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Students' Perceived Experiences of Competitive Activities Through Electronic Platforms

Eve Bernstein

The purpose of this study was to understand students' experiences through digital YouTube clips focusing on middle school competitive activities in physical education class. This study was guided by the transactional framework, which states that individuals and institutions, in this case students and competitive activities in physical education class, create certain transactions, and these transactions are shared. Twenty-six YouTube posts were examined. The data were analyzed using the constant comparative method to find patterns in the posting of students' experiences of participating in these activities. Three major themes of the digital clips clearly emerged. These themes included (a) perceived skill level—the low-skilled student, the athlete, and the Olympian; (b) student demonstration of skills; and (c) teacher-directed experience. These findings suggest that students share transactions in both images and the spoken experiences they are having during competitive activities.

Keywords: COSMF, COSH, middle school, physical education, sport, transactional framework, YouTube

The Committee on Sports Medicine and Fitness (COSMF) and the Committee on School Health (COSH; 2000) suggested that physical education classes play an important role in introducing and promoting physical activity to youth and adolescents. This introduction may be the first time that students are exposed to certain physical activities (Centers for Disease Control and Prevention, 2013). While several activities can be offered in physical education classes, competitive activities and sport encompass many of the activities that students experience. How these competitive activities and sport are introduced in the gymnasium can influence student participation and experience (Committee on Sports Medicine and Fitness and Committee on School Health, 2001) and allow students to have a positive experience in physical education class.

While there are many ways to introduce competitive activities and sport, physical activity does decline after middle school (Dishman et al., 2018; Sallis et al., 2000), especially for female students (Scrabis-Fletcher & Silverman, 2017). While it has been argued that the physical education curriculum is based historically on a middle class, male value model (Bailey et al., 2009), this is changing. Competitive activities are now structured through various curricular models (Lund & Tannehill, 2015; Metzler, 2017). In addition, these activities can be guided by grade-level appropriate practice guidelines (SHAPE America, 2013) so that task presentation may be effective for all students. Previously, there have been discussions that gender interest in certain activities might be prevalent (Lee et al., 1999; Sirard et al., 2006; Smoll, & Schutz, 1980). This idea is now being reexamined, and it has been uncovered that skill, rather than gender, might be one factor why female students might not participate in these competitive activities (Corr et al., 2019; Farmer et al., 2017; Goudas et al., 2001; Rogers et al., 2018).

As physical activity does decline and competitive activities are widely used in physical education class, it is relevant to examine how students are perceiving these physical education experiences during middle school.

Recently, there have been several studies examining students' perception of competence during middle school physical education class (Hastie et al., 2016; Timo et al., 2016; Ulstad et al., 2016), students' perception of sport-based curricular models (Mahedero et al., 2015; Wahl-Alexander et al., 2017), and how competitive activities are structured and perceived by middle school students in physical education class (Bernstein et al., 2015; Bernstein et al., 2011; Gibbone et al., 2013). While middle school experiences have been examined, students sharing these experiences regarding competitive activities with each other on electronic platforms such as YouTube have not been explored. This is of interest, as electronic platforms are a common place for sharing experiences for middle school students (Madden et al., 2013).

YouTube and Student Experience

There have been several reasons why students post or share responses on electronic platforms, such as YouTube. Chau (2010) has reported that YouTube is an ideal place to create material, make connections, and work together with others, as well as distribute ideas. For adolescent students, posting on YouTube can provide social connections. These posts can also define and be used as a tool to make sense of the world around them (Boyd, 2007). YouTube has been shown to give individuals a sense of control and interpersonal interaction (Haridakis & Hanson, 2009). Students can put up any digital clips of their choice and receive followers whenever they post messages. Therefore, examining digital clips that are posted on YouTube regarding middle school students' experiences in competitive activities in physical education class may give a unique insight into what students are thinking and/or experiencing. Examining these clips can also provide information to students, if there are similarities in their responses.

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Transactional Framework and Student Experience

The theoretical framework guiding this study is the Transactional Framework (Altman & Rogoff, 1987; Biesta, 2007). This framework suggests that both the institution, such as a school, and the individual are involved in a transaction, and through this transaction, the individual tries to create a certain meaning within that situation. These situations, or transactions, are not isolated, and once expressed, they create a shared experience for both the individual and the institution. Both are involved in this association, as the transactions are constantly occurring (Sullivan, 2001). These transactions create a holistic framework of experiences. This framework can be especially relevant for examining the shared experiences in physical education settings as students post clips of their experience in the gymnasium. The Transactional Framework has been used to examine student responses regarding physical education class that have been posted on social media (O'Loughlin et al., 2013; Quennerstedt, 2008, 2013; Ward & Quennerstedt, 2016). These studies, however, do not examine students' responses or behaviors in competitive activities during physical education class. The patterns found in this study could lead to a further understanding of middle school students and their experiences during competitive activity participation. As transactions are explored, patterns might be uncovered.

