

SPORTS TECHNOLOGY
YEAR TWO: Monday 11 May 1992
Review Meeting 1
Keith Lyons

1. INTRODUCTION

Good morning! It is quite a while since we last met. In the past month you have all been engaged in completing your project that combined work in pedagogy and technology. This morning I would like to discuss your experience of the project. I also want to start the process of revision for the Sports Technology examination.

2. PROJECT WORK

For about five months you have faced the problem of transforming a project idea into a project. Some of you may have been able to complete this work sooner than others. In some American circles, finishing off a piece of work and handing it in is called "getting it through the door". In my own work I have consistently experienced what I can now call a Toyota Effect (in the light of their current advertising campaign).

In the next twenty minutes or so I would like you to discuss with three others, your experience of the project in terms of:

1. The PROCESS involved (how you got your original idea, how it developed, how you collected data, how you produced the final version of the project).
2. The SKILLS needed (the range of skills you used, the most important skills, the skills you wished you had).
3. The PRODUCT of your work (the form and style of your project, presentational strategies employed).

At the end of your discussion I would like you to agree on an evaluation/reflection on the project that gives voice to all your views in respect of the three points and that helps us to focus attention on your work next year for your dissertation.

We hope that your project work has enabled you to think about long-term issues as well as completing the project for last Friday. Some of you may have used the project as a feasibility study for Year Three work. Perhaps all of you found the project a time of discovery not only about data collection but also your ownership of skills. I hope for some (all) of you the project has been a time of excitement about linking your knowledge of the practical aspects of sport with some of the issues we have raised in the technology part of the course.

We would welcome your advice about the kind of support you need in project work and ask that you conclude your discussion this morning with a brief written summary.

2. EXAMINATION REVISION

During the year you have moved through four teaching blocks. The staff involved have tried to provide a practical focus for the technology component. The examination questions you attempt to answer in Sports Technology will reflect our particular interests and points of emphasis. I want to start the process of revision with a discussion of VIDEO TECHNOLOGY.

I am acutely aware that the way I taught my part of the course changed over the two terms. What I want you all to reflect upon is how you used video as an instructional medium. I want to summarise some of the points I made about video and to encourage you to think about how a considered use of video technology can enhance your understanding of game events?

With some groups, in our first meeting, I tried to show a range of activities on video tape. My intention was to introduce some of the TECHNICAL and OPERATIONAL aspects of video as an educational technology medium. The purpose of the practical video use sessions was to encourage you to think about video as a local resource. In doing so I wanted you to be aware of the limits of DOMESTIC video equipment.

Our use of video in 1992 is linked to developments in photography and cinematography that date back to the early nineteenth century. The Museum of the Moving Image on London's South Bank has an interesting display of materials that relate to:

- * the principle of the persistence of vision
- * the photographic image
- * projection

In 1872, for example, Eadweard Muybridge demonstrated that a horse sometimes has all four feet off the ground when trotting. A French physiologist Etienne-Jules Marey refined this work and developed a camera in 1881 that could take 12 pictures per second and then in 1885 a 100 pictures per second. Video technology has moved from a black and white reel to reel system in 1958 to a portable camcorder using electronic chips as imaging devices.

At Cardiff, we have the means to analyse video and high speed film and any project or dissertation you consider ought to have at least recognised the availability of such technology. I regard video as an excellent resource for movement analysis. Celia Brackenridge and John Alderson (1985), amongst others, have noted that such analysis aims to move from DESCRIPTION to MODELLING to PREDICTION. You ought to think about the observational skills you require to do this. What kind of evidence do you need?

It seems to me that the ability to identify patterns and regularities is something we all have to work on. Because of the limitations of our own memory, video technology has become an important tool in the analysis process. Analysis is an active

process. What can be observed depends on whether you observe a real time event or a lapsed time event. The latter implies you have a recording of the event that you can play and replay.

Analysis is often regarded as an OBJECTIVE process and is thought to exhibit some of the features of SCIENTIFIC ENDEAVOUR. We must also contrast analysis that might be described as PURE and that which can be described as APPLIED. We might also distinguish between QUANTITATIVE and QUALITATIVE approaches.

