

A Scoping Review of Literature on Sport Coach Education Programs: An International Perspective

Implementation

Current research on sport coach education programs (CEPs) has offered insights as to what ways coach educators can enhance the implementation and delivery of these programs.

One way is by incorporating ongoing learning components, which enhance coach participants' engagement in learning experiences (e.g., sharing of experiences and co-learning). These components include developing communities of practice, group discussions, mix of face-to-face and online meetings, and follow-up sessions. Implementation is also effective when coach educators have access to development opportunities like coach development officer programs, in offering ongoing support. Offering initial communication to enhance CEP participants' expectations and preparation for workshops; generating stakeholder support, the use of unique learning strategies like case-method teaching, and flash cards were found useful for enhancing training quality.

The implementation of CEPs can be challenged by time limitations. Time constraints in terms of the duration of the workshop, or the time afforded to participants to practice strategies, can hinder the transfer of values and integration of theory into practice. As well, implementation can be limited by physical resources like small-sized learning environments. Instead, practices that enhance facilitation in lieu of these time and resource limitations include adopting shorter sessions over multiple modules, condensing theory and focussing more on practice, and offering follow-up sessions beyond CEPs to make-up for content missed. These practices help to ensure that coaches are not flooded with too much information given the high density of content, and they offer more time for peer discussion and interaction.

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