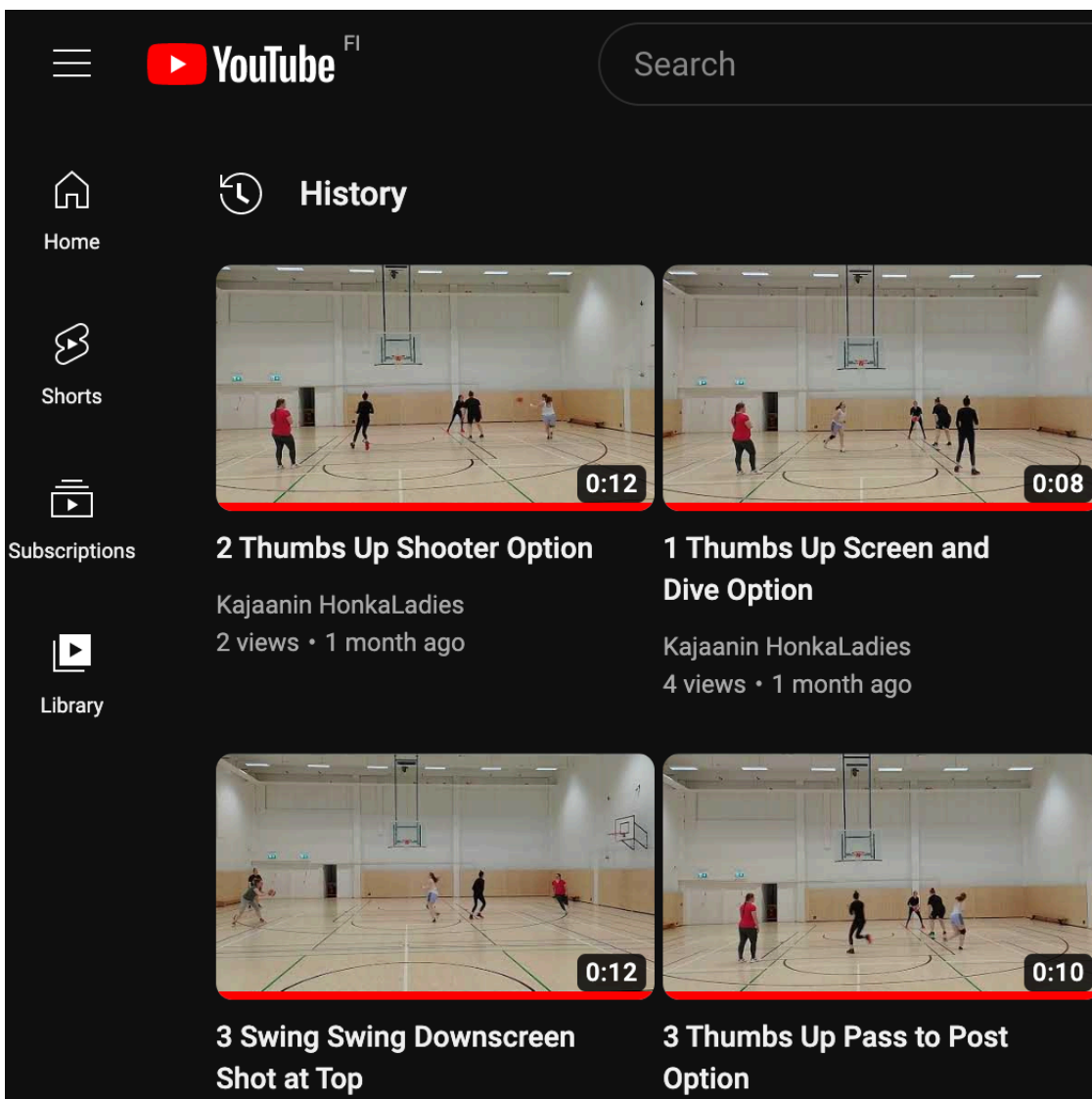


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Video Library of the Offensive Tactics and Games of the Kajaanin Honka Ladies during the 2021-2022 Basketball Season



Bachelor of Sports Studies

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Abstract

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Title of the Publication: Video Library of the Offensive Tactics and Games of the Kajaanin Honka Ladies during the 2021-22 Basketball Season

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Keywords: video library, basketball, women in basketball, offensive tactics, game videos

The purpose of this development task-based thesis was to create a video library of offensive tactics and games of the Kajaanin Honka Ladies during the 2021-2022 basketball season. The objectives were to supplement the teaching and learning process by the coach and players on the offensive tactics and provide a digital tool to store, retrieve, review and remember their previous games.

The thesis project was guided by the following questions: How can the author supplement the teaching of the offensive tactics to the players? How can the players possibly reinforce their learning of these offensive tactics? How can a video library be created to provide the coach and the players on-demand access to the offensive tactics and actual games of the team?

The project followed a theoretical framework based on the visual, auditory and kinesthetic learning styles of people, observational learning theory, memory processes, long-term memory and the use of videos in support of these modalities, theories and processes. It was implemented by following the design process called the Double Diamond Design Process Model which consists of four phases: discover, define, develop and deliver. The final output was achieved by filming the offensive tactics with a mobile phone camera and filming the games with a GoPro Hero4 action camera then uploading and categorizing the videos in playlists in a YouTube channel which can only be accessed by the commissioning party and its members.

This video library aims to meet the objective of the commissioning party to provide on-demand access to a centralized video data for its current and future players or coaches that they can download, reproduce or edit to create learning tools, basketball highlights, promotional materials or used for other purpose that serves the team. It can be expanded further or replicated by the commissioning party.

This thesis project can also serve as a template for the author to use and replicate in his future work as a coach in other basketball clubs.

Table of Contents

1	Introduction	1
	1.1 Purpose and Objectives	2
	1.2 Commissioning Party	3
2	Sport Analysis of Basketball	4
	2.1 FIBA Basic Basketball Rules.....	4
	2.2 Women’s Basketball in Finland.....	8
3	Coaching in Basketball	12
	3.1 Technical and Tactical skills	12
	3.2 Learning Styles and Use of Video.....	14
4	Development Task	18
5	Development Process	20
6	Video Library of Offensive Tactics and Games of the Kajaanin Honka Ladies	25
7	Discussion	29
	List of References	32

Appendices

Figures

Figure 1. FIBA official basketball court dimensions.....	5
Figure 2. Location of the 3-point goal, 2-point goal and free throw areas.....	5
Figure 3. Location of the sideline and endline/baseline out-of-bounds line.....	8
Figure 4. FIBA strategy.....	9
Figure 5. National basketball series 2021-2022 categories.....	10
Figure 6. Northern region basketball series 2021-2022 categories.....	11
Figure 7. Atkinson-Shiffrin model of memory.....	16
Figure 8. Double Diamond design process model.....	20
Figure 9. 170-degree wide-angle coverage on basketball court.....	22
Figure 10. Circle Offense options one to six screenshot.....	25
Figure 11. Circle Offense options seven to fourteen screenshot.....	26
Figure 12. Out-of-bounds plays screenshot.....	27
Figure 13. Season 2021-2022 game videos sample screenshot.....	28

1 Introduction

The use of digital technology, specifically video, is prevalent and a necessity nowadays in professional basketball clubs. According to XPS Network (n.d.), Finnish basketball clubs such as BC Nokia, Helsinki NMKY, Helsinki Seagulls, Kataja Basket, Kouvot and Tampereen Pyrintö are some of its customers for the XPS Network, one of the most popular and comprehensive coaching software products in the sports industry for analysis, planning and communication. This is an integrated solution with important features such as game and statistical analysis, scheduling and health monitoring. There are also many more existing sophisticated and expensive video software products used in the sports industry that provides significant video data to the teams and players.

As the incoming head coach of the Kajaanin Honka Ladies team for the season 2021-2022, the author was looking for historical data to understand how the team played and what is the competition like in order to prepare accordingly for that upcoming basketball season. There were season and game records on the Basketball Finland's website on how they previously performed, but the text data was not sufficient to help craft a plan to develop, train and coach the players to improve as individuals and as a team. There were no historical game videos available nor concrete recollection on what system of play offensively and defensively the team used the previous seasons. Although the team was just participating in the Northern Region Women's Basketball Hobby League (Pohjoinen Alue Naiset Harrastesarja) and the players were just playing for fun, it was the responsibility of the coach to improve the team in any way possible and strive for a winning and memorable season.

Video documentation was initially done to help the author review the team's first two games last November 2021 and help prepare and adjust for the upcoming games. The clips of the game videos were shared in the team's WhatsApp group for those who wanted to watch them. However, the maximum file size was a limiting factor and the video files themselves tend to get pushed back by succeeding messages and posts in the team's WhatsApp group and consequently forgotten.

Hence, the idea of creating centralized video data repository in YouTube containing the offensive tactics and video of the games was conceived and proposed as a thesis project for the Kajaanin Honka Ladies. This would enable the coach and the players to access the videos on-demand and in an organized manner.

1.1 Purpose and Objectives

The purpose for this thesis project is to create a video library of offensive tactics and games of the Kajaanin Honka Ladies using the available resources, equipment and technology. Video data is important and a necessity nowadays for serious basketball coaches so that they can review, analyse, conceptualize, prepare and create training plans or game plans for their basketball team. Access and use of video data affects winning and the proliferation of commercial sports video software products and technologies in the sport industry and the subscriptions of professional teams to them further supports this.

The main objectives of this thesis project are for the video library to supplement the teaching and learning process of offensive tactics and to serve as a digital tool in storing, retrieving and remembering the past games of the team.

The personal objectives of the author are to develop the competence in retrieving, analysing and evaluating available information accordingly, use information and communication technology to address needs, and share coaching knowledge to the team.

The objective of the commissioning party is to provide access to a centralized video data for its current and future players or coaches that they can download, reproduce or edit to create learning tools, basketball highlights, promotional materials or used for other purpose that serves the team. This aims to fill a need since there was no existing or available video data on the games of the Kajaanin Honka Ladies before this thesis project.

This thesis project is guided by the following questions:

- How can the author supplement the teaching of the offensive tactics to the players?
- How can the players possibly reinforce their learning of these offensive tactics?
- How can a video library be created to provide the coach and the players on-demand access to the offensive tactics and actual games of the team?

1.2 Commissioning Party

The Commissioning Party for this thesis project is the Kajaanin HonkaLadies, the women's basketball hobby group under the Kajaanin Honka ry. The Kajaanin Honka ry was founded on 14 May 1981 and is a member club of the Finnish Basketball Association while the Kajaanin Honka Ladies team was started in Autumn 2016 (Kajaanin Honka, n.d.).

As of October 2022, other age/category groups within the club are: Children eight to ten years old, Girls 11-15 years old, Boys 11-13 years old, Boys 13-15 years old, Women's Fitness Basket and Men's Fitness Basket (Kajaanin Honka, n.d.).

Within the club, the Kajaanin Honka Ladies was the only group that joined the Northern Region basketball competition during the 2021-22 basketball season. According to the historical records on the website of Basketball Finland (2022), since joining the Pohjoinen Alue Naisten Harastesarja, the team compiled the following win-loss records:

2016-2017: 0 Wins – 7 Losses

2017-2018: 3 Wins – 13 Losses

2018-2019: 5 Wins – 7 Losses

2019-2020: 0 Wins – 4 Losses (series discontinued because of COVID-19 restrictions)

2020-2021: 1 Win – 2 Losses (series discontinued because of COVID-19 restrictions)

While there were no discernable factors to attribute to the previous seasons' results, all the players of the 2021-2022 Kajaanin Honka Ladies team were motivated to improve their play and performance and were quite receptive to the coaching and ideas of this author. This likewise provided motivation to the author to introduce new concepts and practices to the team in order to help them win and improve on their previous records.

2 Sport Analysis of Basketball

Basketball is a game played by two teams of five players each inside a rectangular court wherein each team tries to score by tossing a ball in an elevated horizontal hoop and net called a basket (Encyclopaedia Britannica, n.d.). It was invented in 1891 by James Naismith, an instructor and graduate student of Springfield College, then known as the International YMCA Training School, in Massachusetts, United States of America (Springfield College, n.d.). The rules of basketball have evolved over the years and some basketball leagues, specifically in the USA, have different rules and regulations compared to the rules and regulations of the International Federation of Basketball (FIBA).

FIBA, a non-profit organization founded in 1932, is the only authority in basketball recognized by the International Olympic Committee (IOC) and is the world governing body of basketball that brings together 212 National Basketball Federations (FIBA, n.d.). For the purpose of this thesis, only the basic rules and regulations of FIBA shall be discussed.

