Physical Education and Sports Science
Email: ssm@nie.edu.sg

SPORT SCIENCE & MANAGEMENT
SS1026 SPORT COACHING: FOUNDATIONS OF COACHING

Academic Year	2024-25	**Semester**	1
Course Coordinator			
Course Code	SS1026		
Course Title	Sport Coaching: Foundations of Coaching		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

This course examines and applies practical sport coach pedagogy (learning theories and instructional methods) to the sport environment. Issues related to the effective coaching of young athletes will be addressed. In addition, pedagogical knowledge and application of the principles of motor skills learning will be covered in this course. At the end of the course, you will be able to appreciate the unique needs of coaching and be equipped with the knowledge to conduct sport-specific training sessions catered to youth athletes.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. discuss the theoretical concepts that affect young athletes' learning and performance in sport, character, and values development.
2. apply the theories learned during practical sessions.
3. plan and execute one coaching session for a sport, considering factors contributing to improved performance.
4. discuss the current research in coach education, coaching science and implications on sport coaching in the context of youth sport.

Course Content

The following topics will be covered:

1. Introduction to the Coaching Process and Role of the Coach
2. Planning & Sport Safety
3. Development of Skills
4. Teaching Values & Life Skills through Sport
5. Growth & Development
6. Motivation and Coaching
7. Physical Preparations

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8. Analysis of Skills
9. The Role of Information Communication and Technology in Coaching
10. Mental Skills Training

NTU Competencies & Graduate Attributes

NTU Competencies

Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Collaboration	Intermediate
3. Decision Making	Intermediate
4. Learning Agility	Intermediate
5. Sportspersonship	Advanced

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Class participation	1, 2, 3, 4	10%	Individual	Appendix 1
2. Written Test	1, 2, 4	30%	Individual	NA
3. Practical Coaching	2, 4	40%	Team	Appendix 2 & 3
4. Presentation	1, 2, 4	20%	Team + Individual	Appendix 4
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each practical session, where you have the opportunity to learn instructional models and pedagogical knowledge and apply them during the practical sessions.
Generic verbal and written feedback will be provided to the class prior to the test and examination.

Throughout the course, you will have the opportunity to use recording devices to help record fellow classmates' coaching sessions for observation and analysis. During the learning process, you will receive verbal feedback and suggestions for improvement.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and

	theories and support understanding of key concepts
Practical Sessions	Practical sessions will: - Give hands-on experiential learning to support key theories and information provided in class. - Provide tasks for you to apply the knowledge taught recently to solve specific problems or context-based scenarios. - Give space and time for small group activities and discussions to allow you to assimilate the content and share ideas based on student-led coaching sessions. - Allow opportunity for verbal feedback from the instructor relating to applying theory to practice during student-led coaching sessions.
Online learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and practical sessions.

Reading and References

NIE Research and Publications

1. Calmeiro, L., Teques, P., Rosado, A., & Barros, M. V. G. D. (2021). Editorial: Mental health and positive youth development in sport and physical activity contexts. *Frontiers in Psychology*, *12*, 752369. https://doi.org/10.3389/fpsyg.2021.752369

2. Koh, K. T., Camire, M., Bloom, G. A., & Wang, C. K. J. (2017). Creation, implementation, and evaluation of a values-based training program for sport coaches and physical education teachers in Singapore. *International Journal of Sports Science & Coaching*, 12(6), 795-806.

3. Koh, K. T., Lee, T. P. G., & Lim, S. H. R. (2018). The Internet as a source of learning for youth soccer coaches. *International Journal of Sports Science & Coaching*, 13(2), 278-289.

4. Seah, M.L.C., & Koh, K.T. (2020). The efficacy of using mobile applications in changing adolescent girls' physical activity behaviour during weekends. *European Physical Education Review*, 26(2), 481-494.

5. Mar, X. F. F., Koh, K. T., & Falcão, W. R. (2023). Strategies and methods for teaching values transference from physical education to the classroom and home: A case study. *Asia Pacific Journal of Education*, 43(2), 479-496. DOI: 10.1080/02188791.2021.1926919.

