

**13th International Association for Sport Information World Congress
11-13 March, 2009 - Canberra, Australia**

**Why coaches are utilizing web based technologies to aggregate and
personalize knowledge.**

John Bales

President, International Council for Coach Education
Canada



Australian Government
Australian Sports Commission



AUSTRALIAN
INSTITUTE OF SPORT

13th IASI World Congress

11-13 March, 2009 Canberra, Australia

*Building and sustaining sport information communities -
through connectivity, collaboration and sharing*



ROUTLEDGE



Routledge
Taylor & Francis Group

EPSON
EXCEED YOUR VISION



Wolters Kluwer | Ovid
Health

Kayell
australia
Imaging · Graphics · Media





Australian Government
Australian Sports Commission



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2009 World Congress

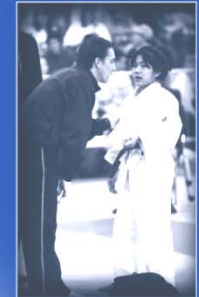
Canberra

**The Use of Web-
based
Technologies by
Coaches**

John Bales

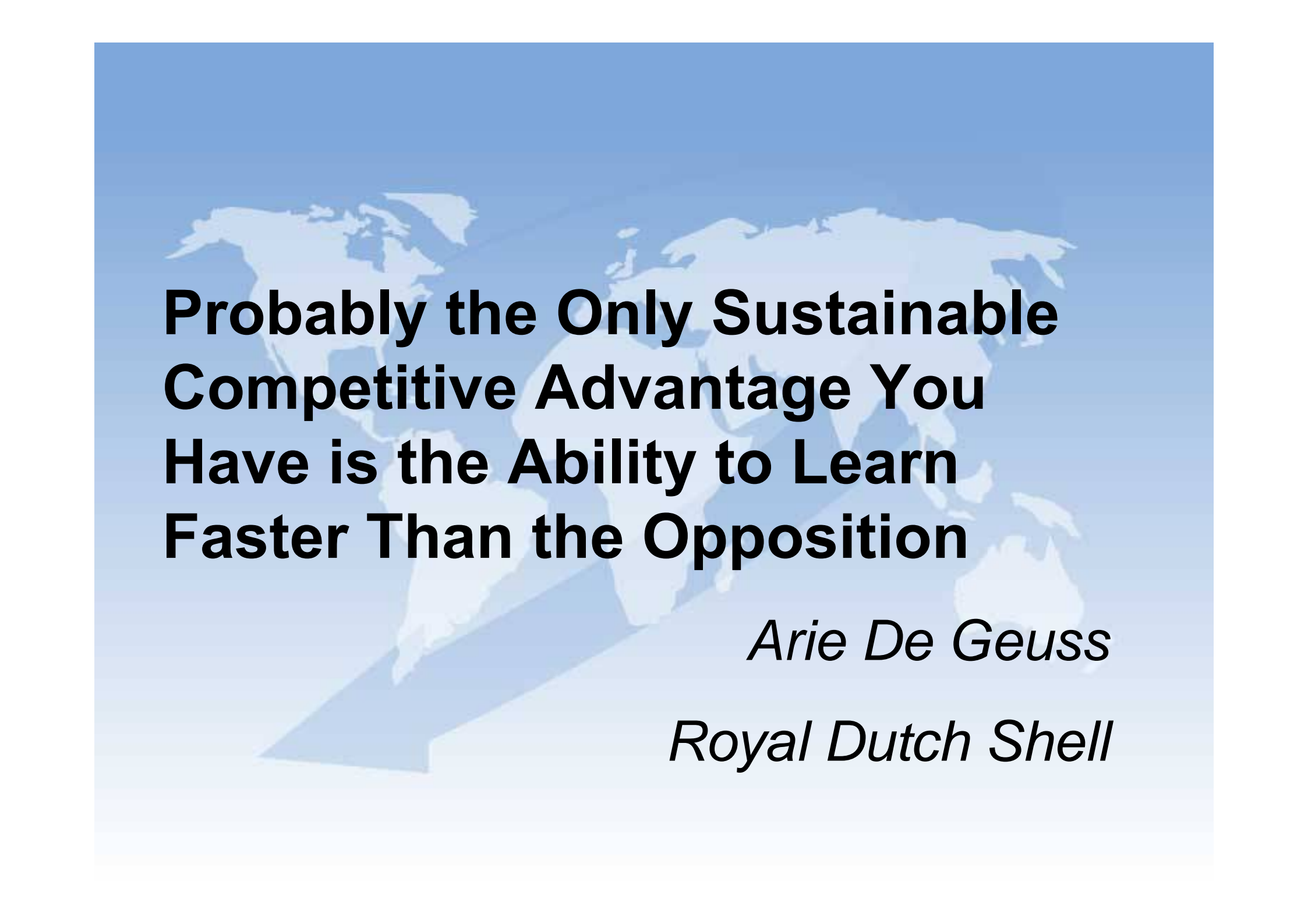
**International
Council for Coach
Education**

International
Council for
Coach
Education



ICCE...
connecting
the world of
coach education





**Probably the Only Sustainable
Competitive Advantage You
Have is the Ability to Learn
Faster Than the Opposition**

Arie De Geuss

Royal Dutch Shell

How are coaches using web-based technologies to aggregate and personalize knowledge?

What are the implications to sport information organizations?



A light blue world map is centered in the background of the slide, showing the continents in a slightly darker shade of blue.

Coaching Challenge 1: Communicating training and team information to athletes


Communication of:


- team logistics,
- planning and monitoring of training
- analysis of competitive results

- Solution: customized team web sites

Team PW: coach's private space for athletes

File Edit View Favorites Tools Help

Address  http://teampw.webexone.de/login.asp?loc=


Links  Customize Li

TeamPW


Member Login


Login Name:

Password:



Remember me 


Log In


 [Forgot your password?](#)

 [Login trouble?](#)

Not a member?

 [Enter as a Guest](#) 

 [Join Now](#)

About TeamPW 
<http://teampw.webexone.de>

What is it about

This is an information and communication platform for athletes and coaches working with PW.

Public area
You can find important information as announcements or in the document folder.

Restricted area
Available for members only

Announcements: training next week

Tasks: reporting by the athlete

Waeffler Philipp ([Home](#) | [Logout](#))

[Home](#) | [UIPM](#) | [My Favorites](#)

Sunday, February 22

- Documents
- Tasks
- Discussions
- Time Sheet
- Lesson Learnt Log
- CAMPA NT issues
- Expense Reports
- Shortcuts
- Administration
- Members
- Databases
- weekly reports NT
- Calendar

February 2009

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

You can access the information either directly through the links below or through the menu "documents", where you can find your folder.

