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Behaviourism, constructivism and sports coaching pedagogy: A conversational narrative in the facilitation of player learning
In order to develop our understanding about how learning theory can help to make sense of and inform the facilitation of player learning, this article presents a fictitious discussion, which takes place following a postgraduate sports coaching lecture on learning theories, pedagogy and practice. Following the lecture, Coach Educator (CE) joins two group members for a coffee to listen to their thoughts, experiences, and coaching practices in relation to pertinent player learning theory. Behaviourist Coach (BC) discusses his approach to coaching and how he has come to coach in this way; and his practices that conform to behaviourist learning theory. When BC has finished sharing his views and practices, CE then invites the other student to contribute to the discussion. Constructivist Coach (CC) recognises that his philosophical beliefs about the facilitation of player learning are vastly different to those of BC. As such, CC decides to share his approach to coaching, which aligns itself with constructivist learning theory. It is hoped that this dialogue will not only further theorise the facilitation of player learning, but do so in a way that helps coaching practitioners make the connection between learning theory and coaching practice.

Keywords: learning theory, fictional narratives, coaching practice,
Behaviourism, constructivism and sports coaching pedagogy: A conversational narrative in the facilitation of player learning

In recent years, scholars of coaching science have paid increasing attention to how various learning theories and concepts could be used to inform coaching practice and subsequently enhance player learning (e.g., Cassidy, Jones, & Potrac, 2009; Jones, 2006; Light & Wallian, 2008). While such developments are to be welcomed, there still remains a paucity of literature addressing how a theory of learning actually becomes a theory of coaching. This state of affairs is especially surprising given that the teaching and learning interface is considered to be located at the heart of coaching (Jones, 2006). Indeed, coaches across all levels of the sporting spectrum are responsible for helping players to acquire, develop, and refine their sporting attributes, skills and understandings. In addition to teaching sport specific techniques and tactics, coaches in some contexts, are also responsible for helping participants to learn how to be ‘good citizens’ and to adopt ‘healthy lifestyles’ (Bloyce & Smith, 2010).

Perhaps the point to recognise here is that there are a myriad of different ways in which coaches can teach and help players to learn and achieve desired outcomes (Jones, 2006). Like others (Cassidy, Jones, & Potrac, 2009; Cushion et al., 2010) however, we would argue that learning theory has occupied a peripheral position in coach education and indeed coaching practice. This state of affairs could perhaps be partially attributed to the gold standard approach that has traditionally been adopted in much formal coach education provision (Cushion, Armour, & Jones, 2003). Here coach learners are often provided with, and expected to abide by, prescriptive modes of teaching players (Chesterfield, Potrac, & Jones, 2010). As such it could be argued, that one of the existing weaknesses of current coach education provision, has been the failure to provide coaches with the opportunities to consider the evidence and theory that
underpins the prescribed pedagogical methods, how players may perceive and respond to these
approaches, and possible alternative ways of facilitating player learning (Potrac & Cassidy,
2006).

In order to somewhat redress this situation, it is our belief that practitioners could
usefully consider the philosophical assumptions and practical applications of pertinent learning
theory. In this respect, it is not our intention to promote the effectiveness of one learning theory
over another, rather it “is to make coaches and coach educators reflective of previously
unconsidered theoretical notions, thus giving them the options to think in different ways about
their practice and their consequences” (Jones, 2006, p. 4).

In terms of the structure for this particular paper, we begin with a brief theoretical
introduction to two contrasting learning theories, namely behaviourism and constructivism. Here
we provide an overview of the key philosophical, conceptual, and practical implications of the
leading theorists associated with both orientation.

**Behaviourist Learning Theory**

Modern theories of learning, including behaviourism, cognitivism and constructivism are
understandably widely reported in educational literature (Ertmer & Newby, 1993). However,
prior to any synthesis regarding the epistemologies of behaviourism and constructivism, it is
important to recognise that they are both considered to be a theory of learning and not a theory of
teaching (Fosnot, 1996). According to Tennant (2006), the inception of behaviourism can be
 traced back to John Watson’s 1913 paper ‘Psychology as the behaviorist views it’. In that article,
Watson argued that psychology would do well to abandon the study of inaccessible and
unobservable mental events and instead focus its attentions on the investigation of behaviour. In
this respect, Tennant states that Watson’s proposal was underpinned by the assumption that
“most of our behaviour is acquired, through learning, which is to say that it is the result of environmental rather than biological influences” (p. 93). As a result of Watson’s paper, the investigation of conditions under which learning occurs became a focus for behaviourist researchers.

