

Design of Football Teaching Content based on the Improvement of Students' Athletic Ability

Zhen Tang

School of Wenzhou Polytechnic, Wenzhou 325035, China

Abstract: Football teaching is an important part of school physical education, which plays an important role in improving students' physical quality, special skills, cooperative awareness and sports participation ability. Based on the design of football teaching content based on the improvement of students' athletic ability, it should break through the limitations of overemphasis on single technical training in traditional teaching, and organically combine physical fitness, special skills, practical application, teamwork and extracurricular expansion. At present, there are still some problems in football teaching, which affect the comprehensive development of students' football sports ability. Therefore, the design of football teaching content should adhere to the principles of goal-oriented, gradual and hierarchical design, and pay attention to the systematic arrangement of basic physical fitness, basic skills, combination skills, practical application and extracurricular expansion. During the implementation process, teachers can improve students' classroom participation and sports practice ability through strategies such as game teaching methods, classroom organisation optimisation, safety education, in-class connection and multi-evaluation, and promote students to form good sports habits and comprehensive sports literacy in football learning.

Keywords: Students' Athletic Ability, Football Teaching, Teaching Content Design, Core Physical Education Literacy.

1. Introduction

As an important project in school physical education, football is both interesting, confrontational, cooperative and comprehensive, and plays a positive role in the cultivation of students' physical quality, motor skills, team consciousness and rule concept. With the continuous promotion of physical education curriculum reform, the goal of football teaching is no longer limited to the mastery of a single technical movement, but pays more attention to the overall improvement of students' athletic ability. However, judging from the current teaching practice, some football classrooms still have problems such as teaching content focussing on technical actions, insufficient actual combat situations, insufficient attention to students' differences, and single evaluation methods. As a result, although students can complete certain technical exercises, it is difficult to apply them flexibly in real sports situations. Based on this, it is necessary to systematically design the teaching content of football, starting from the improvement of students' sports ability, organically combine physical quality, basic skills, combination skills, practical application, extracurricular expansion and teaching evaluation, improve the quality of football classroom teaching, and promote the development of students' core sports literacy.

2. Requirements for the Design of Football Teaching Content to Improve Students' Athletic Ability

2.1. The Combination of Physical Quality and Specialised Ability

The formation of students' athletic ability cannot be separated from the support of physical quality. The design of football teaching content should first deal with the relationship between general physical quality and football specialised ability. In football, students need to constantly

complete actions such as starting, emergency stop, changing direction, turning, sprinting, confrontation and shooting. If they lack the foundation of speed, sensitivity, coordination and endurance, even if they master certain technical movements, it will be difficult to play stably in actual sports. Football teaching should not only arrange special technical exercises such as passing, stopping, shooting, etc., but also integrate short-distance acceleration running, turning back running, changing direction running, core strength exercises, balance and coordination exercises into the classroom according to the characteristics of football sports. It should be noted that physical fitness training should not be separated from the football project itself and become a simple physical exercise, but should be combined with football movements as much as possible. For example, improve sensitivity by changing direction with the ball, improve reaction speed through group circle grabbing games, improve endurance and coordination through continuous passing and receiving ball movement practice, and avoid learning Students have a sense of boredom in physical training, so that physical quality can truly serve the improvement of football's special ability.

2.2. The Combination of Technical Learning and Practical Application

The ultimate purpose of football technical learning is not to complete isolated movements, but to solve practical problems in the game and confrontational situation. The design of football teaching content should avoid staying in a single model for a long time, but gradually guide students to apply the skills they have learned in real or near-real sports situations. For example, the teaching of passing on the inside of the foot should not only require two students to pass each other in place, but also further design exercises such as moving the ball, turning to pass after receiving the ball, and running position after passing the ball, so that students can understand that passing is not a static action, but a comprehensive behaviour associated with observation, judgement, running position and cooperation. For example,

dribbling teaching can not only carry out club winding exercises, but also set up tasks such as defensive interference, regional breakthrough, time-limited promotion, etc., so that students can choose the appropriate drilling method under pressure conditions. Only by linking technical learning with practical application can students truly understand the timing of using technical movements and the value of sports, and football teaching can move from action training to ability cultivation.

