

Sport Exergames for Physical Education

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INTRODUCTION

Insufficient physical activity is one the main parameters for mortality, and obesity is a growing concern in post-industrial countries. A combination of physical exercise and healthy nutrition is essential for decreasing obesity. Active video games (exergames) are becoming popular as ways of motivating people to exercise more. However, it is not clear whether these serious games could also be used in physical education (PE) and serve as more than mere entertainment. In this chapter, we will examine existing academic literature based on the characteristics of sport exergames that are important in the domain of PE. We also provide a practical example of psycho-biophysical evaluation of a sport exergame to see how close and encouraging these games are, compared to the real sports.

BACKGROUND

PE is considered to be a crucial part of primary school curriculum around the world which include both physical and educational contents (Lindberg, Seo, & Laine, 2016). Thanks to digital technologies, new learning environments provide opportunities for skill acquisition and socializing, and researchers are now examining the role, efficacy, and opportunities that these environments provide. On the other hand, several reasons including lack of time, lack of skills of PE instructors, and lack of support might reduce the quality and quantity of PE education (Lindberg, Seo, & Laine, 2016).

Moreover, pedagogy has always tried to innovate teaching, and PE is also emerging regarding integrating technology into regular classes. One exciting area in which technology and education could merge is by using video games that include visual (and/or audio) stimulus. Video games can be applied to improve attention, executive functions, and reasoning (Neugnot-Ceroli, Gagner, & Beauchamp, 2015). They are also shown to increase several types of intelligence (e.g. visual-spatial and bodily-kinesthetic) while providing a playful-formative experience (del Moral-Pérez, Fernández-García, & Guzmán-Duque, 2015).

On the other hand, previous psychological research has linked aggression with video gaming (Anderson et al., 2010) and content analysis of video games was mainly concerned about violence and role of gender (Lee & Peng, 2006). As excessive use of technology, which also includes video gaming, is suggested to be a contributing factor in obesity, a new approach has been proposed to include active video games (exergames) that incorporate motion sensor technology and could be played using whole body movements. While gamification of regular exercise activities (e.g. GPS-based virtual reality zombie run) has been previously reported, active video games are not frequently used in the context of PE (Lindberg, Seo, & Laine, 2016), and insufficient evidence about efficacy of exergames exist within schools (Norris, Hamer, & Stamatakis, 2016). Previously, Ennis (2013) considered exergames in three categories of recreation (light to moderate intensity), public health (moderate to intensive physical activity - PA), and educational (to facilitate skills).

DOI: 10.4018/978-1-5225-2255-3.ch640

MAIN FOCUS OF THE ARTICLE

Motivation/Literacy to Play and Exercise

Several methods are used to increase players' motivation in sporting activities (Keegan, Harwood, Spray, & Lavalley, 2009) and game-based learning and storytelling are the primary ways to provide intrinsic motivation for learning (Laine, Nygren, Dirin, & Suk, 2016). Exergames provide a non-scary environment to develop components of mastering of fundamental movement skills (George, Rohr, & Byrne, 2016). For example, children might improve aiming and catching skills during virtual tennis without the fear of getting hit by the physical ball. In children with sensory dysfunction, exergames are used to increase their learning motivation and to make them more confident in facing various learning challenges (Chuang & Kuo, 2016). By embedding elements of nature, exergames can also provide a sense of connectedness and environmental concern, which might be important for exercising outdoor (Öhman, Öhman, & Sandell, 2016). Wittland, Brauner, and Ziefle (2015) also suggested that accepting serious games for physical fitness, is not dependent on gender, expertise, and gaming habits. However, when used with older adults, "guided hands-on" and "1-on-1" teaching methods might be used to increase their engagement when facing technology (Seides & Mitzner, 2015), because older adults need more time to master the skills necessary to play active video games (Santamaría-Guzmán, Salicetti-Fonseca, & Moncada-Jiménez, 2015). Sun (2013) evaluated the effects of exergame in primary school students and showed that PA situational interest decreases over time, but exergame intensity increases. Therefore, strategies to balance the activities should be considered during the game design phase. Many models of have been created to explore game characteristics from designers and consumers' perspectives (cf. Mildner, Stamer, & Effelsberg, 2015). Gender, age, game type, players' characteristics and personalities are motivators

for gameplay (cf. Jabbar & Felicia, 2015). For example, Shaw, Tourrel, Wunsche, & Lutteroth (2016) showed that considering personality and motivation of players in a virtual training exergame with two modes of competitive and cooperative gameplay might increase exercise, especially in competitive individuals.

Learning and Skill Acquisition

Digital games have become great tools in knowledge transfer due to fostering intrinsic motivation in players to acquire more knowledge (Mildner, Stamer, & Effelsberg, 2015). Some sports games may be used to simulate the real sports skills; for example, shooting exergames might have a positive skill transfer for increasing hitting scores (Eliöz, Vedat, Küçük, & Karakaş, 2016), and Vernadakis, Papastergiou, Zetou, & Antoniou (2015) showed that exergame-based interventions could improve object control skills in children. Moreover, players' interactions with the game and other players, affect their learning while sports exergaming (Meckbach, Gibbs, Almqvist, & Quennerstedt, 2014). Exergames might also increase PA while developing motor skills among overweight children and adolescents (do Carmo, Goncalves, Batalau, & Palmeira, 2013). Body tracking technologies have also been used as a live correcting tool for free weight exercises (Conner & Poor, 2016), and improved motor skills (balance) after exergaming was observed with higher scores in female players (Norris et al., 2016).

On the other hand, these games may not be as effective as traditional PE instructions for psychomotor development (Pedersen, Cooley, & Cruickshank, 2016). For example, virtual swimming in the air does not replicate the physical fidelity connected with moving water. A previous systematic review also showed that virtual reality applications have the ability to change behavior but have little gain in knowledge (Omaki et al., 2016). While cognitive functions are crucial for the functional autonomy, Monteiro-Junior et al. (2016) showed that a single bout of virtual real-

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