

INPLASY PROTOCOL

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Effects of Sports Education Model on Students' Attitudes Towards Physical Education Learning: A Systematic Review

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Review question / Objective: Through the statistics and sorting of the results of the comparison of teaching effects between the Sports Education Model (intervention) and the Traditional Teaching Model (comparison), it will be analyzed whether the effect of the sports education model on students' (participants) sports learning attitudes (outcomes) are consistent.

Eligibility criteria: PICOS(Population, Intervention, Comparison, Outcome, and Study Design) was used as the inclusion criteria for this review. Only the articles on students' attitudes (cognitive, emotional and behavioral tendencies) to learning physical education that met the following five conditions were included: (1) full text in English or Chinese from peer-reviewed journals; (2) the health status of the participants (able to participate in normal physical activities, non-disabled and non-special groups); (3) comparison of sports education model with skill teaching model, direct teaching model and traditional teaching model; It should be a randomized controlled trial (RCT), a non-randomized controlled trial (Non-RCT) with two or more groups, and a test design. The exclusion criteria were as follows: (1) The combination of sports education model with other teaching methods or teaching models (hybrid or intrusive) was excluded.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 12 October 2022 and was last updated on 12 October 2022 (registration number INPLASY2022100040).

INTRODUCTION

Review question / Objective: Through the statistics and sorting of the results of the

comparison of teaching effects between the Sports Education Model (intervention) and the Traditional Teaching Model (comparison), it will be analyzed whether

the effect of the sports education model on students' (participants) sports learning attitudes (outcomes) are consistent.

Condition being studied: In traditional physical education, teaching objectives, teaching concepts, teaching content, teaching methods, and teaching evaluation are all decided by teachers, with little or no participation of students (Mosston & Ashworth, 2008). Students must focus on motor-oriented task learning and mastery rather than cognitive-oriented exploration and application (Rosado & Mesquita, 2009; Rosenshine, 1979). This gives students a sense of being in control. Therefore, it impairs students' learning attitudes toward physical education: cognitive, emotional, and behavioral tendencies, adversely affecting their ability to develop learning and exploration (Bessa et al., 2020a). In the learning model, teaching objectives, teaching concepts, teaching content, teaching methods, and teaching evaluation is determined by teachers, and students rarely or never participate (Mosston & Ashworth, 2008). Students must focus on motor-oriented task learning and mastery rather than cognitive-oriented exploration and application (Rosado & Mesquita, 2009; Rosenshine, 1979). This gives students a sense of control. Therefore, it impairs students' learning attitudes toward physical education (cognitive, emotional, and behavioral tendencies) adversely affecting their ability to develop learning and exploration (Bessa et al., 2020a).

METHODS

Search strategy: A systematic search was conducted for articles published in 2010 and later on the effects of the sports education model on attitudes toward physical education learning. Five electronic databases were searched: SCOPUS, PubMed, EBSCOhost (SPORT Discus), CINAHL Plus, web of science. The deadline for the search is mid-July 2022. Keywords are citations and words reviewed through systematic literature of others. Search by title/abstract/keywords; The relevant literature was searched in five international databases, SCOPUS, PubMed, EBSCOhost

(SPORT Discus), CINAHL Plus, and Web of Science. The keywords are as follows: "(Sports Education model "OR" Sports Education "OR" "Siedentop Education model" OR "SE model" OR "SE") AND ("sports learning attitude" OR "learning attitude" OR "sports attitude" OR "cognitive" OR "perceptions" OR "emotional" OR "happiness" OR "well-being" OR "Blessedness" OR "subjective well-being" OR "behavior" OR "behavior disposition" OR "intention to be physically active" OR "Action Orientation" OR "behavior tendency" OR "behavioral intentions" OR "physical activity tendency" OR "Motivation for sports Learning" OR "Motivation for physical education Learning"). Term usage can be searched by logical operator combinations. The authors also consulted librarians in the field during this session. We also read, retrieved, and screened the articles in the reference list of the studies included in this review. This process was performed manually, checking against all titles, and author names to obtain additional relevant citations.

Participant or population: Students in good physical health (boys and girls in primary, middle, high school and college in good health).

