

## **A Qualitative Analysis of the Effects of the Sport Education Model Used in Women's Basketball Courses at a Chinese University**

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Researchers have indicated that physical education instructors have struggled with teaching college students' basketball knowledge and skills due to limited instructional time. Therefore, using the sport education model, this qualitative study examined students' basketball learning experiences in women's basketball courses. Students (N=262) enrolled in the women's basketball courses from 12 classes at a comprehensive Chinese university participated in the study. They were divided into teams and each student chose a role including the head coach, manager, players, referees, sport medicine doctor or journalist within each team. Using the phenomenological approach, students were asked to answer open-ended questions describing their learning experiences and achievements after the completion of the semester. Constant content analysis strategies were used to generate common themes among responses. The following themes emerged from the data: (a) making many new friends; (b) practicing basketball together even after class in order to help the team perform better; (c) learning many rules and gaining more knowledge about how to watch basketball games; (d) enjoying the process more than the outcome. The findings of the current study has the potential to solve a variety of pedagogical challenges reported by previous research on the topic. The sport education model appears to have the potential to improve students' learning experiences about playing basketball. The affective effects of the use of the sport education model may result in long-term engagement in playing basketball.