

THE EFFECTS OF DIFFERENT TEACHING METHODS OF BASKETBALL GAME ACTIVITIES ON COLLEGE STUDENTS CRITICAL THINKING

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Abstract

This purpose of this study is to understand the difference between cooperative learning and tradition teaching methods which affect students' study experience by discussing the basketball game activities. Therefore, this study is to explore the study experience among college students in basketball game activities who may be affected by different teaching methods. It is analyzed by the pre-test, post-test 121 students in college selected from Taoyuan including 53 males and 68 females are the main target of this research. 62 students are in the group of the Cooperative Learning including 24 males and 38 females, and 59 students are in the group of tradition teaching including 29 males and 30 females. The method of research is non-random control on the pre-test, the post-test. This research lasts for 12 weeks: the first 10 weeks for experiment and the last 2 weeks for observation. The study experience test is conducted on the targeted students'. The statistic methods used in the research are one-way repeated measurement and independent sample

two-way ANOVA. The findings are as follows: The students in the group of Cooperative Learning have much higher scores than the students in the group of tradition teaching on the study experience in basketball games. In addition, compared with the students in the group of tradition teaching, the students in the group of Cooperative Learning have a significant increase on study experience, deduction, and study experience from pre-test to post-test. The results revealed are relationship between the teaching methods of Cooperative Learning and the students' study experience. However, only the study experience used to explain the students' performance in the basketball games is insufficient.

Key words: Cooperative Learning, Study Experience, Basketball Game...

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