

Nordplus Horizontal 2022
Nordic-Baltic Sports Coaching network

ICT and digitalization in education



NORDPLUS

Program

Day1_November 18	Day2_November 19	Day3_November 20
Welcome snacks and check-in	9:00 – 12:00 Topic 3 Theoretical/Practical (3 hours)	9:00 – 11:00 Topic 4 Theoretical/Practical 2 hours
15:00 – 17:00 Topic 1-2 Theory (2 hours)	12:00 – 13:00 Lunch	11:00 – certificates
18:00 Dinner	14:00 – 17:00 Practical (3 hours) 18:00 – Dinner and social program (special activity)	Lunch boxes and departures

Program for this session

Program	Content	Responsibility
1500-1515	Welcome and presentation of project and program and people	Thomas and Nicklas
1515-1530	Short presentation of every participant	Thomas and Nicklas
1530-1615	Background for the project Presentation of survey data Presentation of interview data Motivation and barriers Areas for use	Thomas and Nicklas
1615- 1645	Discussions in small groups between countries. What do you use What are your experiences What are your challenges What do you need to use digital tools even more	Thomas and Nicklas
1645-1700	Summary and finishing The program for the evening Tomorrows program	Thomas and Nicklas

Presentation of program and people

Who are we??



NORDPLUS

Presentation of program and people

Who are you??

Short presentation



Background for the project

- Literature
- International Survey
- International qualitative interviews

The screenshot shows a Google Scholar search results page. The search query is "The use of apps in coaching kids in exercise". The results are sorted by relevance. The first result is "Development and pilot evaluation of a mobile app on parent-child exercises to improve physical activity and psychosocial outcomes of Hong Kong Chinese children" by RSM Wong, EYT Yu, TWL Wong, CSC Fung, et al. (2020). The second result is "Impact of a mobile app-based health coaching and behavior change program on participant engagement and weight status of overweight and obese children" by V Cuello, CJ Wang, LM Sanders, et al. (2019). The third result is "The effectiveness of a virtual fitness trainer app in motivating and engaging students for fitness activity by applying motor learning theory" by NAM Mokmin, N Jamiat, et al. (2021). The fourth result is "Apps of steel: are exercise apps providing consumers with realistic expectations? A content analysis of exercise apps for presence of behavior change theory" by LT Cowan, SA Van Wagenen, et al. (2013). The fifth result is "Increasing physical activity in mothers using video exercise groups and exercise mobile apps: randomized controlled trial" by MN Mascarenhas, JM Chan, E Vittinghoff, et al. (2018). The sixth result is "Understanding the role of healthy eating and fitness mobile apps in the formation of maladaptive eating and exercise behaviors in young people" by M Hosary, RT Bell, S Ginzburg, SE Wild, et al. (2019). The seventh result is "Efficacy of interventions that use apps to improve diet, physical activity and sedentary behaviour: a systematic review" by S Schoeppe, S Alley, W Van Lippevelde, et al. (2016). The eighth result is "Analysis of Web and Mobile Apps for Monitoring of Childhood Physical Activity" by R Sharif, H Zafar, A Vellinga, G Flaherty, et al. (2022).

Artikler

Når som helst
Siden 2024
Siden 2023
Siden 2020
Tilpasset interval...

Sorter efter relevans
Sorter efter dato

Alle typer
Oversigtsartikler
☐ Inkluder patenter
☒ Inkluder henvisninger
☐ Opret underretning

Viser resultater for The use of apps in **coaching** kids in exercise
Sag i stedet efter The use of apps in coaching kids in exercise

Ca. 26.700 resultater (0,37 sek.)

Development and pilot evaluation of a mobile **app** on parent-child **exercises** to improve physical activity and psychosocial outcomes of Hong Kong Chinese **children** [PDF] springer.com
RSM Wong, EYT Yu, TWL Wong, CSC Fung, ... - BMC public health, 2020 - Springer
... **child exercise training** through the Family Move **app** by stages (ie basic **training** in the first 2 weeks, intermediate **training** ... , advanced **training** in the fifth and sixth week, and no **training** ...
☆ Gem 50 Citer Citeret af 29 Relaterede artikler Alle 18 versioner

[HTML] Impact of a mobile **app**-based health **coaching** and behavior change program on participant engagement and weight status of overweight and obese **children** ... [HTML] jmir.org
V Cuello, CJ Wang, LM Sanders - JMIR mHealth and uHealth, 2019 - mhealth.jmir.org
... cohort of **children** and adolescents, with a multicomponent **mobile app**-based comprehensive behavioral program aimed at promoting healthy dietary and **exercise** lifestyle behaviors. ...
☆ Gem 50 Citer Citeret af 52 Relaterede artikler Alle 11 versioner 00

[HTML] The effectiveness of a virtual **fitness** trainer **app** in motivating and engaging students for **fitness** activity by applying motor learning theory [HTML] springer.com
NAM Mokmin, N Jamiat - Education and Information Technologies, 2021 - Springer
... application of observation and random practice learning strategies in **teaching fitness exercise**... the Malaysian **youth** has low motivation and engagement towards **fitness** related activities. ...
☆ Gem 50 Citer Citeret af 33 Relaterede artikler Alle 4 versioner

Apps of steel: are **exercise apps** providing consumers with realistic expectations? A content analysis of **exercise apps** for presence of behavior change theory [PDF] sagepub.com
LT Cowan, SA Van Wagenen, ... - Health Education & ... 2013 - journals.sagepub.com
... purpose of the current study was to conduct a content analysis of the actual **apps** in the **App Store's Health & Fitness** ... of reinforcement can be found in the Nike **Training Club app**. This ...
☆ Gem 50 Citer Citeret af 351 Relaterede artikler Alle 15 versioner

[HTML] Increasing physical activity in mothers using video **exercise** groups and **exercise** mobile **apps**: randomized controlled trial [HTML] jmir.org
MN Mascarenhas, JM Chan, E Vittinghoff, ... - Journal of medical ..., 2018 - jmir.org
... large **coaching** component, did not include any group social support, and did not **use apps** ... ability to own and **use** 2 devices while potentially caring for a **child** could have contributed to ...
☆ Gem 50 Citer Citeret af 66 Relaterede artikler Alle 11 versioner 00

[HTML] Understanding the role of healthy eating and **fitness** mobile **apps** in the formation of maladaptive eating and **exercise** behaviors in young people [HTML] jmir.org
M Hosary, RT Bell, S Ginzburg, SE Wild, ... - JMIR mHealth and ..., 2019 - mhealth.jmir.org
... through **fitness training**, especially when they are **used** by ... local **youth** organization who had undertaken **training** explicitly ... Peer educators are trained 14- to 25-year-olds who help **youth** ...
☆ Gem 50 Citer Citeret af 100 Relaterede artikler Alle 18 versioner 00

Efficacy of interventions that **use apps** to improve diet, physical activity and sedentary behaviour: a systematic review [PDF] springer.com
S Schoeppe, S Alley, W Van Lippevelde, ... - International Journal of ..., 2016 - Springer
... Health and **fitness applications (apps)** have gained ... **app** features **used** by **children** may differ from those **used** by adults, we distinguished between **app** interventions targeted to **children** ...
☆ Gem 50 Citer Citeret af 934 Relaterede artikler Alle 32 versioner

Analysis of Web and Mobile **Apps** for Monitoring of Childhood Physical Activity [PDF] archive.org
R Sharif, H Zafar, A Vellinga, G Flaherty, ... - International Journal of ..., 2022 - journals.iw.com
(HTML) Research the health and fitness of children and adolescents using mobile apps - ResearchGate

Overall knowledge

- The amount of digital tools for coaches are increasing
- The potential of the use of AI is increasing
- Most digital tools are easy accessible
- They could potential be very useful in every life for coaches in all international settings
- But far from all coaches use these tools due to several factors