Other Readings and References

6. Allen, Unwin, & Bompa, T. O. (2000). *Total training for young no champions.* Champaign, IL: Human Kinetics.

7. Bompa, T. O., & Buzzichelli, C. (2019). *Periodization-: theory and methodology of training*. Sixth Edition. Champaign, IL: Human kinetics.

8. Cassidy, T., Jones, R., & Potrac, P. (2023). *Understanding sports coaching: The social, cultural and pedagogical foundation of coaching practice.* London: Routledge.

9. Cross, N., & Lyle, J. (2002). *The coaching process: Principles and practice for sport.* London: Butterworth-Heinemann.

10. Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory.* London: Routledge.

11. Light, R. L., & Harvey, S. (2019). Positive pedagogy for sport coaching. Second edition. London, UK: Routledge.

12. Lyle, J. (2005). *Sport coaching concepts: A framework for coaches' behaviours.* London: Routledge.

13. Lyle, J., & Cushion, C. (2010). *Sports coaching: Professionalisation and practice.* London: Elsevier.

14. Martens, R. & Vealey, R. S., (2023). *Successful Coaching* (5th ed.). Champaign, IL: Human Kinetics.

15. Potrac, P., Gilbert, P., & Denison, J. (2013). *Routledge handbook of sports coaching.* London: Routledge.

16. Toms, M., & Jeanes, R. (Eds.). (2023). *Routledge Handbook of Coaching Children in Sport*. Taylor & Francis.

17. Stafford, I. (2011). *Coaching children in sport.* London: Routledge.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the NTU Student Academic Integrity Policy and Procedures link in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction to the Coaching Process and Role of the Coach	L01, LO4	Lecture & Practical
2	Planning and Sport Safety	LO1, LO3	Lecture & Practical
3	Development of Skills	LO1, LO4	Lecture & Practical
4	Teaching Values & Life Skills through Sport	LO1, LO4	Lecture & Practical
5	Growth and Development	LO1, LO4	Lecture & Practical
6	Motivation and Coaching	LO1, LO3, LO4	Lecture & Practical

7	Physical Preparation	LO1, LO3, LO4	Lecture & Practical
Recess Week			
8	Analysis of Skills	LO1, LO2	Lecture & Practical
9	The Role of Information Communication and Technology in Coaching	LO1, LO2, L04	Lecture & Practical
10	Mental Skills Training / Written Test	LO1, LO3, LO4	Lecture & Assessment
11	Practical Assessment I	LO2, LO3	Assessment
12	Practical Assessment II	LO1, LO2, LO3, LO4	Assessment
13	Presentation	LO1, LO2, LO4	Assessments

Appendix 1: Class participation (10%)

	9-10	7-8	5-6	2-4	0-1
Class Participation	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.

Appendix 2: Practical Coaching (30%)

PROCESSES	Needs Improvement (0-2)	Satisfactory (3-5)	Very Satisfactory (6-8)	Outstanding (9-10)
PLANNING & CONTENT SELECTION (10%)	• Learning outcomes (LOs) are unclear and not feasible • Clear mismatch of learning activities and resources and LOs • No progression in activities • Clear mismatch of activities with learners' profiles • Venue, equipment and set-up is inappropriate.	• LOs are clear but not feasible. • Some mismatch of learning activities and resources with LOs • Develop progressive activities, but the progression is inappropriate • Some mismatch of activities with learners' profiles • Venue, equipment and set up is fairly appropriate	• LOs are clear and feasible • Selects appropriately challenging learning activities and resources to meet Los • Develop progressive activities that are mostly appropriate • Considers learners' profiles • Select the appropriate venue, equipment, and set up	• LOs are clear and meaningful • Selects appropriate learning activities and resources to meet LOs • Develop meaningful progression in activities • Considers learners' profiles • Select the appropriate venue, equipment, and set up • Ensures meaningful application
EXECUTION OF PLAN (10%)	• No proper introduction of lesson • No attempt to arouse learners' interest • Activities do not engage the learners • Explanations and demonstrations are unclear and confusing • No attempt to use questions to deepen learning.	• Introduction of the lesson is inappropriate • Some attempts to arouse learners' interest • Activities largely engage learners • Inappropriate waiting time • Explanations and demonstrations are fairly clear	• Introduces the lesson appropriately • Arouses learners' interest • Activities engage learners • Clear explanations and demonstrations • Uses questions to deepen learning	• Introduces the lesson appropriately • Arouses and sustains learners' interest • Activities largely engage learners • Clear explanations and meaningful demonstrations • Uses questions to

