

**INFORMAL LEARNING IN FORMAL NCCP COACH EDUCATION**

by © Katharine Brook A Thesis submitted to the School of

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# INFORMAL LEARNING IN FORMAL NCCP COACH EDUCATION

Katharine Brook, BPE, BED

Thesis Advisor: Dr. Antony Card

## **ABSTRACT**

Coaches, just like all professionals, need to continually learn, grow and reflect on their current practices. Coaches influence many athletes when they work with them both in and outside the sporting environment, therefore, understanding how a coach learns and their preferred learning style is fundamental for the development of coach education programs. This information is also vitally important for organizations to effectively provide coaches with meaningful learning opportunities. The purpose of this study is to determine the extent to which informal learning is occurring within the formal Canadian National Coach Education Program (NCCP) and to identify possible synergies or conflicts in combined learning formats. The results of the study therefore could lead to more effective teaching models for the coaches and facilitators of coach education. Data was gathered through the use of observation logs, semi –structured interviews, and field notes. It was determined that the length of coach education workshops and the ability for the learner to take responsibility for their own learning were key elements to determining the preferred learning method for the coach. Informal learning opportunities within formal learning structures were preferred for the mature learner who had a growth mindset. It was also preferred during longer workshops compared to shorter workshops where participants were forced to attend. Overall if a

workshop runs longer than half a day, and the level of experience and maturity of the learners is high, facilitators and instructional designers should try to incorporate informal time into the workshops. This may help the learner assimilate the knowledge and could allow the learner to take more ownership of what they want to learn. These informal opportunities may include longer coffee breaks, planned meals or even unstructured time within the workshop.

**Keywords:** Coach Education, Instructional Design, NCCP, Learning, Informal Learning, Formal Learning

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## Contents

ABSTRACT .....	ii
Acknowledgements .....	iv
Contents .....	v
Chapter One: Introduction .....	8
Chapter Two: Review of Literature .....	12
2.1 Formal, Non Formal and Informal Learning .....	12
2.1.1 Formal Learning .....	13
2.1.2 Non-Formal Learning .....	14
2.1.3 Informal Learning .....	15
2.2 How We Learn .....	16
2.3 Coach Education and how Coaches Learn? .....	19
2.3.1 Formal Coach Education .....	19
2.3.2 Informal Coach Education .....	19
2.3.3 Non-Formal Coach Education .....	20
2.3.4 Learning Preferences of Elite Coaches .....	21
2.3.5 Learning Preferences of Developmental Coaches .....	22
2.3.6 Summary of How Coaches Learn .....	24
2.4 Definitions from the Review of Literature .....	27
2.5 Summary .....	31
Chapter Three: Experiential Knowledge .....	31
3.1 Reflexivity .....	31

3.2 Experiential Knowledge of the Researcher: Kathy Brook.....	32
Chapter Four: Methodology .....	35
4.1 Phenomenological Approach.....	35
4.2 Field Observation.....	38
4.3 Participants.....	40
4.4 Semi-Structured Interviews.....	40
4.5 Triangulation of Data.....	42
4.6 Transcribing and Analysis .....	43
4.7 Reporting.....	45
Chapter Five: Findings and Discussions.....	46
5.1 Formal and Informal Coach Education Working Together...47	
5.1.1 Instructional Design Preferences .....	49
5.1.2 Informal education and formal education at the same time.....	50
5.2 Length of Time of the Workshop.....	53
5.3 Motivation .....	57
5.4 Design of the Workshop .....	60
5.5 Other informal examples.....	64
5.6 Summary .....	66
Chapter Six: Conclusion and Recommendations.....	67
6. 1 Length of the Workshop .....	67
6.2 Motivation .....	69
6.3 Workshop Design .....	70

6.4 Recommendations.....	70
6.5 Conclusion:.....	71
References.....	81
Appendices .....	88
Appendix A: Semi – Structured Interviews.....	89
Appendix B: Informal Learning Situations in Formal Learning Situations Module Observation Chart.....	92
Appendix C: Informed Consent Form for Organizations .....	91
Appendix D: Informed Consent Form for Participants .....	99
Appendix E: Transcribed Interview.....	107
Appendix F: Tables .....	115
Table F-1: Categories and Subcategories based on Interviewees .....	115
Table F-2: Themes Based on Workshops .....	121
Table F-3: Factors that contribute to Informal Education within Formal Education .....	122

## **Chapter One: Introduction**

Chapter one will outline the study and explain the rationale that supports my research question “What is the nature and extent to which informal learning opportunities are provided in Canada’s formal National Coach Certification Program (NCCP)?” I will discuss why this question is important and how it relates to and builds upon other studies on this topic. Furthermore I will suggest how the research could impact instructional design of coach education programs in the future.