The research question guiding this study was "Are there, and what are, the commonalities in the images and spoken experience of middle school students toward competitive activities in physical education class during YouTube posts?"

Procedures

Data Collection Criteria

Institutional Review Board (IRB) clearance for this study was obtained. The first step in this study, conducting an exhaustive search of YouTube clips, was completed. The clips examined were in English and based on middle schools (sixth through eighth grade) in the United States. These clips focused on students' experiences with competitive activities during physical education class. The search for the YouTube digital clips included using the following keywords and phrases: middle school students' shared experiences about sports and competitive activities in physical education, middle school students and physical education, and middle school physical education classes. Competitive activities were classified as having a winner or loser; keeping score; being timed; and/or engaging in sports, such as basketball, volleyball, soccer, baseball, track, or running. The digital clips had to be clearly identified and posted as taking place in a middle school, sixth to eighth grades. The gender of the students was identified as male or female. The digital clips were included if students were playing in competitive activities or speaking about their experiences in competitive activities in middle school physical education class.

Exclusion Criteria

Clips were excluded for the following criteria: (a) if recorded in the gymnasium but did not include a sport or competitive activities, (for example, dance or free unstructured play with students dancing or running around), (b) if the clips were not recorded in the United

States, and (c) if the clips did not focus on middle school participation. Student race was not categorized. Race is difficult to identify unless specified by the student, and therefore, the researcher would not make assumptions regarding what race the students were without verification by the subjects.

Data Analysis

YouTube video captures certain experiences and can be seen as a way to examine practices in physical education class (Burgess & Green, 2009). Twenty-six clips that met the inclusion criteria were selected, and images of playing or referring to sport were time stamped.

Next, these images were then organized and categorized by grade level; the setting that the activity took place in, that is, gym or field; and the specific sport activity. This step was focused on examining the competitive activities that the students were engaged in to further understand the transactional experience of the students and teachers during these activities. Next, the clips were categorized based on whether the clips were teacher centered, that is, the teacher was the focus of the clip; student centered, that is, only the students were featured; or both, in which the teacher and students were featured. Finally, it was noted if the students shared their experiences verbally or remained silent and only participated. The organized clips were displayed on a chart, and it was noted if they met these categories. These categories were meant to clarify how actions that are both verbal and nonverbal create a flow of events (Dewey & Bentley, 1991/1949).

Before coding took place, each clip was watched three to four times. Notes were then taken on student and teacher actions and how they created physical education experiences. These notes included whether the students spoke or participated without speaking. The next step was to detail and identify the competitive activities that the students were engaged in. If students spoke, the author transcribed specifically what had been stated about their experiences in competitive activities in physical education class. Only the sections where the students focused on competitive activities were transcribed by the author. In addition, the actions of teachers and students were described and noted in each clip.

Both the transcriptions and visual images of the categorized clips were then coded using the constant comparative method (Glaser & Strauss, 2017), in which the data were analyzed for patterns and themes. This coding revealed the common experiences that students had in physical education class during competitive activities. These clips explored not only the everyday practice in physical education class, but also how students reflected on these transactions privately.

During this process, no identifiers were used. Schools, student identifiers, links identifying the digital clips, and complete transcripts were not used so that all individuals and schools would remain confidential. All names, if any of the students stated them, as well as the demographics of the school, if it was identifiable, would be changed.

Results

Out of the 26 clips that met the inclusion criteria, three major themes clearly emerged. These themes focused on students' experience during the competitive activities in physical education class. These themes were (a) perceived skill level: the low-skilled student, the athlete, and the Olympian; (b) student demonstration of skills; and (c) teacher-directed experience.

Perceived Skill Level: The Low-Skilled Student, the Athlete, and the Olympian

The digital clips that were shared were retrospective. All of these clips were of girls sharing their experiences. These girls recorded their experiences in their bedrooms or locker rooms, and each girl was alone, sharing her experience, rather than sharing these experiences with a group. These experiences were mainly negative regarding physical education and the competitive activities. All of the students' digital clips clearly described the different skill levels within their classes. The students were very aware of skill level and described skill level as they perceived it in their own words. These memories were vivid enough to express and post online.