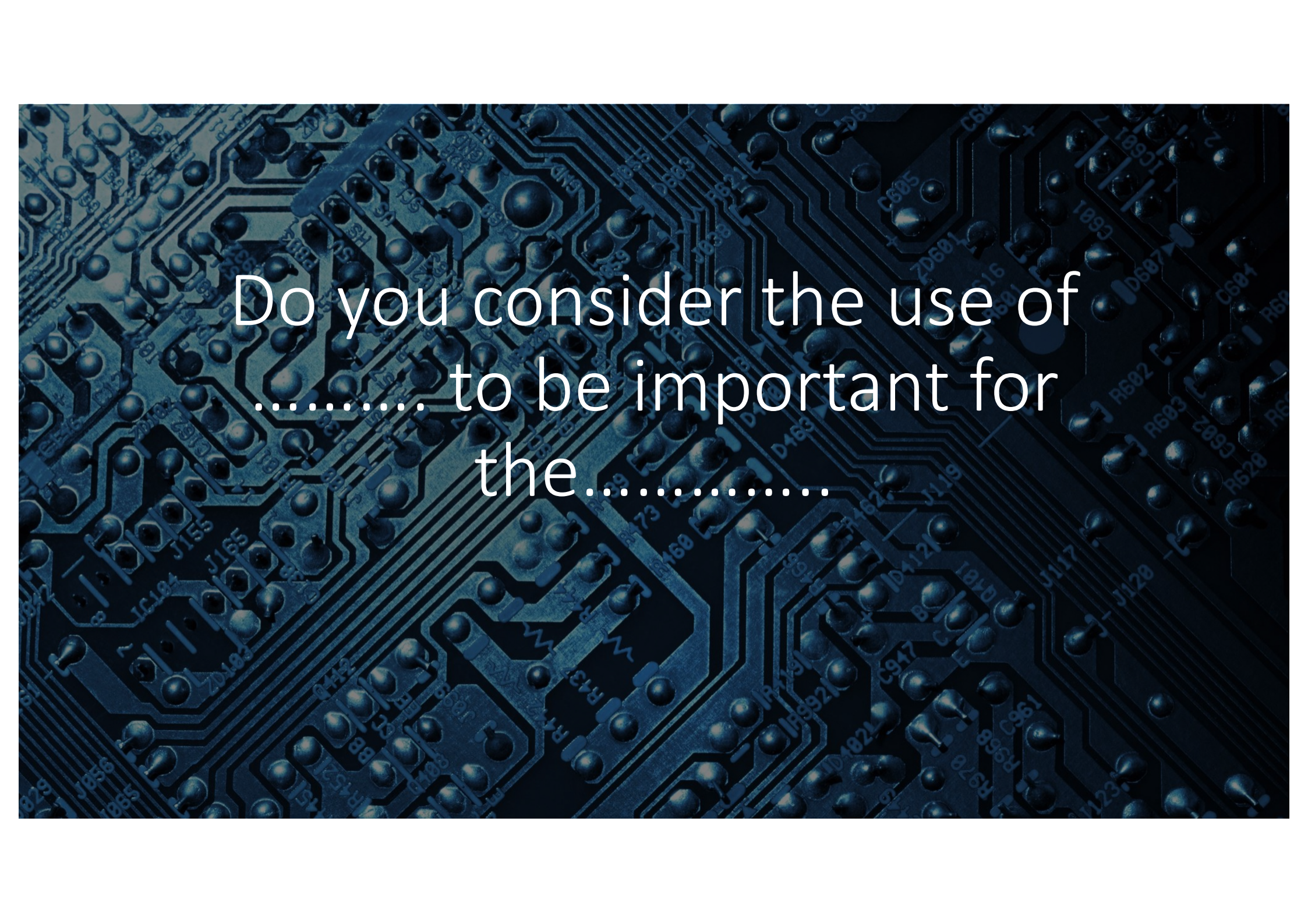
Aim

- The aim of this project is to develop an educational platform and course for young coaches in their early careers to enhance their possibility to get benefits from using digital tools in their coaching

Presentation of survey data

- Examples

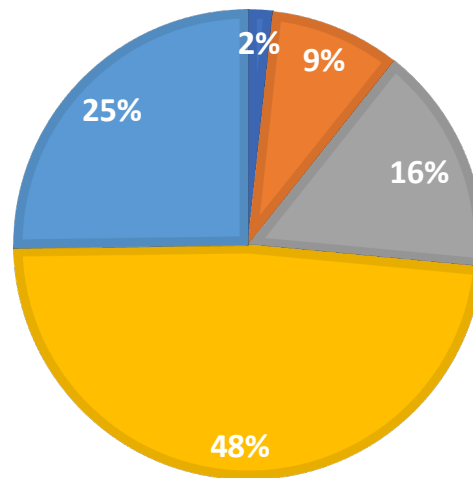




Do you consider the use of
..... to be important for
the.....

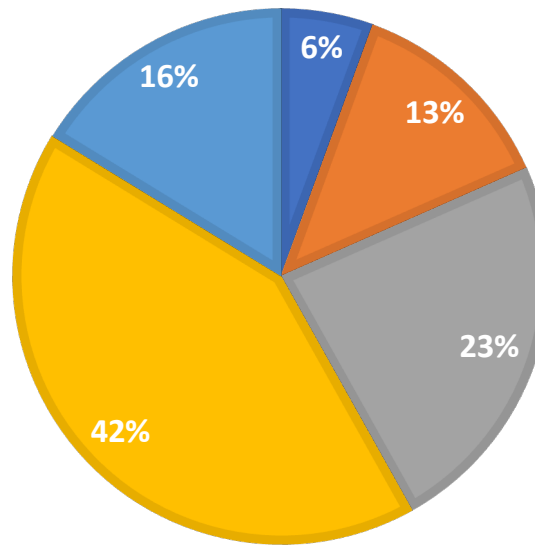
DO YOU CONSIDER THE USE OF WEB-BASED PLATFORMS TO BE IMPORTANT FOR THE COMMUNICATION BETWEEN ATHLETES AND COACHES?

■ Not important at all ■ Of little importance ■ Of average importance
■ Very important ■ Extremely important



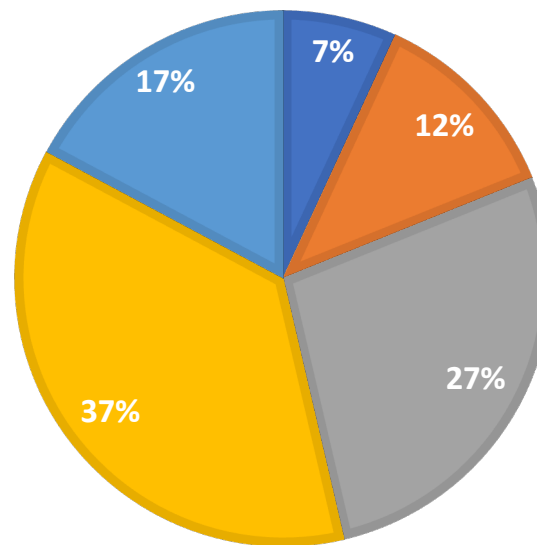
DO YOU CONSIDER THE USE OF APPS TO MONITOR THE TRAINING PROCESS OF YOUR ATHLETES AS IMPORTANT?

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important



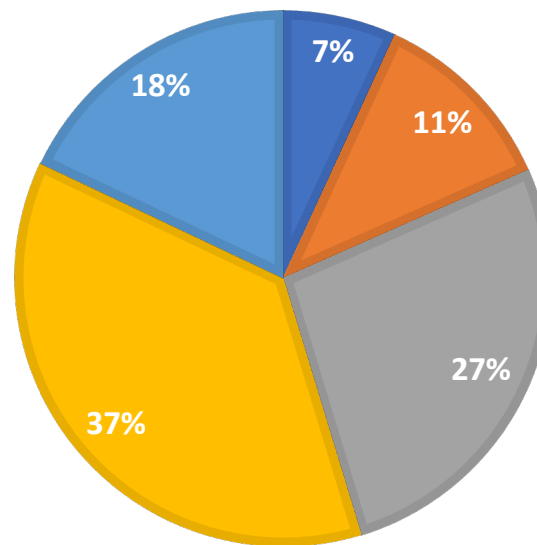
DO YOU CONSIDER THE USE OF SOFTWARE TO DESIGN TRAINING SESSIONS AS IMPORTANT?

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important



DO YOU CONSIDER THE USE OF DIGITAL DIARIES TO STORE AND SHARE YOUR TRAINING SESSIONS AS IMPORTANT?

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important

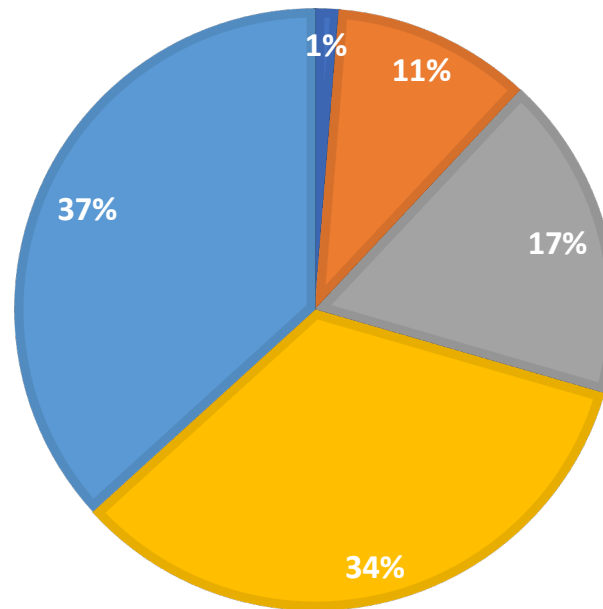




How often do you use
digital tools?

