

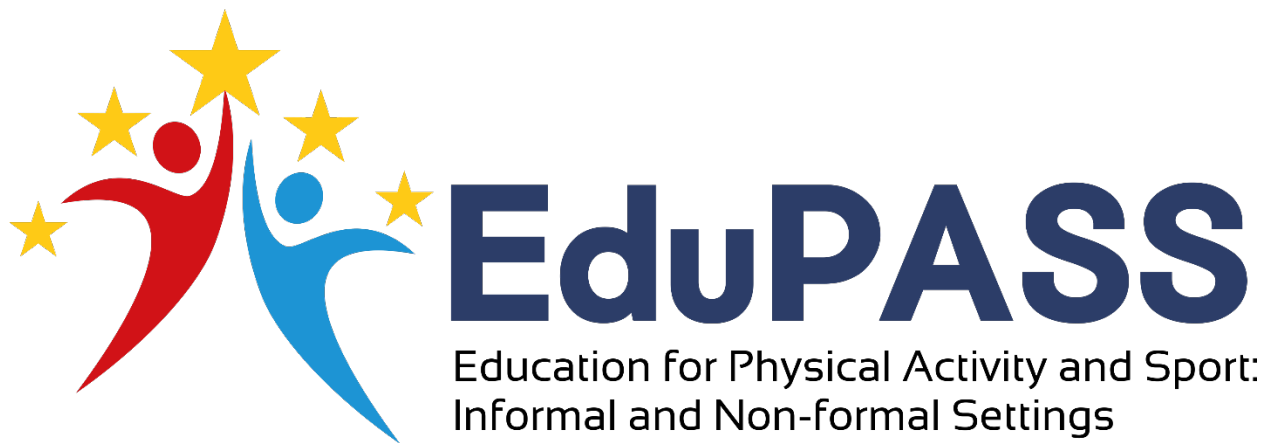


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Informal and Non-formal Settings

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Evaluation report of the 2nd and 3rd LTT Event in Dublin



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1 LTT EVENT IN DUBLIN (2-6 OCTOBER 2023)

1.1 PARTICIPANTS

A total of 6 coach educators (5 males, 1 female; 43.50±11.98 years) and 9 coaches (8 males, 1 female; 25.22±6.85 years) participated in the second and third Learning and Teaching Training (LTT) Event¹ in Dublin, Ireland. The coach educators and the coaches came from all partner institutions. All the coach educators and coaches were currently practising a sport/athletic activity, and all of them had extensive experience in the sports that they were practicing (22.17±11.27 years for coach educators and 16.56±4.72 for coaches).

Most coach educators did not currently work as sport coaches (83.3%); however, they had worked as sport coaches in the past (100.0%), with an average coaching experience of 15.33±10.07 years. They were mainly coaching children (50.0%) and young adults (50.0%). Additionally, they had a working experience as coach educators of 12.00±10.90 years.

On the other hand, most coaches were currently working as sport coaches (88.9%) and they had also worked as a sport coach in the past (100.0%), with an average coaching experience of 3.78±2.44 years. These coaches were mainly training children (44.4%), adolescents (33.3%) and young adults (22.2%). Finally, the majority of coaches had previously attended coach training courses (66.7%). Only 44.4% had a bachelor's degree in physical education and/or sport science, while 44.4% did not hold an equivalent degree.

1.2 COACH EDUCATORS' EVALUATION OF THE LTT EVENT

To ensure the quality of the LTT Event as well as improving it, all participants (coach educators and coaches) completed the LTT Event evaluation form, which consisted of 24 items including organizational aspects (5 items), teaching and content (13 items for coach educators and 11 items for coaches), implementation and feasibility of the Event (5 items), and 1 item about recommending the Event to peers. For all items a five-point Likert-type scale was used, ranging from disagree (1) to agree (5), and a not applicable (N/A) answer was also available.

