

Shaping the Future of Coaching

Applied Coaching Research Conference
19 February 2019

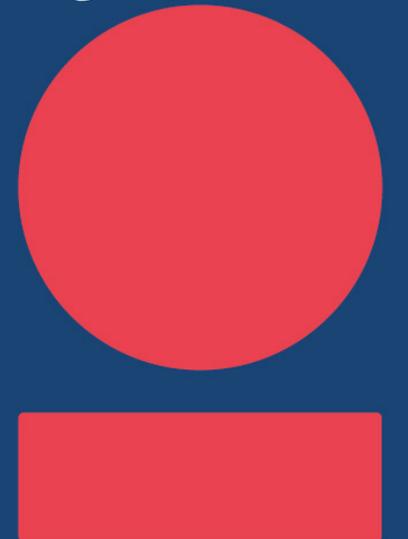
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Deaf International Futsal players' learning experiences in preparation for a major competition: a longitudinal study

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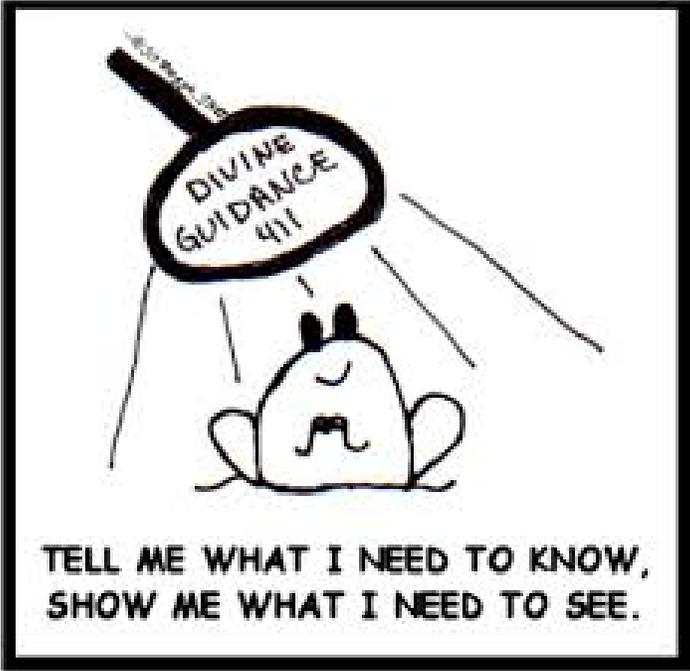
Setting the scene



Outline

- Introduction
- Aims of the study
- Methods
- Findings
- Key messages

Learning



Acquisition



Participation



Transformation

Sfard, 1998
De Martin Silva, 2016
Lave and Wenger, 1991



Futsal



Coaching

- Coaches have traditionally relied on linear and technically-focused pedagogies (Light and Robert, 2010; Light and Evans, 2013; Vinson et al., 2016).
- Seen as reductionist approach (Light and Harvey, 2017).
- Our view of coaching as contextual and complex (Jones, 2006; Werthner and Trudel, 2006)

Collaborative learning

It involves a joint intellectual endeavour whereby the learners collectively depend on one another, drawing on each other's resources and previous knowledge to acquire new knowledge

(Shaked et al., 2018).



The aim of the study was...