In my part of the course I was particularly interested in MATCH ANALYSIS. With different lecturers you focused on different concerns. You should be aware of the current interest in analysis. There are journals and books that publish more and more material about it. Three years ago I wrote a book about how video was contributing to some of this. The book is called The Use of Video in Sport and provides a number of examples of how people have used video to investigate sport.

During our time together, the purpose of the practical video use sessions was to encourage you to think about video as a local resource and one that needed practice.

In the talk I gave to the whole group in March, I wanted to discuss some issues linked to the significance of TECHNOLOGY for your development as students of human movement. I hoped to encourage you to think about the links between technology, observation and analysis.

Do you recall me noting that in a newsletter in 1986, the Council for Educational Technology (CET) observed that:

Learning is at the very basis of all the work of educational technology, but there has been a tendency for people to link these words with equipment which is merely a delivery system, rather than remember that it is the improvement of learning itself that is at the heart of our aims.

The CET was formed in 1973 to promote the application and development of educational technology in all sectors of educational training. The CET define educational technology as:

a rational, problem-solving approach to education and training based on a systematic application of the growing body of knowledge about the learning process and on the appropriate use of communications technology.

If you would like to follow up some of these issues, you might like to have a look at:

- Derek Rowntree (1982) Educational Technology in Curriculum Development, Harper Row, London
O Zuber-Skerritt (ed)(1984)Video in Higher Education, Kogan Page, London
R Moss (1983) Video: The Educational Challenge
P Dowrick (ed) (1983) Using Video

In my attempt to encourage you to think about how a Year Two Sports Technology course could meet some of these educational technology points, I used a video tape to trigger a discussion about technology, observation and analysis. In the tape, you saw: swimming; biomechanical analysis; dance; and team games. I selected a range of images from videos at my disposal. My aim was to produce a teaching resource that covered a range of activities. We have the facility to edit images and I wanted to use the video also as an example of the process of making and using a resource.

Educational technology encourages teachers and learners to be reflexive about teaching and learning. Hopefully both groups can be sensitive to David Warren's suggestion made almost twenty years ago that:

Although sophisticated equipment can increase the potential of what may be taught, it does not of itself guarantee that more is learned. (unpublished SDU paper, 'Media and Educational Technology Units', 1973:8)

REFERENCES:

- | | | |
|-----------------------|--------|---|
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| Brackenridge, C | (1985) | <u>Match Analysis in Sport</u> , NCF, Leeds |
| & Alderson, J | | |
| Franks, I & Miller, G | (1985) | 'Eyewitness Testimony in Sport',
<u>Journal of Sport Behaviour</u> , 38-45 |
| Lyons, K | (1988) | <u>The Use of Video in Sport</u> ,
Springfield Books, Huddersfield |
| Newtson, D | (1976) | 'The Process of Movement
Observation', <u>Journal of Human
Movement Studies</u> , 114-122. |

3. CONCLUSION

Thank you for listening and contributing to this morning's session. My overriding concern is that learning is exciting and a voyage of discovery. During my short time at the Institute I have been struck forcibly by the potential for outstanding student work. Some of this year's third year dissertation work is outstanding. The challenge is to go beyond this standard!

It may be somewhat naive on a Monday morning to enthuse you about the joys of enquiry as a mode of learning but I hope that the best parts of your project work have given you a glimpse of this. As a staff we ought to work hard to support you in:

the PROCESS, SKILLS and PRODUCT of research.

Next week we will conclude our course with Non Evans and Paul Harris reviewing their part of the course.

SPORTS TECHNOLOGY

5 OCTOBER 1992

Lecture Two: Introduction to Video Use

Last week we discussed briefly the process of observation and how the course is designed to develop practical understanding.

In the next five weeks we want to explore how video can be used to facilitate the notation of performance in sport. I want to look at invasive games in particular.

