

# UNDERSTANDING STUDENTS' ABILITY TO PERFORM A DIGITAL TAGGING TASK WITHIN A TGfU BASKETBALL SETTING

Jeroen Koekoek<sup>1</sup>, John van der Kamp<sup>1,2</sup>, Wytse Walinga<sup>1</sup>, & Ivo van Hilvoorde<sup>1,2</sup>

1. Windesheim University of Applied Sciences, Zwolle, The Netherlands  
2. VU University, Amsterdam, The Netherlands



## Introduction

A 'debate of ideas' (DI) setting within game based approaches emulates a social constructivist perspective of learning in physical education. DI settings can be complemented by digital video that provide students with video feedback of their own and others' game play decisions and actions (Harvey & Gittins, 2014). Relatively little is known about the students' ability to identify relevant game events using digital means, for example, by tagging relevant tactical game events with a digital tool. Although there is an increasing growth of available digital observation tools (i.e. digital apps for game analysis), physical educators constantly have to customize these tools and adjust them to their own contextual game based setting.

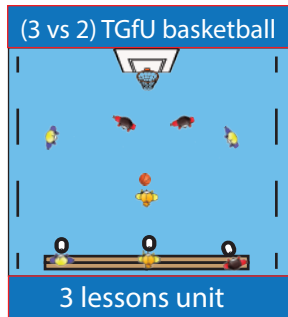
An assigned tagging task in a modified basketball game in PE

## Purpose of the study

Exploring students' ability and their perceptions to perform an assigned tagging task of tactical game events in a modified basketball game setting. We aimed to develop a reliable and appropriate observation tool that PE teachers can integrate when adopting a game based approach.

## Methodology

- Exploratory case study in a secondary school.
- Children (N=32), aged between 11 and 13 participated.
- 2 basketball matches in one lesson (total amount 45 minutes)
- 'Debate of ideas' with video feedback in between two matches.
- Three student observers tagged (judged) shots on the basket.
- TGfU PE-experts tagged appropriately chosen shots.



## Realtime digital tagging



"Push the button when you see a appropriately chosen shot on the basket"



## Timeline lesson

Match 1  
(5 minutes)

Video based feedback of tactical situations

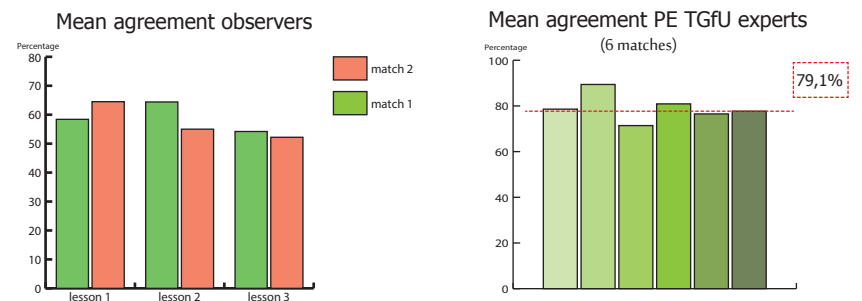
Debate of ideas session

Match 2  
(5 minutes)

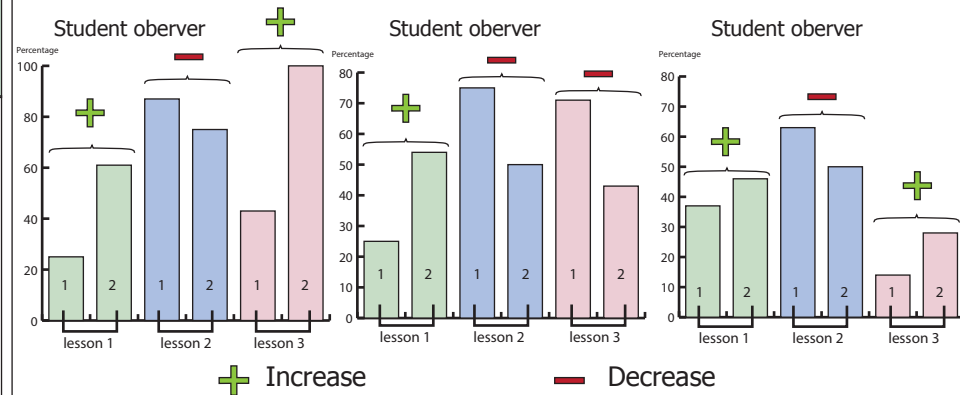
Focus groups & tactical questions

## Results

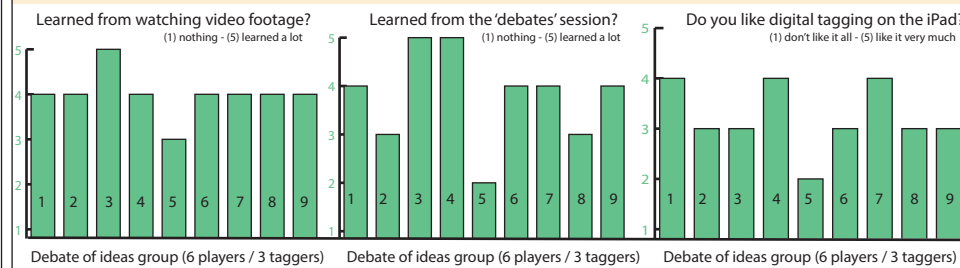
### Realtime digital tagging mean agreement



### Examples of children's percentages valid judgments



### Children's perceptions of a task assignment and video footage use in DI



## Conclusions

- Debate of ideas sessions + video based feedback + digital tagging tasks in PE generate for children a variety of tactical solutions and options.
- In debate sessions, teachers must focus on specific learning objectives that are directly linked to the video clips that children have tagged.
- Integration of digital tagging with debates foster children's verbalization of games tactics. However, teachers must shape and determine the focus of the tactical discussions.
- 'Digital debates' require both sufficient pedagogical and technological skills.

## References

- Harvey, S., & Gittins, C. (2014). Effects of integrating video-based feedback into a Teaching Games for Understanding soccer unit. *Agora Para la Educación Física y el Deporte*, 16, 271-290.
- Darnis, F., & Lafont, L. (2015). Cooperative learning and dyadic interactions: Two modes of knowledge construction in socio-constructivist settings for team-sport teaching. *Physical Education and Sport Pedagogy*, 20(5), 459-473.