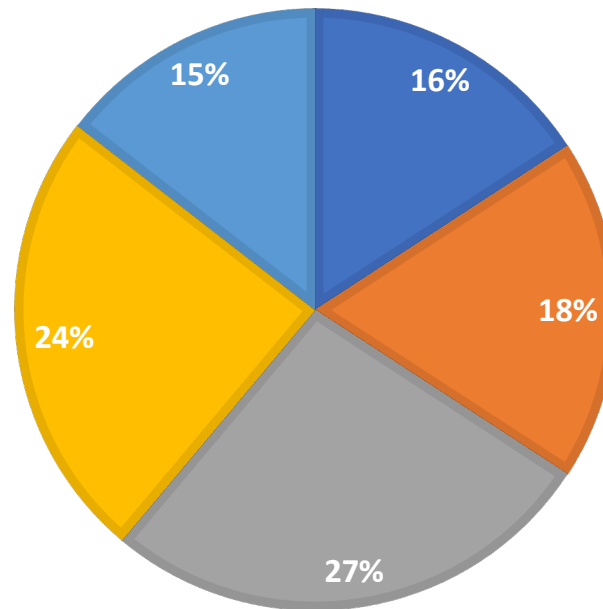
HOW OFTEN DO YOU USE DIGITAL TOOLS? [WEB-BASED PLATFORMS FOR THE COMMUNICATION BETWEEN ATHLETES AND COACHES]

■ Never ■ Rarely ■ Sometimes ■ Usually ■ Always



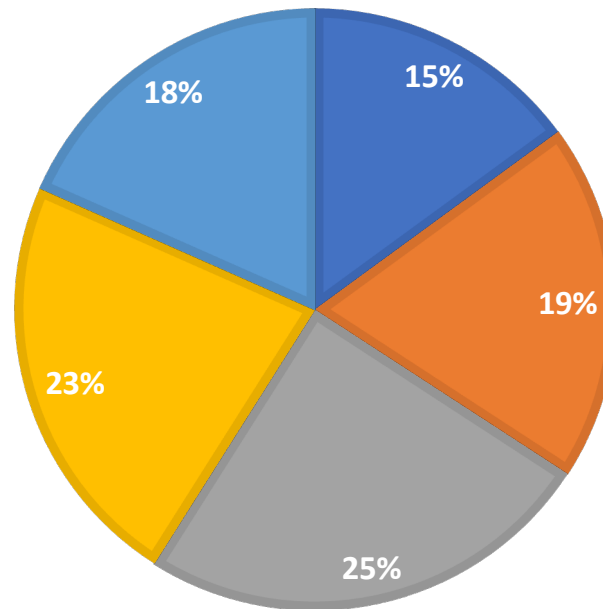
HOW OFTEN DO YOU USE DIGITAL TOOLS? [APPS TO MONITOR THE TRAINING PROCESS OF YOUR ATHLETES]

■ Never ■ Rarely ■ Sometimes ■ Usually ■ Always



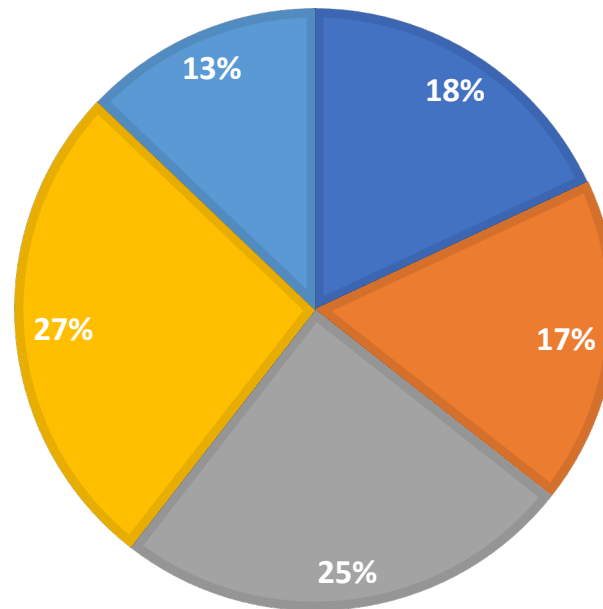
HOW OFTEN DO YOU USE DIGITAL TOOLS? [SOFTWARE TO DESIGN TRAINING SESSIONS]

■ Never ■ Rarely ■ Sometimes ■ Usually ■ Always



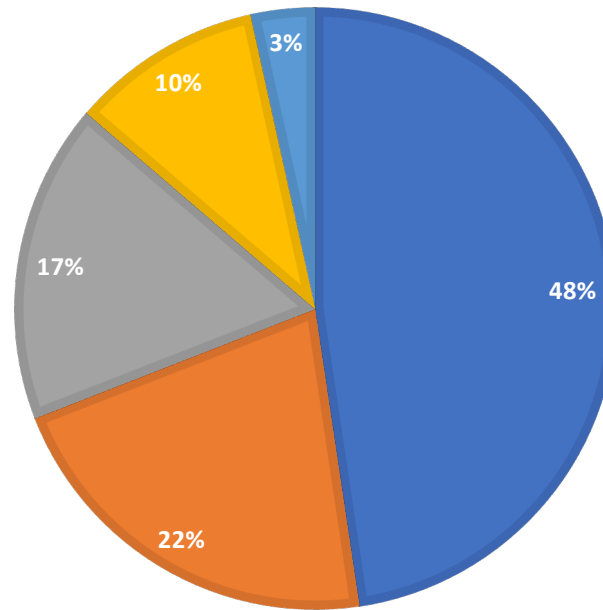
HOW OFTEN DO YOU USE DIGITAL TOOLS? [DIGITAL DIARIES TO STORE AND SHARE YOUR TRAINING SESSIONS]

■ Never ■ Rarely ■ Sometimes ■ Usually ■ Always



HOW OFTEN DO YOU USE DIGITAL TOOLS? [ARTIFICIAL INTELLIGENCE-BASED TOOLS]

■ Never ■ Rarely ■ Sometimes ■ Usually ■ Always

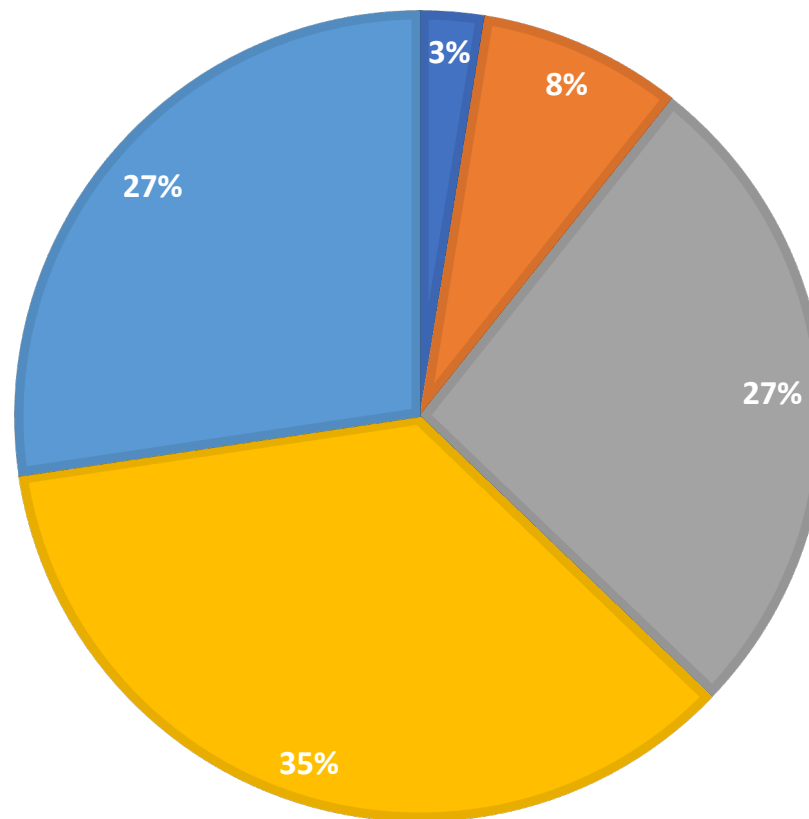




In your personal opinion,
how competent are you in
the use of digital tools?

