



Baskin as an Inclusive Educational Laboratory in University Sport Sciences Education

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Abstract

Background. Social inclusion is a central priority in educational and sport policies, aiming to create participatory environments that value diversity. Baskin, an innovative inclusive sport, enables individuals with and without disabilities to participate together through differentiated roles and adapted rules, fostering interaction and cooperation.

Objectives. This study aimed to evaluate the educational and social impact of a Baskin laboratory implemented within a university Sport Sciences course, with particular attention to students' perceived inclusion, relational dynamics, and professional development.

Materials and Methods. A mixed-methods design was adopted. Quantitative data were collected using the Perceived Inclusion Questionnaire (PIQ), administered before (T0) and after (T1) the intervention. Qualitative data were gathered through systematic observations, reflective journals, and semi-structured interviews. The sample included 175 university students and 13 individuals with motor disabilities. Quantitative data were analyzed using paired-samples t-tests and Cohen's d, while qualitative data were examined through thematic analysis.

Results. The results showed a statistically significant increase in perceived inclusion, social acceptance, and relational support ($p < .001$), with a large effect size ($d = 0.82$). Qualitative findings highlighted changes in students' perceptions of disability, increased empathy, the development of professional competencies, and enhanced group cohesion. The laboratory promoted cooperative behaviors and reduced relational barriers.

Conclusions. The Baskin laboratory proved to be an effective pedagogical tool for inclusive education in Sport Sciences. It supports the development of relational, reflective, and professional skills while fostering meaningful inclusion through structured experiential learning.

Keywords: inclusive sport, baskin, sport sciences, inclusive education, adapted physical activity, university education.

Introduction

Over the past decades, social inclusion has become one of the main priorities of educational and sports policies at the international level. Supranational organizations such as UNESCO and the United Nations have highlighted the need to promote educational systems capable of recognizing and valuing diversity as a resource, moving beyond models based on exclusion or mere formal integration (Unesco, 2020). From this perspective, inclusion is not limited to ensuring access to educational and social opportunities, but also implies the creation of participatory contexts in which every individual can actively contribute to community

life, as highlighted in studies on sport-based inclusion and sustainability (Di Palma et al., 2025). Within this theoretical framework, sport represents a particularly effective tool for promoting inclusive processes. Participation in shared physical activities fosters the development of social skills, cooperative attitudes, and positive relationships among individuals with different abilities and backgrounds, also in relation to body expression and ludic interaction (Raiola, 2015). The literature highlights how sport can help reduce stereotypes and social barriers related to disability, promoting contexts of interaction based on mutual respect and collaboration (Di Palma & Tafuri, 2016; Darcy et al., 2016). From a psychological perspective, participation in inclusive physical activities can support the development of intrinsic motivation and self-efficacy. According to Self-Determination Theory (Deci et al., 2000)

individuals' motivation increases when three fundamental psychological needs are satisfied: competence, autonomy, and social relationships. In educational environments characterized by cooperation and active participation, these needs can be fulfilled, fostering genuine engagement in the proposed activities, in line with studies showing how physical activity contexts can enhance self-efficacy and academic development (Latino et al., 2023). Among the inclusive sports practices developed in recent years, Baskin represents one of the most innovative models in the field of educational sport. Created in Italy in the early 2000s, Baskin is a team sport derived from basketball but specifically designed to enable the simultaneous participation of people with and without disabilities. The game system includes differentiated roles assigned to players according to their motor and cognitive abilities, baskets positioned at different heights, and specific rules that ensure the active participation of all team members. Unlike many adapted sports, Baskin does not simply modify an existing sport to include people with disabilities, but redesigns the entire structure of the game according to a principle of functional equity. Each player assumes a specific role that enhances their individual abilities, making diversity a functional element for the success of the team. Scientific literature highlights how Baskin promotes the development of social, relational, and cooperative skills in school contexts (Tafari, 2025). However, there are still relatively few studies examining the potential of this discipline in the university education of students in Sport Sciences. University programs in Sport Sciences are increasingly required to train professionals capable of working in heterogeneous contexts, where the presence of people with disabilities requires specific competencies in the field of adapted physical activity. In this regard, learning experiences based on direct contact with people with disabilities represent a fundamental component in the training of future professionals in movement and sport.

