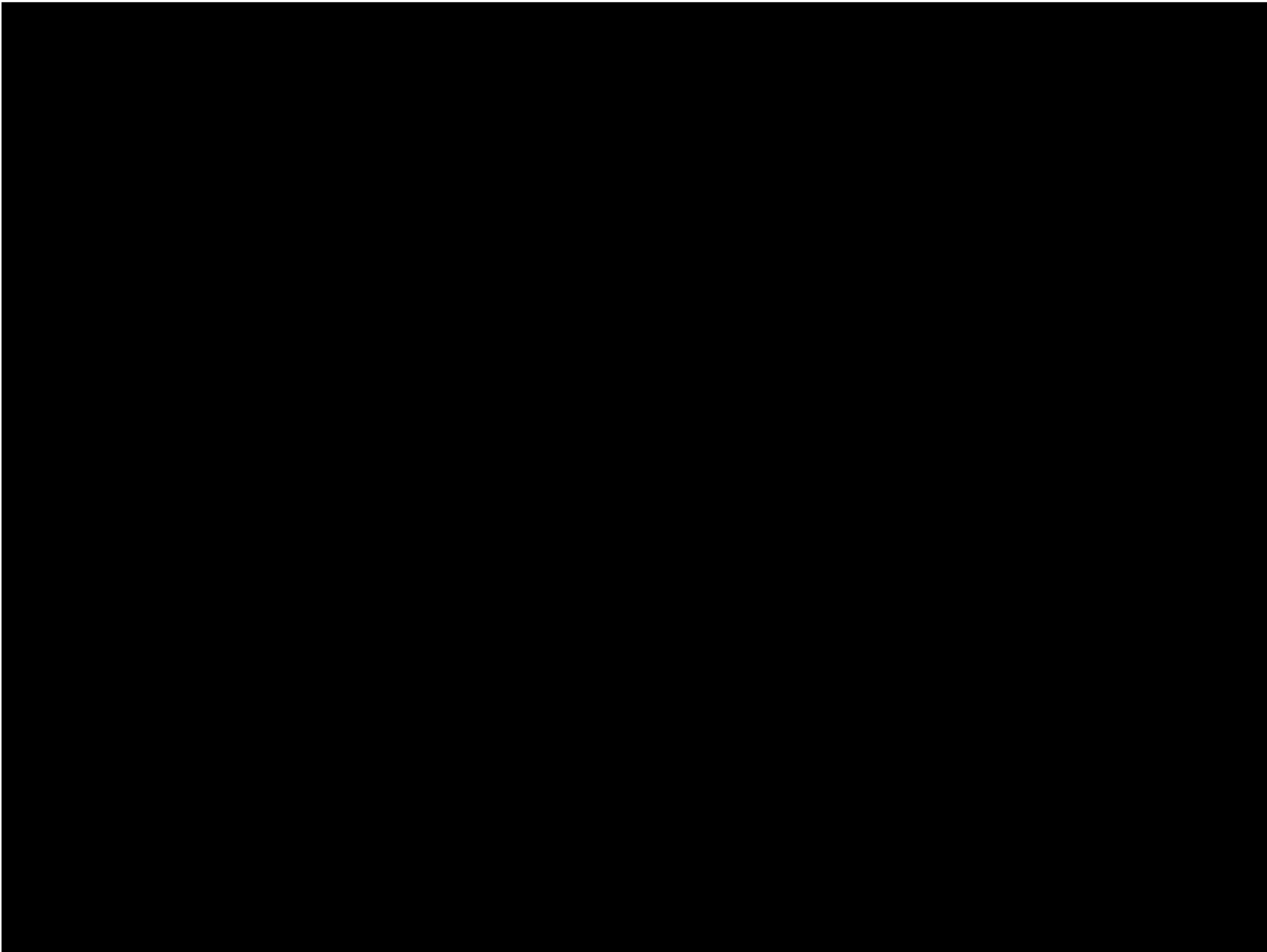


Developing a positive learning environment



22 May 2015

Tutor: Simon Kirkland



Outcomes

By the end of the session you will be able;

- Identify the components of a positive learning environment
- How to establish different learning needs of participants
- Evaluate own practice in delivering inclusive learning and teaching

Basic tools for positive learning

- Time Management
- Ice Breakers, Warm-ups & Energizers
- Ground rules
- Group Work
- Communication
- Audio-visual aids
- Feedback techniques
- Questioning techniques

P.A.C.E.R. – How to Tutor skills

- **P**lan for delivery
- **A**lign Structure to learner needs
- **C**ommunicate effectively
- **E**ngage through Facilitation
- **R**eview activity and learning