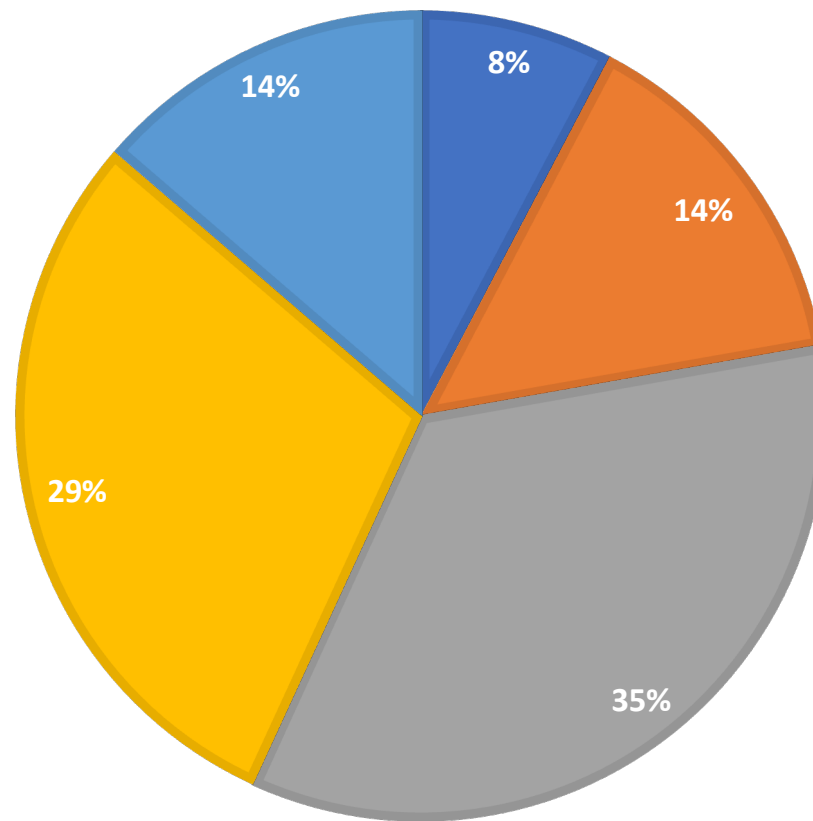
**13) IN YOUR PERSONAL OPINION, HOW COMPETENT ARE YOU
IN THE USE OF DIGITAL TOOLS? [WEB-BASED PLATFORMS FOR
THE COMMUNICATION BETWEEN ATHLETES AND COACHES]**

■ Not competent at all ■ Little competent ■ Average competent
■ Very competent ■ Highly competent



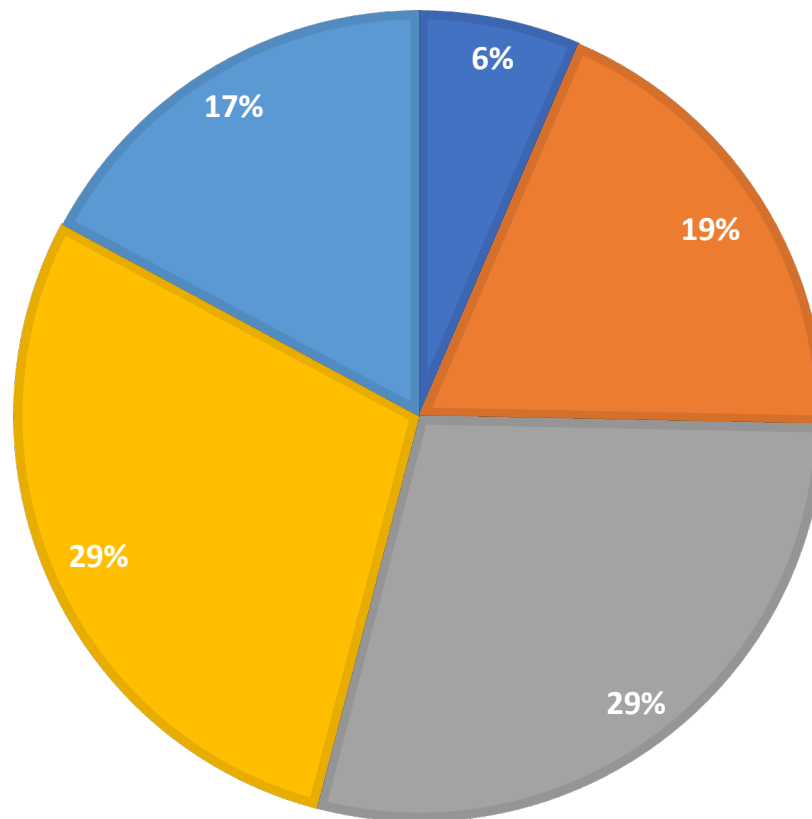
13) IN YOUR PERSONAL OPINION, HOW COMPETENT ARE YOU IN THE USE OF DIGITAL TOOLS? [APPS TO MONITOR THE TRAINING PROCESS OF YOUR ATHLETES]

■ Not competent at all ■ Little competent ■ Average competent
■ Very competent ■ Highly competent



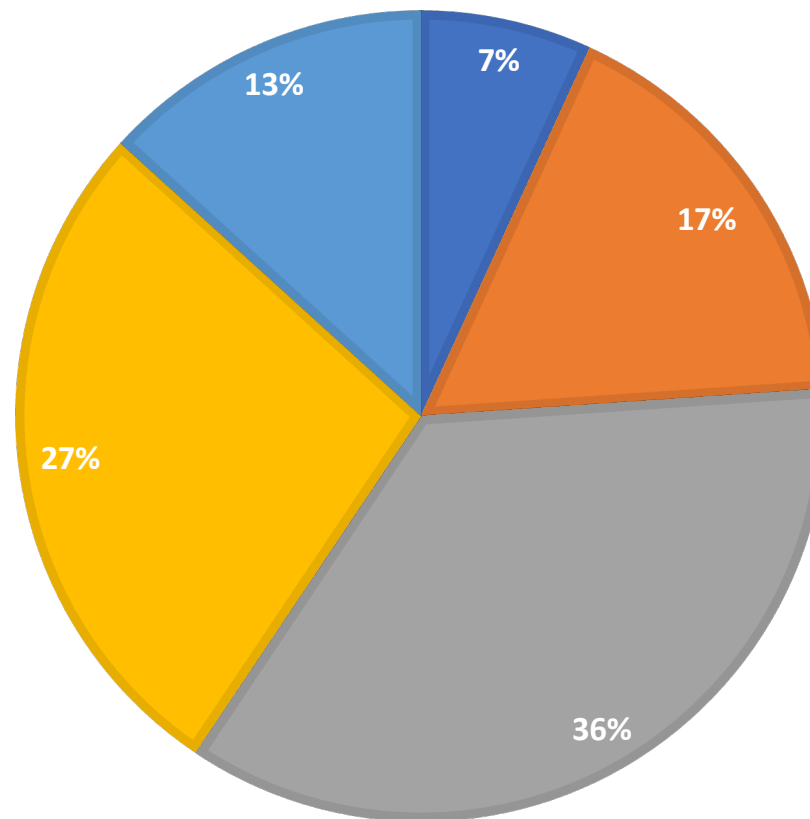
13) IN YOUR PERSONAL OPINION, HOW COMPETENT ARE YOU IN THE USE OF DIGITAL TOOLS? [SOFTWARE TO DESIGN TRAINING SESSIONS]

■ Not competent at all ■ Little competent ■ Average competent
■ Very competent ■ Highly competent



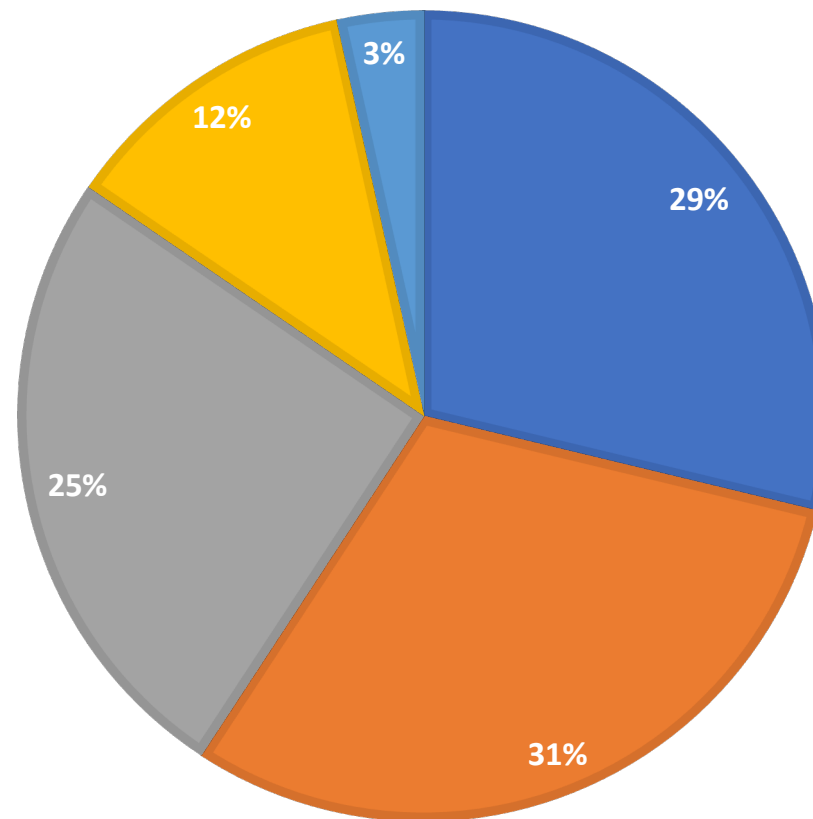
**IN YOUR PERSONAL OPINION, HOW COMPETENT ARE YOU IN
THE USE OF DIGITAL TOOLS? [DIGITAL DIARIES TO STORE AND
SHARE YOUR TRAINING SESSIONS]**


■ Not competent at all ■ Little competent ■ Average competent
■ Very competent ■ Highly competent