In most of the items the coach educators answered that they agreed and/or rather agreed. For example, 100.0% of the coach educators agreed that the Event was adequately and logically structured, 100.0% agreed that it was well designed, and a cumulative percentage of 100.0% of them rather agreed (33.3%) and agreed (66.7%) that the content was presented in a clear and understandable way. Interestingly, the coach educators also agreed (100.0% cumulative of rather agree and agree) that they were able to improve their knowledge and skills, and they were able to learn something new related to their coaching. It was further important to notice that the

¹ A **Learning and Teaching Training** event typically focuses on enhancing teachers' instructional skills and pedagogical strategies. It aims to provide them with new insights, techniques, and approaches to improve their teaching effectiveness and student engagement.



EduPASS resources were considered useful as they could be easily implemented during coaching (100.0% agree responses) and the coach educators could imagine themselves implementing EduPASS resources with other coaches (100.0% agree responses). On the other hand, the topics presented during the Event were not new to them and they were familiar with these topics (only 16.7% cumulative of rather agree and agree). Finally, they all agreed (100.0%) that they would recommend this LTT Event to other coaches and coach educators.

Additionally, to gain a deeper insight and understanding on what the participants (coach educators and coaches) thought about the Event, four open-ended questions were included regarding the best features of the event, things the participants did not like, potential changes that could be implemented, and specific comments about the LTT Event. The positive comments/feedback regarding the event were the high quality the Event's organisation, the hands-on coaching and practical experiences, the adequate mix of theory and practice, and the debriefing and reflection opportunities provided following the learning experiences.

On the other hand, the main mentioned challenge was that the theoretical sessions followed the practical ones in the afternoon, when everyone was more tired. Furthermore, some taught content in the teaching units was considered to be repetitive, while the main aim of this LTT Event sometimes was not very evident and had to be communicated more clearly to the participants (both coaches and coach educators). The coach educators highlighted the need to include a few more insights of methods used in the different countries and the potential application of lessons learned in a variety of (real-life) contexts, as well as more detailed information on fundamental movement, motor, and game skills, especially those related to early specialization sports (e.g., gymnastics, swimming).

1.3 COACHES' EVALUATION OF THE LTT EVENT

Similar to the coach educators, in most items coaches also answered that they agreed and/or rather agreed. For example, 100.0% of the coaches agreed that the materials and resources were well prepared, 100.0% agreed that the teaching enabled them to attain the learning outcomes, and a cumulative percentage of 100.0% of them rather agreed (11.1%) and agreed (88.9%) that the content was presented in a clear and understandable way. Furthermore, the coaches agreed (100.0% cumulative of rather agree and agree) that they were able to improve their knowledge and skills, and they were able to gain new knowledge and information for their coaching practices. In addition, 55.6% of the coaches rather agreed and 22.5% agreed the topics presented during the Event were new to them and they were never taught before these topics (78.1% cumulative). Taking into account that most coaches had a limited coaching experience (i.e., 3.78 ± 2.44 years), it was easily understood that the Event and the topics presented were beneficial to most coaches as they were not familiar with and did not have prior knowledge of the topics discussed. Finally, they all agreed (100.0%) that they enjoyed the Event, and they would recommend it to other coaches.

From the open-ended questions it was evident that the event was successful. The coaches highlighted the positive aspects, which were the interactions between the coaches and the coach educators, the well-designed teaching units implemented, the positive experience of coaching



Irish children, and the connection between theory and practice. The coaches also mentioned the positive coach educators' involvement (who were characterised as "charismatic"), since all coach educators were approachable and delivered adequately the respective content taught. The main negative aspect of the LTT Event was that the theoretical teaching units were considered a bit too long. Finally, to improve similar future events, coaches suggested that it would be important to have more practical sessions and provide more critical feedback following these sessions. Also, one coach mentioned that real-life teaching experiences (i.e., teaching in a school setting rather than micro-teaching activities between the coaches) could have been more realistic and useful.