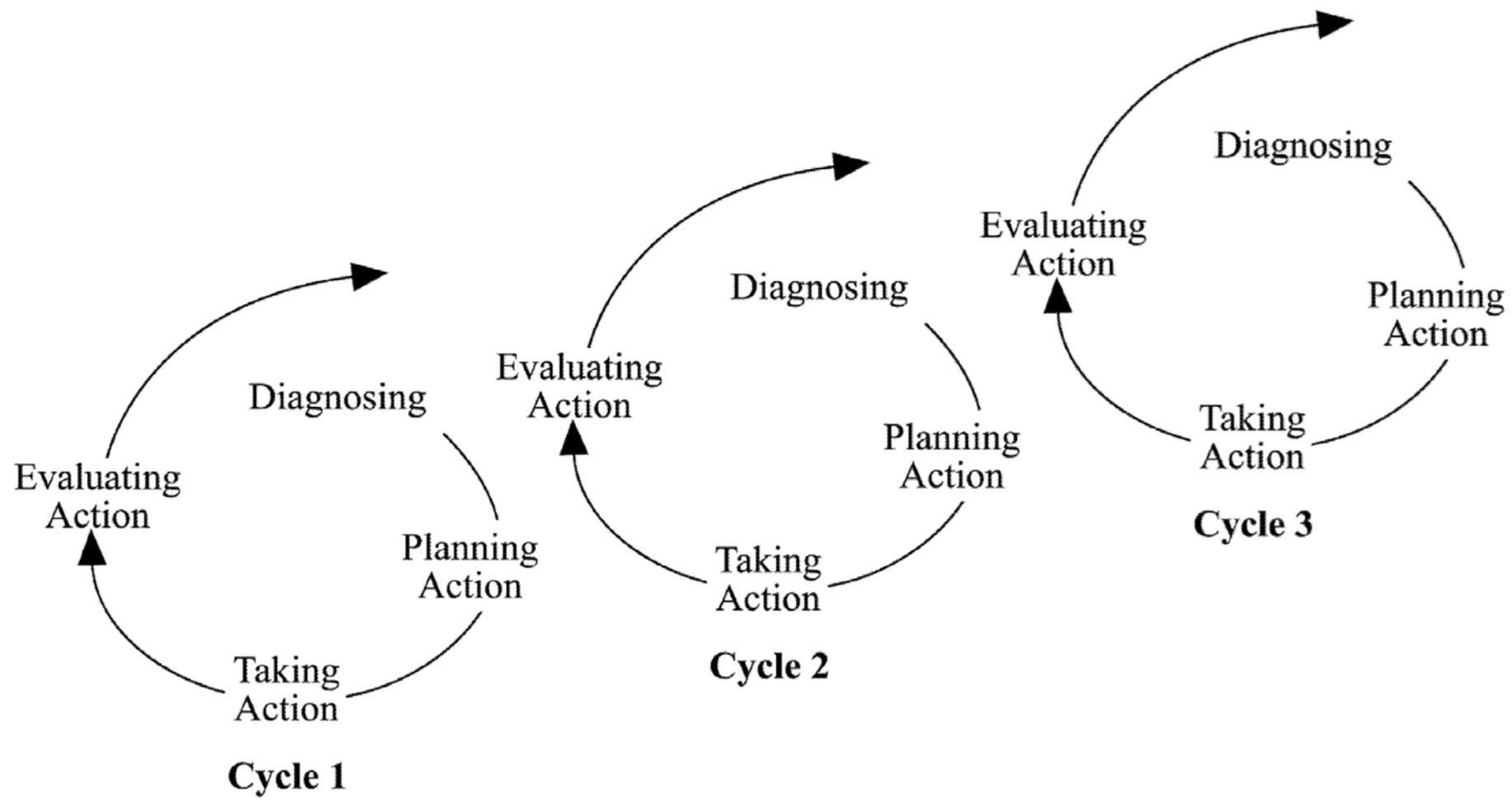
To explore the learning experiences of deaf international futsal players when using an online platform to support face to face learning in preparation for a major competition.

METHODS

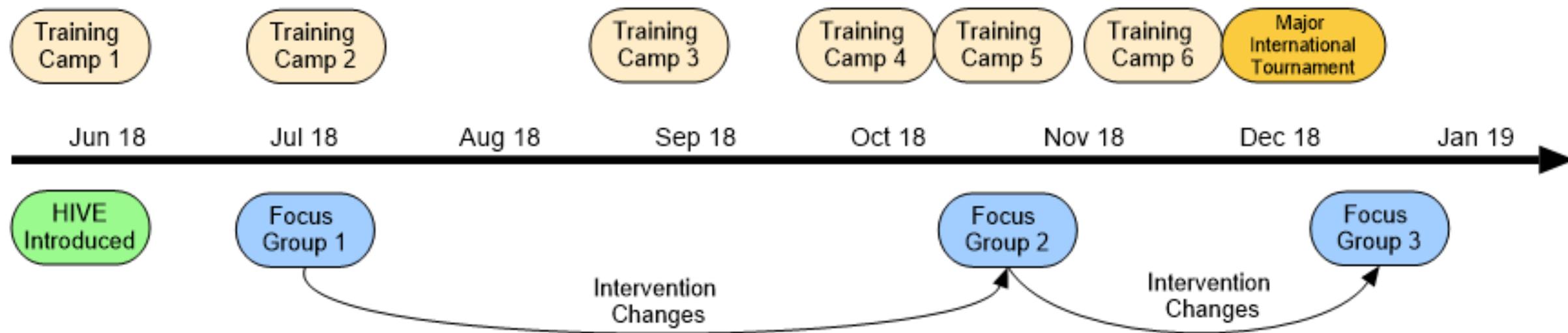
Action research...

*“...is a form of **self-reflective enquiry** undertaken by participants in social situations in order to **improve** the rationality and justice of their own practices, their **understanding of these practices**, and the situations in which the practices are carried out”*

(Carr and Kemmis 1986: p.162).



