

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

Processes

Learning in sport coach education programs (CEPs) is best facilitated when using practical and relevant learning components to make content more applicable to coaches' practices. These components include the use of demonstrations, stories, reflective journaling, multi-media content, and case scenarios. Facilitating social learning interactions, such as idea-sharing, group work, and drama/role-playing, can expose coaches to multiple perspectives and engage in co-learning experiences. Incorporating feedback and reflection can reinforce learning; these opportunities can be offered by instructors or peers, and in structured sessions on an ongoing basis. Finally, learning is best facilitated through a progressive structure (e.g., moving from theory → content → strategies → practice → reflection → follow-up).

Learning can be challenged when content is not catered or adapted to coaches' practice or professional needs. However, high context-specificity may also make content difficult to generalize. Time limitations can also constrain what learning opportunities are available (e.g., limited practice opportunities). As well, lack of ongoing support, mentoring, and feedback can lead to coaches' demotivation, and lower likelihood of enhanced applied practice. Finally, learning can be constrained by the lack of freedom with content and use of scientific jargon.

The benefits of CEPs can differ across mediums. In-person CEPs (e.g., workshops, seminars) offer engagement in active learning opportunities. Online CEPs (e.g., webinars, online courses) offer freedom of communication at the convenience of participants, leading to high reflection and engagement. Finally, university-based CEPs (e.g., bachelor's in sport coaching) often offer internship components, which allow exposure to real-world contexts of sport coaching.

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