Laryssa discussed the various skill levels of other students in competitive sport and how she perceived the skill levels of these students during physical education class. There were the skilled students, who are good at everything and are really nice and encouraging. Then you have the students who are low skilled, and "usually they are girls." But if it is a boy, bonding can occur with that boy, and, she stated, "we can do math homework together." There are also the students "who think [physical education class] is the Olympics," and "God forbid" you get put on their team, for "if you can't do something right, they will go into panic mode, because they want to get that gold medal that doesn't actually exist . . . and then you have to apologize to them, 'I am really sorry, I am not good.'"

Laryssa did not enjoy sports or physical education. She considered herself "without skill" and stated, "if you are not familiar with PE, it is this thing you have to take . . . it is like a torture chamber. You have to do things, like sports [she groans]." She went on to state that the reason why she hated physical education was that she "sucked at all sports." She was afraid that she would run away if "a ball was thrown at her" and, in the process, "trip and fall on [her] face."

Laryssa illustrated the point by relaying the story of when her friend wanted her to play volleyball with her. She conveyed this incident by switching camera angles and playing both the role of her friend and how she herself acted. In this described situation, when asked to play volleyball, she declined. Laryssa's friend could not believe that Laryssa had turned down the opportunity to play and had opted for homework instead. Her friend had added, "Yeah, it is because [Laryssa] sucks." Laryssa went on to say, "Yeah, I was just sitting there, and like, it's true, I suck." Laryssa further noted that a little competition "is healthy," but,

Gym class can get really competitive, and it can turn into an all-out war, so you want to try and deal with that. Students remember being embarrassed during these competitive activities. If people are teasing you, . . . because you are not good at the sports you are playing, just ignore them. Ignore them, or pretend you can't hear them. Laugh along with them, or just make fun of yourself. [If you do that], you will be less likely to be teased.

She also mentioned that "if you can do a sport," you can make it fun and should do so.

Running was an activity that was discussed as a highly skilled activity, one that might be accomplished by some students and that could be compared to other students' performances. Jenny was alone in a locker room, sharing her experiences, which mirrored Laryssa's previous video. The mile run was mentioned:

I should not be getting points off, if I can't run the mile in seven minutes. If you have any insecurity about being last, the last

person to be picked, the last person to be running . . . [remember], somebody has to be last. If it is your goal to be a track and running Olympian, umm, you should be concerned, otherwise, if you don't want to be an Olympian . . . later in life, it is not going to matter [that] I ran last. I am here to tell you, that other students make fun of you. None of that defines you. It [simply] means you are slow at running, you finished last, or you can't do as many push ups or sit ups as the other person. It does not define you.

Another girl mentioned noticing a student's skill level. She recounted a story of not being skilled enough to play, and she was embarrassed by it. "It was the last day of school. It was eighth grade. We were playing kickball in our regular clothes, and we were running, and some girl threw the kickball at my feet. I face planted . . . in front of everyone." Jane also mentioned her running performance compared to others: "There are kids who run a seven minute, and under, mile. I ran a seven-minute mile once in my entire life. I am 15, and I will never do it again . . . I don't understand why [the teacher] makes me run a mile and grades me on it. I hate gym class so much, and I am so happy I never have to take it again." Jane stated that it was "the last day of gym," and she was "so happy," as she had hated all of her "gym teachers." They "annoyed" her. She stated that, when she was in physical education class, the teachers accentuated her performances by raising their voice. She stated, "[the gym teachers] think it is funny to yell when they can talk in a regular voice. Maybe it is an athlete thing."

Not only was the low-skilled students' placement in running mentioned, but also, how students performed in sport activities was a concern. Fears of "coming in last" in the competitive activities and sports were mentioned by many of the girls. They compared it to having the worst grade in an academic class. Francis stated,

. . . volleyball and badminton, like dodgeball, kickball, were all kinds of fun [for other students], but I was embarrassed, because I wasn't the best . . . badminton player, and wasn't killing that birdy. I was in honors since, 6th grade. I was getting straight A's but failing gym . . . I was the slowest person. It is obvious who came in last. It is obvious who got picked last. It doesn't matter . . . it doesn't matter, . . . if you were the last person to get picked for the dodgeball team . . . because someone has to be last, always.

