

INPLASY PROTOCOL

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Conflicts of interest:
None declared.

INTRODUCTION

Review question / Objective: Explore the impact of workshop on students' sporting achievement.

Condition being studied: Articles based on studies of the I Ching began to be censored.

METHODS

The Influence of Workshop Method on Students' Physical Education Achievement: A Systematic Review

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Review question / Objective: Explore the impact of workshop on students' sporting achievement.

Condition being studied: Articles based on studies of the I Ching began to be censored.

Main outcome(s): After conducting the systematic review, it may be concluded that in the workshop group, students' achievements after the intervention of a specific cycle experiment was significantly higher than before the intervention (i.e., workshops intervention time is ten days). In conclusion, the workshop had more significant effects compared to the control (conventional) group.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 03 February 2023 and was last updated on 03 February 2023 (registration number INPLASY202320012).

Participant or population: grades 1–6 indicate “elementary school,” grades 7–9 are ranked as “secondary school,” and grades 9– 12 are classified as “highschool.”

Intervention: We are present in front of a non-experimental, qualitative, descriptive and simple methodology.

Comparator: EXCEL statistics, spss analysis.

Study designs to be included: Quantitative research and qualitative research

Eligibility criteria: None reported.

Information sources: The desktop research process was conducted via "Google Scholar" utilizing multiple search terms, keywords, and Boolean operators. The keywords search string included "TITLE" -ABS-KEY ("workshop" OR "physical education"), while ("learning" OR "workshop") and ("Physical Education" OR "Student score" OR "student learning" OR "Student education" OR "Physical education student education" OR "test score" OR "exam results" OR "examination achievement" OR "student learning" OR "Student learning achievement") were employed as search descriptors. Electronic databases were explored utilizing various keywords relating to workshops and student learning achievement. This process reflects the author's proficiency in surveying the existing literature. Duplicates and irrelevant documents were excluded for the reason expounded below. Keywords and titles were chosen as the main searching methods, and the TITLE-ABS-KEY were "An Empirical Examination" OR "Winter Sports" OR "Content Knowledge Transfer Theory" OR "Athletes Learning" OR "Selecting and Cultivating Athletes" OR "Crossover Sports" OR "Winter Olympics" OR "Crossover Sports Theory" OR "Crossover Sports and Projects" OR "Athletes' Options" OR "China Winter Sports" OR "Crossover Winter Sports" OR "knowledge transfers" OR "Knowledge Embeddedness" OR "Successful knowledge transfers" OR "Transfer theory". According to the title and abstract, 196 articles were found, and 114 of them were excluded according to the above criteria. An in-depth review of 19 articles was conducted, with particular attention to the group under study. A total of 17 relevant articles were selected after other articles were excluded due to a mismatch.

Main outcome(s): After conducting the systematic review, it may be concluded that in the workshop group, students' achievements after the intervention of a specific cycle experiment was significantly higher than before the intervention (i.e., workshops intervention time is ten days). In conclusion, the workshop had more significant effects compared to the control (conventional) group.

Quality assessment / Risk of bias analysis: Not Quality assessment /Risk of bias analysis.

Strategy of data synthesis: Mean standard deviation test.

Subgroup analysis: So far so good.

Sensitivity analysis: No.

Country(ies) involved: Malaysia

Keywords: higher education, physical education, student score, teacher, workshop.

Contributions of each author:
Author 1 - YONGQI GAO.