

Time to Reason: Offering a Balanced, Evidence-Informed Perspective to Coaching Practice
Dr Ed Cope and Dr Mike Ashford
Webinar 1: <https://youtu.be/wu-4AL1jybs>

“Once people become so certain about something, it sends the red flags off to suggest is there evidence which supports that level of certainty.”

Evidence-informed vs evidence-based

Everything is contextual, including the research which is done in a particular setting. Has huge implications for how we take the findings from research and apply it.

Check for understanding: what did you understand by the feedback I gave?

Reviewing performance - “hookers knew over the toe pretty good”

Specific and corrective feedback “just think about getting your chest up a bit more”

Player in/out - questioning

Blocked and situated practice

Modelling - coach showing something

Direction instruction has a time and place. For some reason it is exclusively associated with technical, isolated practice, prescribing right ways to undertake a skill, giving lots of information etc.

Scaffolding = decreasing or increasing complexity of learning environment to suit the learner in front of you

Corrective and epistemic feedback

Cognitive load feedback = can only process so much information at once. Have to structure learning environment to reduce cognitive load, as athlete can't deal with everything at once. This is why scaffolding is so important. Constrain the learning environment to give athlete a better chance of learning what it is we want them to learn.

Extraneous load = where a teaching strategy does nothing to reduce cognitive load

Working memory = where we hold and process new information. It has a small capacity. If information is not transferred to long term memory it will be forgotten.

Long term memory = where we store things we have learnt, has a huge capacity. Connecting things from working memory to long term memory is how we learn new things

Cognitive load = too much information can lead to cognitive overload which hinders how much can be transferred from working to long term memory

Redundancy effect = when students are presented with unnecessary information, it clogs up their working memory meaning they may remember irrelevant information and forget the information you want them to remember.

Held hostage to particular coaching methodologies. Coaching Planning and Practice Reflective Framework (Muir et al 2011) suggests that we can consider methods as tools within our coaching practice, which can be used based on what is most useful for the learners in front of you.

Evidence-informed practice = research evidence + learner wants and needs + professional expertise and experience

“In pedagogy as in all things we should avoid the lure of the binary. For too long education has been plagued by dichotomies of one kind or another - traditional/ progressive, subject-centred / formal/informal, instruction/ discovery. We commend the principle of repertoire because it speaks to the way teachers actually work, mixing methods not only between lessons but within them.” - Alexander, 2020, p18

Move away from either/or and instead celebrate a range of different methodologies which we can apply as coaches in different sessions based on what the players in-front of us need.

Need to show confident humility: still have perspective and be confident in them but have humility in regard to how certain can we always be?

When does being so certain become pseudoscientific?

What's the best tool based on coach developer / coach intentions based on coach/ athlete wants and needs

Methods and paradigm are different things - using a range of method is not abandoning a paradigm.

“There is no ‘what works’ without specifying for what purpose, in what context ,and with whom. The search for the sure-fire, single-method “best practice” is naive and unhelpful.” - Professor Guy Claxton

Is coach-development about creating mini-me's or creating the best version of a specific person?
- Derek O'Riordan

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Webinar 2: <https://m.youtube.com/watch?v=6ymHxOQNYLk&feature=youtu.be>