

ROUTLEDGE FOCUS



## Learner-Oriented Teaching and Assessment in Youth Sport



## Webinar 1: Pedagogical principles of a learner-oriented approach to teaching and assessment in GBAs: an introduction to scaffolding as a pedagogical resource

**Speaker:** Cláudio Farias

**Date:** 19th November 2022

**Time:** 8am (EST), 1pm (GMT), 10pm (JST)



AIESEP Special Interest Group

***TGfU SIG 40<sup>th</sup>  
Anniversary  
Webinar Series***

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**“Learner-oriented teaching and assessment in GBAs”  
Webinar Series**



**Coach education**

**Sports Coaching**



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**PE resources**

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Cláudio  
Farias



Isabel  
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Coutinho



Cristiana  
Bessa



Ana  
Ramos



Eugénio  
Ribeiro

**Session 1 (19<sup>th</sup> November):** Pedagogical principles of a learner-oriented approach to teaching and assessment in GBAs: an introduction to scaffolding as a pedagogical resource

**Session 2 (26<sup>th</sup> November):** Learner-oriented Instructional and social scaffolding in GBAs

**Session 3 (3<sup>rd</sup> December):** Learner-oriented instructional appropriateness and creativity in GBAs

**Session 4 (10<sup>th</sup> December):** Learner-oriented assessment in GBAs

# A Learner-oriented framework for teaching and assessment in GBAs

## Session 1:

Pedagogical principles of a learner-oriented approach to teaching and assessment in GBAs:

An introduction to scaffolding as a pedagogical resource

- Learner-oriented teaching and assessment in GBAs: pedagogical principles
- Scaffolding tools in GBAs: intentions, means, settings and strategies

# Learner-oriented Foundational Aims

1. The **unique** sporting, cultural, and social experience and skills of each learner are **placed at the heart** of the planning of children's **experience of learning sport and games**
2. The **teaching-learning process** is to be **'oriented'** (driven) by **learners themselves** (as far as reasonably possible)
3. Aims at **learners' active participation** in the teaching-learning processes that influence their individual sport development and that of their peers



Learners are to achieve the **highest level of skilful participation in sport and games** through committed and **active participation**, not only in **game-play** but **also** in the **decision-making** and **instructional** and **social** processes that determine their sport development.



# Learner-oriented Foundational Aims

## Pedagogical toolkit

Provide sport educators with a comprehensive learner-oriented **pedagogical toolkit** designed to **empower** learners' **collaborative, independent, democratic,** and **augmented** learning of sports and games individually or as part of persistent learning teams.



# Learner-oriented Foundational Aims

## Sport educators as facilitator

- Facilitate the highest multidimensional development:

motor, cognitive, social, and affective outcomes with learners' highest active involvement in the construction of the learning experience

- Progressive/sustained transfer of decision-making power to learners and their increasing ownership of the learning experience (learning how to learn and teach each other sport and games).

## Learners as active constructors of learning experience

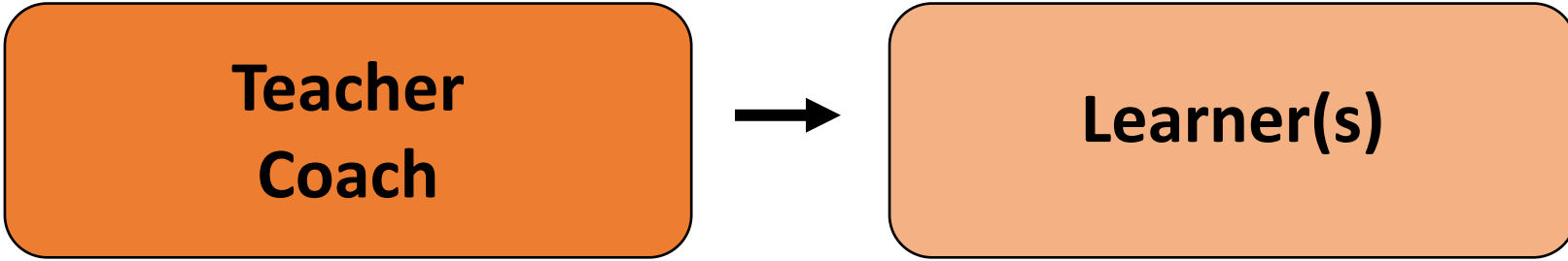
- Peer-assisted, peer-teaching and peer-assessment
- Extensive collaborative learning experiences (empowering learners as collective problem-solvers)
- Extensive discovery-learning activities (critical thinking, high cognitive engagement)
- Extensive activities that develop sound social awareness (inclusion, acceptance of difference, empathy), inclusive attitudes, and equity in learners' participation in sport-based activities.



# Pedagogical interactions



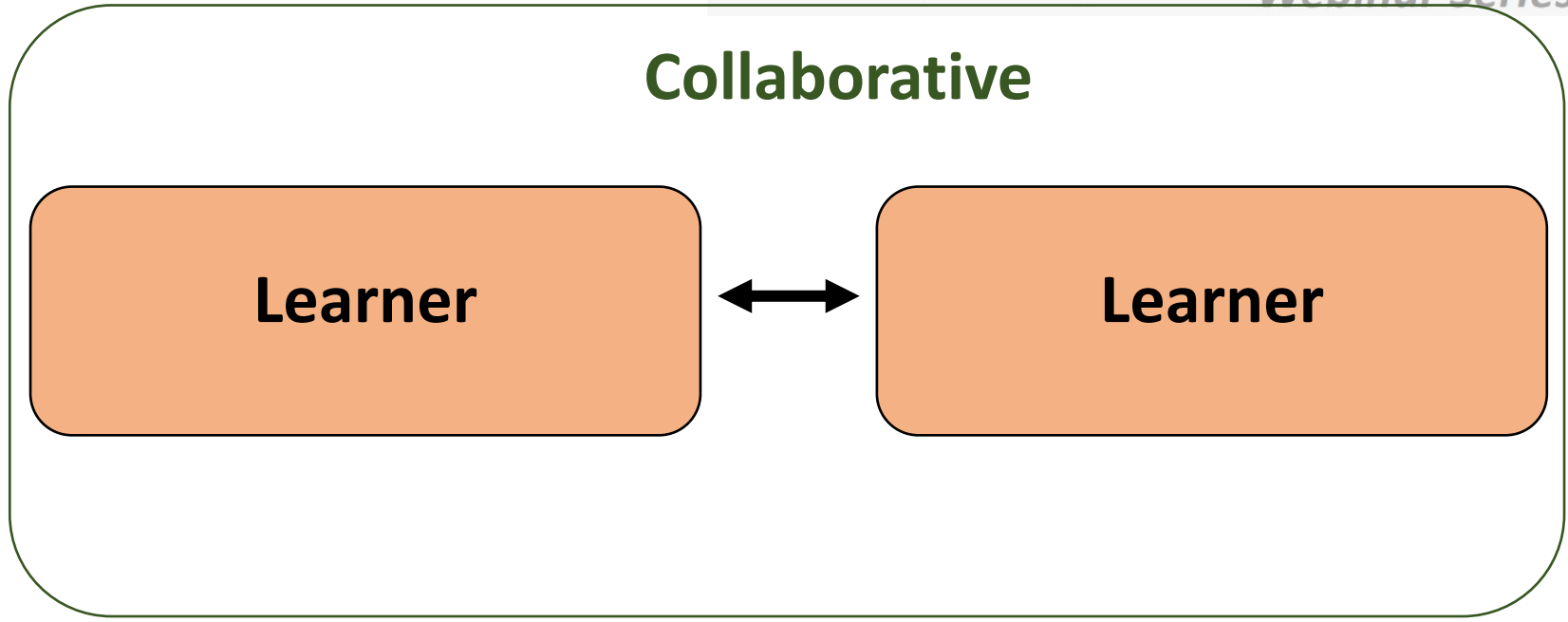
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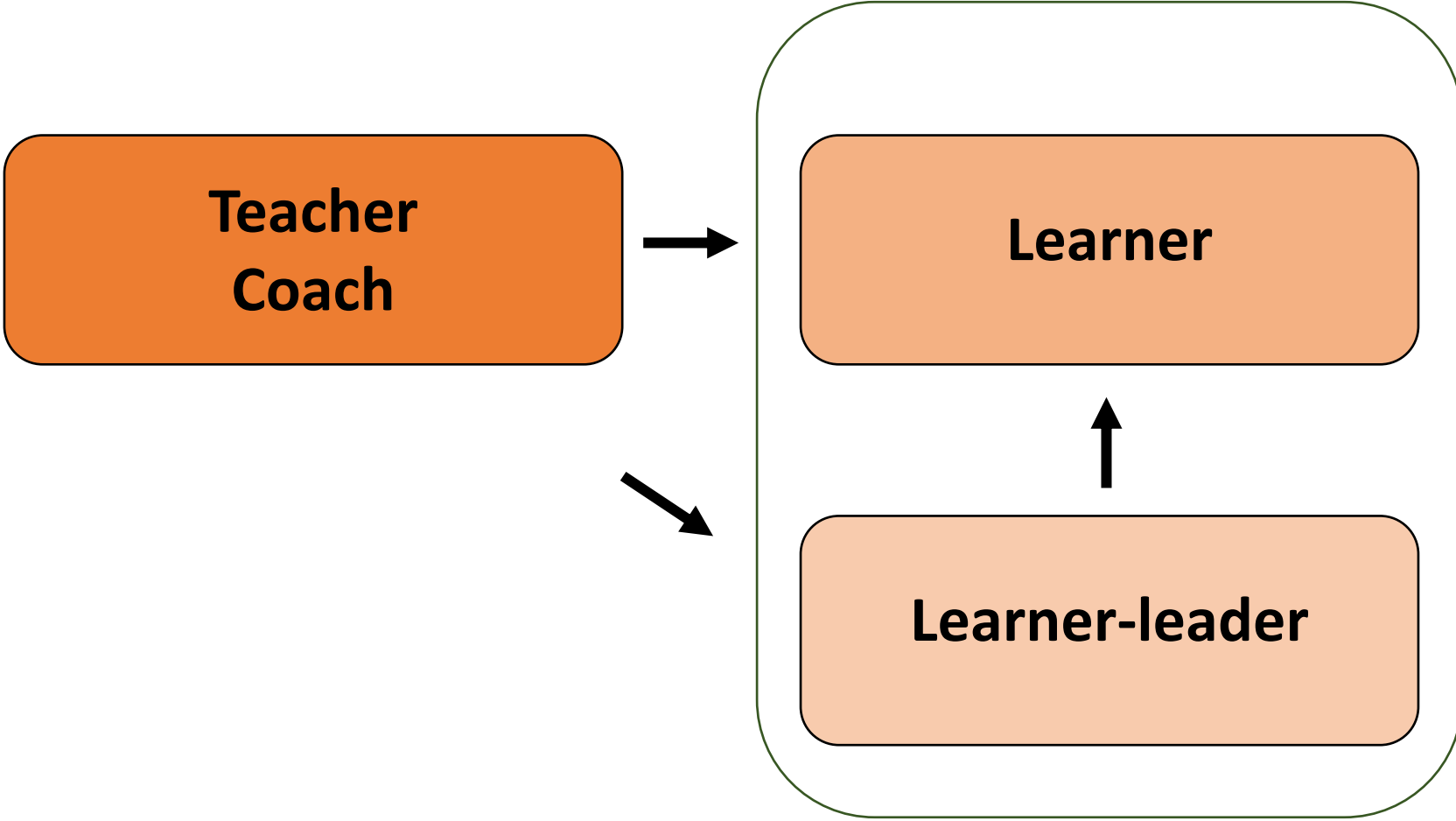