Coaches, just like all professionals, need to continually learn, grow and reflect on their current practices. Illeris (2009) states;

learning has become a key topic, not only for professionals and students in the areas of psychology, pedagogy and education but also in political and economic contexts. One reason for this is that the level of education and skills of nations, companies and individuals is considered a crucial parameter of competition in the present globalised market and knowledge society. It is however, important to emphasize that the competitive functions of learning are merely a secondary, late-modern addition to the much more fundamental primary function of learning as one of the most basic abilities and manifestations of human life (p. 1).

Coaches are no exception and they too must never stop learning; never stop trying to find out what is the most current and up to date information and must never become complacent. Coaches influence others, therefore, understanding how a coach learns, and their preferred learning style is fundamental for the development of coach education programs. This information is also vitally important for organizations to effectively provide coaches with meaningful



learning opportunities.

The current literature suggests coaches prefer to learn in a variety of ways that include formal, non-formal and informal opportunities (Mallett, Trudel, Lyle and Rynne, 2009). The definitions of formal, non-formal and informal learning will be defined in Chapter Two. Lemyre, Trudel and Durand-Bush (2007) state that “education and training depend on a mix of formal and informal” (p. 275).

This thesis will explore the nature of and the extent to which informal education occurs within formal education. Most of the current research (Mallett, Trudel, Lyle and Rynne, 2009) looks at the differences between the three types of learning situations previously mentioned. What makes this study unique is that it looks at the combinations of formal, non-formal and informal learning that can occur in one learning opportunity. This research will identify possible synergies or conflicts of combined learning types (formal, non-formal and informal) which can potentially lead to more effective teaching models for the coaches in the future.

The research question being examined is: “What is the nature and extent to which informal learning opportunities are provided in Canada’s formal National Coach Certification Program?” The NCCP is Canada’s formal National Coaching Certification Program (NCCP) (CAC, 2014). To coach within different contexts in Canada National Sport Organizations require coaches to be trained or certified within the NCCP program. There are currently sixty-six sports within

Canada that have formal National Coach Certification Programs. The Coach Education model in Canada (NCCP) is divided into three streams; Community, Competition and Instruction ([www.coach.ca](http://www.coach.ca)). It is designed to provide coaching education at the level you are coaching. This concept is built off of the “Canadian Sport for Life” (CS4L) model that focuses on age and stage appropriate programming. Each sport has a Long Term Athlete Development (LTAD) model that prescribes what should be delivered to athletes at each stage of development. This paper will focus on the stages within this model ([canadiansportforlife.ca](http://canadiansportforlife.ca)).

It is important to understand the nature of the informal learning that is occurring within the formal NCCP coach education and to what extent can we further enhance the learning for the participants. A review of recent literature provides mixed conclusions of coach’s preferred learning type. Some of the literature indicates that the formal education courses are too advanced and have too much information in a short period of time (Lemyre et al., 2007), while other reports state formal education (defined in chapter two) provides consistent, research based instruction and quality assurance (Werthner and Trudel, 2009). Teacher- coaches said they preferred informal education to formal education so they could discuss things with their colleagues at lunch time or in the staff room (Culver and Winchester, 2009).

For this study, Canadian National Coach Certification Program (NCCP) workshops will be observed and some of the participants will be interviewed to determine their preferred learning method and whether or not informal education

can be a part of formal education. Themes will be analyzed to determine the ideal instructional design. Finally recommendations will be made to determine the ideal instructional design and if instructional design can be altered to meet the needs of the learner.