While many scholars have contributed to the development of behaviourist learning theory, Skinner (1904-1990) is arguably the most widely acknowledged behavioural psychologist, especially in relation to thinking about the pedagogical practice of teaching (Tennant, 2006). Skinner is most widely known for his theory of operant conditioning. According to Bernstein et al. (2008), Skinner introduced the term operant to signify a response that operates on the environment. Bernstein et al. (2008) remind us that Skinner’s theory proposes that a reinforcer increases the likelihood that an operant behaviour will occur in the future. In this respect Skinner contended that there are two types of reinforcers, namely positive reinforcers and negative reinforcers. The findings of Skinner and other leading behaviourists has clearly impacted on the field of sport psychology. For example, Smith (2006) explains how operant conditioning can be implemented to enhance athletic performance. In this respect, Smith discusses how coaches can shape athletic performance through the presentation and removal of positive (i.e., positive reinforcement, extinction, and response cost punishment) and negative (i.e., punishment and negative reinforcement) stimuli. Smith also briefly identifies the importance of schedules of reinforcement, another key component of behaviourist learning theory.

**Constructivist Learning Theories**

Constructivism places a significant emphasis on how individuals accrue and develop their knowledge and understanding through their reflective participation in authentic situations and
interactions with others (Light & Wallian, 2008). In this regard, constructivism rejects the existence of a single reality, and instead learning is considered to be an active and interpretative process. It is widely understood that constructivism is based upon the seminal work of Dewey (1910; 1938), Piaget (1972), and Vygotsky (1962; 1978). Indeed, it is important to recognise here that the term constructivism does not refer to a single theoretical approach, but rather to a diverse range of theories of human learning (Light & Wallian, 2008). Light and Wallian (2008) are correct when they remind us that constructivism can be classified into two broad camps, namely cognitive/psychological constructivism and socio-cultural constructivism. Whilst there is commonality between these two perspectives, it is worth noting that differences between these schools of thought do exist; principally whether thinking occurs solely in the mind, the whole person, or is socially distributed (Light & Wallian, 2008). As such, in drawing upon the work of Light and Wallian (2008) have suggested the potential benefits of coaches and physical educators not feeling forced to choose between them but, instead, adopting a pragmatic approach that emphasises the dialectical relationship that exists between them.

A Coaches Conversation

In keeping with recent developments regarding the use of fictional dialogues in sports coaching research (e.g., Jones, 2007; Roberts, 2014) we chose to adopt a conversational format for this paper. According to Jones (2007) “the aim of the conversational format is to assist reflection and understanding, not only of the arguments made but of our personal stance to them. It is in this invitation to reflect on the evidence encased in the differing viewpoints presented that the strength of the arrangement lies” (p. 161). In this respect, you, the reader, will inevitably identify with certain aspects of the conversation presented. However, like Jones (2007, p. 161),
we also invite you to explore “corridors of meaning [and] unexamined echoes...that lead to sense making as they follow the contours of the interaction”