Philipp

Announcements

[Edit](#) | [New](#)

- [training next week](#) (Posted on Feb 22 by Waeffler Philipp) **NEW**
- [Competition info](#) (Posted on Feb 22 by Waeffler Philipp) **NEW**

What's New?

Databases

CAMPA NT issues	Total: 3	New: 0	Updated: 0
Lesson Learnt Log	Total: 9	New: 0	Updated: 0
Time Sheet	Total: 134	New: 0	Updated: 0

[See All Databases](#)

Tasks

[New](#) | [See All](#)

Task	Due Date
<input type="checkbox"/> study - proposal new format	(none)
<input checked="" type="checkbox"/> Planning/ Reporting process	(none)

[Delete](#) [Mark Complete](#)

Links

[Manage](#)

Public Links

[New](#)

- [Dopinginfo](#)
- [Weather Beijing](#)
- [Weather Switzerland](#)

My Links

[New](#)

- [e-room_parm](#)

A faint, light blue world map is visible in the background of the slide, centered behind the text.

Coaching Challenge 2: synthesizing input from multiple sources: individualize preparation

- Coaches need to individualize training programs for each athlete, communicate these individual differences
- Coaches and sport science teams are spread across the country and are often travelling internationally: linking the experts
- Solutions: web sites + web meeting software

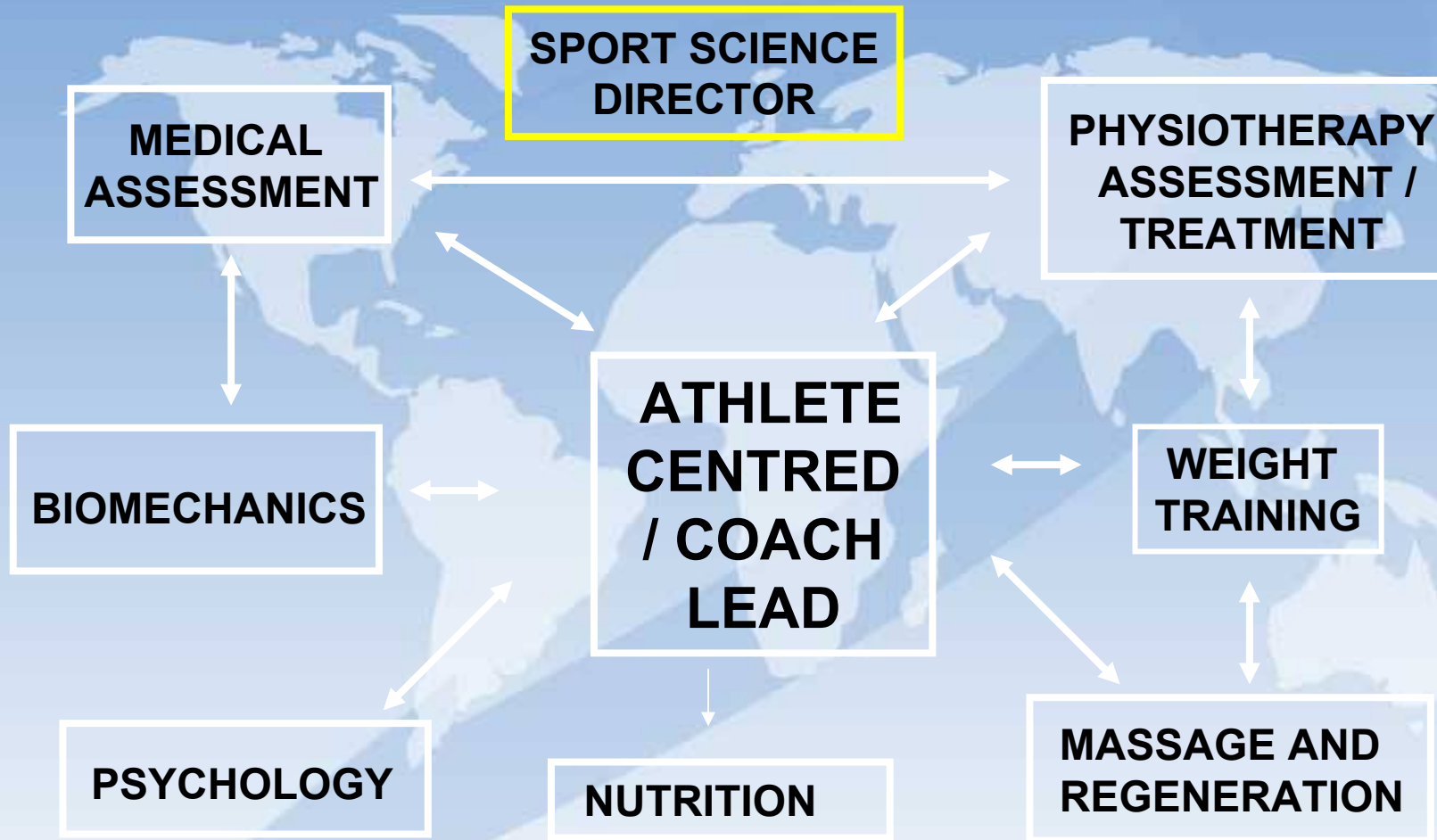
The changing – and challenging – world of the coach

When I first started to play there was the coach and that was about it... I presently have a staff of more than 20...there are a couple of assistant coaches, a specialist coach for goalkeepers, a physiologist, a psychologist, a physiotherapy and medical network, video technicians and statisticians, a yoga coach, a water running coach, a weights coach...it is a substantial exercise co-ordinating all of those.

Ric Charlesworth, 1997

From Sidelines to Centre Field, Murray Phillips

SPORT SCIENCE and MEDICAL SUPPORT



Smith, D.J. 99

Knowledge Transfer: How do High Performance Coaches Access the Knowledge of Sport Scientists?

Ian Reade, Wendy Rodgers and Nathan Hall

Faculty of Physical Education and Recreation, E471 Van Vliet Centre,
University of Alberta, Edmonton, AB, T6G 2H9, Canada

Table 4. Most Likely Sources for Coaches to Consult When Looking for New ideas


	Number of coaches	%
Other coaches directly (not seminars)	53	32.3
Clinics, seminars, conferences	49	29.9
Videos	23	14.0
Sport science researchers/ academics	11	6.7
Watching elite competition live or on TV	9	5.5
Books/magazines	8	4.8
Published peer-reviewed articles in academic journals	7	4.2
Trainers	3	1.8
On-line discussions	1	0.8
Total	164	

British Volleyball

http://www.britishperformancevolleyball.org/ Google

Apple Yahoo! Google Google Maps YouTube Wikipedia News (2825) Popular

British Volleyball



HOME ROSTER STAFF SCHEDULE GALLERY NEWS LINKS CONTACT

BRITISH HIGH PERFORMANCE VOLLEYBALL

On behalf of the British Volleyball Federation I would like to welcome you to our High Performance Website. Since the momentous decision by the IOC in July 2005 to award the Olympic and Paralympic Games for 2012 to London, the BVF in conjunction with the Home Nations of England, Scotland and Northern Ireland, has been given a unique opportunity to develop our sport to unprecedented levels in Britain.

