Social Learning: Implementing a PLG with disability sport coaches

Sous-titre | Subtitle

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Canadian Context

Canadian Population

Statistics Canada, 2012

Organized Sports

Able-Bodied Canadians: 70
Canadians with Disabilities: 3

Organized Sports

97
30

NOT Enrolled in Organized Sports: 70
Enrolled in Organized Sports: 30

Coach Development

Social Interactions at the core of coach development (Cregan et al., 2007; Cushion et al., 2010).
However: for competitions, coaches and even athletes are scarce within the disability context.

Purpose

Creating a Peer Learning Group to increase coaches' access to:

- Other wheelchair coaches
- Parasport experts
- NTP coaching and sport science support staff
- An online discussion forum

Participants

- 3 National Team Coaches/Support Staff
- 11 Provincial wheelchair sport Coaches
- 3 Regional Coaches
- 2 Regional Athletes/Coaches
- 2 Learning Facilitators
CONCEPTUAL FRAMEWORK

- "Social Theory of Learning" (Wenger, 1998)
- The Value Creation Framework of Wenger and colleagues (2011)

TIMELINE

- From: April 2016
- To: July 2017

Curling Canada’s Mission:
- "To encourage and facilitate the growth and development of curling in cooperation with our network of affiliates."
- "The PLG has allowed us [Curling Canada] to prioritize the community, shape the community, right now there’s more systemic alignment and contextual understanding of where the coaches and athletes stand." IST Lead
- "The open mindedness inspired me because I saw every one sharing and thought that this is how we are going to make the sport develop" Regional Coach-Athlete

STRATEGIC VALUE

- Engagement of NGB leaders
- Negotiation of strategic alignment
- Strategic thinking

Indicators/Data

- IST Lead and NTP coaches involvement
- Common language due to sharing information and standards by NTP
- Greater accountability for the NTP decisions
- Future engagement

ENABLING VALUE

- After Phase one, a list based on coaches’ learning needs guided possible topics for webinars. The coaches’ participation was then selective.
- On the PD credits: “For myself it’s great, because I look at what I would have to go to get these (PD) and I could do it from my house, because it’s expensive [three other coaches saying Yes] none of this is covered, can I afford it? We had only one camp at home, all the others are at [major cities] or whatever [coach agreeing], it’s a long distance to go and do that. How do you keep maintaining?” Provincial Coach - M

Indicators/Data

- 167 PD credits on topics coaches chose
- 5 Virtual Meetings & 8 Webinars
- 3 Face-to-face meetings to develop relationships
CONSIDERATIONS FOR NGB’S

<table>
<thead>
<tr>
<th>Pedagogical Concepts</th>
<th>Application in PLG</th>
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<tbody>
<tr>
<td>Learners need to be motivated to learn</td>
<td>167 PD credits on topics they choose</td>
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<tr>
<td>Addressing “real-world” questions</td>
<td>10 minutes for Q&amp;A for every 30 minutes of Webinar</td>
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<tr>
<td>Engaging, sharing and listening to others</td>
<td>3 Gathering meetings to develop relationships</td>
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<td>Just in time</td>
<td>Facilitate the use of new technology</td>
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THANK YOU

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