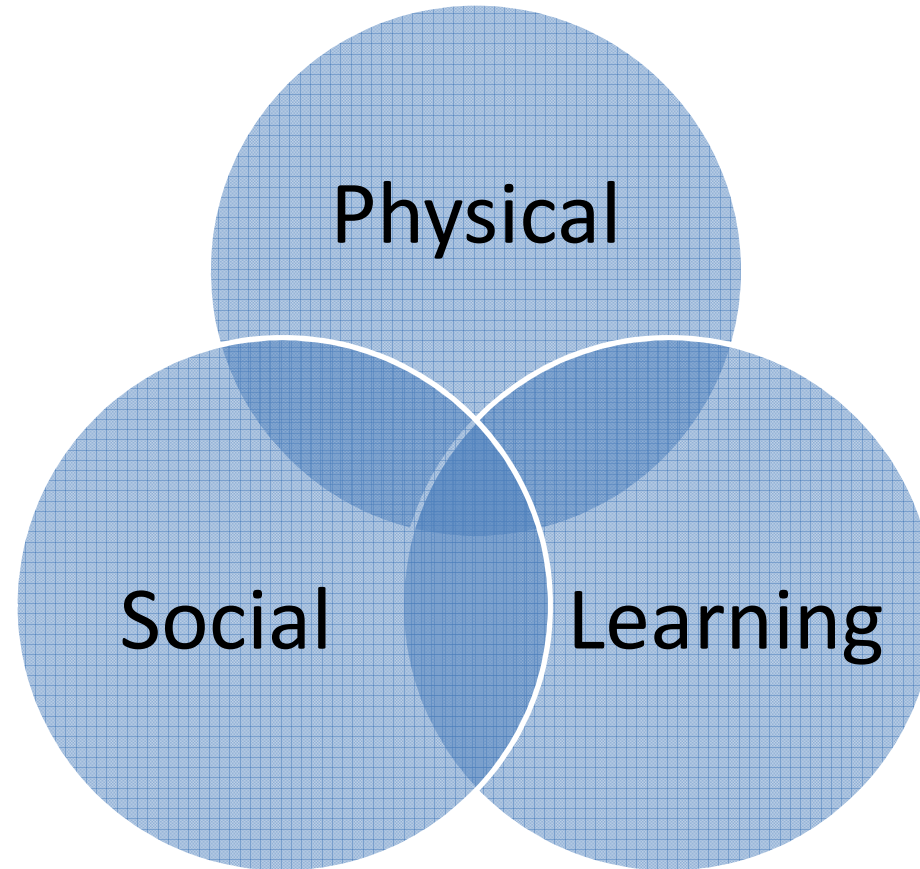
Positive Learning environment

- Friendly and welcoming
- Planning and prep
- Setting room out correctly (climate)
- Ground rules and what happens if.... (sanctions)
- Awareness of fears and expectations (Know where people are at)
- Building rapport with participants
- Awareness of different learning styles
- Checking learning
- Refreshments
- Being aware of potential conflict and preparing for it in advance
- Identify key aspects of Body language

Creating and maintaining a positive Learning Environment

- *What are the key aspects ;*
- Starting a session
- During a session
- Ending a session

Inclusive Learning Environment



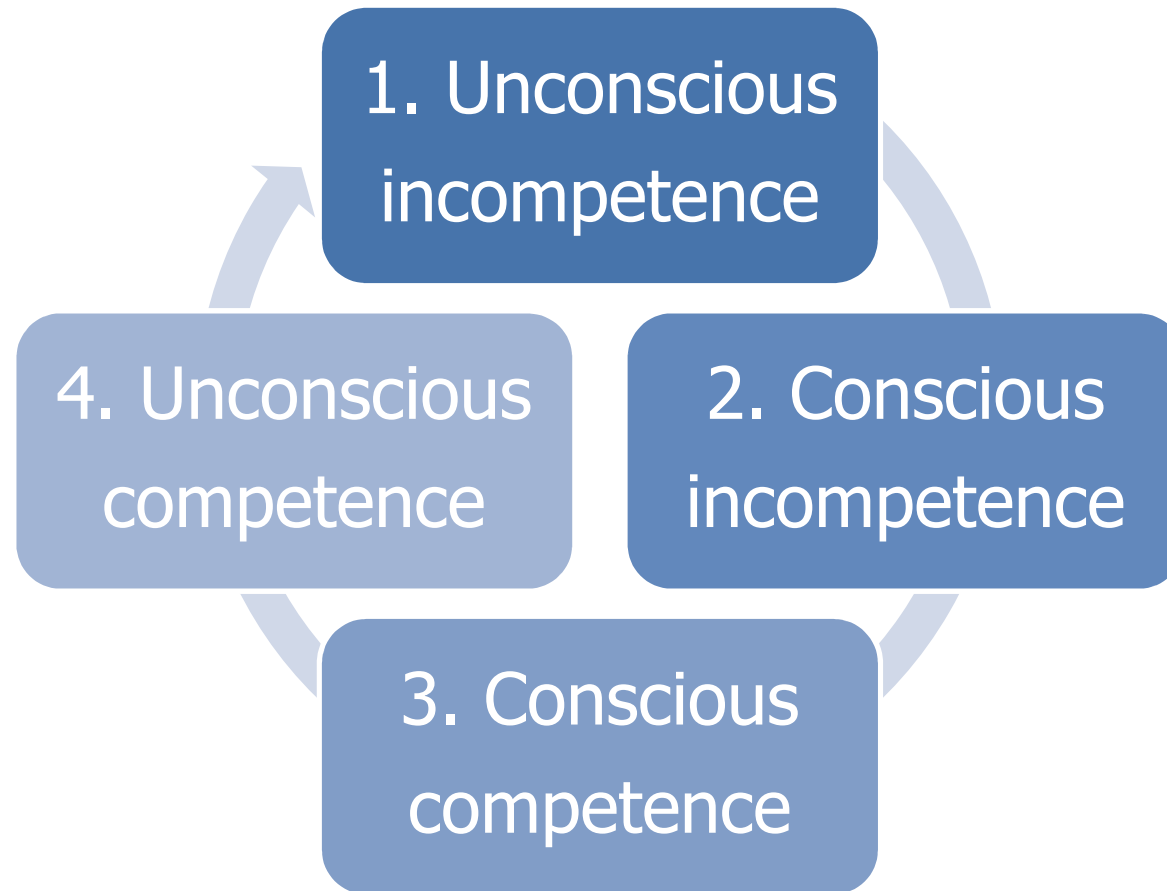
Learning Styles

- People learn in different ways
- Their *Styles* and *Preferences* might be different from yours

