

KSPE 8410
COACHING PEDAGOGY: EVALUATING RESEARCH
SUMMER 2013
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Kinesiology & Physical Education

Conceptual Framework: Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect student learners, professional growth, and the learning environment.

Equity Principle: All students deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning and athletics requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Required Textbook:

Thomas, Nelson, & Silverman (2011) Research Methods in Physical Activity (6nd Edition). Human Kinethics.

Course Description

Introduction of both qualitative and quantitative research methodologies and the utility of each in sport coaching scholarship. Essential elements, inherent weaknesses, and key strengths of applicable research designs will be evaluated and critiqued using current research in sport coaching education.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

National Association for Sport and Physical Education (NASPE) National Standards (Domains) for Sport Coaches (2006)

1. PHILOSOPHY and Ethics Domain: Standards 1 through 4 clearly articulate the importance of an athlete-centered coaching philosophy and professional accountability for fair play by all (CFS I, II, III, IV, V, VI).

2. SAFETY and Injury Prevention Domain: Standards 5 through 11 establishes expectations for coaches to create and maintain a safe and healthy sport experience for all athletes (CFS II, IV, V).

3. PHYSICAL CONDITIONING Domain: Standards 12 through 15 highlight the importance of using scientific principles in designing and implementing conditioning programs for natural performance gains. Specific attention is given to body composition and weight management issues as well as awareness of contraindicated activities and over-training concerns. The important role physical conditioning plays in preventing and recovering from injuries is also included (CFS I, II, II, IV, V).

4. GROWTH and Development Domain: Standards 16 through 18 and related benchmarks clearly identify developmental considerations in designing practice and competition to enhance the physical, social, and emotional growth of athletes. Included in this area is the identification of the coach's role in creating an inclusive learning environment that leads all athletes to feel welcome and supported and to have experiences that foster leadership skills (CFS I, II, V).

5. TEACHING and Communication: Responsibilities for creating a positive coaching style while maximizing learning and enjoyment are established in Standards 19 through 26. Emphasis is placed on individualizing instruction, empowering communication skills, and using good management techniques in designing practices. This domain also includes benchmarks that make coaches aware of their role in mitigating bullying and harassment in the sport environment (CFS I, II, II, VI).

6. SPORT SKILLS and Tactics: Standards 27 through 29 focus on using basic sport skills and acceptance of prescribed rules in developing team and individual competitive tactics. Emphasis is placed on planning that is age appropriate, sequential, and progressive. Benchmarks highlight the coach's role in making tactical and personnel decisions during competition. Domain 6 also includes definitive expectations for scouting and game analysis (CFS I, II, II, V).

7. ORGANIZATION and Administration: Standards 30 through 36 include risk management responsibilities as well as effective use of human and financial resources. Coaches play an important role in sharing administrative duties with any number of other stakeholders in maximizing the sport experience. (CFS V, VI)

8. EVALUATION: Standards 37 through 40 identify the ongoing evaluation responsibilities of the coach in areas such as personnel selection, on-time reflection of practice effectiveness, progress toward individual athlete goals, game management, and program evaluation. Creating a meaningful evaluation process for self-reflection and professional growth is also included in this area (CFS II, IV, V, VI).

Course Objectives (CO) - The student will:

1. Learn the different types of research. NASPE Teaching and Communication Domain, Organization and Administration Domain, and Evaluation Domain.

2. Understand the importance of statistics and learn basic statistical techniques. NASPE Teaching and Communication Domain, Organization and Administration Domain, and Evaluation Domain.
3. Identify four basic concepts and their relationships for planning their own statistical analyses. NASPE Philosophy and Ethics Domain, Organization and Administration Domain, and Evaluation Domain.
4. Learn how we use statistical techniques to describe the relationships among variables. NASPE Evaluation Domain.
5. Learn how we use the statistical techniques to describe the differences among groups . NASPE Evaluation Domain.
6. Understand the differences between parametric and nonparametric statistics techniques. NASPE Growth and Development Domain, Teaching and Communication Domain, Organization and Administration and Evaluation Domain.
7. Learn the fundamental criteria for judging the quality of measures used in collecting research data: validity and reliability. NASPE Evaluation Domain.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: Open book tests (Course objectives 1-7); Synthesis (Course objectives 1-7); and Analysis (Course objective 1-7).

Course Evaluation Instruments/Methods

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Course Evaluation

Seven practice tests	35
Assignment 1:	5
Assignment 2:	10
Assignment 3:	5
Assignment 4:	10
Assignment 5:	10
Assignment 6:	10
Assignment 7:	10
Assignment 8:	5
Total	100

Grading Scale

Grade	Points
A	90 -100
B	80 - 80
C	70 – 79
D	Below 70

ATTENDANCE AND PARTICIPATION

This is an online course.

PROFESSIONALISM

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

STATEMENT OF ORIGINALITY

All written assignments that are sent to me need to have this affix:

STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta _____ / ____200____;

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

Policy Statement on Plagiarism, Cheating, and Academic Irregularities

Students are expected to adhere to the highest standards of academic honesty as outlined in the VSU Graduate Student Handbook. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduction of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. The VSU policy is that under the established process a violation of Section A (Academic Irregularity) may and should be handled by the professor, the student and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

Professors in the department of KSPE may use varied forms of technology to detect plagiarism and authenticity of your work (Google, Turnitin, etc.). It is safer to cite more than you feel necessary than to cite less. The first confirmed case of what a professor deems intentional plagiarism will result in zero credit given for the assignment in question. Other forms of plagiarism may also negatively affect your grade on the assignment.

(Please also see page 39 of the VSU Student Handbook.)

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are

anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTORS

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