	- Inappropriate use of voice and language - Instructor is unsure of activities - No proper conclusion of the lesson - Time schedule is either too ambitious or lax.	- Some attempt to use questions to deepen learning - Uses voice and language - is fairly - appropriate - Some uncertainty about activities - Superficial conclusion - Lesson time exceeds or is substantially shorter than the allocated duration.	- Uses voice and language appropriately - Concludes the lesson appropriately - Lesson is concluded on time, but the pace may be too slow or rushed.	deepen learning consistently throughout the lesson - Uses voice and language appropriately and confidently - Concludes the lesson appropriately and meaningfully - Appropriate time schedule and pace
FEEDBACK & EVALUATION (10%)	- No attempt to check for understanding and provide feedback - No attempt to monitor learning and address understanding - Uses negative - reinforcement	- Some attempts to check for understanding and provide feedback - Some attempt to monitor learning and address understanding - Feedback is unclear or ambiguous - Some attempt to use praise for - reinforcement	- Checks for understanding and provide feedback - Monitors learning and addresses understanding - Feedback is clear - Uses praises for reinforcement	- Checks for understanding and provide feedback - Monitors learning and addresses understanding - Feedback is clear and effective - Feedback-giving is consistent throughout the lesson - Uses praises for a reinforcement

Appendix 3: Peer Evaluation Form for Practical Coaching (10%)

Your name: _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-5 (1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree). Total the numbers in each column. **The final score for each student will be an average of the scores given by all group members.**

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTAL				

Adapted from a peer evaluation form developed at Johns Hopkins University (October 2006)

Appendix 4: Assessment for Presentation Group Component (20%)

Group Component (15%)			
Criteria	**1**	**2-3**	**4-5**
Theory to Practice (5%)	• Little or no evidence of theory used or transferred into practice. • No citation or incorrect citation of theory used	• Some evidence of theory used appropriately and put into practice. • Inconsistent use of citation of the theory throughout. • Citations are generally accurate, but some improvements needed.	• Theory is clearly identified and understood; strong evidence of putting theory into practice. • Consistent and accurate use of literature and citations to support claims.
Evaluation & Reflection (5%)	• Little or no evidence of the student's perspective and understanding of key issues. • Key issues identified lack in-depth analysis. • Reflection is superficial, and its impact on learning is unclear.	• Some evidence of the student's perspective and understanding of key issues • A convincing evaluation of the key issues identified is present. • Reflection explores core issues, and there is some evidence of impact on learning.	• Student's perspective and understanding of key issues demonstrate effective reflection. • Reflection is in-depth with strong evidence that supports a positive impact on learning.
Recommendations (5%)	• Recommendations are superficial	• Some evidence of sound recommendation	• Meaningful recommendations are well thought out

Individual Component (5%)			
Criteria	**0-1**	**2-3**	**4-5**
Presentation & Communication Skills	• Presentation is unclear, and the flow is difficult to comprehend. • Presentation and materials offer little or no meaningful engagement with the audience. • Voice is inaudible, and explanations are unclear. • Unable to answer questions posed or a lack of depth and understanding.	• Presentation is mostly clear, and the flow is generally coherent. • Presentation and materials are structured and enacted with moderate. opportunities for the audience to be engaged. • Voice is audible, and explanations / elaborations are comprehensible. • Able to answer questions with some conviction.	• Presentation is clear and the flow is coherent and logical. • Presentation and materials engage the audience in meaningful ways. • Voice is well projected with confidence, and explanations are well elaborated and substantiated. • Answers questions with conviction and well-supported examples.