# Pedagogical interactions

**Teacher  
Coach**

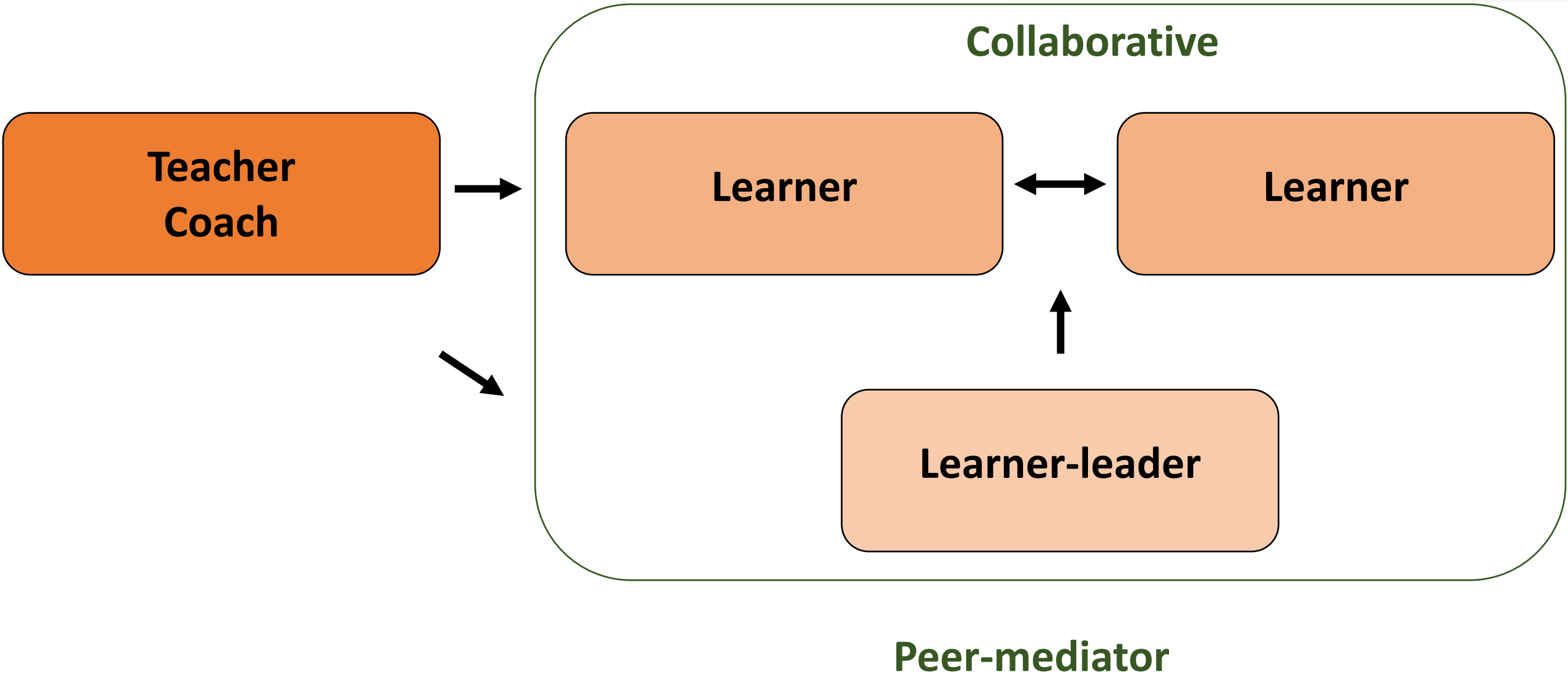


# Pedagogical interactions



**Peer-coaching**

# Pedagogical interactions



# Where do we base our proposal?



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# Where do we base our proposal?

## Core pedagogies

- Peer-teaching and coaching
- Collaborative problem-solving
- Student-led activities (task design, assessment)
- Game-based tasks
- Social justice, equity and responsibility
- Instructional process and content development
- Self-referenced teaching and learning

Sport education



Cooperative learning



GBAs



Rinks' Developmental approach



TPSR



Mastery climate approaches



# So, what is new !?

An unrealistic, 'simplistic' notion that many processes emerge spontaneously from learner game participation and group-based learning



# So, what is new !?

## It operationalizes internal SCAs pedagogies mistakenly taken for granted...



**How to promote equitable and social just interactions?**

**How to effectively/progressively transfer decision-making power to learners?**

**How to attend to learners' individual needs?**

**How to help learners attend to their peer's learning needs?**

**How to prepare learners for collaborative and peer-coaching duties?**

**How to progressively engage learners in peer-/self-assessment (for learning)?**



# So, what is new !? Research/evidence-based



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# Physical Education



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EPER

European Physical Education Review  
2022, Vol. 28(1) 20–39  
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DOI: 10.1177/1356336X211013832  
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Article

**Does Sport Education promote equitable game-play participation? Effects of learning context and students' sex and skill-level**

*Sport, Education and Society*, 2017



Towards a more equitable and inclusive learning environment in Sport Education: results of an action research-based intervention

©Journal of Sports Science and Medicine (2018) 17, 56–65  
<http://www.jssm.org>




Research article

**Sport Education as a Curriculum Approach to Student Learning of Invasion Games: Effects on Game Performance and Game Involvement**

RESEARCH QUARTERLY FOR EXERCISE AND SPORT  
2020, VOL. 91, NO. 2, 263–278  
<https://doi.org/10.1080/02701367.2019.1661948>



**“The Project Changed My Life”: Sport Education’s Transformative Potential on Student Physical Literacy**

Cláudio Farias <sup>a</sup>, Tristan Wallhead <sup>b</sup>, and Isabel Mesquita <sup>a</sup>

EPER

European Physical Education Review  
1–23  
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DOI: 10.1177/1356336X16687303  
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Original article

**Scaffolding student–coaches’ instructional leadership toward student-centred peer interactions: A yearlong action-research intervention in sport education**

RESEARCH QUARTERLY FOR EXERCISE AND SPORT  
2018, VOL. 89, NO. 1, 91–102  
<https://doi.org/10.1080/02701367.2017.1402114>



**Mediating Peer Teaching for Learning Games: An Action Research Intervention Across Three Consecutive Sport Education Seasons**