The way sport and competition were structured, however, might alleviate these experiences of failure and not being able to complete a task. Fitting in was extremely important and added to a positive experience in sport. Lucy stated that she "loved PE. It was [her] favorite class" in middle school. This might have been because her school made an effort "to have everyone fit in and everyone find your place." If a school had been "cliquey, it might be a different story. Gym class was my favorite part of middle school. I loved sports, playing kickball, dodgeball, baseball, badminton, and in teams. I did track. Oh, my gosh, PE was so fun." It is not known if this positive response was related to skill, but it was clearly indicated that the way the school structured the event, everyone was able to fit in and not be left out.

Student Demonstration of Skills

Many of the selected YouTube videos showed the middle school students demonstrating their ability to perform sport skills in physical education class. The students remained silent as they were shown performing activities. These images indicated that

students express themselves through movement only and are not discussing their experiences. This theme highlights how students are perceived in physical education as moving bodies. The students did not speak, but were shown just playing and performing various sports. These images highlight the growing discussion in physical education, in which student voice regarding their experiences in physical education may be lacking. Several clips had students performing various skills, and many of these clips had music in the background. The inclusion of music might take the place of student voice.

It is unclear whether teachers were recording the footage; however, it would seem that, in most cases, it might be other students recording, as the clips are short and not professionally done. In all the clips, the teacher is not shown. One digital clip is listed as sixth grade. The post showed a boy alone in a gym with two basketballs, performing skills, with rap music in the background. The boy was highly skilled and showing various basketball skills, such as three-point shots and dribbling with two basketballs. He remained silent. Two other separate digital clip videos showed students captured in a moment in time, playing different sports and displaying various skill levels; these digital clips portrayed still photographs.

In another digital clip, middle school male students were playing table tennis. It is unclear if the teacher or the student posted the digital clip, as a teacher's name is mentioned, and in a heading, it stated, "Over 30 students fully engaged" during this activity. There were regular cafeteria tables, where the male students were hitting the balls back and forth with their hands. The students were in uniform, did not speak, and were just shown performing high-level table tennis skills, with very loud rap music accompanying the clip.

Three postings of skill demonstrations do not have music. In all of these clips, the students were only shown performing skills, but they did not discuss or comment on the sport skills they were participating in. These clips are short, and, although this is not known, it would seem as if they are self-recorded and recorded without the teachers' knowledge that this recording is taking place. The students showed their physicality, but did not verbally reflect on their experiences; yet, through these images, they gave their experiences a voice. The three videos have no structure and simply show students performing various competitive activities. Two are short clips. The first short clip shows middle school students in uniform practicing volleyball. There were 40 male students, a few setting balls for the rest of the students, who were spiking them over the net. The camera panned as the students performed a difficult skill. The second, from a different school, shows a dodgeball game. The balls were lined up in the center of the gym, and the students, male students, rushed to grab the balls so that they could throw them at the opposing team. This clip is brief and hand shot. Finally, the third clip is of a student recording a free period in the gymnasium. Students gathered around, all girls, asking if this student was recording. The student then left the group to film a small group playing basketball. You can hear one boy say, "Basketball." There were boys playing, and only one girl. The student filming did not answer, but continued to record, panning back and forth across the students playing. As the student did take the time to post this video, it must have had some importance, although that importance is never stated.

Teacher-Directed Experience

In these clips, the class was shown in the background as the teacher was recorded teaching the class. These clips either showed students following teacher-centered instruction or teacher-elicited student responses about physical education programs. In both cases, the teachers were leading the activities. In this theme, students do not

express their ideas freely, but are teacher directed. Therefore, what students are thinking outside of the teachers' questions are not expressed.

In some clips, the students were asked by a physical education teacher to share their physical education experiences at a middle school orientation. In these clips, the students did speak about their experiences. These clips were usually interviews, where the students responded to questions. The viewer does not hear the question asked, and the viewer cannot see the interviewer. In one school, students, all girls, were shown in a pool sprint, and in a voiceover, one girl said that she learned physical activity in a "safe and inclusive environment."

