

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

Gepubliceerd: 22-03-2020 Laatste bijgewerkt: 18-08-2022

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.

<b>Ethische beoordeling</b>	Niet van toepassing
<b>Status</b>	Werving gestart
<b>Type aandoening</b>	-
<b>Onderzoekstype</b>	Interventie onderzoek

## Samenvatting

### ID

NL-OMON27055

### Bron

Nationaal Trial Register

### Verkorte titel

TBA

### Aandoening

no

### Ondersteuning

**Primaire sponsor:** no

**Overige ondersteuning:** Avan plus and VU Amsterdam

### Onderzoeksproduct en/of interventie

### Uitkomstmaten

### Primaire uitkomstmaten

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

## **Toelichting onderzoek**

### **Achtergrond van het onderzoek**

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.

### **Doel van het onderzoek**

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.

### **Onderzoeksopzet**

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

### **Onderzoeksproduct en/of interventie**

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

## Contactpersonen

### Publiek

Avans plus in combinatie met VU Amsterdam  
Joris Warrens

06139541234

### Wetenschappelijk

Avans plus in combinatie met VU Amsterdam  
Joris Warrens

06139541234

## Deelname eisen

### Belangrijkste voorwaarden om deel te mogen nemen (Inclusiecriteria)

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

### Belangrijkste redenen om niet deel te kunnen nemen (Exclusiecriteria)

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

## Onderzoeksopzet

## Opzet

Type:	Interventie onderzoek
Onderzoeksmodel:	Parallel
Toewijzing:	Gerandomiseerd
Blindering:	Enkelblind
Controle:	Geneesmiddel

## Deelname

Nederland	
Status:	Werving gestart
(Verwachte) startdatum:	02-09-2019
Aantal proefpersonen:	250
Type:	Verwachte startdatum

## Voornemen beschikbaar stellen Individuele Patiënten Data (IPD)

**Wordt de data na het onderzoek gedeeld:** Nog niet bepaald

## Ethische beoordeling

Niet van toepassing	
Soort:	Niet van toepassing

## Registraties

### Opgevolgd door onderstaande (mogelijk meer actuele) registratie

Geen registraties gevonden.

### Andere (mogelijk minder actuele) registraties in dit register

Geen registraties gevonden.

## In overige registers

### Register

NTR-new

Ander register

### ID

NL8479

VCWE : VCWE-2016-136R1

## Resultaten