

## Optimizing Learning Outcomes in Physical Education: A Comprehensive Systematic Review of Hybrid Pedagogical Models Integrated with the Sport Education Model

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### ADMINISTRATIVE INFORMATION

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**Review Stage at time of this submission** - Preliminary searches.

**Conflicts of interest** - None declared.

**INPLASY registration number:** INPLASY202410027

**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 08 January 2024 and was last updated on 08 January 2024.

### INTRODUCTION

**Review question / Objective** There is a lack of systematic evaluation of the impact of hybrid Pedagogical Models Integrated with the Sport Education Model on students' sports learning outcomes. Learning outcomes include motor learning, cognitive learning, affective learning, and social learning.

**Condition being studied** Learning outcomes include motor learning, cognitive learning, affective learning, and social learning.

### METHODS

**Search strategy** A set of keywords related to Sport Education, hybrid, and Pedagogical Models, results were retrieved from Web of Science, EBSCO host, PubMed, and SCOPUS databases

by inclusion and exclusion criteria, and evaluated for quality.

**Participant or population** Students of all ages.

**Intervention** Hybrid Pedagogical Models Integrated with the Sport Education Model.

**Comparator** Not applicable.

**Study designs to be included** Empirical studies utilizing quantitative, qualitative, or mixed research methods. Empirical studies utilizing quantitative, qualitative, or mixed research methods. 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 effects of physical education models on attitudes towards physical education learning.

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**Eligibility criteria** Inclusion Criteria: (1) Published in peer-reviewed international journals; (2) Implementation of a hybrid PM incorporating the SEM in a physical education (PE) environment; (3) Primary findings report at least one aspect of the impact of the hybrid PMs on student learning outcomes; (4) Articles published and written in English; (5) Empirical studies utilizing quantitative, qualitative, or mixed research methods. Exclusion Criteria: (1) Books, book chapters, conference proceedings, master's theses, and doctoral dissertations not subjected to independent peer review are excluded; (2) Studies published in non-peer-reviewed journals and/or not indexed in the Journal Citation Reports (JCR) or Science Journal Rankings (SJR) are excluded; (3) To align with the research objectives, studies that do not design hybrid PMs with SEM and those not specifically measuring any aspect of learning outcomes are excluded.

**Information sources** Web of Science, EBSCO host, PubMed, SCOPUS, and Google Scholar.

**Main outcome(s)** The hybrid Sports Education Model (SEM) hybrid sports management model has a positive impact on students' sports learning outcomes.

**Data management** All data can be seen in the text.

**Quality assessment / Risk of bias analysis** The quality of the included literature was evaluated using a modified checklist from the Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) statement.

**Strategy of data synthesis** The basic research information in previous literature is extracted by table and displayed in the paper.

**Subgroup analysis** Not applicable.

**Sensitivity analysis** Not applicable.

**Language restriction** Only English.

**Country(ies) involved** Malaysia.

**Keywords** hybrid Pedagogical Models; Sport Education Model; motor; cognitive; affective; and social.

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