

Coaching: Developing a love for the game

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WHAT'S LOVE GOT TO DO WITH SPORT?

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Overview

- What issue am I interested in researching?
- Why do I want to research this issue?
- What kind of evidence can I gather to show why I am interested in this issue?
- What can I do? What will I do?
- What kind of evidence can I gather to show that I am having an influence?
- How can I explain that influence?
- How can I ensure that any judgements I might make are reasonably fair and accurate?
- How will I change my practice in the light of my evaluation?

Demographic profile of Athletics module (HMXA211) at Mafikeng:

- 100% black students.
- There is 27 Female and 32 Male students.
- Province students come from (59):

• Eastern Cape	1
• Free state	2
• Gauteng	12
• Kwazulu-Natal	5
• Limpopo	2
• Mpumalanga	2
• Northern Cape	2
• North West	33





Sport infrastructure at Mafikeng and modules provided

- Mafikeng has good soccer, rugby, netball and tennis facilities.
- There is currently no hockey, golf or athletics facilities, although these modules are provided.
- Netball is not offered.



Questions:

- *Are these sports codes best for students' rural and township community settings?*
- *What sport do students want to learn? What sports do they love?*
- *Which sports can make a difference to their community settings?*
- *Which sports will help them become employed?*
- *Which sports do they experience at their schools?*

We could consider a questionnaire and ask students these questions.

What are the issues in class?

- interaction is minimal?
- Don't want to say what they think?
- poor communication? But last minute
- poor planning? discipline?
- don't prepare for classes...
- Their backgrounds don't have sport?
- Passion? interact will work? or me??
- Need to "force" Δ ? GO degree? No-degree students.

What's the issue?

Evidence for the problem: Status of coaching in South Africa?

- Poor status of coaching in South Africa (Van Huysteen, 2015:14)
- There is a need for coaches, yet little pay and limited sporting infrastructure (Van der Merwe et al., 2015:741; Segwaba et al., 2014:35)
- Teachers in schools teach PE and Sport (Jacobs, 2020:1). Teachers do not have the knowledge about the Sport, so learner's experience this inexperience.
- Teachers do not want to pay the medical insurances for possible injuries to learners. They do not get compensated for coaching learners either (Jacobs, 2020:3).
- Parents and teachers use sport to keep people out of trouble versus inspire them to achieve their personal goals (Goslin, 2020:87)



Evidence for the problem continued: Demographics

Male and female

- In South Africa, research indicates more women do not participate in sport (Du Toit et al., 2007; Nthangeni et al. 2009; Nongogo et al., 2014:1184).
- It is dangerous to walk in the rural/township areas, with females being more affected (Ngeti, 2017).

Where you live (geography)

- In-experienced coaches and limited mentors, especially in rural communities (van der Merwe et al. 2015).
- Geographic location matters as some areas in South Africa will have access to coaching facilities and others not (Goslin, 2020:89; Nongogo et al., 2014:1186).
- Less privileged schools have less finances to employ specialist coaches (Segwaba et al., 2014:37).

Socio-economic status of learners

- Research shows that if someone grew up in a rural community, their coaching experiences will be poor as there are less qualified coaches and infrastructure.





Questions:

- *Students in modules come from various provinces. We have not yet explored the status of coaching in each province and job employment opportunities.*

This may be a project students can engage in? In your community, find out where you can coach and what the job opportunities are.

Out of these many difficulties, the focus has become...(basically, the “why” of this research)

Research question:

How can we develop students’ “love for the game” so that they are more engaged learners in both an online and offline learning environment.

Why this focus? If students are taught in a way that ignites their passion and “love” for sport, then they can have opportunities to develop sportsmanship, healthy lifestyles, and a general inclination towards using movement to change their lives and the lives of others.



LOVE OF
THE
GAME



Questions:

