

# Motor learning - Juggling: Self-directed learning compared to directed learning in children aged 9 to 11

No registrations found.

<b>Ethical review</b>	Not applicable
<b>Status</b>	Recruiting
<b>Health condition type</b>	-
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON27055

### Source

Nationaal Trial Register

### Brief title

TBA

### Health condition

no

## Sponsors and support

**Primary sponsor:** no

**Source(s) of monetary or material Support:** Avan plus and VU Amsterdam

## Intervention

## Outcome measures

### Primary outcome

Self-directed learning is an effective way to teach new motor skills to children aged 9 to 11 in regular primary education.

## Secondary outcome

Self-directed learning is just as effective or also effective for children with poor motor skills.

## Study description

### Background summary

The research will take place at several primary schools in the North Holland region. +/- 300 primary school students will participate. It is examined whether self-directed learning is more effective than directed learning with a new motor skill. In addition, it is checked whether this is the same for all skill levels.

### Study objective

Self-directed learning is a more effective learning method than directed learning to teach a new motor skill to children aged 9 to 11 in mainstream education. Regardless of the skill level.

### Study design

Measure skill level and pre-test, post-test and retention test of juggling intervention.

### Intervention

The intervention is aimed at teaching juggling. Juggling was chosen because it is a complex skill (greater difference in learning effect visible) that, given the juggling learning line, suits age. To measure the level of juggling, a pre-test, post-test and retention test are performed. During these tests it is measured how many balls are passed in succession. In total, the intervention covered 6 weeks plus the 3 measurement moments, which totaled 10 weeks. The intervention lasts 6 weeks. Each week there is one 20 minute moment during gym class. In addition to the intervention, the participants keep a weekly book (10 weeks) with the number of times they practiced and how long in minutes. Participants are free to practice as much as they want. An intervention moment looks like this: At the start, three films of juggling are shown (max. 3 minutes). 1. Juggle the Expert movement with 3 balls yourself 2. Transfer 1 ball with bow to other hand and back (first catch with two hands and then with one hand) 3. Transfer 2 balls with bow from one hand to the other hand . After that, the remaining effective 15 minutes are spent practicing juggling. During these 15 minutes of practice, more information about juggling can be gained through control cards. For the films, verbal instructions have been put on paper regarding the implicit learning of the juggling movement. These are intended for the subject teacher of physical education to use in providing feedback. In addition, the subject teacher of physical education can refer to a control card. The subject of physical education will at all times motivate the participating

children to continue practicing. If participating children rise above the level within the intervention time, two films are made with variations in juggling. 1. Variation possibility of juggling 2 balls in one hand. 2. Variation of expert movement with 3 balls alternating with 2 balls juggling in one hand. There are two learning methods within the intervention: self-directed learning and directed learning

## Contacts

### **Public**

Avans plus in combinatie met VU Amsterdam  
Joris Warrens

06139541234

### **Scientific**

Avans plus in combinatie met VU Amsterdam  
Joris Warrens

06139541234

## Eligibility criteria

### **Inclusion criteria**

The participating children are 9 to 11 years old who can participate in and maintain a regular gym class at school.

### **Exclusion criteria**

Children who do not participate in regular gym class and children who can already juggle.

## Study design

### **Design**

Study type:	Interventional
Intervention model:	Parallel

Allocation:	Randomized controlled trial
Masking:	Single blinded (masking used)
Control:	Active

## Recruitment

NL	
Recruitment status:	Recruiting
Start date (anticipated):	02-09-2019
Enrollment:	250
Type:	Anticipated

## IPD sharing statement

**Plan to share IPD:** Undecided

## Ethics review

Not applicable	
Application type:	Not applicable

## Study registrations

### Followed up by the following (possibly more current) registration

No registrations found.

### Other (possibly less up-to-date) registrations in this register

No registrations found.

## In other registers

Register	ID
NTR-new	NL8479
Other	VCWE : VCWE-2016-136R1

## Study results