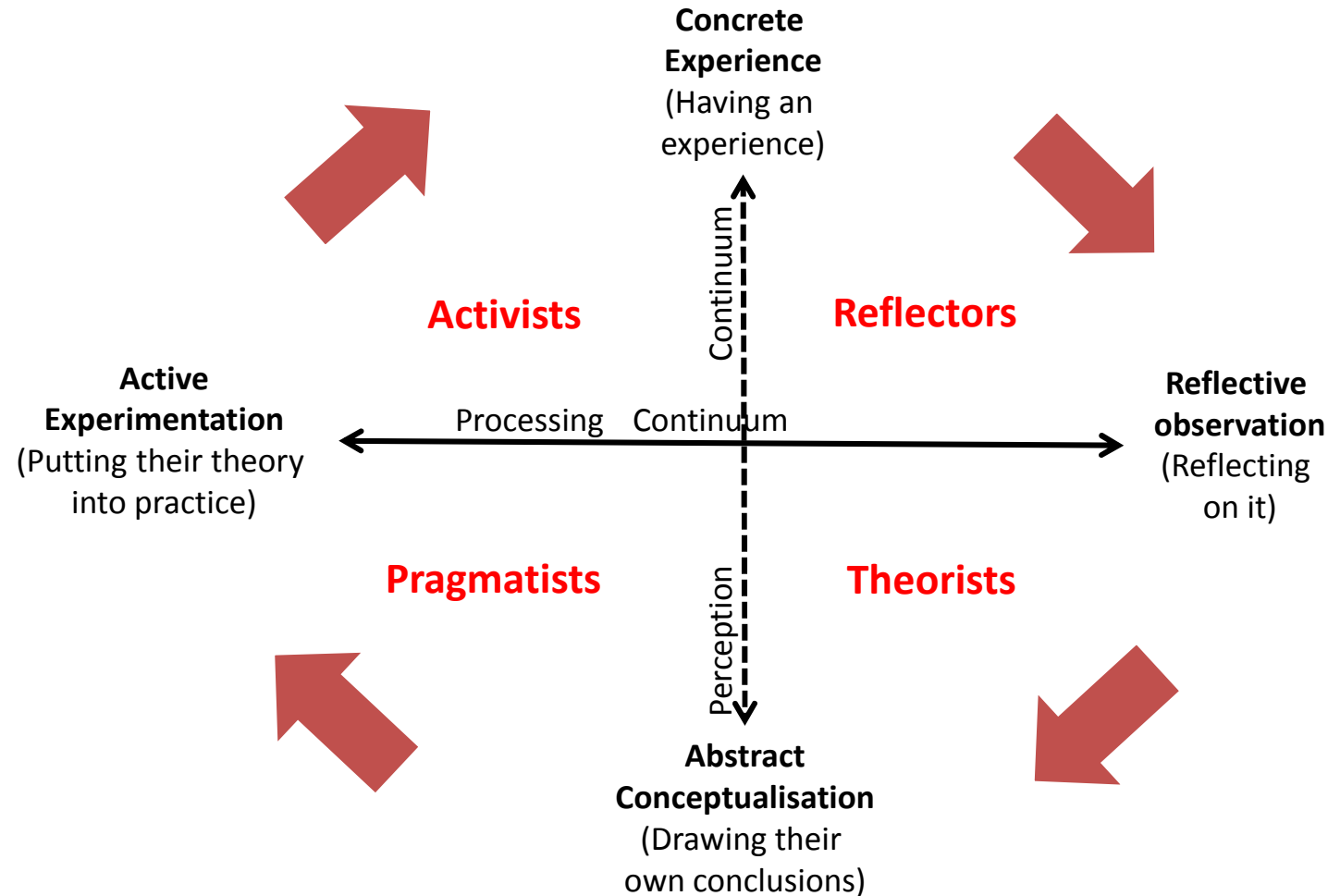
Going into the unknown....

- As we know - There are known knowns.
There are things we know we know.
We also know - There are known unknowns.
That is to say - We know there are some things
we do not know
But there are also unknown unknowns,
The ones we don't know - We don't know.
- **D.H. Rumsfeld** – USA - secretary of defense
2001 to 2006