By the end of today's session, I want you to have:

1. Thought about how pictures of sport are constructed.
2. Had a go at using a camcorder.
3. Considered the relationship of analysis to sport through an example from this weekend's Sunday Times.

1. **UNIT TITLE:** SPORTS TECHNOLOGY II (Analysis of Performance)
 2. **LEVEL:** II
 3. **ALLOCATION (HRS):** 30
 4. **PRE-REQUISITE STUDY MODULE:** Foundation Course
-

5. **INTRODUCTION:**

The aim of this module is to provide students with practical experience of analysing human performance from a variety of perspectives and in a number of different contexts. Analysis will be focussed on performance related questions such as-
Was the desired movement outcome achieved?
Was the movement pleasing to perform and watch?
What does the game demand of the player?
How was the game won or lost?
Identifying potential strengths and weaknesses and applying them to a game plan.
Is there potential for improvement? If so, how? Physically, technically, tactically.

6. **LEARNING OUTCOMES:**

On completion of this module the students will have acquired:-
(1) a framework for practical analysis of performance
(2) the ability to break an activity down into constituent elements for analysis
(3) awareness of game structures and patterns through analysis work
(4) ability to assess performers in terms of physiological, technical, tactical and aesthetic elements of their performance

7. **CONTENT:**

- (i) Game structures and patterns
- (ii) Individual performer analysis
- (iii) Unit and team skill analysis
- (iv) Strategical and tactical analysis
- (v) Qualitative mechanical analysis of skilled performance in a variety of sports settings
- (vi) Judging systems in performance sports
- (vii) Aesthetic appreciation of human movement

8. **METHODS OF PRESENTATION:**

A mixture of lectures, lecture demonstrations and practical workshops.



Example of Spot Checking Evaluation

Coach: S Campbell Date: 20.6.88 Group: U16 Netball
 Number in Group: 10

Time	Off Task	On Task Active	On Task Waiting	Comments
8.50	1	2	7	Talking
8.56	0	3	7	
9.02	0	3	7	Sitting down
9.08	3	2	5	Cloud 9!!
9.14	4	3	3	

On task active = performing in some way

On task waiting = watching or attending the performance of others

Off task = appears to have no relationship with the activity of the rest of the group

"WHAT IS OBSERVATION" ?

1. CONCENTRATE ON ONE THING - FOCUS

2. LOOK AT PREPARATION
 - HOW
 - WHERE
 - WHEN

3. LOOK AT RECEIVING
 - HOW
 - WHERE
 - WHEN

4. LOOK AT MOVE AFTER
 - HOW
 - WHERE
 - WHEN

5. DETERMINE PROBLEM - EG. WIDE BASE

6. DECIDE ON ACTION
 - EXAGGERATE THE "FEELING" OF RIGHT/WRONG
 - PRESENT LOTS OF SITUATIONS TO EXPLOIT PROBLEM
 - BEGIN TO ADD PRESSURE

7. RE-EXAMINE IN GAME SITUATION

OBSERVATION AND ASSESSMENT OF PLAYERS

SKILLS

- Throwing
- which passes are used?
 - how varied?
 - are they used sensibly?
 - are they used accurately?
- Catching
- how effective is it?
 - do they "extend", go to meet the ball?
 - is the action an attacking one?
- Dodging
- do they need to dodge?
i.e. are they being marked?
 - which dodges are used?
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- Marking
- is it effective?
 - do all the team mark to intercept?
 - what action follows failure to intercept?
 - is there any attempt to mark the pass?
 - is there any attempt to block the player?
 - how persistent is the defending?
- Footwork
- do they need help in control?
 - does landing in possession of the ball help the throw?
 - is the game too fast for their ability?
 - is there any lack of concentration?
-

OBSERVATION AND ASSESSMENT OF THE MOVEMENT OF PLAYERS

HOW does she move?

- slowly
- quickly
- one paced
- varied pace
- ability to suddenly change pace
- efficiently
- inefficiently

WHEN does she move?

- In attack - good timing of dodge
poor timing of dodge
- In defence - good timing of inteception
poor timing - too soon
too late

WHERE does she move?