Knowledge develops through a process that integrates concrete experience, reflection, and conceptualization, as also highlighted by research on outdoor and experiential learning approaches in physical activity contexts (Latino, 2023). Inclusive sport laboratories therefore represent privileged contexts for fostering this type of learning, allowing students to develop professional competencies through direct experience. In light of these considerations, the present study analyzes the educational impact of a Baskin laboratory conducted with first-year students enrolled in a Sport Sciences degree program at a university in Naples. The project involved university students and individuals with motor disabilities in shared sports activities, with the aim of promoting processes of inclusion, relational learning, and professional development, as well as contributing to cognitive functioning and mental well-being (Latino, 2025).

Research objective

The main objective of the study is to evaluate the educational and social impact of a Baskin laboratory implemented with university students in Sport Sciences and individuals with motor disabilities.

Specifically, the study aims to:

- analyze changes in university students' perceptions of social inclusion through the Perceived Inclusion Questionnaire (PIQ);

- observe the relational dynamics between students and participants with disabilities during sports activities;
- explore students' representations of disability and inclusive sport;
- assess the pedagogical value of Baskin in the training of future Sport Sciences professionals.

Materials and Methods

Research Design

The study adopted a mixed-methods research design, integrating quantitative and qualitative approaches. This type of design makes it possible to combine statistical analysis of data with an in-depth understanding of participants' lived experiences (Creswell, 2017).

The laboratory intervention took place over a period of two months and involved inclusive sports activities based on Baskin. The sessions were supervised by two qualified instructors with experience in inclusive sport and adapted physical activity.

The project was structured into three main phases:

Initial phase (T0)

- administration of the PIQ questionnaire;
- collection of socio-demographic data;
- preliminary observations of relational dynamics;
- Intervention phase;
- implementation of Baskin laboratory activities;
- systematic observation of group dynamics;
- completion of students' reflective journals.

Final phase (T1)

- second administration of the PIQ questionnaire
- semi-structured interviews
- qualitative analysis of participants' experiences

Participants

The study sample consisted of:

- 175 university students enrolled in the first year of a Sport Sciences degree program at a university in Naples;
- 13 individuals with motor disabilities involved in the inclusive sports activities.

The university students had an average age of 19.4 years (SD = 1.3).

Participants with motor disabilities presented different functional conditions, including spinal cord injuries, cerebral palsy, and neuromotor disorders.

Quantitative and Qualitative Instruments

Quantitative Instruments

The Perceived Inclusion Questionnaire (PIQ) developed by Venetz, Zurbruggen, and Eckhart (Venetz, 2015) was used. The questionnaire measures three main dimensions:

- social acceptance;
- participation;
- relational support.

The data were analyzed using paired-samples t-tests and effect size calculation (Cohen's *d*).

Qualitative Instruments

The qualitative component included:

- systematic observations of game sessions;
- semi-structured interviews with students;
- reflective journals completed by students.

Qualitative data were analyzed through thematic analysis according to the model proposed by Braun and Clarke.

Educational Activities: Baskin as an Inclusive Pedagogical Tool

In recent years, international literature in physical education and sport pedagogy has highlighted the importance of integrating experiential learning and active student participation within university curricula (Braun et al., 2006). In particular, in Sport Sciences education, laboratory activities represent a privileged context for fostering professional competencies related to the design, management, and evaluation of inclusive physical activities.

Several studies have shown that the direct involvement of university students in practical experiences with people with disabilities can contribute to modifying attitudes, representations, and professional competencies in the field of Adapted Physical Activity (APA) (Haegele et al., 2016). In this sense, inclusive sport laboratories represent educational environments in which theoretical learning can be integrated with concrete experience, promoting the development of relational, pedagogical, and organizational competencies.

The Baskin laboratory described in this study was designed as an experiential educational device aimed at promoting a concrete understanding of inclusion through movement and sport.

The intervention consisted of 16 teaching sessions, each lasting approximately 90 minutes, distributed over a period of two months. The activities were conducted by two instructors specialized in Baskin and adapted physical activity, with the support of the university lecturer responsible for the laboratory.

Each session followed a recurring pedagogical structure consisting of four main phases:

- relational warm-up;
- progressive learning of Baskin rules;
- matches and game situations;
- final reflective debriefing.

This structure allowed the integration of motor activity, social interaction, and pedagogical reflection, elements considered central in the recent literature on inclusive physical education (Creswell, 2017; Haegele et al., 2016).