A High Performance Team has been established that will oversee the development of our Olympic and Paralympic Squads through to 2012. The key objective is to ensure effective and successful participation in all Volleyball Olympic and Paralympic disciplines.

It is a time a great excitement and rapid development for all the teams. The appointment of the Head Coaches to oversee the developments of the Olympic programmes was concluded in spring of 2007. Since their appointment the Head Coaches of Dr Lorne Sawula (Women), Harry Brokking (Men) and Matt Grinlaubs (Beach) have built on the work carried out by the interim programme to establish excellent foundations for the work ahead. The autumn of 2007 will also see the appointment of staff for our paralympic teams.

A key component to a successful programme will be effective communication; not only to the wider Volleyball community and our partners but also between the coaching / support team and the players. This website will ensure that staff and players will have access to most up to date information and can share with others the experience of being involved in an International programme.

We will face many challenges along the way and will require support at all levels. I hope you enjoy the site and find it useful in helping us achieve our goals.

Regards


MEMBERS

Username:


Password:

LOG IN


NEWS

 Ideal of the Month - February 2009
"How to Learn To Respond to Different Situations Within Volleyball"
[READ MORE](#)

TECHNICAL

 FUNDAMENTAL INDIVIDUAL DEFENSIVE SKILLS FOR WOMEN
[READ MORE](#)

IDEA OF THE MONTH

 January 2009
"Setting and Setter Training for Quick Attack"
[READ MORE](#)



BRITISH VOLLEYBALL

Lorne Sawula (Head Coach)

MAR	MON	TUE	WED	THU	FRI	SAT	SUN
	02	03	04	05	06	07	08
					N		

- Training Log
- Physical Training
- Physio & Medical
- Mental Training
- Nutrition
- Fitness Testing
- Video Analysis
- Athlete Evaluation

- HOME
- MESSAGES
- FORUM
- CALENDAR
- FUNDRAISING
- GALLERY
- ATHLETE GUIDE
- RESULTS
- RESOURCES
- PROFILE
- TRAINER HELP
- LOGOUT

CONTROL PANEL

SUPPORT



HOME

[view introduction ?](#)



Hi Lorne!

Please remember to moderate your team wall in addition to completing the tasks in your tracker.

0 New Messages

111 New Journal Comments

3 Tasks

COACH TRACKER

Keeps you on track by showing you everything that is assigned to you on the current day.

Training Log	View	X
Physio and Medical	View	X

TASK TRACKER

Allows you to stay organized, showing you everything that is assigned to your team each day.

Training Log	Monitor	X
Physical Training	Monitor Assign	0 days remain X
Physio and Medical	Monitor Assign	0 days remain X

TEAM WALL

Post messages and comments to share with your team.

[Post](#)

RECENT MESSAGES

Training w/c 23rd Ma...	Audrey
Re: What is happenin...	Lizzie
Heart rate max tests	David
Schedule Changes for...	Lorne
More	

NEWEST FORUM TOPICS

What questions do you want to ...	british
What should we do for our off ...	british
Any thoughts on the new Scouti ...	british

RESOURCES

RESULTS

RESOURCES

PROFILE

TRAINER HELP

LOGOUT

CONTROL PANEL

SUPPORT



How do you feel mentally?

Scale 1-10:

How do you feel physically?

Scale 1-10:

Comments:

How do you feel your sleep quality was?

Scale 1-10:

What extra attention to individual technical skills can help you this week?

Comments::

What aspects of team play do you need help with this week?

Comments::

Is there any training this week that you may miss?

Comments::

Is there anything else that you want to talk to me about this week - do we need a meeting?

Comments::

Attitude:

What was your overall attitude after this training session?



“Elluminate” web meetings

Elluminate Live! - JPLAVOIE@COACH.CA_RCDMQQJNJF9HH6F8

File Session View Tools Window Help

Participants

Participants

J-P Lavoie (Moderator, Me)