2.1 FIBA Basic Basketball Rules

According to the FIBA Official Basketball Rules (2022), the official basketball court dimension is 28 meter in length and 15 meter in width measured from the inner width of the boundary line and shall have a flat, hard surface free from obstructions surrounded further by a boundary lane of a minimum of two meters. Figure 1 in the following page shows the official basketball court dimension.

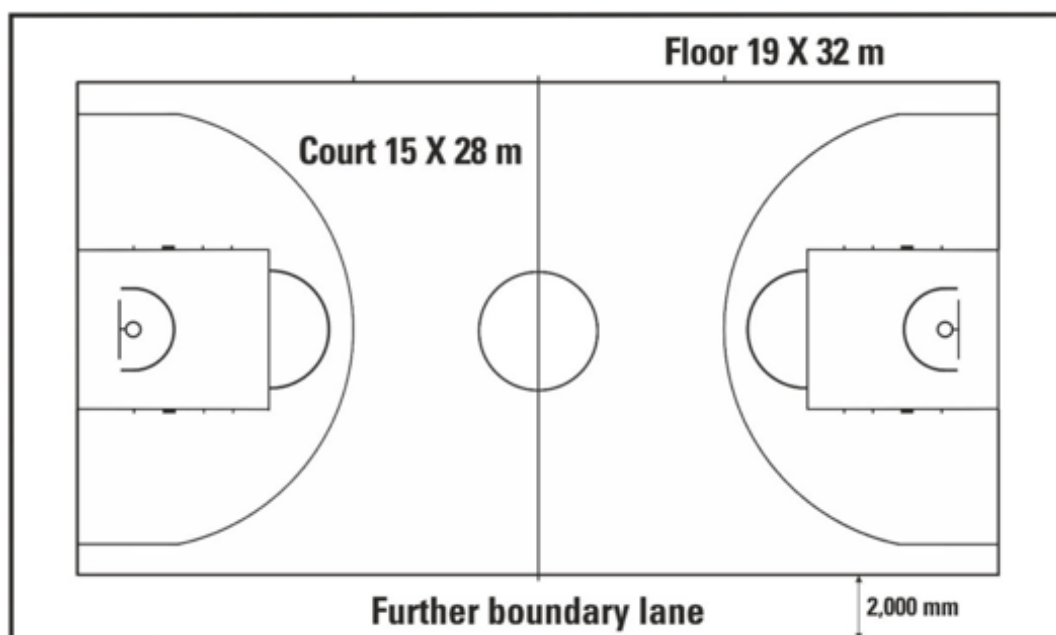


Figure 1. FIBA official basketball court dimension (FIBA, 2022)

The basket that is attacked by the team with the ball is the opponent's basket and the basket that is defended by a team is its own basket. The points are scored if the ball goes inside the raised basket and the number of points depends on the location and situation where the offensive player shot the basketball from. If the shot is made inside the three-point goal area, it counts for three points; if the shot is made inside the two-point goal area, it counts for two points; and if the shot is made from the free-throw area as an award to the offensive player for a foul by a defensive player or as a penalty for the defensive team, it counts for one point. Figure 2 shows the specific field goal areas on the court.

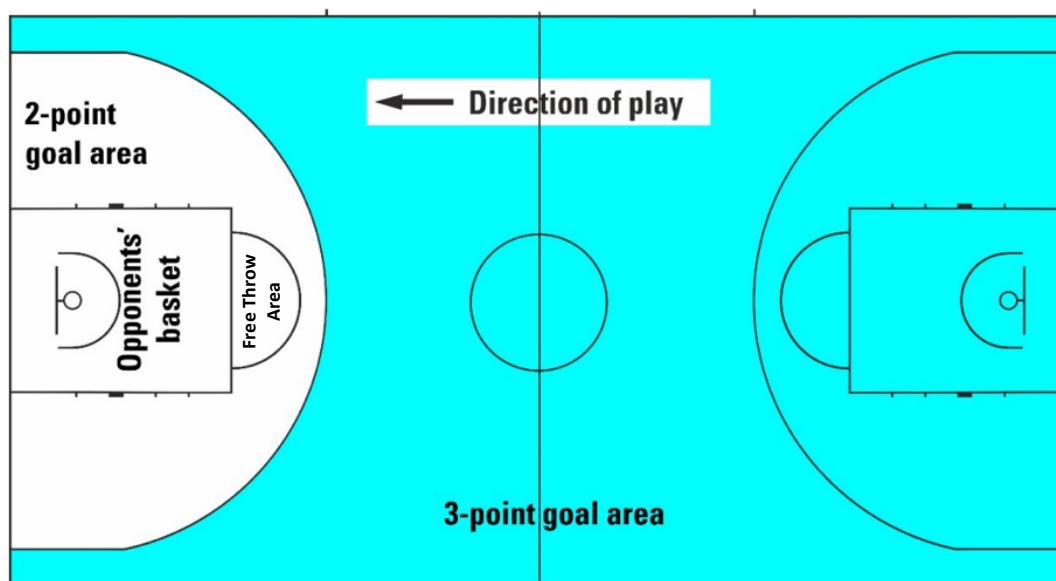


Figure 2. Location of the three-point goal, two-point goal and free throw areas (FIBA, 2022)

The game is played for four quarters of ten minutes each. The team on offense is given 24 seconds per possession to try to score and 14 seconds if they get another possession of the ball from an offensive rebound after their missed shot attempt that hit the rim of the basket. The team on defense can get possession of the ball by rebounding the ball from the missed shot of the opponent, stealing it from the opponent and/or if the opponent makes a turnover or any violation of rules. The roles will be reversed and the team previously on defense will play offense and the team previously on offense will now play defense. There is two minutes interval between the first and second quarter (first half of the game) and another two minutes interval between the third and fourth quarter (second half of the game). The halftime interval is 15 minutes between the first and second halves. If the scores are even at the end of 40 minutes, an overtime of five minutes is played. In case of even scores again at the end of the first overtime, another overtime will be played again and another until the tied scores are broken. Whichever team scored the most number of points at the end shall be the winner. (FIBA Official Basketball Rules, 2022)

Each team consists of no more than 12 players each who are entitled to play the game. During the playing time, only five players per team shall be on the court. The players can be substituted during a time-out or intervals during the game. A time-out lasting 60 seconds is allowed to be called by the head coach of a team. Each team has two time-outs in the first half and three time-outs in the second half of the game, but only two time-outs in the last two minutes of the fourth quarter. During an overtime period, one time-out per team is allowed. These time-outs are usually used by the head coaches to give tactical instructions or adjustments about the team offense and defense on the team bench. A maximum of eight accompanying delegation members, including the head coach and assistant coaches may sit on the team bench with the players. (FIBA Official Basketball Rules, 2022)

The ball can be played using the hands only and can be passed, thrown, tapped, rolled or dribbled in any direction the rules allow. The most often used ways to move the ball to a certain direction is by the offensive player dribbling it or by passing it to a teammate. Dribbling involves the hands and fingers bouncing the ball to the floor in a controlled and protected manner against a defender trying to steal the ball away. Passing the ball involves the arms, hands and fingers in throwing the ball to another offensive player. The pass can be thrown through the air or bounced to the floor towards another teammate who catches it. The recipient can also dribble the ball or pass to another teammate or pass it back to the original passer.

An offensive player with the ball can try to score by shooting the ball towards and inside the raised basket. The FIBA Official Basketball Rules (2022) defines a shot for a goal or a free throw occurs when the ball is held in a player's hand/s and is then thrown in the air towards the opponent's basket, a tap for a goal happens when the ball is directed with the hand/s towards the opponent's basket and a dunk for a goal happens when the ball is forced downward into the opponent's basket with one or two hands.

.
A shooting foul is assessed to a defender if he or she committed an illegal personal contact against the offensive player with the ball if he or she is in shooting motion towards the opponent's basket. If the field goal is made, the offensive player is awarded a free-throw. If the shot is missed, he or she is awarded two or three free-throws depending on the field goal area the shot was attempted from. A foul is an infraction of the rules concerning illegal personal contact against an opponent and/or unsportsmanlike behaviour. Each player can be assessed a maximum of 5 personal fouls and then foul out or disqualified from the game at hand. The defensive team is assessed a penalty after the fourth team foul per quarter and the offensive team is subsequently awarded two free-throws. (FIBA Official Basketball Rules, 2022)

If the final free-throw is missed, whichever team rebounds the ball gains possession and be the offensive team. If the final free-throw is made, the previous defensive team gains possession and thrown-in the ball from outside the end line, or baseline, as it is commonly called.

The ball also changes possession when either the offensive player is out-of-bounds or the ball is out-of-bounds by making contact with the floor or any object on, above or outside the boundary line. The ball can then be thrown-in by the previous defensive team from outside the boundary line where the offensive player or ball went out-of-bounds. The locations of these throw-ins, either in the sideline or in the endline/baseline near the opponent's basket, can be strategic and usually used by the offensive team to execute tactical plays to score quickly. These tactics are commonly called Sideline Out-of-Bounds (SLOB) and Baseline Out-of-Bounds (BLOB) plays (Basketball for Coaches, 2022). Figure 3 in the following page shows the location of the sidelines and the endlines/baselines.

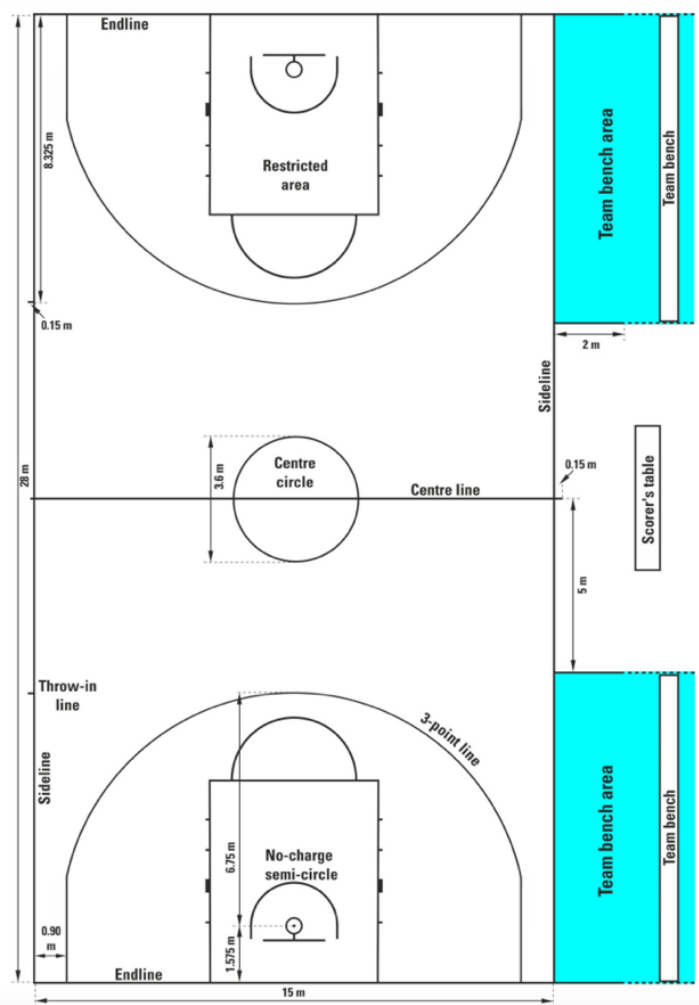


Figure 3. Location of the sideline and endline/baseline out-of-bounds line (FIBA, 2022)

2.2 Women's Basketball in Finland

While this team sport was usually associated with men, basketball has grown into a worldwide sport played by both men and women. According to the FIBA Presentation (n.d.), the most striking features of the past three decades has been the huge increase in the visibility and popularity of women's basketball globally. The further develop this trend, the governing body specifically identified Women in Basketball as one of its three strategic priorities for 2019-2023. Figure 4 below presents the FIBA strategy depicting the roadmap for the future of basketball.