Relational Warm-Up

The first phase of each laboratory session was dedicated to relational warm-up, lasting approximately 15–20 minutes. The main objective of this phase was to create a positive group climate and facilitate interaction between university students and participants with motor disabilities.

According to the literature on inclusive physical education, the motivational and relational climate represents a key variable in promoting active student participation and the development of cooperative relationships (Haegele et al., 2016). In inclusive contexts, the quality of social relationships

significantly influences participants' sense of belonging and perceived competence.

The activities proposed during the relational warm-up included cooperative motor exercises, ice-breaking games, and coordination activities carried out in small mixed groups composed of students and participants with disabilities. Among the most frequently used activities were ball-passing exercises in circles, movement games based on cooperation between pairs, and simple motor coordination tasks adapted to participants' different abilities.

These activities served a dual pedagogical function. On the one hand, they allowed participants to gradually prepare for the subsequent physical activity. On the other hand, they promoted the construction of interpersonal relationships through cooperative situations and informal communication.

In several cases, students reported in their reflective journals that this initial phase helped reduce the sense of embarrassment or uncertainty experienced during the first sessions of the laboratory.

The use of cooperative games during the warm-up is supported by pedagogical literature on cooperative learning, which highlights how collaboration-based activities can foster positive relationships and the development of social skills in educational contexts (Creswell, 2017; Dyson et al., 2004).

Progressive Learning of Baskin Rules

The second phase of the session focused on learning the rules of Baskin and understanding the different player roles. This phase lasted approximately 20 minutes and followed a progressive teaching approach that allowed students to gradually become familiar with the structure of the discipline.

Baskin differs from traditional basketball in that it includes differentiated roles assigned to players according to their motor and functional abilities. Each role has specific possibilities for action within the game, allowing the simultaneous participation of individuals with different levels of motor ability.

During the first sessions, instructors focused on explaining the fundamental principles of the game, including role distribution, the use of side baskets, and collaboration strategies among different players.

Students then participated in technical exercises designed to explore the specific characteristics of the different roles. For example, some activities involved passing and shooting exercises differentiated according to the characteristics of each role, while others aimed to understand cooperation strategies among players with different functions within the team.

From a pedagogical perspective, this phase was particularly significant because it allowed students to observe how the organization of sports rules can either facilitate or limit participation for individuals with different abilities. According to studies in the field of Adapted Physical Activity, the design of rules and the game environment is one of the key elements in promoting inclusion in physical activities.

Through these activities, students were able to understand that inclusion in sport does not depend solely on the individual characteristics of participants, but also on how activities are designed and organized.

Baskin Matches

The central phase of each session consisted of Baskin matches, lasting approximately 40 minutes. During this phase, students and participants with disabilities were divided into mixed teams, ensuring the presence of different player roles within each group.

Matches represented the moment when participants could concretely experience the dynamics of Baskin and apply the skills developed during the previous phases. During gameplay, instructors carefully observed interactions among players, intervening only when necessary to facilitate cooperation and respect for the rules.

The structure of Baskin naturally encourages collaboration among team members, since each role has specific possibilities for action and the success of a play depends on the coordinated participation of different players. This feature creates a form of positive interdependence, a key element in cooperative learning models applied to physical education (Creswell, 2017; Dyson et al., 2004).

Throughout the sessions, a gradual evolution of relational dynamics among participants was observed. During the initial sessions, students tended to focus mainly on the technical aspects of the game. Over time, however, an increase in cooperative strategies and communication among team members was observed.

For example, several students began actively encouraging teammates during gameplay, suggesting passing strategies, or supporting players with greater motor difficulties in more complex situations. These behaviors represent important indicators of the development of relational and cooperative competencies within the group.

Reflective Debriefing

The final phase of each session was dedicated to reflective debriefing, lasting approximately 10–15 minutes. This phase represented an essential component of the pedagogical structure of the laboratory, as it allowed students to reflect on the experience lived during the activities and to attribute meaning to the relational and inclusive dynamics that emerged during the session.

The debriefing usually took place at the end of the match or training activities, with all participants seated in a circle in the gymnasium to facilitate open communication and active participation in the discussion.

In Sport Sciences education, guided reflection is considered a fundamental element of experiential learning processes. Studies in sport pedagogy and physical education highlight that participation in practical activities alone is not sufficient to generate meaningful learning unless accompanied by structured moments of reflection and analysis (Creswell, 2017).