In Chapter Two I will review the literature to further explore the differences between formal and informal education. I will also look at the research that has been conducted on how coaches learn and what their preferred methods of learning are. In addition a list of definitions will be provided.

## **Chapter Two: Review of Literature**

This chapter will look at theories of learning and help to define and frame the study of the nature and extent to which informal learning opportunities are provided in Canada's formal National Coach Certification Program (NCCP). This review of literature has been divided into three sections. The first section will deal with Formal, Non Formal and Informal Learning. Section 2.2 will then focus specifically on how coaches learn and their preferred method of learning. Finally Section 2.3 will summarize the definitions that will be used moving forward with this paper.

### **2.1 Formal, Non Formal and Informal Learning**

Learning "is a complex matter, and there is no generally accepted definition of the concept" (Illeris, 2009, p.3). Sometimes learning is defined as an acquisition of new knowledge or it can be called informative learning (Kegan, 2000). Others believe this acquisition of new knowledge must be followed by a change of behaviour. This is called Transformative Learning (Kegan, 2000 and Mezirow, 2000). "Any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or aging" is how Illeris (2007, p.3) defines learning. Regardless of the definition, one can acquire new knowledge and it can be acquired in a variety of different ways. Many experts including Nelson, L., Cushion, C., & Potrac, P. (2006), agree that learning comes from a mix of different learning situations. This mix can include formal, non-formal, and informal learning experiences. How we learn is also important in

understanding acquisition of knowledge.

### **2.1.1 Formal Learning**

The Organization for Economic Co-operation and Development (OECD) define formal learning as “intentional, organized and structured” (OECD, 2007). They also state that “formal learning opportunities are usually arranged by institutions”(OECD, 2007). Often this type of learning is guided by a curriculum or another type of formal program. Eaton (2010) explored formal learning for literacy. She found that learning followed a curriculum and that the learning organizations are usually recognized by the government as being accredited. She also states that learning is led by experts or trained professionals. The learning is recorded and grades or credits are granted. She states that “this type of learning is held in high regard, valued and considered credible” (Eaton, 2010, p.11). Combs and Ahmed define formal learning as learning that “takes place in an institutionalized, chronologically graded and hierarchically structured educational system” (Combs and Ahmed, 2006, p. 8). Formal learning sometimes requires participants to demonstrate prerequisites before taking the course. Further ideas that define formal learning include compulsory attendance, standardized curriculum and culmination in certification (Nelson, L., Cushion, C., & Potrac, P., 2006). Examples of formal education for coaches in Canada would include; The National Coach Certification Program (NCCP), the Canadian Sport Institutes Advanced Coaching Diploma or Coaching Degree programs at universities.

### **2.1.2 Non-Formal Learning**

Non-formal learning may or may not be intentional or arranged by an institution but is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non-formal learning situations (Organization for Economic Co-operation Development, 2007). Generally there are learning objectives and expected outcomes (Eaton, 2010). Non-formal learning may be structured or loosely organized. Non-formal learning may occur at the breaks of formal situations or may come from voluntary, non-profit organizations or private learning academies where credit is not granted. Generally the learning is led by someone with more experience such as a volunteer, advanced student or an adult with or without formal learning. This type of learning is sometimes considered less credible than formal learning (Eaton, 2010). Comb and Ahmed (1974) define non-formal learning as any “systematic, education activity carried on outside the framework of the formal system to provide select types of learning to particular subgroups in the population” (p. 8). Non-formal coach education may include coaching conferences, seminars, workshops, and technical clinics where no credit is granted.

### **2.1.3 Informal Learning**

Informal learning is not organized. Rather than being guided by a rigid curriculum, it is often thought of as experiential and spontaneous (OEC, 2007). Eaton (2010) suggests that this type of learning lacks intention and objectives. This type of learning can occur at any time, and in any place. Those leading the learner “are more likely to be close to the learner” (Eaton, 2010, p.13) and are often referred to as mentors, peers or colleagues. This type of learning is often overlooked as valid learning because it is the most difficult to quantify or track but is often very relevant. “Informal learning is identified as the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment” (Combs and Ahmed, 1974, p. 8). Informal learning may include experience, interaction with peers, self directed learning, internet, reading books, journal articles, magazines, videos or recordings. Some informal “self directed learning happens by reflecting in or reflection on the learning” (Nelson et al., 2006, p. 253). Communities of practice are becoming an accepted form of informal learning (Nelson et al, 2006).