2.3. The Combination of Individual Development and Teamwork

Football requires both individual ability and teamwork. The content design of football teaching should not only focus on the improvement of students' individual technical level, but also pay attention to the development of students' sense of cooperation and team ability[1-3]. Even if a student has good ball control and shooting ability, it is difficult for a student to play a positive role in football if he does not know how to pass, is unwilling to cooperate, and does not understand the team position. In teaching, students can be guided to realise the relationship between individual actions and team goals through group passing and receiving the ball, two-through-one cooperation, multi-person offensive and defensive conversion, small-field competition and other contents. For students with weak foundation, they can participate in tasks such as Defence, receiving and passing through a fixed role division of labour to avoid students being marginalised due to lack of skills; for students with strong ability, tasks such as organising attacks, assisting teammates, and reasonably distributing ball rights can be added to prevent them from only pursuing personal performance. In this way, football teaching can not only promote the development of students' individual sports ability, but also allow students to understand the rules, respect their peers and take responsibility in cooperation.

3. Problems in the Design of Current Football Teaching Content

3.1. Teaching Content Focusses on Technical Actions

In some schools of football teaching, the teaching content is still based on single technical teaching. The classroom often revolves around passing, stopping, dribbling, shooting and other actions. When evaluating students, teachers also pay more attention to whether the movements are standardised, whether the route is correct, and whether the results meet the standard. This teaching method helps students master basic skills, but if it stays at the action level for a long time, it is easy to narrow the goal of football teaching. Football itself is a comprehensive sport. During the exercise, students should not only be able to do movements, but also observe the space on the court, judge the position of their peers, choose the timing of passing, and complete the offensive and defensive conversion. If the teaching content lacks the cultivation of these abilities, students may have the phenomenon of "doing it when practising but not using it in the game". Especially in actual games, football movements are often completed under the conditions of movement, confrontation and pressure. Mere static technical exercises are difficult to meet the needs of students' athletic ability development. At present, the content of football teaching needs to shift from focussing on single skills to focussing on comprehensive ability, so as to

promote students' simultaneous improvement in terms of technology, physical ability, awareness and cooperation.

3.2. The Teaching Content is Disconnected from the Level of Students' Ability

There are obvious differences between students in physical fitness, football foundation, sports interest and learning acceptance ability, which determines that football teaching content cannot simply adopt unified standards. However, in actual teaching, some teachers often arrange the same exercise content, the same exercise difficulty and the same evaluation requirements for all students in order to facilitate the organisation of the classroom. This is easy to cause two results: students with a weak foundation gradually lose their confidence to participate due to the difficulty of completing the movement; students with a good foundation are difficult to get further promotion due to the lack of difficulty of practice. The disconnection between teaching content and students' ability level will directly affect the effect of classroom participation and the quality of sports ability development. Football teaching should recognise students' differences and reflect hierarchy in content design. For example, it is also a dribbling practice. The basic layer can complete linear dribbling and low-speed direction change, the improvement layer can add obstacles and rhythm changes, and the expansion layer can add defensive interference and breakthrough tasks. Through layered content design, students can develop in tasks suitable for their own level, instead of passively completing exercises under unified requirements.

3.3. The Teaching Situation Lacks Practicality

Football is a typical situational sport. Every technical use of students on the court is influenced by factors such as space, companions, opponents, time and score. If the teaching content lacks situational design, it will be difficult for students to smoothly migrate the skills learned to the competition[4-5]. At present, although some football classes have arranged more technical exercises, the practice environment is relatively simple. The common forms are two people passing the ball in place, dribbling around the fixed marker, shooting without Defence, etc. These exercises are helpful to beginners, but if they are used as the main content for a long time, they will weaken students' understanding of real football. Students may know how to pass the ball, but they don't know when to pass; they may know how to take the ball, but they don't know when to break through and when to score the ball; they know how to shoot, but they don't know how to create shooting opportunities. The teaching content of football should increase practicality and changeability. Through small-field games, limited-condition games, uneven number of attack and Defence, regional task exercises, etc., students can learn and apply skills in close to real sports situations, so as to improve their judgement and competition ability.