1 Participant

Chat

Show All

Joined on March 2, 2009 at 5:05 PM

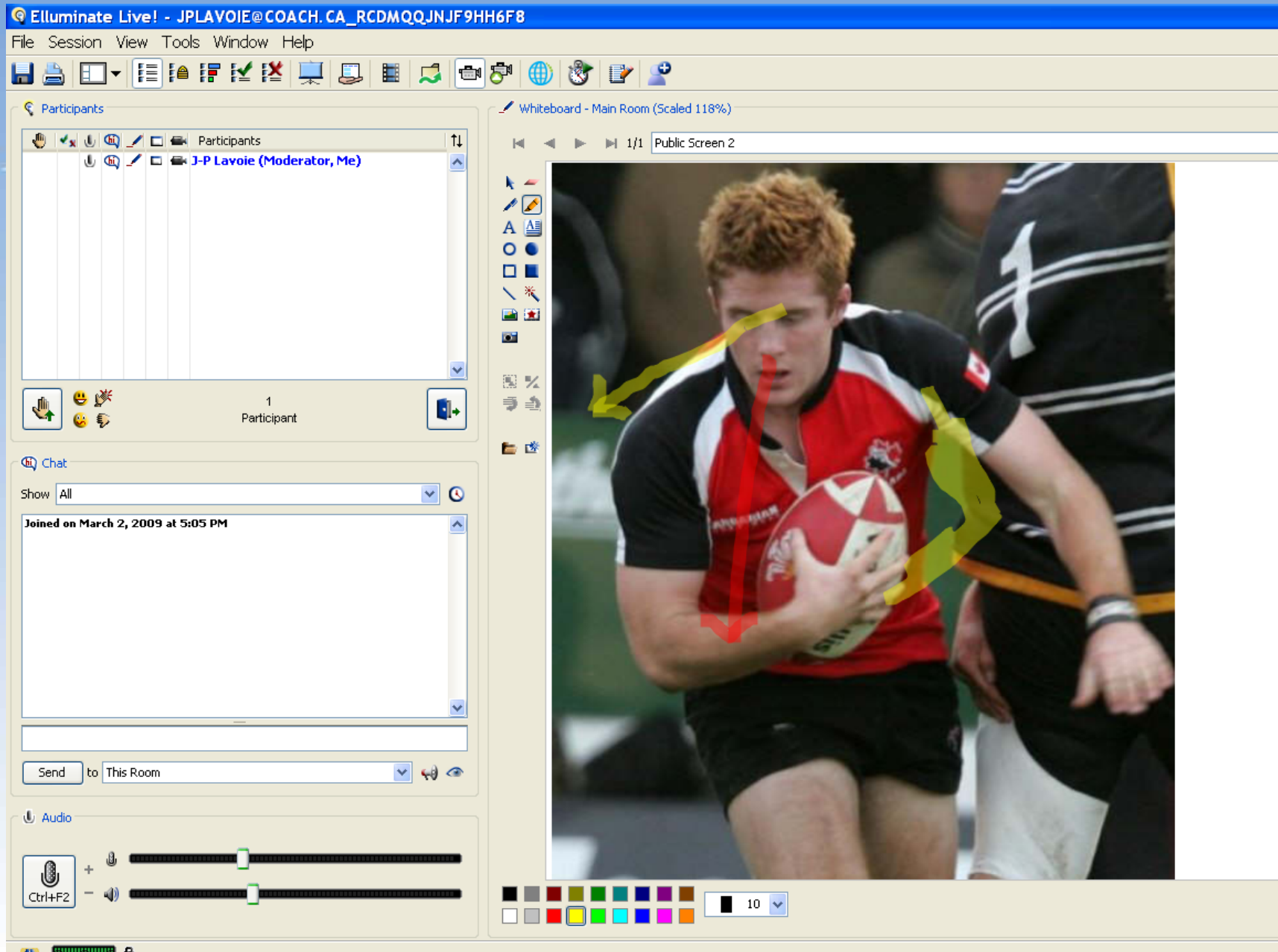
Send to This Room

Audio

Ctrl+F2

Whiteboard - Main Room (Scaled 118%)

Public Screen 2



Coaching Challenge 3: in the new competency-based education programs coaches need to track large amounts of information

Coaching programs are changing to an outcomes or competency-based approach, and coaches need to collect evidence to demonstrate their competence.

Solution: ePortfolios

Core Competencies

- Problem Solving
- Valuing
- Leadership
- Critical Thinking
- Interaction

Coach Job Task Analysis
What does a coach need to do?

Coaching Outcomes

- Make Ethical Decisions
- Provide Support to Athletes in Training
- Analyze Performance
- Plan a Practice
- Support the Competitive Experience
- Design a Sport Program
- Manage a Sport Program

Evidences

- What does the evaluator see to verify the criteria

Coaching Criteria

- What is evaluated within each outcome?



Coaches need to show evidence of their competency to earn certification

- *Chalk & Wire* **ePortfolios** may include virtually any type of file demonstrating any type of skill or competency -- in any content area.

Devanney, Gigi Test University Log out Change Password Get Help

Edit Table of Contents

Name:

Department:

Customizable: Unlock portfolios with this TOC when they are created

Sections of this TOC

Section	Title	Rubric for Assessment	Description	Page Layout	Actions
	Home	-	-	-	
1.	I. TECHNOLOGY OPERATIONS AND CONCEPTS	-	-	2 frames	
2.	II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES	-	-	-	
2.1	Technology-Enhanced Learning Activity	Technology-Enhanced Learning Activity	-	-	
3.	III. TEACHING, LEARNING, AND THE CURRICULUM	-	-	-	
4.	IV. ASSESSMENT AND EVALUATION.	-	-	-	
5.	V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.	-	-	-	
6.	VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.	-	-	-	

Faculty develop the ePortfolio *Table of Contents* based on relevant standards.

Devanney, Gigi Test University Log out Change Password Get Help

Edit Standard

Title:

Description:

For indents, use spaces at the start of a line, for a bullet, use a dash(-). To underline a word enter an underline (_) before it. For bold enter an asterisk(*), for italic enter an exclamation(!).

Section	Title	Description and Linkages	Actions
1.1	Discipline Knowledge	<p>The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>The teacher understands how students conceptual frameworks and their misconceptions for an area of knowledge can influence their learning. The teacher can relate his/her disciplinary knowledge to other subject areas.</p> <p>Links to Rubric 1: Lesson Plan Behaviourally Stated Objectives Structural Elements</p> <p>Links to Rubric 2: Unit Plan Assessment Practices</p> <p>Links to Rubric 3: Video Presentaion Technology Usage</p> <p>Links to Rubric 6: ECED Internship 1 Domain A: Planning - Articulates clear, developmentally appropriate, learning goals and objectives.</p>	

Devanney, Gigi Test University Log out Change Password Get Help

Rubric

Lesson Plan

This rubric assesses the Intermediate level candidates first field-based lesson plan assignment. It is jointly assessed on-line by both the candidates faculty link and the cooperating teacher in the field. A mean grade is recorded. The requirements for this assignment are drawn from the review of the literature in this field provided by Gary Borich, Effective Teaching (2000).

Criterion 1 Behaviourally Stated Objectives


Common description: Objectives are stated as observable actions that are performances of learning. Cognitive levels would extend to application where possible and where appropriate performance levels and givens are stated.

Weighting in summary scores: 1

Level 1	Weakly expressed	Score:1.0
	Mainly teaching activities. Poor use of action verbs. Givens and performance criteria not expressed.	
Level 2	Evident	Score:2.0
	Some examples of observable behaviors present. Some are still instructional activities. Some use action verbs. Some givens and performance criteria are expressed.	
Level 3	Mostly Evident	Score:3.0
	Few instructional activities. Action verbs are effective. In most cases givens and performance criteria are expressed.	
Level 4	Clearly Evident	Score:4.0
	All are examples of observable behaviors present. Superior use action verbs. Where appropriate, givens and performance criteria are well expressed.	

Criterion 2 Structural Elements

Rubrics are then connected to sections of the Table of Contents



Home | INTASC | Discipline Knowledge | Developmental Knowledge

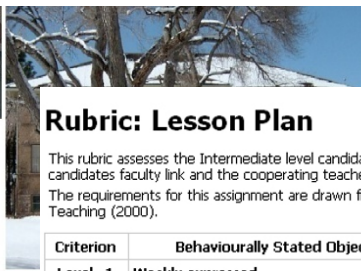
Educational Philosophy

Knowledge is constantly changing. Throughout my life, I have watched ideas and truths change. With this understanding in mind I have included this artifact as an example of my commitment to lifelong learning. I know that for something to live, it must change and grow. I recognize that if I do not continue to change and grow I will become cognitively dead. One of my educational goals is to receive a master's degree in administration, and then to continue my studies until I have received my doctorate in technology. This way learning will continue to live in my life and in the lives of those I teach.

