Construction of Action Knowledge and Competence Learning in Sport Games, a Didactic Model of the Game Action Competences

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Contents

Abstract

The present dissertation aims to design a didactic model for the teaching and training of sports games taking into account the basic principles of learning theories such as Interactionist Constructivism, Situated Learning and the Theory of Action. It also takes into account principles of theories from information science and knowledge management such as the Knowledge Hierarchy and the Knowledge Staircase. Under consideration of the specific conditions of sports clubs, where the game is learned and enjoyed but it is also necessary to perform and to win matches, an instructional model of game action competences is proposed. This is an indirect didactic model and as an alternative to the traditional direct model intends the development of cognitive, technical and psychological game competences. It adapts elements of other instructional models like cooperative learning and individual learning.

A research procedure was carried out in which the proposed model was divided in se-veral sets. Every set, containing only one didactic strategy of the four proposed in the model was tested in a study with young football players through partial intervention without disturbing the team's usual training process. The proposed didactic strategies are: Small Games with Different Focal Points, Combination Games, one-against-one exercises and Deliberated Practice of Technical Abilities. Moreover the content was taught through a Questioning Method. The model was then tested in several studies. Each study focused on a particular perspective and consequently on the development of specific competences. The proposal from METZLER (2005b, p. 190), not to compare different didactic models due to their different postulates, was taken in account. Therefore comparison with other models is avoided. Instead the outcomes and contextual factors that determine the implementation of the instructional model are explored.

The four studies show positive effects on the game competences of young football players with the application of the designed model, however not all the results were statistically significant. The small games and a question method showed some positive effects but not statistically significant on the learning of the principles of the game. The question method showed positive significant effects on the development of the specific cognitive competences related to the football game. The small games were as effective as the exercises for the learning of football techniques. The didactic

strategy of the combinations games showed some positive but not statistically significant effects on the improvement of offensive play.

The model showed some positive effects on the learning of game competences when every didactic strategy is applied in a different study. To confirm the effects more studies are needed in which the model is implemented during a longer training period. Taking into account the goals of the didactic indirect models, more assessment methods should be designed, refined and validated. A comparison with other didactic models for the learning and training of sport games should be later endeavored.