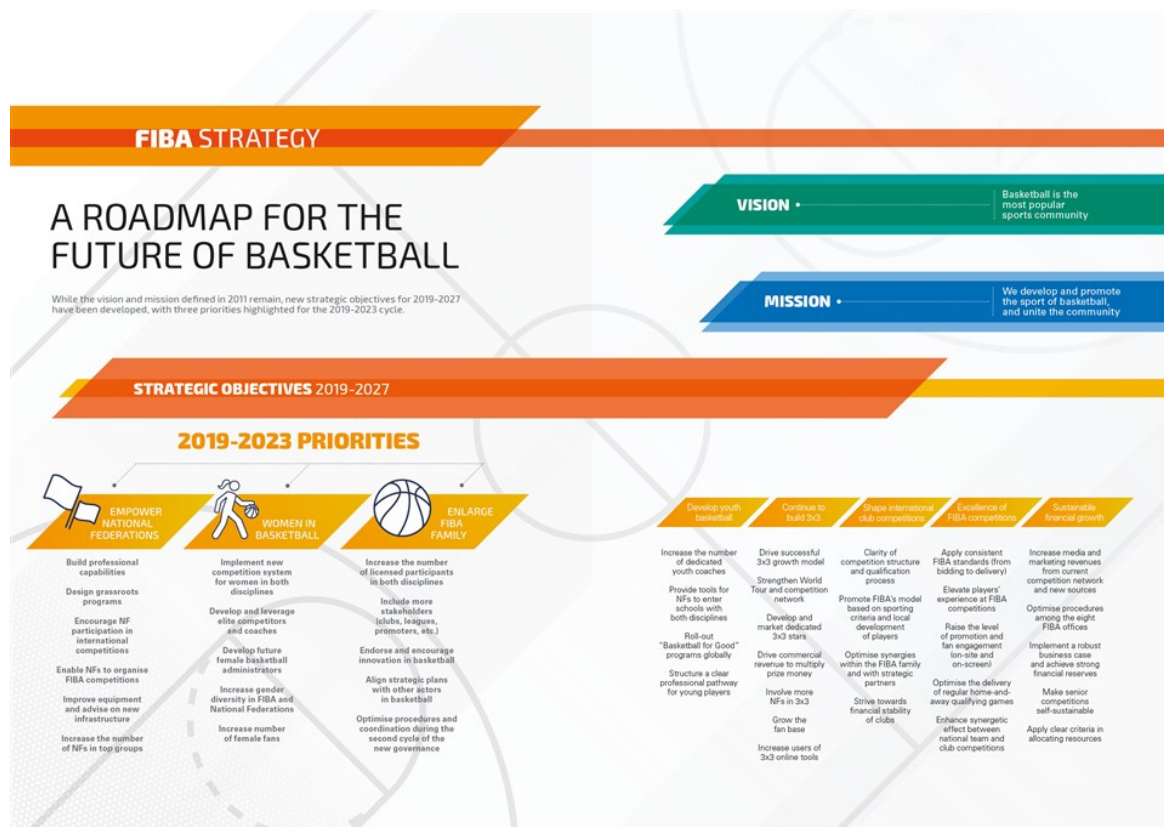


Figure 4. FIBA strategy (FIBA, n.d.)

The following has been identified as the six main goals of this priority according to the FIBA Women in Basketball Survey Report 2020:

1. Increase female players participation.
2. Develop and leverage female coaches and officials.
3. Maximize the impact of women's competitions in both disciplines.
4. Increase the number of fan's consuming women's basketball.
5. Increase gender diversity in National Federations and FIBA elected bodies.
6. Increase gender diversity in FIBA, including regional office staffing.

The same survey report provided a global perspective of women's basketball where it stated that there were about 3.1 million women participating in the sport, 1.7 million of them are registered female youth players under 18 years old and 1.4 million of them are registered female senior players 18 years old and above. The number of female professional players are only 13,500.

The highest level of professional women's basketball in Europe featuring the top 16 teams in the continent is the EuroLeague Women which was originally launched in 1958 as the European Cup for Women's Champions Club (FIBA, n.d.). The highest level in Finland is the Naisten Korisliiga which features ten professional clubs around the country. Next are the Naisten I Divisioona and other national series such as 19-under, 17-under, 16-under, 15-under and 14-under. Figure 5 shows the different categories for the national basketball series in Finland for 2021-2022.

Sarjakohtaiset sivut		2021-2022
Vallakunnalliset	Eteläinen alue	Itäinen alue
	Kaakkinen alue	Kansainväliset
	Keskinen alue	Läntinen alue
		Pohjoinen alue
Aikuiset - Miehet		Aikuiset - Naiset
Korisliiga		Naisten Korisliiga
Miesten I divisioona A		Naisten Suomen cup
Miesten I divisioona B		Naisten I divisioona
Miesten Suomen cup		Naiset 3x3 (harraste) Lahti
Pyörätuolikoripallo, SM-sarja		Valmistavat ottelut
Miehet 3x3 (kilpa) Lahti		
Valmistavat ottelut		
19-vuotiaat (U19) - Miehet		19-vuotiaat (U19) - Naiset
19-vuotiaat pojat SM-sarja		19-vuotiaat tytöt, SM-sarja
19-vuotiaat pojat, valtakunn. I divisioona		19-vuotiaat tytöt, valtakunn. I divisioona
19-vuotiaat pojat, SM-karsinnat		19-vuotiaat tytöt, SM-karsinnat
17-vuotiaat (U17) - Miehet		17-vuotiaat (U17) - Naiset
17-vuotiaat pojat, SM-sarja		17-vuotiaat tytöt, SM-sarja
U17 pojat 3x3 Lahti		17-vuotiaat tytöt, valtakunn. I divisioona
17-vuotiaat pojat, valtakunn. I divisioona		17-vuotiaat tytöt, SM-karsinnat
17-vuotiaat pojat, SM-karsinnat		
16-vuotiaat (U16) - Miehet		16-vuotiaat (U16) - Naiset
16-vuotiaat pojat, SM-sarja		16-vuotiaat tytöt, SM-sarja
16-vuotiaat pojat, valtakunn. I divisioona V		16-vuotiaat tytöt, valtakunn. I divisioona
16-vuotiaat pojat, SM-karsinnat		16-vuotiaat tytöt, SM-karsinnat
16-vuotiaat pojat, nousukarsinta		16-vuotiaat tytöt, nousukarsinta
15-vuotiaat (U15) - Miehet		15-vuotiaat (U15) - Naiset
15-vuotiaat pojat, Robert Petersen Cup		15-vuotiaat tytöt, Robert Petersen Cup
14-vuotiaat (U14) - Miehet		14-vuotiaat (U14) - Naiset
14-vuotiaat pojat, SM-sarja		14-vuotiaat tytöt, SM-sarja
Seniorit - Miehet		Seniorit - Naiset
		Naiset 30+ -vuotiaat
		Naiset 40+ -vuotiaat
		Naiset 50+ -vuotiaat

Figure 5. National basketball series 2021-2022 categories. (Basketball Finland, 2022)

There are also basketball series in the different regions of Finland. In the northern region, there are usually fewer series for both men and women. Figure 6 below shows the different categories and age groups that were available during 2021-2022 basketball season in the northern region of Finland.

Sarjakohtaiset sivut		2021-2022
Väitakunnalliset	Eteläinen alue	Itäinen alue
Kaakkoinen alue	Kansainväliset	Keskinen alue
Läntinen alue	Pohjoinen alue	
Aikuiset - Miehet	Aikuiset - Naiset	
Aluesarja Pohjoinen	Naiset harrastesarja	
17-vuotiaat (U17) - Miehet	Naiset II divisioona	
U17-vuotiaat pojat Fun	17-vuotiaat (U17) - Naiset	
16-vuotiaat (U16) - Miehet	U17-vuotiaat tytöt I divisioona	
16 vuotiaat pojat I divisioona	16-vuotiaat (U16) - Naiset	
14-vuotiaat (U14) - Miehet	U16-vuotiaat tytöt I divisioona	
14-vuotiaat pojat Fun	14-vuotiaat (U14) - Naiset	
14-vuotiaat pojat I divisioona	U14-vuotiaat tytöt I divisioona	
U14 vuotiaat II divisioona	U14-vuotiaat tytöt II divisioona	
11-12-vuotiaat (minit) - Miehet	U14 vuotiaat tytöt Fun	
Minipojat I divisioona	9-10-vuotiaat (mikrot) - Naiset	
9-10-vuotiaat (mikrot) - Miehet	9-10-vuotiaat tytöt (mikrot)	
9-10-vuotiaat pojat (mikrot)		

Figure 6. Northern region basketball series 2021-2022 categories (Basketball Finland, 2022)

The Kajaanin Honka Ladies competed in the Pohjoinen Alue Naiset Harrastesarja during that season alongside five other teams in the region: 1) Esab Team Kiiho (Siilinjärvi), 2) Oulun Tarmu, 3) Rovaniemen NMKY, 4) Taivalkosen Kuuhu and 5) Ylivieskan Kuula.

The Kajaanin Honka ry and the Kajaanin Honka Ladies are small components of women's basketball globally or even nationally here in Finland, but they still play a part in contributing to the FIBA's Women in Basketball main goals. Specifically, they strive to increase female players participation and increase the number of fans consuming basketball within Kajaani and the northern region of Finland. The author felt that improving the Honka Ladies performance and results may encourage younger girls to watch them play or pick up the sport of basketball. For those who are already in the Kajaanin Honka Girls 11-15 years old age group, watching a competitive home team may encourage them to improve so they can join and play with the HonkaLadies in a few years or even play outside the northern region.

The Kajaanin Honka Ladies team trained for one and a half hours on Mondays and Wednesdays then plays for one hour on Fridays in a shared playing shift with other members within the Kajaanin Honka club. Their training and playing shifts totaled to a maximum of four hours a week and the players' availabilities were sometimes affected by injuries, family commitments and health considerations. The players were eager to learn new skills and tactics whenever they attend trainings, and their enthusiasm gave motivation to this author as their head coach to think of ways to supplement the teaching and learning process on the offensive tactics that was introduced to the team.

3 Coaching in Basketball

The Collins English Dictionary (n.d.) defines a coach as someone who trains a person or a team in a particular sport. While this is an accurate and basic description of a coach, the act of coaching is very diverse and complex to describe. According to Martens (2012), the principles of coaching are developing coaching philosophy, determining coaching objectives, selecting coaching styles, coaching character and coaching diverse athletes.

The author based his coaching approach to the Kajaanin Honka Ladies on the abovementioned principles. The personal coaching philosophy was to impart trust to the players that the coach has belief and confidence in them. The objectives were to compete hard, win and have fun and the coaching style was a balance between commanding and cooperative style. The coaching character was to be competent, calm, collected and not to be always loud and angry on the bench. The challenge of coaching diverse athletes, especially women, in terms of their age, physical capability, skill level and motivation was accepted, respected and handled in a positive manner.

Martens (2012) further states that becoming a successful coach may require having the teaching skills of an educator, training expertise of a physiologist, the administrative leadership of a business executive and the counselling wisdom of a psychologist. While these are all very important traits, specific emphasis shall be given on coaches as teachers. One of the main tasks of basketball coaches is to teach technical and tactical skills and concepts.

3.1 Technical and Tactical skills

Technical skills are the fundamentals that provide each player with the tools to execute the physical requirement of the game (McGee, 2007). In basketball, these skills are shooting, footwork, passing, catching, dribbling, rebounding, and defending, among others.

Tactical skills are the application of technical skills in game situations and the abilities of the athletes to make the appropriate decisions (McGee, 2007). Martens (2012) defines tactical skills as the decisions and actions of players in the contest to gain advantage over the opposing team or players. He enumerates three critical aspects known as the tactical triangle in order for coaches to teach tactical skills: 1) reading the play or situation, 2) acquiring the knowledge needed to make an appropriate tactical decision, and 3) applying decision-making skills to the problem.

McGee (2007) categorizes teaching basketball technical skills into two: offensive technical skills and defensive technical skills. It also categorizes teaching tactical skills into two parts: offensive tactical skills and defensive tactical skills.

For this thesis project, the author focused only on the offensive tactics and excluded the defensive tactics because the team rarely had ten players during a training session to simulate a standard five versus five game. In addition, it was observed by the author that dedicating a significant portion of the limited training time to defensive tactics did not elicit a sense of enjoyment for a hobby team. The specific tactical skills taught, practiced and used were: 1) playing against man-to-man defense, 2) moving with and without the ball, and 3) running out-of-bounds plays.

The Coaches Manual (2016) of the World Association of Basketball Coaches (WABC) defines man-to-man defense as a defensive structure where each defender is responsible for guarding one specific opponent. The defender may help a teammate defend another opponent or exchange opponent to be guarded with a teammate during a play, but each is still responsible for guarding one player. The opposite of this defense is the zone defense which is a defensive structure where players are responsible for guarding specific areas of the court rather than a specific player (Coaches Manual, 2016).