Conscious Competence Learning Model



Kolb applied with Honey and Mumford



VARK

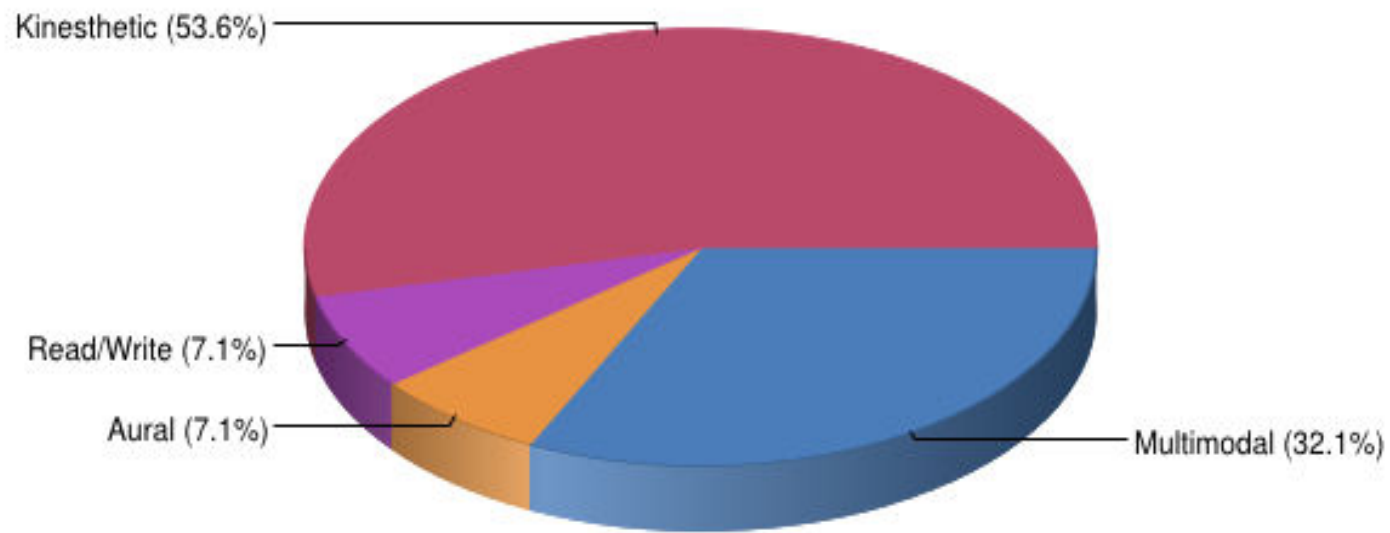
- **VISUAL**- learners who would like to see it on the whiteboard, flip charts, walls, graphics, pictures, colour. They are probably your creative students and love using colours
- **AUDITORY**-learners who would like to sit back and listen. They don't make a lot of notes
- **READ/WRITE**- learners who need to read the information for themselves and they take a lot of notes
- **KINAESTHETIC**-learners who cannot sit still for long, like to fiddle with things. They like to be actively involved in their learning.

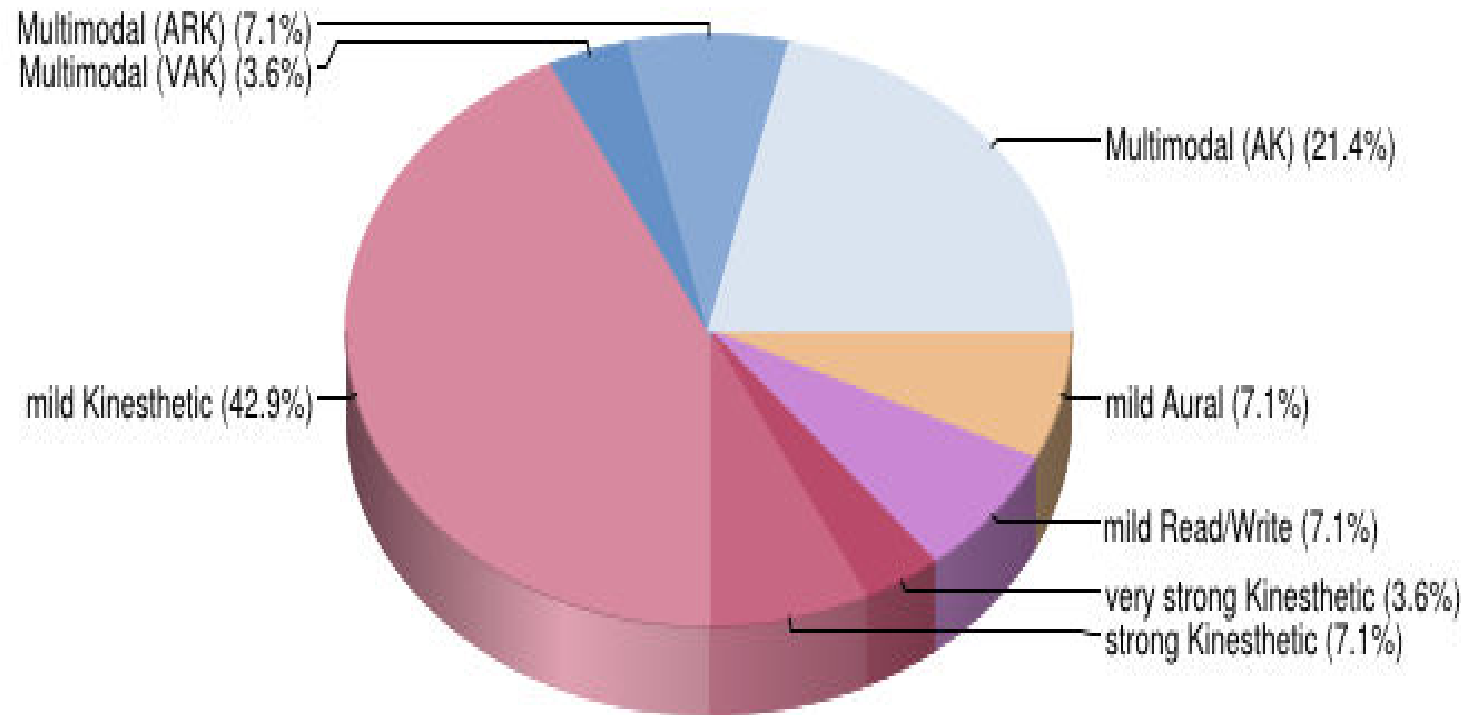
Things to consider

- What type of learners?
- What activities do you use to assess the stages of learning and preferred learning style?
- How were you going to test those assumptions early in the session?
- What assumptions can you make about their learning style?