4. Based on the Principle of Football Teaching Content Design to Improve Students' Athletic Ability

4.1. The Principle of Goal Orientation

The content design of football teaching should first clarify "why to teach" and "to what extent". If the teaching objectives are not clear, the classroom content will easily become a simple stack of technical projects. The teacher teaches a lot of movements, but the students do not know what ability these

movements ultimately serve. Football teaching based on the improvement of students' athletic ability should expand the goal from single technical mastery to physical development, technical application, tactical awareness, cooperation ability and participation interest[6-7]. For example, in the primary stage, the teaching goal can focus on familiarity with the ball, mastering the basic passing and dribbling ability; in the improvement stage, it can focus on combination technology, offensive and defensive conversion and team cooperation; in the expansion stage, it can focus on game awareness, tactical understanding and independent participation ability. Teaching content should be selected and organised around these goals to avoid the problem of disconnection between goals and content. Goal-oriented is not to make the classroom utilitarian, but to make each exercise have a clear value, so that students know why they practice, what to practice, and how to improve.

4.2. The Principle of Gradual Progress

The development of students' athletic ability is phased, and the arrangement of football teaching content should also follow the rules from shallow to deep, from easy to difficult, and from single to comprehensive. For beginners, if a strong competition is arranged at the beginning, students may not be able to participate due to lack of skills; if they only practice simple movements for a long time, it will limit the improvement of their ability. Therefore, football teaching should realise the development of ability in the progressive difficulty. Specifically, the teaching content can start from the familiarity and basic movements of the ball, so that students can establish a sense of control over football; then enter the basic technical learning such as passing, dribbling, shooting, Defence, etc.; and then further arrange technical combination and group cooperation; finally, promote the comprehensive application through small field games and real game situations. . Gradual is also reflected in the change in the degree of confrontation. It can transition from non-confrontation practice to passive Defence, and then to active Defence and competitive confrontation. This kind of content arrangement is not only in line with students' learning rules, but also can reduce the frustration of sports, so that students can gradually improve their football ability in continuous advancement.

4.3. Layered Design Principle

Student differences are an unavoidable reality in physical education classes. If the design of football teaching content ignores differences, it is difficult to truly realise the development of all students[8]. The hierarchical design principle requires teachers to design teaching tasks with different difficulties, different requirements and different evaluation standards according to students' football foundation, physical fitness and learning ability. Stratification is not to simply divide students into "good" and "bad", but to allow each student to improve in tasks suitable for their own level. For example, in passing teaching, the basic layer can complete close fixed passing, focussing on solving the stability of movement; the improvement layer can complete mobile passing and receiving and turning, focussing on improving the ability of continuous use; the expansion layer can complete the selection of passing under defensive pressure, focussing on cultivating observation and decision-making ability. The layered design can also be reflected in the evaluation. For students with weak foundation, more attention is paid to the magnitude of progress and participation attitude,

and for students with strong ability, the requirements of technical application and team organisation are improved to improve the relevance of classroom teaching.

5. The Design Path of Football Teaching Content based on the Improvement of Students' Sports Ability

5.1. Basic Physical Energy Content Design

Football has high requirements for students' physical fitness, and the basic physical content is an important part of the design of football teaching content. Unlike general physical training, the physical content in football teaching should highlight the characteristics of the project and be designed around the start-up, sprint, change of direction, emergency stop, turn, confrontation and continuous running in football[9-10]. Teachers can arrange short-distance accelerated running to improve students' start-up speed, arrange back running and change-turn running to improve sensitivity, arrange core strength and balance exercises to improve body control ability, and arrange group relay and chase games to enhance classroom fun. In order to avoid the boredom of physical training, football can be integrated into physical exercises, such as turning the ball back, chasing the ball, dribbling relay, changing the direction of ball control, etc., so that students can develop their physical quality synchronously in the process of completing football tasks. The design of basic physical energy content should not pursue high-intensity and adult training, but should meet the age characteristics of students and classroom safety requirements, emphasise scientific load, reasonable intervals and continuous participation, and lay the foundation for students' follow-up technical learning and practical application.

5.2. Basic Technical Content Design

Basic skills are the basis for students to participate in football, and it is also the most direct and core part of football teaching. The basic skills of football include passing, stopping, dribbling, shooting, defensive steps, snatching, etc., but in the teaching design, teachers should not simply divide these skills into isolated actions, but should be organised according to the rules of students' learning. In the elementary stage, we should pay attention to the familiarity of the ball, so that students can establish a sense of foot-to-ball control through stepping on the ball, pushing the ball, pulling the ball, etc.; on this basis, students should carry out basic skills such as inner foot passing, instep dribbling, stopping the ball and turning around, and shooting on the back of the foot. Basic technical teaching should emphasise the essentials of action, but it is not appropriate to pursue specialisation and competition excessively. Especially in ordinary school physical education classes, "can participate, control and apply" should be taken as the main goal. Teachers can improve the density of practice through two-person cooperation, group rotation, game tasks, etc., so that students can gradually form action experience in many touches, and then enter the combination practice and competition situation[11].