The author decided to implement a patterned man-to-man offense called the "Circle Offense" adapted from a YouTube video post by Coach Matt Hackenberg of Ohio, USA. However, adjustments were made to suit the Honka Ladies players. This offensive tactic against a man-to-man defense provides a certain structure on how the player with the ball and the players without the ball move when they are on offense. Gels (2019) from the website The Coach's Clipboard states that in patterned offenses, players run a specified pattern of screens, cuts, passing and other movements.

The movements are pre-scripted actions of players with a guided if-and-then decision options depending on the possible defensive reactions of the opposing team. The concept is that when a player receives the ball on a certain spot on the court, she will have a mental decision tree that she can use to perform the next action. Decision tree is a map of the possible outcomes of a series of related choices (Lucidchart, n.d.). Although the Circle Offense have specified pattern of actions and movements, the players were empowered read the situation and make the decision to shoot the basketball as soon as they are open and not worry about going to the next movement or action just for the sake of pattern or continuity.

The players have the full confidence of the author to trust their tactical skills and they were not to worry or look over their shoulders if they do not make a field goal. The offensive tactics were practiced to guide the players and not restrict them. The Circle Offense have 14 options that the player can choose to execute (refer to Appendix 1).

The other offensive tactical skill that was taught, practiced and used was running out-of-bounds plays. When the ball is out-of-bounds on the baseline of the court, the HonkaLadies have two (2) plays: “Thumbs Up” and “Thumbs Down”. Both of these plays have four options to score. When the ball is out-of-bounds on the sideline of the court, the Honka Ladies have one quick scoring option called “Zipper to Circle” that can continue to the Circle Offense (refer to Appendix 2).

While these offensive tactics were taught and practiced during trainings, the execution and application during the games were not always optimal and sometimes forgotten. The main challenge of a coach is not in teaching a skill or concept to the players, but making the players learn, remember and apply those skills and concepts during the game. There is a very popular statement among the basketball coaches that was said by the late legendary University of California in Los Angeles (UCLA) basketball coach John Wooden: “ You have not taught unless they have learned” (Nater, Gallimore, Walton & Sinegal, 2010). Good coaches not only teach the mechanics of the game but also understand the way the athletes learn (McGee, 2007).

3.2 Learning Styles and Use of Video

The VAK Learning Style (Barbe, Swassing, & Milone, 1988) provides a simple profile on learners’ preference. VAK stands for Visual, Auditory, and Kinesthetic sensory modalities as learning input. Visual learners learn by seeing, auditory learners learn by listening and kinesthetic learners rely on doing to learn (Atkinson, 2018). Learners can receive information from all these three sensory modalities but it is proposed that every learner has a primary and secondary learning style.

A related theory developed by Fleming and Mills (1992) is the VARK (Visual, Aural, Read/Write, Kinesthetic) modalities. Visual preference includes information in maps, diagrams, charts, graphs, flow charts and all the symbolic arrows, circles and other devices that people use to represent words. Aural/auditory preference is for information from spoken and heard words while Read/write preference is for information from written words. Kinesthetic preference includes demonstrations, simulations, videos and movies of real things. (VARK Learn Limited, 2020)

For basketball athletes, the VAK learning style is applicable when the coach can draw diagrams (visual) and give verbal cues or commands (auditory) then the players can perform them (kinesthetic). The players can show or say some feedbacks or corrections (visual and verbal) then the team can make adjustments and perform them accordingly (kinesthetic). These multisensory modalities are present during a training sessions or games since the players can experience them at the same time. Under the VARK modalities, the people who prefers video as information might be included under the kinesthetic since it connects to reality either via concrete personal experiences, examples, practice or simulation (Fleming & Mills, 1992).

Another relevant theory is the observational learning which is a major component of Social Learning Theory (Bandura, 1977). According to Stone (2016), observational learning is a method of learning that consists of observing and modelling another individual's behaviour, attitudes or emotional expressions. Visual demonstration has been acknowledged as one of the most powerful means of transmitting patterns of thought and behaviour (Bandura, 1986). It was his belief that observational learning is a source of self-efficacy through mastery experiences by seeing yourself perform the desired skill or through vicarious experiences by seeing others perform the desired skill (Wesch, Law, & Hall, 2007).

The four conditions for Bandura's observational learning are attention, retention, reproduction and motivation (Stone, 2016). For basketball players, watching the video clips (attention), remembering the technical and tactical movements seen (retention), imitating and executing it well in the next training session or actual game (reproduction) to possibly contribute to winning (motivation) are the logical applications of this theory.

The use of video in support of the VAK learning style, VARK modalities and observational learning for athletes can be beneficial. According to Steffes and Duverger (2012), educators now have access to many types and genres of video content for little to no cost including both professionally created videos and user generated videos. Video is a valuable tool for creative documentation and it can be used to facilitate information gathering, reporting, dissemination and networking (Intellectual Property Issues in Cultural Heritage, 2013). Video is also uniquely suited for research reuse and documentation of procedures (Adolph, Gilmore, & Kenned, 2017).

Video documentation can be a useful teaching and learning tool for the coaches and athletes, respectively. The Sport Resource Information Centre (SIRC) in 2013 mentioned that coaches can use video for self and team improvement since it allows the user to view the game or practice repeatedly, in real-time, without having to rely solely on memory. For the athletes, video can

provide instructional feedback to help the player learn about their performance and identify areas of improvement (SIRC, 2013). Changes in players and coaches in a basketball club may result into the loss of individual and team knowledge that were gained from previous seasons. Tactical skills may be forgotten or needed to be reviewed, adjusted or even adopted by the next coaches. Video documentation can possibly assist in the recall or relearning of these knowledge. It can also serve as a souvenir for coaches and players to remember the tactics used and games played during the season.

Memory is the set of processes used to encode, store and retrieve information over different periods of time (Paris, Johnson, Raymond, & Ricardo Paris, 2021). Visual (picture), acoustic (sound), and semantic (meaning) are the three main ways to encode information (McLeod, 2013). In order for a memory to go into storage, it has to pass through three distinct stage: sensory memory, short-term memory and long-term memory (Paris et al, 2021). First proposed by Richard Atkinson and Richard Shiffrin in 1968, the Atkinson-Shiffrin (A-S) model of human memory in Figure 7 is based on the belief the human process memories like a computer processes information.

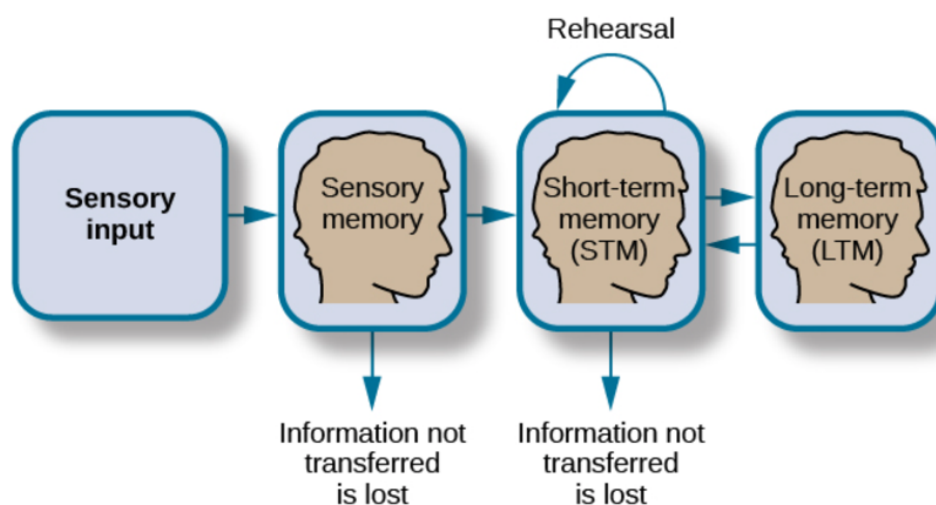


Figure 7. Atkinson-Shiffrin model of memory (Lumen Learning, n.d.)

Each of the memory stage differs in the way information is processed, how much information can be stored and for how long (McLeod, 2017). In sensory memory, the storage of sensory events like sights, sounds and tastes lasts only up to a couple of seconds. The short term-memory, sometimes called working memory, takes information from the sensory memory and connects it to long-term memory but lasts only 15-30 seconds. The long-term memory is the continuous storage of information and believed to have unlimited storage capacity. (Lumen Learning, n.d.)

Tulving (1972) stated that the long-term memory has three divisions: episodic, semantic and procedural. Episodic memory is part of the explicit long-term memory where information about life events and experiences is stored. Semantic memory is also part of the explicit long-term memory where information about knowledge and concept is stored. Procedural memory on the other hand, is an implicit long-term memory responsible for knowing how to perform things .

In connection with these theories, this video library thesis project can possibly aid basketball coaches and players by serving as visual and kinesthetic input, as an observational tool providing vicarious experiences, and as a digital tool that helps encode, store and retrieve information so that previous information or knowledge can be recalled or relearned when forgotten or needed. By having a centralized video data available, basketball coaching can be more accurate and objective since the games and specific events are reviewable.

4 Development Task

The development task for this thesis project is to create a video library of offensive tactics and games of the Kajaanin Honka Ladies using the available resources, equipment and technology in order to supplement the teaching and learning process of the offensive tactics and to serve as a digital tool in storing, retrieving, reviewing and remembering the past games of the team.

The personal objectives of the author are to develop the competence in retrieving, analysing and evaluating available information accordingly, use information and communication technology to address needs, and share coaching knowledge to the team.

The objective of the commissioning party is to provide access to a centralized video data for its current and future players or coaches that they can download, reproduce or edit to create learning tools, basketball highlights, promotional materials or used for other purpose that serves the team.

A need for this project was discovered when the author accepted the task of coaching the Kajaanin Honka Ladies for the 2021-2022 basketball season . As a serious basketball coach and despite the team just playing in a women's hobby league, it was deemed helpful to have a video library that can be readily accessed by the coaches and players containing the tactics and previous games for review and analysis. With the limited training shifts in a week and also limited availability of players during the training shifts, a supplemental teaching and learning reference may prove valuable.

Video data is important and a necessity in the professional clubs/teams playing in the top basketball leagues worldwide since it can influence the preparation of those teams. The growth of sports video software products and technologies in the market and the subscriptions of professional teams to them attests to this. In Finland, basketball clubs such as BC Nokia, Helsinki NMKY, Helsinki Seagulls, Kataja Basket, Kouvot and Tampereen Pyrintö are customers of XPS Network, a popular and comprehensive coaching software product with important features such as game and statistical analysis, scheduling and health monitoring (XPS Network, n.d.).

The final output of this thesis project is not as sophisticated as what the commercial sports video software products and technologies are capable of providing but this could be a valuable tool for the Kajaanin Honka Ladies.

The development task is guided by the following questions:

- How can the author supplement the teaching of the offensive tactics to the players?
- How can the players possibly reinforce their learning of these offensive tactics?
- How can a video library be created to provide the coach and the players on-demand access to the offensive tactics and actual games of the team?

5 Development Process

This thesis is a development task-based project and its theoretical framework is based on the VAK and VARK learning styles, observational learning, memory process and long-term memory and how the use of videos relate to them. These justify the purpose and objectives of creating a video library of the offensive tactics and games of the Kajaanin Honka Ladies during the 2021-2022 basketball season.

The implementation of this thesis project followed the design process model called the Double Diamond Model popularized by the British Design Council in 2004 (Ball, 2022). Figure 8 illustrates the model's four distinct phases: Discover, Define, Develop and Deliver.

