

**SM 2025 PEDAGOGICAL FOUNDATIONS OF COACHING**

(Previously SMX 2025 Social, Cultural and Pedagogical Foundations of Coaching Practice)

(Updated Fall 2021)

<b>PREREQUISITES:</b>	None		
<b>CATALOG DESCRIPTION:</b>	Pedagogical foundations of sports coaching practice; the interconnectedness between how one learns, how one teaches content and socio-cultural contexts in which learning and teaching take place.		
<b>RATIONALE:</b>	Coaching is not only focused on developing skills and tactical awareness in the field: it also involves a pedagogical dimension, knowledge of which is essential for enhancing the effectiveness of coaching practice.		
<b>LEARNING OUTCOMES:</b>	<p>As a result of taking this module the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the socio-cultural element in coaching practices</li> <li>2. Demonstrate an understanding of the various instructional and pedagogical strategies.</li> <li>3. Discuss approaches to learning and development and issues associated with them.</li> </ol>		
<b>ASSESSMENT:</b>	Coursework – <b>formative</b>	0%	Discussion of case studies, articles and other sources
	Midterm Examination (1-hour comprehensive) - <b>summative</b>	40%	Essay-type questions
	Final Examination (2-hour comprehensive) - <b>summative</b>	60%	Essay-type questions
	<p>The formative coursework aims to prepare students for the summative assessments.</p> <p>The Midterm Examination tests Learning Outcomes 2 and 3.</p> <p>The Final Examination tests Learning Outcomes 1, 2, and 3.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.</p>		
<b>INDICATIVE READING LIST:</b>	<b>REQUIRED MATERIAL:</b> Gilbert, W. (2017). <i>Coaching better every season: a year-round</i>		

*system for athlete development and program success.* Champaign, IL: Human Kinetics

**RECOMMENDED READING:**

**A. BOOKS**

- Cassidy, T., Jones, R., & Potrac, P. (2009). *Understanding sports coaching: the social, cultural and pedagogical foundations of coaching practice* (2nd ed.). New York, NY: Routledge.
- Martens, R. (2012). *Successful coaching* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
- Armour, K. (Ed.) (2013). *Sport Pedagogy: An introduction for teaching and coaching* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Heywood, D., & Parker, J. (2010). *The pedagogy of physical science*. London, UK: Springer.

**B. ARTICLES**

- Light, R., & Dixon, M. A. (2007). Contemporary Developments in Sport Pedagogy and their Implications for Sport Management Education. *Sport Management Review* (Sport Management Association of Australia & New Zealand), 10(2), 159–175. Retrieved from <https://acg.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=27897032&scope=site>
- Lee, M. C. Y., Chow, J. Y., Komar, J., Tan, C. W. K., & Button, C. (2014). Nonlinear Pedagogy: An Effective Approach to Cater for Individual Differences in Learning a Sports Skill. *PLoS ONE*, 9(8), 1–13. <https://doi.org.acg.idm.oclc.org/10.1371/journal.pone.0104744>
- Burgul, N. S., Tinazci, C., & Erdag, D. (2017). Attitudes of Candidates of Physical Education Pedagogy towards Physical Education Teaching. *International Journal of Economic Perspectives*, 11(1), 658–663. Retrieved from <https://acg.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=125083560&scope=site>
- Haudenhuyse, R. P., Theeboom, M., & Coalter, F. (2012). The potential of sports-based social interventions for vulnerable youth: implications for sport coaches and youth workers. *Journal of Youth Studies*, 15(4), 437–454. <https://doi.org.acg.idm.oclc.org/10.1080/13676261.2012.663895>
- Práxedes, A., Moreno, A., Gil-Arias, A., Claver, F., & Del Villar, F. (2018). The effect of small-sided games with different levels of opposition on the tactical behaviour of young

	<p>footballers with different levels of sport expertise. PLoS ONE, 13(1), 1–14. <a href="https://doi-org.acg.idm.oclc.org/10.1371/journal.pone.0190157">https://doi-org.acg.idm.oclc.org/10.1371/journal.pone.0190157</a></p>
<b>COMMUNICATION REQUIREMENTS:</b>	Use of proper English, both oral and written.
<b>SOFTWARE REQUIREMENTS:</b>	Blackboard, MS Office, search engines
<b>WWW RESOURCES:</b>	<p>Students are expected to use the internet at their own discretion to select information on the module. Useful sources include:</p> <ul style="list-style-type: none"> <li>• <a href="http://coach.ca/">http://coach.ca/</a></li> <li>• CompuSports, Inc. 2009. PracticePlanner Pro - PracticePlanning Software. <a href="http://www.coachingware.com/practiceplannerpro.asp">www.coachingware.com/practiceplannerpro.asp</a>.</li> <li>• <a href="http://www.appliedsportpsych.org">http://www.appliedsportpsych.org</a></li> </ul>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. Define Purpose and Core Values</li> <li>2. Connect general and cultural values to Philosophy</li> <li>3. Set Target Outcomes</li> <li>4. Build Trust and Cohesion</li> <li>5. Develop Athletic Talent and Skill</li> <li>6. Optimize Athletes' Learning</li> <li>7. Design and Implement an Evaluation System</li> <li>8. Collaborate and Learn</li> </ol>