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Title	Coaching observation tool: The next frontier of values-driven sports practitioner feedback
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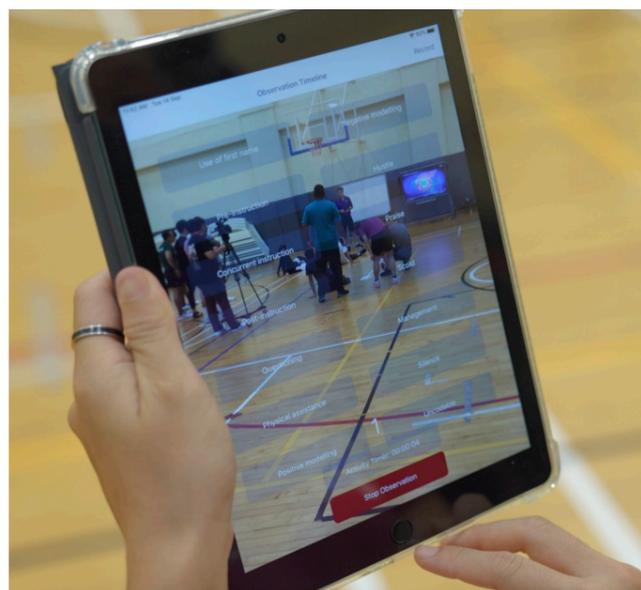


# Coaching Observation Tool

## THE NEXT FRONTIER OF VALUES-DRIVEN SPORTS PRACTITIONER FEEDBACK

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Sports practitioners (physical education teachers and coaches) use a variety of feedback tools to inform and improve their practices. In this article, we feature the Coaching Observation Tool (COT) – an innovative Application (App) that can provide timely and meaningful feedback to sports practitioners to help them improve their craft in the aspect of values-driven teaching or coaching. Feedback provided by this App can potentially increase self-awareness of sports practitioners' past performance and perhaps, encourage them to seek advice from more experienced mentors or embark on professional development opportunities to enhance competencies in planning and delivery of values-driven lessons. Through the examples shared in this article, we hope that it would inspire and encourage sports practitioners, mentors and coach developers to use the evidence provided by the COT to guide their work. In view of the current pandemic, the use of the COT may serve as an essential option for sports practitioners to rely upon in the provision of effective and meaningful feedback (e.g. code the recorded video) in their efforts to improve values-driven teaching/coaching. Finally, although COT has been used in sports setting, we contend that the use of the COT can be adapted and eventually applied for improved usage as an education-wide practice in the classroom to promote values-driven teaching.



Sports have been widely used by practitioners in the world as a vehicle to develop values and character in their student-athletes. However, one common concern sports practitioners face is understanding how well they have delivered their values-driven lessons. In this article, A/P Koh Koon Teck shares his insights on how the Coaching Observation Tool (COT) App (see Figures 1 to 7) can be used in various ways to provide meaningful feedback to sports practitioners in promoting and facilitating values-driven lessons.



Figure 1. Coaching Observation Tool App icon.

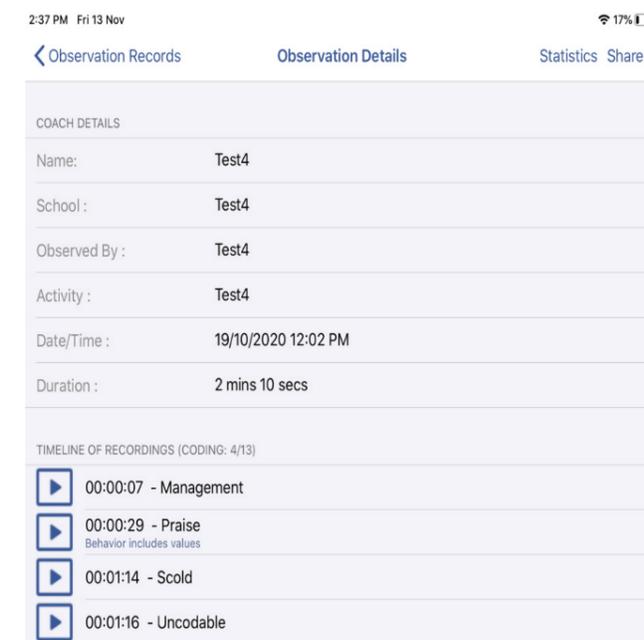


Figure 2: Screenshot of Coaching Observation Tool – Summary of coded coaching behaviours.

