

TDL Case Study: Paul Ronald

Project-based Learning Development – Sports Coaching

My project, now completed, was based around curriculum design with 7 different units mapped and integrated with the intention of leading learners more effectively towards two coaching projects. Both HN1 sports coaching / football studies courses were involved. At the core of this was aiming to prepare learners more effectively for both practical and theoretical elements, as well as avoiding duplication of assessments.

Using this model as opposed to delivering SQA units as stand-alone, the order in which staff are delivering outcomes, topics and tasks is more logical and offers more opportunities for students to refine practice, gain confidence, gain feedback prior to assessed coaching observations for example. In terms of benefits the hope is that the journey through the activities is more purposeful and helps to prepare students more effectively working for with different population groups and planning, delivering and evaluating based on different coaching scenarios.

Previous students were consulted regarding the order of activities with the next cohort in mind as the pilot group. The current cohort, who are using the model, have a say with assessment deadlines also.

Staff buy-in initially (required to deliver the new PBL model to the class) was good and for the most part remains so, staff working days and ability to be in one place together to discuss is challenging - as much as Teams and online platforms can be beneficial it can also be problematic with more contributions from some than others. However, this is part and parcel of group work.

I felt very motivated working on the project. I had taken a gap year from Masters studies which I've now returned to - but having a project with the aim of directly enhancing my own and others practice was positive. Practitioner enquiry remains at the forefront of my approach to teaching anyway and is in line with GTCS, but this helped put the spotlight on it a little more! I'm keen to potentially do more projects in the academic year with the next university module in the new year involving coaching and mentoring.