative learning model in physical education.

METHODS

Search strategy: ('cooperative learning' AND 'physical education').

Participant or population: Elementary, middle and/or high school students.

Intervention: Cooperative learning model.

Comparator: Control, traditional or comparison groups.

Study designs to be included: Intervention studies.

Eligibility criteria: Inclusion criteria: (1) peer-reviewed journal articles published and written in English, (2) focused on elementary, middle or/and high school students, (3) conducted in physical education contexts, (4) intervention studies, and (5) any research design: qualitative, quantitative or mixed methods. Exclusion criteria were: (1) theoretical approaches and reviews, (2) participants from preschool or university settings, (3) studies focused only on teachers, and (4) studies on hybridizations of cooperative learning with other pedagogical models.

Information sources: Web of Science.

Main outcome(s): Quality of implementation fidelity.

Quality assessment / Risk of bias analysis: N/A.

Strategy of data synthesis: A summary of the frequency and percentage.

Subgroup analysis: No analysis.

Sensitivity analysis: No analysis.

Language: English.

Country(ies) involved: Spain.

Keywords: cooperative learning; physical education; intervention fidelity.

Contributions of each author:

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