5.3. Content Design of Combined Skills

When students master certain basic skills, the teaching content should shift from single skills to combination skills in time, because real football rarely relies on one action to

complete the task. The focus of the combined skill content is to connect passing, receiving, dribbling, running, shooting, Defence and other actions to cultivate students' ability to continuously complete technical movements. For example, you can design the exercise of "passing - running position - receiving the ball - shooting" to let students understand that they can't stop in place after passing, but continue to move to find space; you can also design the exercise of "dribbling breakthrough - scoring - receiving" to improve students' ability to choose after breaking through; you can also design "Defence and grabbing - stealing - fast The exercise of "Quick Counterattack" allows students to have a preliminary understanding of the conversion of attack and Defence. Combined skills teaching can effectively solve the problem of students' technical division, so that students can integrate the movements they have learned into the complete exercise process. When designing this kind of content, teachers should pay attention to the action combination should not be too complicated. They should gradually increase the links according to the students' ability, so that students can improve their technical connection ability and movement understanding ability in clear tasks.

5.4. Practical Application Content Design

Practical application content is the key link in improving students' athletic ability, because students can only truly test the comprehensive level of technology, physical ability and consciousness in confrontation and competition situations. Practical application is not equivalent to directly conducting a complete game, but can be gradually realised by simplifying the game situation[12]. For example, 2-on-1 practice can cultivate students' ability to pass and break through, 3-on-2 practice can improve offensive coordination and defensive replacement awareness, and 4-on-4 small-field games can increase students' number of ball touches and opportunities to participate. Compared with large-field competitions, small-field competitions are more suitable for school sports classes, because they have lower venue requirements, flexible organisation and high sports density, which can allow more students to participate in the offensive and defensive conversion. Teachers can also set restrictions, such as limiting the number of passes, limiting the area of attack, and completing a cooperation before scoring a goal, etc., to guide students to compete with the task. Practical application content can integrate technical learning, physical development, tactical awareness and teamwork, which is an important way for football teaching to move from "action" to "sports".

5.5. Extracurricular Expansion Content Design

The teaching content of football should not be limited to 45 minutes in class. Extracurricular expansion is an important link in consolidating students' athletic ability and cultivating sports habits. Due to the limited time in class, the skills and abilities mastered by students in the classroom need to be extended and strengthened through extracurricular activities. The school can carry out class football leagues, grade football challenges, football club activities, football skill breakthroughs, parent-child football activities, etc. according to actual conditions, so that students can participate in football in richer scenarios[13-14]. The content of extracurricular expansion should take into account both popularity and fun. It should not only be aimed at a small number of students with

high football skills, but should allow different basic students to find ways to participate. For example, you can set up flip-ball challenges, fixed-point shots, passing relays, fun football matches and other projects to lower the participation threshold. For students who are interested and capable, they can further improve their level through community and varsity training. After the extracurricular expansion content is connected with classroom teaching, students' football learning will not stay in short-term tasks, but will gradually develop into continuous sports participation.

6. The Implementation Strategy of Football Teaching based on the Improvement of Students' Athletic Ability

6.1. Applying Game Teaching Methods

The important reason why game-based teaching is suitable for football classes is that it can transform technical exercises into forms of activities that students are willing to participate in. For ordinary students, learning football skills itself is difficult. If the teacher directly arranges a large number of repeated exercises, students are likely to feel bored and even afraid of difficulties. Through game design, teachers can embed teaching contents such as passing, dribbling, shooting, Defence, etc. into activities such as level-breaking, competition, chasing, points, etc., so that students can naturally carry out technical exercises when completing game tasks. For example, dribbling teaching can be designed as "circling obstacles", passing teaching can be designed as "group passing points", and shooting teaching can be designed as "target area challenge". Game-based teaching is not a simple entertainment, but to improve the density of practice and the quality of participation in a way that is more in line with the psychological characteristics of students. When using game-based strategies, teachers should clarify the ability goals behind the game to avoid that the classroom is only lively and lacks training effect. Game-based teaching can truly serve the improvement of students' sports ability.

