

SPORT SCIENCE & MANAGEMENT
SS3328 SPORT COACHING: THEORY TO PRACTICE

Academic Year	2025-26	Semester	1
Course Coordinator			
Course Code	SS3328		
Course Title	Sport Coaching: Theory to Practice		
Pre-requisites	SS1026 Sport Coaching: Foundations of Coaching		
No of AUs	3		
Contact Hours	39		

Course Aims

This course builds on the work undertaken in the foundation of sport coaching and critically examines the understanding and application of sport pedagogy (learning theories and instructional modes) to the sport environment. You will be given opportunities to observe and sample some coaching sessions by experienced instructors/coaches and discuss practical issues from applying the coaching theories learned. In addition, best practices from successful sporting countries will also be explored to give you an international perspective on sport coaching.

Intended Learning Outcomes (ILO)

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

1. discuss the relationship between effective coaching and positive sporting experience.
2. compare a range of coaching models and methods.
3. apply the major concepts of periodisation to contextualise a specific sport session.
4. explain and apply various learning and coaching styles and strategies.
5. discuss practical issues related to applying theories and provide some possible recommendations.

Course Content

The following topics will be covered:

1. Positive Youth Experience & Effective Coaching
2. Guided Reflection & Mentoring
3. Creating & Developing Team Cohesion
4. Evaluating Effective Coaching and Sport Programmes
5. Coach's Mental Health & Well-being

6. Season Planning & Application
7. Teaching Games for Understanding
8. Creating a Positive Sport Culture
9. Mental Toughness & Performance
10. Coaching in Disability Sport
11. Sharing Session by Guest Coach

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Advanced
2. Collaboration	Advanced
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 Contribution	1, 2, 3, 4, 5	10%	Individual	Appendix 1
2. Written Test	1, 2, 4	40%	Individual	
3. Practical Coaching	2, 4, 5	30%	Individual	Appendix 2
4. Presentation	1, 2, 4, 5	20%	Individual	Appendix 3
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.

Feedback will be given during practical classes. Generic verbal and written feedback will be provided to the class prior to the test and examination.

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

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: <ul style="list-style-type: none"> - 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. - Allow opportunity for verbal feedback from the instructor relating to applying theory to practice.
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. Koh, K. T., Bloom, G., Fairhurst, K. E., Paiement, D. M., & Kee Y. H. (2014). The creation and implementation of a formalised mentoring programme for novice basketball coaches. *International Journal of Sport Psychology*, 45(1), 11-32.
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., Foo, K., Sakamoto, G., & Low, A. (2014). The profile of coaching and coach education in Singapore: Past, present and future. *International Sport Coaching Journal*, 1(2), 94-102.
4. Koh, K. T., Ho, X. Y., & Koh, Y. (2017). The developmental experiences of basketball mentor coaches. *International Journal of Sports Science & Coaching*, 12(4), 520-531.
5. Koh, K. T., Ong, S. W., & Camire, M. (2014). Implementation of a values training programme in physical education & sport: Perspectives from teachers, coaches, students, and athletes. *Physical Education & Sport Pedagogy*.
Doi:10.1080/1748989.2014.990369
6. Koh, K. T., Wang, C. K. J., Erickson, K., & Côté, J. (2012). Experience in competitive youth sport and needs satisfaction: The Singapore story. *International Journal of Sport Psychology*, 43, 15-32.

Other Readings and References

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

8. Cross, N., & Lyle, J. (2002). *The coaching process: Principles and practice for sport*. London: Butterworth-Heinemann.
9. Griffin, L. L., & Butler, J. I. (2005). *Teaching games for understanding: Theory, research and practice*. Champaign, IL: Human Kinetics.
10. Butler, J. I., & Griffin, L. L. (2010). *More teaching games for understanding: Moving globally*. Champaign, IL: Human Kinetics.
11. Gilbert, W. (2016). *Coaching better every season: A year-round system for athlete development and program success*. Champaign, IL: Human Kinetics.
12. Holt, N. L. (2016). *Positive Youth Development Through Sport*. Second edition. London: Routledge.
13. Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory*. London: Routledge.
14. Kelly, A. (Ed.). (2023). *Talent Identification and Development in Youth Soccer: A Guide for Researchers and Practitioners (1st ed.)*. London: Routledge.
15. Kidman, L. (2001). *Developing decision makers: An empowerment approach to coaching*. Christchurch, NZ: Innovative Print Communications.
16. Kidman, L. (2005). *Athlete centred coaching: Developing and inspiring people*. Christchurch, NZ: Innovative Print Communications.
17. Lyle, J. (2005). *Sport coaching concepts: A framework for coaches' behaviours*. London: Routledge.
18. Lyle, J., & Cushion, C. (2010). *Sports coaching: Professionalisation and practice*. London: Elsevier.
19. Potrac, P., Gilbert, P., & Denison, J. (2013). *Routledge handbook of sports coaching*. 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.