Original Article

**Student game-play performance in invasion games following three consecutive hybrid Sport Education seasons**

*Journal of Teaching in Physical Education*, 2015, 34, 363–388  
<http://dx.doi.org/10.1123/jtpe.2013-0149>  
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European Physical Education Review  
1–22  
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**Game Performance and Understanding Within a Hybrid Sport Education Season**

Original Article

**Student game-play performance in invasion games following three consecutive hybrid Sport Education seasons**

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©Journal of Sports Science and Medicine (2021) 20, 110-125  
<http://www.jssm.org>

## Review article

Article

### Sport Education and Traditional Teaching: Influence on Students' Empowerment and Self-Confidence in High School Physical Education Classes

Cristiana Bessa <sup>1,\*</sup>, Peter Hastie <sup>2</sup>, António Rosado <sup>3</sup> and Isabel Mesquita <sup>1</sup>

- <sup>1</sup> Centre for Research, Education, Innovation and Intervention in Sport (CIFIID), Faculty of Sport, University of Porto, 4200-450 Porto, Portugal; [imesquita@fade.up.pt](mailto:imesquita@fade.up.pt)
  - <sup>2</sup> School of Kinesiology, Auburn University, Auburn, AL 36849-0001, USA; [hastie@auburn.edu](mailto:hastie@auburn.edu)
  - <sup>3</sup> Faculty of Human Kinetics, University of Lisbon, 1495-751 Cruz Quebrada, Lisbon, Portugal; [arosado@fmh.ulisboa.pt](mailto:arosado@fmh.ulisboa.pt)
- \* Correspondence: [cbessa@fade.up.pt](mailto:cbessa@fade.up.pt)

### What Actually Differs between Traditional Teaching and Sport Education in Students' Learning Outcomes? A Critical Systematic Review

Cristiana Bessa <sup>1</sup>, Peter Hastie <sup>2</sup>, Ana Ramos <sup>1</sup> and Isabel Mesquita <sup>1</sup>✉

<sup>1</sup> Centre for Research, Education, Innovation and Intervention in Sport (CIFIID), Faculty of Sport, University of Porto, Portugal; <sup>2</sup> Auburn University

SPORT, EDUCATION AND SOCIETY  
2022, VOL. 27, NO. 9, 1035-1046  
<https://doi.org/10.1080/13573322.2021.1958773>



### Becoming an ethnographer in a Physical Education Teacher Education culture: a challenging self-knowledge journey

Carla Valério <sup>1</sup>, Cláudio Farias <sup>1</sup> and Isabel Mesquita <sup>1</sup>



Original Research Article

### Challenges faced by preservice and novice teachers in implementing student-centred models: A systematic review

©Journal of Sports Science and Medicine (2019) 18, 812-829  
<http://www.jssm.org>

## Review article

### What Do We Know About the Development of Personal and Social Skills in Physical Education? A Systematic Review

Cristiana Bessa <sup>1</sup>, Peter Hastie <sup>2</sup>, Rui Araújo <sup>1</sup> and Isabel Mesquita <sup>1</sup>✉

<sup>1</sup> Centre for Research, Education, Innovation and Intervention in Sport (CIFIID), Faculty of Sport, University of Porto, Portugal; <sup>2</sup> Auburn University, Auburn, Alabama, United States

European Physical Education Review  
1-19

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and Sport © (JPES), Vol.20 (6), Art 477 pp. 3536 - 3545, 2020  
SSN: 2247 - 8051; ISSN - L = 2247 - 8051 © JPES

## Original Article

Physical Education and traditional teaching in developing countries: students' engagement and responsibility

Peter Hastie<sup>1</sup>, António Rosado<sup>1</sup>, Isabel Mesquita<sup>1</sup>  
<sup>1</sup> Centre for Research, Education, Innovation and Intervention in Sport (CIFIID), Faculty of Sport, University of Porto, Portugal; <sup>2</sup> Auburn University, Auburn, Alabama, UNITED STATES OF AMERICA; <sup>3</sup> Faculty of Human Kinetics, University of Lisbon, Lisbon, PORTUGAL.

Published online: December 30, 2020  
(Accepted for publication: December 15, 2020)  
DOI:10.7752/jpes.2020.06477

# Coach education & Training theory and methodology & sports coaching



International Journal of Sports Physiology and Performance, 2022, 17, 1649-1652  
<https://doi.org/10.1123/ijsp.2022-0291>  
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INVITED COMMENTARY

Article

## Towards a de facto Nonlinear Periodization: Extending Nonlinearity from Programming to Periodizing

José Afonso<sup>1,\*</sup>, Filipe Manuel Clemente<sup>2,3</sup> , João Ribeiro<sup>1</sup> , Miguel Ferreira<sup>4,5</sup> and Ricardo

Research article

## The Value of Indirect Teaching Strategies in Enhancing Learning Engagement

Isabel Mesquita<sup>1</sup> , Patrícia Coutinho<sup>1</sup>, Luciana De Martin-Silva<sup>2,3</sup>, Bruno Parente<sup>1</sup>, Mário Faria<sup>1</sup> and José Afonso<sup>1</sup>

## 8 Creative Learning Activities

Thinking and Playing  
“Outside the Box”

*José Afonso, Ana Ramos, Patrícia Coutinho, Cristiana Bessa, Isabel Mesquita, Filipe Manuel Clemente, and Cláudio Farias*

Learner-Oriented Teaching and Assessment in Youth Sport

EDITED BY  
CLÁUDIO FARIAS  
AND ISABEL MESQUITA

## Microdosing: Old Wine in a New Bottle? Current State of Affairs and Future Avenues

José Afonso,<sup>1</sup> Fábio Yuzo Nakamura,<sup>2</sup> Ivan Baptista,<sup>1,3</sup> Gonçalo Rendeiro-Pinho,<sup>4</sup> João Brito,<sup>5</sup>

RESEARCH QUARTERLY FOR EXERCISE AND SPORT  
<https://doi.org/10.1080/02701367.2021.1961994>



Check for updates

## How Can Learner-Oriented Scaffolding Strategies Be Implemented in Coach Education? A Case Study

Isabel Mesquita , Cláudio Farias , Luciana De Martin Silva , José Afonso , and Patrícia Coutinho

AUTHORS:

José Afonso<sup>1</sup>

Isabel Mesquita<sup>1</sup>

<sup>1</sup>Centro de Investigação, Formação, Inovação e Intervenção no Desporto, (CIFI<sup>2</sup>D), Faculdade de Desporto, Universidade do Porto, Portugal

<https://doi.org/10.5628/RPCD.18.02.85>

How do coaches from individual sports engage the interplay between long- and short-term planning?

A study with five coaches from four different sports.

# Sports coaching & Skill Acquisition



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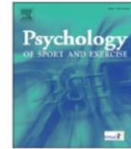
Psychology of Sport & Exercise 57 (2021) 102019



Contents lists available at ScienceDirect

Psychology of Sport & Exercise

journal homepage: [www.elsevier.com/locate/psychsport](http://www.elsevier.com/locate/psychsport)



How could process-oriented research approaches capture the interplay between training and competition in athlete performance preparation? The contribution of ecological dynamics

Ana Ramos<sup>a,\*</sup>, Patrícia Coutinho<sup>a</sup>, Keith Davids<sup>b</sup>, Isabel Mesquita<sup>a</sup>

PHYSICAL EDUCATION AND SPORT PEDAGOGY  
<https://doi.org/10.1080/17408989.2022.2083099>



Tracking relations between development of tactical knowledge and tactical behaviour: a season-long action research study

Ana Ramos<sup>a</sup>, Keith Davids<sup>b</sup>, Patrícia Coutinho<sup>a</sup> and Isabel Mesquita<sup>a</sup>

RESEARCH QUARTERLY FOR EXERCISE AND SPORT  
<https://doi.org/10.1080/02701367.2020.1755007>



Developing Players' Tactical Knowledge Using Combined Constraints-Led and Step-Game Approaches—A Longitudinal Action-Research Study

Ana Ramos<sup>a</sup>, Patrícia Coutinho<sup>a</sup>, Keith Davids<sup>b</sup>, and Isabel Mesquita<sup>a</sup>

JOURNAL OF SPORTS SCIENCES  
<https://doi.org/10.1080/02640414.2020.1794265>



SPORTS PERFORMANCE



Increasing tactical complexity to enhance the synchronisation of collective behaviours: An action-research study throughout a competitive volleyball season

Ana Ramos<sup>a</sup>, Patrícia Coutinho<sup>a</sup>, João Ribeiro<sup>a</sup>, Orlando Fernandes<sup>b</sup>, Keith Davids<sup>c</sup> and Isabel Mesquita<sup>a</sup>

European Journal of Sport Science, 2021  
<https://doi.org/10.1080/17461391.2020.1867649>



ORIGINAL ARTICLE

How can team synchronisation tendencies be developed combining Constraint-led and Step-game approaches? An action-research study implemented over a competitive volleyball season

