

Webinar 2: Learner-oriented Instructional and social scaffolding in GBAs

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

Learner-Oriented
Teaching and
Assessment in
Youth Sport



AIESEP Special Interest Group

***TGfU SIG 40th
Anniversary
Webinar Series***



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

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

Session 2 (26th November):

Learner-oriented Instructional and social scaffolding in GBAs

Session 3 (3rd December): Learner-oriented instructional appropriateness and creativity in GBAs

Session 4 (10th December): Learner-oriented assessment in GBAs

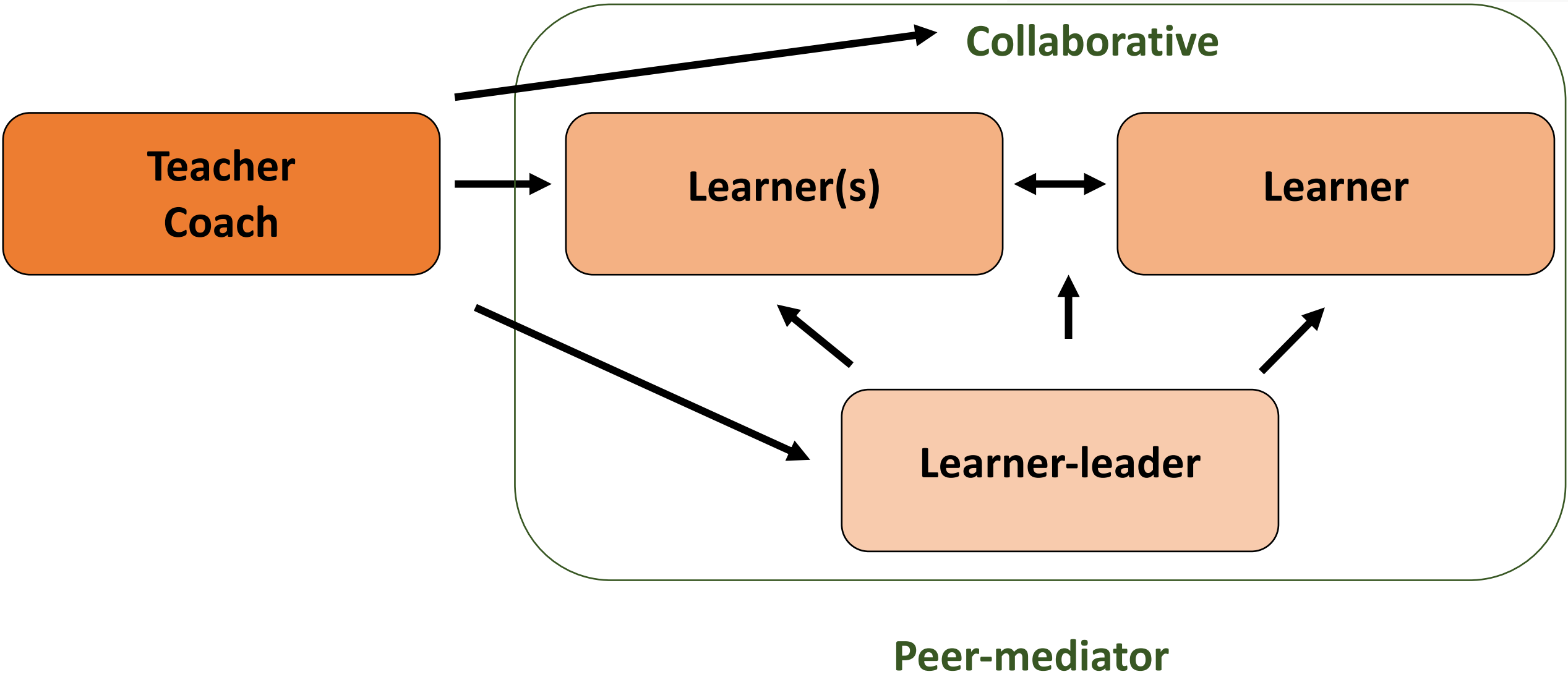
Learner-oriented Foundational Aims

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.



Pedagogical interactions



So, what is scaffolding?