[Make Comments](#)

Students develop ePortfolios following the assigned Table of Contents

- [Discipline Knowledge](#)
- [Developmental Knowledge](#)
- [Instructional Adaptability](#)
- [Instructional Variety](#)
- [Effective Learning Environments](#)
- [Communication Skills](#)
- [Curriculum Planning](#)
- [Assessment Strategies](#)



Rubric: Lesson Plan

This rubric assesses the Intermediate level candidates first field-based lesson plan assignment. It is jointly assessed on-line by both the candidates faculty link and the cooperating teacher in the field. A mean grade is recorded. The requirements for this assignment are drawn from the review of the literature in this field provided by Gary Borich, Effective Teaching (2000).

Criterion	Behaviourally Stated Objectives	Structural Elements
Level=1	Weakly expressed Mainly teaching activities. Poor use of action verbs. Givens and performance criteria not expressed.	Weakly Expressed Many relevant State standards are not addressed. The anticipatory set of the lesson is missing or not engaging for most students. The lesson delivery is disorganized and confusing.
Level=2	Evident Some examples of observable behaviors present. Some are still instructional activities. Some use action verbs. Some givens and performance criteria are expressed.	Evident Some relevant State standards are addressed. The lesson has an anticipatory set that may engage some but not all students. The lesson delivery provides the means for some learners to acquire new concepts/facts. Guided practice and feedback is included. The lesson has closure though it may be weak in its delivery.
Level=3	Mostly Evident Few instructional activities. Action verbs are effective. In most cases givens and performance criteria are expressed.	Mostly Evident Most relevant State standards are addressed. The lesson has a clear and engaging anticipatory set. The lesson delivery provides clear means for learners to acquire new concepts/facts, receive guided practice and feedback. The lesson has clear closure.
Level=4	Clearly Evident All are examples of observable behaviors present. Superior use action verbs. Where appropriate, givens and performance criteria are well expressed.	Clearly Evident All relevant State standards are addressed. The lesson has a very engaging anticipatory set. The lesson delivery is exemplary and creative in the way in which students acquire new concepts/facts, receive guided practice and feedback. The lesson has clear closure and relates back to the initial lesson objectives.
Devanney, Gigi	Level <input type="text"/> Comment <input type="text"/>	Level <input type="text"/> Comment <input type="text"/>

ePortfolios are assessed using connected rubric

Reports are designed and viewed

File Cache Help

Standard Custom Explore Libraries

- Overall Average
 - By Rubric
 - By Criterion
 - By Student Name
 - By Student Number
 - By Standard
- Mean, Median and SD
 - By Rubric
 - By Criterion
 - By Student Name
 - By Student Number
 - By Standard
- Performance Levels
 - By Rubric
 - By Criterion
 - By Student Name
 - By Student Number
 - By Standard
- Standards
- Demographic Averages
- Demographic Distributions
- Non-cached reports (slower)

Add to library...

Gigantic State University

Based on data stored on Mar 8, 2006 at 09:00 AM

Departments:

Demographic filters:

Rubrics:

Dates:

Statistics:

List by:

Rubric	Criterion	1	2	3	4	5	N
Lesson Plan	Behaviourally Stated Objectives	20%	28%	7%	6%	-	54
Lesson Plan	Structural Elements	17%	22%	13%	6%	-	54
Unit Plan	Technology Usage	8%	23%	8%	8%	-	13
Unit Plan	Assessment Practices	-	8%	31%	-	-	13
Video Presentation	Technology Usage	-	22%	22%	11%	-	9
Video Presentation	Assessment Practices	11%	11%	33%	-	-	9
ECED Internship 1	Domain A: Planning - Plans using student background knowledge and experiences.	-	33%	33%	33%	-	3
ECED Internship 1	Domain A: Planning - Articulates clear, developmentally appropriate, learning goals and objectives.	-	-	100%	-	-	3
ECED Internship 1	Domain A: Planning - Connects content previously learned with new learning	-	67%	33%	-	-	3
ECED Internship 1	Domain A: Planning - Creates/selects appropriate teaching methods, learning activities, and instructional materials.	33%	-	33%	33%	-	3
ECED Internship 1	Domain A: Planning - Creates or selects assessment strategies that are appropriate for the students and the learning	-	-	67%	33%	-	3
ECED Internship 1	Domain B: Learning Environment and Guidance Strategies -	-	33%	33%	33%	-	3

Explore Libraries

Gigantic State University

Mean, Median and S.D. by Standard

Based on data stored on Mar 8, 2006 at 09:00 AM

Departments:

Demographic filters:

Rubrics:

Dates:

Statistics:

List by:

Standard: National Standard for Teacher Education

Section	SubSection	Overall Results			
		N	Mean	Median	St.Dev.
Understand Student Behavior		63	1.7	1.5	1.40
Classroom Leadership		30	3.5	3.3	0.80

Standard: INTASC

Section	SubSection	Overall Results			
		N	Mean	Median	St.Dev.
Untitled standard (2)	Discipline Knowledge	130	1.4	0.9	1.31

Standard: Language Arts (6-8) Hawaii Sample

Section	SubSection	Overall Results		
		N	Mean	Median

Coaching e-Portfolio: archiving video, audio and text “evidence”

My Portfolios My Results Image Gallery Artifact Library

Portfolio

Exit

Portfolio: David Hill **Theme:** Outline Menu Theme **TOC:** NCI-BC Task List **Last Modified:** 12 Feb 2009 12:13:42



Home - My Profile	Task Overview
Task 1 - Energy Systems	
Task 2 - Strength and Conditioning	
Task 4 - Nutrition	Energy Systems in Seven's Rugby
Task 5 - Environmental Influences	The following is an overview of Athletic abilities in Seven's rugby.
Task 6 - Recovery and Regeneration	 FitMan - Energy Demands  FitMan-Energy Systems
Task 7 and 8 - Mental Preparation - Coaches and Athletes	

Utilizing Video to Facilitate Reflective Practice: Developing Sports Coaches

Fraser Carson

Department of Sport and Physical Activity,
Edge Hill University, Ormskirk, Lancashire, L39 4QP, UK

- Reduced reliance on memory
- Identification of more incidents
- Identified greater range of strengths and weaknesses
- Can analyze actual occurrences
- Improves understanding of participants viewpoint
- Allowed for easier reflection
- Beneficial to rewind and re-analyse
- Can analyse both coach and performer
- Enables breakdown of session
- Highlights critical incidents

Video Reflection
in Coaching

- Weak communication
- Non-verbal communication needs improvement
- Positioning was poor
- Need to improve coaching practice knowledge
- Lack of experience
- Lack of focus on all groups
- Timing of progressions poor
- Confident performance

Personal
Learning from
Video

Coaching Challenge 4a: Accessibility and effectiveness of coach education

- “I’m already volunteering my spare time to coach, and the courses are never available.”
“The courses need to be more practical.”
- Solution: web-based learning to
 - ▶ improve the effectiveness of face-to-face training time (ePrep),
 - ▶ provide flexible delivery alternatives “when I want where I want”.