Intervention: The sports Education Model contains six characteristics: sports season, affiliation, teaching competition, keeping records, festivity, and culminating event. Sports season usually has 20-32 classes; The sports season consists of four phases, namely: the practice period, the preseason, the official competition period and the postseason. Affiliation is the formation of a research group in the form of a fixed group. At the beginning of teaching, physical education teachers can take various forms to group students, or they can randomly group students according to their ability. There are fixed roles in a team: coach, captain, player, scorer, referee, administrator, etc. Teaching competition: Physical education teaching model takes competition as the main background and runs through the whole teaching process. The main forms of competition are confrontation practice, cycle competition,

league and so on. Record keeping: Grades can be recorded in a variety of ways to determine a student's individual ability, whether through project grades or student effort and performance. Festivity: including athletes' oath, special guests, award ceremony, venue decoration, video shooting, etc. Culminating event: the peak of the season, ending the season. The final was designed to create a celebratory atmosphere and to maximize the participation of each team member.

Comparator: Traditional teaching model: its most prominent feature is that teaching activities are teacher-centered, teacher-centered and classroom-centered. The teacher directs the teaching activities according to the fixed content of the textbook, and assigns grade (level) students according to the content of the textbook. In this teaching model, the teacher is the center of teaching activities, the leader of teaching activities, and the imitator of knowledge. Students are in a passive position and are the recipients of knowledge (Sheng, 2014; High, 2020; Zhuo, 2021).

Study designs to be included: Description of randomized controlled trials (RCT), non-randomized controlled trials (Non-RCT) of two or more groups, with pre-test and post-test designs, using students (male and female in primary, middle, high school and university) to explore the effect of physical education models on attitudes towards physical education learning.

Eligibility criteria: PICOS(Population, Intervention, Comparison, Outcome, and Study Design) was used as the inclusion criteria for this review. Only the articles on students' attitudes (cognitive, emotional and behavioral tendencies) to learning physical education that met the following five conditions were included: (1) full text in English or Chinese from peer-reviewed journals; (2) the health status of the participants (able to participate in normal physical activities, non-disabled and non-special groups); (3) comparison of sports education model with skill teaching model, direct teaching model and traditional

teaching model; It should be a randomized controlled trial (RCT), a non-randomized controlled trial (Non-RCT) with two or more groups, and a test design. The exclusion criteria were as follows: (1) The combination of sports education model with other teaching methods or teaching models (hybrid or intrusive) was excluded.

Information sources: Relevant articles were searched in five international databases, SCOPUS, PubMed, EBSCOhost (SPORT Discus), CINAHL Plus, and Web of Science, as well as the reference lists of relevant articles.

Main outcome(s): The preliminary search results were screened and read through the literature inclusion criteria developed in this research review. Eleven articles that fit into this literature review were selected that dealt with physical education learning attitudes and were randomized controlled trials on Sports Education Model and Traditional Teaching Model. They were released between 2004 and 2021.

Data management: All the retrieved studies were imported into Mendeley literature management software for management. Including: removing duplicate literature, Note information extraction, literature basic information improvement, and other operations.

Quality assessment / Risk of bias analysis: The PEDro scale was used to assess the quality of the selected literature. The PEDro scale consists of 11 items (item 1 is not included in the total score) and is designed to assess 4 fundamental methodological aspects of a study, such as randomization, blinding technique, comparison between groups, and data analysis process. PEDro scores range from 0 to 10, with higher scores indicating higher quality of the corresponding method. Quality was assessed as follows: a score of less than 5 indicated low quality, while a score of more than 5 indicated high quality.

Strategy of data synthesis: We will analyze the data by the PICOS principle. The first part is to record the author and publication

year of the literature. The second part is to record the participants, including the learning stage of the students (primary school, junior high school, senior high school, and university), gender, number, and group number. The third part was to record the Interventions, including the theoretical basis of the intervention plan, the number of interventions, the frequency of interventions per week, and the selection of intervention sites. The fourth part is to record the comparison, including the teaching methods of the control group, and the countries from which the teaching methods came. Finally, the measurement tools and results were recorded, and the results were only conducted for the three dimensions of physical education learning attitudes (cognitive, emotional, and behavioral tendencies).

Subgroup analysis: There is no Subgroup analysis.

Sensitivity analysis: There is no Subgroup analysis.

Language restriction: English only.

Country(ies) involved: Malaysia and mainland China.

Keywords: Sports Education Model; Cognitive; emotional; behavioral tendencies.

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