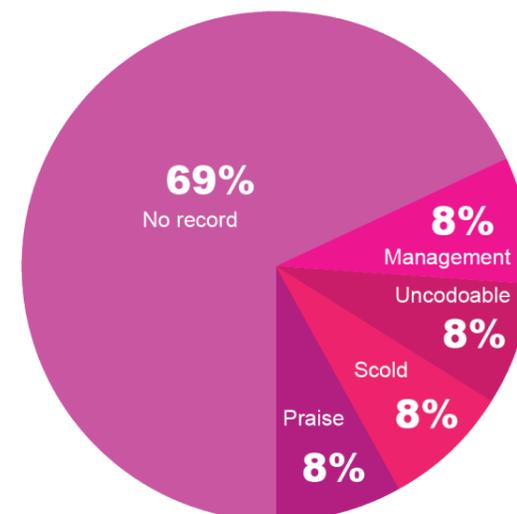


Figure 3: Screenshot of Coaching Observation Tool – Visual summary of coaching behaviours.

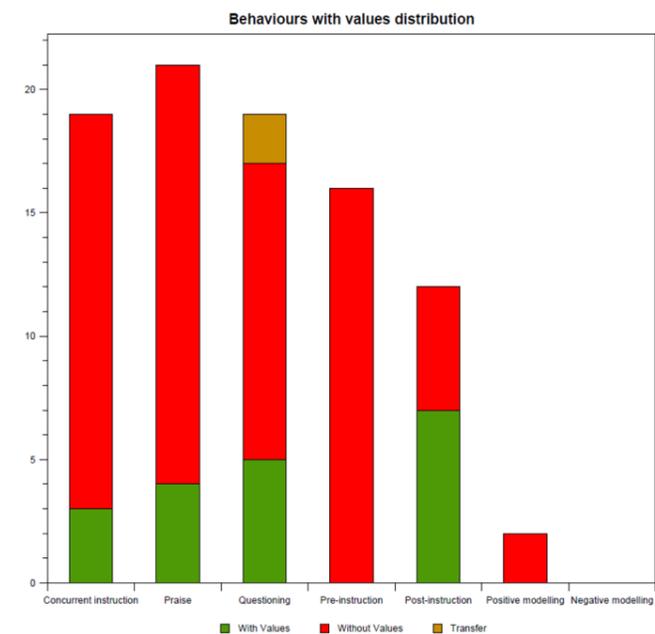


Figure 4: Screenshot of Coaching Observation Tool – Visual summary of coaching behaviours.

Behaviours with values overall distribution

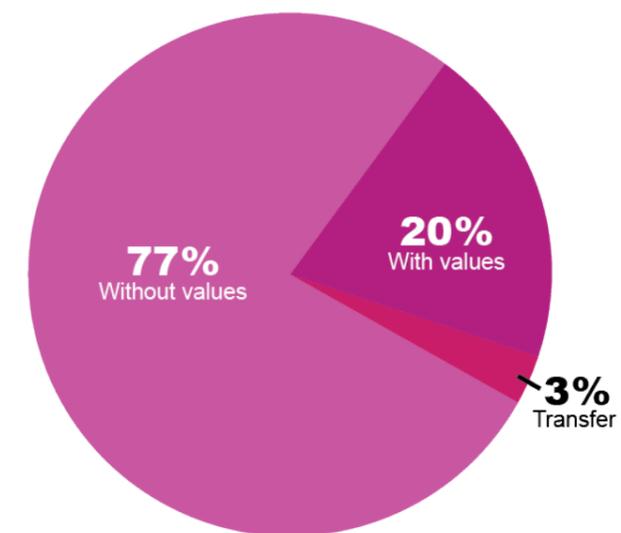


Figure 5: Screenshot of Coaching Observation Tool – Visual summary of coaching behaviours (With Values / Without Values / With Values Transfer).

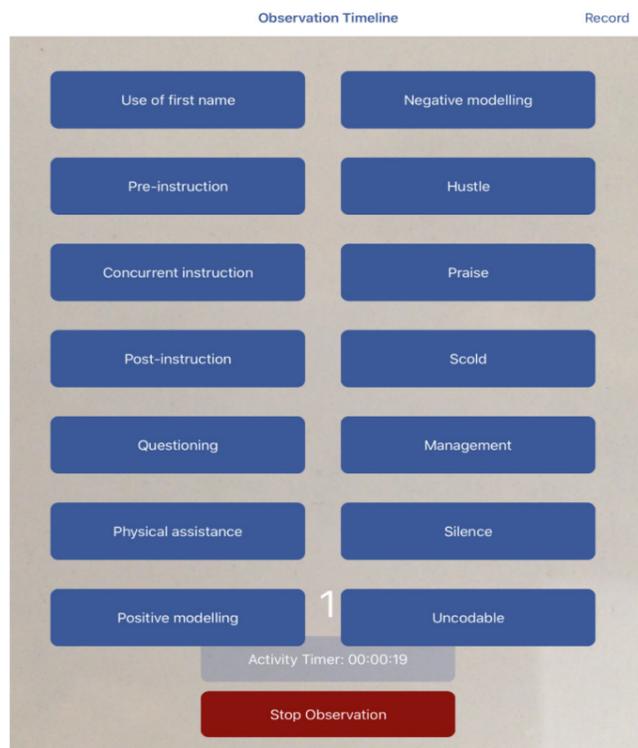


Figure 6: Screenshot of Coaching Observation Tool – Coding coaching behaviours.

