

KSPE 8500
Coaching Pedagogy Research Methods
FALL 2011
3 SEMESTER HOURS

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

Conceptual Framework: Guiding Principles
(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, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research methods in physical activity*. (6th Ed.) Champaign, IL: Human Kinetics

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Locke, L.F., Silverman, S.J., & Spirduso, W.W. (2010). *Reading and understanding research* (3rd ed.). Thousand Oaks, CA: Sage.

*Additional Textbooks or Readings Various articles will be provided or researched by students as assigned.

Course Description

This course is designed to familiarize students with the fundamental principles underlying research methods in health and kinesiology. Included will be the basic procedures for conducting experimental, descriptive, historical, qualitative research, computer applications, basic measurement concepts, statistical methods, critical thinking, and scholarly writing.

College of Education Standards addressed in this Course:

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers 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: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

NASPE National Standards (Domains) for Sport Coaches (2006) addressed in this course:

Standard 3: Teach and reinforce responsible personal, social, and ethical behavior of all people in the sport program.

Standard 4: Demonstrate ethical conduct in all facets of the sport program.

Standard 19: Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

Standard 20: Develop and monitor goals for the athletes and program.

Standard 23: Utilize appropriate instructional strategies to facilitate athlete development and performance.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

Standard 26: Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

Standard 27: Know the skills, elements of skill combinations, and techniques associated with the sports being coached.

Standard 29: Use scouting methods for planning practices, game preparation, and game analysis.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

Standard 40: Utilize an effective and objective process for evaluation of self and staff.

Course Objectives (CO)

The student will:

1. Critically evaluate the coaching literature that would inform and guide pedagogy considering data collection: validity, reliability, and generalizability as they apply to research. COE Standards (I, and IV). NASPE Standards (3, 4, 36, 40).

2. Clarify ethical issues involved in conducting research. COE Standards (I, III, IV, V, and VI). NASPE Standards (3, 4, 36, 40).

3. Find primary source research literature applicable to sports coaching and target a professional publication for his/her work. COE Standards (I, VI). NASPE Standards (3, 4, 36, 40).

4. Plan a research project. COE Standards (I, II, III, IV, V, and VI). NASPE Standards (4, 36, 40).

5. Identify current issues in coaching. COE Standards (I, VI). NASPE Standards (3, 4, 36, 40).

6. Appreciate quantitative and qualitative methods of data collection in coaching. COE Standards (I, and IV). NASPE Standards (3, 4, 36, 40).

7. Use methods of research applicable to the coach and the coaching process. COE Standards (I and IV). NASPE Standards (3, 4, 36, 40).

8. Analyze data, variability, prediction, testing, and confidence limits. COE Standards (I, II, III, IV, V, and VI). NASPE Standards (3, 4, 36, 40).

Course Activities/Requirements

The purpose of this course is to develop the framework to conduct research within the coaching pedagogy area. The framework will consist of the following:

- Topic of Interest: Deciding upon an area in which to research, topics can be of your own interest or can be developed in relation with an ongoing project of Dr. Cathey.
- IRB for project: Must complete the CITIPROGRAM training as well as complete the IRB writing process for developing a research project with Valdosta State University.
- Presentation: A presentation of your work concerning the Literature review as well as the methods section.
- Homework: A variety of assignments that are the basis for developing the framework within the researchable topic.
- Review of literature: A comprehensive set of literature related to a topic of interest. This will provide the framework in which you develop your project.
- Exams: Exams conducted on the different types of research methods and basic contents in the development of a research program. Items may include, research methods, statistics and other topics covered in class.
- Discussion: Takes place in discussions both online and in class in regards to specific topics brought up in class.

Assignments

In Class	
Topic of interest	10 points
IRB for project	10 points
Presentation	20 points
Homework	100 points
Review of Literature	100 points
Method Section	60 points
Module Quizzes	100 points (10 @ 10 pts. each)
Discussion	50 points
Total	550

Course Evaluation and Grading Scale

Percentage	Letter Grade	Total Points
90 -100%	A	495 - 550
80 - 89%	B	440 – 494
70 – 79%	C	385 – 439
60 - 69%	D	330 – 384
Below 60%	F	329 and below

Grade Appeals

Students have one week from the time an assignment, skill test, test, project or other course assignment is returned to question the grade calculation. During this week the professor(s) will freely explain how the grade was arrived at and may make adjustments' if errors are detected. After this time, each individual grade will stand as reported. All grade appeals during the semester and at the completion of the semester will take place between the faculty member(s) and the individual enrolled student only. In the event the student and the instructor(s) are unable to mutually agree on an outcome, the grade appeal will move to the department head and then may ultimately move to the dean or VP. At no time will friends, family members, or other students be involved with the grade appeal process.

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."

Attendance and Participation

Students are expected to actively coach throughout the semester in order to successfully meet the course requirements. Students missing more than 20% of the sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness, university-sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Student Academic Irregularities, Plagiarism and Cheating

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 in the 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 Level Two 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 Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
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."

("No student in this class shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any assignment in this course. This will include test, projects, and laboratories. The pre-established academic penalty for cheating will be a zero on said assignment, test, or project.

Special Needs 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 sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Course wide adjustments will be made in writing (e-mail) and given sufficient time allotments to adjust.

COURSE INFORMATION

Course Number: KSPE 8500
Course Name: Coaching Pedagogy Research Methods
Hours of Credit: 3 hrs.
Pre-requisites/Co-requisites: Admittance into Ed.S. program.
Class Location:
Class Time:

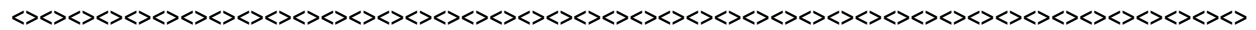
INSTRUCTOR INFORMATION

Name: Dr. R. Michael Cathey
Email: rmcathey@valdosta.edu
Office: PEC 174
Phone: 229.333.5461
Website: <http://mypages.valdosta.edu/rmcathey/>

Office Hours

Monday	Tuesday	Wednesday	Thursday	Friday
By appointment only.				By appointment only.

^At times due to staff meetings, research, and/or student teaching observations I may be out of the office during certain office hours. The best way to schedule a meeting with me would be to make an appointment prior to actually needing to meet.



Name: Dr. Stan Andrews
Office: 172 PE Complex
Telephone #: Cell: 229-563-5151 Office: 229-333-5907
Email: sandrews@valdosta.edu
Office Hours: see attached sheet
Website: <http://coefaculty.valdosta.edu/stan/>

Office Hours

Office Hours	
DAY	TIME
Monday – Wednesday - Friday	10 – 12:00 p.m.
Tuesday - Thursday	1:30 p.m. – 3:30 p.m.
Other Times By Appointment Only	
*Note: Due to committee meetings or other unforeseen schedule conflicts, I may not always be available at the posted times.	

CITI PROGRAM – For IRB training and submission purposes

<http://www.valdosta.edu/ospra/HumanResearchParticipants.shtml>

Read the information on this page, it gives you a lot of information to process, but it is required to pass the IRB training.