EL USO EDUCATIVO DE INSTAGRAM EN LAS ASIGNATURAS DE DEPORTES DEL GRADO DE CIENCIAS DE LA ACTIVIDAD FÍSICA Y EL DEPORTE FCCAFYDYD-INEF

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Resumen.
Instagram is one of the most popular social networks in the world, and despite its popularity with the youth as a photo and video sharing platform it has not been used as a potential educative platform in the undergraduate sport science course. This study aimed at: i) identifying the use and perceptions of social networks, especially Instagram in undergraduate sport science students; and ii) comparing the impact of using Instagram over a using the traditional computer-based course learning Moodle platform method to perform two assignments in the undergraduate basketball course. 25 undergraduate students (20.42 ± 1.58 years old, males =21, females = 4) participated in the study as a part of their Fundamentals in Basketball course. They filled out an initial questionnaire which asked about their mobile and social network usage, the use of Instagram and privacy concerns. They were then divided into two groups and performed two evaluative assignments, one group using Instagram and another using Moodle. At the end of the course, their feedback was registered in a second questionnaire. The use of Instagram was found to be motivating, easy to use and enjoyable, and this seemed to allay their fears about the social network potentially distracting them. However, these results were from students who used the application, while the group which used the traditional platform seemed to be apprehensive about the use of Instagram as an evaluative medium. Those that used Instagram appeared to use the application differently for an educational purpose as compared to when sharing personal photos or videos with friends. Instagram different Instagram allows and favours information sharing, communication and feedback, access to other information sources that back up and even makes collaborative and constructive learning easier.

Palabras clave:
Aprendizaje Activo
Aprendizaje Adaptativo
Aprendizaje Experiencial
Aprendizaje Inmersivo
Aprendizaje Ubicuo
Autoaprendizaje-Aprendizaje Autónomo
Coaching
Desarrollo de TIC's

Entornos Personales de Aprendizaje (PLS)
Material Multimedia
Moodle
Prácticas externas
Realidad Aumentada
Redes sociales
Sistemas Hipermedia Adaptativos (AHS)
Teleenseñanza
Uso de las TIC
Video educativo

1. Introducción

Instagram is one of the most popular social networks in the world with over 800 million active users on a monthly basis and over 500 million users on a daily basis (1). A mobile-only photo and video capturing and sharing platform, it allows one to tag, and search for, images and videos using hashtags (2). It has become the fastest growing social network around the world (3). In the United States of America, it has become the second most popular social network after Facebook (4). Meanwhile in Spain alone, the network has seen the number of users almost double from 7.5 million users in 2015 to 13 million users in 2017 (3), with the highest popularity being in the 18-39 year age group. Despite its popularity and ease of use, its use as a potential educative medium has not been exploited as yet, with few studies in the field of medicine(5) and economics (6).

Learning via mobile devices is considered one of the most important learning trends (7). Mobile devices, through social networks provide immediacy and openness enabling them to be used both as an information source and as a collaborative tool (8). The use of other social networks, such as Twitter, in the field of education has increased in the last few years (7,9–13). This has facilitated the development of student-professor, and student-student interactions (14), and has also permitted the interaction between people from all over the world in different and innovative ways (15). These studies using social networks as a educational tool have had a positive, motivating impact on learning (9,13).

In the undergraduate sport science program, a student learns the correct technique of sporting skills and the tactical execution of different plays. This helps the student to identify different situations that one could face as a coach, which not only enables one to prepare the athletes but also to identify potential flaws and to go about correcting them. Thanks to the internet, one has access to various videos and photos of different sporting matches and training sessions, which can serve as sources of information for undergraduate sport science students. Considering this, there is a potential to use a platform like Instagram to record and share information, all on a mobile device. At present, such activities are carried out on computer-based course learning platforms such as Moodle (16).

Therefore, this study aimed at: i) identifying the use and perceptions of social networks, especially Instagram in undergraduate sport science students; and ii) comparing the impact of using Instagram over a using the traditional computer-based course learning Moodle platform method to perform two assignments in the undergraduate basketball course.

2. Desarrollo de la ponencia

Methods
Participants
Twenty-five undergraduate students (20.42 ± 1.58 years old, males =21, females = 4) from the Faculty of Physical Activity and Sports Science of the Universidad Politécnica de Madrid enrolled in the 2nd year basketball course volunteered to participate in the study. They were informed about the procedure and signed an informed consent which was approved by the university's ethics committee. The students attended eighteen classes of 90 minutes throughout the course. The facilities used in the classes (the classroom and the court) had free Wireless Fidelity (Wi-Fi) networks and all the participants had modern smartphones that allowed them to effectively complete the e-tasks and fully participate in the study.

Procedures
Initial questionnaire
In the first session of the course, the students were asked to fill out a questionnaire (Table 1) to identify their social media habits. The questionnaire was filled out through Google Forms and the link to the form was sent to the students via email, and they could fill out the form either on the computer or on their phones. The questionnaire was anonymous, and was divided into four sections: the use of smartphones, the use of social networks in general, the use of Instagram and privacy in social networks. and the following 5-point Likert type questions (the extent to which they agreed with the following questions, 1 representing complete disagreement and 5 representing complete agreement).

Class assignments
Over the duration of the course the students were given 9 evaluative assignments, five being online questionnaires, one being a practical class where their pedagogic skills were measured, one written descriptive task on methodology and two tasks where they had to record exercises and comment on them. These latter assignments were chosen to be carried out simultaneously on Moodle and Instagram. For such assignments, the class was randomly divided into two groups, one which performed the assignments on Instagram (n=15) and one which performed the assignments via Moodle (n = 10).

The students in the Instagram group were asked if they knew how to use Instagram and a brief explanation of the app was given to the students by the professor.

The students who were in the Instagram group were asked to create a separate account for the tasks with their first name, surname followed by *baloncestoinef* (For example an account created by the student John Doe would be *@johndoebaloncestoinef*). Each student had to follow the others. The course professor also created an account (*@baloncestoinefprofesor*) and followed all the other accounts created.

In the first assignment, the students had to record themselves executing certain techniques in pairs (one group had three). One student would record the action, and the other would execute it. The students switched roles so that they each got a chance to record, and execute the action. Once it was done correctly, the videos were

uploaded to Instagram or Moodle, with the students asked to describe the exercise in a manner they deemed to be appropriate.

For the second assignment, the students had to record five exercises during the training session of a youth federated team (prior consent was obtained from the clubs to record the videos). Similar to the previous assignment, the videos were uploaded to Instagram or Moodle, with the students asked to describe the exercises in a manner they deemed to be appropriate.

Final questionnaire

After finishing the assignments, the two groups filled out two different questionnaires with similar questions.

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