1.4 COACH EDUCATORS' EVALUATION OF THE TEACHING UNITS

To evaluate the teaching units delivered during the LTT Event, all participants completed an evaluation form which contained items regarding the learning, teaching, assessment, feedback, workload, skills development, management, learning environment and overall satisfaction with the module (26 items). For all items a five-point Likert-type scale was used, ranging from very dissatisfied (1) to very satisfied (5), and a not applicable (N/A) answer was also available. Furthermore, one additional question was used about recommending the module to other coaches, with possible answers ranging from disagree (1) to agree (5). Items that received 30.0% or more of not applicable (N/A) answers were excluded from further analysis (i.e., 2 items).

A total of 58 teaching units' evaluation forms were completed during the LTT Event, and 10 teaching units were evaluated, namely:

- I Coach Kids Pledge;
- The Youth Sport Compass – The 4 Pillars (parts 1 and 2);
- Coaching Practice;
- Youth Sport Compass and Coaching Practice;
- Coaching Girls: A practical emphasis;
- Young Voices Toolkit;
- Debrief of Primary School Coaching Session;
- Coaching Skills – Plan, Organise, Demo, Comms, Observe, Feedback, Reflection;
- Understanding Physical Literacy 1 (parts 1 and 2); and
- Your Personal Coaching Toolkit.

The data for all teaching units taught were analysed collectively (and not separately for every teaching unit). In general, all coach educators were either satisfied or very satisfied with the various elements of the teaching units taught (85.0% cumulative or higher), and there was low "very dissatisfied" answers for most items (<3.0%). For example, 93.0% of the coach educators were satisfied or very satisfied with the overall teaching of the teaching units, 96.5% with the clarity of the teaching units, and 91.4% would recommend these teaching units to other coach educators. On the other hand, 2 items (i.e., items 11 and 12 regarding the assessment method) were excluded from the analysis since these questions were not considered applicable/suitable in this specific context. The detailed descriptive analysis of all items is presented in Table 1.



Table 1. Descriptive statistics of the coach educators' teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	
1. The overall teaching of the teaching unit.	0.0	1.8	5.3	24.6	68.4	4.60 (0.68)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	0.0	1.8	10.5	21.1	66.7	4.53 (0.76)
3. The pedagogical approaches presented to teaching sports.	0.0	3.6	5.5	27.3	63.6	4.51 (0.77)
4. The description of the teaching unit.	0.0	1.7	1.7	27.6	69.0	4.64 (0.61)
5. The content of the teaching unit.	0.0	3.6	3.6	16.1	76.8	4.66 (0.72)
6. The clarity of the teaching unit content.	0.0	0.0	3.6	16.1	80.4	4.77 (0.50)
7. The balance between theory and practice.	0.0	3.8	7.5	20.8	67.9	4.53 (0.80)
8. The defined learning outcomes and/or objectives were adequately explained.	0.0	3.5	3.6	23.6	69.1	4.58 (0.74)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	3.8	0.0	3.8	28.3	64.2	4.49 (0.89)
10. The appropriateness of the assignments.	0.0	3.7	1.9	22.2	72.2	4.63 (0.71)
11. The explanation of the assessment criteria.	(N/A=32.8)	-	-	-	-	-
12. The assessment methods effectiveness in identifying coaches' strengths and areas for future development.	(N/A=31.0)	-	-	-	-	-
13. The communication of the learning outcomes and assessment model.	2.1	4.2	2.1	35.4	56.3	4.40 (8.93)
14. The collaboration through shared knowledge with peers.	0.0	0.0	3.4	17.2	79.3	4.76 (0.51)
15. The overall workload (achievable, realistic, adequate).	0.0	3.4	1.7	17.2	77.6	4.69 (0.68)
16. The effectiveness of the module in raising coaches' professional development.	3.4	1.7	1.7	17.2	75.6	4.60 (0.90)
17. The quality of the support given by the teaching staff on assignments.	2.1	2.1	2.1	22.9	70.8	4.58 (0.82)



