

#ITFWCC



2019

25-27 OCTOBER
BANGKOK, THAILAND

ITF  Worldwide
Coaches Conference

by BNP Paribas

KYLE HANNAYS

Understanding Educational Theories

An Underutilized Approach to Athlete Development

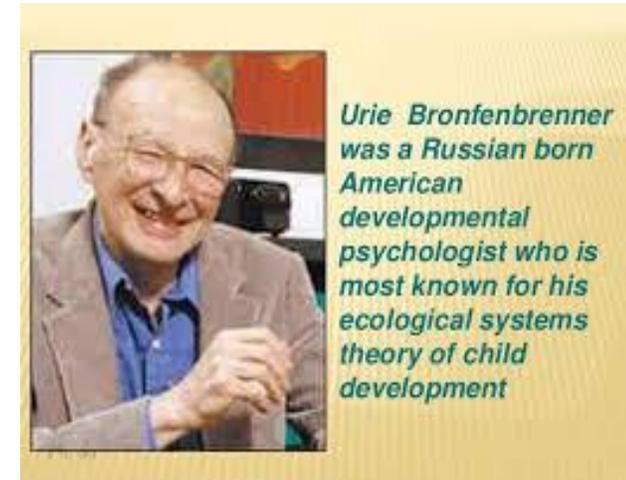
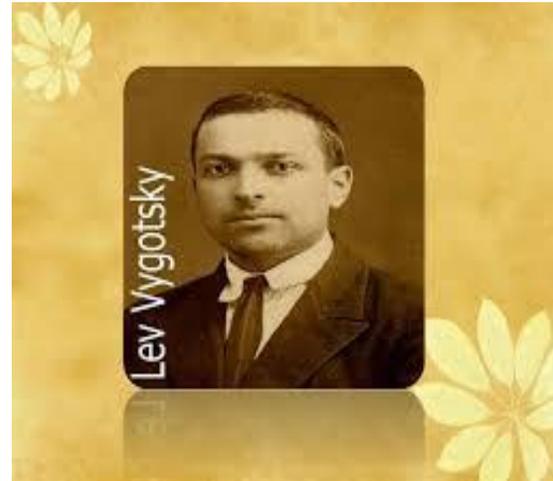
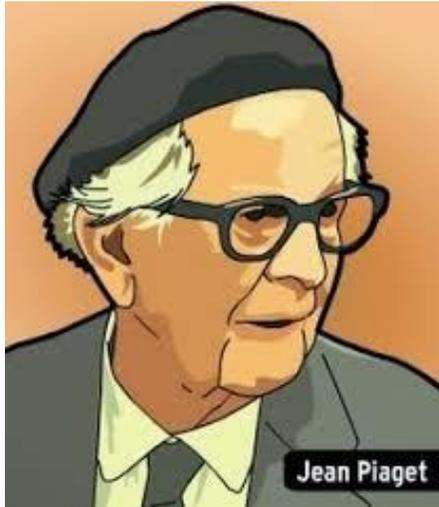
WORKSHOP PRESENTATION

WHAT ARE EDUCATIONAL THEORIES?

- Theories that explain the application, interpretation and purpose of learning and education
- Also referred to as pedagogical, instructional and learning theory
- These theoretical constructs explore how we best learn so that those who teach can apply corresponding research findings to applied practice (Armstrong, 2017)

ARE THEORIES MISPLACED IN COACHING?