6.2. Strengthen Classroom Organisation and Management

Football teaching has the characteristics of a large range of activities, a lot of equipment use, and frequent movement of students. If the classroom organisation is not clear enough, it is easy to have problems such as low practice density, long waiting time, and loose classroom order, thus affecting the improvement of students' sports ability. Therefore, in the process of football teaching, teachers should pay attention to the scientific nature of classroom organisation and management. First of all, the teaching area should be reasonably divided, and the passing area, dribbling area, shooting area, competition area, etc. should be set up according to the teaching content, so that students can complete the practice tasks in a clear space and reduce disorderly running and mutual interference. Secondly, to improve the efficiency of practice rotation, group cycle, site exercise, subdivision tasks and other methods can be used to allow students to switch between different exercise contents in an orderly manner, so as to ensure that each student has full opportunities to touch the ball and participate. Thirdly, teachers should clarify the practice rules, safety requirements and evaluation standards in advance, so that students know

what to practice, how to practice, and to what extent. Good classroom organisation is not simply to maintain discipline, but to improve the sports density and teaching efficiency of football classrooms through spatial arrangement, task allocation and rhythm control, and provide a stable guarantee for the improvement of students' motor ability.

6.3. Strengthen Safety Education and Sports Protection

Football has a certain degree of confrontation and competitiveness. Students may fall, collide, sprain and other situations in the process of running fast, physical contact, fighting for the ball and shooting Defence. If safety protection is not in place, it will not only affect the order of classroom teaching, but also reduce the enthusiasm of students to participate in football. Safety education and sports protection must be placed in an important position in the implementation strategy of football teaching. Teachers should do a good job of site inspection before class, remove obstacles in time, and check whether the goal, signboard, football and other equipment are safe. Before teaching begins, students should be organised to fully warm up, focussing on ankle joints, knee joints, hip joints and waist and abdomen to reduce the risk of sports injuries. In the teaching process, teachers should reasonably control the intensity of confrontation according to the age and ability level of students. It is not appropriate to arrange too intense physical collisions in the initial stage. They should first gradually transition through no confrontation, weak confrontation and semi-confrontation exercises. At the same time, teachers should also guide students to establish a sense of rules and avoid dangerous shoveling, pushing, intentional collision and other behaviours. The purpose of safety education is not to weaken the sport of

football teaching, but to ensure that students can participate in football for a long time, stable and actively on the basis of safety.

6.4. Promote In-class and Out-of-Class Connection

The improvement of students' athletic ability cannot only rely on short-term practice in the classroom, but also needs to form continuous development through extracurricular activities, on-campus competitions and long-term participation. Taking the construction of national youth campus football characteristic schools as an example, the Ministry of Education proposed in the relevant establishment notice that the construction of characteristic schools should coordinate urban and rural areas, regional and school types, and reasonably match them according to the basic ratio of 1:3:6 in high school, junior high school and primary school. Figure 2, this data shows that the promotion of campus football is more important. In view of the popularisation and connection of the basic section, it is especially emphasised to cultivate students' football interest and basic sports ability from primary school. Putting this case into the design of football teaching content can be seen that classroom teaching mainly undertakes basic content teaching tasks such as passing, dribbling, shooting, and rule awareness, while extracurricular football clubs, class leagues, grade challenges and skill competitions can provide students with more practical opportunities. Through the continuous connection of in-class learning, extracurricular practice and on-campus competitions, students can consolidate their skills, improve their physical ability, and enhance their sense of cooperation in repeated participation, so as to truly realise the sustainable development of football ability.