18. The preparation of the teaching staff.	0.0	0.0	3.5	10.5	86.0	4.82 (0.47)
19. The approachability and support of teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	0.0	0.0	5.3	17.5	77.2	4.72 (0.56)
20. The organisational arrangements for the teaching unit.	0.0	1.7	3.4	20.7	74.1	4.67 (0.63)
21. The relevance of the teaching unit in raising coaches' professional development (knowledge and practice).	0.0	5.2	3.4	12.1	79.3	4.66 (0.79)
22. The transferability of the lessons learnt in the teaching unit to practice.	0.0	3.6	5.4	26.8	64.3	4.52 (0.76)
23. The development of new skills and/or coaching strategies due to this teaching unit.	3.6	0.0	7.1	33.9	55.4	4.38 (0.91)
24. The increase of my motivation to learn due to this teaching unit.	3.6	0.0	5.4	28.6	62.5	4.46 (0.89)
25. The overall knowledge gained by the teaching unit.	1.8	3.6	3.6	32.1	58.9	4.43 (0.87)
26. My overall satisfaction with the teaching unit.	0.0	5.4	0.0	19.6	75.0	4.64 (0.75)
27. I would recommend this teaching unit to coaches and coach educators.	0.0	5.2	3.4	22.4	69.0	4.55 (0.80)

Similar to the evaluation of the LTT Event, participants (coach educators and coaches) were invited to answer five open-ended questions regarding the best features of the teaching units, things they did not like, potential changes that could be implemented, items that they would implement in their coaching practices, and specific comments about the teaching unit.

Positive aspects of the teaching units were, in general, the following:

- Group discussions and feedback;
- Group working tasks/exercises; as well as
- Motivation and passion of the coach educators and the interaction with the coaches.

There was also an adequate mix between practice and theory, and the contents presented were interesting. For example, in the Phil Kearney teaching unit most coach educators agreed that there was a practical hands-on approach which could assist coaches implement what they learnt in their everyday practice/work. Furthermore, the examples presented in most of the teaching units (e.g., Young Voices Toolkit, Debrief of Primary School Coaching Session) were considered very practical



and useful. The creative ways to get children to talk in Young Voices Toolkit teaching unit was another positive aspect, as well as the implementation of the game “Snakes and ladders” and the 10 principles of I Coach Kids Pledge.

On the other hand, a few issues were risen regarding specific teaching units. In the I Coach Kids Pledge it was mentioned that the group discussions could have been a bit longer, and in the Youth Sport Compass and Coaching Practice teaching unit there was not much time for reflection. In addition, the content of the Young Voices Toolkit was considered to be repetitive, since similar topics were discussed in the previous teaching units. Lastly, in Understanding Physical Literacy there were too many theoretical information shared with the coaches, and the amount of the practical session was limited.

To overcome these challenges and improve the teaching units in the future, the coach educators mentioned that it would be useful to include specific methodological strategies for implementing each of the 10 principles of the I Coach Kids Pledge in practice, and to increase the reflection time in some of the teaching units. Also, the provision of more specific implementation strategies (e.g., in Young Voices Toolkit and Understanding Physical Literacy teaching units) could be beneficial.

1.5 COACHES’ EVALUATION OF THE TEACHING UNITS

A total of 66 teaching unit evaluation forms were completed during the LTT Event, and 10 teaching units were evaluated, namely:

- I Coach Kids Pledge;
- The Youth Sport Compass – The 4 Pillars (parts 1 and 2);
- Coaching Practice; Youth Sport Compass and Coaching Practice;
- Coaching Girls: A practical emphasis;
- Young Voices Toolkit;
- Debrief of Primary School Coaching Session;
- Coaching Skills – Plan, Organise, Demo, Comms, Observe, Feedback, Reflection;
- Understanding Physical Literacy 1 (parts 1 and 2); and
- Your Personal Coaching Toolkit.