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

Temporary pedagogical support

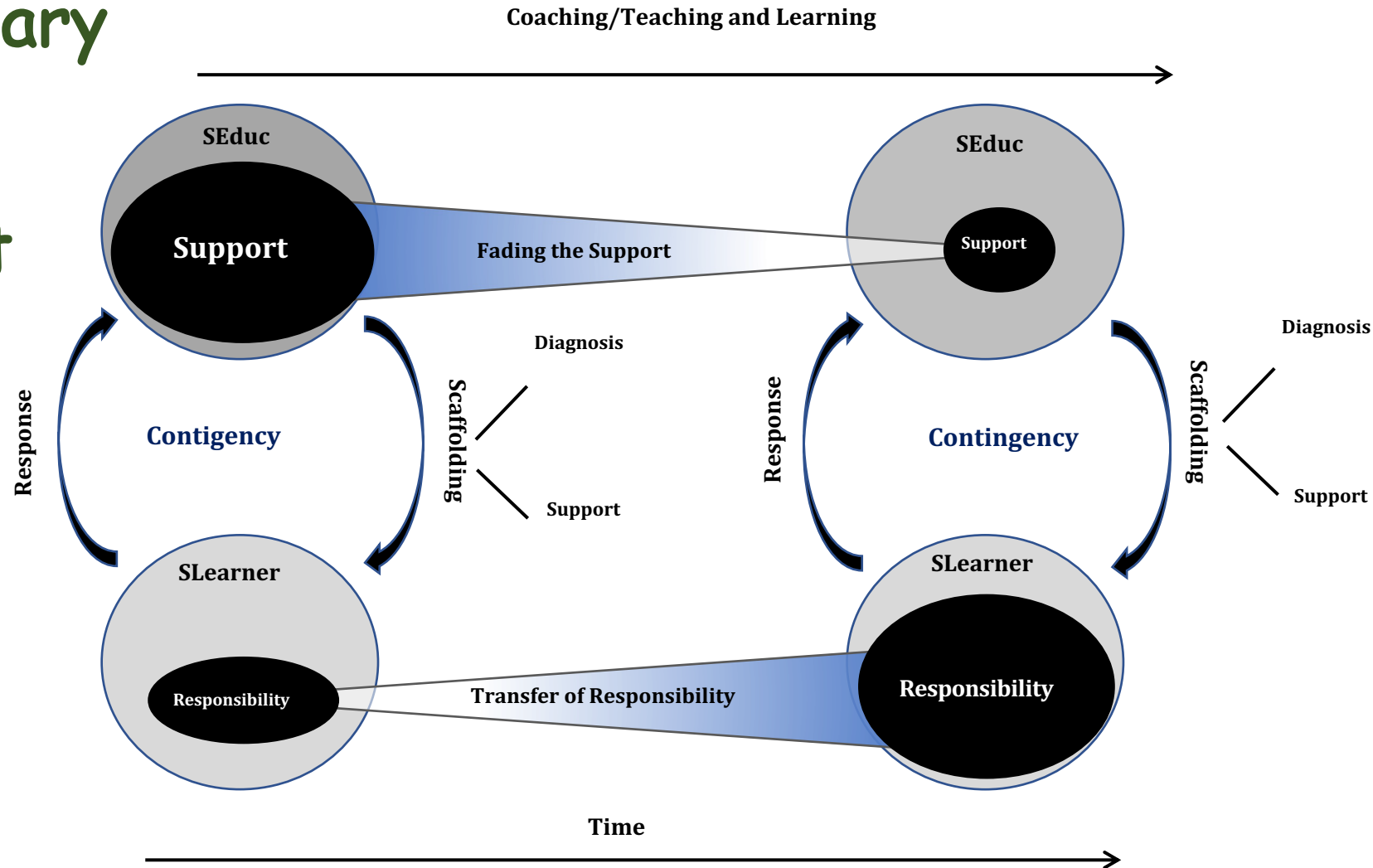
Help learners learn & develop what they **cannot do independently** but have **potential to perform** if given **adequate support** from sport educators or a more experienced teammate.

So, what is scaffolding?

Contingent and temporary

Fading of the support
(quantity, nature)

Responsibility
transfer



So, what is scaffolding?

Game-playing, cognitive & instructional skills

Part 1

(Tactical skills) Motors skills & game-play skills and understanding

Peer-coaching

Collaborative learning and problem-solving

Social communication skills

Responsible and empathetic citizenship

Inclusive and equitable environments

As players

As “peer-teachers”

As socially skilful human beings



Scaffolding

Part 2

Social & emotional skills

Scaffolding

Webinar 1

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)
Settings and operations	Guided practice Guided task organisation Guided task presentation Pre/post session briefing Group discussions

Scaffolding general instructional interactions

Explanatory structures

Discovery-based instruction (questioning and hints)

Structural-based scaffolding

Scaffolding collaborative interactions

Scaffolding group debate and collaborative problem-solving

Scaffolding the pacing of collaborative interactions

Scaffolding learner-led instructional interactions

Scaffolding basic peer-coaching instructional skills

Scaffolding peer-coaching use of question-asking skills

Scaffolding peer-coaching use of scaffolding strategies

Explanatory structures

Providing explanatory structures to justify the relevance of the task presented (Basketball: 3v2 game-based for creating space and attacking the basket).

