

INPLASY

Modes of self-reflection in physical education instruction

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ADMINISTRATIVE INFORMATION

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Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 14 November 2024 and was last updated on 14 November 2024.

INTRODUCTION

Review question / Objective Self-reflection in physical education can effectively help teachers and students gain new insights and improve instruction. This study aims to conduct a specific analysis of research trends on self-reflection in physical education through scientometrics analysis, providing foundational material for teachers' and students' self-development.

Condition being studied No.

METHODS

Search strategy Based on the guidelines for systematic evaluation and meta-analysis, we designed the search strategy TS=((Physical education')AND('self-reflection')). The study spanned the database search from January 2000 to 1 June 2024 to better accommodate the

continuity and completeness of research over the past 20 years.

Participant or population No.

Intervention No.

Comparator No.

Study designs to be included Relevant literature was retrieved by searching the core databases of Web of Science (WOS) and SCOPUS. Both databases are widely recognized as the most authoritative and reputable publisher databases (Pranckutė, 2021).

Eligibility criteria Flowchart 1 illustrates the selection process for a systematic literature review. The researchers first conducted an extensive search in the WOS and Scopus databases using

the keywords 'Physical Education' and 'Self-Reflection' for the period from 2000 to 1 June 2024, and 207 relevant records were identified. After the de-duplication process ($n = 22$), the remaining 185 full-text articles entered the applicability assessment stage. During the eligibility assessment phase, the researchers screened 51 articles related to the physical education scene while excluding many non-eligible documents, including non-physical education related ($n = 117$), non-article types (books $n = 8$, conferences $n = 6$), and non-English articles ($n = 3$). Ultimately, 46 articles for which full text was available were included in the analyses, and a further five were excluded because full text was not available. This rigorous screening process ensured that the literature ultimately included in the analysis was highly relevant and reliable, laying a solid foundation for the subsequent systematic review.

Information sources Web of Science (WOS) and SCOPUS.

Main outcome(s) 1) The overall trend from 2000 to 2024 shows an upward trajectory, divided into three stages: early stage (2000-2013) with slow development, middle stage (2014-2018) with gradual growth, and recent stage (2019-2024) with a significant increase in the amount of publications. This trend reflects the field's evolution from initial limited attention to increasing scholarly focus in recent years, especially after 2019. Regarding literature types, qualitative research ($n=22$, 48%) and quantitative research ($n=16$, 35%) are equally emphasized. The research focus has shifted from reflective practices in physical education from teachers and coaches in the early years to increasing studies on students' and athletes' self-reflection in recent years, reflecting a transition from teacher-centered to learner-centered research perspectives. 2) The assessment effects of self-reflection in physical education are mainly reflected in three aspects: skill improvement, cognitive development, and emotional attitudes.

Quality assessment / Risk of bias analysis To ensure the reliability of the screening data, literature screening was carried out and recorded by two of the authors acting independently of each other, and controversial literature was analysed by discussing with a third reviewer and making a final decision. The inter-rater reliability (consistency) was calculated as follows:

K-value (average agreement) $k = M/N \times 100$ per cent

Reliability (R) $R = (n \times k)/(1 + (n - 1) \times k)$

The K-value is 94% and the reliability (R) is 0.9987 which is greater than 0.9. This indicates that the agreement between the two evaluators was very good as reliability values above 0.9 are considered highly reliable (Gaur & Kumar, 2018).

Strategy of data synthesis No.

Subgroup analysis No.

Sensitivity analysis No.

Country(ies) involved Republic of Korea, Lithuania, Spain.

Keywords self-reflection, physical education, instruction, learner-centered, self-development.

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