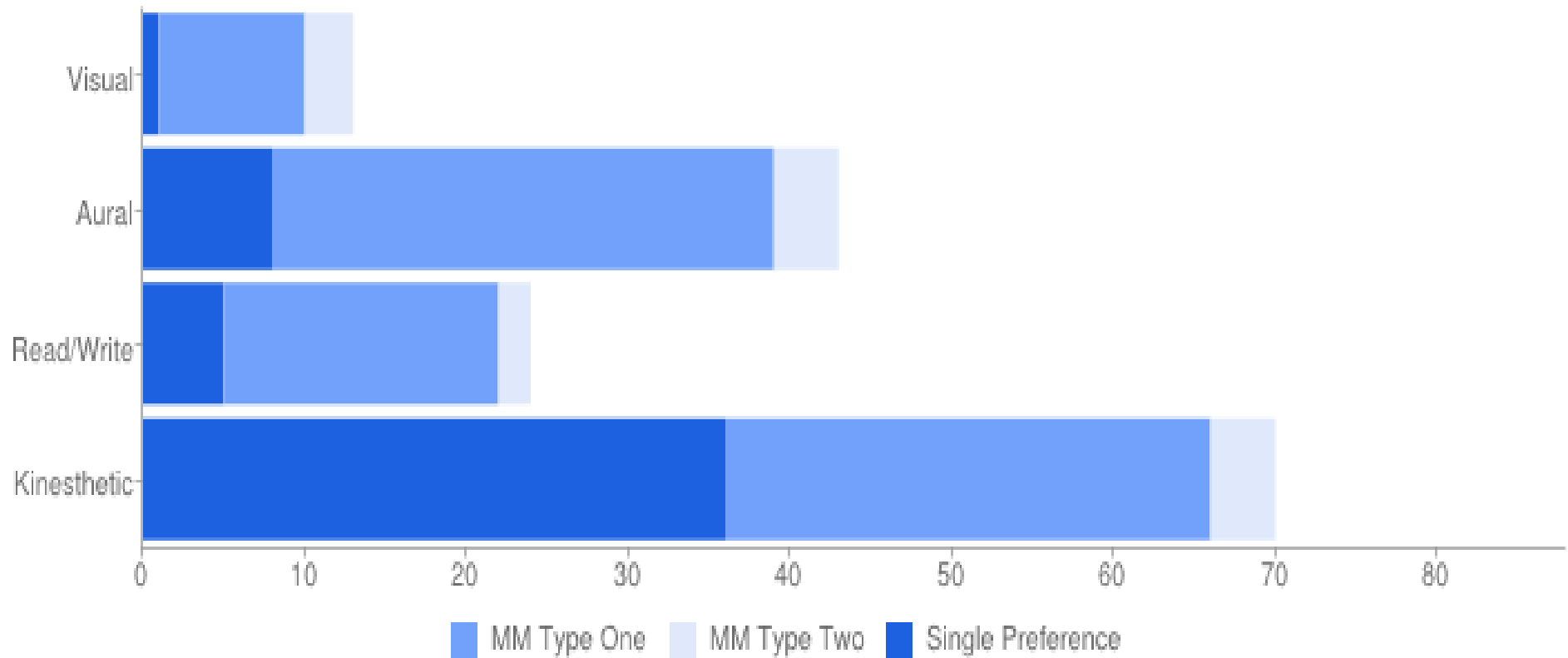
Style Conflict

- As tutors, we tend to default to our own preferred learning style
- There is the potential for conflict if your preferred learning style is in contrast to that of the learner
- Tutors can easily become frustrated by the different ways in which each approaches new material