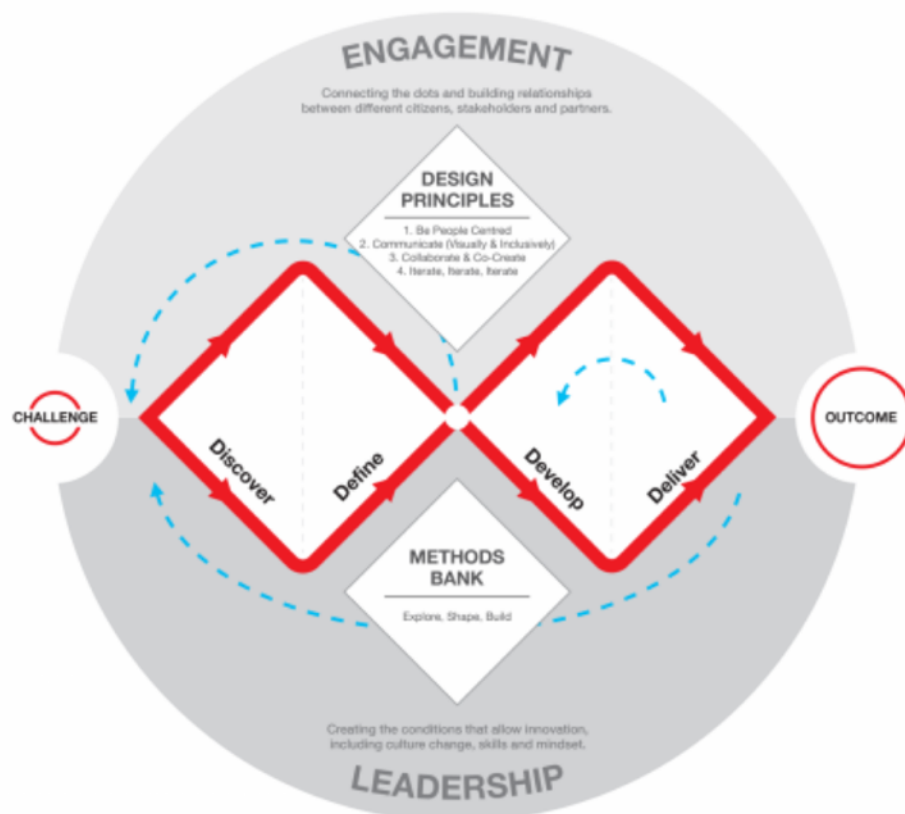


Figure 8. Double Diamond design process model (Gearon, 2021)

The discover phase is learning about the challenges or problems and conducting initial research or inquiries about user needs. When the author accepted the task to coach and prepare the Kajaanin HonkaLadies for the 2021-22 basketball season, there were no historical video data

available that can be reviewed and analysed to gain insight on how the team played and how their opponent played during the previous seasons. Basketball Finland's website provided historical season and game records in text and table format but those were not sufficient reference to aid in crafting a plan to develop, train and coach the players to improve individually and collectively as a team. Game video records were needed to determine what system of play offensively and defensively what the team and their opponents played during the previous seasons and none was available. Although the team was just participating in a hobby league and the players were just playing for fun, it was the responsibility of the coach to improve the team in any way possible and strive for a winning and memorable season

The define phase is clearly defining the challenges and make sense of the insights. The challenges that the author encountered during the first month of trainings and preparation for the season were the limited weekly training times and availability of players. On a given week, the training shifts for the team are one and a half hours each on Mondays and Wednesdays then one hour playing shift on Fridays together with men and boys in the other category and age groups within the Kajaanin Honka basketball club. The players themselves are not always available during training or playing shifts due to other responsibilities and activities. The nature of the team as a hobby group made it a challenge to teach, practice, implement and perform technical or tactical skills at a high and consistent level. There was an emerging need to supplement the coaching and teaching process during training shifts with visual instructional aids that can be accessed before or after training shifts by the players if they wanted to help them learn.

The develop phase is developing, testing and refining possible solutions. The author decided to focus on just teaching and practicing offensive technical-tactical skills since it was observed that teaching defense took more time and players have more fun learning and practicing offensive technical and tactical skills. The Circle Offense, adapted from a YouTube video by Coach Matt Hackenberg from Ohio, USA, was introduced to the players to provide a sense of offensive structure during the games. Starting November 2021, the actual games starting were recorded with consent from the players using a GoPro Hero4 owned by the author. The games were filmed using the wide-angle feature of the GoPro Hero4 Action camera which the author positioned in the middle of the basketball court before games. The wide-angle option allowed for a 170-degree field of view (FOV) and it captured almost the whole court except a portion of the same side corners where the camera is positioned.

This feature does not require a person to be behind the camera to pan or move it side to side to follow the game, but it has to be turned on by the author before the start of the first quarter and turned off at the end of the second quarter to get the first half game video. Likewise, it has to be turned on at the start of the third quarter and turned off at the end of the fourth quarter to get the second half game video. Figure 9 below shows an illustration representing the coverage angle of the action camera if placed in the middle of a sideline of the basketball court.

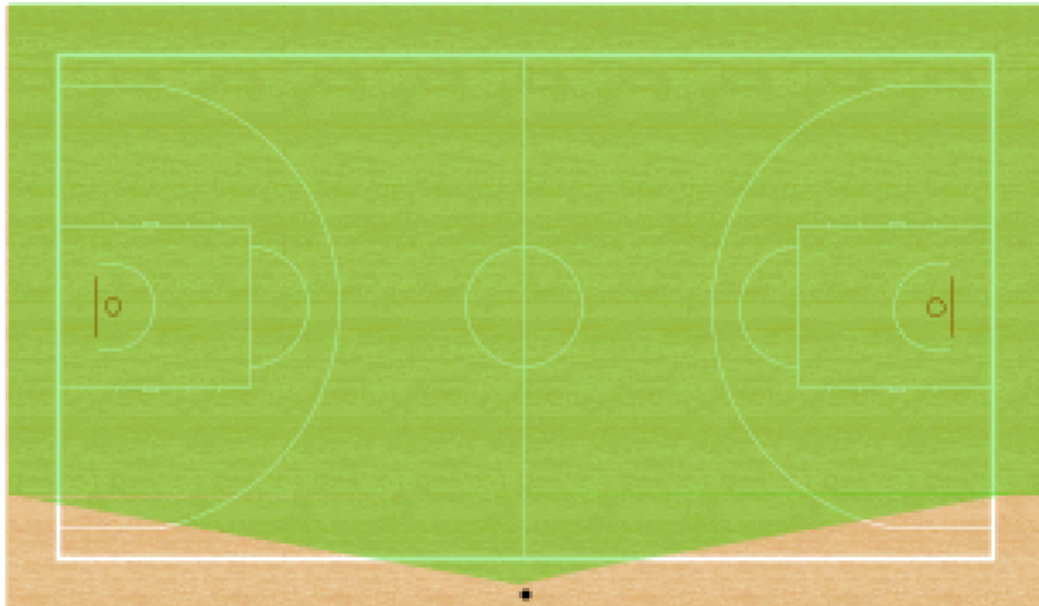


Figure 9. 170-degree wide-angle coverage on basketball court

The limiting factors encountered by the author during the filming of the games were:

- 1) Being preoccupied with coaching matters and forgetting to turn on the camera before the first half or second half.
- 2) Limited battery duration and opportunity to swap batteries during an ongoing game.
- 3) Forgetting to turn off the camera during halftime to conserve battery.
- 4) Unavailability of power outlets nearby the team bench in some game venues.

These factors resulted into two missed full game videos, one game with a first half video only and some game videos missing the end parts of the match because the battery went dead.

Initially, the clips of the first two games were shared in the WhatsApp group of the team so the players can watch them. However, there was a file size limit and the video files themselves tend to get pushed back and forgotten by succeeding messages and posts in the WhatsApp group chat.

The deliver phase involves selecting a single solution and preparing for launch. The single solution adopted was to create a centralized video library in YouTube containing the offensive tactics filmed during a training shift and video of the games of the 2021-2022 basketball season. The videos of the offensive strategies were filmed using the author's mobile phone camera since the video durations were shorter and the video coverage area was smaller. The video files from the mobile phone camera were already in an MP4 format so the data transfer to YouTube was faster. The game videos were downloaded to a personal computer and converted to MP4 format then uploaded in the YouTube channel of the Kajaanin Honka Ladies created by the author for this thesis project.

YouTube was the foremost choice to create a video library in and upload the video data due to its popularity and the players' familiarity with it. According to Statista, YouTube is ranked second only to Facebook as the most popular social media network worldwide as of January 2022 in terms of the number of monthly active users. YouTube is a free video sharing website where one can create and easily upload videos to be shared to and watched by others. Statista also stated that based on a 2021 survey, 19 percent of Finns used YouTube several times a day and another 23 percent respondents used it three to seven times per week. Non-users of YouTube account only for seven percent of the respondents.

YouTube allows the creator to choose a privacy setting for the uploaded videos. The visibility options are public, private and unlisted (Google Support, n.d.). Anyone in YouTube can see public videos while for private videos, only the creator and whoever he or she chooses to share the videos can see them. Unlisted videos can be seen or shared by the creator and anyone with the specific video link. For this thesis project, the private setting was chosen for all the uploaded videos as agreed with the Kajaanin HonkaLadies.

Although the YouTube video links were provided in the attached appendices, access is restricted for non-members who clicked these links. This was done to comply with the Data Protection Act (1050/2018) and the General Data Protection Regulation (Regulation (EU) 2016/679) in processing the data (Data Protection Ombudsman's Office, n.d.). It will be up to the commissioning party to change the setting to public or unlisted if they choose to, after the handover of the administration of the YouTube channel.

The updated version of the Kajaanin Honka Ladies private YouTube channel was given to the commissioning party on October 2022 for review and feedback.

6 Video Library of Offensive Tactics and Games of the Kajaanin Honka Ladies

The final output of this thesis project is the video library in YouTube containing the offensive tactics used by the Kajaanin HonkaLadies and their games during the 2021-2022 basketball season. The YouTube channel for the team was created by the author where the videos were uploaded and organized into three main playlists: 1) Circle Offense Options, 2) Out-of-Bounds Plays, and 3) Season 2021-2022 Game Videos.

The first playlist contains 14 video clips with the duration ranging from seven to fourteen seconds each. These video clips show the scripted movements of the players to get open for a possible shot. The video clips are arranged in progressive sequences to show the if-and-then scenarios which may guide the decision-making of the players during the game. If the first option is available, then she can take the shot. If not, then she can look for the second option and so on. Options one to six are interconnected sequences within the Circle Offense. Figure 10 is the screenshot of these options in the playlist.

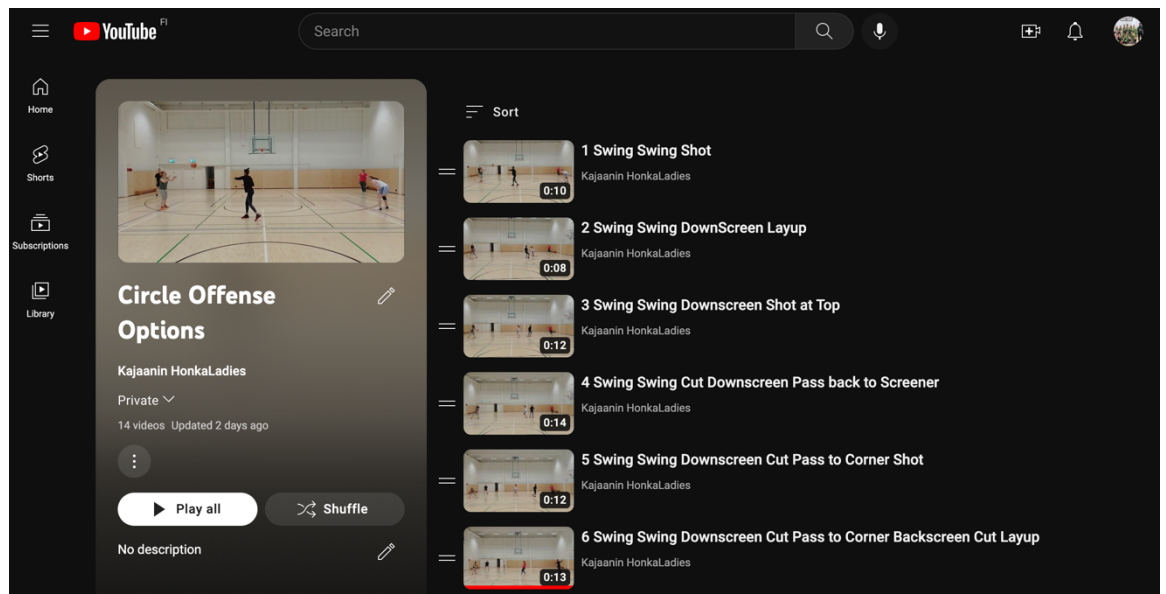


Figure 10. Circle Offense options one to six screenshot (YouTube)

The options seven to fourteen within the Circle Offense are interconnected sequences that serve as an alternative set of options if the pass to start option 1 is denied by the defense. Figure 11 below is the screenshot of these options in the playlist.