Pre-course “e-preparation”



Canadian Ski Coaches Federation
Fédération des entraîneurs de ski du Canada

Modules/Lessons

THE CANADIAN APPROACH

SKILL DEVELOPMENT

MENTAL SKILLS TRAINING

EQUIPMENT SELECTION

BASIC SKI TUNING

EVALUATE THE PROGRAM

APPLICATION SERVICES

Welcome to the CSCF Entry Level e-Prep
Learning Experience for Coaches

Bienvenue à l'expérience d'apprentissage en
ligne ePrep du niveau introduction de la FESC



Modules/Leçons

L'APPROCHE CANADIENNE

LE PERFECTIONNEMENT DES HABILITÉS

DES HABILITÉS PSYCHOLOGIQUES

LE CHOIX DE L'ÉQUIPEMENT DE SKI

L'ENTRETIEN DE BASE DES SKIS

ÉVALUER LE PROGRAMME

SERVICES D'APPLICATION

National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs

Pre-course “e-preparation”

Objectives

Introduction

Technical Tools

Tactical Skiing

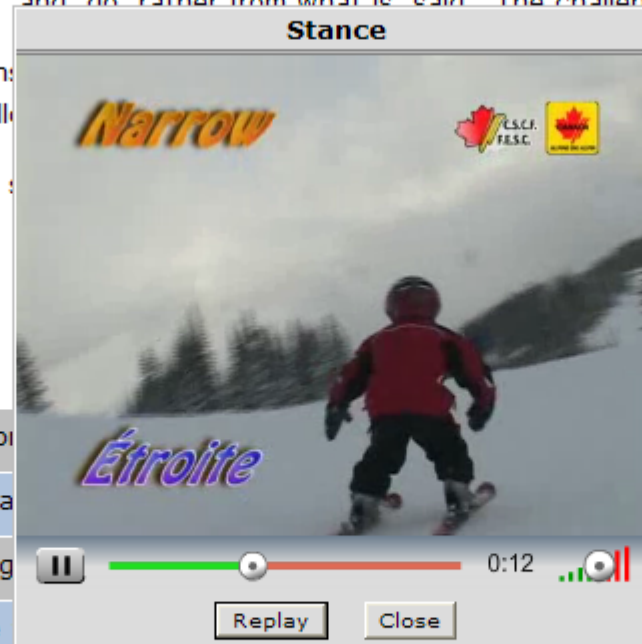
Skiing Biomechanics

Children learn from what they "see" and "do" rather than from what is "said". The challenge to the Entry Level coach is to:

- provide good demonstrations
- promote volume skiing to all

To help participants develop skiing skills:

- [basic skiing skills](#)
- [planes of balance](#)



acquisition stage.

ment. This is the **acquisition** stage.

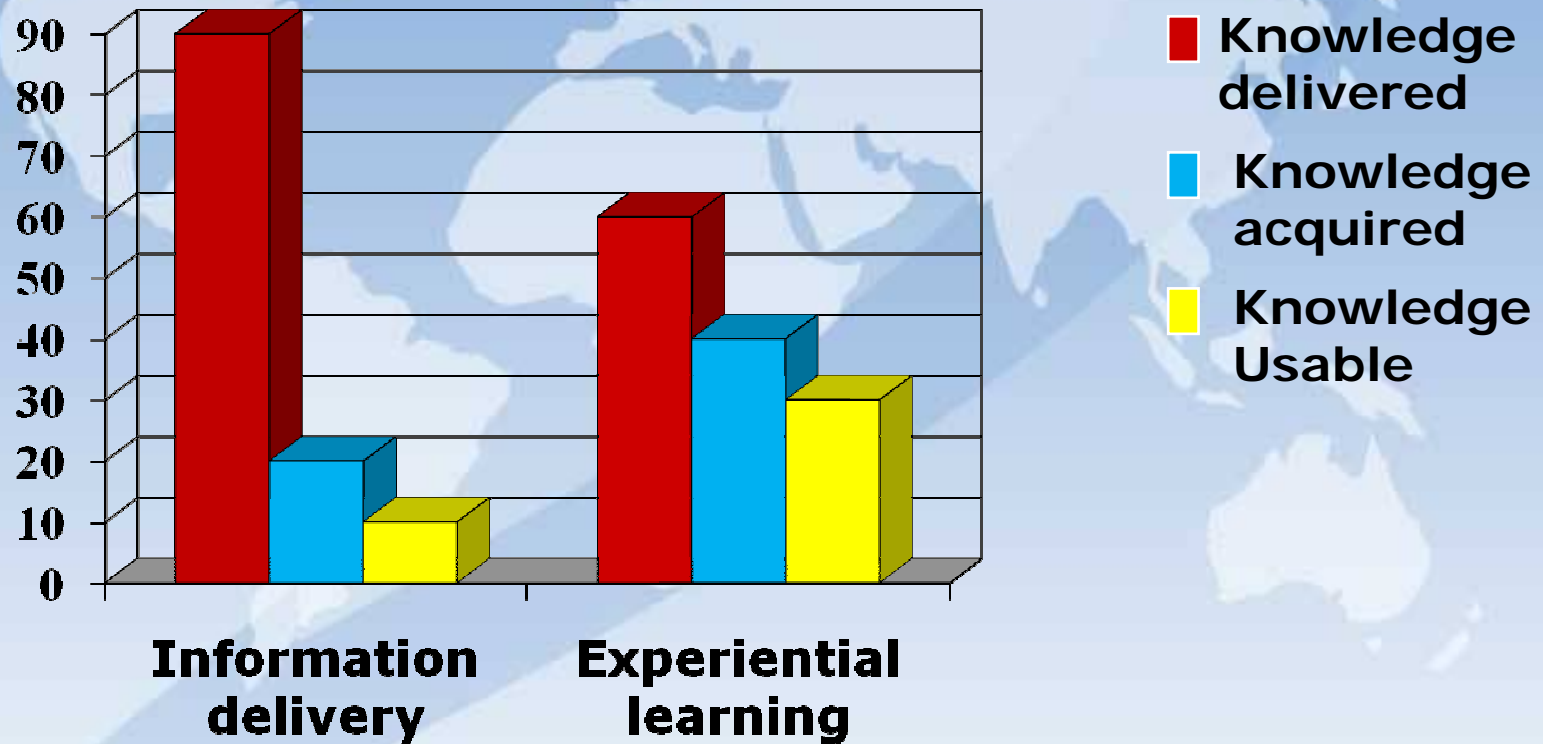
they are:

	Video Clips
▪ Stance - adopt a position of	
▪ Balance - to attempt to ma	Video
▪ Timing - selection of the rig	Video
▪ Coordination - to combine	Video
▪ Edging - the ability to use the skis as a cutting tool	Video
▪ Steering - to guide the skis in a desired direction	Video
▪ Pressuring (loading and unloading the skis) - the result of increasing edge angle and/or steering	

Challenge 4b: Retaining effective learning methods in an e-learning environment

- Experiential learning and problem-based methods increase the effectiveness and impact of learning
- Solution: Instructor-led 3D e-learning.