The following text represents a hypothetical conversation following a classroom-based lecture on the topic of learning theory, pedagogy and practice, which a group of coaches studying for a postgraduate qualification in sports coaching have just completed. Prior to the lecture, the Coach Educator (CE) gave the group some pre-class tasks and recommended reading so that the coaches could contextualise some of the theory with their current coaching roles. Following the lecture CE meets up with two of the coaches for an informal discussion over coffee. The first coach in our dialogue is Behaviourist Coach (BC). BC is a young and ambitious male football (soccer) coach who holds aspirations of eventually working at the highest tier of professional football. For a young coach his credentials are already impressive. BC has successfully completed a number of formal National Governing Body (NGB) coach awards and he currently coaches in the academy of a professional football club in England. BC was once a promising young professional footballer; however, his playing career was terminated prematurely due to injury. Following his injury BC completed a BSc in Sports Coaching, and during his undergraduate studies, BC was fortunate to undertake a work based learning placement at a professional football club. BC flourished in this role and following his graduation was successful in securing a full-time coaching position within the academy. As a professional football academy coach BC works with players between 9 and 18 years of age. BC has very high standards for his players and works them extremely hard. He is regimented in the way that he coaches and has a disciplined approach. Indeed, BC believes that it is the coach who should make the key coaching decisions, transmit knowledge to the players, and shape the behaviours and actions of players in a more favourable direction. When BC was playing, his coaches were
also very authoritarian, disciplined and regimented, and it was during his playing days that BC
first became socialised into the high expectations placed on academy football coaches for results,
and immediate and sustained improvements in performance.

The second coach in our narrative is Constructivist Coach (CC). CC is also male, but
considerably older than BC. CC currently works in a university and is responsible for teaching
sports coaching pedagogy to undergraduate students. In conjunction with this role at the
university, CC also works as a coach for a large National Governing Body (NGB). The
philosophical orientation and pedagogic beliefs surrounding coaching for CC are somewhat
different to that of BC. CC endeavours to avoid traditional forms of instruction, opting instead to
engage in team-based discussions through questioning and offering his opinions and experiences.
CC openly encourages his players to take risks and responsibility in the learning process. Indeed,
CC takes pride in the autonomy and interdependence of his players. In this respect, CC is
committed to a ‘learner first’ approach to coaching that promotes the development of what he
refers to as ‘thinking players’. Here, CC has observed with some pride how his players have been
able to develop solutions to technical and tactical problems with minimal help and guidance from
himself. We join the conversation as CE joins both BC and CC for a coffee.

CE: Hi guys, any objections if I join you? Thank you for your enthusiasm in the lecture just
now. I have to say one of the issues I face when delivering this module is marrying the divide
between the theory and the practice. Learning theory can be quite a dry and complicated topic
and I was conscious I did a lot of talking in there. I didn’t really get the opportunity to establish
how the theory is aligned to your personal philosophical orientations. Would you mind if I ask
you both how you think the theory matches up to your thoughts, beliefs and outlooks regarding
your players learning.
BC: Yeah, no problem. I would be only too happy to share my views and experiences if that’s ok with you CC? Having listened to your lecture, and completed the readings, I think it is fair to say that my practices and outlook in this regard are probably in-keeping with a behaviourist view of learning.

CC: Interestingly, I have a different point of view. I would say, and based upon what I have heard, read and experienced through my own coaching, I am probably more aligned with a constructivist view of learning. However, this was not always the case.

CE: [Smiles and gives BC and CC a positive nod] Okay, guys that’s really useful. Do you think we could probe some of the issues or indeed tensions regarding both these philosophical viewpoints? Perhaps we could explore the difficulties associated with learning these approaches. Would that be okay?

BC: Okay, but for me, coaching is not just about helping the players to learn and improve the technical and tactical aspects of their sporting performances; it’s also about getting them to behave in accepted ways more broadly. In my sport for example, I’m not just teaching the players about how to pass the ball or implement a sophisticated defensive system, I also want them to clearly understand how they should conduct themselves in the coaching environment. They need to know what behaviours are acceptable and unacceptable. If you don’t have a well ordered, structured coaching environment, the sessions would descend into an unstructured mess.

CC: [Interrupts] Apologies for interrupting you BC but I guess this is the crux of the problem. I remember when I offered to help out at my son’s rugby club. The other coaches were running their drills, cones were everywhere, and too be honest it looked really structured and organised, but also really [emphasis added] predictable. I suppose this is where my philosophical orientation to player learning is different. My preference for a constructivist approach to
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learning view games such as rugby or football as unpredictable. My view is that games such as
these are chaotic; no passage of play is ever the same. Therefore, if we have a game which is
unpredictable, why do we coach it in a predictable manner? Surely football or rugby cannot be
viewed as absolute? We need to let the game be the teacher and allow the players to make
decisions for themselves.