Through guided reflection, students were encouraged to critically analyze their actions, recognize the relational dynamics observed during the activity, and connect the practical experience with the theoretical knowledge acquired during their university studies.

In the Baskin laboratory, the debriefing aimed to stimulate shared reflection on the inclusive dynamics observed during gameplay. Instructors guided the discussion through open-ended questions such as:

- What difficulties did you encounter during the game?
- Which strategies facilitated collaboration among team members?
- How did the rules of Baskin influence the participation of different players?
- Which game situations required greater cooperation among teammates?

These questions encouraged students to reflect not only on the technical aspects of the activity but also on the social and relational dynamics of inclusive sport.

Students were also invited to share their emotions, including feelings of enthusiasm, surprise, or initial uncertainty when interacting with participants with disabilities. The expression of these experiences helped increase awareness of the learning process and contributed to building a climate of trust within the group.

Reflections emerging during the debriefing were later expanded through individual reflective journals, in which students described meaningful situations observed during the game, difficulties encountered, and collaboration strategies that supported team functioning.

Overall, reflective debriefing played a central role in transforming the sports activity into a structured educational experience.

The Laboratory as an Inclusive Learning Environment

Overall, the organization of the laboratory sessions created a learning environment in which motor activity, social relationships, and pedagogical reflection were closely integrated. This integration is considered a central element in contemporary models of Sport Sciences education, which emphasize the importance of educational experiences capable of linking theoretical knowledge and professional practice through authentic learning contexts (Creswell, 2017).

The Baskin laboratory functioned as an educational space where students could directly experience the concrete implications of inclusion in sport. Unlike traditional theoretical lessons, in which inclusion is often addressed mainly at a conceptual level, the laboratory allowed students to engage in real interactions with individuals with motor disabilities.

Through participation in Baskin activities, students developed several professional competencies relevant to their future roles in Sport Sciences. In particular, the laboratory experience contributed to the development of skills related to observing individual differences among participants, adapting motor strategies to different abilities within the group, and designing sports activities aimed at inclusive participation.

Another significant aspect concerns the role of direct contact with disability in students' training processes. Studies in inclusive physical education highlight that direct interaction with individuals with disabilities can help modify attitudes and social representations, fostering greater openness toward diversity and a deeper understanding of the potential of people with disabilities in sports contexts (Haegele et al., 2016).

Within the laboratory, the cooperative structure of Baskin also promoted the development of positive relationships among participants. The game requires

collaboration among players with different roles, creating a form of interdependence among team members. This dynamic encourages communication and cooperation strategies aimed at achieving shared goals, elements considered fundamental in cooperative learning contexts (Creswell, 2017).

Throughout the sessions, a gradual evolution of group dynamics was observed: students increasingly adopted collaborative communication strategies and gameplay approaches that valued the abilities of different team members. This process contributed to the creation of an educational climate characterized by mutual support, respect for differences, and a strong sense of group belonging.

From this perspective, the Baskin laboratory can be interpreted as an example of situated learning, in which knowledge develops through concrete experience and social interaction among participants. The integration of sports practice, interpersonal relationships, and pedagogical reflection made the laboratory a particularly meaningful context for the education of Sport Sciences students, contributing to the development of technical, relational, and educational competencies essential for working in inclusive sports environments.

Results

Quantitative Results

The quantitative analysis of the data collected through the Perceived Inclusion Questionnaire (PIQ) revealed a significant improvement in university students' perception of social inclusion after participating in the Baskin laboratory. The comparison between the mean scores recorded in the pre-intervention phase (T0) and those in the post-intervention phase (T1), conducted using a paired-samples t-test, showed a statistically significant increase both in the overall perceived inclusion score and in the individual dimensions measured by the questionnaire.

Table 1. Quantitative results (PIQ)

Variable	T0 (Mean ± SD)	T1 (Mean ± SD)	P	Effect size (Cohen's d)
Perceived inclusion	3.44 ± 0.56	4.20 ± 0.61	.001	0.82
Social acceptance	3.51 ± 0.60	4.25 ± 0.58	.001	0.82
Relational support	3.37 ± 0.64	4.10 ± 0.62	.001	0.82

Table 2. Structural interpretation

Variable	Direction of change	Pedagogical interpretation
Perceived inclusion	Increase	Enhanced perception of belonging through cooperative participation
Social acceptance	Increase	Reduction of social distance and greater recognition of peers' abilities
Relational support	Increase	Strengthening of collaborative interactions and mutual support

Overall, the quantitative results suggest that participation in the Baskin laboratory significantly strengthened students'

perception of social inclusion, promoting higher levels of mutual acceptance and relational support among participants. The experience of shared sports practice between university students and individuals with motor disabilities therefore appears to have generated a more inclusive and cooperative relational context, confirming the educational potential of inclusive sport within university Sport Sciences education.