### Introduction – The power of feedback

The use of meaningful feedback to improve teaching and learning is an important practice as it allows practitioners to develop a better understanding of their current practices. Advances in technology have allowed for an increased range of media we can use to provide feedback. According to Hattie and Timperley (2007), feedback is information provided by an agent (e.g. teacher, book, experience) regarding aspects of one's performance or understanding. The COT can serve as an agent to provide information on the sports practitioner's past performance, thereby increasing his or her understanding of the design and delivery of values-driven lessons. Further, the feedback provided needs to be appropriately interpreted by the learner to impact learning. Hence, the feedback must be viewed as relevant to the learner and provide a clear direction in how the learner should improving himself (Hattie & Timperley, 2007).



### Raising sports practitioners' awareness through meaningful feedback

The main purpose of the COT is to raise the awareness of sports practitioners' intentions to plan and deliver values-driven lessons. Hence, the App is neither meant to evaluate teaching practices nor to enhance pedagogy. In the following paragraphs, I would like to share how this App can be used on three levels (i.e. self, peer and mentor) to enhance the feedback process through the functions and data generated by this App to improve teaching and learning experiences.

#### Self: Record and reflect

A key advantage of the COT is that it allows coding of both live teaching and recorded footage. Hence, it allows the sports practitioner to record and code his or her performance without the help of an assistant. The recorded footage, which can be captured using a range of video recording devices (e.g. mobile phone, iPad, camcorder), will have to be played back for the sports practitioner to code his or her coaching behaviours. To improve the feedback process, it is recommended that the sports practitioner makes a comparison between his values-driven lesson plan (i.e. planned) and the statistic provided by the App (i.e. actual) (see Figure 8). This process would facilitate raising the awareness of the sports practitioner's intentions to teach values in his lesson by identifying differences between his planned (e.g. 30 per cent of the planned lesson focuses on teaching values) and actual lesson (e.g. 20 per cent of the actual lesson focused on teaching values). To enhance the learning process, the learner should take time to self-reflect (e.g. by journaling) on his teaching experience or seek help from knowledgeable others to fill the learning gaps (Schön, 1987).

#### Peer: Pair and discuss

An alternative approach is for the sports practitioner to engage a colleague to be part of the process of coding and subsequent discussion. This is important for two reasons: to improve the accuracy of coding (as the colleague is able to provide a better context to the coaching behaviours) and improve the post-session discussion with the learner as he or she can make greater

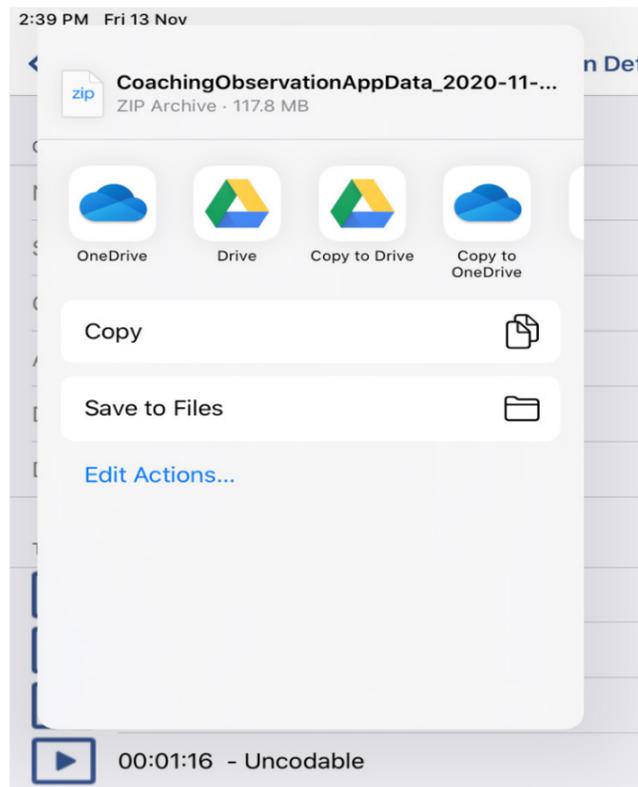


Figure 7: Screenshot of Coaching Observation Tool – Sharing capabilities.