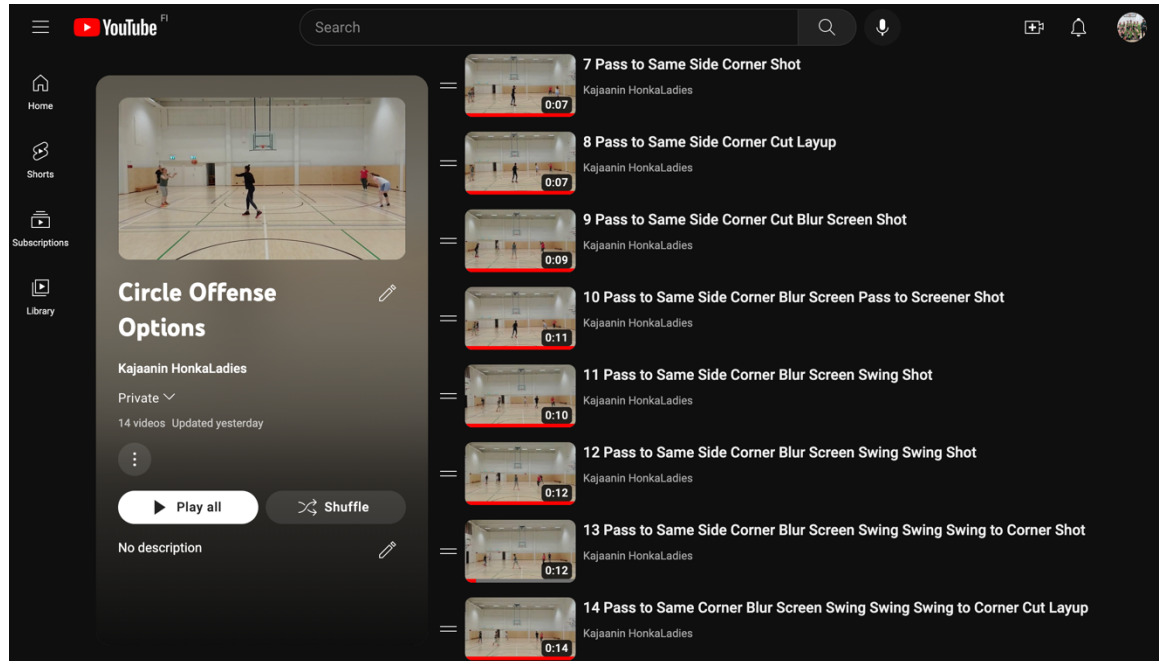


Figure 11. Circle Offense options seven to fourteen screenshot (YouTube)

The second playlist contains a total of nine video clips lasting from seven to fourteen seconds each. The first four video clips show the “Thumbs Up” baseline-out-of-bounds play options while the next four video clips show the “Thumbs Down” baseline-out-of-bounds play options. The final video clip in the playlist is the “Zipper to Circle” sideline-out-of-bounds play. Figure 12 in the following page is the screenshot of the playlist showing the “Thumbs Up” and “Thumbs Down” options. Not covered in the screenshot is the video clip of the “Zipper to Circle” sideline-out-of-bounds play which is at the bottom of the playlist.

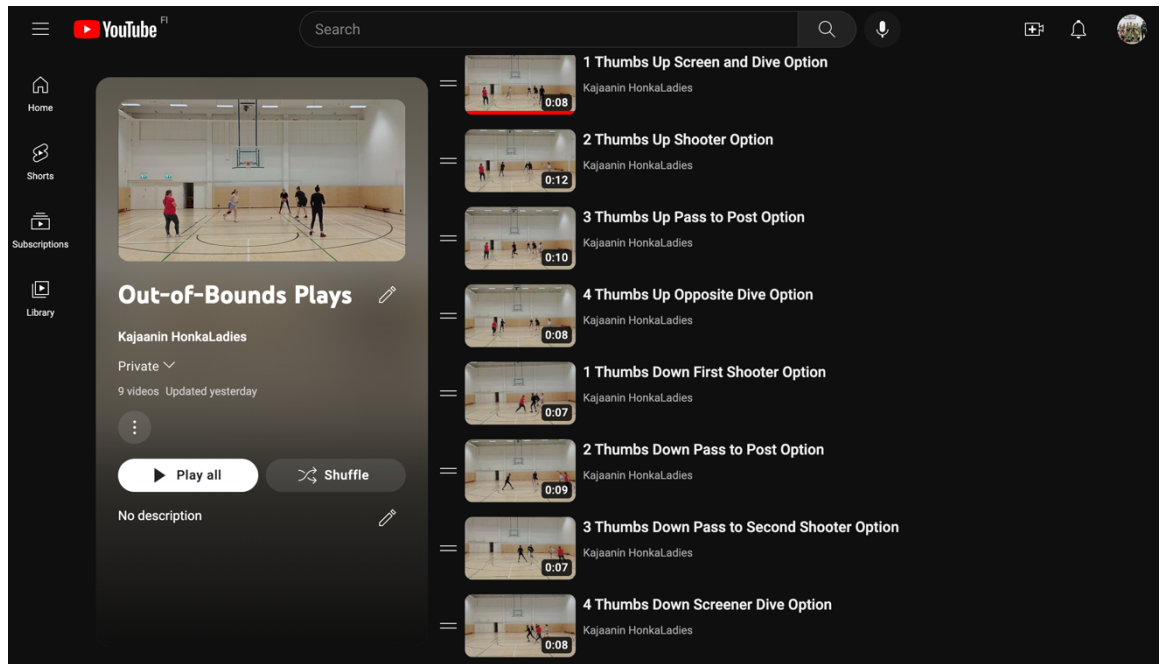


Figure 12. Out-of-bounds plays screenshot (YouTube)

The third and final playlist contains the videos of the games of the Kajaanin HonkaLadies that the author were able to document using a GoPro Hero4 action camera attached to a tripod. The Kajaanin HonkaLadies had a total of 12 games during the 2021-2022 season. Each game has two videos, one for the first half and one for the second half periods. There are a total of 17 videos in the playlist with the duration varying from 24 to 67 minutes each. The author was able to film eight full games (both halves). One game was filmed partially (one half only) before the battery ran out and two games were not filmed because the author forgot to turn on the camera before and during the game. One game was not filmed because the opponent team forfeited and did not arrive in the game venue. Figure 13 in the following page is a sample screenshot of this playlist.

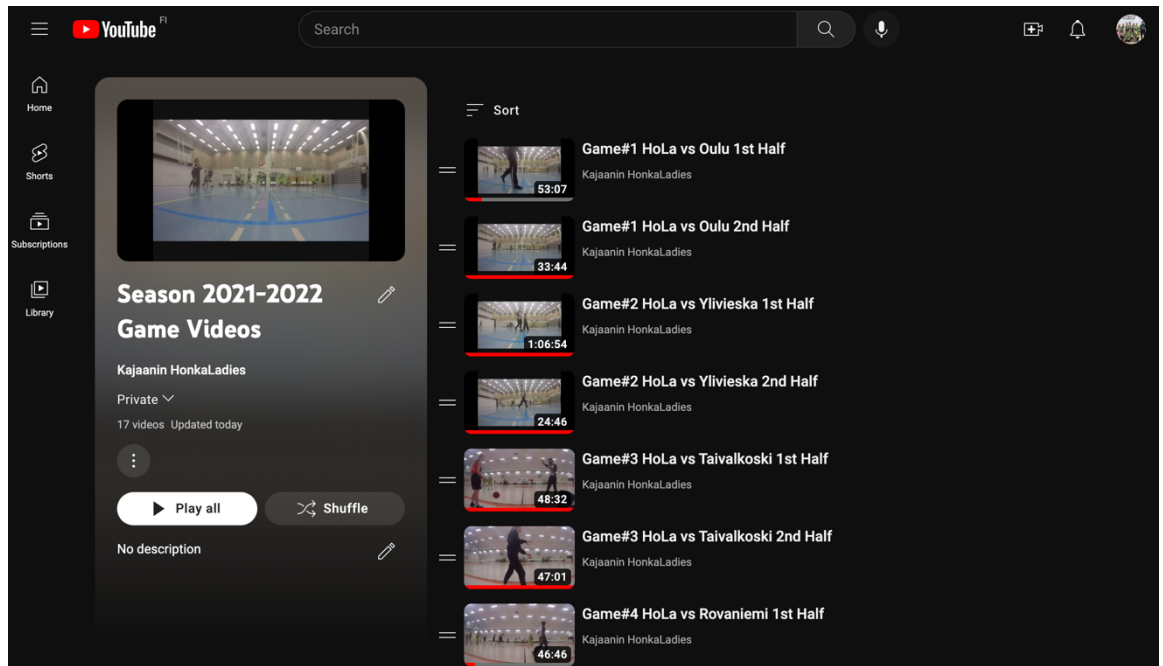


Figure 13. Season 2021-2022 game videos examples screenshot. (YouTube)

The video library can be accessed by the members of the Kajaanin HonkaLadies by signing in to YouTube using the Google account (Gmail address) of the team and the password for the team channel. Once signed in, the members can click the “Library” icon the middle left side of the channel and then they can see the three playlists mentioned above. They can choose a playlist and click the respective video clips inside.

In addition to the video library of the offensive tactics, the author also created diagrams for each video clip to illustrate and describe the movements within that specific option. The author used the FastDraw basketball play diagramming software which he has a personal subscription and annual license. This software is widely used within the coaching community since it can quickly draw, organize and share plays through digitized playbooks (FastDraw, n.d).

The diagrams for the Circle Offense options can be found in Appendix 1 while the diagrams for the Out-of-Bounds Plays can be found in Appendix 2. These appendices can also serve as digital or printed handouts for the commissioning party to complement the YouTube video library.

7 Discussion

Relative to the guiding questions of this thesis project, the author was able to create and provide a supplemental teaching and learning tool to the Kajaanin Honka Ladies on the offensive tactics that they used during the 2021-2022 basketball season by filming the players running these tactics during training then uploading and organizing the video clips in the YouTube channel created for the team. Another output of the thesis project that was added was the drawing of diagrams describing the movements and actions in each option of the offensive tactics. The video library as a teaching tool is in line with the standard practice of the professional sport teams having video data and using video technologies to review and analyse these data so they can create presentations to the players about the tactics or performances during games. As a learning tool, the video library is in line with the theoretical framework that visual, auditory and kinesthetic modalities appeal to learners. The accompanying diagrams and written descriptions about the offensive tactics likewise provide another option to players who prefer to learn by reading.

For the players to reinforce their learning of the offensive tactics, they can watch them in the YouTube video library. This is in line with the observational learning method of Bandura (1977) where one can learn by observing and modelling other individuals. These videos can help meet the conditions of observational learning such as attention, retention, reproduction and motivation. Current and new players of the Kajaanin Honka Ladies can watch and pay attention to the video clips of the offensive tactics, remember and imitate them during trainings or games. The limitation on this is the motivation aspect of learning. The offensive tactics taught might not be utilized during the present basketball season with a new head coach at the helm. The players do not the need to learn or relearn them if they are not relevant at present, regardless if they appeal to their visual learning preferences.

The video library was created in YouTube to provide the players and coaches on-demand access to the offensive tactics and games of the team during the 2021-2022 basketball season. Uploading and organising the videos into playlist in YouTube was very user-friendly. The video playlist of the Kajaanin Honka Ladies' games (refer to Appendix 3) is now existent and available that can serve as an external memory where the previous events are stored and ready to be retrieved and recalled if and when needed. The video library serves as a digital memory tool. The thesis project itself is guided by the theoretical framework on the memory process of human wherein information are encoded, stored and retrieved. The information can be encoded through visual,

acoustic or semantic ways. Video as information can represent all these ways. The memory of events can also be enhanced by this video library, especially the long-term memory. The players and this author can retrieve and remember the events of that season through this project since it stores information about life events and experiences (episodic memory), knowledge and concepts (semantic memory) and how to perform things (procedural memory).

Another practical use of this development task-based project is that present and future Kajaanin Honka Ladies' players can use the video data as source to further create video clips as learning materials, highlights or promotions in the team's other social media accounts. Incoming coaches can use this as reference material that they can review to understand the team and help in planning for the basketball season, a valuable tool that this author did not have when he was the head coach of the team. The team can further opt to expand the video library in the future by uploading the games of their succeeding basketball seasons and upload also new offensive strategies by the new coaches.

