

Title: **Developing pedagogy and practice: supporting and assessing sports coaching students with electronic technologies**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

1. To investigate the challenges and difficulties associated with incorporating technology into an undergraduate sports coaching programme.
2. Highlight the perceptions of the students with respect to the effective use of technology to support their teaching and learning.
3. Showcase the range of strategies and the technology used to enhance the learning and assessment process. Giving examples of how it could be adopted in other programmes.

Session Outline

Key issues to be addressed are:

Evidence suggests 'the nature of the assessment in a course has a profound effect on the way students learn' (Russell, Elton, Swinglehurst & Greenhalgh, 2006, p. 465), with the perceptions of students' having a marked impact on the success and/or failure of a specific assessment task to engage and encourage meaningful learning (Combs, Gibson, Hays, Saly & Went, 2008). Within this session, the aim is to highlight and reflect on the multi-dimensional nature of the assessment tools used (formative and summative) and peer-assisted learning methodology undertaken to support and enhance learning on a sports coaching undergraduate programme. In recent years, there has been a shift (Alexander, 2001) to assessment using web enabled platforms (Bivosky & Schaffert, 2009; Ellis, Ginns & Piggott, 2009), with on such method being e-portfolios (Hosie, Schibeci & Backhaus, 2005; Meeus, Questier & Derks, 2006). E-portfolios are now prevalent across HEIs within the UK, with evidence suggesting that e-portfolios are helping students to become critical thinkers and aiding in their personal development through the use of a multimedia approach to learning (Lorenzo & Ittelson, 2005). Côté, Bradley, North and Duffy (2007) highlight that sports coaching roles have evolved to become more pedagogical, more technical and therefore coaches are required to develop an increased set of competencies to be classed as effective. Therefore, in the development of the students within the programme, the use of e-learning as an assessment method has enabled the teaching team to evaluate student effectiveness in the use of behavioural assessment tools and the evaluative skills associated with improving

performance. As these attributes are some of the higher order skills required to be an effective sports coach (Côté, Bradley, North & Duffy, 2007), it is suggested that this medium allows students to develop a plethora of skills associated with their own learning and development.

Session Activities and Approximate Timings

Part	Activity	Time	Remarks
1	Introduction: Highlight rationale and objectives, give brief synopsis of where this fits in programme.	5 Minutes	
2	Assessment methods: Display and explain student work, highlighting the processes and rationales used.	20 minutes	Discuss e-portfolio; use of podcasting and digital recorders to give formative feedback; student use of video; DARTFISH; Behavioural assessment tools etc.
3	Student perceptions: Highlight the thoughts, feelings and perceptions of students in respect to assessment and peer-assisted learning strategies.	10 minutes	Brief synopsis of qualitative feedback from students (n = 10).
4	Challenges: Question and answer session to discuss the issues and challenges associated with the adoption of technology to support learning.	10 Minutes	Question and answer session, open to delegates. Questions taken on technical and/or pedagogic items.

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