

# Non-Physical Education Major Collegiate Students' Experiences and Changes in Sport Education Model

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## Abstract

The purpose of this study was to be exploring the 79 collegiate students' empirically experiences and receptivity and how they changed the perception of Sport Education (SE) model (Siedentop, Hastie, & van der Mars, 2020) in volleyball Physical Activity (PA) class.

**Keywords:** Sport Education Model (SEM), higher education, physical activity

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## Methods

A total of seventy-nine non-Physical Education (PE) major (24 female students and 55 male students) collegiate students participated in volleyball PA class for 15 weeks that focused on implementing SE model. Qualitative data were collected through class observations and formal-informal interviews to assess students' experiences and perceptions of the SE model as well as students' volleyball skill progress. Researcher used inductive analysis, and trustworthiness (Lincoln & Guba, 1985; Patton, 1990) was supported through member checks and triangulation of various data sources.

## Results

The SE model helped the students expand their knowledge and improve sport skills. Among all stages, all the students worked together, participated actively, demonstrated strong teamwork and recognized more benefits from SE model, such as increased communication and collaboration amongst team members, engagement and leadership opportunities; but they criticized the SE model for being time-consuming and requiring extensive preparation.

## Conclusion

Researcher concluded that the benefit of the SE model in higher education PA course was that every student became more involved and worked closely as a team and created an environment that facilitated student learning and enjoyment through the model.



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