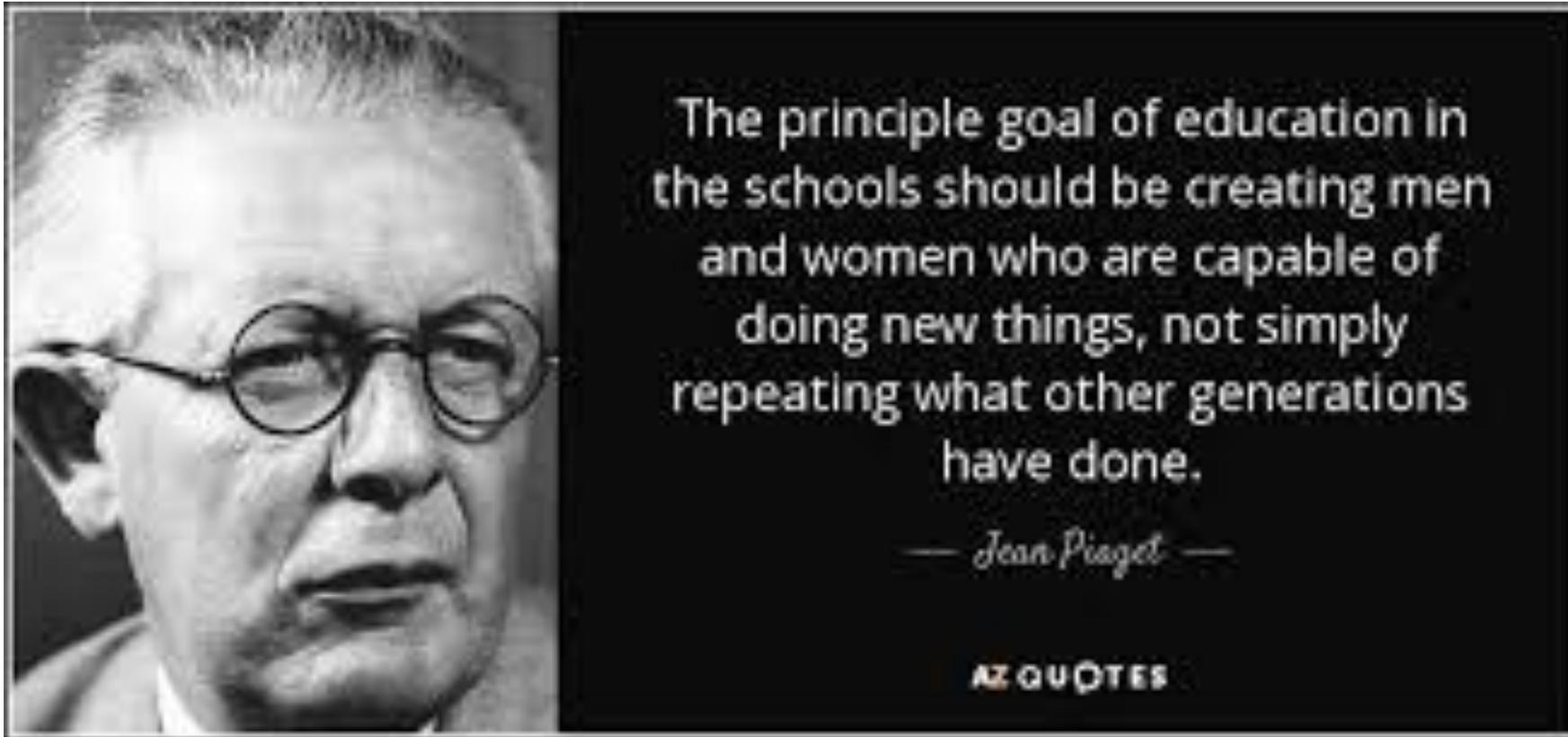
- Coaches are essentially educators; therefore understanding the factors that affect learning can alter the learning outcome.
- Responsibilities include breaking down movement into a series of actions to create proficiency.
- Theories offer a more concrete instructional model that goes beyond merely coaching as we were coached.



THEORIES IN PRACTICE

How do educational theories apply to athlete development and coaching?