CE: That sounds very interesting; CC and perhaps we could touch on this point later. However,
BC could you tell us a little more about how you go about helping the players to learn the skills,
tactics, and acceptable behaviours? What do you do? How do you do it? What has influenced
you to coach like this? How do you understand your practices in relation to the readings that you
have engaged with for this class?

BC: [Smiles] I thought that you might ask me those questions. Let’s start with the first question
about what I do as a coach to help players learn. I like to use lots of instruction, praise and
rewards, as I’ve found that, by and large, most of the players that I have worked with respond
well to this. I’ve found that the use of specific and meaningful praise tends to get the players to
consistently behave in the ways that I want. For example, if a player executes a skill well, I will
always provide some technical or tactical feedback with the praise, as I want them to continue to
repeat that aspect of their performance that I am referring to. It’s the same for their general
behaviour within the environment. If the players stop and stand still to listen to me when I
request them to do so during an exercise or drill, then I like to reinforce that too. It’s an
important part of developing a productive learning environment.

CC: [Smirking] Yes, but isn’t professional football a classic example of where you [slightly
raised voice] the coach holds all the power. I don’t mean to generalise, to all academy football
coaches, but the paper you asked us to read [pointing to CE] for the Coaching Process module,
what was it? Ah yes, Cushion and Jones (2006). They referred to the monolithic power relationship which existed between the players and the coach. I suspect your players will do anything, and behave in a manner you want. I bet they are worried that if they don’t behave in the manner you expect, they will either not be selected or worse released from the club.

CE: [Feeling the need to step in as BC looks a little offended] Well let’s just hang on a second. To be fair to BC it sounds like he endeavours to be very positive with the players. Let’s pick up on the point raised by CC. What happens though when the players do something wrong? Say they perform a skill or strategy incorrectly and cost you the game, or move around when you’ve asked them to standstill? What do you do then?

BC: I use different approaches here really. If the player makes a mistake but I think they are genuinely trying then I’ll step in and explain what they did wrong and show him or her how to perform the skill correctly. However, if I think a player is messing about then I’ll tend to give them a punishment. It could be anything from 10 star jumps, to run a couple of laps of the pitch, or to sit out the remainder of the session. It depends upon what the player has or has not done. I’ve noticed the players really don’t like missing out on the match at the end of the session or selection for the game at the weekend. The threat of removing them from this activity really seems to work.

CE: Thanks for that, BC. CC before I ask you about your thoughts regarding facilitating player learning? Would you mind if I ask BC a couple more questions?

CC: No that’s fine.

CE: I’ve really enjoyed listening to what you’ve had to say so far BC. It seems that you are very busy during the training sessions giving instructions, providing demonstrations and delivering all the feedback. However, I just wondered what type of input the players have during the sessions?
BC: I think it’s fair to say that I do pretty much all of the talking. But then that’s my job, that’s what I do, it’s my bread and butter! I can diagnose the faults with the players’ performances and I can fix them through my use of feedback and, potentially, punishments. I think it’s also fair to say my methods are well tested. When I was a player, my coaches were very autocratic and they were in control of the coaching environment. They had all played the game to a very high level, and the feedback they provided was often brutal, but at least they told you how to improve.

CE: That’s really interesting, BC. If you don’t mind, I’d like to ask you more about the feedback you provide and how you think that facilitates their learning in a moment. Before that however, could I ask how you would define your success as a coach in relation to player learning?

BC: Well, that’s simple really. It’s all about them [the players] behaving and responding in the right ways, be it in terms of their general behaviour or how they conduct themselves and perform in training and competition. I measure my success, and failure for that matter, in my ability to consistently bring about desired behavioural patterns. It’s not what they think or might know, it’s how they behave and perform that ultimately matters most to me.

CE: Thanks for sharing that with us, BC. If you don’t mind, I’d also like to know a little bit more about why and how you use praise and rewards. For example, how regularly do you praise players who are performing in the desired way? Do you do it every time?