IN YOUR PERSONAL OPINION, HOW COMPETENT ARE YOU IN THE USE OF DIGITAL TOOLS? [ARTIFICIAL INTELLIGENCE-BASED TOOLS]

■ Not competent at all ■ Little competent ■ Average competent
■ Very competent ■ Highly competent

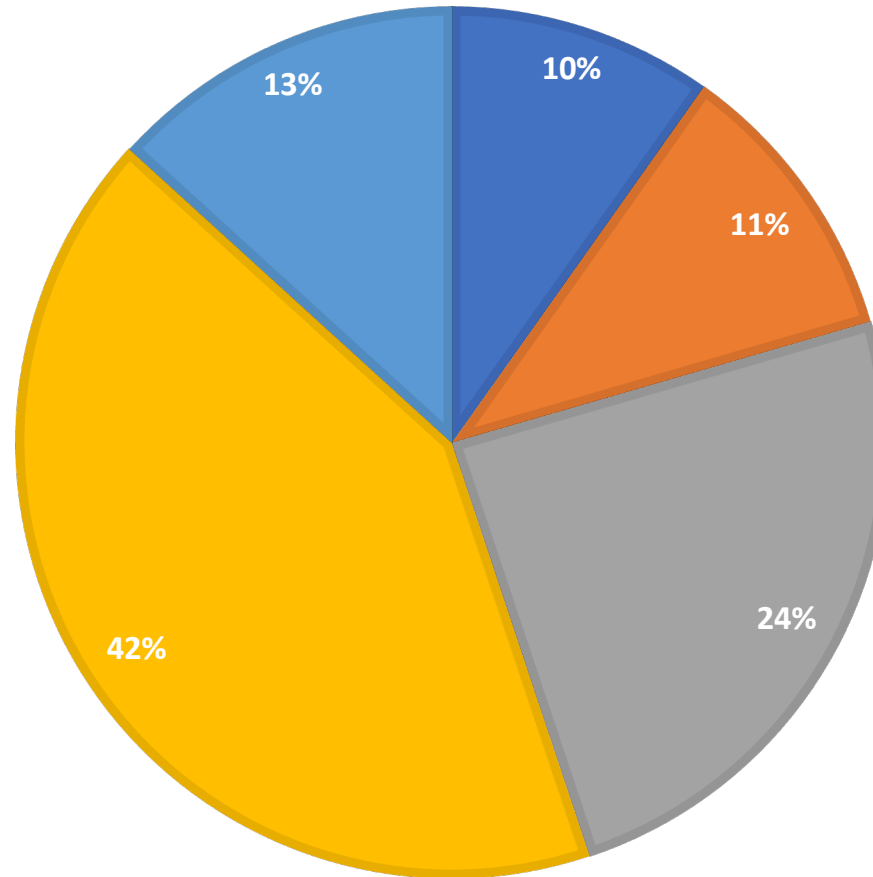




Do you consider these as
potential barriers for the use
of digital tools in your coaching
process?