JEAN PIAGET ON DEVELOPMENT

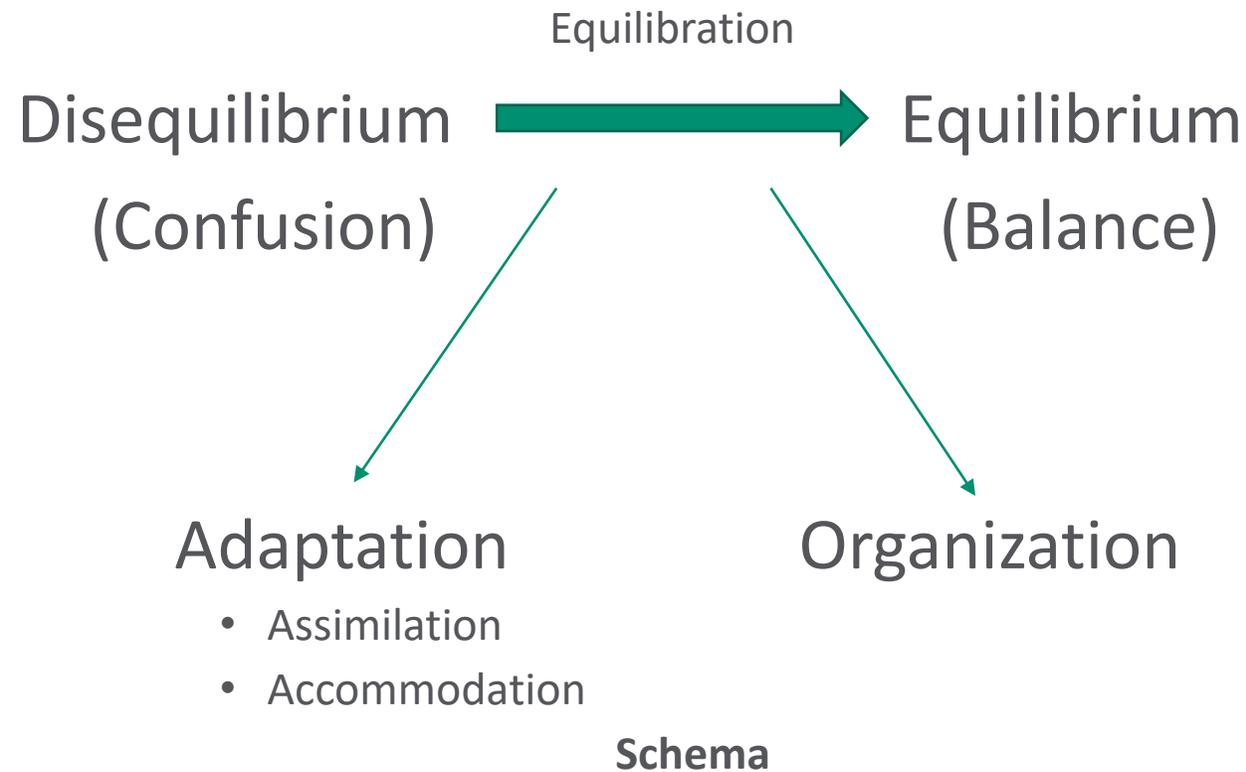


PIAGET'S WORK

- Cognitive development stems largely from independent explorations in which children construct knowledge of their own.
- Challenges at the appropriate developmental stage lead to either assimilation/accommodation thus learning.
- Learner as active participant in the educational process rather than passive recipient

Siegler, R. S., & Ellis, S. (1996, July). Piaget on childhood. *Psychological Science*, 7(4), 211-215.

Illustration of Piaget's Work



Assimilation/Accommodation

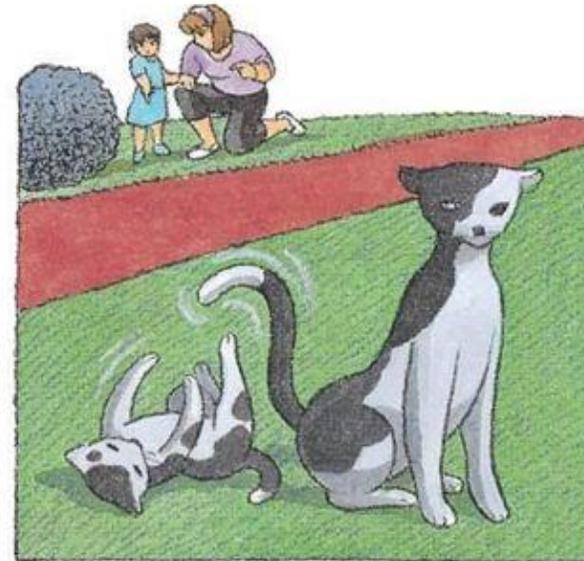
As children assimilate new information and experiences, they eventually change their way of thinking to accommodate new knowledge



Two-year-old Jocelyn has learned the schema for "dog" from her picture books.