BC: That’s a good question. I don’t praise and correct behaviour every time a player does something right. When introducing a new skill, technique, strategy or indeed an appropriate way of behaving within my coaching environment, I tend to praise regularly so that the players associate the desired behaviours and actions with a reward. I want them to clearly see the consequences of performing and acting in certain ways. However, once I see that the players seem to be reproducing the desired behaviour on a regular basis, I tend to reduce the amount of
praise I provide. That is, because I can see that they have learnt to do the right things, I’ll praise
them sporadically to ensure that the desired behaviour is maintained.

CC: *(J oins the conversation)* I think I understand what BC is driving at in terms of the amount
and timing of praise, but how do you praise? What rewards do you use? How do you know that
an individual will respond to them in the way that you want?

BC: I tend to watch and listen to the players and try and get a feel for them as individuals and as
a collective group. Finding what works is one of the challenges of coaching for me. I use a range
of rewards. For example, for some people just telling them that they’ve done well is enough, for
others it has been about providing small rewards such as player-of-the-day awards. Mainly
though, showing the players that you are pleased with their behaviours and performances seems
to work really well. That’s certainly the philosophy that underpins my approach.

CE: You also mentioned punishments; can I ask you about these, BC? What approach do you
adopt there?

BC: That’s a tricky one, CE. My preference is to praise and reinforce positive behaviour as much
as is possible. I think that makes for a more positive environment. Equally, the threat of taking
away something that the players like seems to really work. Probably, my best example is
threatening players that the match at the end of the session won’t take place if they [the players]
don’t perform in the right ways. As for punishments, I tend to use them sparingly and only when
I really feel I have to.

CC: Why is that?

BC: Well, I’ve found that some players really don’t respond to it in the ways that I would have
hoped for. I’ve noticed that players sometimes make more errors because of the fear of
punishment. Equally, I’ve noticed that using punishments can build up a great deal of resentment
in some players. While I think I could punish a player and then re-engage with them in the session, my experiences have taught me that players may not always be so understanding. I’ll always remember the time I punished a player for performing badly in a passing drill. I thought his movement was lazy and I told him this in no uncertain terms in front of the rest of the group. I also made him sit out of the session for 10 minutes. When he returned to the session he was certainly more active in his movement, but I could see the anger in his face when he looked at me. It took a few weeks for me to reconnect with him. It wasn’t good for me, him or the team. If I did this to every player every week, I don’t think I would have a team left to coach! That said, if I feel the situation warrants it, I’m happy to dish out a suitably harsh punishment.

CC: I can empathise with you here BC. I can remember when I was a young cricket coach. I held a similar philosophical orientation to you. I was coaching a county cricket squad. I remember this one game against our fiercest rivals; we needed four runs from the last over to win the game. I was going mad from the boundary, shouting out instructions, kicking the boundary markers and becoming increasingly more and more animated. The players who were batting were not our recognized batters, and they were really struggling against the opposition’s opening bowlers. Instead of trying to run ‘quick singles’ they tried to smash every ball to the boundary. At the end of the game, when we were defeated, I completely lost it. I was shouting at the players, throwing bits of cricket equipment around the round. I was dishing out all sorts of punishments, until the captain put his hand up. What he said has remained with me ever since, and I suspect this has contributed to my preference for a different philosophical belief about coaching.

BC: Well come on CC, don’t keep us waiting. What did the player say?
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CC: He said, ‘How dare you punish us for something you have not taught us’. ‘How were those batters, who have only batted once this season supposed to win us the game’? ‘Have you shown them how to run quick singles? We have never practiced this’. As I left the ground that day, I felt humbled, saddened and embarrassed that my junior captain was right. How dare I shout criticisms from the boundary edge, how dare I launch cricket pads across the changing room, how dare I subject these young players to outbursts of personal abuse. They were placed in a situation that required ‘thinking’ and ‘decision making’ and up to this point all I had concentrated on was techniques. I had not practiced with the squad end-of-game scenarios, or instigated problems for the players to solve. How could I expect them to know what to do?

[Looking embarrassed]

CE: I think you both raise a number of important points here. While we would all like to adopt a particular view of player learning and apply it unproblematically in our practices, helping players to learn just isn’t that straightforward.