- In attack - good space
dangerous space
needs a lot of space
needs little space
holds and turns into space
to create space for others
to make it easy for thrower
to make it difficult for the thrower
- In defence - to deny good space
to offer good space
to offer too much space
to cut down on space
tightly on to opponent
loosely on to opponent

At set pieces - centre pass - throw in

POSITIONAL SKILL WORK - Shooting & Related Play

1. Ask players questions they need to answer both physically and verbally. If players become used to analysing their own body they can relate this to successful technique and use it to correct errors in the game.

- Q1 - Why do you play GS - GA - ?
- Q2 - How do you shoot with/without a defence, in different positions?
- Q3 - How do you get to the ball:- sprint, feuit, (single/double) - hold space, dummy run.
- Q4 - How do you choose the space - favourite side, def. position & catch it? Feeding position, high, low, straight at you - 1 hand, 2 hands.
- Q5 - How do you communicate with feeder:- When & where to pass.
- Q6 - How do you follow shot?
- Q7 - How do you rebound?
- Q8 - How do you take penalties?
- Q9 - How do you shoot/pass after Toss Up.
- Q10 - What do you do at Back line Throw in.
- Q11 - What do you do when penalty against def. outside circle?
- Q12 - How do you Defend?
etc. etc. etc.

MATCH:V.....

DATE

TIME

	G.S.	G.A.	W.A.	C.	W.D.	G.D.	G.K.
1ST Q							
2ND Q							
3RD Q							
4TH Q							

KEY

- F Footwork
- M Technical Infringement
eg Held ball
- T✓ Successful Toss Up
- Tx Unsuccessful
Successful Shot
- x Unsuccessful Shot
- P Successful Penalty Shot
- ✕ Unsuccessful Penalty Shot
- O Obstruction outside the
goal circle area
- Ø Obstruction inside the
goal circle area

- C Contact outside the goal
circle area
- ∅ Contact inside the goal
circle area
- R✓ Successful rebound
- I✓ Successful interception
- D Successful defensive
deflection of ball
- X Unsuccessful pass
- ⊗ Unsuccessful catch
- R✓ Successful rebound
- ⊗ Unsuccessful rebound

OBSERVATION IN NETBALL

"OBSERVING IS SEEING" This is a statement far from the truth and totally inadequate in the context of Advanced netball coaching.

As coaches we SEE a lot of things related to the game of netball. That however is only STAGE 1 of observation.

I would suggest the following stages make up OBSERVATION.

STAGE 1 TO SEE

STAGE 2 TO UNDERSTAND - Having knowledge there i.e. techniques, elements of game

STAGE 3 TO USE VISUAL INFORMATION
THUS ENABLING DECISIONS TO BE MADE

STAGE 4 ACTION - Coaching skills; all based on knowledge present

communication
feedback
breakdown of skills
motivation
consolidation

STAGE 5 ASSESSMENT
RE OBSERVATION - This may result in immediate changes, become practices on methods will change

All stages are based on our knowledge.

Stage 4 is further based on our COACHING SKILLS.

If we are no good at stages 1,2,3, then our action as coach becomes -

POINTLESS
UNRELATED TO THE PLAYERS
COUNTER PRODUCTIVE

We can see that based on the above the first statement is indeed inadequate. Advanced coaching demands that we are competent at all stages.

All stages are interdependent.

Observation must be structured.

Individuals assets and omissions - what isn't she good at, what doesn't she do? Always do a constructive comment; sweeping statements are often wrong, e.g., "passing was diabolical" - when W.D. has not given one pass away.

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quickly

one paced

varied pace

ability to suddenly change pace

efficiently

inefficiently

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In defence	-	good timing of inteception poor timing - too soon too late

WHERE does she move?

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In defence	-	to deny good space to offer good space to offer too much space to cut down on space tightly on to opponent loosely on to opponent

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i.e. are they being marked?
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 - where does the dodge take the player?
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- Footwork
- do they need help in control?
 - does landing in possession of the ball help the throw?
 - is the game too fast for their ability?
 - is there any lack of concentration?
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"WHAT IS OBSERVATION" ?