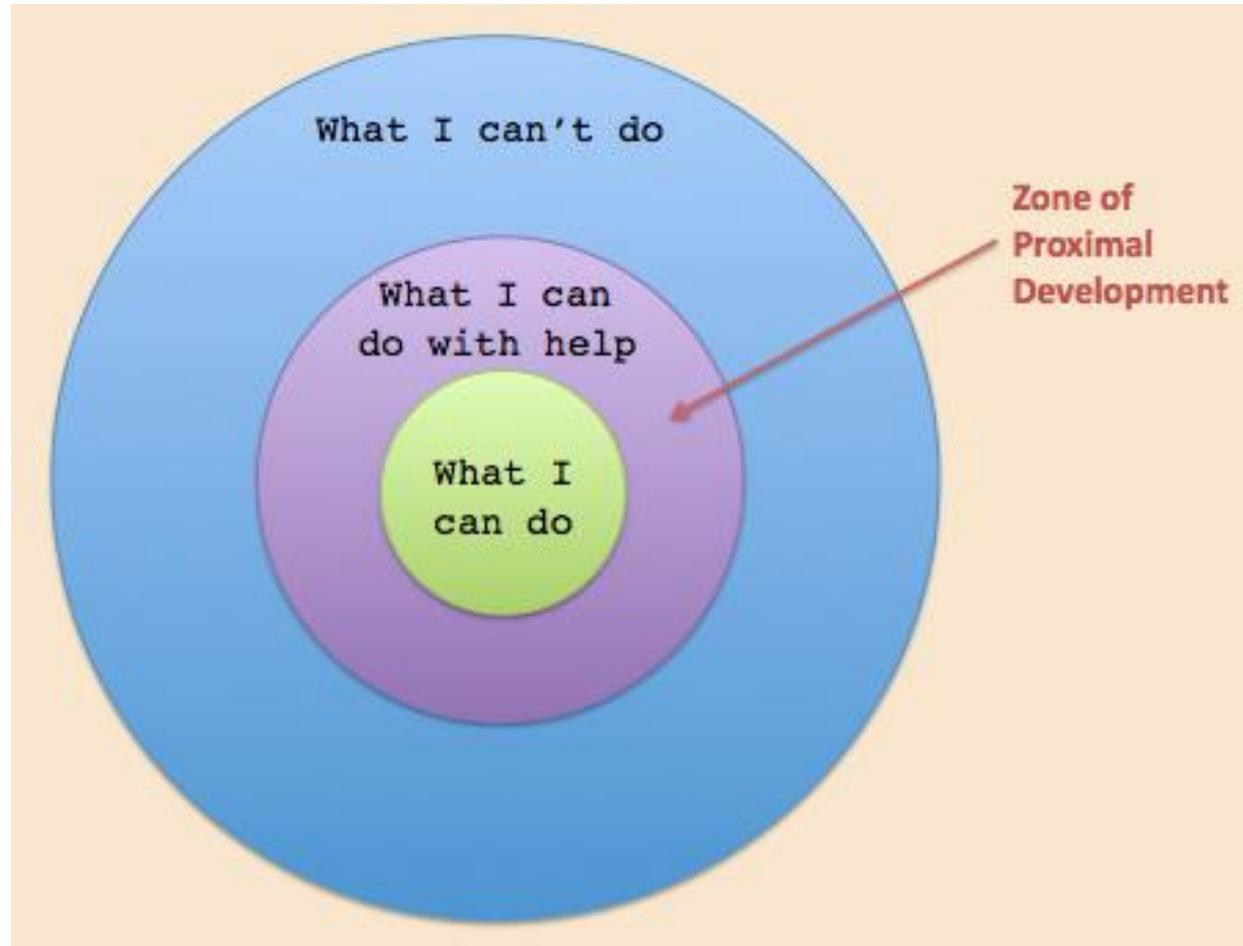


Jocelyn sees a cat and calls it a "dog." She is trying to assimilate this new animal into an existing schema. Her mother tells her, "No, it's a cat."



Jocelyn accommodates her schema for 4-legged animals and continues to modify that schema to include different kinds of dogs and cats in the neighborhood.