## Planned

Activity	Participant Learning
<b>Possession game (15 mins)</b> Passing and dribbling 3 Attackers vs 2 Defenders Timed-based	Teamwork and communication Co-operativeness between team members Selflessness towards possession Awareness of Defenders and teammates
<b>Discussion (5 mins)</b> Question: "How do you maintain possession of the ball?"	Possible Answer(s): "Moving into space" "Communicate"

## Actual

Behaviours with values overall distribution

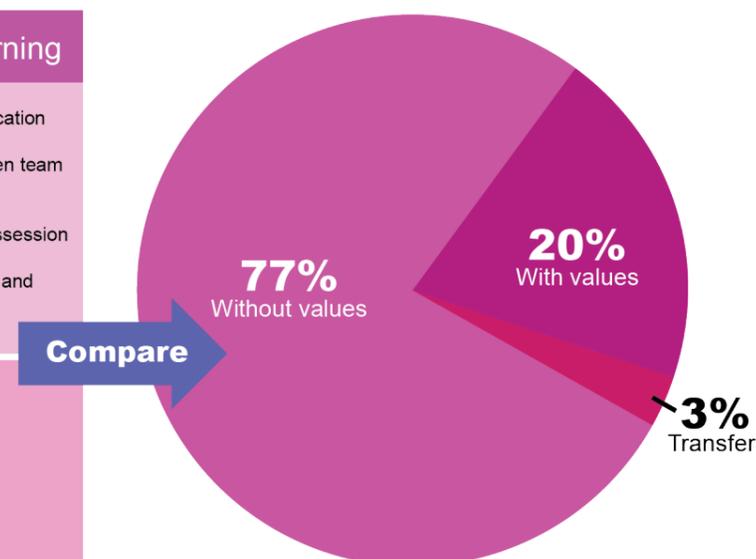


Figure 8: Example of comparison of planned and actual lesson.

relevance to the learning experience with reference to the recorded data (Hattie & Timperley, 2007). This process (i.e. coding and post-session discussion) is also an opportunity for the colleague to reflect on his current approach to the design and delivery of values-driven lessons. Indeed, respectful peer feedback can enhance the discussion when the learner reflects on the actions (Hattie & Yates, 2013).

#### Mentor: Consult and review

In our current information age, learners may experience difficulty in locating meaningful information to help develop or improve his/her current teaching approach. Therefore, it is recommended that the review process be facilitated by a mentor or a more experienced practitioner to assist the learner in sieving out key learning areas which the learner may otherwise unknowingly miss and help the learner focus on problems at a deeper (Hattie & Yates, 2013). One possible approach is for the mentor to dedicate time to observe the lesson (live or recorded) and interpret the coded coaching behaviours to inform his preparation for the post-lesson review with the learner. Additionally, in the event that both the learner and mentor may not be able to schedule a common time slot for a full-length observation, the learner may choose to provide the recorded evidence (i.e. lesson plan, lesson video and coded coaching behaviours) to the mentor to increase his understanding of the lesson enactment and outcome prior to the face-to-face or virtual discussion. This is particularly useful to ensure learning can continue under the circumstances (e.g. Covid-19 or venue restrictions).

#### Moving forward: The next frontier of values-driven lesson feedback

While the COT has much to value-add to improving the teaching of values through increasing the awareness of sports practitioners, I am also excited to share that this App, through further development, has greater potential to contribute to teaching and learning. For example, as the App is only currently available for Apple iOS users, we may explore the option of making the App available to the Android users in Singapore. Moreover, considering that this App has a specific focus on values-driven teaching, it may be extended for use in Character and Citizenship Education (CCE) lessons. However, the coaching behaviours will have to be modified to suit

the classroom context and more research will have to be conducted to validate the modified tool. Nonetheless, in light of the Ministry of Education's drive to encourage educators to adopt student-centric, values-driven approaches, as well as the current circumstances (i.e. lessons going virtual), it is worthwhile considering utilizing this App as a way to provide meaningful feedback to all educators in their design and execution of values-driven lessons.

#### Concluding thoughts – Embracing change

I have shared the various possibilities that this App can afford to provide timely and meaningful feedback to sports practitioners. When facilitated by self-reflection, peer discussion and feedback from a mentor, it should increase the learners' awareness and perhaps prompt them to seek professional development in the aspect of values-driven teaching. Furthermore, this App is able to afford virtual practices (e.g. exporting of coded data) and has great potential to be extended to other platforms (e.g. Android devices) and contexts (e.g. CCE lessons). While there are still insufficient studies to validate the use of this App beyond the sport context, it should not prevent us from trying our hand at this App. Indeed, as consistently highlighted by sports practitioners, part of the hallmark of a good practice is the willingness to go through many rounds of trial and error. Similarly, through trial-and-error sessions with this App, I argue that it would not just reveal the nuances of an instructor's existing practice in values-driven teaching, but also provide information on this App can be further developed to enhance the feedback process. We look forward to hearing the users' experiences and feedback on the use of this App at our next professional development workshop!

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