Qualitative Results

The qualitative analysis of the data collected through systematic observations of the game sessions, students' reflective journals, and semi-structured interviews allowed for an in-depth exploration of the educational, relational, and formative processes activated during the Baskin laboratory. The thematic analysis conducted according to the model proposed by Braun and Clarke identified four main interpretative themes: transformation of representations of disability; development of empathy and relational sensitivity; professional learning and pedagogical awareness, and strengthening of group cohesion and the creation of an inclusive climate.

The first emerging theme concerns the change in students' representations of disability. During the initial phases of the laboratory, observations and notes recorded in the reflective journals revealed a certain hesitation in interacting with participants with motor disabilities. Some students reported an initial sense of uncertainty, related to the fear of adopting inappropriate behaviors or not being able to manage the dynamics of the game correctly. This condition was often accompanied by an implicit perception of disability as a limitation or fragility. However, as the activities progressed, these representations evolved significantly. The concrete experience of the game allowed students to directly observe the motor and strategic abilities of teammates with disabilities, promoting a redefinition of their initial perceptions. In many final interviews, students emphasized how Baskin makes it possible to "see the person before the disability," as the structure of the game assigns each participant a specific and necessary role within the team. The presence of differentiated roles and rules designed to value different abilities contributed to transforming disability from a perceived obstacle into a functional element within the organization of the game.

A second particularly relevant theme concerns the development of empathy and relational sensitivity. Observations during the game sessions showed a progressive increase in spontaneous interactions between students and participants with disabilities. In the first sessions, communication was mainly functional to the game, whereas over time social interactions expanded beyond the strictly sporting dimension. Students began to develop more attentive and collaborative forms of communication, characterized by mutual encouragement, positive feedback, and supportive strategies during gameplay. Some students reported in their reflective journals that the experience contributed to developing greater listening skills and a stronger ability to observe the needs of other team members. This process facilitated the construction of more authentic relationships and helped reduce relational barriers initially present. In several cases, students described specific moments during gameplay in which collaboration with teammates with

disabilities required a reorganization of their motor and communicative strategies, generating a greater awareness of the importance of cooperation.

The third theme concerns professional learning derived from the laboratory experience. Many students emphasized that the laboratory represented one of their first concrete opportunities to engage directly with the design and management of inclusive motor activities. Through participation in the Baskin sessions, students were able to observe how the structure of the rules, the organization of spaces, and the distribution of roles influence the participation of different players. This process fostered a deeper understanding of the principles underlying adapted physical activity, allowing students to connect the theoretical knowledge acquired during their university studies with practical educational interventions. In several interviews, students highlighted how the experience contributed to developing competencies useful for their future professional careers, including the ability to observe individual differences, adapt motor activities to different levels of ability, and design inclusive learning environments. Some participants also emphasized that Baskin represents an effective model for promoting the participation of heterogeneous groups, suggesting the possibility of applying similar principles in other educational and sports contexts.

The fourth theme concerns the strengthening of group cohesion and the construction of an inclusive climate. Observations of game dynamics showed that the cooperative structure of Baskin fosters the development of positive relationships among team members. Throughout the sessions, a progressive reduction in relational distance between students and participants with disabilities was observed, accompanied by an increase in behaviors of mutual support. Students began to develop gameplay strategies based on collaboration and interdependence among different roles. In several situations, spontaneous behaviors of encouragement, celebration of successful actions, and support during moments of difficulty were observed. These elements contributed to the creation of a group climate characterized by trust, respect, and a sense of belonging.

Another aspect emerging from the interviews concerns the emotional value of the experience. Many students described the laboratory as a particularly meaningful moment in their university journey, emphasizing that the experience generated positive emotions related to collaboration and satisfaction derived from achieving shared goals. In particular, some students highlighted that Baskin allowed them to experience a form of sports competition different from traditional models, based not only on individual performance but also on collective team success.