VYGOTSKY ON DEVELOPMENT



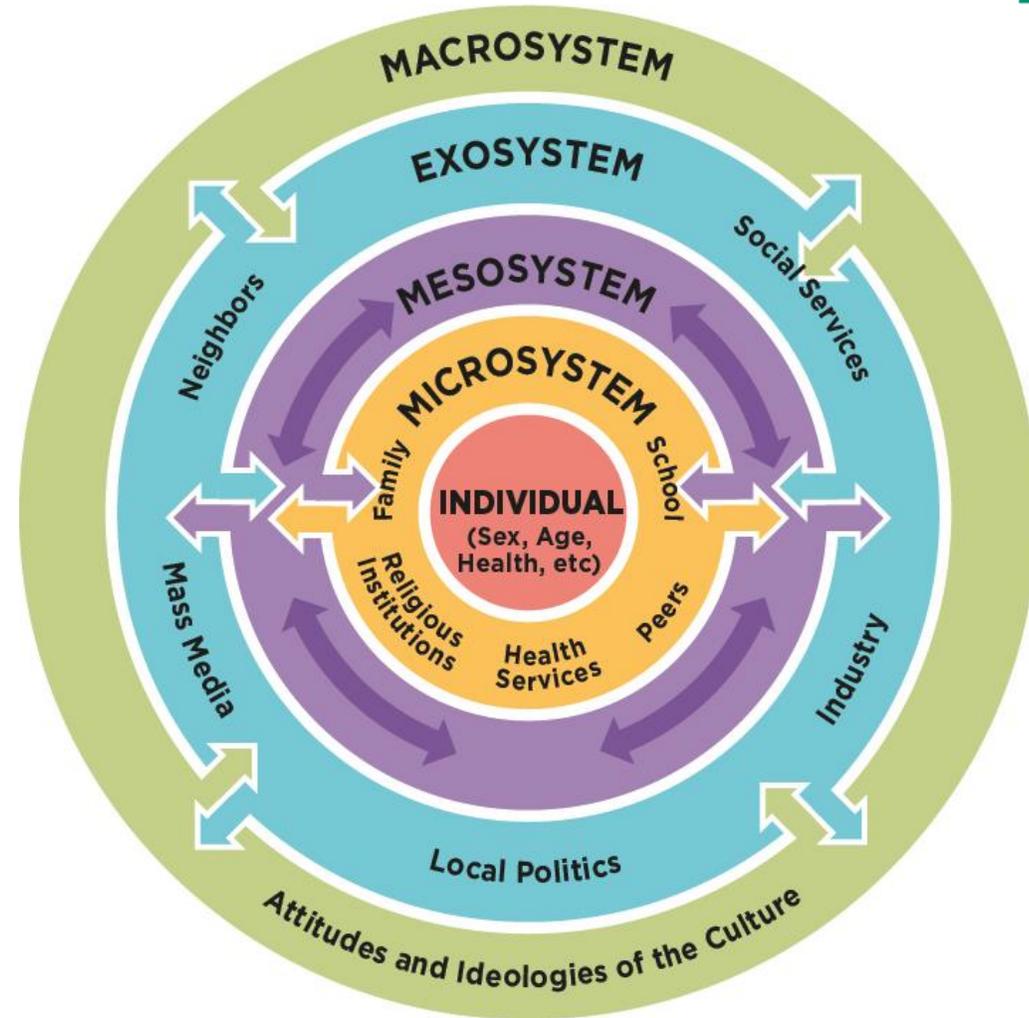
VYGOTSKY ON DEVELOPMENT

- Focuses on the impact of instruction on learning
- Zone of Proximal Development – Concept of guided discovery
- Via “scaffolding”, a learner can achieve tasks that lie just outside of their independent capability.
- Essentially pairing the proficient with the aspiring both solidifies the skill of the proficient as well as moulds the proficiency of the aspiring.
- Ussher, B., & Gibbes, C. (2002, July). Vygotsky, physical education and social interaction. *Journal of Physical Education New Zealand*, 35(1), 76-86.

Scenario

- Player **1** has effective groundstrokes but struggles with volleying; this skill lies within the zone of proximal development. Player **2** is more advanced than his colleague and has mastered his volley. Applying Vygotsky, both players are paired and allowed to work on volleying. In so doing, coaches avoid the boredom of Player **2** while facilitating the development of Player **1**.
- This is the essence of scaffolding and volleying proficiency can then be attained through guided discovery.

BRONFENNBRENNER'S ECOLOGICAL SYSTEMS THEORY



BRONFENBRENNER ON SOCIAL IMPACT

- Learning is more than what takes place on the court/ in the classroom (Duerden & Witt, 2010)
- Social environment essential to the development of an athlete
- Addressing social issue/needs of the athlete facilitates the realization of potential and the manifestation of capabilities beyond that which seemed possible

Duerden, M. D., & Witt, P. A. (2010). An ecological systems theory perspective on youth programming. *Journal of park and recreation administration*, 28(2), 108-120.

Scenario

- Athlete **A** exhibits selfish tendencies despite a rigid training structure that reinforces teamwork. However, as an only child playing the elite sport of tennis, he is favoured and encouraged to excel individually by his parents and community at large. He also has his eyes on a National scholarship.
- Only by identifying and acknowledging the impact of the various systems on Athlete **A** can a coach successfully facilitate behavioural alterations.

TRADITIONAL METHODS VS THEORY-BASED COACHING

Given the success that has been previously experienced by athletes under traditional instructional methods, is the utilization of learning theories really warranted?

TRADITIONAL COACHING METHODS

E.g. Block Practice Model

PROS

- Mastery of isolated game components possible
- Coach centred
- Rewards more immediate
- Cost and time effective

CONS

- One size fits all
- Boredom and disengagement
- Mass production of athletic robots who lack conceptual understanding of the sport (tactically and technically void)

WHY USE EDUCATIONAL THEORIES?

PROS

- Athlete Centred
- Facilitates understanding of tactics and techniques rather than mere regurgitation of training rituals
- Produces a more decisive player who is able to better adapt to game dynamics

CONS

- Time Consuming Process that delays the immediate gratification of athletic achievement

Thank You!