Learning Performance of Sports Education Model Based on Self-Regulated Learning Approach

Authors : Yi-Hsiang Pan, Ching-Hsiang Chen, Wei-Ting Hsu

Abstract : The purpose of this study was to compare the learning effects of the sports education model (SEM) to those of the traditional teaching model (TTM) in physical education classes in terms of students learning motivation, action control, learning strategies, and learning performance. A quasi-experimental design was utilized in this study, and participants included two physical educators and four classes with a total of 94 students in grades 5 and 6 of elementary schools. Two classes implemented the SEM (n=47, male=24, female=23; age=11.89, SD=0.78) and two classes implemented the TTM (n=47, male=25, female=22, age=11.77; SD=0.66). Data were collected from these participants using a self-report questionnaire (including a learning motivation scale, action control scale, and learning strategy scale) and a game performance assessment instrument, and multivariate analysis of covariance was used to conduct statistical analysis. The findings of the study revealed that the SEM was significantly better than the TTM in promoting students learning motivation, action control, learning strategies, and game performance. It was concluded that the SEM could promote the mechanics of students self-regulated learning process, and thereby improve students movement performance.