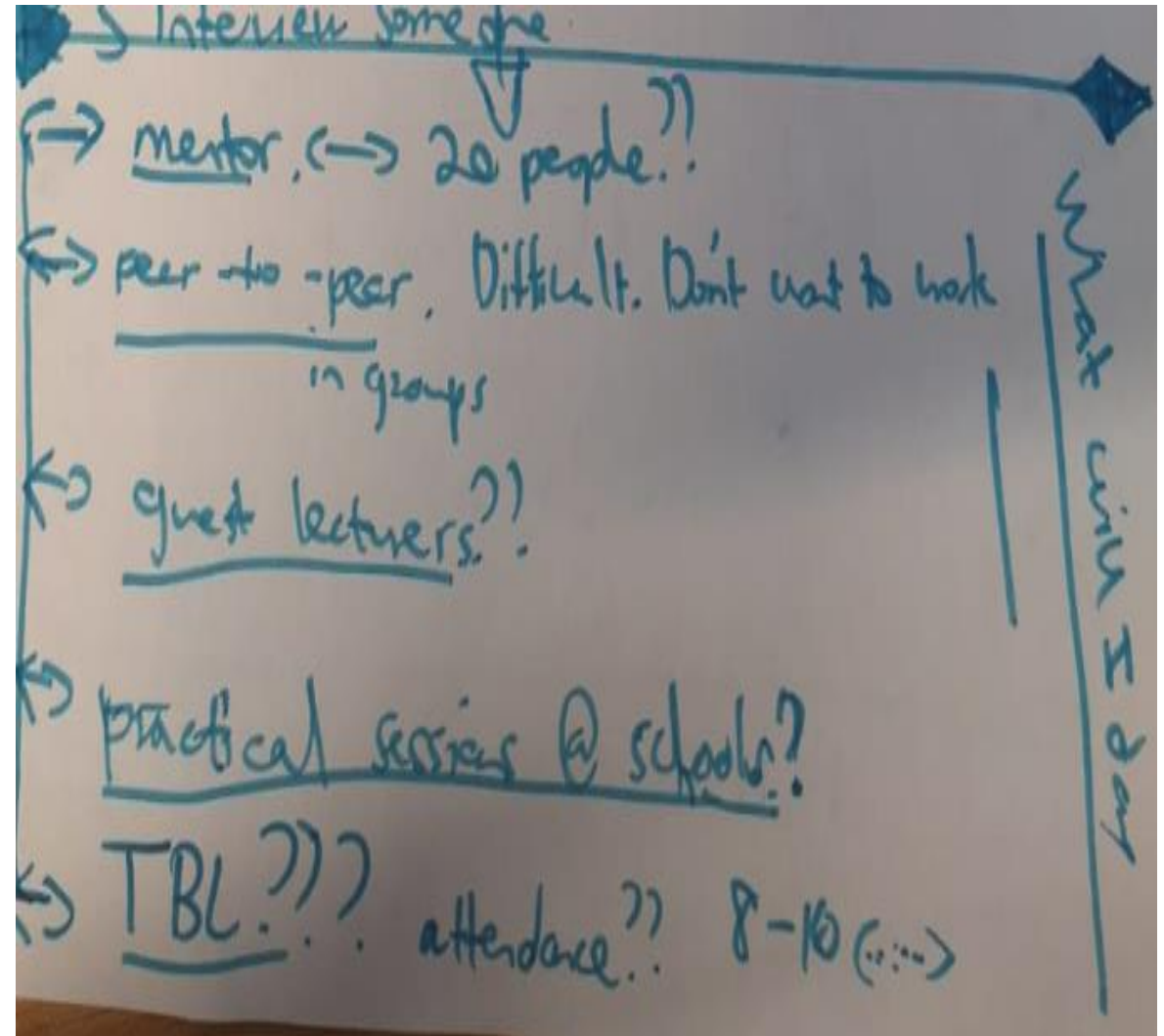
Is this a good research question?

How can we develop students' "love for the game" so that they are more engaged learners in both an online and offline learning environment.

We have many assumptions about developing a love for the game = more engagement. Do you think our assumptions are over optimistic?

What can I do? What will I do?

- Based each lecture on the Freirean approach (see slides to follow) to learning.
- Provide students with conceptual frameworks of good coaching practice for them to apply in real-world and to compare themselves to.
- Create mentorship opportunities at schools.
- Create peer-to-peer groups to learn collaboratively on a self-directed physical activity project.
- Guest lecturers.
- Align online and off-line learning environment with Frierean approach.
- Include reflection on learning.
- Real-world experience is based on making a difference in their communities