CE: Thanks for sharing your thoughts BC, very insightful. Listen, I am really conscious that BC has done most of the talking thus far; I know that CC holds a contrasting view, so perhaps it would be appropriate to listen to his approach on the facilitation of player learning?

CC: Perhaps you are right CE, given that I’ve been putting BC on the spot, I think it’s only fair that I share my views and experiences on this topic.

CE: That’s great, CC. Go ahead.

CC: I remember when I was younger I was very similar to BC. Actually, if I am completely honest, I see a lot of my early coaching behaviour mirrored in his experiences. However, my philosophy changed after a very humbling experience.

CE: What happened? Have you not explored this already in the cricket example?
CC: Oh no. This was before I coached the county cricket side. After I graduated from teacher training college and secured my first teaching post, I used to coach a basketball school team, they were good, very good in actual fact, and we regularly reached the national school basketball finals in a number of age groups. At that time, I was influenced by the district basketball coach and he used to promote a numbered offence. For example, our taller, rebounding forwards were numbered four and five. Our fast, agile wing players were numbered two and three and our ball handling guard was numbered one. I remember as though it were only yesterday, four and five compete for the rebound, two and three fill the lanes, one becomes the outlet. Using this as basis for my coaching, I set about developing a well-drilled and organised team. We had set-plays for attacking and a rigid zonal system for defending. We practiced both aspects repeatedly until I felt the players could complete them with their eyes shut. The movements and passing had become automatic. I took a great deal of satisfaction from watching the players perform these tasks so efficiently in training and the way we had comprehensively beaten other teams on the way to the national final.

BC: Sounds great so far. So what happened to change the way you coach?

CC: We lost the final! In fact we didn’t just lose, we were hammered! I couldn’t believe it, to be honest, I still can’t believe it. I remember walking out of the changing room area and into the sports hall and watching the opposition complete their warm-up. They looked well-skilled but nothing to be scared of. In fact their warm-up looked so unstructured compared to ours that I thought that we had won before the match had even started. Their coach was a really agreeable chap, he shook my hand, we exchanged some pleasantries and then he sat down and very calmly just watched his team going through the warm-up. One of their players orchestrated their practices and the coach offered nothing but an occasional clap of the hands, a satisfying nod of
improvement or a thumbs up sign. I thought he must be filling in for the day as the real coach
must have been ill or unable to get to the game. I was soon to learn quite the opposite.

BC: That sounds exciting to me. Did you do any technical work or was it all problem-solving
and small-sided games?

CC: It wasn’t all small-sided games and problem solving, we would still incorporate drills as
and when they were needed, but it was no longer the only method of coaching implemented.
During this time my whole philosophy changed, it wasn’t about controlling the players and the
session, it wasn’t just about techniques and fancy drills, it was about the players’ learning and
decision making.

BC: The use of questions and problem-solving suggests that the session could be a bit too
improvised for my liking. It sounds like you could end up ‘flying by the seat of your plants’ at
times. Why didn’t you just tell the players what you wanted them to know?

CC: There was improvisation that was for sure. But the sessions certainly weren’t unplanned and
ad-hoc at all. As I worked with Rob, I came to realise just how knowledgeable he was about
basketball. His knowledge of the techniques and strategies really impressed me. It was amazing
to think that the person who sat so quietly during that basketball final actually knew so much.
Rather than telling the players what they needed to know and do, he used his knowledge to ask
insightful questions that, for me at least, would really provoke the players to engage with the task
in hand. His session plans were incredibly detailed in terms of the activities he wanted to engage
the players in. But what really struck me, was the planning that he put into the questions that he
asked the players. He had key questions and prompts for every activity. He was equally happy to
go ‘off-script’ if the players’ questions and responses took the session in a different direction.

For me, that’s where his knowledge of the sport and his responses to the players really impressed
me the most. I don’t think you could ask the insightful questions that he did without really
knowing your sport inside-out. I found this approach much more challenging than how I had
previously coached. For me, I found telling people the key points much easier to deliver. It was
all pre-planned and I followed the script. The interactive nature of coaching in the way that Rob
did was a real challenge for me. It definitely put me outside of my comfort zone.