1. CONCENTRATE ON ONE THING - FOCUS

2. LOOK AT PREPARATION
 - HOW
 - WHERE
 - WHEN

3. LOOK AT RECEIVING
 - HOW
 - WHERE
 - WHEN

4. LOOK AT MOVE AFTER
 - HOW
 - WHERE
 - WHEN

5. DETERMINE PROBLEM - EG. WIDE BASE

6. DECIDE ON ACTION
 - EXAGGERATE THE "FEELING" OF RIGHT/WRONG
 - PRESENT LOTS OF SITUATIONS TO EXPLOIT PROBLEM
 - BEGIN TO ADD PRESSURE

7. RE-EXAMINE IN GAME SITUATION

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1ST Q							
2ND Q							
3RD Q							
4TH Q							

KEY

- F Footwork
- M Technical Infringement
eg Held ball
- T✓ Successful Toss Up
- Tx Unsuccessful
Successful Shot
- x Unsuccessful Shot
- P Successful Penalty Shot
- ✗ Unsuccessful Penalty Shot
- O Obstruction outside the
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OBSERVATION AND ASSESSMENT OF THE MOVEMENT OF PLAYERS

HOW does she move?

slowly
quickly
one paced
varied pace
ability to suddenly change pace
efficiently
inefficiently

WHEN does she move?

In attack - good timing of dodge
poor timing of dodge
In defence - good timing of inteception
poor timing - too soon
too late

WHERE does she move?

In attack - good space
dangerous space
needs a lot of space
needs little space
holds and turns into space
to create space for others
to make it easy for thrower
to make it difficult for the thrower
In defence - to deny good space
to offer good space
to offer too much space
to cut down on space
tightly on to opponent
loosely on to opponent

At set pieces - centre pass - throw in

OBSERVATION AND ASSESSMENT OF PLAYERS

SKILLS

- Throwing
- which passes are used?
 - how varied?
 - are they used sensibly?
 - are they used accurately?
- Catching
- how effective is it?
 - do they "extend", go to meet the ball?
 - is the action an attacking one?
- Dodging
- do they need to dodge?
i.e. are they being marked?
 - which dodges are used?
 - how decisive are the dodges?
 - where does the dodge take the player?
- Marking
- is it effective?
 - do all the team mark to intercept?
 - what action follows failure to intercept?
 - is there any attempt to mark the pass?
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POSITIONAL SKILL WORK - Shooting & Related Play

1. Ask players questions they need to answer both physically and verbally. If players become used to analysing their own body they can relate this to successful technique and use it to correct errors in the game.

- Q1 - Why do you play GS - GA - ?
- Q2 - How do you shoot with/without a defence, in different positions?
- Q3 - How do you get to the ball:- sprint, feuit, (single/double) - hold space, dummy run.
- Q4 - How do you choose the space - favourite side, def. position & catch it? Feeding position, high, low, straight at you - 1 hand, 2 hands.
- Q5 - How do you communicate with feeder:- When & where to pass.
- Q6 - How do you follow shot?
- Q7 - How do you rebound?
- Q8 - How do you take penalties?
- Q9 - How do you shoot/pass after Toss Up.
- Q10 - What do you do at Back line Throw in.
- Q11 - What do you do when penalty against def. outside circle?
- Q12 - How do you Defend?
etc. etc. etc.

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 - is there any lack of concentration?
-

OBSERVATION AND ASSESSMENT OF THE MOVEMENT OF PLAYERS

HOW does she move?

slowly

quickly

one paced

varied pace

ability to suddenly change pace

efficiently

inefficiently

WHEN does she move?

In attack - good timing of dodge
poor timing of dodge

In defence - good timing of inteception
poor timing - too soon
too late

WHERE does she move?