Freedom to
choose

Co-construction

Students' voices

Reflective
practice



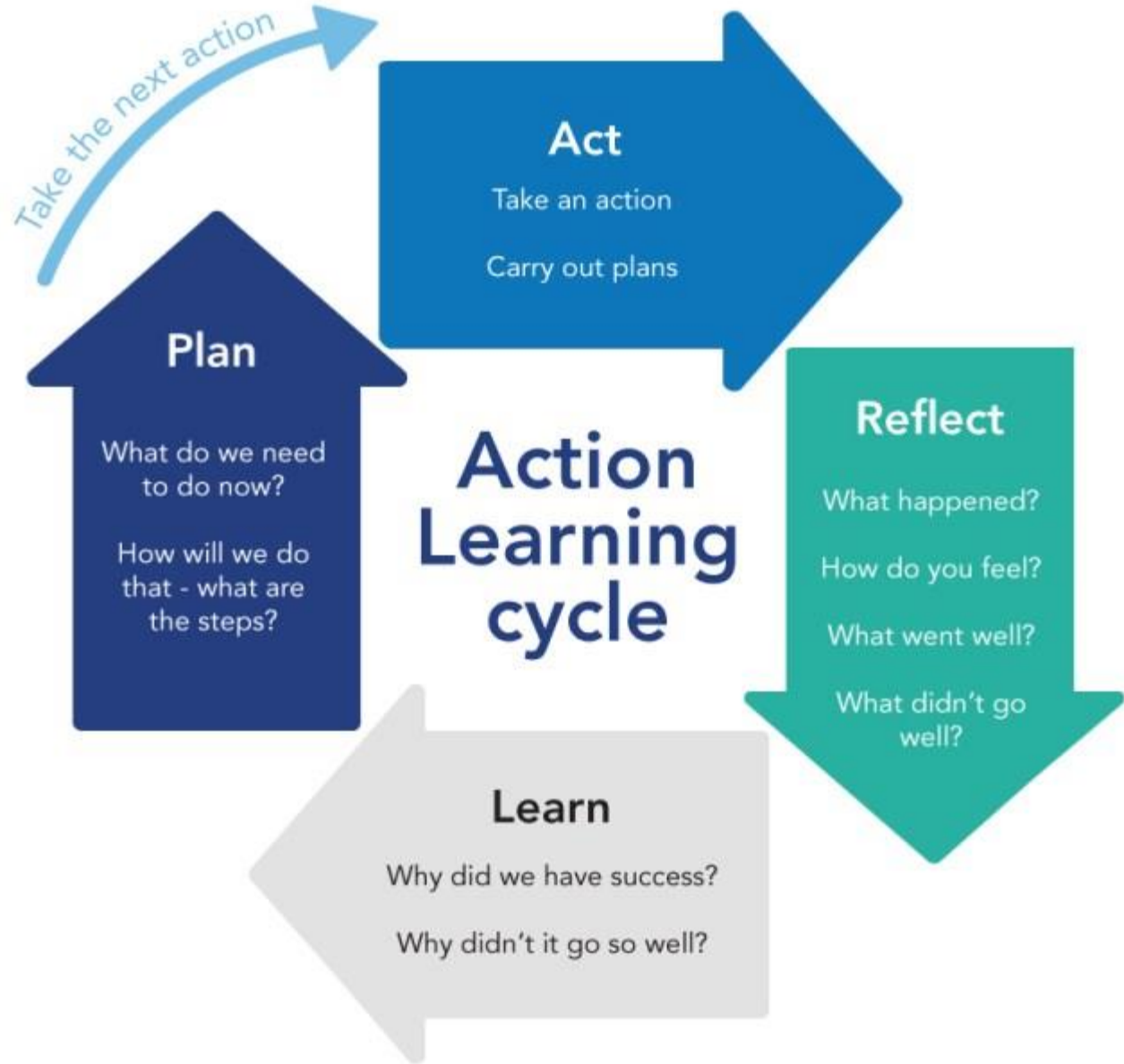
Based on Freirean approach, what would an average lecture look like?

- **START WITH STUDENTS' EXPERIENCES:** Explain your experiences in terms of this week's outcomes. Get into groups of 5. Write this up in your diary.
 - What happened?
 - Why did it happen?
 - How did it make me feel and why?
 - So, what now?
 - How does this affect who I am as a coach.
 - Has this activity ignited your "love" for the game? If not, what could?
- In terms of the module outcome, students discuss their assessment of being a good coach based on the conceptual framework applied to the sport in this module. Is this coaching framework good enough? What can we add? Students co-construct what makes a good coach.
- Present a video of your chosen sport skill, indicating how you would teach it and why. Explain your coaching style and the benefits and negatives of it.
- Students interview a coach and report back on what you learnt.

Class sessions and assignments must be (Freirean approach):

Collaborative action learning

Dialogical learning



LEARNING IN SPORTS COACHING

Theory and application

Paulo Freire: Problem-posing **coach education**

[L Nelson, P Potrac - Learning in sports coaching, 2016 - books.google.com](#)

... Lovingness: Liberality teachers, Freire believed, need to possess a **love** not ... a **coach educator**. Through my increasing awareness of the social aspects of coaching and **coach education**...

