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The Effect of the Sport Education Model on Sports Ability: A critical systematic review

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Zhang, JL[1]; Mohd Nasiruddin, NJ[2]; Mohd Anuar, MA[3]; Xiao, WS[4]; Bai, XR[5]; Bao, LX[6]; Yao, GG[7].

Corresponding author:
Junlong Zhang

zhangjunlong2413@gmail.com

Author Affiliation:
Department of Sports Studies, Faculty of Education Studies, University Putra Malaysia, Seri Kembangan, MalaysiaUniversiti Putra Malaysia.

ADMINISTRATIVE INFORMATION

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INTRODUCTION

Review question / Objective (Q1) In the comparison of two teaching methods, SE and TT, in which context is research on the development of students' Sports ability most prevalent?
(Q2) What are the most frequently analyzed variables in these comparative experiments?
(Q3) What are the methods used to investigate Sports ability development in the SE curriculum?
(Q4) How many studies have determined the fidelity of the model implementation?

Condition being studied Sports ability refers to an individual's game performance, technical performance, and physical fitness in a particular sport or sport. It includes factors such as coordination, strength, agility, speed, and overall athleticism. Sports ability can vary widely among individuals, and it can be developed and improved through training, practice, and experience.

METHODS

Search strategy We conducted an exhaustive and systematic search of four electronic databases: SCOPUS, PubMed, EBSCOhost (SPORT Discus and CINAHL Plus), and Web of Science. The search will be conducted from 2008 to 2023, with a final search deadline of mid-June 2023. Keywords were the citations and keywords reviewed by others' systematic literature (Llurda-almuzara & Muniz-pardos, 2020) and the names of indicators involved in the definition of sports ability (sports ability, physical skills, techniques, performance, coordination, strength, agility, speed, and athleticism). Use the English Boolean data types "AND" and "OR" to combine the following terms: "sports education," "direct instruction," "traditional teaching," "traditional instruction ", "multiactivity instruction", "traditional style", "teacher-centered teaching model", "skill-drill-game". During this meeting, the authors also consulted librarians in the field to ensure optimal search results. In addition to this, we read, searched, and screened

articles from the reference lists of the included studies in this review to verify the effect of the previous search and to determine if additional studies had been missed. This process was performed manually by checking all titles, author names, and years of publication to obtain additional literature.

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

Intervention The generation of the SE model provides students with richer sports knowledge and real sports event experience in physical education (Siedentop,1994; Siedentop, 2011). In this model of teaching, the entire learning unit is treated as a competitive season. The season typically consists of at least 18 classes ((Kastrena & Setiawan, 2018; Layne & Hastie, 2015; Layne, 2015; Pereira et al., 2015; Pritchard et al., 2008). During the season, students are divided into different teams and take on various important roles in the competition, such as coach, team leader, athlete, referee, recorder, reporter, and support staff. Except for the season and affiliation mentioned above, the SE model also has four other characteristics. After the beginning of the season, students will successively experience official games, record and save various meaningful moments, create a festive atmosphere, and climax events (Siedentop,1994; Siedentop, 2011). In addition, in the SE model, teaching content and strategies are highly flexible (García López & Kirk, 2022) and can be adapted according to different stages of the season: direct teaching, cooperative teaching, and peer learning. Thus, the SE model is often seen as a paradigm shift from traditional teaching's teacher-centered to student-centered teaching.

Comparator Traditional teaching (TT) methods tended to focus on the teacher as the leader of classroom teaching for most of the 20th century and are still often adopted by teachers (Gubacs-Collins, 2015). In this approach, teachers are fully responsible for curriculum planning, teaching, and evaluation, with little to no involvement of students (Mosston & Ashworth, 2008; Metzler, 2017). To enhance the teaching effect and prolong the effective teaching time, teachers often require students to comply with classroom discipline and behavioral norms. From this perspective, students can master sports and knowledge to a certain extent, laying a foundation for subsequent skilled application (Bessa et al., 2021). The traditional teaching (TT) method, which emphasizes repetitive practice, has been largely considered to be an effective way to promote the active participation of advanced learners (Hastie et al., 2011), and is very effective in improving beginner skills through repeated correct feedback and difficulty progression (Metzler, 2017; French et al., 1991; Sweeting & Rink, 1999). However, some scholars mentioned that this teaching method largely limits the cognitive enthusiasm of students, because most of the knowledge that students master is inculcated from teachers (McMorris, 1998).

Study designs to be included Ture experiment, quasi-experiment with a pre- (mid)- post-test.

Eligibility criteria We developed criteria for inclusion and exclusion of this review using the Picos principles (Population, Intervention, Comparison, Outcomes, and Study Design) before searching the electronic literature (Table 1). In addition to the above criteria, the selected literature must be (i) full text in English from peer-reviewed journals. Books, incomplete articles, conference abstracts, and dissertations were excluded from the analysis; (ii) the health status of the participants (students) (ability to participate in regular exercise, non-disability, non-special population); (iii) the intervention was conducted in the context of physical education, and the intervention process and content were described in detail. Literature out of educational context was excluded; (iv) comparing the effects of SE and TT on at least one indicator of student sports ability, literature involving mixing other Teaching models will be excluded, for example: mixing SE model with Teaching Games for Understanding (TGfU); (v) Studies require true or quasi-experiments using objective tests or measurements and evaluation results with relevant comparisons. Excluded if the survey uses only qualitative data.

Information sources Author information, years of publication, study purpose, participant characteristics, study context (country/sport), intervention method, control group method, model fidelity, variable information, primary outcome.

Main outcome(s) 12 pieces of literature on sports ability were screened from 2000 to 2022. The measurement results of all studies can meet the requirements of screening criteria.

Quality assessment / Risk of bias analysis Methodological quality was assessed using the Downs and Black (1998) checklist. All of them are of medium quality after quality evaluation.

Strategy of data synthesis According to Wilmore et al. 's interpretation of sports ability, it is divided into game performance, technical performance, and physical fitness. The information extracted from the literature is summarized according to the classification.

Subgroup analysis Uninvolved.

Sensitivity analysis: Uninvolved.

Language restriction Only English.

Country(ies) involved Malaysia and mainland China.

Keywords Sport Education model; sports ability; game performance; technical performance; physical fitness; critical systematic review.

Contributions of each author

Author 1 - Junlong Zhang - Author 1 drafted the manuscript.
E mail: zhangjunlong2413@gmail.com
Author 2 - Nasnoor Juzaily Mohd Nasiruddin - Third reviewer: Participate in resolving differences between literature quality screening and quality assessment.
Email: juzaily@upm.edu.my
Author 3 - Mohd Ashraff Mohd Anuar - The author provides strategies for literature search and strategy as well as the formulation of selection criteriaThe methods and strategies of literature retrieval are provided.
Email: mohdashraff@upm.edu.my
Author 4 - Wensheng Xiao - One of the independent reviewers: An independent assessment of the selection and inclusion of literature and its quality.
Author 5 - Xiaorong Bai - One of the independent reviewers: An independent assessment of the selection and inclusion of literature and its quality.
Author 6 - Lixia Bao - Check and revise the grammar of the manuscript.
Email: gs62086@student.upm.edu.my
Author 7 - Gege Yao - Check and revise the grammar of the manuscript.
Email: yaogege16@163.com