(4) Attire and Safety

You are expected to participate in practical sessions. Most of these activities involve exercise. In addition, you are expected to wear appropriate attire for participation, obey safety rules, and take appropriate care of and return all equipment after use.

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	Positive Youth Experience & Effective Coaching	1, 2	Lecture & Practical
2	Guided Reflection & Mentoring	4	Lecture & Practical
3	Creating & Developing Team Cohesion	44	Lecture & Practical
4	Evaluating Effective Coaching and Sport Programmes	1, 2	Lecture & Practical
5	Coach's Mental Health and Well-being/ Sharing Session by a Guest Coach	1, 3, 5	Lecture & Practical
6	Season Planning & Application	3	Lecture & Practical
7	Teaching Games for Understanding	1, 2, 4	Lecture & Practical
Recess Week			
8	Creating a Positive Sport Culture	1, 4	Lecture & Practical
9	Mental Toughness & Performance	1, 3	Lecture & Practical
10	Coaching in Disability Sport/ Written Test	1, 3, 5	Lecture & Assessment
11	Coaching Session & Reflection	1, 3, 5	Assessment
12	Coaching Session & Reflection	1, 3, 5	Assessment
13	Individual Presentations	1, 2, 4, 5	Assessment

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%)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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%)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Introduces the lesson appropriately Arouses learners' interest Activities engage learners Clear explanations and demonstrations Uses questions to 	<ul style="list-style-type: none"> Introduces the lesson appropriately Arouses and sustains learners' interest Activities largely engage learners Clear explanations and meaningful demonstrations

	<p>learning. Inappropriate use of voice and language</p> <ul style="list-style-type: none"> • Instructor is unsure of activities • No proper conclusion of the lesson • Time schedule is either too ambitious or lax. 	<ul style="list-style-type: none"> • 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. 	<p>deepen learning</p> <ul style="list-style-type: none"> • Uses voice and language appropriately • Concludes the lesson appropriately • Lesson is concluded on time, but the pace may be too slow or rushed. 	<ul style="list-style-type: none"> • Uses questions to 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%)	<ul style="list-style-type: none"> • No attempt to check for understanding and provide feedback • No attempt to monitor learning and address understanding • Uses negative reinforcement 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Checks for understanding and provide feedback • Monitors learning and addresses understanding • Feedback is clear • Uses praises for reinforcement 	<ul style="list-style-type: none"> • 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: Assessment for Individual Presentation Component (20%)

Criteria	1	2-3	4-5
Theory to Practice (5%)	<p>Little or no evidence of theory used or transferred into practice. No citation or incorrect citation of theory was used.</p>	<p>Some evidence of theory used appropriately and put into practice. Inconsistent use of citations of the theory throughout. Citations are generally accurate but lacking in detail.</p>	<p>Theory is clearly identified and understood; there is strong evidence of putting theory into practice. Consistent and accurate use of literature and citations to support claims.</p>
Evaluation & Reflection (5%)	<ul style="list-style-type: none"> • Little or no evidence of the student's perspective and understanding of key issues. • Key issues lack an in-depth analysis. • Reflection is superficial, and its impact on learning is unclear. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Student's perspective of key issues demonstrates sophistication in terms of reflection and criticality. • Reflection is in-depth, with strong evidence supporting a positive learning impact.
Recommendations (5%)	<ul style="list-style-type: none"> • Recommendations are superficial. • No understanding of how LOs are linked to the season plan. 	<ul style="list-style-type: none"> • Some evidence of sound recommendation. Some understanding of how LOs are linked to season plans. 	<ul style="list-style-type: none"> • Meaningful recommendations are well thought out. • Clear understanding of how LOs are linked to the season plan.
Presentation & Communication Skills (5%)	<ul style="list-style-type: none"> • Presentation is unclear, and the flow is difficult to comprehend. • Presentation and materials offer 	<ul style="list-style-type: none"> • Presentation is mostly clear, and the flow is generally coherent. • Presentation and materials 	<ul style="list-style-type: none"> • Presentation is clear, and the flow is coherent and logical. • Presentation and materials engage the

	<p>little or no meaningful engagement with the audience.</p> <ul style="list-style-type: none"> • Voice is inaudible, and explanations are unclear. • Unable to answer questions posed or a lack of depth and understanding. 	<p>are structured and enacted with moderate opportunities for the audience to be engaged.</p> <ul style="list-style-type: none"> • Voice is audible, and explanations/elaborations are comprehensible. • Able to answer questions with some conviction. 	<p>audience in meaningful ways.</p> <ul style="list-style-type: none"> • Voice is well projected confidently, and explanations are well elaborated and substantiated. • Answers questions with conviction and well-supported examples.
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