

ENhance Case Study

Edinburgh Napier
UNIVERSITY

Department of
Learning & Teaching
Enhancement

Themes presented:

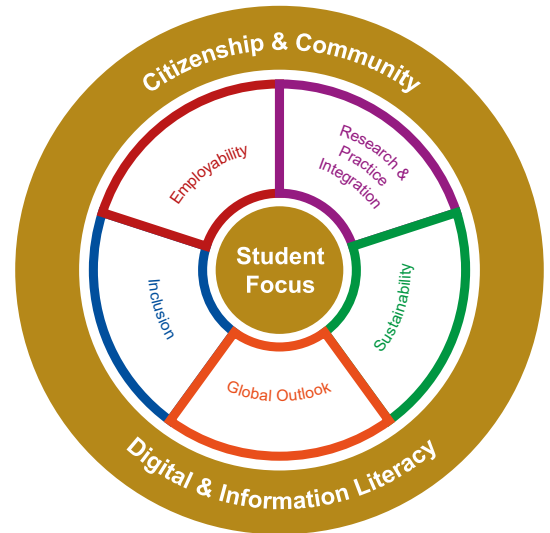
Employability

Programme

BSc Football Coaching Performance & Development

Submission made by

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Case Study

Through years 1-3 of the BSc Football Coaching Performance & Development programme, students undertake a series of coaching licences accredited by the Scottish Football Association (SFA) involving practical coaching development, as learning outcomes for 40-credit modules across trimesters 1 & 2. The fourth year of this programme provides the opportunity for students who are licensed coaches to develop their professional practice in their areas of professional interest through a fast-paced, discursive module. The Sport Science in Football module uses 3 week micro-blocks to improve student ability to translate scientific principles into real-life scenarios. Years 1-3 of the programme extensively cover topics such as physiology, analysis and psychology so students were asked about which topics they had not been taught but would like to explore, and these were formulated into 3 week micro-blocks.

- The first week of each three-week block is quite traditionally theoretical, looking at the literature and the background around a topic with some form of class input.
- The second week is a guest lecture or guest lectures from people working in the industry and in a specific job role, linking their experiences of that topic.
- The third week is linking the theory and the practise together: did the theory discussed in week one shine through from the practitioner perspectives? Were there any conflicts or differences between the two? Examining some case studies involving a situation within their own practical or applied experience, then solving that using the information from the previous two weeks.

This structure completes the circle of each micro-block topic, ahead of the introduction of the next topic.

Guest lecturers are briefed to make sure that the themes intertwine so that when they are delivering or talking, they understand the topical thread that they are continuing. Guest lectures also allow students to hear from professionals who they may not have encountered, working in different areas of the SFA or from professional clubs or organisations, to broaden professional perspective. In early stages of the programme many students lack confidence to contribute to the sort of class discussion which is fundamental to this module, but given the active involvement in the coaching vocation through the first 3 years of study, students in fourth year have developed skills and confidence in speaking and presenting a plan to groups and individuals they are coaching and to other coaches, encountering conflicting and challenging views.

The design of this module was built upon conversations with students over the previous stages of study. For example, in the first cohort of this module, many students work with female athletes, although this has not been a topic within the programme at this time. The Sport Science in Football module provides a space for students to spend time learning more about this topic which is relevant to their professional interest. This is supported by a guest lecture from the SFA Head of the Women and Girls Pathway, to address this side of what is otherwise a very male-dominated sport.

In trimester 2 of fourth year, students on the Football Coaching Performance & Development programme have the option to complete an advanced coaching license with the Scottish Football Association, or undertake a work-based learning project, similar to a dissertation. The micro-blocks in the Sport Science for Football module allow students to develop more theoretical and practical familiarity with topics which may relate to their intended project for trimester 2.

Module Assessment

Assessment for the Sport Science for Football module involves presenting a planned coaching intervention which is similar to what will be carried out within the work-based learning project. Assessment 1 (20%) involves a 1500 word rationale for their intended intervention, submitted in week 6. This receives significant feedback ahead of assessment 2. Assessment 2 (80%) uses an individual oral presentation on how the planned intervention would be delivered. Some students will be carrying out their interventions already within their practice, so may choose to gather and present data in their assessments to support their rationale and planned intervention. Reasonable accommodations for the presentation assessment include early provision of questions about the presentation to students who are Deaf/hard of hearing and are capable of presenting but may need more time for comprehension of questions on their intervention. However, the topic and format of assessment directly links to the way students have been and will be working in their own professional practice.

What students say:

A pre-module survey was used to survey student confidence against the learning outcomes and an

end of module survey will be used to see if this approach for delivery was beneficial: whether the three-week blocks were enough to get a grasp of those topics or would students prefer a long and thin approach, or whether the condensed, systematic approach cycling from theory to practise was helpful in the vocational domain. End of module feedback will address the relevance of the topics covered and ask if students were to take the module again whether there are other topics which would be better suited or more interesting. Cohorts in future years will also be consulted to determine which topics would best suit their own development goals. This provides fluidity within the module and allows the programme to be responsive to student interests, within the agreed programme structure and learning outcomes. Similarly, there is scope to seek input from the SFA about areas where they feel development is needed for coaches coming into practice, which can be covered in this format.

Further resources and supporting material

Burton, S., & Nesbit, P. (2008). Block or traditional? An analysis of student choice of teaching format. *Journal of Management & Organization*, 14(1), 4-19. doi:10.5172/jmo.2008.14.1.4

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Rettig, M. D., & Canady, R. L. (2013). *Teaching in the block: Strategies for engaging active learners*. Routledge.

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