The scaffolding intervention links the features of the practice tasks to the game problems encountered during the main game form to spark a deeper understanding of the task content. Learners are expected to develop an initial understanding of how to learn games in a problem-solving fashion.

setting

intention

Task: scaffolding – guided practice, explanatory structures

Educator: In the last match the off-the-ball players were great; they're cutting free of their markers and supporting, yet the defenders were still recovering ball possession mostly because you're overlapping each other and closing passing lanes. So, I've drawn some spots on the floor that will provide a reference where to run without overlapping each other. Watch. Anne and Joan, on each of the opposing spots please. Start moving slowly towards the ball. See the space getting open near the basket as Sarah "lures" the opponent out of position? Quick, cut back to the basket (v-cut). (*Sarah gets free, the ball is passed, and she scores*). Don't forget the target-hand to signal where you want the ball.

Discovery-based instruction (questioning and hints)

1. The sport educator uses questioning and provides hints to help the learners understand and analyse the circumstances of their game actions (e.g., reading the content-embedded cues) to identify the relationship between the play situation and the appropriate game-play actions for improving the volleyball spike.

2. The sport educator scaffolds the discovery of new solutions (new learning content) to this game situation.

Task: scaffolding in-task intervention **setting**
questioning and hints **means**

(CONVERGENT SCAFFOLDING)

EDUCATOR: Stop! Laura, what just happened?

LAURA: Hmmm ... I spiked out of bounds...?

EDUCATOR: Yes, but why did that happen?

LAURA: I don't know...

EDUCATOR: Would there be a more appropriate jumping point?
How far were you from the net?

LAURA: Maybe I wasn't well positioned for attacking the ball...?

EDUCATOR: I think so. Where did you attack the ball? Did you notice?

LAURA: Yes, I was too far from the ball contact point! I was already descending when I reached the hitting spot.

EDUCATOR: What can you do to change that?

LAURA: I think, starting the run-up closer to the net.

EDUCATOR: So, let's try again and see what happens.

...

(DIVERGENT SCAFFOLDING)

EDUCATOR: Now, what if the other team defends in a double-block format? What implications does this have for where you spike? What if your setter stays too far down court? What if the other team plays in a 3:1 system? What then...? Show me how you and your teammates would position themselves.

Structural-based scaffolding

Preserving task conditions (width and length, goalkeeper area, and attack/defense player ratio) across different games presents similar problem configurations to solve