When the students were asked to discuss their experiences, they were posed questions by an interviewer who was not shown. They sat in a classroom, and the images cut to several different students responding to what was available to them as activities in the middle school. When these responses were prompted, however, their perception of competitive activities gives a glimpse into their experiences. The students felt they understood what was "going on" in physical education, as there were several announcements of what sports were going to be taught during the year. As one male student, Howie, stated, "middle school has a lot more options for sports," and throughout the clip, students listed the sports they played in school, such as track, basketball, and volleyball. The variety of sports offered allowed students to try things they might not normally get to try. Howie noted that, even though he was a boy, he took "volleyball." One girl, Diane, had a thought-provoking response: "I am not really a sporty person, so I'm like, I might as well do something with my life. I mean, if I am not going to do volleyball, I might as well do something, so" She did not finish the sentence, and it is not clear whether she wanted to try something new, or had to take the activity that had been offered.

In another school video, students were once again interviewed in a classroom. One boy stated, "it [gym] is cool, most of the time, especially gym, where you play basketball The teachers are young, and they know what it is like to be a kid. They talk to you like you are human, not like a younger student in elementary school." The students were asked how they benefitted by learning words during sport, and one girl stated, "it helps us, benefits us, by knowing the terms of the game, and helps us if someone uses that call." During basketball, the following group of terms was used: dribble, pivot, basic, communication, and control. All of them were on a chart. Out of these words, the word "control" was highlighted and brought forth on the screen, and then "self-control" was added. Out of all the terms, a behavioral term, "self-control" was outlined, rather than a psychomotor goal. It was unclear whether the student or teacher had chosen to highlight that behavioral response.

A posting by a school underlined the physical education program. Throughout the posting, students were prompted to speak about physical education. Physical education teachers asked the questions. The questions the students were asked were not heard; only the responses were heard. One boy, Wally, noted that "I have a lot of projects and homework, so I like to move around" and be active during physical education class. A group of girls were sitting on a bench in the gymnasium; the girls were dressed in regular clothes. A girl, Tina, stated, "I don't really like PE. You get all hot and sweaty, and you have to smell that stink." The scene then showed her in a physical education uniform, and she continued, as it cut to her sitting on the bench again, "On the other hand, you get to try things you wouldn't normally try." In the same interview, one question was heard: "Should it be required for middle school kids to take PE?" The same group of girls all shook their heads and

responded, “Yes, definitely.” While watching the video, it seems as if the girls feel uncomfortable answering the question honestly in this setting, as the interview is being conducted by the physical education teacher.

Discussion

The purpose of this study was to observe whether there were commonalities in middle school students’ experiences during competitive activities. The experiences were examined through posts on YouTube. In their own words and images, this study clearly showed that students have many common experiences that they have shared on this electronic platform. Student voices should be heard, and they were heard during these posts (Beni et al., 2017; Martins et al., 2018) focusing on the competitive activities. Student voice is a key component in middle school instruction (Dreon et al., 2011), and students are using this tool to communicate these experiences through YouTube. These posts may be an important tool in examining, reassessing, and relaying instruction to students (Jones & Cuthrell, 2011).

The Transactional Framework suggests that individuals and institutions create experiences. This study included both teachers and students who are involved in transactions during competitive activities, and these transactions have been shared on a very public forum, such as YouTube. By using this framework, information was collected, categorized, and analyzed for actions that are oriented in a certain direction, in specific situations. During these transactions, knowledge and images are reproduced during competitive activities created by both students and teachers (Quennerstedt, 2013). Students and teachers who generate these transactions can create a learning experience from sharing their understandings of those activities.

One transaction that was clearly shown during competitive activities was the display of skill or lack of skill. Skill is shown to be a crucial element in not only participation in the physical education class (Subramaniam & Silverman, 2002), but also in how students feel about these activities (Carlson, 1995; Portman, 1995). Furthermore, skill level during competition can influence student attitude toward future participation (Pope & Grant, 2017; Silverman & Subramaniam, 1999) in sport and competitive activities (Bernstein et al., 2011; Morgan, 2017). In this study, the students were acutely aware of their skill level, and this study clearly showed that these students were motivated to post either their success, failure, interest, or disinterest about their performance and skill in these situations. This study highlights the literature that shows that skill is an important part of student continued participation (Chen, 2001; Subramaniam & Silverman, 2002; Telama et al., 1997).

Students, specifically females, alone in rooms, shared experiences of competitive activities retrospectively. The study of retrospective experiences of physical education class has recently gained attention, as students’ memories have been shown to be vivid, emotional, and influential in terms of future physical activity participation (Ladwig et al., 2018). During middle school, physical activity declines sharply for adolescent students (Mercier et al., 2017), and this is true especially for females (CDC, 2013). The words spoken by these female students give insight into what these students are experiencing (Oliver & Kirk, 2016).