ANA RAMOS<sup>a,1</sup>, PATRÍCIA COUTINHO<sup>a,1</sup>, JOÃO RIBEIRO<sup>a,1</sup>,  
ORLANDO FERNANDES<sup>b,2</sup>, KEITH DAVIDS<sup>b,3</sup>, & ISABEL MESQUITA<sup>a,1</sup>

# Long term learning & development in Sport

Original Research

## The nature of formative physical activities and sports in the development of senior volleyball players

Patrícia Coutinho<sup>1</sup> , Ana Ramos<sup>1</sup>, António M Fonseca<sup>1</sup>, Keith Davids<sup>2</sup>  and Isabel Mesquita<sup>1</sup>


 frontiers  
in Psychology

## The Influence of Parents, Coaches, and Peers in the Long-Term Development of Highly Skilled and Less Skilled Volleyball Players

Patrícia Coutinho\*, João Ribeiro, Sara Mesquita da Silva, António M. Fonseca and Isabel Mesquita

Centre for Research, Education, Innovation and Intervention in Sport (CIFE2D), Faculty of Sport, University of Porto, Porto, Portugal

International Journal of  
Sports Science  
& Coaching

International Journal of Sports Science  
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ORIGINAL RESEARCH  
published: 30 April 2021  
doi: 10.3389/fpsyg.2021.667542



Psychology of Sport and Exercise 25 (2016) 51–59




Contents lists available at ScienceDirect

Psychology of Sport and Exercise

journal homepage: [www.elsevier.com/locate/psychsport](http://www.elsevier.com/locate/psychsport)



How structured and unstructured sport activities aid the development of expertise in volleyball players 

Patrícia Coutinho<sup>a,\*</sup>, Isabel Mesquita<sup>a</sup>, Keith Davids<sup>b</sup>, António M. Fonseca<sup>a</sup>, Jean Côté<sup>c</sup>

<sup>a</sup> Centre for Research, Education, Innovation and Intervention in Sport (CIFE2D), Faculty of Sport, University of Porto, Portugal

<sup>b</sup> Centre for Sports Engineering Research, Sheffield Hallam University, UK

<sup>c</sup> School of Kinesiology and Health Studies, Queen's University, Kingston, Canada

Review

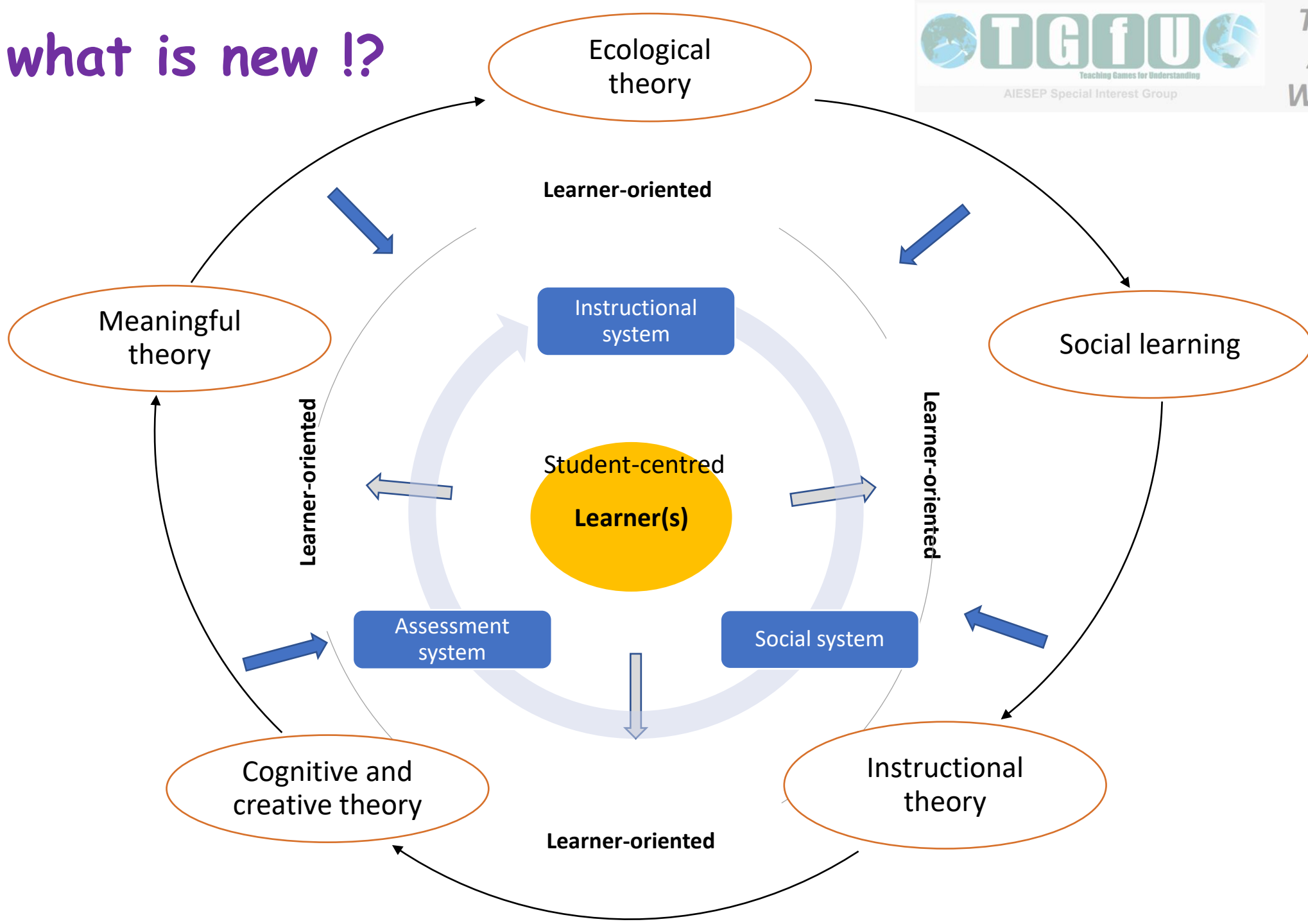
## Talent development in sport: A critical review of pathways to expert performance