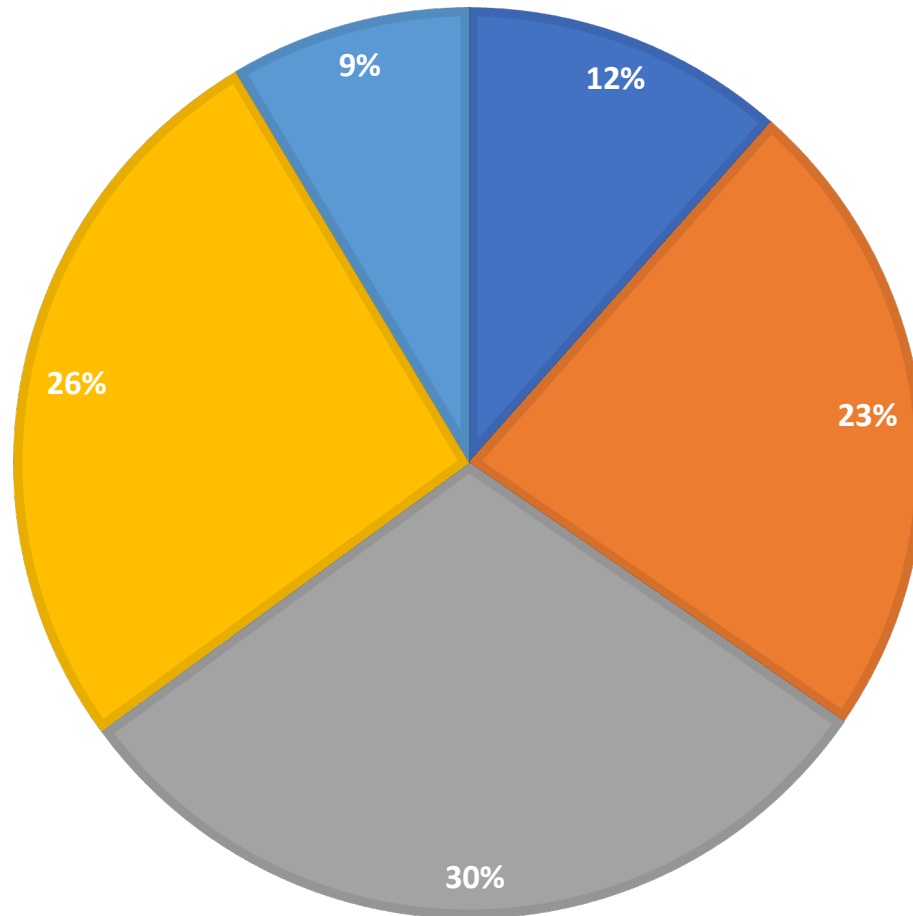
BARRIERS - BUDGET LIMITATION

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important



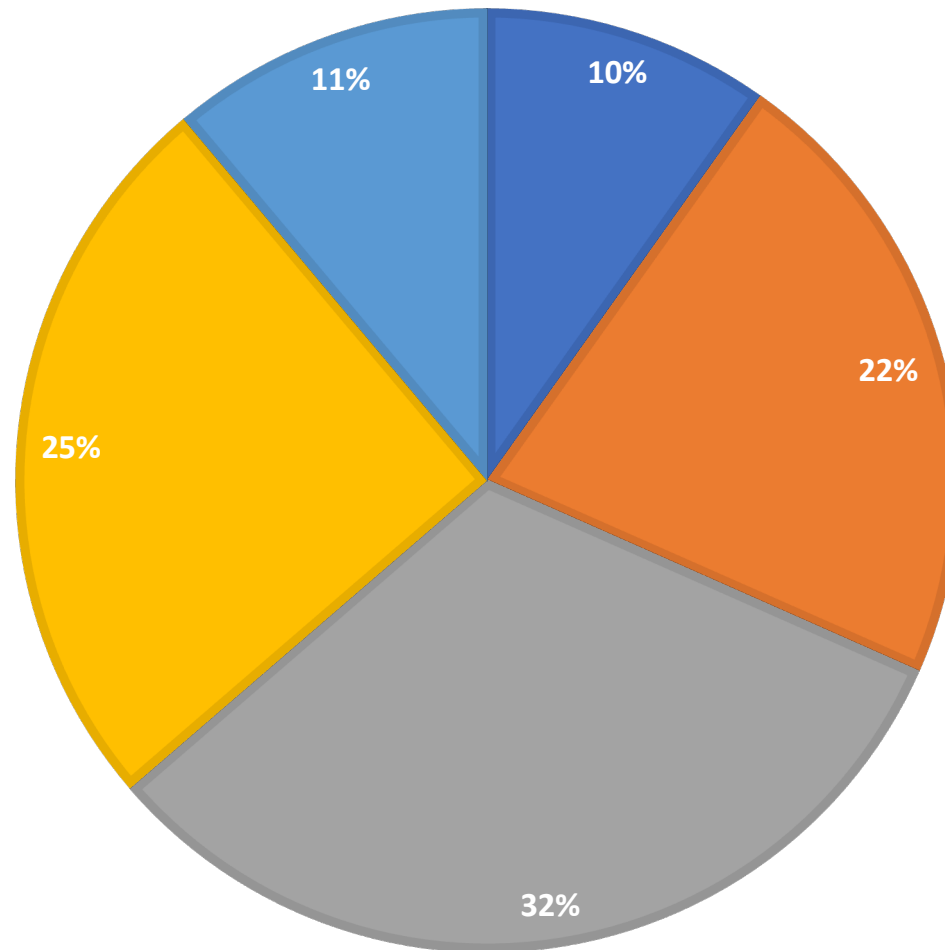
BARRIERS - LACK OF COMPETENCE

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important



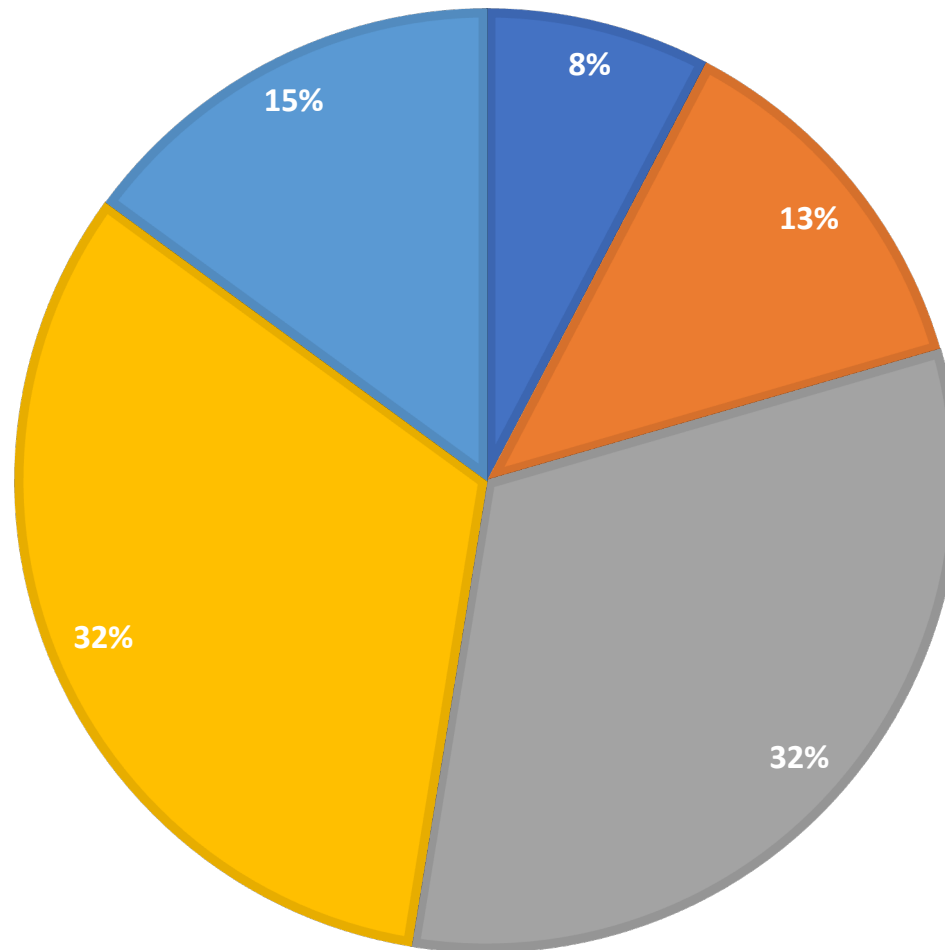
BARRIERS - TIME LIMITATION

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important



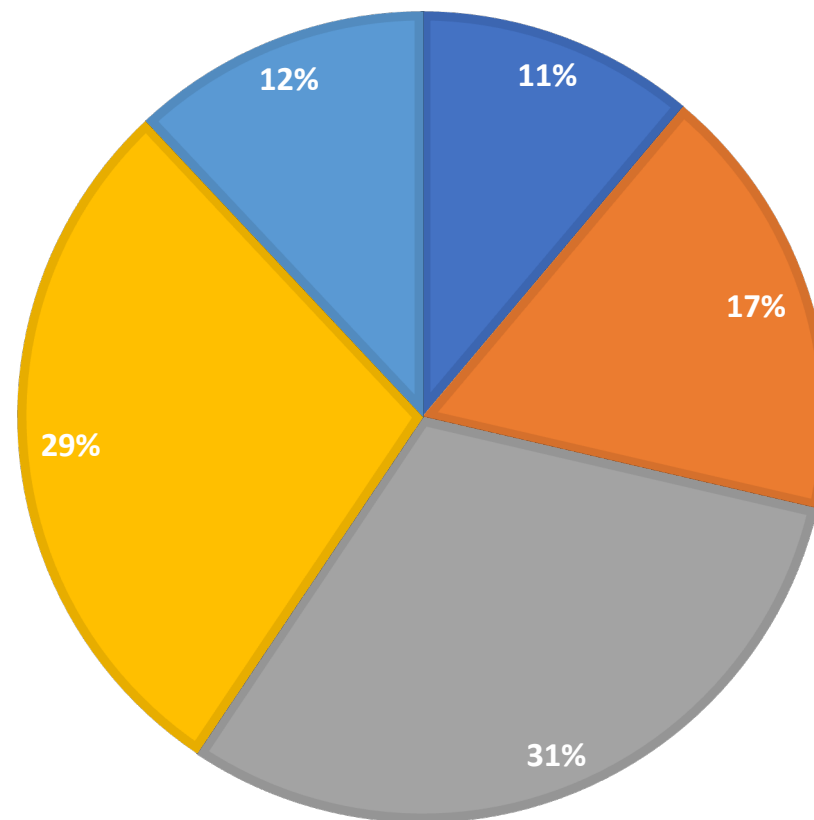
BARRIERS - EASE OF USE OF THE TOOLS

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important



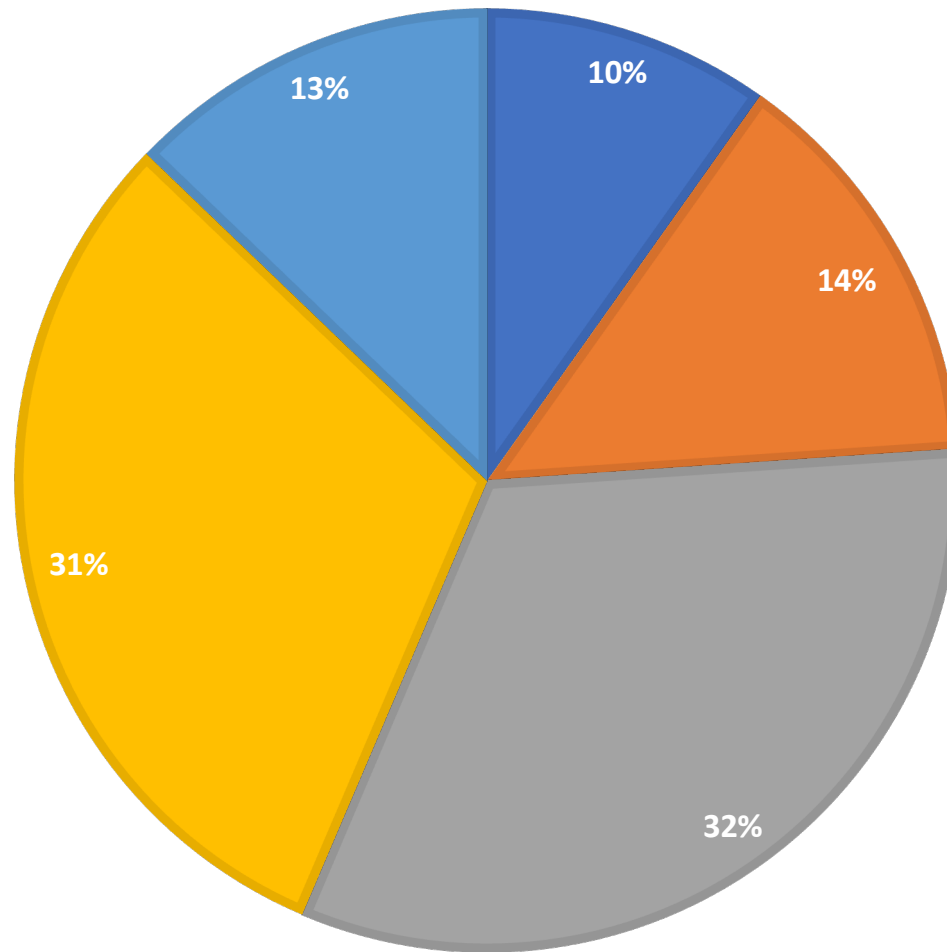
BARRIERS - LACK OF MOTIVATION IN LEARNING HOW TO USE DIGITAL TOOLS FROM COACHING STAFF WITHIN THE CLUB/ORGANIZATION

■ Not important at all ■ Of little importance ■ Of average importance
■ Very important ■ Extremely important



BARRIERS - LACK OF TOOLS FULFILLING MY COACHING NEEDS

- Not important at all
- Of little importance
- Of average importance
- Very important
- Extremely important