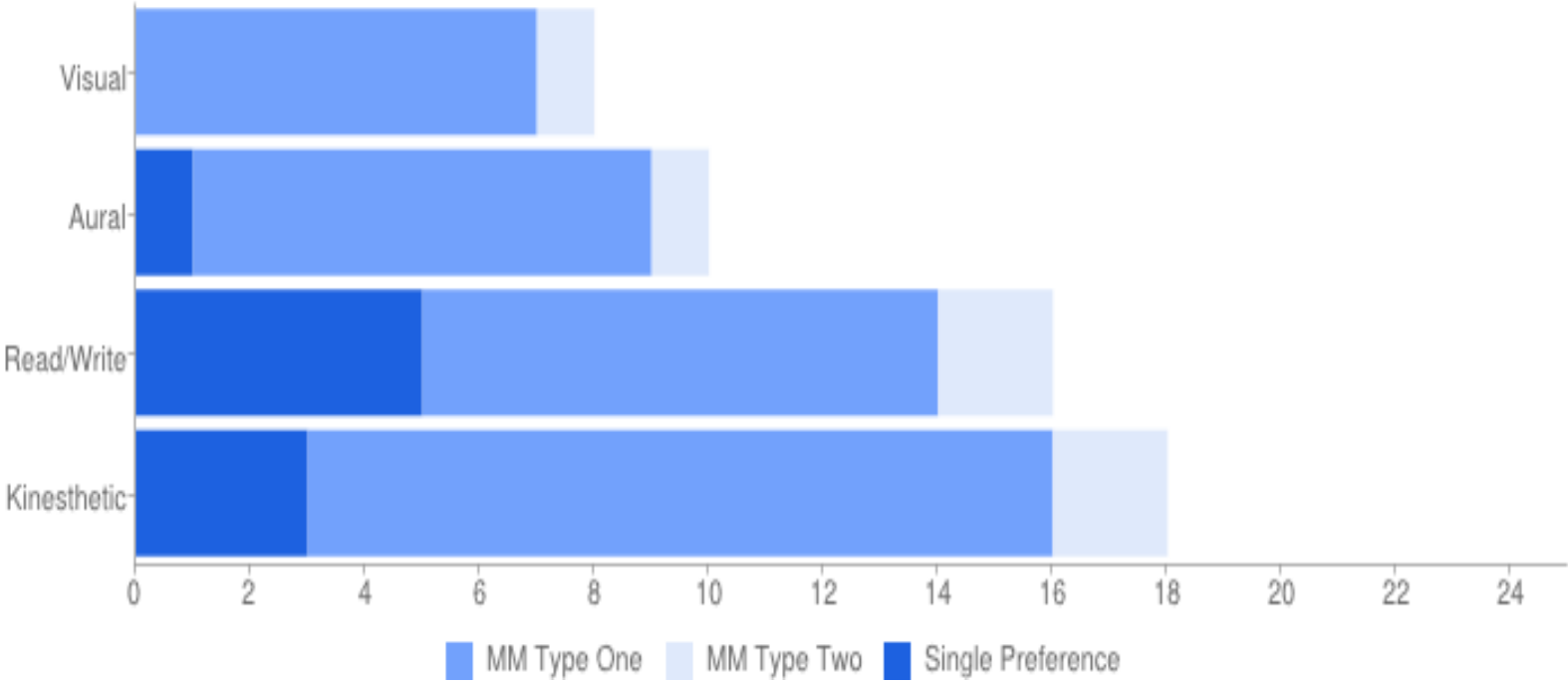


Tutors



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Coaches



Different delivery styles

- Autocratic Style – Telling
- Autocratic Style – Selling
- Democratic Style – Allowing
- Bureaucratic Leadership Style
- Laissez faire style – allowing



Delivery Tools

- Lecture (push)
- Whole/large group
- Small groups
- Pairs
- Wordstorming and buzz groups
- Ice-breakers, warm-ups and energisers
- Role plays
- Simulation
- Case studies
- PowerPoint
- Questioning (pull)
- Draw out learning (pull)
- DVD
- Music
- Handouts/questionnaires
- Quiz
- Cue cards / flash cards
- Props
- Post-its
- You Tube
- Flip charts

Managing Flip chart feedback

- Market place
- One person feedback
- Rotation of Flip charts or people
- X ? √
- Envoy
- Flip charts on the wall and rotate to explore different issues - Talking Wall
- Post-its in colour
- Pictures – what will it look like?

Group tasks

- By the end of the session referee candidates will be able to understand:
 1. The physical needs of a referee and how to plan for themselves
 2. The mental preparation and practice needs of a referee
 3. How to introduce the rules to new referees
 4. The key aspects of the mechanics of refereeing
 5. Player/coach management techniques

THE PHYSICAL NEEDS OF A REFEREE AND HOW TO PLAN FOR THEMSELVES.

- ① INTRODUCTION.
 - IMPORTANCE OF THE PHYSICAL IMAGE
 - THE WAY TO SUCCEED
- ② INTERACTION / COMMUNICATION
 - EXPERIENCE
 - INFORMATION
 - BACKGROUND
- ③ NEEDS - CALENDAR
 - FLEXIBILITY
 - SPEED
 - ENDURANCE
 - STRENGTH
 - NUTRITION
- ④ HOW TO PRACTICE / PLAN
 - EXPLAIN
 - VIDEO
 - PICTURES
- ⑤ PREPARE THEIR OWN INDIVIDUAL PLAN FOR PRE-SEASON TEST.

② START:

25 - INTRO

10 - ? WHAT IS MORE IMPORTANT
PHYSICAL? OR MENTAL?
PREPARATION.

- SHOW, TELL
- FEEDBACK

15 - WHY IS IT IMPORTANT?

- ANALYZE / SHOW, TELL.
- FEEDBACK

20 - WHEN WHERE AND HOW.

- INDIVIDUAL ^{GROUP}
- GUIDELINES, EXAMPLES - VISUAL

- NON-BASNETBALL EXAMPLES FROM STUDENTS

35 - SELFEVALUATION.

39 - WHAT WILL YOU USE IN THE FUTURE

Introducing rules to new referees.

Methodology

1. Questions - what do you know?
2. Explanations - practical demo's
3. What have we learned today?

Group 4 QFU

* RESOURCES (FACILITIES) COURT / CLASSROOM (INTERACTIVE)

* THEORY - BACKGROUND - ? (3) VERSUS (2)
* TERMINOLOGY (EQ) L.T.C. - WORKING AREAS OF (AOR)
STRONG SIDE - WEAKSIDE.

ROTATION - TRANSITION (2 LEADS)

* (USING GRAPHICS AND CLIPS)
* KEY - PRINCIPLES (BALL WATCHING)

* 5 MINUTES BREAK TRANSFER (RELOCATE) *
PRACTICAL: - FLOOR - (3 EXP. OFFICIALS)

- ① POSITIVE - PRACTICAL EXAMPLES
- * (BASIC - WORKING AREAS T. L. C.)
- * (BASIC - ROTATIONS (REASONS))
- * (BASIC - SWITCHES)