Patrícia Coutinho, Isabel Mesquita and António M Fonseca

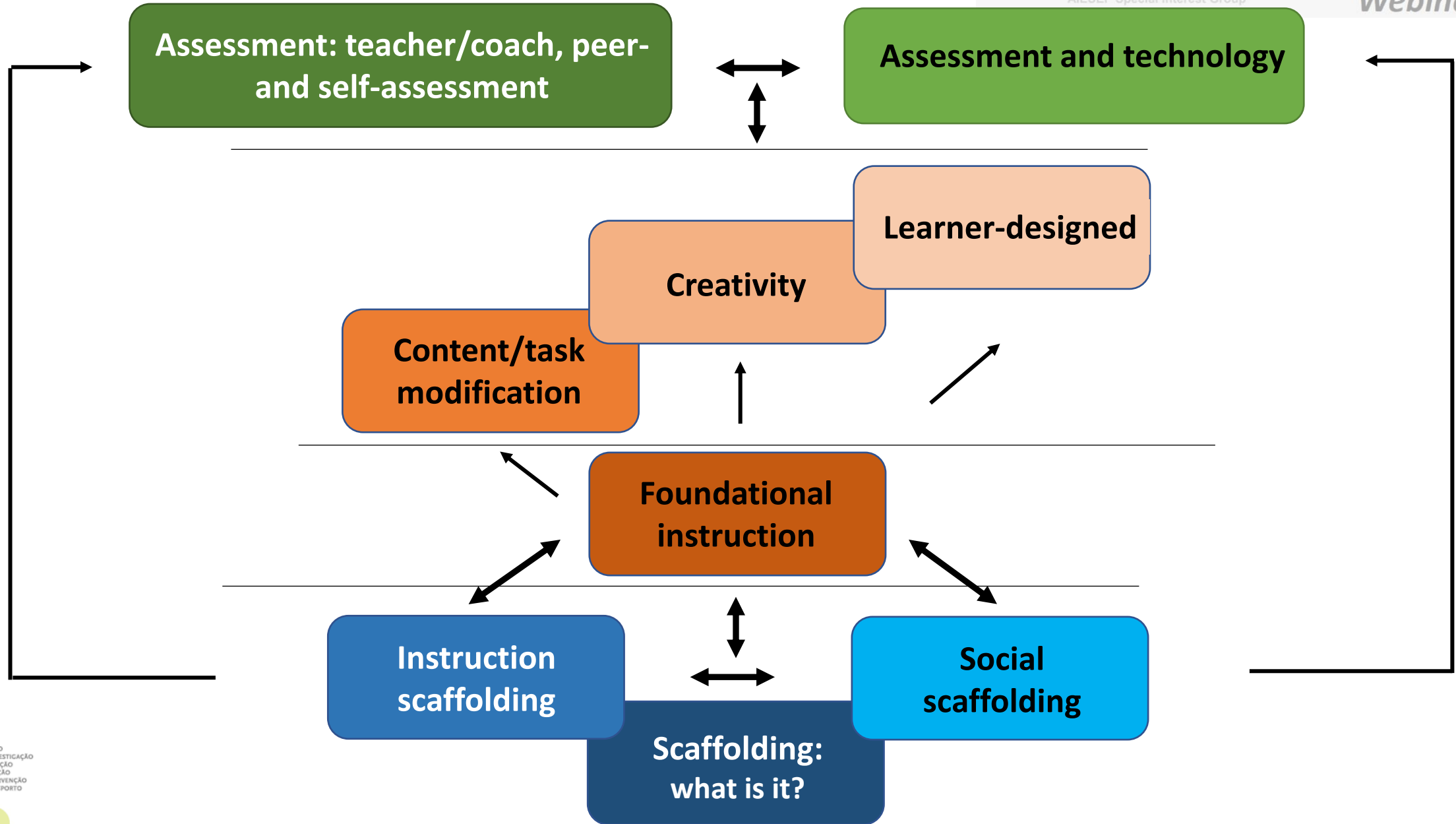
International Journal of  
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International Journal of Sports Science  
& Coaching  
2016, Vol. 11(2) 279–293  
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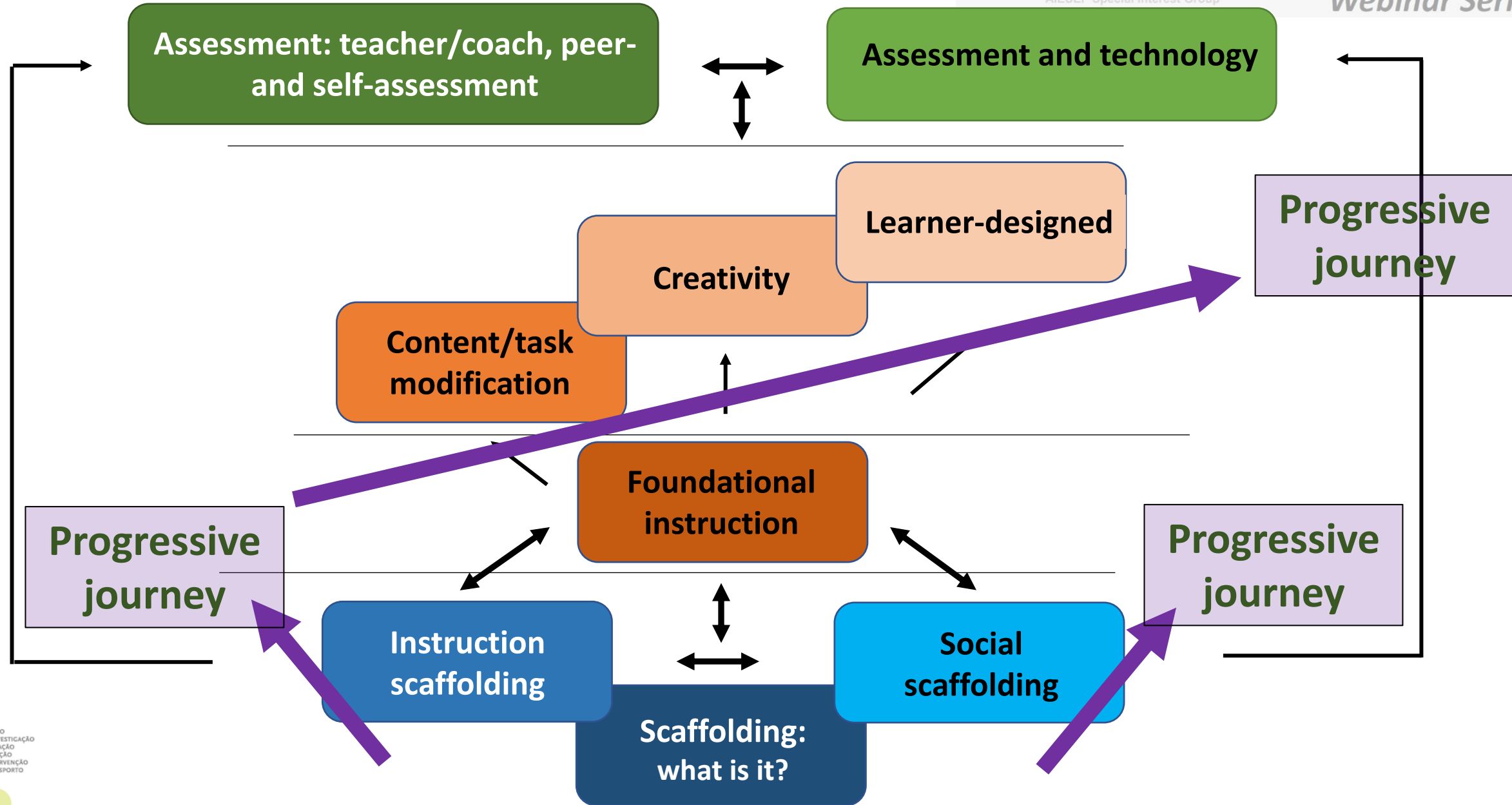

# So, what is new !?



# So, what is new !?



# So, what is new !?





# So, what is scaffolding?

## “Zone of proximal development” (ZPD) and “scaffolding”

**temporary pedagogical structures**

Sport educators operate in a “**support zone**” (ZPD) located between what a **learner can already do independently** (e.g., tactical skills, task presentation, peer-feedback, social connect) and what they **cannot do independently** but have **potential to perform** if given **adequate support**, implicit or explicit, from sport educators or a more experienced teammate.

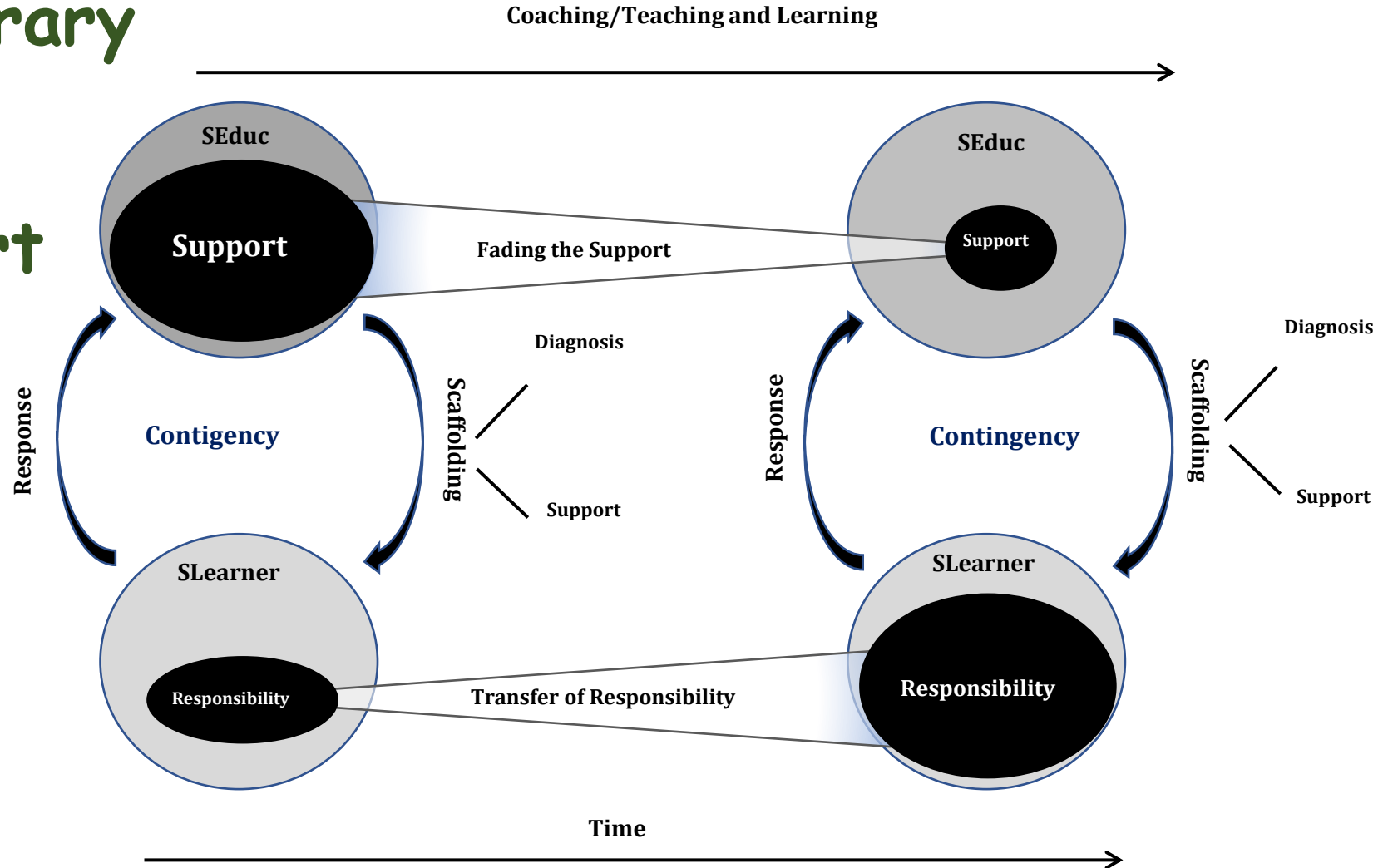
(Vygotsky, 1978)