In Table 2 the detailed descriptive analysis is presented, and it can be noted that there were only a few coaches very dissatisfied or dissatisfied with aspects of the teaching units. The majority of the coaches were either satisfied or very satisfied with these aspects (85.0% cumulative or higher). For example, 89.2% of the coaches were satisfied or very satisfied with the overall teaching of the teaching units, 93.9% with the clarity of the teaching units, and 83.3% would recommend these teaching units to their peers and other coaches. The percentage of neutral answers was over 10.0% in the following items:

- (1) The content of the teaching unit;
- (2) The learning materials (e.g., handouts, workshop material, case studies, websites, etc.);
- (3) The assessment methods effectiveness in identifying my strengths and areas for future development; and



(4) The development of new skills and/or coaching strategies due to this teaching unit.

Potentially these items require further attention and improvement during the development and finalization of the teaching units.

Table 2. Descriptive statistics of the coaches' teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	
1. The overall teaching of the teaching unit.	1.5	0.0	9.2	21.5	67.7	4.54 (0.79)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	1.5	1.5	4.5	19.7	72.7	4.61 (0.78)
3. The pedagogical approaches presented to teaching sports.	1.6	1.6	4.7	29.7	62.5	4.50 (0.80)
4. The description of the teaching unit.	1.5	3.1	3.1	26.2	66.2	4.52 (0.83)
5. The content of the teaching unit.	1.6	0.0	10.9	26.6	60.9	4.45 (0.82)
6. The clarity of the teaching unit content.	1.5	3.1	1.5	27.7	66.2	4.54 (0.81)
7. The balance between theory and practice.	1.6	4.8	9.7	25.8	58.1	4.34 (0.96)
8. The defined learning outcomes and/or objectives were adequately explained.	1.5	4.6	3.1	32.3	58.5	4.42 (0.88)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	1.5	4.5	10.6	31.8	51.5	4.27 (0.94)
10. The appropriateness of the assignments.	1.6	1.6	3.3	32.8	60.7	4.49 (0.79)
11. The explanation of the assessment criteria.	1.6	3.2	6.3	27.0	61.9	4.44 (0.88)
12. The assessment methods effectiveness in identifying my strengths and areas for future development.	3.3	1.6	11.5	27.9	55.7	4.31 (0.98)
13. The communication of the learning outcomes and assessment model.	1.6	1.6	7.8	25.0	64.1	4.48 (0.84)
14. The collaboration through shared knowledge with peers.	1.6	1.6	6.5	22.6	67.7	4.53 (0.82)
15. The overall workload (achievable, realistic, adequate).	1.5	1.5	4.5	28.8	63.6	4.52 (0.79)



16. The effectiveness of the module in raising my professional development.	3.0	1.5	7.6	33.3	54.5	4.35 (0.92)
17. The quality of the support given by the teaching staff on assignments.	1.6	0.0	4.8	35.5	58.1	4.48 (0.74)
18. The preparation of the teaching staff.	1.5	0.0	3.0	21.2	74.2	4.67 (0.69)
19. The approachability and support of the teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	1.5	0.0	3.1	21.5	73.8	4.66 (0.69)
20. The organisational arrangements for the teaching unit.	1.5	0.0	7.6	25.8	65.2	4.53 (0.77)
21. The relevance of the teaching unit to raising my professional development (knowledge and practice).	1.5	1.5	4.6	30.8	61.5	4.49 (0.79)
22. The transferability of the lessons learnt in the teaching unit to practice.	3.1	1.5	9.2	35.4	50.8	4.29 (0.93)
23. The development of new skills and/or coaching strategies due to this teaching unit.	1.6	3.1	12.5	34.4	48.4	4.25 (0.91)
24. The increase of my motivation to learn due to this teaching unit.	1.5	3.0	9.1	36.4	50.0	4.30 (0.88)
25. The overall knowledge gained by the teaching unit.	1.5	3.0	7.6	34.8	53.0	4.35 (0.87)
26. My overall satisfaction with the teaching unit.	1.5	1.5	7.7	20.0	69.2	4.54 (0.83)
27. I would recommend this teaching unit to other coaches.	4.5	3.0	9.1	33.3	50.0	4.21 (1.05)

