

Goldberger, M., & Gerney, P. (1990). Effects of Learner Use of Practice Time on Skill Acquisition of Fifth Grade Children. *Journal of Teaching in Physical Education*, 10(1), 84-95. Retrieved Jan 16, 2026, from <https://doi.org/10.1123/jtpe.10.1.84>

Abstract

The purpose of this study was to examine the effects of two teaching formats under Mosston's practice style on the motor skill acquisition of school-age children. In these popular formats, referred to elsewhere as station work, learning centers, and circuit training, the teacher designs a series of tasks. In the teacher-rotated format (TR) the teacher systematically moves learners from task to task, while in the learner-rotated format (LR) the learners individually decide on task order and the amount of time to spend on each task. The present study examined the effects of these formats as fifth grade children practiced a football punting skill. While both formats were generally found to be effective, for low ability children the conditions provided by the LR format were found to be more profitable. It is recommended that teachers (a) be more sensitive to the tendency of learners not to use their practice time efficiently and (b) establish clear minimal engagement levels.