For many years formal learning was seen as official and “non-formal and informal education was discounted or assumed to be merely an addition to a proper education” (Eaton, 2010, p. 18). Sometimes informal learning may provide an experience that cannot be achieved by using a textbook. Eaton states that all individuals have the capacity to learn. There are many different ways to learn and learning continues throughout the life span. Some people in the world never have the opportunity to go to school but still learn. Different types of learning including formal, non- formal and informal all play different

roles at different times of the learner's educational path.

## **2.2 How We Learn**

Not only is the context of where we learn important, but how we learn can be equally important. Kolb (1984), Jarvis (1987), Moon (2004) and Fleming (1995) are among a few of the many well known learning theorists who have all looked at how people learn. Kolb (1984) categorized how people learn by saying some people prefer to learn in concrete ways, preferring examples over ideas and some people prefer to learn in abstract ways reacting more to theory and ideas rather than examples. Kolb (1984) goes on to suggest that learning requires application and reflection.

Peter Jarvis (1987) took Kolb's learning cycle one step further to include a social element. Jarvis states that "learning always starts with experience and that experience is always social" (Illeris, 2009, p.24). Jarvis believes that their needs to be interaction with all types of learning. He defines learning as,

the combination of processes throughout a lifetime whereby the whole person – body (genetic, physical and biological) and the mind (knowledge, skills, attitude, values, emotions, beliefs and senses) – experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination and integrated into the individual person's biography resulting in a continually changing or a more experience person (Jarvis, 1987, p. 32).

Moon describes learning in a different way; instead of using formal, non-formal or informal she describes learning as mediated, unmediated and internal (Moon, 2004).



Mediated learning is “learning that is aided directly by another person or through the use of a medium that simplifies the material of teaching” (Moon, 2004, p. 74). Formal and non formal learning can be seen as mediated learning. Unmediated learning is where “the learner is responsible for choosing what to learn about something” (Moon, 2004, p. 74). This is similar to informal learning. Finally internal learning occurs when the learner is “is not exposed to new material, but rather reconsiders or reflects on existing ideas in his/her cognitive structure” (Werthner and Trudel, 2009, p. 437). Knowles et al. (1998) further support internal learning with their theories of adult education. They explain that adults will learn based on what they need to know, their own self-concept, their prior experiences, their readiness to learn and their motivation to learn. Mallet et al. (2009) also suggest that the degree of ownership in the process and the extent to which the learner has the opportunity to apply the learning is also critical.

Fleming’s (1992)) work on preferred learning style is also very popular and talks about the VARK model. The VARK model divides learners into the following 4 categories; Visual, Auditory, Reading and Writing, and Kinesthetic. Category learning helps educators and students understand how they learn as individuals. By understanding individual learning preferences educators and learners can better understand how to acquire and retain knowledge. This can help us respect that there are various ways of learning and that each of these ways are important and valid (Eaton, 2010). Howard Gardner built on the VARK model and believes human potential is tied to 9 intelligences; verbal - linguistic, logical - mathematical, spacial - visual, bodily – kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential (Gardner, 2000). “Human potential

can be tied to one's preferences to learning; thus, Gardner's focus on human potential lies in the fact that people have a unique blend of capabilities and intelligences" (Northern Illinois University, 2016, p.1). Gardner believes understanding the learners strengths can lead to better instructional design of curriculum.

"Instruction which is designed to help students develop their strengths can also trigger their confidence to develop areas in which they are not as strong. Students' multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities, and assessment" (Northern Illinois University, 2016, p.2).

There seems to be a significant shift in how we recognize and value education today compared to ten years ago. Now learning of all kinds, whether it takes place within a formal school setting, a non-formal setting or is completely informal is seen as valuable (Eaton, 2010). This is particularly the case when considering adult learners. This demonstrates significant progress in how we view, understand and appreciate learning. Eaton (2010) states that; "learning inspires learning". When learners continue to build their skill and competence level outside the classroom they understand that learning is a lifelong endeavor" (p. 26). There is value in learning of all kinds. "All learning contributes to an individual's growth, not only cognitively, but emotionally, socially and in other ways too" (Organization for Economic Co-operation Development, 2007). The research indicates a mix of all three learning situations; formal, non formal and informal learning, combined with various teaching styles, as outlined by Kolb, Jarvis, Moon and Fleming, maximizes acquisition and retention of new knowledge.