Based on the answers to the open-ended questions, the coaches mentioned that positive aspects of the teaching units were that coach educators were passionate and motivative, as well the overall organisation, the cooperation and the interactions that took place during the delivery of the teaching units. In addition, the balance between the theoretical and practical sessions was adequate, and the presentation of practical examples directly related to real-life experiences was considered an asset. The 10 principles of I Coach Kids Pledge were highlighted once more by everyone, and positive comments were further presented for the graphical representation of the compass in the Youth Sport Compass and Coaching Practice teaching unit.

In general, and most importantly, there were no negative comments for the teaching units. Two of the teaching units (i.e., I Coach Kids Pledge and Youth Sport Compass) were considered to be mostly oriented for volunteers and not sport coaches, and sometimes there was not sufficient



time for reflection and discussion (e.g., Coaching Practice). For the Coaching Girls: A Practical Emphasis teaching unit, some coaches further mentioned that sometimes the discussion could have been more specific and targeted to the expected outcomes of the unit, and a discussion related to the role of male coaches could be included.

To improve the teaching the coaches initially suggested to include specific methodological strategies to apply the 10 principles. Also, they highlighted the need for less input and information from the coach educators, and perhaps more time for deeper discussions, reflections, and interactions. Lastly, two of the coaches suggested having received beforehand more detailed notes and materials of the topics presented.

1.6 RECOMMENDATIONS FROM THE EVALUATION OF THE LTT EVENT

Most of the coaches and coach educators agreed that the LTT Event was well designed and logically structured, and the overall presentation was adequately employed. They enjoyed participating in this event and they would recommend it to other coaches. The main strengths of the 2nd and 3rd LTT event in Dublin were:

- High-quality organization: All participants praised the well-structured and logically organized nature of the Event;
- Hands-on coaching and practical experiences: The Event emphasized the importance of practical learning;
- Adequate mix of theory and practice: The Event balanced theoretical sessions with practical experiences, ensuring a comprehensive learning experience for the participants;
- Positive interactions between coaches and coach educators: The Event fostered a supportive and collaborative environment where coaches and coach educators could engage with each other and learn from one another;
- Well-designed teaching units: The teaching units were praised for their clarity, relevance, and effectiveness in addressing the learning outcomes;
- Debriefing and reflection opportunities: The Event provided opportunities for coaches to reflect on their experiences and learn from their successes and challenges;
- The 10 principles of I Coach Kids Pledge and the game "Snakes and ladders" are useful additions to the teaching units.

Nevertheless, the report suggests that the teaching units could benefit from further attention and improvement during development and finalization. Additionally, it is recommended the inclusion of more insights into methods used in different countries and the potential application of lessons learned in a variety of real-life contexts. The coaches suggested that future events should have more practical sessions and provide more critical feedback following these sessions. Furthermore, more materials (e.g., slides, references, notes, handouts, etc.) and resources shared during the Event would be beneficial. Moreover, it is recommended that the teaching units do not present similar topics and information, to avoid repetitions. Regarding the LTT Event, it is suggested that the theoretical sessions to be delivered in the morning, and the practical ones in the afternoon. Lastly, one coach mentioned that real-life teaching experiences could have been more realistic and useful.



Overall, the report highlights the positive aspects of the event, including the high quality of organization, hands-on coaching and practical experiences, and the adequate mix of theory and practice, while a few issues requiring further attention to improve similar future events.