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The Sport Education Model on a Basketball Elective Course at the College Level

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Abstract

The purpose of this study was to examine the benefits of the Sport Education curriculum model on a basketball elective course of one semester at the college level. A total of 33 undergraduate students of both genders from different educational programs such as Natural Sciences, Business Administration, and Education participated in the study. An open ended questionnaire, focus groups, and observations during one semester were used to collect the necessary data. The findings of the study show that the Sport Education Model promotes the development of critical thinking skills, responsibility, interpersonal relationships, and motivation. Results also show that college student that participated in the elective course that implemented the sport education model can feel a stressful environment for the high competency of the curriculum model.

Keywords: Sport Education, Basketball, and Physical Education

1. Introduction

The main goal of the Sport Education Model “is to educate students to be players in the fullest sense and to help them develop as competent, literate and enthusiastic sportspeople” (Siedentop, 2002, p.4).^[5] For students to experience a competitive environment, the participants perform different roles while they are playing. According to Konukman (2010)^[2], the sport education model features the affiliation, seasons, records, formal competition, culminating events, and festivity. This curriculum model provides the opportunity to promote participation and motivation to be physical active through a competitive environment. Perlman (2012)^[3] stated that this model brings the opportunity for students to engage in healthy levels of physical activity and motivated students with low levels of motivation. Schneider and Marriott (2010)^[4] also explained that this model has been very effective in teaching Physical Education courses with basketball units. The Sport of Basketball provides the opportunity for students to maintain health and remain physically active. The sport of Basketball offers the opportunity to develop and improve motor skills, balance, coordination, and burn calories. Most of the findings of studies (Schneider & Marriott, 2010;^[4] Tsangariduo, 2012; Tsangariduo & Lefteratos, 2013)^[7] have shown great physical and mental benefits with their students implementing this curriculum model. Results indicated that the sport education model enabled students to have more time to play and practice for skill learning (Tsangaryduo & Lefteratos, 2013)^[7]. According to Hastie, de Ojeba, and Luquin (2011)^[1] most of the research that implements this model in middle and secondary school has been successful.

2. Methods

A qualitative research design was used to identify the benefits and limitation of sport education model on a Physical Education elective course at the college level. A total sample of 33 undergraduate’s students of both genders; males (22) and females (11) at the college level between the ages of 20 to 25 years old participated in the study. Only 5 male students had previous experience playing on basketball teams. Students were divided into three different teams during the semester. One leader was assigned per team to serve as a guide with lesson plans. Different units for developing basketball skills, such as dribbling, passing, shooting, and defense were taught. Every member of the team performed different roles during the season, such as officials, referees, statisticians, coaches, and assistant coaches. The three teams completed a tournament of 2 games between each team. A basketball skill challenge, three

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point, and free throw contest were also developed. An open ended questionnaire was administered after finishing the course and observations with notes were performed during the course. A focus group was also developing with some players during the final class. Coding analysis was utilized with the responses of the student

Table 1.1: Benefits and Limitations of the Sport Education Model in a College Basketball Unit

Benefits	Limitations
Critical Thinking	Stressful Environment
Teamwork	Teams conflict
Interpersonal relationship skills	
Motivation	
Responsibility	
Active Participation	
Communication	
Social Skills	

3. Discussion

The findings of the study show a healthy environment during the course. Through the course, the participants experienced many basketball skills, exercises, offensive and defensive plays that helped them to maintain physical activity. Undergraduate students described the implementation of the Sport Education Model as a positive experience for their life that engendered opportunities to interact with other students of different departments. The curriculum model provided the chance to develop critical thinking skill during the elaboration of offensive and defensive plays. Furthermore, the educational model engendered the development of interpersonal skills of responsibility, respect, and compassion. Most of the participants explained that the curriculum model demanded responsibility for their teams to reach their goals. Others commented that the model helped them to develop better communication between their teammates and respect for personal opinions and decisions about an offensive play or playing time. College students also expressed, that this model maintained motivation for students to be physically active during the course. Table 1 shows most of the benefits that students showed that they obtained during the course. The three teams concurred that motivation was always present with the desire to win. College students understood that the Sport Education Model was very effective at the college level but, sometimes, the learning environment could be a little stressful because of the high competitiveness. Most of the students explained that the stressful environment involved bodily contact that the sport of basketball required. The students explained that while conflict happened regarding the playing

time of others team members as well. The total sample concurred that the model must be implemented in others sports elective course at the college level.

4. Conclusion

The implementation of the Sport Education Model in a basketball unit at the college level was very successful and effective. Undergraduate students who participated in the study showed and expressed personal satisfaction during the course with the development of skills, such as social, communication, critical thinking, responsibility, and others. The findings of the study support studies that the curriculum model maintains physical activity during the course (Perlman, 2012) [3] and also can be extended to other educational levels than middle and high school. Further researchers may consider measuring the physical components of the body of students who participate in classes using the sport education model and the application of the sport education model in no contact sports such as volleyball.

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