The limitations of this thesis project is that the final output has not been evaluated and tested by the commissioning party if it has indeed helped them learn. It has to be determined how this will benefit the players if they use completely different offensive tactics during the present or future seasons. However, if the players and coach want to retain or include the offensive tactics in the present or future teams, the offensive tactics in the video library is readily available for review. The procedure in filming the games could have been improved to capture all the games in full. However, the final output satisfied the objective of the author and the commissioning party to provide the players and coaches on-demand access to the previous offensive tactics and games of the team. Prior to this thesis project, there was no existing video library for the Honka Ladies team and this final output could have potential use even though the author is not the coach of the team anymore.

After the development process, the author has gained learning competence on retrieving and analysing available information and evaluating it accordingly. He was able to share coaching knowledge and in return, gained insight on handling a women's team by being collaborative with the players.

The author was always mindful of the consequences of his actions and always gave respect and consideration to the players. He strived to be ethical during the development process and asked for the players' consent on the project. The thesis project helped develop his working community

competence through the use of information and communication technology in the subject field and at the same time create personal contacts in working life.

In terms of innovation competence, the project itself was not original or sophisticated. It was inspired by existing commercial video analysis software and technologies which provide advanced video data to professional basketball clubs/teams. But the author was able to create a project that was user-oriented, sustainable and at no cost to the commissioning party. The project is replicable and can be developed further by both the author and the commissioning party.

The benefit for the author aside from the competencies developed during the development process is the project concept can be implemented and replicated in his working life as a basketball coach. During his advanced practical training in a bigger basketball club in Southern Finland, the author realized that there is also a need to create video libraries that are accessible only to specific teams and players within the club. The challenges of limited training shifts and player availabilities also exists there which likewise constrains the teaching and learning of technical and tactical skills. The full-time head coaches in the club usually handle two or more age group teams and tactical instructions outside of training shifts were also given via WhatsApp messages. Creating a centralized and organized video library in YouTube for each specific team can be helpful for both the coaches and players.

In retrospect, the project could have been produced and finished by the author before the start of the 2022-2023 Pohjoinen Alue Naiset Harrastesarja in order to receive feedback from the Kajaanin HonkaLadies and their new head coach.

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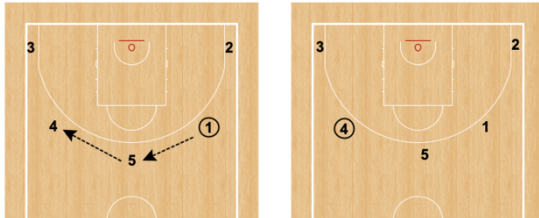
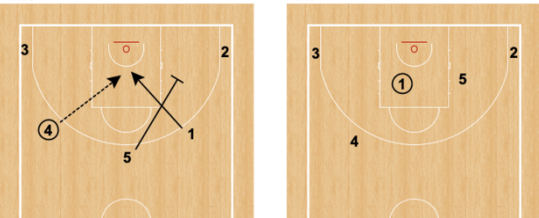
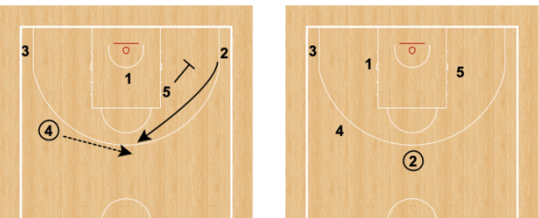
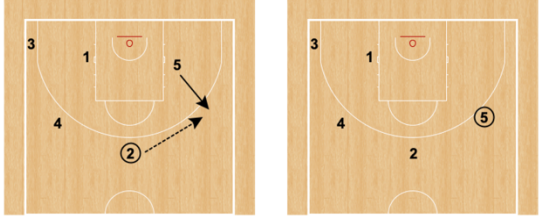
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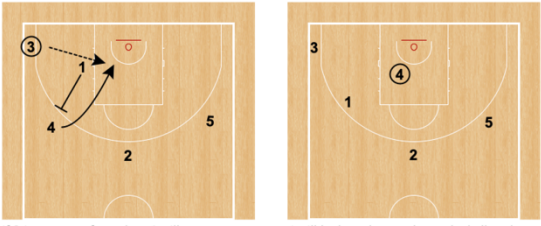
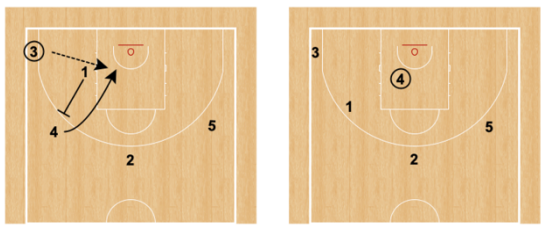
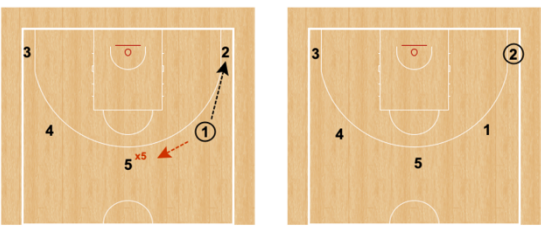
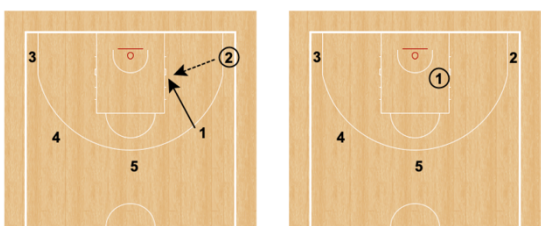
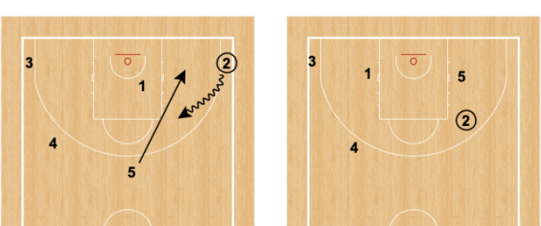
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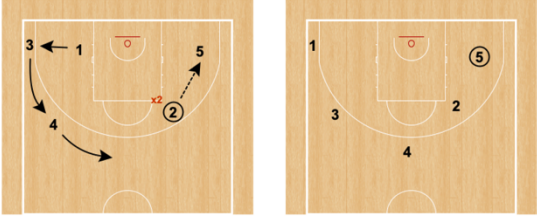
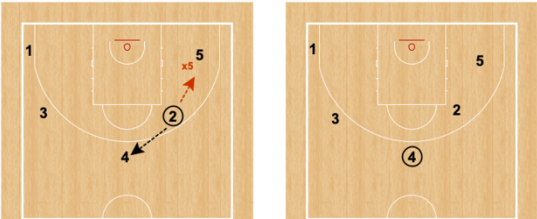
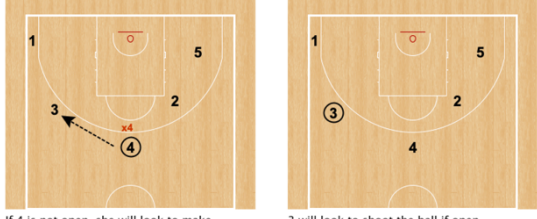
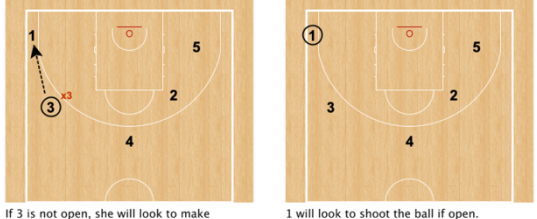
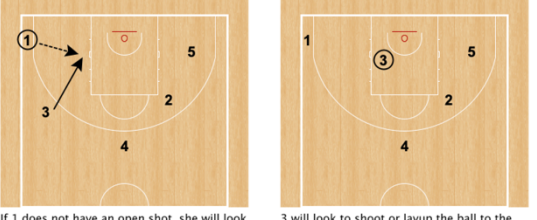
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Appendices

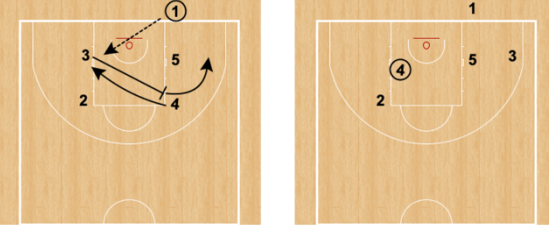
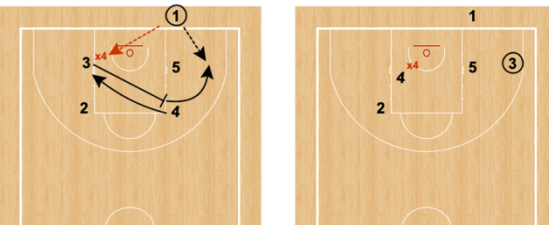
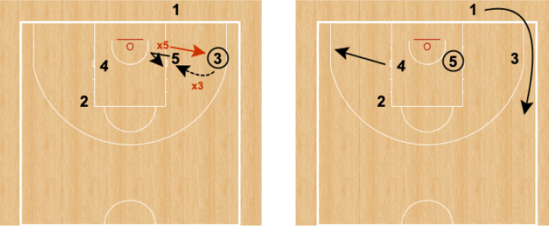
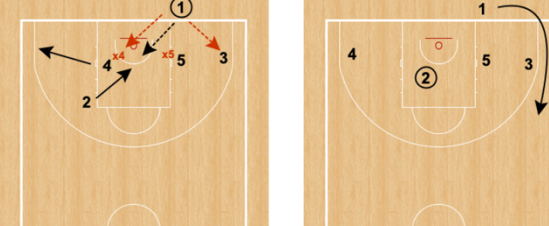
Appendix 1. Circle Offense Options

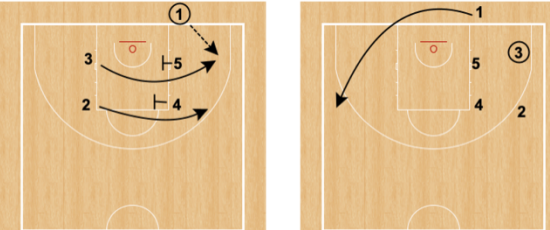
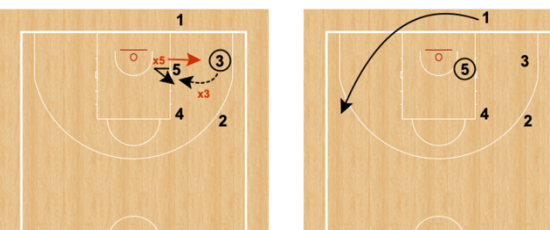
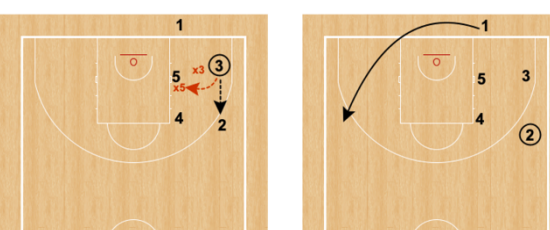
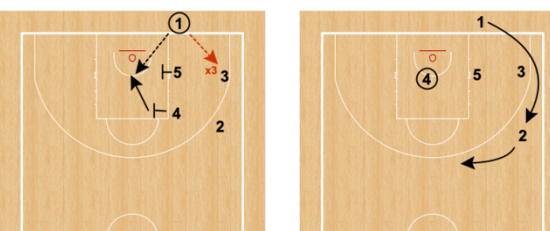
Video Name	Diagram and Description	YouTube Link
<p>Option 1</p> <p>Swing Swing Shot</p>	 <p>Swing Pass (or Reverse Pass) from 1 to 5 to 2</p> <p>4 Shoots the ball</p>	<p>https://www.youtube.com/watch?v=cO3t566gWig&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=1</p>
<p>Option 2</p> <p>Swing Swing Downscreen Layup</p>	 <p>If 4 does not have an open shot, she will look to pass to 1 who cut behind 5 who downscreens for 2</p> <p>1 will look to shoot or layup the ball to the basket</p>	<p>https://www.youtube.com/watch?v=QOTDJ1blpcl&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=2</p>
<p>Option 3</p> <p>Swing Swing Downscreen Shot at Top</p>	 <p>If 1 is not open, then 4 will look to pass to 2 instead coming off a downscreen from 5</p> <p>2 will look to shoot if open.</p>	<p>https://www.youtube.com/watch?v=62o84MmmO1I&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=3</p>
<p>Option 4</p> <p>Swing Swing Cut Downscreen Pass back to Screener</p>	 <p>If 2 does not have an open shot, she will look to pass to 5 who lifts to receive the pass.</p> <p>5 will look to shoot if open.</p>	<p>https://www.youtube.com/watch?v=3Au5Uu3Ky1M&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=4</p>