# So, what is scaffolding?

Contingent and temporary

Fading of the support  
(quantity, nature)

Responsibility  
transfer



# So, what is scaffolding?

## Transfer of responsibility?!

	Invasion games	Net games	Striking/batting games		
Responsibility increase ↑	Less explicit support			Fading of explicit support ↓	
	Learner ability level				
	3 advanced	Why did we score? how is our attacker getting free all the time?	What's happening when you serve down court? (usually scores when the ball drops in between zone 5/6)!		What's happening when you're batting to the third base? (the infielders can't cut the lead runner)
	2 intermediate	Someone is getting open on the left court lane (player 15).	There is a gap between two players their (between zone 5/6). Can you spot it?		There is a gap between two infielders there (between zone second/third base). Can you spot it?
1 beginner	Pass to player 15, he's wide open!	Serve the ball dropping it between zone 5/6!	Hit the ball to the left side of the field!		
	More explicit support				

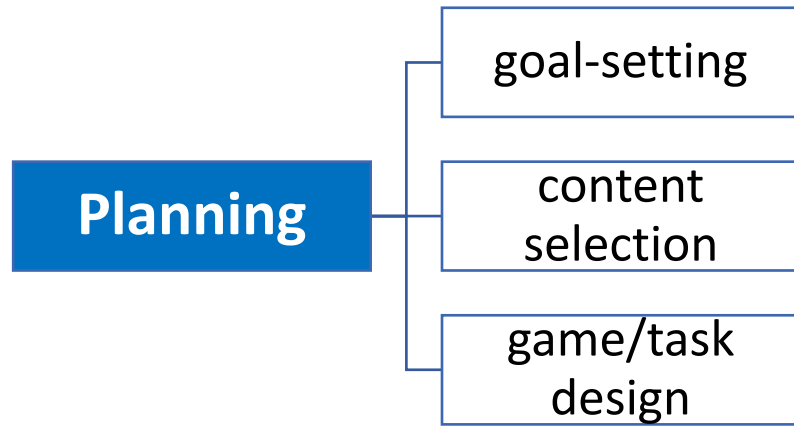
**the greater the learner's active engagement in understanding the best response to particular game circumstances**

**the more the learner is held responsible for building their learning experience**

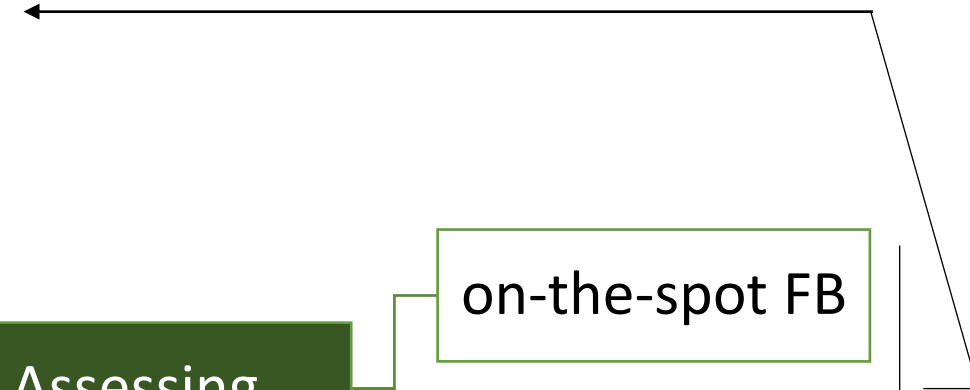
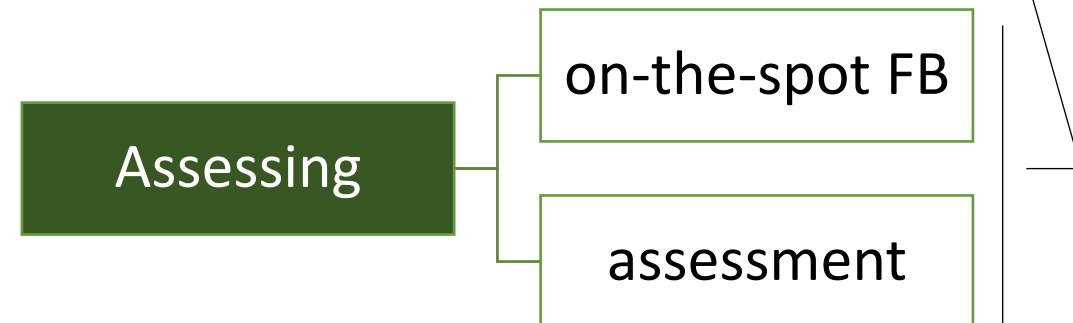
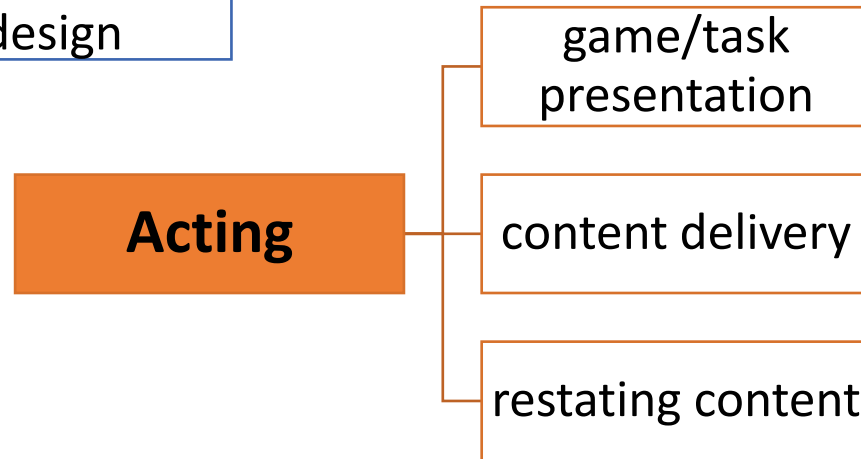