Experiential learning



Demers, G. Adapted from Morissette, R. (2002). Accompagner la construction des savoirs. Montréal : Chenelière Éducation.

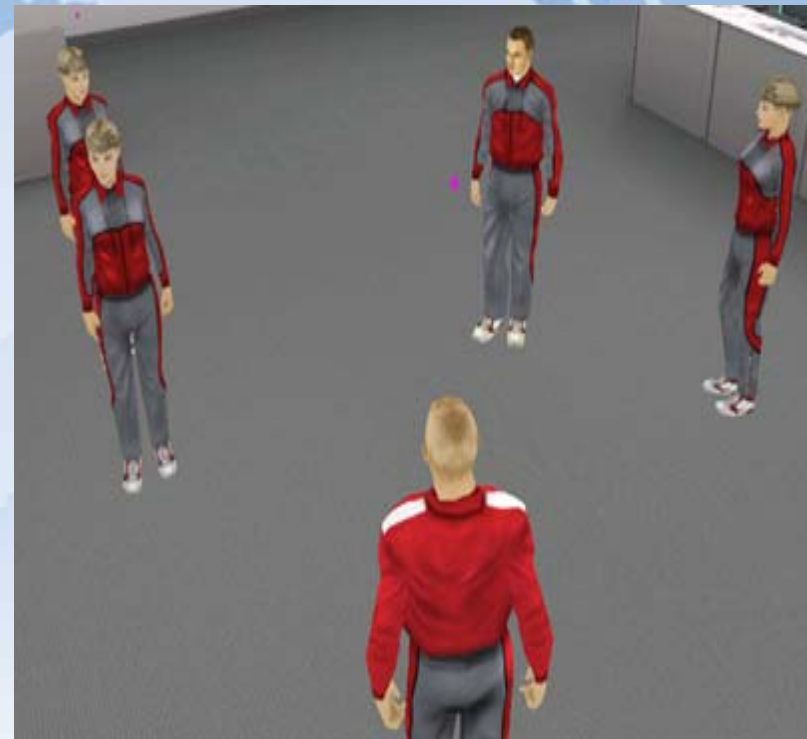
A Framework to Improve the Impact of Learning

- 1. Develop an awareness of the nature of current practice**
- 2. Clarify the new learning and how it relates to your current understandings and practice**
- 3. Integrate the new learning and the current understandings and practice**
- 4. Anticipate or imagine the nature of improved practice**

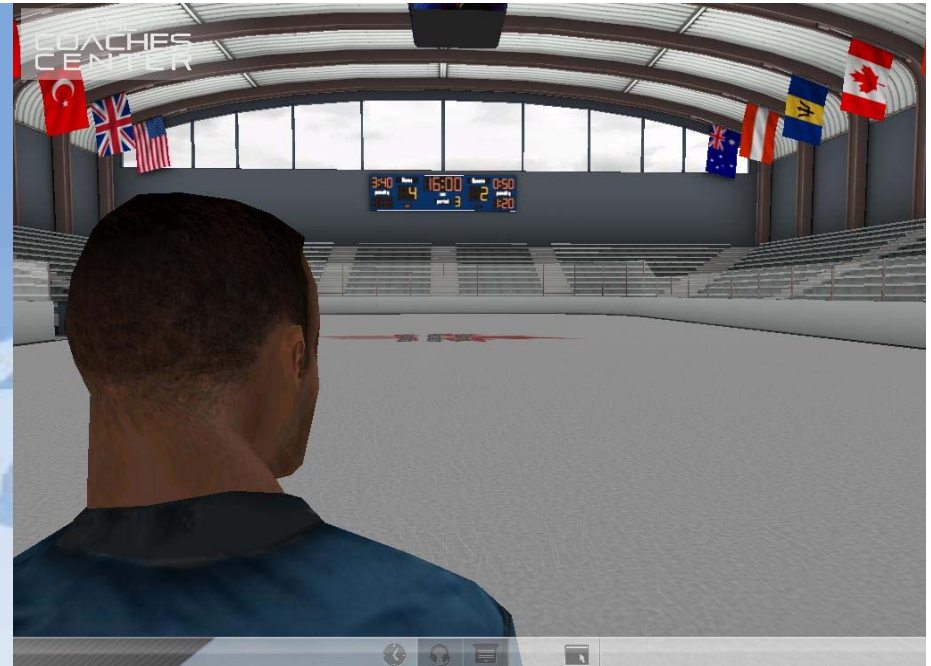
Jennifer Moon “Short Courses and Workshops: improving the impact of learning, training and professional development” Kogan Page 2001

E-Learning: The virtual 3D world in coach education

The synchronous, learning facilitator-lead 3D model retains interactivity among the coaches in an e-learning environment



Avatar: a computer user's representation of him/herself (Wikipedia)



DEMONSTRATION 1

DEMONSTRATION 2

Coaching challenge 5: life long learning

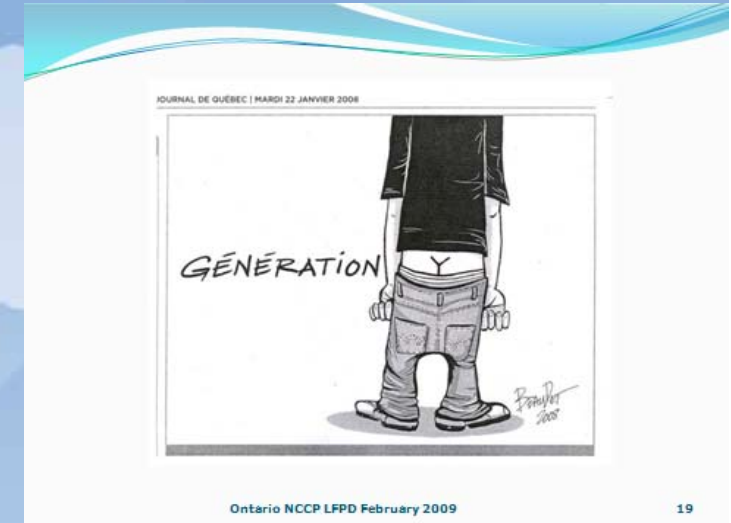


- Creating an environment that encourages ongoing interaction and daily learning
- Solution: Using web-based technologies to create on-line communities (social networks)