Overall, the qualitative results suggest that the Baskin laboratory acted as a transformative educational context, capable of influencing multiple dimensions of students' experiences: cognitive, relational, emotional, and professional. The integration of sports practice, social interaction, and guided reflection facilitated the development of new representations of disability and contributed to the acquisition of competencies essential for future Sport Sciences professionals. Baskin therefore emerges not only as an inclusive sport activity but also as a pedagogical tool capable of promoting processes of situated learning and personal and professional development.

Discussion

The results of this study support the initial assumption that a structured Baskin laboratory can enhance perceived inclusion, relational dynamics, and professional awareness among first-year Sport Sciences students. In particular, the significant increase in perceived inclusion scores (PIQ) indicates that participation in shared sport activities with individuals with motor disabilities improves students' perceptions of participation, social acceptance, and relational support, in line with studies showing how structured sport programmes can enhance both motor and social skills in educational contexts (Tafari et al., 2026). However, beyond this descriptive evidence, the findings suggest that these outcomes are generated by specific pedagogical mechanisms embedded in the structure of Baskin.

First, the activity promotes functional interdependence, as the differentiated roles require active cooperation among participants, fostering meaningful participation rather than mere coexistence. Second, direct experiential contact with individuals with disabilities contributes to the transformation of initial representations, shifting from a deficit-based view of disability to the recognition of individuals as competent actors within the game. Third, the integration of guided reflection (through debriefing, observations, and interviews) allows students to process and internalize the experience, transforming action into learning. These mechanisms explain how the structure of the activity produces the observed outcomes and under which conditions they are more likely to emerge.

These results are consistent with an educational perspective that considers inclusion as active participation in social contexts, as emphasized by UNESCO guidelines, which highlight the need to transform educational relationships and remove barriers. In this sense, Baskin operationalizes inclusion through its rules and organization, aligning with principles of adaptive physical education and inclusive teaching strategies (Susanto et al., 2024). Compared to previous studies, which mainly emphasize the general benefits of inclusive sport (Di Palma & Tafari, 2016; Darcy et al., 2016), the present findings provide a more detailed understanding of the mechanisms through which inclusion is generated.

From a pedagogical perspective, the active involvement of students as participants rather than observers appears to be a key condition for the effectiveness of the intervention. This is consistent with literature highlighting the role of direct interaction with individuals with disabilities in modifying attitudes and fostering relational competencies (Haegele et al., 2016). Similarly, the development of professional awareness observed in the qualitative data confirms the relevance of experiential learning approaches in Sport Sciences education, particularly in relation to adapted physical activity and its connections with lifestyle and cognitive functioning (Tafari et al., 2025).

The findings also align with cooperative learning theory, according to which learning is enhanced through positive interdependence and shared responsibility (Johnson, 2009). In Baskin, such interdependence is structurally embedded in the rules of the game, representing a distinctive element compared to traditional sport practices, with implications for psychosocial development and body perception (Latino

et al., 2019). Furthermore, the results can be interpreted through the lens of Self-Determination Theory (Deci & Ryan, 2000): the laboratory appears to satisfy the needs for competence (through role differentiation), relatedness (through cooperation), and autonomy (through active participation), thus explaining the high level of engagement and the improvement in perceived inclusion.

From a scientific perspective, the study contributes to the literature by moving beyond a purely descriptive claim (“Baskin improves inclusion”) and identifying the structural and pedagogical conditions under which inclusive outcomes are produced. It also integrates empirical findings with theoretical frameworks, offering a more comprehensive understanding of inclusive sport as a learning environment.

Some limitations should be acknowledged. The short duration of the intervention limits the assessment of long-term effects; the use of the PIQ as the sole quantitative instrument restricts the analysis to perceived inclusion; and the absence of a control group reduces the possibility of establishing causal relationships. Future research should address these limitations through longitudinal designs, the inclusion of additional variables (e.g., self-efficacy, attitudes toward disability), and comparative studies across different contexts.

Despite these limitations, the findings indicate that Baskin represents a high-potential educational tool in university Sport Sciences programs. Its effectiveness lies not only in its inclusive intent but in its capacity to translate inclusion into a structured, embodied, and reflective practice, contributing to the development of ethically and socially aware professionals (Mazzeo et al., 2016).

Conclusion

In light of the results obtained, the Baskin laboratory can be considered a meaningful educational experience for first-year Sport Sciences students. Direct interaction with individuals with motor disabilities, mediated through a sports practice structured according to principles of cooperation and active participation, contributed to improving perceived inclusion and generated significant transformations at relational and professional levels.