TEAMWORK: - EMPHASIS

PLAYER/COACH MANAGEMENT

- * REVIEW A SPECIFIC COACH/PLAYER CONFLICT SITUATION AND THE ACTIONS OF THE OFFICIATING CREW - VIDEO PLAY QUESTIONS
- * DID THE CREW MANAGE THIS SITUATION IN A GOOD OR BAD WAY?
 - WHAT DID THEY DO WELL?
 - WHAT IMPROVEMENT COULD THEY HAVE MADE?
 - WAS THIS SITUATION PREVENTABLE? HOW?
- * WHAT DO THE RULES SAY?
- * FIBA GUIDELINES/INTERPRETATIONS? }
- * WHAT IMPORTANCE/VALUE IS THE PRE-GAME TO DEALING WITH THIS? EXPLAIN!
- * WHAT CHARACTERISTICS/ACTIONS INFLAME / DIFFUSE THE CONFLICT
- * INSTRUCTOR GIVE THEIR OPINION ON THE CONFLICT
- * LASTLY - STUDENTS TO WRITE DOWN 3 THINGS THEY HAVE LEARNT FROM SESSION.
VIDEO TEST 3 SITUATIONS

Questioning and Listening

In this next section we are going to...

- Explore the relationship between questioning and listening
- Explore *how* to question effectively
- Explore *how* to listen actively
- Integrate questioning and listening as a style of facilitation into your delivery *bag of tricks*

Questioning

- Closed
- Open
 - Reflective
 - Hypothetical
 - Follow-on
 - Probe
 - Funnelling
 - Drill (Focused)
 - Leading

Types of open questions

- 6 W's - When – Where – How – What – Who - *Why*
- Tell me about...
- How would you...
- Describe how you...
- Remind me about...
- Give me examples of how/what/where...

Keeping the discussion going

- ...and...
- ...give me more detail about..

Paralanguage

- Its not what you say it's the way you say it

Formative & Summative Questions

- **Formative questions** are asked during the programme. They may be asked on an ongoing basis or at periodic times. The questions are usually asked for the purpose of programme improvement-to receive immediate feedback and input in order to know how things are going and what improvements and/or additions might be needed.
- **Summative questions** ask about what resulted, what was effective. These questions are asked at or after completion of the programme (or a phase of the programme). They are asked largely for the purpose of deciding whether to continue, extend, or terminate a programme.

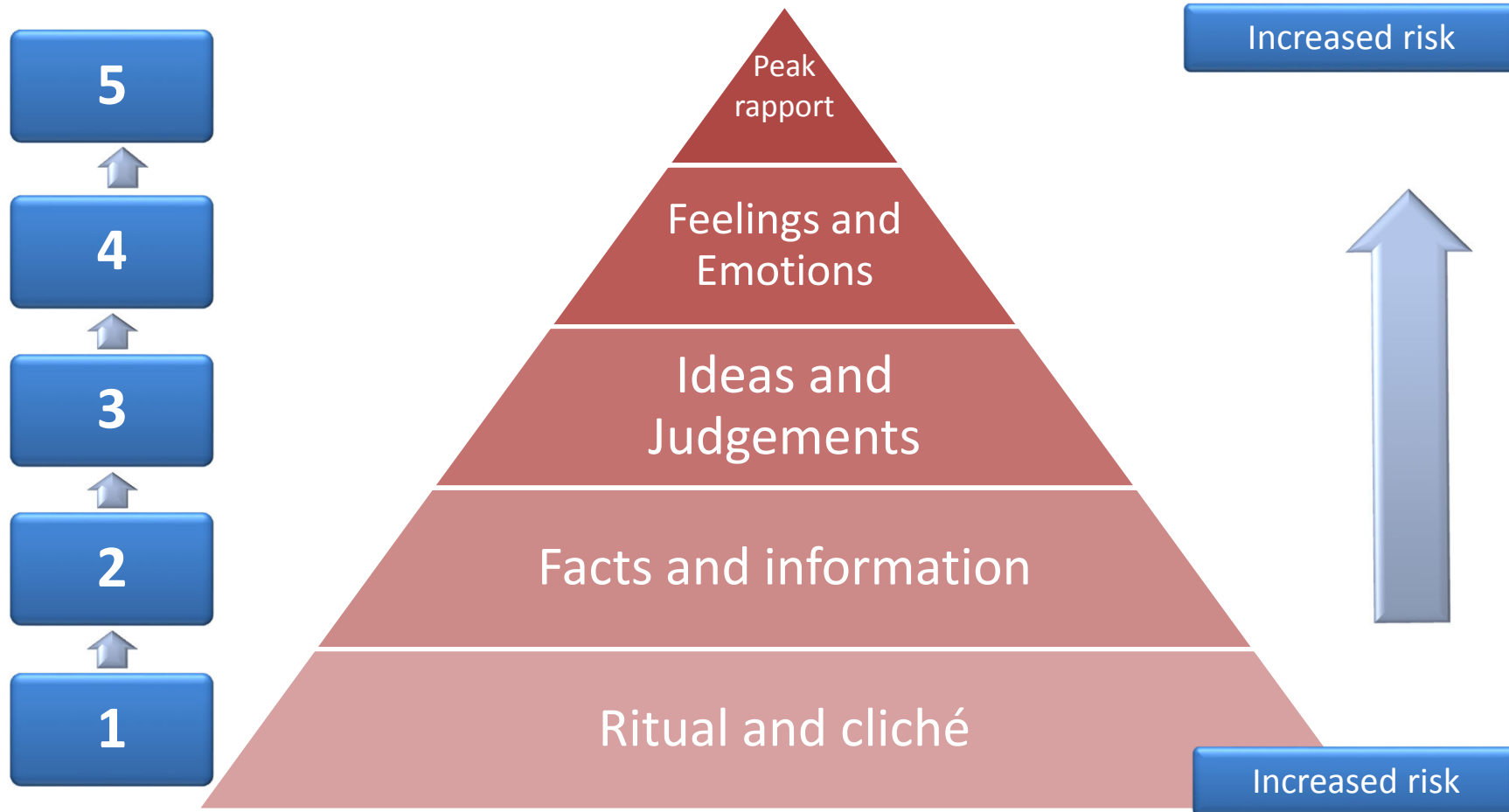
Examples of formative questions

- To what extent are the participants that we targeted for this programme attending? Are they completing the programme?
- Are all players participating in all sessions? If not, why not?
- Do people appear to be learning?
- What seems to be working, not working? For whom?