Generation Y 1981-2000

Ages 8-28

- **1st Generation to grow up with technology**
 - **Computers in Nursery school**
 - **100s of cable channels**
 - **9 out of 10 have personal computers**
 - **50% of 12 have own cell phones**
 - **1/4 of 18-24 year olds have Internet-enabled phones**



Patsy Pyke CAO Coaches Conference February 2009

Source: BusinessWeek 2/15/99; Microsoft Small Business Center, Retail Traffic Magazine 4/1/04

Global Coach Social Network



TheCoachesCentre.net



Meet Face to Face
With Your Next Employer

Find a Monster Job Fair



Home Links Search Mail Calendar Blogs Chat Videos Photos Forums Groups Classifieds Help

● Hello, Coach Lilly!

[Manage account] [Edit Profile] [Applications] [Sign out]

Monday August 25, 2008



Name: Lilly Edwards
Coach Level: Professional
Sport: Figure Skating
Style: Pairs
Current Athletes:
Paul Kelly
Lynn Woods
Country: CAN

Location: Toronto, Canada
Awards: Four time Olympic Coaching Champion

UPDATES

Notifications (3)
Activity Requests (4)
Offline Messages (2)
Thread Updates (5)



Launch into Nexus

News Feed

Phelps avoids crowds, cameras on Beijing arrival
Coach Summitt to make \$600K gift to Tennessee
Smith returns to Panthers, apologizes for punch

Contact List

- Howard Mall
- Aleah Silver
- Lynn Woods
- Rink Maintenance
- Costume Designer
- Publicist

Top Videos



Calendar [Edit]

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Week At A Glance

- Sat Aug. 23th: Travel meeting in the Nexus
- Sun Aug. 24th: Morning Meeting / Practice
- Mon Aug. 25th: Gym Day / Practice
- Tues Aug. 26th: Dress Rehearsal
- Wed Aug. 27th: Day off / Nexus Meetings
- Thus Aug. 28th: Travel Day to Chicago
- Fri Aug. 29th: Press Conf / promo
- Sat Aug. 30th: COMPETITION DAY

Active Areas in the Nexus

- ISU Regulations meeting [GO THERE](#)
- New design and coreographing brainstorming session [GO THERE](#)
- Nike Presentation [GO THERE](#)
- Judging criteria discussion [GO THERE](#)
- Ice Conditions and Requirements [GO THERE](#)
- Nutrition and Training Techniques [GO THERE](#)

Technical Updates

- NEW 2008-09 Pairs Short Program Elements for Novice through Senior (7/24/08)
- NEW 2008-09 Pairs Free Skate Elements for Preliminary through Intermediate (7/24/08)
- NEW 2008-09 Pairs Free Skate Elements for Novice through Senior (7/8/08)

Commerce

- Apparel
- Shoes
- Equipment
- Training
- NEW ITEMS

GCSN Services



Social Network Platform: connectivity with other coaches

Sport Management & Administrative Tools

Online Course Training: synchronous and asynchronous

Online Publishing

Entertainment: Fantasy Coaching

Internet TV And Radio

Retail sales

Summary

- 
1. Communication with athletes, monitoring training
 - ▶ **Customized web sites**
 2. Linking the experts
 - ▶ **On-line meetings**
 3. Tracking information to demonstrate competence
 - ▶ **ePortfolios**
 4. Accessibility and effectiveness of coach education; retaining effectiveness in an e-learning environment
 - ▶ **E-learning: asynchronous and synchronous**
 5. Life long learning
 - ▶ **Social networks**

What are the implications to sport information organizations?



- Can information providers work with experiential learners to increase applicability? (“usable knowledge”)
- How does information need to be adapted for more effective use over the web?
- Helping coaches to access and use video

Thank you!

John Bales

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Further reading

1. Clarken, Rodney. "Using Web-Based Technology to Effectively and Efficiently Place and Evaluate Student Teachers, Supervisors and Programs" Paper presented at the annual meeting of the American Association of Colleges For Teacher Education, Hilton New York, New York, NY Feb 24, 2007 Online <PDF> . 2009-02-02 <http://www.allacademic.com/meta/p142071_index.html>
2. Erickson, K., Bruner, M. W., MacDonald, D. J. and Côté J., Gaining Insight into Actual and Preferred Sources of Coaching Knowledge , International Journal of Sports Science & Coaching **Volume 3** – Number 4- 2008.
3. Lemyre, F., Trudel, P., Durand-Bush, N., How Youth-Sport Coaches Learn to Coach, The Sport Psychologist, 2007, 21, 191-209 ©2007 Human Kinetics, Inc.
4. Liebermann, D. G., Katz, L., Hughes, M. D., Battlett, R. M., McClements, J. and Frank, I. M., Advances in the application of information technology to sport performance, Journal of Sports Sciences, 2002, 20 , 755-769.
5. Reade, I., Rodgers, W. and Spriggs K., New Ideas for High Performance Coaches: A Case Study of Knowledge Transfer in Sport Science, International Journal of Sports Science & Coaching **Volume 3** – Number 3 – 2008.
6. Reade, I., Rodgers, W. and Hall, N., Knowledge Transfer: How do High Performance Coaches Access the Knowledge of Sport Scientists? International Journal of Sports Science & Coaching **Volume 3** – Number 3 – 2008.
7. Rocco, M. C. Bainbridge, W. S., Converging Technologies for Improving Human Performance: Nanotechnology, Biotechnology, Information Technology and Cognitive Science, Publisher: Springer; 1 edition (April 1, 2003) .
8. Vargas-Tonsing, M., Coaches' Preferences for Continuing Coaching Education, in ternational Journal of Sports Science & Coaching **Volume 2** – Number 1 -2007.
9. Wright, T., Trudel, P. and Culver, D., Learning how to coach: the different learning situations reported by youth ice hockey coaches, Physical Education and Sport Pedagogy, Vol. 12, No. 2, June 2007, pp. 127-144.



Australian Government
Australian Sports Commission



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*Building and sustaining sport information communities -
through connectivity, collaboration and sharing*



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