**e.g. the learners need to independently fill in missing information**

# Pedagogical dimensions?

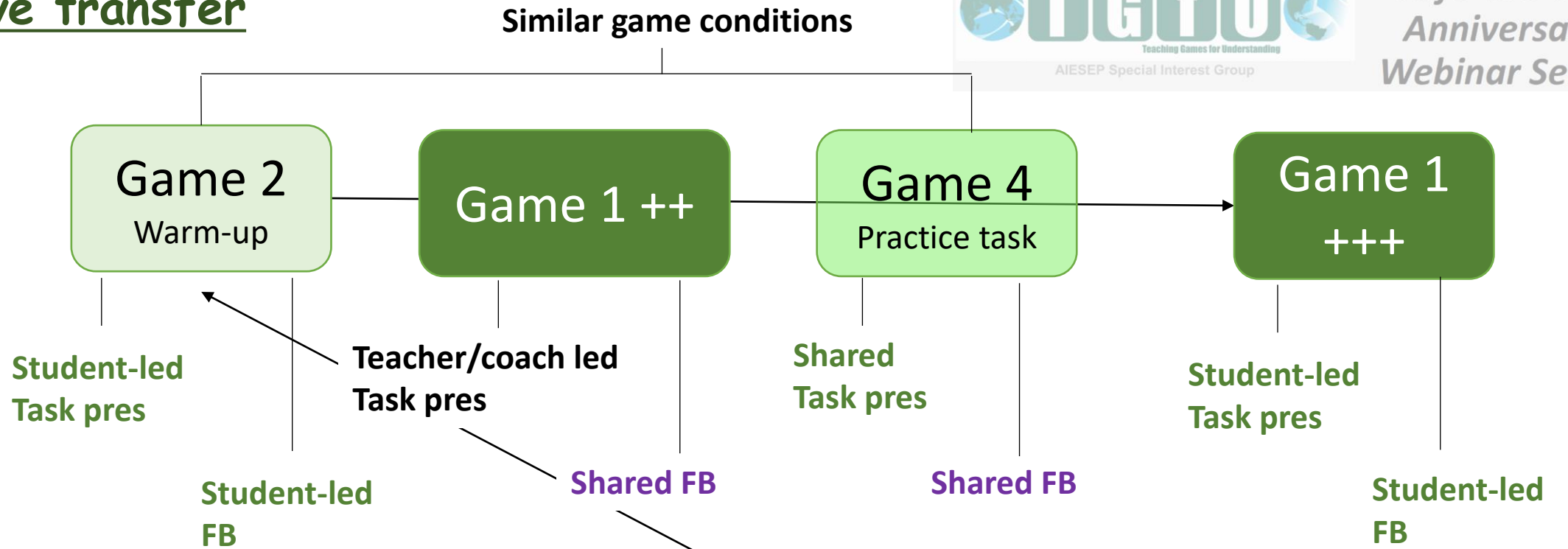


## More explicit responsibility transfer...

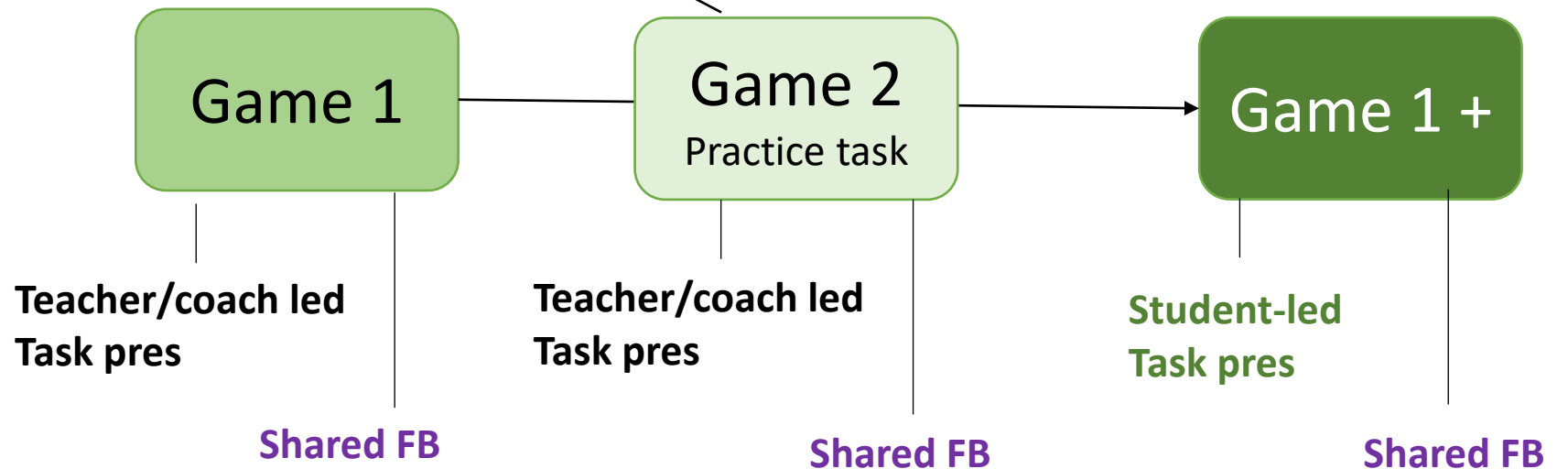


# Progressive transfer

Session 2



Session 1



# Contingency: fitting the scaffolding to the situation

“hey! that dribbling...”

For higher-skilled learners > suffice, they can self-regulate and adjust accordingly > opportunity to link bodily movement against outcome

For lower-skilled learners > useless, no background to self-regulate and adjust > frustration

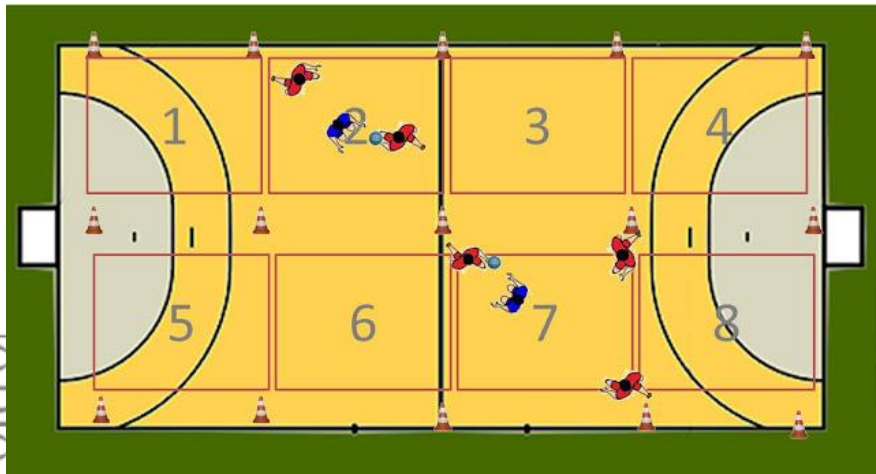
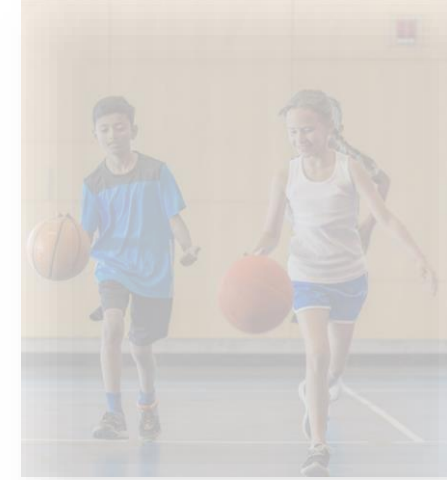


# Contingency: fitting the scaffolding to the situation

“hey! that dribbling...”

For higher-skilled learners > suffice, they can self-regulate and adjust accordingly > opportunity to link bodily movement against outcome

For lower-skilled learners > useless, no background to self-regulate and adjust > frustration



**Info** on motor skill, deliberately no/low info on task organisation:

. mature scaffolding > learners transfer from prior task and self-regulate > Instruction economy

. immature scaffolding > too far out learners' current possibilities > Re-instruction

# Contingency: fitting the scaffolding to the situation

- **The activity context:** competition - practice
- **Complexity and progression of sport content/Teaching-learning process**
- **Learners' (and teachers'/coaches') previous knowledge, experience on that content:** sport or teaching-learning process





# Scaffolding

## Intentions

Recruiting and managing contingency and frustration

Structuring understanding

Managing degrees of freedom

Maintaining pedagogical direction

## Means

Demonstrating, explaining, instructing

Questioning, cueing, setting exploratory contexts  
(minimum info)

Guided practice

Guided task organisation

Guided task presentation

Pre/post session briefing

Group discussions

## Settings and operations

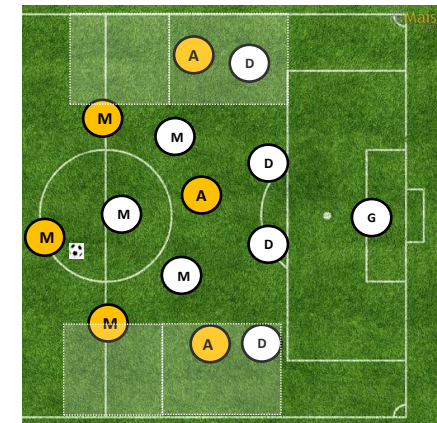
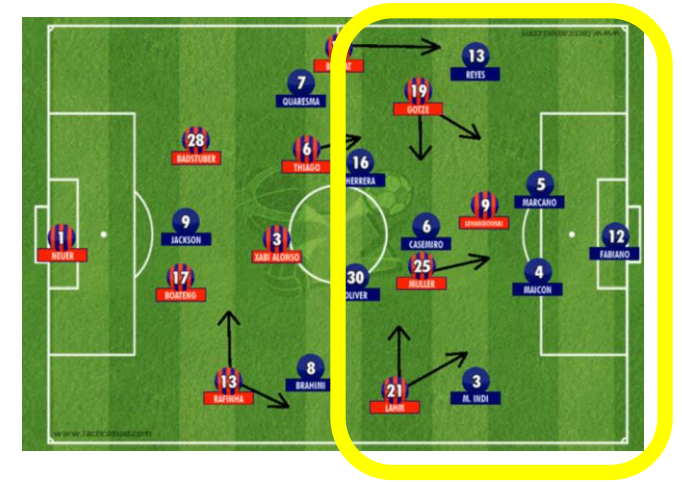


# Scaffolding Intentions

Structuring understanding:

bridging content sets (transfer of learning) or providing explanatory structures that organize and justify the learning content

**Leading to learners' understanding of how exactly a to-be-introduced modified game form is shaped to solve specific game problems felt during game-play of a more mature game, or interrupting game-play when a specific situation arises that can be resolved through the tactical movements just practiced/discovered in the previous task (connecting content across tasks).**



# Scaffolding Intentions

- **Maintaining pedagogical direction:** Keeping the learner on target and maintaining their pursuit of a particular learning goal

**Trigger game problem identification:**  
Explicitly integrate this processes into the task transition pacing

**3v3 invasion game:**

- (1) 10-min is allocated for uninterrupted free play
- (2) followed by 2-min between transition to debate about major problems perceived by learners
- (3) and new game session where peer-coaches are encouraged to interrupt the game to correct their peers or to propose possible solutions to emerging problems