In attack - good space
dangerous space
needs a lot of space
needs little space
holds and turns into space
to create space for others
to make it easy for thrower
to make it difficult for the thrower

In defence - to deny good space
to offer good space
to offer too much space
to cut down on space
tightly on to opponent
loosely on to opponent

At set pieces - centre pass - throw in

POSITIONAL SKILL WORK - Shooting & Related Play

1. Ask players questions they need to answer both physically and verbally. If players become used to analysing their own body they can relate this to successful technique and use it to correct errors in the game.

- Q1 - Why do you play GS - GA - ?
- Q2 - How do you shoot with/without a defence, in different positions?
- Q3 - How do you get to the ball:- sprint, feuit, (single/double) - hold space, dummy run.
- Q4 - How do you choose the space - favourite side, def. position & catch it? Feeding position, high, low, straight at you - 1 hand, 2 hands.
- Q5 - How do you communicate with feeder:- When & where to pass.
- Q6 - How do you follow shot?
- Q7 - How do you rebound?
- Q8 - How do you take penalties?
- Q9 - How do you shoot/pass after Toss Up.
- Q10 - What do you do at Back line Throw in.
- Q11 - What do you do when penalty against def. outside circle?
- Q12 - How do you Defend?
etc. etc. etc.

OBSERVATION IN NETBALL

"OBSERVING IS SEEING" This is a statement far from the truth and totally inadequate in the context of advanced netball coaching.

As coaches we SEE a lot of things related to the game of netball. That however is only STAGE 1 of observation.

I would suggest the following stages make up OBSERVATION.

STAGE 1 TO SEE
STAGE 2 TO UNDERSTAND - Having knowledge there i.e. techniques, elements of game

STAGE 3 TO USE VISUAL INFORMATION
THUS ENABLING DECISIONS TO BE MADE

STAGE 4 ACTION - Coaching skills; all based on knowledge present

STAGE 5 ASSESSMENT RE OBSERVATION - This may result in immediate changes, become practices on methods will change
communication
feedback
breakdown of skills
motivation
consolidation

All stages are based on our knowledge.

Stage 4 is further based on our COACHING SKILLS.

If we are no good at stages 1,2,3, then our action as coach becomes -

POINTLESS
UNRELATED TO THE PLAYERS
COUNTER PRODUCTIVE

We can see that based on the above the first statement is indeed inadequate. Advanced coaching demands that we are competent at all stages.

All stages are interdependent.

Observation must be structured.

Individuals assets and omissions - what isn't she good at, what doesn't she do? Always do a constructive comment; sweeping statements are often wrong, e.g., "passing was diabolical" - when M.D. has not given one pass away.

"WHAT IS OBSERVATION" ?

1. CONCENTRATE ON ONE THING - FOCUS

2. LOOK AT PREPARATION

HOW

WHERE

WHEN

3. LOOK AT RECEIVING

HOW

WHERE

WHEN

4. LOOK AT MOVE AFTER

HOW

WHERE

WHEN

5. DETERMINE PROBLEM - EG. WIDE BASE

6. DECIDE ON ACTION

- EXAGGERATE THE "FEELING" OF RIGHT/WRONG

- PRESENT LOTS OF SITUATIONS TO EXPLOIT PROBLEM

- BEGIN TO ADD PRESSURE

7. RE-EXAMINE IN GAME SITUATION

OBSERVATION AND ASSESSMENT OF PLAYERS

SKILLS

- Throwing
 - which passes are used?
 - how varied?
 - are they used sensibly?
 - are they used accurately?
- Catching
 - how effective is it?
 - do they "extend", go to meet the ball?
 - is the action an attacking one?
- Dodging
 - do they need to dodge?
i.e. are they being marked?
 - which dodges are used?
 - how decisive are the dodges?
 - where does the dodge take the player?
- Marking
 - is it effective?
 - do all the team mark to intercept?
 - what action follows failure to intercept?
 - is there any attempt to mark the pass?
 - is there any attempt to block the player?
 - how persistent is the defending?
- Footwork
 - do they need help in control?
 - does landing in possession of the ball help
the throw?
 - is the game too fast for their ability?
 - is there any lack of concentration?

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