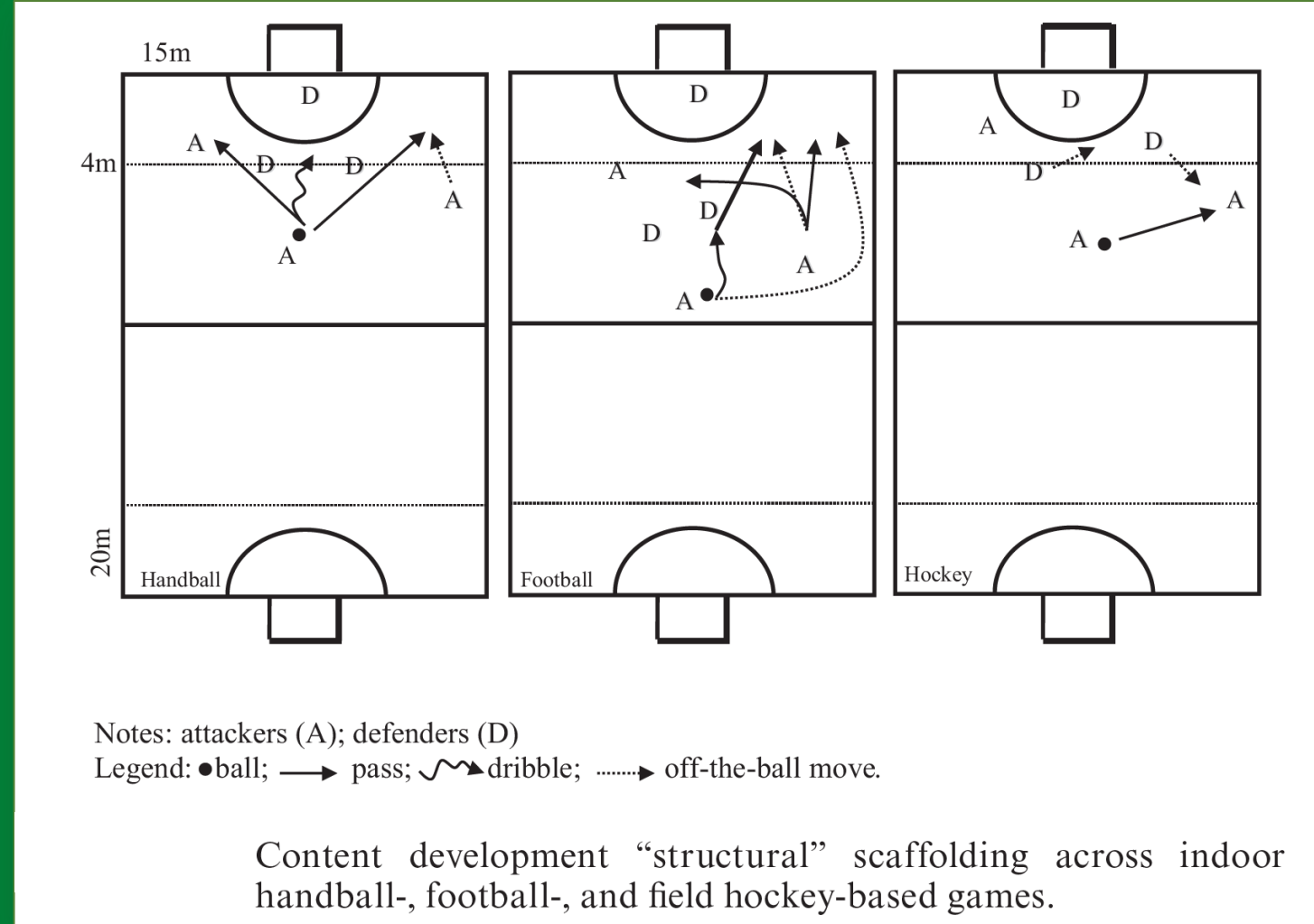
Prompts new sport-specific knowledge
Facilitates transfer of problem-solving skills across similar, but still differentiated games
Room for sport-specific skills improvement

Example: indoor handball-, football-, or hockey-based games

Tactical structure - numerical superiority in attack

Offensive tactical moves for solving the using/creating space (i.e., opening wide, 2v1 fixing the defending before passing, passing, fast breaking and overlapping, passing across opposite court lanes, etc.).

Defensive moves (see hockey)
Defenders need to occupy the space with constant coordinated movements of interception attempts and respective covering by the second defender



Scaffolding collaborative interactions

Scaffolding group debate and collaborative problem-solving

Gaps in learners' game understanding can be filled in by their peers

Interactions can be built in reference to game problems identified by learners themselves

Learners are engaged in a group discussion about a game-based field hockey task, which highlights a collaborative problem-solving situation based on video observation of tactical problems (creating/using/defending space).

Collaborative constructions of learning should be informed by in-depth knowledge of the strengths and limitations of each learner in the group

Task: scaffolding – pre-lesson briefing; guided observation and group discussion for collaborative problem-solving and learning

EDUCATOR: What were the main offensive problems you had in the last game-play session?

ROSE: The wing guys are standing too close. At other times they're already deep down to the goal.

CHRIS: Plus, they're passing too soon. One defender has time to tackle two attackers.

EDUCATOR: Okay, let's watch a series of your teams' attack plays. (THE VIDEO IS SET TO RUN)

EDUCATOR: What's happening here and why?

ROSE: I always need to be calling "come back".

EDUCATOR: Right, but that concerns an individual! What about the specific moment your players step in for a 2v1 attack? What's wrong there?

(SILENCE)

EDUCATOR: Lisa, can you help the guys here?

LISA: It's too risky to pass from side-lane to side-lane.

CHRIS: I noticed that Karen and John do that a lot. Still, if one defender is outwitted...

JOHN: You cannot place one player forward and another covering.

EDUCATOR: John, can you elaborate further on that?

JOHN: When the attacker passes the ball to the side-lane and then cuts....

LISA: Ah! In this sense she takes advantage of the open space.

Scaffolding collaborative interactions

Scaffolding group debate and collaborative problem-solving Goal-setting & Game design

Scaffold goal-setting and the respective construction of learning tasks as led by learners. The sport educator can scaffold the building of the new tasks on top of learners' prior experiences of participation in similar learning tasks.

Task: scaffolding – pre-lesson briefing; guided task structure for mediating goal-setting and learner-led task design

EDUCATOR: What problems will you be working on in today's basketball session?