**The sport educator can steer the focus of the lesson towards achieving both game-play tactical skills and learners' instructional improvement**



# Scaffolding Intentions

- **Maintaining pedagogical direction:** Keeping the learner on target and maintaining their pursuit of a particular learning goal



# Scaffolding MEANS

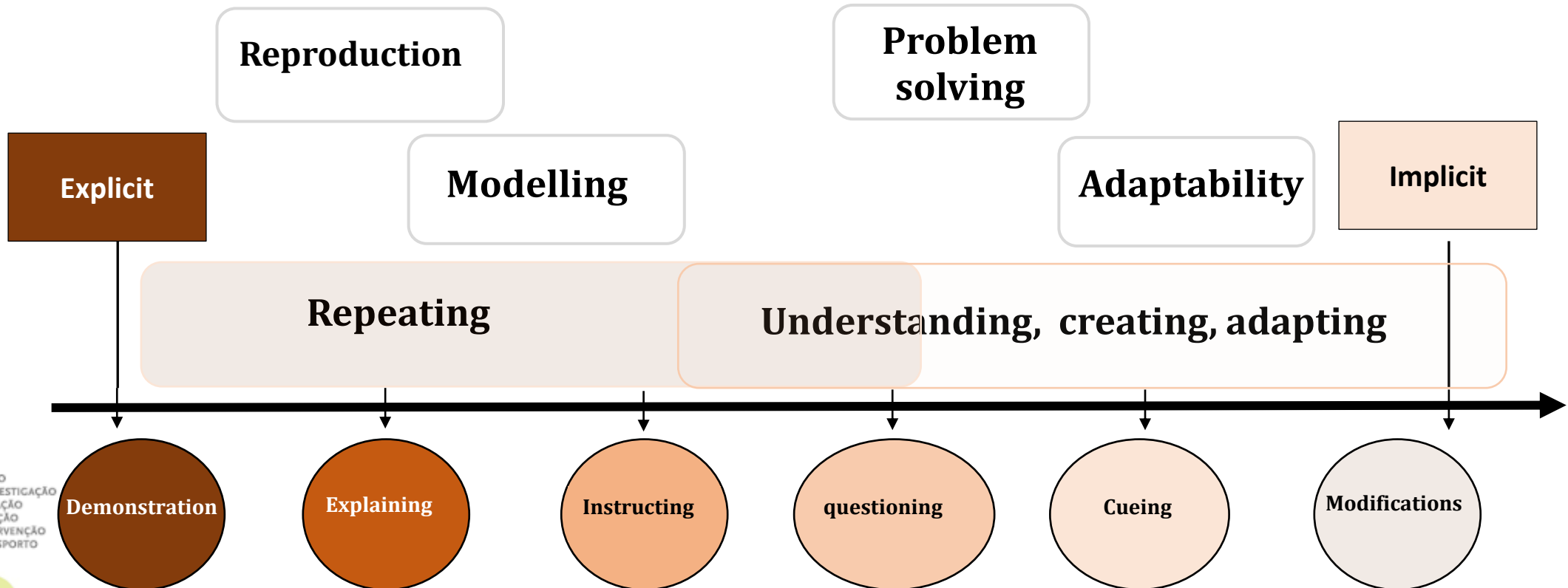
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**Scaffolding means may range from an (almost) total control of the decision-making process by the sport educator (more explicit intervention) to a control shared with or led largely by learners themselves (more implicit intervention)**

# Scaffolding

## MEANS

Scaffolding means may range from an (almost) total control of the decision-making process by the sport educator (**more explicit intervention**) to a control shared with or led largely by learners themselves (**more implicit intervention**)



# Scaffolding

## MEANS

### Demonstration

(volleyball)

- The coach demonstrates the setting (overhand pass), at the exact spot where players should position themselves
- clarifies the specific critical components of the skill (ball contact over the forehead, fingers/hands push straight through the ball toward the intended target, etc.)
- shows how/where players should rotate after the pass

### Cueing

(rugby)

**“It seems that the pass is not coming out.  
Note the positioning of the open-side flanker and his second row back up.  
What’s wrong there? ...  
hmm, that move didn’t work.  
Now, note how he places his feet before moving up the ball.”**

**Cognitive, motor, affective  
engagement**

# Scaffolding

## Settings and operations



TGfU SIG 40<sup>th</sup>  
Anniversary  
Webinar Series

:

## Settings and operations

Guided practice

Guided task organisation

Guided task presentation

Pre/post session briefing

Group discussions

...



# Guided practice

- The SEducator provides a demonstration of the task to the whole class prior to the coaches establishing the tasks within their own teams.



# Guided Task structure

- The teacher provides a demonstration of the task structure in a neutral court prior to coaches establishing the tasks within their own teams.



# Guided Observation

- Engaging the student-coaches in game-play analysis for identification of emerging/patterns of tactical problems to gradually fade the teacher's intervention.



# Pre-lesson peer-coaching 'seminar sessions'

- Engaging the peer-coaches in the design of tactical solutions/tasks (Understanding of how game conditions affect tactical problems and skills used in the game).



# Guided task presentation

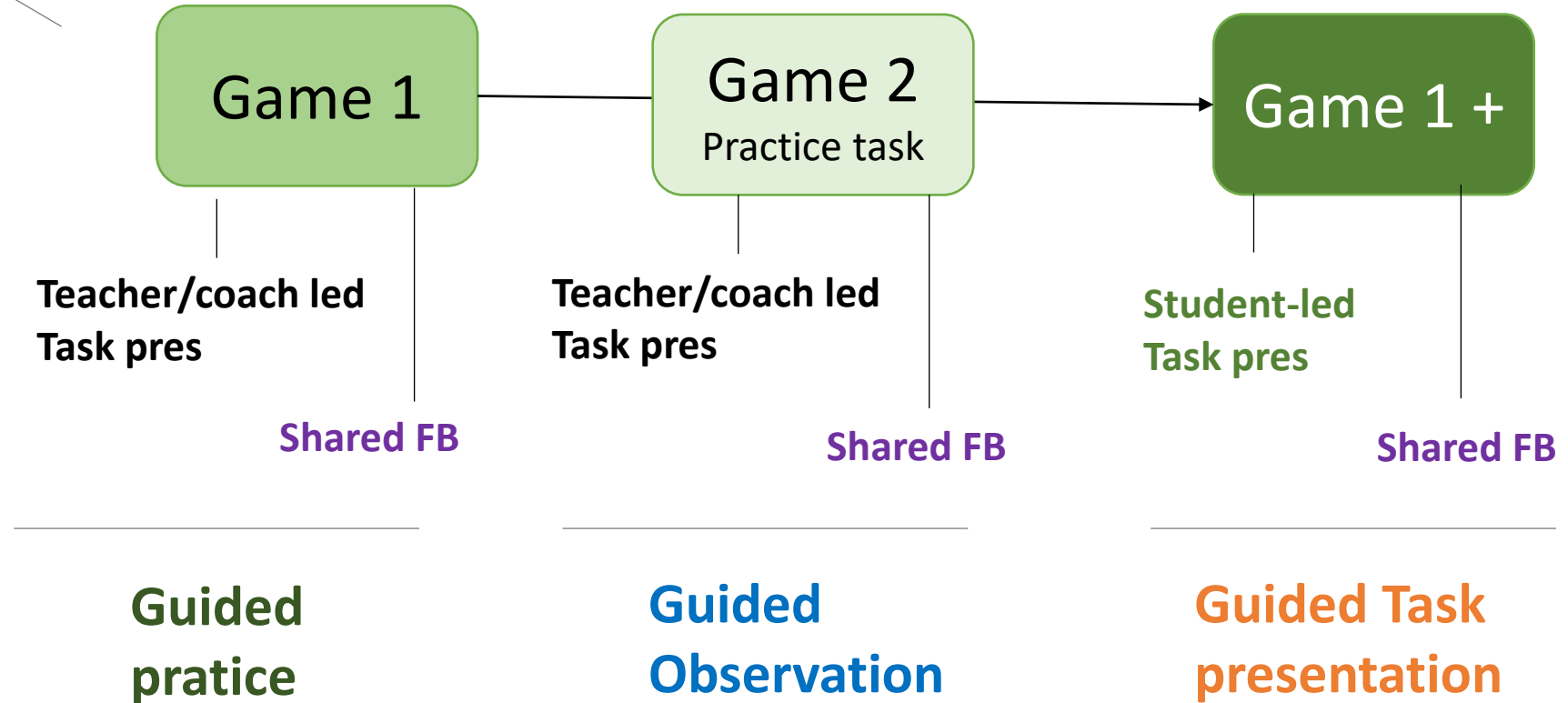
- Assisting/modelling the student-coaches' instruction through key cues (filling in gaps in their instruction; direction maintenance on sequences of instructional intervention).



# Progressive transfer

**Pre-lesson  
briefing**

**Session 1**



Thank you!

Obrigado!

Can I help?