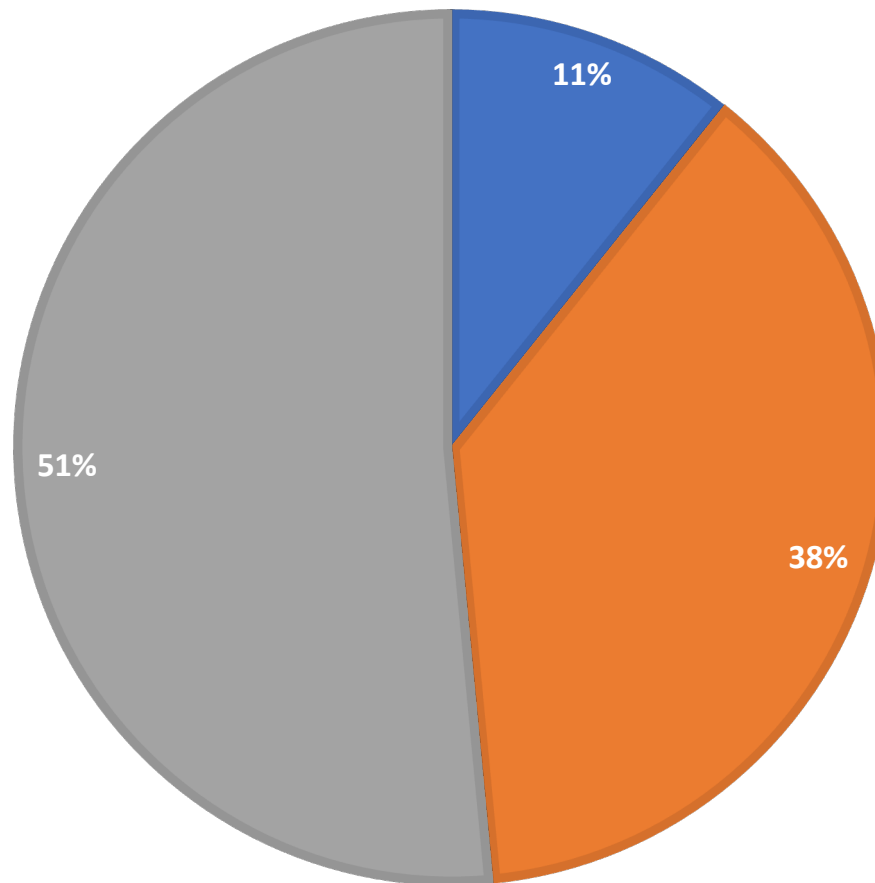




Would you like to increase
your knowledge about the
importance and use of these
digital tools?

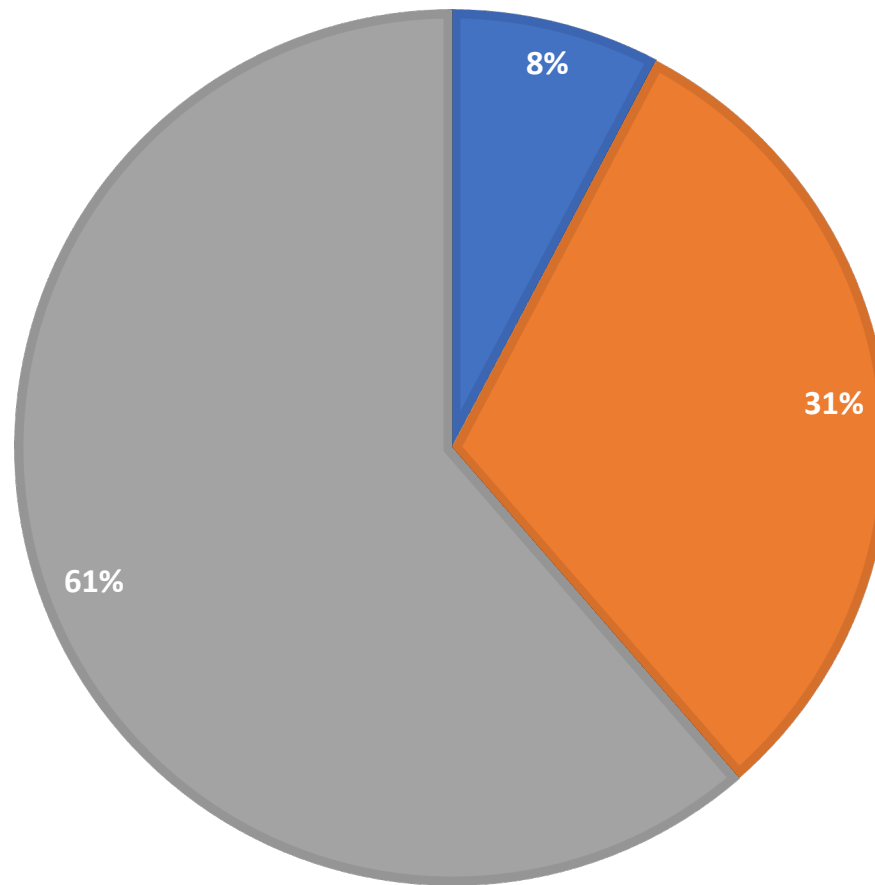
**TO INCREASE YOUR KNOWLEDGE ABOUT - WEB-BASED
PLATFORMS FOR THE COMMUNICATION BETWEEN
ATHELETES AND COACHES?**

■ Not at all ■ To some extent ■ Definitively



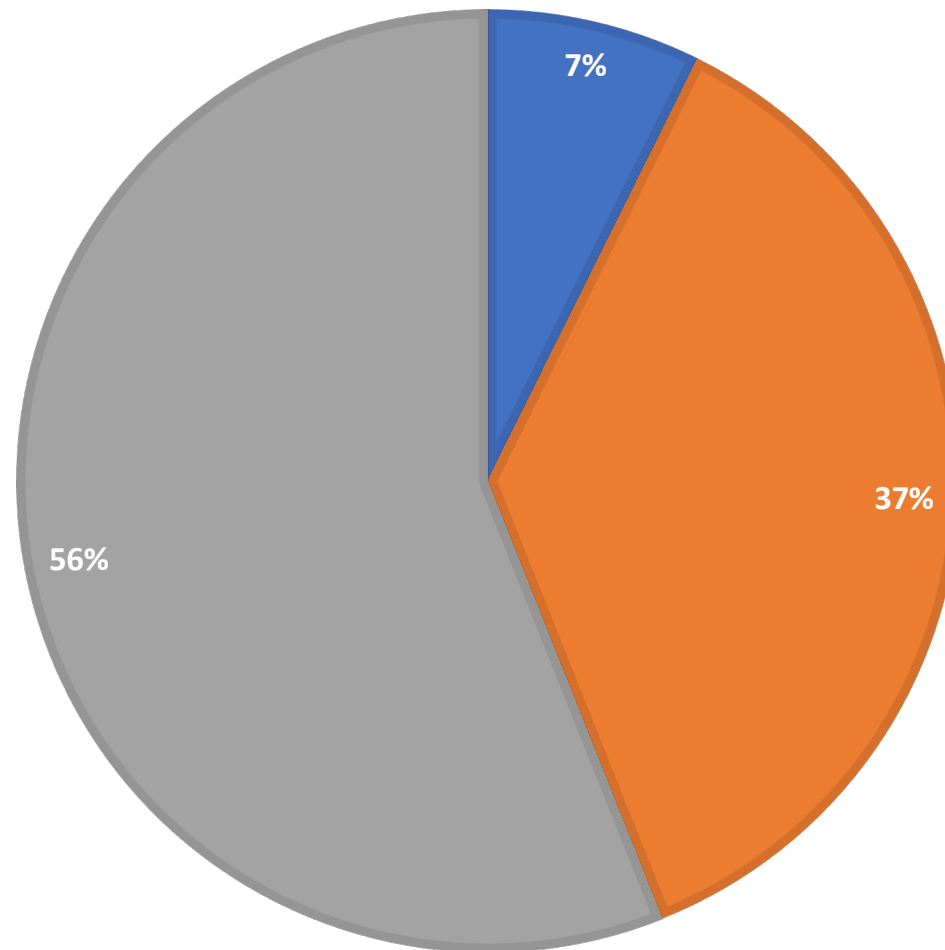
TO INCREASE YOUR KNOWLEDGE ABOUT - APPS TO MONITOR THE TRAINING PROCESS OF YOUR ATHLETES?

