

Sport Informatics and Analytics

Theme 1: Introductions



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1.1 Background

This open, online unit in Sport Informatics and Analytics is designed to be a non-linear learning and sharing opportunity. We hope you will find topics of interest here and pursue them as you wish.

There are four themes in the unit that provide [structured exposure](#) to sport informatics and analytics.

There is a mind map of the whole course available [here](#). The mind map is drawn with the [MindMeister App](#). MindMeister has this [video introduction](#) to the App.

This [Google Doc](#) is a summary of the first of the four themes in the course, **Introductions**.

This is [Theme 1 \(T1\)](#) of the OERu unit [Sport Informatics and Analytics](#).

1.2 Introductions

This theme explores our approach to open sharing. We present an overview of people, perspectives, products and processes. We draw attention to the Informatik tradition and its links with Informatics. We introduce the emerging field of Sport Analytics too.

1.2.1 Connectivism

This first theme has two kinds of Introductions. One is to share the **connectivist approach** that informs and drives the course.

Stephen Downes ([2012](#)) notes that in a connectivist course “the content does not define the course”. He suggests:

By navigating the content environment, and selecting content that is relevant to your own personal preferences and context, you are creating an individual view or perspective. So you are first creating connections between contents with each other and with your own background and experience. And working with content in a connectivist course does not involve learning or remembering the content. Rather, it is to engage in a process of creation and sharing. Each person in the course, speaking from his or her unique perspective, participates in a conversation that brings these perspectives together.

The non-linear, asynchronous design of [#UCSIA15](#) aims to facilitate personal exploration and create opportunities for knowledge sharing between participants.

Gordon Lockhart's ([2013](#)) experience of a connectivist open course (cMOOC) gives a feel for our hopes for personal and shared learning journeys in [#UCSIA15](#):

it dawned on me that, contrary to what was on the tin, a cMOOC wasn't a 'course' at all. Instead, a heady amalgam of 'massive', 'open' and 'online' was leading to a quite extraordinary place where the normal rules of learning engagement just didn't apply. There were a couple of facilitators but no teachers. Participants were encouraged to create and maintain their own blogs. Social media was used for discussion and sharing resources. Topics were explored together, connections made and groups were formed and maintained long after the MOOC was over. cMOOCs never die ...

Self-organising networks flourish in connectivist courses. Participants follow their interests and meet others on their learning journeys. We are keen to support this wayfinding as facilitators of this course.

For further discussion of connectivism see [this page](#) in the [Sport Informatics and Analytics Google Site](#).

1.2.2 Informatik, Informatics and Analytics

A second set of introductions relates to the content of the course. We share a range of resources through the [mindmap](#) that explore the essence of the Informatik tradition in German-speaking cultures. We include also a variety of resources linked to an Informatics practice in English-speaking cultures.

We share some resources about analytics too. There is an overview of Sport Analytics [here](#). The [mindmap](#) provides some examples of Analytics activity.

1.3 An Invitation

We invite you to consider these questions as you work your way through the theme.

Q1. What are your thoughts about a non-linear course in which you are the driver of your own learning pathway?

Q2. How might we help you to connect with others on the course?

Q3. Do you have any resources you would like to recommend for inclusion in the course?

Q4. Is there a difference between Informatik and Informatics?

Q5. What distinguishes Sport Analytics from Sport Informatics?

Q6. What is the relationship between Informatik, Informatics, Analytics and Performance Analysis?

1.4 ePortfolio

We are keen to encourage you to share your answers to these invitational questions.

We wondered if you might consider creating an [ePortfolio](#) for your activities in the unit.