Timeline



Methods of Data Collection



Focus Groups



Online Learning Platform

The Hive Learning Platform



Deaf Women's Futsal Squad

- Resources
- Activity
- People

11 Resources

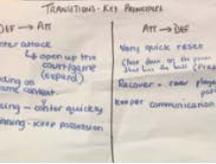
Sort by: Name Filter: All



1. Pre-Game Analysis
2 Cards



2. England Games
3 Cards



August Camp - Defensive Pressur...
7 Cards



Defending Full and Half Court
2 Cards



Opposition Analysis



Players Group

+
New Resource



← Deaf Women's Futsal Squad



July Camp - Getting out of pressure (attacking topic)
5 Cards • 229 Views

+ Edit Topic More

Sort by: SEQUENCE A-Z NEWEST

1 Pre-camp activity 

2 Review v Liverbirds: Activity 1 

3 Review v Liverbirds: Activity 2 

Search

I think its really good we keep the ball moving and passing with purpose it, it looks good watching it back but looked even better when standing in goals so well done lasses.

What do u think about on the composure on the ball?

Reply: what do U think of the link up play?

What do u think we rushed are shots or do you think we worked them well?

Reply: what do u make of the variety of passing we were making in these clips?

👍 Reply • 1 Like

16 Jul 2018

Passing was good, we kept moving around, we were creating spaces, we were calm and didn't panic

👍 Reply • 1 Like

17 Jul 2018

There were many occasions in this video in which we moved the ball around quickly and rotated well, ensuring that there was a player back most of the time. Players were reading the game well and supporting others. I thought we used the width well which opened up spaces in the middle for the ball to be played through and we recognised these gaps quickly. Couple of times the back player looked to get forward and this was then covered well. Our goal at 2:25 was very well.....

Read more

👍 Reply • 1 Like

Methods of Data Collection



Focus Groups



Online Learning Platform



Reflections

Initial stages

May – July 2018



Players' initial perception

"... a way of checking our understanding and helping us learn as a team" (Bryony)