BC: Was it easy to adopt and change your beliefs and values and the way you coached?

CC: No it was difficult and it still is. Sometimes I lapse back into my previous approach to
doing coaching; I still have urges to ‘jump in’ and tell players what I think they should do, before
giving them time and space to think things through on their own. When I was younger I didn’t
really care about their understanding, I just wanted them to be able to perform as I had
instructed. But now I want them to gain a better appreciation of factors contributing towards
effective performance. Some players that I’ve worked with find my approach difficult to get to
grips with as it’s different to other coaches that they have played under. Some players want and
expect me to provide them with all the answers. Similarly, administrators and parents sometimes
question why my approach differs to other coaching practitioners.

BC: In what way?

CC: Well to begin with some of the parents thought I was not interested. Some of the parental
comments included; ‘He’s not coaching, he’s just letting them play’, ‘I don’t think he is really
interested, look at the other coaches, they are all using the new equipment’. I also endured a
humiliating experience during a one-to-one net session. Looking back it’s quite funny really, but
I had just attended an English and Wales Cricket Board (ECB) workshop on the use of
questioning approaches with players. In my next coaching session, I was determined to give this
approach a go. However, in the end it was a disaster, I asked so many questions that the player
threw down his bat and stormed off. Both of these examples have served me well and reminded me that if you do adopt alternative modes of instruction it is important to inform both parents and players of your reasons for doing so.

CE: I think that’s a really important point to recognise here. As stated earlier in today’s lecture, applying any learning theory to coaching practice is not an entirely straightforward activity.

BC: So do you think that a constructivist approach to the facilitation of player learning is better than a behaviourist one?

CC: Well I wouldn’t say it is better, but it is different. There doesn’t seem to be any scientific coaching studies that say one approach is superior to any other. I’m certainly not saying that everyone should adopt a constructivist approach to their coaching. Other coaches can be very successful when using a behaviourist approach. I’ve got no problem with it. For me, the biggest differences are more philosophical in nature. I’ve had to think about the learning experience I provide to my players. I’ve come to realise that I want the players that I work with to understand the nuances and complexities of the sport, I want them to be able to solve problems, and personally I think they stand to gain a great deal of satisfaction from this. As I learnt in that basketball final, perhaps it will help me to win a couple of basketball games as well! [CC and BC laugh]

CE: Thank you both for your insightful contributions. From my perspective it’s apparent that as coaching practitioners there are numerous approaches that we can adopt in an attempt to enhance the learning and development of our players. I guess that reinforces both your view, that in actual fact there is no right way to coach and one pedagogic and learning approach is not superior to the other.
Concluding Thoughts

The key point from this article was to encourage you, the reader, to critically reflect upon how you view player learning and attempt to facilitate it in your respective coaching practices, a process that we believe all coaches and their players could benefit from.

As both BC and CC have highlighted, behaviourism and constructivism come with their respective merits and challenges. What is important here is that as coaches we understand that facilitating player learning is not a straightforward activity.

For sports coaches, this situation is hampered by the reported failure of formal coach education courses to provide its participants with sufficient opportunities to develop innovative coaching practice, or to develop the essential reflective skills necessary for effective coaching (Nelson & Cushion, 2006). Furthermore, Nelson, Cushion and Potrac (2006, p.251) raised concerns whether formal coach education was “training or indoctrination?” and argued for coach education teams to develop more alternative and imaginative modes of instruction, in order to help sports coaches deal with the complex and ‘messy’ reality of coaching. We would also argue that coach education should allow coaches the opportunity to consider and demonstrate their understanding of pertinent learning theories. We agree with Light (2008, p.402) in that behaviorism or constructivism cannot be condensed into a “step-by-step prescription for teaching.” It is our opinion that sports coaches would benefit from an understanding of how learning theories could improve their own and their players’ learning.

During our brief discussion, we covered just two of the different theoretical approaches to learning. We did not mention humanistic approaches, cognitivism or the sociocultural aspects of learning. Therefore, we would encourage further investigation into these theories of learning, and their possible application to a theory of coaching.
References