Examples of summative questions

- To what extent did communication problems decline as a result of the coaching programme?
- Do participants perform differently as a result of their participation in the programme? How?
- Given the results, was the programme worth the costs?

Levels of questions

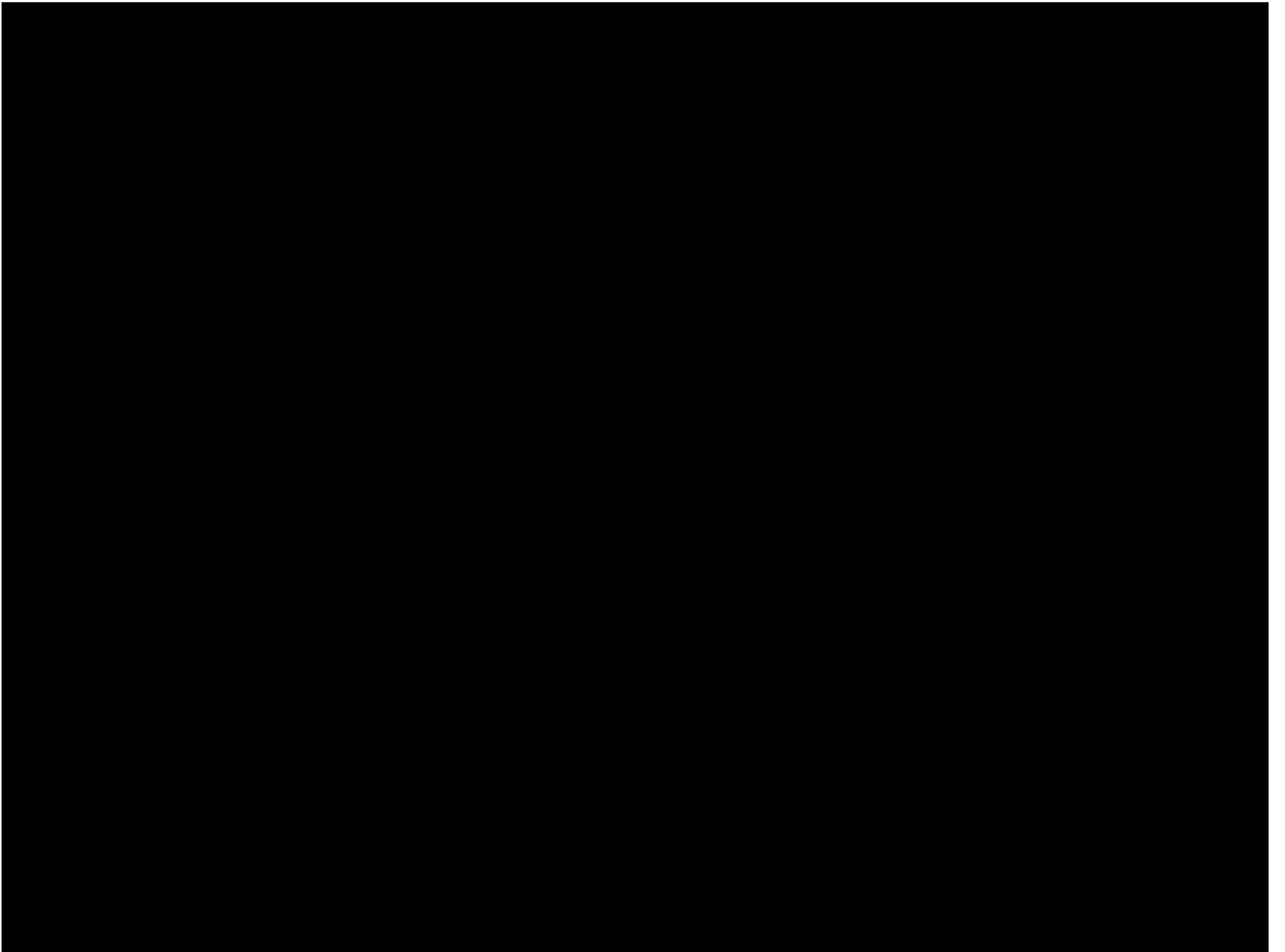


**'We hear half of what is said
We listen to half of that.
We understand half of that.
We believe half of that.
And we remember half of that!'**

As tutors/coaches what can you do
to improve these proportions?

*"Tell me and I forget
Show me and I remember
Involve me and I understand"*

- LISTEN is an anagram of SILENT
- Observe their paralanguage and body language
- Do not interrupt, add, elaborate or finish a sentence





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Summary

- Questioning, listening, feedback and group management are **essential skills** in a coach educator's tool box
- These *soft skills* are often neglected and assumed to be naturally occurring
- Like any skills to be mastered, they need to be understood and **hard work needs to be invested** in order for these to grow

Outcomes

By the end of the session you will be able;

- Identify the components of a positive learning environment
- How to establish different learning needs of participants
- Evaluate own practice in delivering inclusive learning and teaching



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