This study indicated how the competitive task is structured, and the competence that students have in performing those sport and competitive activities can be an important part of influencing students’ experience and perceptions during physical education class (Bernstein et al., 2011; Constantinou et al., 2009; Martins et

al., 2015). By sharing these retrospective experiences, these students may have been negotiating power and explaining that they felt powerless during transactions in sport activities in physical education, thus, giving them an outlet to share identity and their voices (Fisette, 2013; Fisette, 2011; Fisette & Walton, 2014; Hill, 2015). These students’ responses, images, and words should be categorized and examined to inform future student-centered practices and interest (Pissanos & Allison, 1993) in these sport activities.

Another finding of this study was that teachers created and relayed transactions during instruction of competitive activities (Allison et al., 2000; Turner et al., 2001), and these transactions might not incorporate the needs of the students whom they instruct. Sport can exclude and disengage students, and therefore, it is necessary that we understand what experiences the students are having (Solmon, 2018). The replication and regulation of these competitive activities can be controlled by the physical education teacher (Fernández-Balboa & Muros, 2006) based on their own perceptions and experiences of how the subject should be taught. The teachers having a background in sport and physical activity are usually skilled and are teaching these skills (Harvey & O’Donovan, 2013). Performing skills is just one aspect of physical education class, as there should be an emotional and cognitive component as well (SHAPE America, 2013). This teacher-controlled environment shifts away from the idea of the mind and body being one, the underpinnings of the Transactional Framework, and, instead, reinforces subtlety, dualism, mind and body as separate entities, as shown in sport performance. The body as it performs becomes solely the focus (Dewey & Bentley, 1991/1949). As the focus on the teacher-centered clips did not focus on students’ speaking about the experiences of competitive sport, but rather, only on the student playing sport and showing that sport performance (Cronin & Armour, 2015), this excludes what the students experienced and thought about these competitive activities.

Thus, these transactions guided by the teacher-led interview were spoken, rather than expressed by the student freely, and the students’ knowledge was spoken and expressed through the physical body in a physical manner (Quennerstedt, 2013). Middle school students, in several cases in this study, did share their experiences only when asked in a directed manner and guided by teacher-led questions (Mullen & Wedwick, 2008). While student-centered environments can be beneficial in physical education (Sanchez et al., 2012), this study showed that students were led to answer questions, rather than to freely offer their experiences (Mullen & Wedwick, 2008). This might indicate that students in these situations could not fully express how they were feeling about their experience.

In addition, music in some ways replaced words in this study. It has been found that, by using music, more assertive behaviors can be displayed in middle school students (Mills, 1996). The use of music, instead of speech, is a powerful expression of identity (Hargreaves et al., 2002) and the affective domain (Saarikallio et al., 2017; Uhlig et al., 2016). In this case, perhaps, students could not formulate what to say when they were experiencing competitive activities, that is, making baskets or having volleyballs go over the net. In this transaction, accompanied by music, they expressed the accomplishment of a successful task. Thus, embodiment of skill in competitive activities replaced talking about skill, and this was the type of transaction that students overwhelmingly relayed and shared (Quennerstedt, 2013). In this analysis, students did not speak, but they were shown being successful; thus the transaction was the action of doing and being able to “do” with success.

Students, also, were involved in posting nontraditional sports. These nontraditional activities, or transactions, that the students were engaged in were important enough to post. As supported by the literature, students who have more choice and control over student-centered games enjoy those games (Garn et al., 2011; Rikard & Banville, 2006). Although dodgeball might not be an accepted competitive activity in physical education, it seemed to be enjoyed by the students who posted it. A teacher was not seen anywhere in the digital clip. In this expression of these competitive activities, the students' choice showed their skilled accomplishments of nontraditional activities.

While the focus of the data collection did not allow triangulation or member checking, this did not diminish the fact that students took the time and effort to share their experiences of competitive activities. This study is just a beginning step in understanding how students convey their learning experiences in competitive activities in physical education subjectively, and in the future, this can help in instruction and planning in programs (Pope & Grant, 2017). These posted experiences of students should be carefully examined to improve the design and implementation of widely used activities. This YouTube forum can be used to understand potential student disengagement (Ennis, 2000) and why they might not enjoy PE and feel strongly enough to post it. These shared experiences should have serious consideration as students share and develop their interests in sport and competitive activities on this electronic platform.

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