SARAH: We have low mobility in the attack, we don't attack the open space.

EDUCATOR: How can you work on that?

SARAH: Find ways to have them pass, cut, pass, and then shoot.

EDUCATOR: Paul, go back to that 3v1 game you presented last week. The side-lanes were bounded to one player. What came out of that?

PAUL: They were able to get wide open more easily.

EDUCATOR: Now, how can we transfer that principle to the new task? What space needs to be open now?

SARAH: In the centre-lane, right between the 6- and the 9-meter lines. We could set an off-limit square. The attackers will have more time to rotate and shoot.

EDUCATOR: Okay, let's test the task before the session starts and see how it goes...

Scaffolding learner-led instructional interactions

Scaffolding basic peer-coaching instructional skills

The scaffolding of first peer-coaching dynamics should focus on awareness of the responsibility and expectations inherent in performing peer-coaching roles (e.g., helping their peers to learn games).

The responsibility transferred to peer-coaches may focus initially on the presentation of tasks involving less complex content (with less contextual interference such as game-related technical skills) and repetition of more complex tasks previously presented by the sport educator.

Task: scaffolding – guided practice; modelling basic peer-coaching instructional strategies

TEACHER: This is not new to the class, so, coaches, watch how I use minimal instruction to explain the goal of the task and quickly organise where the players should position.

WHOLE CLASS INSTRUCTION: “Two attackers you start on that line spread apart. Attackers, you are trying to get passed the defender and score by dribbling the ball over the far line at the other end of the grid. Defenders you are in the middle of the grid. Defender starts with the ball and passes to one of the attackers, as soon as this occurs, they can defend and try and steal the ball.”

PEER-COACHING MODELLING: “Now, before you instruct, make sure everybody is watching, keep the eye contact while talking. Note how I place myself to provide a correct demonstration of what I want them to do. First, I demonstrate the attack moves, then I repeat for the defensive moves. Now, before starting, make sure they give it a go, you can even allow a slow motion first trial.”

WHOLE CLASS INSTRUCTION: “Ready, go...”

Scaffolding learner-led instructional interactions

Scaffolding peer-coaching's use of question-asking skills

Modelling the use of question-asking instruction to a group of peer-coaches.

A very effective strategy is also the promotion of debates among peer-coaches such that they can challenge each other's thinking, construct arguments, and justify their use of particular instructional strategies in the development of their teams' game-play skills.

Task: scaffolding – pre-lesson briefing; guided task presentation/group discussion, modelling question-asking skills and collaborative reflection

EDUCATOR: “Stop.” freeze like a statue, “Mary, move over here. Why did you lose the ball?” Instead of simply telling her “open wide,” what question would lead her to understand why she needs to open wide?

PETER: “What do you need to do to catch the ball away from the defender?”

EDUCATOR: Great question. How do you think she would answer?

CHRIS: They'd need to move to the side-lines to get free from defence.

.....

EDUCATOR: How are you planning your intervention today and why?

REBECCA: I think it's probably better the way Laura is doing it. She explains the movements while they're playing the first game and in the second game she can check if they are learning better and then leaves them to free play.

GUY: We can also observe the errors first, wait until they happen, and then explain.

EDUCATOR: Why are you using this strategy?

LAURA: I'm slowing the game pace and trying to explain while they test different tactics. Then, go back to regular game-play for a while.



Scaffolding learner-led instructional interactions

Scaffolding peer-coaching use of scaffolding strategies

Peer-coaches can be guided to prompt teammates to use past game solutions and knowledge to solve current tactical problems. After noticing how difficult it is for coaches to identify ways of scaffolding their teammates' handball game-play, the sport educator brings together the group of peer-coaches to engage them in a moment of guided observation of their teammates' game-play.

Task: scaffolding – coaches corner's meeting; guided observation/group discussion; modelling peer-coaching's use of scaffolding strategies

EDUCATOR: How could you go back to basketball and get something that could have helped them understand what they were doing wrong here?

RITA: That move, stopping and waiting for support?

EDUCATOR: Every time you made that initial give-and-go, what got open?

SEVERAL: Space near the basket.

EDUCATOR: Is it that different now (in handball)?

MIKE: No, it's the same, but now we have a goal not a basket.

EDUCATOR: So, why not use their knowledge from basketball, "remember basketball when the defense left the space at their back?" or use your own knowledge, for example from football, "the faults are alike now, the game restarts at the exact spot."

LISA: We can go back to those things they did great before so that they remember and do it now.



End of part 1

Q&A at the end

Thank you!
Obrigado!