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Edited by Lee Nelson, Ryan Groom and Paul Potrac

Freire's theory is about students' taking charge of their learning

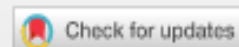
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Investigating the impact of a Freirean informed coach education programme

Ed Cope  , Christopher J. Cushion , Stephen Harvey  & Mark Partington


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In this article

ABSTRACT

Introduction

Theoretical
frameworks:
Freire &
collaborative
action research
(2017)

ABSTRACT

Background: Coach education discourse has largely suppressed learners' involvement in learning. To address this, there have been calls for more humanistic approaches to form the basis of formal learning programmes. However, there remains a paucity of research that has investigated what works and why when it comes to the impact of these programmes.

Purpose: The purpose of this study was to investigate the impact a theoretically informed learning programme had on coaches' ownership of, and feelings towards

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Questions:

Will these Freirean activities = love for the game?

Our assumptions are that if students actively engage in the sport, experience it in their communities and with each other, direct their own learning, and reflect on how they can ignite their passions for sport and that of others, this may result in student engagement.

What exactly would a class session look like to = developing a love for the game?

Comment from Jack:

How are you (Cobus and Sam) illustrating your love for sport within the classroom setting? Your energy and embodiment of sport will also impact students.

It seems we are focused on students at the moment and not ourselves. I think we were focused on how we can change our teaching and learning. We missed this critical point on how we can embody what we say....

We can consider a video production between Cobus and I, showing how sports made a difference to our lives. Students can create a video indicating how sports or physical activity makes a difference to their lives.

We need to practice what we preach in every session. This is where the values we want to embody as lecturers and individuals that love sport/physical activity, must guide our sessions.



Questions:

Do the activities we have chosen for class embody the values we have chosen?

Can you identify our values from what we have shared?

What exactly would our values be? Is there a list of values we can reflect on?

Comment from Marie:

What about getting colleagues to view one of your classes and then ask them what values present here?

I liked this idea as it ties in nicely to our participatory action learning and action research community of practice that we are currently part of. Our action learning members can engage in this activity with us.

Did you ask Cobus what values he embodies as well?

Yes. Cobus and I did discuss this but we both struggled to identify our exact values. I found it easier to use theory to guide me (i.e. Freirean approach). We need to discuss this at lengths. However, what I do realise is we both want to see students succeed in the real-world, engaged with their learning, making a difference in their communities, and enjoying sport and the benefits physical activity has to offer.

Comment from Merna

- *A love of the game needs to be integrated or replace (?) with entrepreneurship. We have too many people that are unemployed.*
- *What is this group's vision for the future when it comes to coaching? What about including a collage that they create to illustrate their futures?*
- I think a life without passion and a focus on being employed or creating a job only, is not a life well lived. I think what Cobus and I must think about is how to integrate a love for the game with entrepreneurship. If you love what you do, people feel that. I believe you will keep a job for longer or entice more customers to come.



What kind of evidence can I gather to show that I am having an influence?

1. Reflective journal to show how we are grounding ourselves within our value system.... Freirean informed approach to coach education.
2. Videos of our class sessions for colleagues to critique in terms of our value systems.
3. Qualitative data: students' reflective write-ups - do you feel a "love for the game" developing? Collages from students and lecturers.
4. Quantitative data: students' assessments of their perceptions towards being coaches and a "love for the game". Students' attendance in class.



Questions:

What other data can we gather to see if students are developing a “love for the game”?

We also mentioned more student engagement. What else can we use to assess student engagement in both online- and real-world experiences?



How can I explain that influence?

- Article write-ups
- Blogs
- Video recordings
- Reflective journal write-ups



How can I ensure that any judgements I might make are reasonably fair and accurate?

Validity Claim	Result	Distortion	Speech Dimensions
The content of the presuppositions of what is said be factual or true.	Truth	Misrepresentation	Argumentation and evidence
The speaker is honest (or sincere) in what she says.	Sincerity	False Assurance	Metaphors and connotative words
What is said is linguistically intelligible and comprehensible.	Clarity	Confusion	Rhetoric and semantic rules
What the speaker says (and hence does) is right or appropriate in the light of existing norms or values.	Legitimacy	Illegitimacy	Use of experts



Questions:

Are we meeting Habermas validity criteria yet? If not, what else do we need to do?



How will I change my practice in the light of my evaluation?

- How each class is structured and why.
- What type of assessments are conducted and why.
- How students are engaged and why.
- How students interact with each other and the lecturer.

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