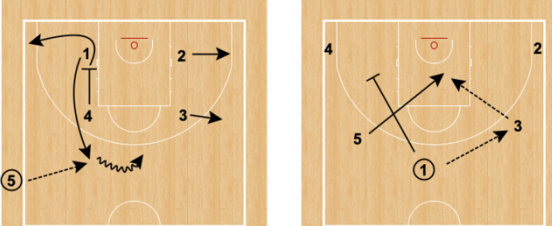
<p>Option 5</p> <p>Swing Swing Downscreen Cut Pass to Corner Shot</p>	 <p>If 3 is not open for a shot, 1 will set a backscreen for 4 then 4 will cut to the basket looking for a pass from 3.</p> <p>4 will look to shoot or layup the ball to the basket.</p>	<p>https://www.youtube.com/watch?v=-09j8QEhMzA&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=5</p>
<p>Option 6</p> <p>Swing Swing Downscreen Cut Pass to Corner Back- screen Layup</p>	 <p>If 3 is not open for a shot, 1 will set a backscreen for 4 then 4 will cut to the basket looking for a pass from 3.</p> <p>4 will look to shoot or layup the ball to the basket.</p>	<p>https://www.youtube.com/watch?v=Uk6DyYPM0UA&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=6</p>
<p>Option 7</p> <p>Pass to Same Side Corner Shot</p>	 <p>If the Swing Pass (or Reverse Pass) from 1 to 5 to start Options 1-6 is not available, 1 will look to pass to the same side corner to 2.</p> <p>2 Shoots the ball.</p>	<p>https://www.youtube.com/watch?v=yhHf-RNh8SE&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=7</p>
<p>Option 8</p> <p>Pass to Same Side Corner Cut Layup</p>	 <p>If 2 does not have an open shot, she will look to pass to 1 who cuts to the basket.</p> <p>1 will look to shoot or layup the ball to the basket.</p>	<p>https://www.youtube.com/watch?v=E2I_ZU4XssE&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=8</p>
<p>Option 9</p> <p>Pass to Same Side Corner Cut Blur Screen Shot</p>	 <p>If the pass to 1 is not available, then 5 dives for a blur screen and 2 dribbles up to the elbow.</p> <p>2 will look to shoot if open.</p>	<p>https://www.youtube.com/watch?v=RDpWj-HYSs&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=9</p>

<p>Option 10</p> <p>Pass to Same Side Corner Cut Blur Screen Pass to Screener Shot</p>	 <p>If 2 is not open, she can look to pass to 5. Players 1, 3 and 4 relocates.</p> <p>5 Shoots the ball.</p>	<p>https://www.youtube.com/watch?v=aRBzE2tCs6o&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=10</p>
<p>Option 11</p> <p>Pass to Same Side Corner Cut Blur Screen Swing Shot</p>	 <p>If 5 is not open, then 2 can look to make a Swing Pass to 4 at the top instead.</p> <p>4 will look to shoot the ball if open.</p>	<p>https://www.youtube.com/watch?v=ImYREHdPHpl&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=11</p>
<p>Option 12</p> <p>Pass to Same Side Corner Cut Blur Screen Swing Swing Shot</p>	 <p>If 4 is not open, she will look to make another Swing Pass to 3.</p> <p>3 will look to shoot the ball if open.</p>	<p>https://www.youtube.com/watch?v=WQagC58SsXI&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=12</p>
<p>Option 13</p> <p>Pass to Same Side Corner Cut Blur Screen Swing Swing Swing to Corner Shot</p>	 <p>If 3 is not open, she will look to make another Swing Pass to 1 in the corner.</p> <p>1 will look to shoot the ball if open.</p>	<p>https://www.youtube.com/watch?v=gg5iBsyAD80&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=13</p>
<p>Option 14</p> <p>Pass to Same Side Corner Cut Blur Screen Swing Swing Swing to Corner Cut Layup</p>	 <p>If 1 does not have an open shot, she will look to pass to 3 who cuts to the basket.</p> <p>3 will look to shoot or layup the ball to the basket.</p>	<p>https://www.youtube.com/watch?v=A0foCCeDb0E&list=PLMajBZQv8wyP1BAx6gg3UuQnM1QdtZaEr&index=14</p>

Appendix 2. Out-of-Bounds Plays

Video	Diagram and Description	YouTube Link
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Up"</p> <p>Screen and Dive Option 1</p>	 <p>3 sets a backscreen for 4 then relocates towards the corner. 4 dives to the basket looking for an inbound pass from 1.</p> <p>4 will look to shoot or layup the ball to the basket.</p>	<p>https://www.youtube.com/watch?v=raLbHbWfz-I&list=PLMajBZQv8wyPBFeQ98lSoquSCy3A1o745&index=1</p>
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Up"</p> <p>Shooter Option 2</p>	 <p>3 sets a backscreen for 4 then relocates towards the corner. If 4 is not open on the dive to the basket, 1 will look to pass to 3.</p> <p>3 will look to shoot if open.</p>	<p>https://www.youtube.com/watch?v=bkDvEqKuTwo&list=PLMajBZQv8wyPBFeQ98lSoquSCy3A1o745&index=2</p>
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Up"</p> <p>Pass to Post Option 3</p>	 <p>If 3 does not have an open shot because the defender of 5 challenged her also, she will look to pass the ball to 5 to the post.</p> <p>5 looks to shoot or layup the ball to the basket. 4 and 1 relocates to make space.</p>	<p>https://www.youtube.com/watch?v=VV2q4ZyFb_8&list=PLMajBZQv8wyPBFeQ98lSoquSCy3A1o745&index=3</p>
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Up"</p> <p>Opposite Dive Option 4</p>	 <p>If the pass to 4 or 3 is not available, 2 dives to the basket looking for a pass from 1.</p> <p>2 will look to shoot or layup the ball to the basket. 1 relocates to make space.</p>	<p>https://www.youtube.com/watch?v=Q13NJ6jRCyQ&list=PLMajBZQv8wyPBFeQ98lSoquSCy3A1o745&index=4</p>

<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Down" First Shooter Option 1</p>	 <p>5 sets a screen for 3 then 4 sets a screen for 2. Player 3 cuts towards the corner looking for a pass from 1. 3 will look to shoot the ball if open. 1 relocates to make space.</p>	<p>https://www.youtube.com/watch?v=smB3oUYMoAE&list=PLMajBZQv8wyPgEghZgeNLcDnB6i0mgIrH&index=1</p>
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Down" Pass to Post Option 2</p>	 <p>If 3 does not have an open shot because the defender of 5 challenged her also, she will look to pass the ball to 5 to the post. 5 looks to shoot or layup the ball to the basket. 1 relocates to make space.</p>	<p>https://www.youtube.com/watch?v=O1NQS7Rosj0&list=PLMajBZQv8wyPgEghZgeNLcDnB6i0mgIrH&index=2</p>
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Down" Second Shooter Option 3</p>	 <p>If 3 does not have an open shot or available pass to 5, she will look to pass the ball to 2. 2 will look to shoot the ball if open. 1 relocates to make space.</p>	<p>https://www.youtube.com/watch?v=WEeqG9tHLKU&list=PLMajBZQv8wyPgEghZgeNLcDnB6i0mgIrH&index=3</p>
<p>Baseline Out-of-Bounds (BLOB) Play "Thumbs Down" Screener Dive Option 4</p>	 <p>If pass to 3 to start Options 1, 2 and 3 is not available, 4 dives to the basket looking for a pass from 1. 4 looks to shoot or layup the ball to the basket. 1 and 2 relocate to make space.</p>	<p>https://www.youtube.com/watch?v=G6QXgoQ8bEo&list=PLMajBZQv8wyPgEghZgeNLcDnB6i0mgIrH&index=4</p>

<p>Sideline Out-of-Bounds (SLOB) Play “Zipper to Circle”</p>	 <p>4 sets a zipper screen to 1 then relocates to the corner. 5 passes the ball inbound to 1 who dribbles towards the top.</p> <p>1 passes to 3 then sets a downscreen for 4. The inbounder 5 quickly cuts behind 1 looking for a quick pass from 3.</p>	<p>https://www.youtube.com/watch?v=C6axvM-j15Y&list=PLMajBZQv8wyNO8k1rhH6ih3oYNnDFBVFx&index=1</p>
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Appendix 3. Season 2021-2022 Game Videos

Game #	Game Results and YouTube Links
1	<p>Kajaanin HonkaLadies 40 – 55 Oulun Tarmo</p> <p>First Half and Second Half links:</p> <p>https://www.youtube.com/watch?v=W5WkDLVLdww&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=1</p> <p>https://www.youtube.com/watch?v=xuM_9SZcTy8&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=2</p>
2	<p>Kajaanin HonkaLadies 71– 67 Ylivieskan Kuula</p> <p>First Half and Second Half links:</p> <p>https://www.youtube.com/watch?v=RAggT9WJell&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=3</p> <p>https://www.youtube.com/watch?v=Z6CqiSX1CmU&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=4</p>
3	<p>Kajaanin HonkaLadies 66 – 47 Taivalkosken Kuohu</p> <p>First Half and Second Half links:</p> <p>https://www.youtube.com/watch?v=iQBMnngB0MQ&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=5</p> <p>https://www.youtube.com/watch?v=p1vG7LUBJwE&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=6</p>
4	<p>Kajaanin HonkaLadies 78 – 60 Rovaniemen NMKY</p> <p>First Half link:</p> <p>https://www.youtube.com/watch?v=D7j8od53su4&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=7</p> <p>Second Half link:</p> <p><i>None. Author forgot to turn on the camera before the 2nd Half</i></p>
5	<p>Kajaanin HonkaLadies 90 – 45 Esab Team Kiho</p> <p>First Half and Second Half links:</p>

	<p>https://www.youtube.com/watch?v=3MyvapR6aOc&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=8</p> <p>https://www.youtube.com/watch?v=pOpF0dzoQKo&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=9</p>
6	<p>Kajaanin HonkaLadies 93 – 58 Esab Team Kiho</p> <p>First Half and Second Half links:</p> <p>https://www.youtube.com/watch?v=rbp1CvJ-Zlc&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=10</p> <p>https://www.youtube.com/watch?v=hnWm4uLBMFg&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=11</p>
7	<p>Kajaanin HonkaLadies 40 – 0 Taivalkosken Kuuhu</p> <p>Game link: <i>None. Opponent forfeited the game. Did not arrive for health reasons.</i></p>
8	<p>Kajaanin HonkaLadies 70 – 50 Rovaniemen NMKY</p> <p>Game link: <i>None. Author forgot to turn on the camera before the game.</i></p>
9	<p>Kajaanin HonkaLadies 65 – 42 Oulun Tarmo</p> <p>First Half and Second Half links:</p> <p>https://www.youtube.com/watch?v=ll_i4YbUrMA&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=12</p> <p>https://www.youtube.com/watch?v=QSmFpstxGzg&list=PLMajBZQv8wyOXnKEqiRD0-WBKs-DZt_uj&index=13</p>
10	<p>Kajaanin HonkaLadies 44 – 56 Ylivieskan Kuula</p> <p>Game link: <i>None. Author forgot to turn on the camera before the game.</i></p>
11 Semi-Finals	<p>Kajaanin HonkaLadies 61 – 41 Oulun Tarmo</p> <p>First Half and Second Half links:</p> <p>https://www.youtube.com/watch?v=oNNakdUIQB4&list=PLMajBZQv8wyPG5mJJ7sbLHG8LBkvASazZ&index=1</p> <p>https://www.youtube.com/watch?v=Q7q0ms_R6LM&list=PLMajBZQv8wyPG5mJJ7sbLHG8LBkvASazZ&index=2</p>

12	Kajaanin HonkaLadies 48 – 95 Taivalkosken Kuohu
Finals	First Half and Second Half links: https://www.youtube.com/watch?v=4F1iOQ2QCLI&list=PLMajBZQv8wyPG5mIJ7sbLHG8LBkvASazZ&index=3 https://www.youtube.com/watch?v=lwbUHzcku4I&list=PLMajBZQv8wyPG5mIJ7sbLHG8LBkvASazZ&index=4