The most significant aspect emerging from the study concerns the fact that Baskin did not merely function as an adapted sports activity but as a pedagogical context capable of generating learning. Students experienced direct contact with disability not mediated by an assistive or purely theoretical perspective, but embedded within a concrete situation of play, collaboration, and shared responsibility. This made it possible to redefine their representations of disability and to develop a more mature understanding of the educational value of inclusive sport.

From the perspective of university education, the findings suggest that experiences of this type can substantially contribute to the development of professional competencies that are increasingly necessary in the field of Sport Sciences: adaptability, observation of individual differences, design of inclusive activities, management of heterogeneous groups, and pedagogical reflection on practice. In this sense, Baskin represents a methodology aligned with the need to train professionals who are not only technically competent but also aware of the educational and social implications of their interventions.

From an institutional perspective, the results suggest the opportunity to integrate inclusive sport laboratories more systematically into Sport Sciences university curricula. Such activities could represent an effective bridge between theoretical education and professional practice, strengthening the quality of student preparation and contributing to the development of a university culture more attentive to inclusion.

Finally, future research should further explore this field through longitudinal studies, larger samples, and the use of multiple evaluation tools. In particular, it would be useful to examine whether the observed effects on perceived inclusion and professional awareness are maintained over time and to what extent such experiences influence students’ future professional orientations.

Overall, this study suggests that Baskin, when used as a university laboratory, can represent a highly valuable pedagogical tool—not only because it enables the shared participation of people with and without disabilities, but because it transforms this participation into an opportunity for learning, reflection, and professional growth. In this sense, Baskin is not simply an inclusive sport, but a genuine educational experience of lived inclusion.

Ethics Approval and Consent to Participate

The study was approved by the Ethics Committee of the University of Naples Parthenope (DiSMMeB, Prot. No. 88779/2025). Written informed consent was obtained from all participants and/or their legal guardians prior to participation in the study.

Conflict of Interest

The authors declare no conflicts of interest.

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Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

AI Transparency Statement

The authors declare that no AI-assisted tools were used during the preparation of this manuscript.

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Baskin як інклюзивна освітня лабораторія в університетській освіті у сфері спортивних наук

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; Е – збір коштів

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Актуальність. Соціальна інклюзія є одним із ключових пріоритетів освітньої та спортивної політики, спрямованих на створення середовища участі, у якому цінується різноманітність. Baskin як інноваційний інклюзивний вид спорту дає можливість особам з інвалідністю та без неї брати участь у спільній діяльності завдяки диференційованим ролям і адаптованим правилам, що сприяє взаємодії та співпраці.

Мета дослідження. Оцінити освітній і соціальний вплив лабораторії Baskin, реалізованої в межах університетського курсу спортивних наук, з особливою увагою до сприйняття студентами інклюзії, міжособистісної взаємодії та професійного розвитку.

Матеріали і методи. Використано змішаний дизайн дослідження. Кількісні дані збирали за допомогою опитувальника Perceived Inclusion Questionnaire (PIQ), який застосовували до (T0) та після (T1) втручання. Якісні дані отримували шляхом систематичних спостережень, рефлексивних щоденників і напівструктурованих інтерв'ю. У дослідженні взяли участь 175 студентів університету та 13 осіб із порушеннями опорно-рухового апарату. Кількісні дані аналізували за допомогою t-критерію для залежних вибірок і коефіцієнта d Коена, тоді як якісні дані опрацьовували методом тематичного аналізу.

Результати. Результати засвідчили статистично значуще підвищення рівня сприйняття інклюзії, соціального прийняття та міжособистісної підтримки ($p < .001$) із великим розміром ефекту ($d = 0.82$). Якісні результати виявили зміни у сприйнятті студентами інвалідності, зростання емпатії, розвиток професійних компетентностей і посилення групової згуртованості. Лабораторія сприяла формуванню кооперативної поведінки та зменшенню міжособистісних бар'єрів.

Висновки. Лабораторія Baskin виявилася ефективним педагогічним інструментом інклюзивної освіти у сфері спортивних наук. Вона сприяє розвитку міжособистісних, рефлексивних і професійних навичок, а також забезпечує змістовну інклюзію через структуроване практико-орієнтоване навчання.

Ключові слова: інклюзивний спорт, baskin, спортивні науки, інклюзивна освіта, адаптивна фізична активність, університетська освіта.

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