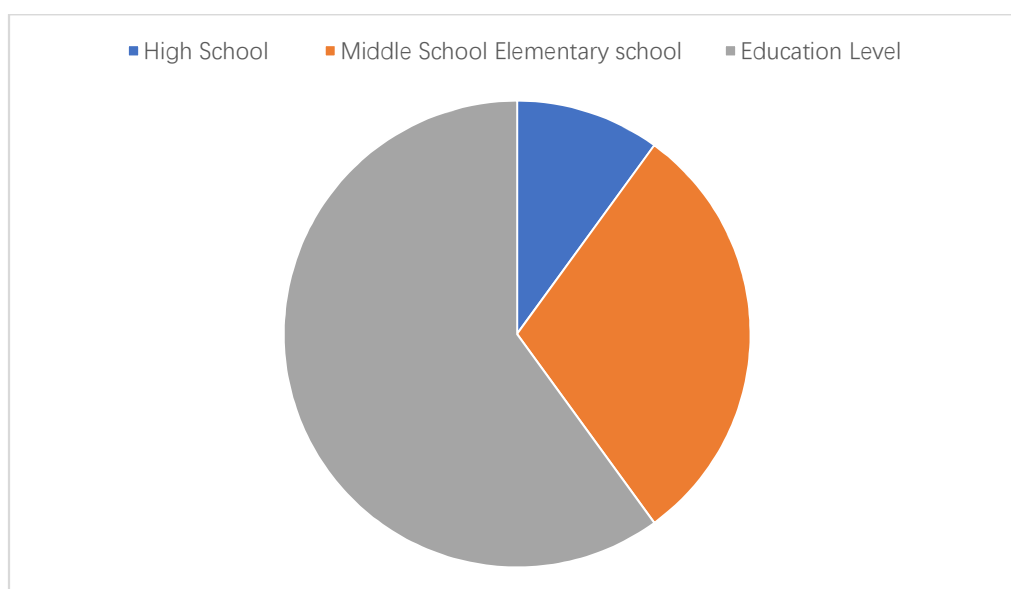


Figure 1. The proportion of the layout of school sections with campus football characteristics

6.5. Improve Teaching Evaluation

The evaluation of football teaching should not only pay attention to whether students have mastered basic skills such as passing, dribbling and shooting, but also should further examine the physical changes and comprehensive development of students in continuous participation. In order to further explain that the evaluation of football teaching

should be changed from a single skill assessment to a comprehensive evaluation, the eighth national student physique and health survey data shows that the excellent physique rate of students in campus football characteristic schools is 29.2%, higher than that of non-characteristic schools. This case shows that a good campus football environment and continuous physical activities have a

positive impact on students' physical health, Table 1. Because in the evaluation of football teaching, teachers should not judge students' learning effectiveness based on the results of a skill test alone, but should include classroom participation, physical improvement, technological progress, cooperative awareness and game performance in the scope of evaluation. Especially in the process of improving students' athletic ability, some students' short-term technical achievements are not outstanding, but they participate actively, make obvious progress, and have a strong sense of teamwork. These should become an important basis for evaluation. Establish a process, developmental and comprehensive evaluation system to more truly reflect the teaching effect of football and promote students. Continuous improvement of athletic ability.

Table 1. Comparison of students' sports participation and physical health indicators

No.	Indicators	Percentage
1	The rate of excellent physical condition among students aged 20-22 in 2019	23.8%
2	The rate of excellent physical condition among students aged 13-22 in 2014	14.8%
3	The rate of excellent physical condition among students aged 13-22 in 2019	17.7%
4	The rate of excellent physical condition among students of football-specialized schools on campus	29.2%
5	The rate of excellent physical condition among students of non-football-specialized schools on campus	22.3%
6	The rate of students with excellent physical condition who exercise for more than 1 hour every day	27.4%
7	The rate of students with poor physical condition	17.7%
8	The proportion of students in the third grade who exercise for 1 hour or more on campus	42.7%
9	The proportion of students in the first year of high school who exercise for 1 hour on campus	30.6%
10	The rate of excellent physical condition among students in the third grade	29.2%
11	The rate of excellent physical condition among students in the first year of high school	22.6%

7. Conclusion

In summary, the design of football teaching content based on the improvement of students' sports ability should be based on the characteristics of students' physical and mental development and the laws of football sports, break through the limitations of excessive emphasis on single technical training in traditional teaching, and organically integrate physical quality, basic skills, combination skills, practical application and extracurricular expansion and other contents. Football teaching should not only let students master basic skills such as passing, dribbling and shooting, but also guide students to learn to observe, judge, cooperate and apply in real or near-real sports situations. In the teaching implementation, teachers should pay attention to game-based teaching, classroom organisation management, security protection, in-class and out-of-class connection and multi-evaluation, so that students of different backgrounds can be improved in participation. Only by closely combining the design of teaching content with the development of students' sports

ability can we improve the quality of football classroom teaching, enhance students' interest in physical education, and promote the formation of students' core sports literacy and lifelong sports awareness.

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