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Notetaking and match analysis in soccer

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INTRODUCTION

Note-taking captures and organizes crucial information about performance, tactics, strategies and other key elements related to sport practice. It is impossible for the human memory of soccer coaches to retain all the actions that take place during a match and to manage this large flow of information. This is why the use of note-taking is the ideal solution to overcome these constraints. In this study, we explore the quantity and types of notes taken by soccer coaches while watching a match during a video visualization designed to analyze an opponent.



The following hypotheses are made :

-Hypothesis 1: We believe that coaches use less information and fewer categories to analyze half-time than STAPS students.

-Hypothesis 2: We postulate that coaches primarily analyze a team's overall, strategic behavior: central category(ies) linked to the team's overall behavior and

METHOD

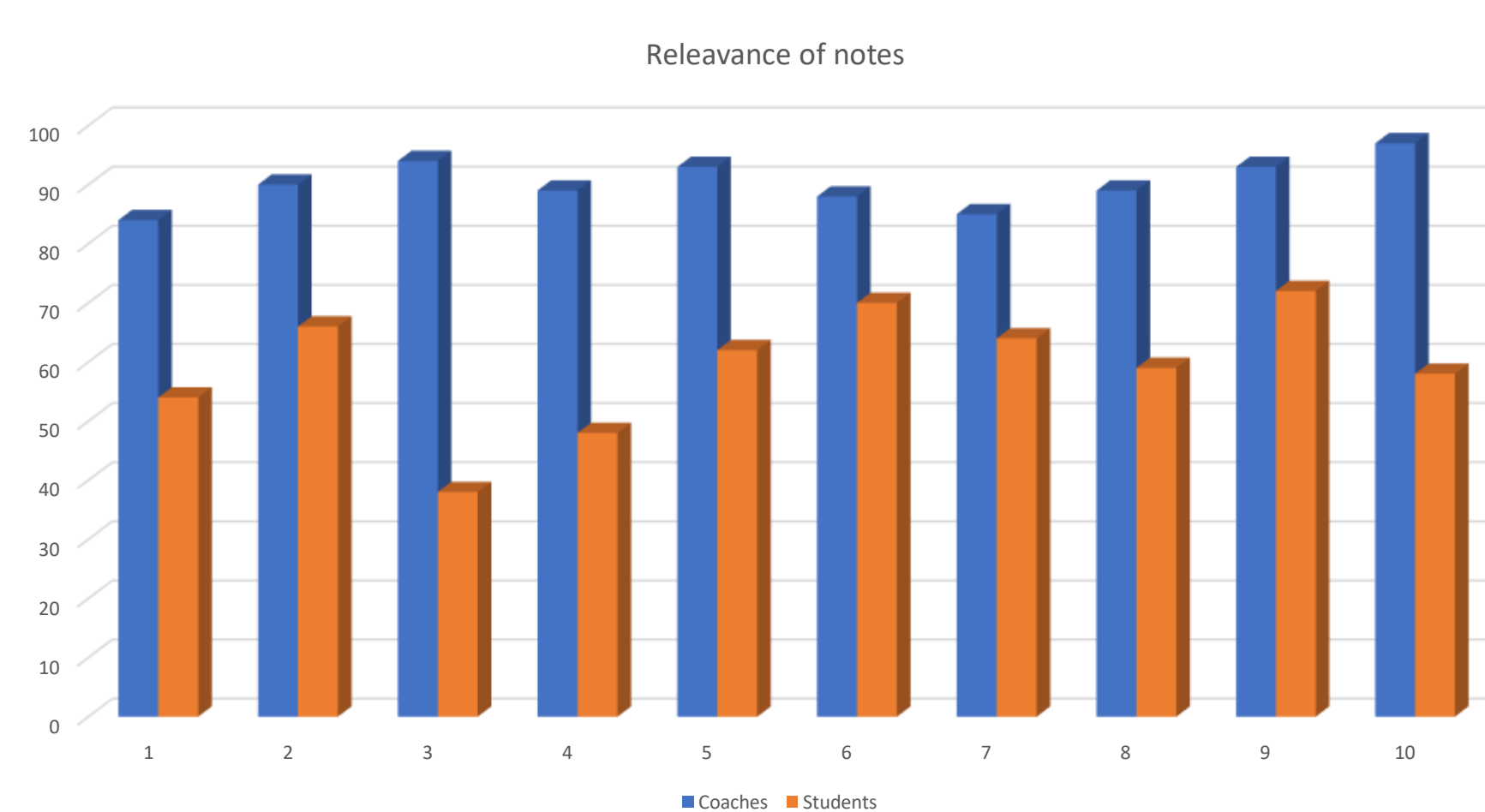
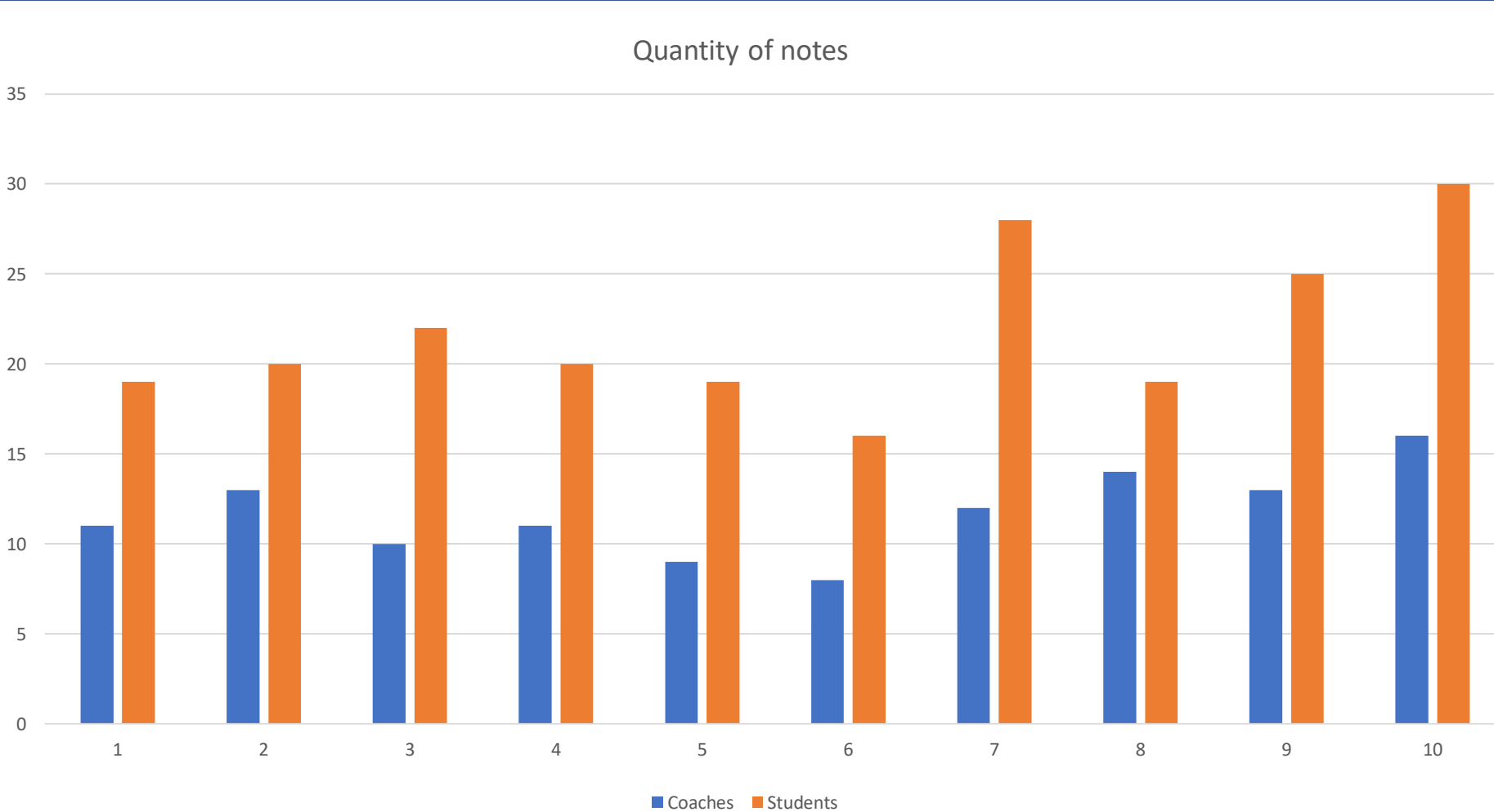
-Participants : We asked two groups (20 subjects) of male volunteers to take part in this study: professional coaches and STAPS students specializing in soccer. The first group consisted of 10 older coaches (m = 43.4 years; SE = 6.2 years). They have been coaching in professional clubs for over 10 years (m = 12.9; SE 2 years). The second group was made up of 10 STAPS students specializing in soccer, aged (m = 21.9 years; SE =1.9 years). These students also played competitive soccer (m = 11.5; SE = 5).

-Procedure: A half-time film of a match is projected into a PC acer screen. The special feature of this film is that all information not relevant to the match is removed.

-Task: Each participant was asked to watch half-time, and take notes on a prepared document designed for note-taking in relation to the positive and negative points of a single team's tactical behavior.



EXPECTED RESULT & DISCUSSION



-The results of the experiment are still being analyzed, but from the data we collected we anticipate having these results : the coaches took fewer notes than the STPAS students.

However, their notes seem to be more relevant.

=> Coaches work selectively to analyze a match. This selection is linked to the "cognitive catalog" stored in their LTM. This catalog is used every week to coach and/or analyze matches. They rely on their procedural knowledge. STAPS students, on the other hand, rely more on declarative knowledge, which is why they draw on a lot of information. They have a theoretical approach, whereas coaches have a pragmatic one.

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