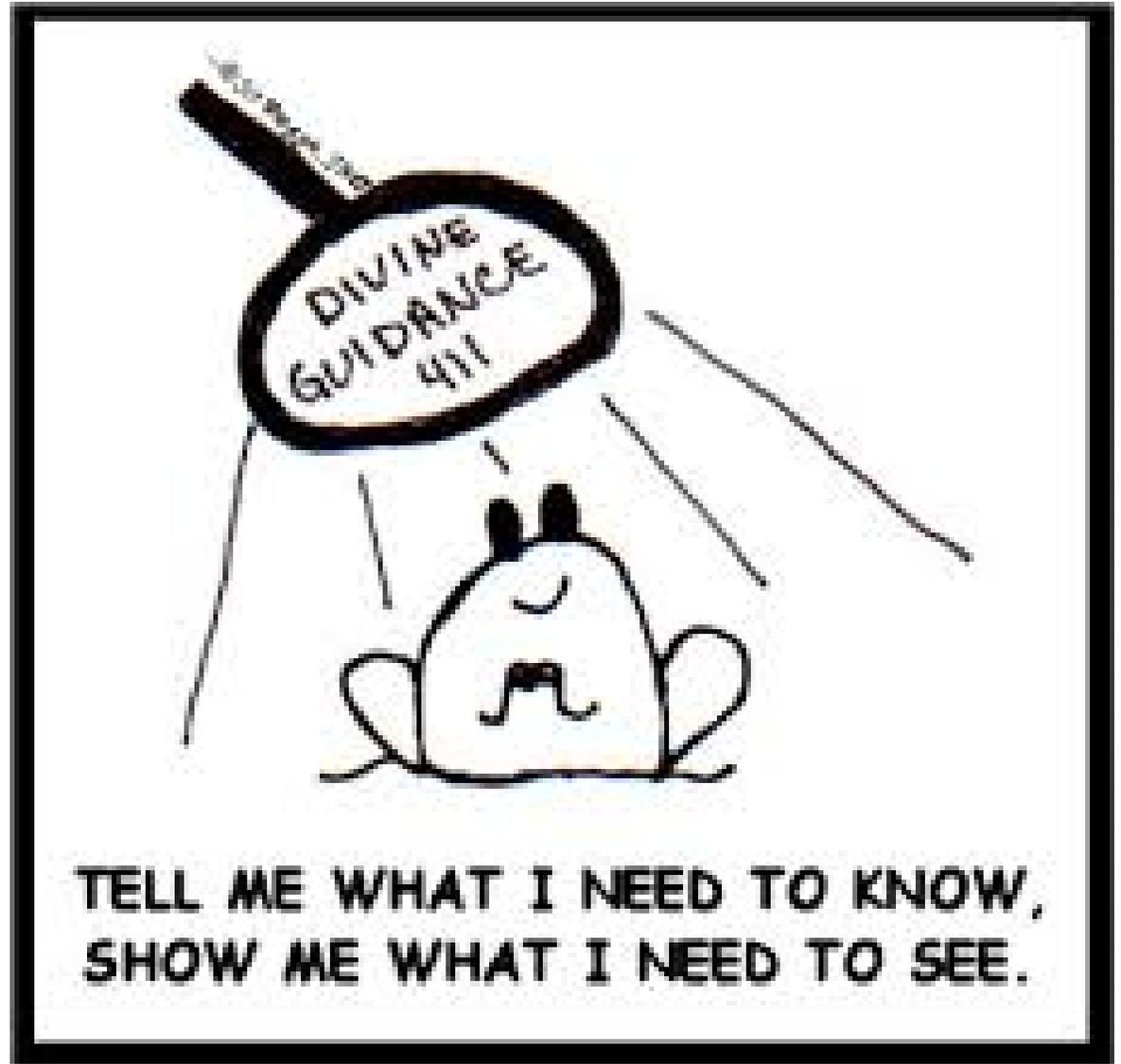


"Too early to say..." (Kayleigh)

"It is going to take time..." (Bryony)

Learning as
acquisition
(Sfard, 1998)

"I thought it was going to be where YOU can show our tactics, our defending style, our attacking style and our set pieces, just things that we can look over all of the time to help us learn and understand the game better" (Steph)





Focus on content knowledge

- "The other players had already made the points that I wanted to make" (Kayleigh)

Fear of being 'wrong'

- "What if they don't agree with me, thinking that's stupid!" (Bryony)

Being compliant

- "I think at the moment there is not any actual discussion. I put my hand up, I wrote the comment and then left it thinking job done!" (Bryony)

Ongoing
development of
content

Different ways to
pose questions

Action Plan

Co-constructing the Learning
environment with players

Group tasks and
individual clip

Make it explicit
that there is
more than one
right answer

Shorter video
clips to
acknowledge
time constraints

As the study developed...

August – November 2018



fa45471754 FreeArt ©

"Massive improvement
in performance"

"The past 2 months we have been uploading video onto hive and I can see a massive improvement in our performances. Not just myself but every single player in the team" (Ellie)



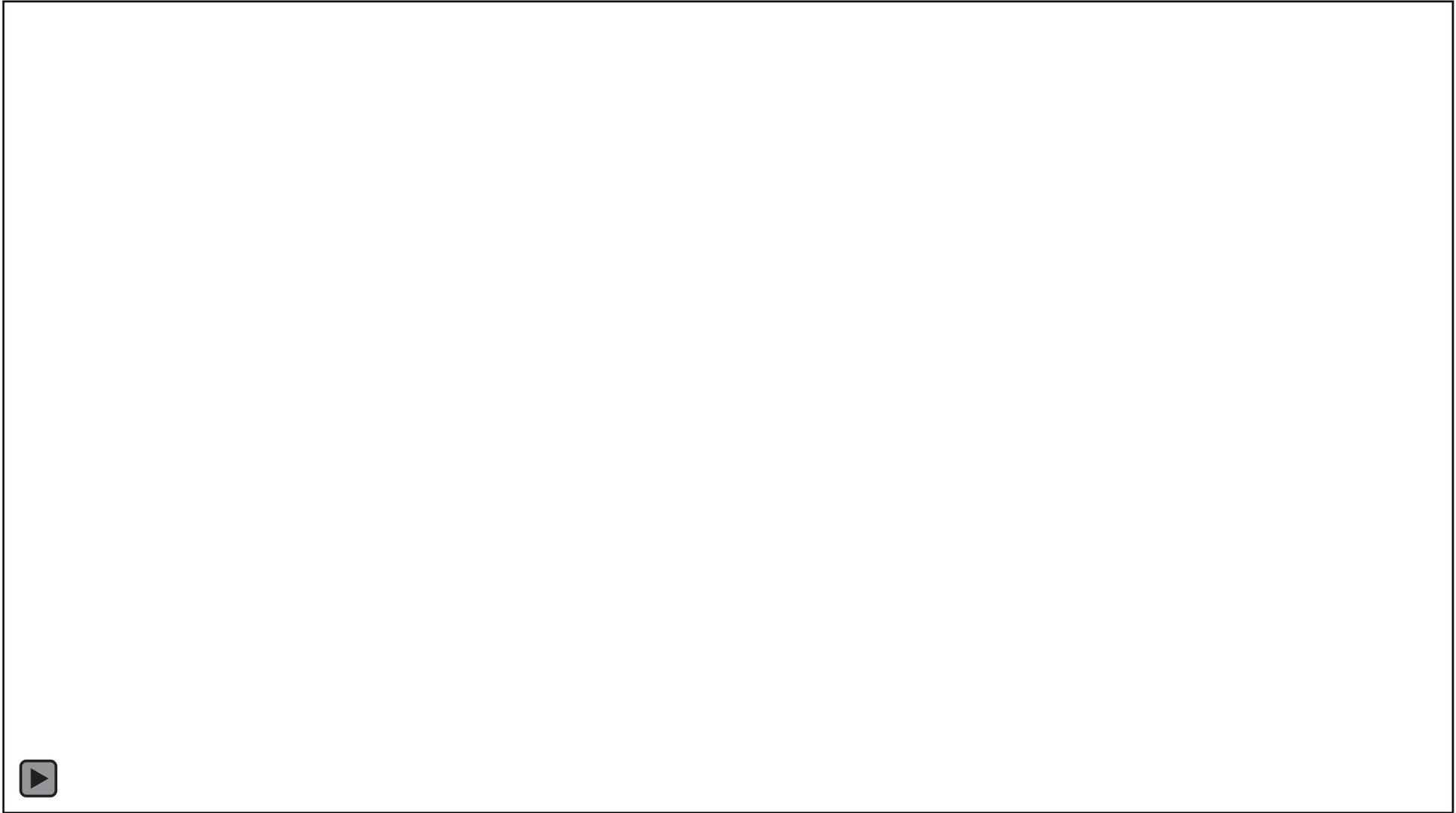
"It's like a little
Journey"
(Natasha)