■ Not at all ■ To some extent ■ Definitively



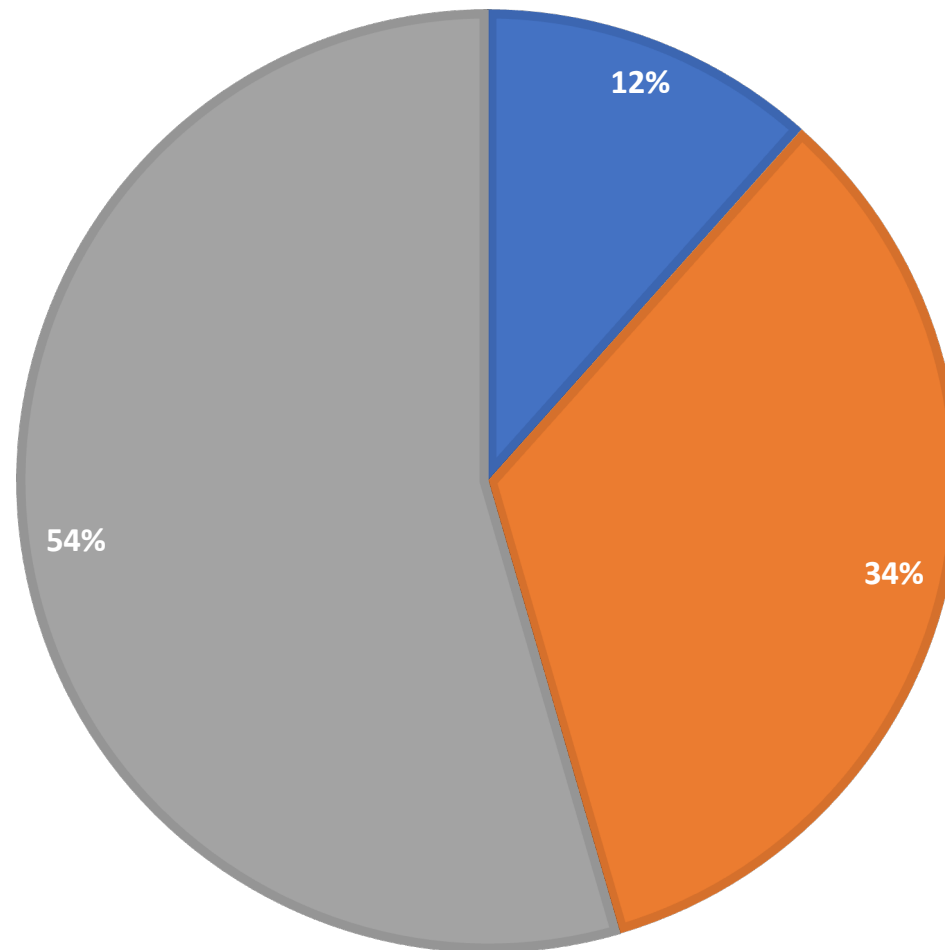
TO INCREASE YOUR KNOWLEDGE ABOUT - SOFTWARE TO DESIGN TRAINING SESSIONS

■ Not at all ■ To some extent ■ Definitively



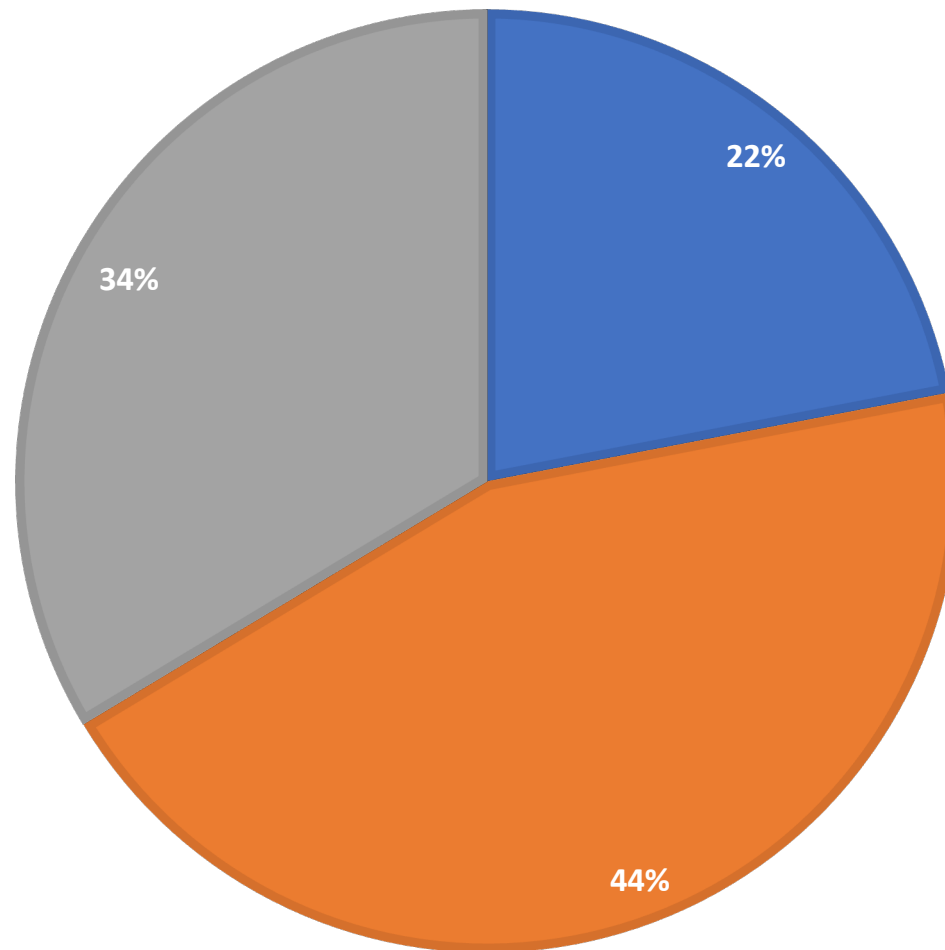
TO INCREASE YOUR KNOWLEDGE ABOUT - DIGITAL DIARIES TO STORE AND SHARE YOUR TRAINING SESSIONS?

■ Not at all ■ To some extent ■ Definitively



TO INCREASE YOUR KNOWLEDGE ABOUT - HOME-BASED ONLINE TRAINING

■ Not at all ■ To some extent ■ Definitively



Presentation of interview data

- Examples



Informants

	Country	Age	Gender	Sport	Experience	Coaching level
Coach 1	Norway	34		Football	12 years	5 th level in Norway
Coach 2	Norway	36		Climbing & football	2 years & 8 years	High level in Norway
Coach 3	Lithuania	30	Female	Table tennis	5 years	U7-U16 community and TD
Coach 4	Lithuania	28	Male	Football	4 years	Semi-pro
Coach 5	Latvia	32	Female	Alpine skiing	11 years	U5-U17 community and TD
Coach 6	Latvia	53	Male	Shooting	30 years	National team
Coach 7	Iceland	35	Male	Handball	18 years	Highest level in Iceland
Coach 8	Iceland	50	Male	Football	25-30 years	Head of youth in top level TD
Coach 9	Denmark	24	Male	Football	10 years	U11 community
Coach 10	Denmark	22	Male	Handball	5 years	U15 TD

An overview of used digital tools

Coordination and planning tools:

- Sideline XPS
- Facebook
- Word and Excel
- Hold sport
- Conventus
- Sportabler
- WhatsApp
- ProSoccerData

Video and video analysis:

- Spiideo
- VEO
- Sideline XPS
- Eyeball
- Video filming on phone

Making exercises:

- Instagram
- Exercise catalog
- Apps (e.g. Learning Handball)
- Youtube

Trackers and monitors:

- Ōura Ring
- Heart rate monitors
- GPS tracking

Simulators:

- SCATT
- Ball canon

Testing:

- MicroGate - speed gates
- OptoJump – jump platform

AI technology

Only limited or no experience with AI technology – but some wants to learn more:

”I also find AI **extremely exciting**, but I **don't know enough** about how to use it yet, and I also don't know how much has been developed on it. So that could also be **extremely interesting, how to use AI**”

- Danish Coach 1

Reasons to use the specific tools

- Accessibility
- Easiness of use
- Getting inspired in their daily practice (video and exercise bank)
- A tool to analyse your own practice or your athlete (video)
- To align communication and planning in one place (XPS, Sportabler etc.)
- Performance enhancement
- Supporting the everyday practice (simulators)

Reasons to not using digital tools

- Time consuming
- Don't know what's out there
- Competence level – to some extend
- Not relevant for the age group
- Price
- Lack of knowledge
- Lack of translation of data

In general, the number of tools we already use probably influences the ratio between the quantity of tools used and the benefit of adopting a new product. If it's not a "**game changer**" that would **significantly change** our process and bring substantial progress, we might not **want to invest time and money** since we already use so much.

- Lithuania coach 2

But there are **many, many software companies** that are attaching us, but what are you going to do with **all those information**? We are **always measuring** and measuring and measuring

- Iceland coach 2

Because there are a lot of these tools that are being created, well, I am aware that **they are useful**, but at the same time they are **quite complicated for the practitioner**. And that's why it would be great if in the **future tools** are developed that **are easy for coaches to use**. Which doesn't need to be learned, doesn't need much studying, **doesn't take much time, and is therefore simple**.

- Latvia coach 1

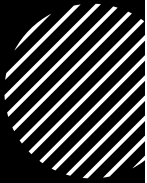
Reasons to not using digital tools

- Use of tools depends on the context of each coach (coaching level, resources, age)
- Tools are used almost every day/week
- Lack of time, knowledge and competences are key reasons to not use other digital tools





Discussions in small groups between countries



Short presentation of each participant



Which digital tools do you use



What are your experiences



What are your challenges



How can you use digital tools even more



Summary and finishing



The program for the evening



Tomorrows program

Program

Day1_November 18	Day2_November 19	Day3_November 20
Welcome snacks and check-in	9:00 – 12:00 Topic 3 Theoretical/Practical (3 hours)	9:00 – 11:00 Topic 4 Theoretical/Practical 2 hours
15:00 – 17:00 Topic 1-2 Theory (2 hours)	12:00 – 13:00 Lunch	11:00 – certificates
18:00 Dinner and socializing	14:00 – 17:00 Practical (3 hours)	Lunch boxes and departures
	18:00 – Dinner and social program (special activity)	