Pre task which occurs before the camp where we have a little insight into what focus and the content is going to be.

During the camp we then attempt to apply the messages learnt before the camp and make suitable adjustments. And also reflect on the activities and the games.

Then **following the camp** we get another opportunity to explore our performances in line with the aims and objectives of the camp and the teams goal.

Those different bits of information given to us **overtime** really helps us."



Ownership

"I was able to go away after the camp and watch the bits of footage of myself and my teammates, I was able to discuss things with other players and then I was able to come to the next camp feeling much much better and perform much better. Having all the information stored on hive allows me to go back any point in time where I need to and revisit a certain aspect." (Sarah)

Ownership

"Using our emails we can send clips and watch each other matches and start picking out each other's strengths and weaknesses and that's another opportunity to receive feedback from other people and that's what we've been doing. There's been a couple of us doing that and it's been good." (Ellie)

However...

Fear of misinterpretation

Its like there is so many different ways to say the same thing and some people can take that in a different way because of how they have interpreted it from written English into sign language. I didn't mean it that way I meant it like this, it gets a bit confusing sometimes and then I'm left feeling like err. (Emilia)

The importance of trust/relationship in developing the process

“...especially when we have new players coming into the squad and other players returning. So it is still new and we're still getting or still going through that process of developing Trust. I think there's still a bit to go in order to not break someone but make them feel comfortable in speaking out”

(Naomi)

Social aspect for all
players and staff
Learning BSL

Focus on
opponents now
as we are getting
closer to the
tournament

Action Plan

Co-constructing the Learning
environment with players

Positive
videos/motivation

So still need a
multi-approach

The final stage of preparation for the EUROS

From November 2018

Collaborative approach for learning



The accessibility of content increased collaboration



Social activities

"It wasn't just about watching stuff we got together as a team" (Ellie)

ONE TEAM!



- **Finding new ways of learning**

"I didn't know that having that ability to share ideas is really important for me"
(Sarah)

- **Positive deaf culture and confidence**

"Having that support prior to the tournament and the upcoming game helps us to feel a bit more confident" (Naomi)

Collaboration with background knowledge & Scaffolding



Challenges

- **Level of collaboration away from camp**

"When we are all at work and on all different schedules it's hard" (Ellie)

- **Communication**

"I think because of using sign it's difficult to put everything in words. Because BSL is our first language it's hard to change it into written English" (Naomi)

Summary

- The use of online platforms can be beneficial to complement face-to-face learning as long as they offer flexibility and evolve according to participants' needs.
- Coaches should interpret what players needs and wants are. At times, challenging a player's view (in a supportive way) is necessary
- Performance analysts roles should include more emphasis ongoing analysis 'for' learning.

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Any questions?



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