## **2.3 Coach Education and how Coaches Learn?**

When looking at coaches and when designing coach education it is important to take how people learn in general and apply it to coaching. . What combination of learning from the literature above plays into the role of the coach? This section will explore this. Coaches from various contexts including elite coaches to developmental coaches learn to coach formally, non-formally and informally.

### **2.3.1 Formal Coach Education**

Formal education for coaches has many advantages. In many countries it is a way to professionalize the occupation by providing a formal recognition. It allows structure and a standardized pathway for coaches to progress from developmental to elite. Beyond this professional recognition formal learning has access to experts, formal assessment procedures, and quality assurance. It also can lead to critical thinking skills (Mallet et al., 2009). The NCCP, Canada's formal coach education program is built on outcomes, criteria and evidence's that allow the coach to be evaluated against to prove their competency. Unfortunately formal education may lack context and meaning and the level of individualization may be limited (Mallet et al., 2009).

### **2.3.2 Informal Coach Education**

Informal coach education really has the opposite benefits and limitations of formal

education. Informal coach education may be within the appropriate context and be individualized but may lack the quality assurance that is needed. Mallet et al. (2009) suggest that Moon's (2004) idea of mediated informal education (as mentioned in section 2.2) would be a great combination to enhance learning in coaching. The literature review suggests that coaches learn in a variety of ways and studies have shown that individual learning style may be a strong influence over the preferred learning method. There are some themes that do emerge through the different contexts of coaching with regards to these learning theories.

### **2.3.3 Non-Formal Coach Education**

Non-Formal Coach Education is coach training which is organized outside the formal NCCP program in Canada or outside an institutional school program. This may include coaching conferences, professional development workshops, seminars and clinics. "Although formal and non-formal learning share many similar characteristics, non-formal learning differs as it presents a particular subgroup of a population (e.g., high performances coaches) with alternative sources to those of the formalized structured learning pathway" (Nelson et al, 2006, p. 253). Lee, J., Cushion, C., Potrac, P. (2006), Nelson et al (2006), Sandor (2006), and Culver and Winchester (2009) all suggest coaches are engaging in non-formal learning activities as a method of developing coaching knowledge.

### **2.3.4 Learning Preferences of Elite Coaches**

Werthner and Trudel (2009) explored the idiosyncratic learning paths of elite coaches. They used Moon's main concepts of learning. Moon suggests "learning should be viewed as a process of changing conceptions and not to simply accumulate knowledge" (Moon, 2004, p.201). Therefore "what coaches choose to pay attention to or what they choose to learn will depend on their cognitive structure at any one point in time (Werthner and Trudel, 2009, p.437). Werthner and Trudel interviewed 15 Olympic coaches to discover how they learned to coach. They found five common learning situations for the fifteen coaches. The five learning situations were athlete experience, formal education, coach training, mentors and always thinking about their sport and coaching. Thirteen of the fifteen coaches participated at a high competitive level with many of the coaches competing at the Olympics. All coaches but one believed that being an athlete in the sport was an integral part of their success. All the coaches had formal university education and all of them commented on the value of "both their university education and coaching courses or clinics they had taken and felt both were instrumental to early learning as coaches" (Werthner and Trudel, 2009, p. 441). Even coaches from other countries felt these courses helped them to better understand Canadian sport culture. All the coaches felt that mentors were important, but they were self sought out mentors instead of formal mentoring programs. Finally, all the coaches were lifelong learners who were always thinking about their sport and how they could improve it. It was clear from their study that all forms of learning were important; formal, non formal and informal. Also Moon's theories of mediated, unmediated and internal learning are supported. In

conclusion to their study, Werthner and Trudel (2009) suggest that sport organizations should

“continue to develop coach education programs, which allow coaches to have access to coaching theories. They should continue to provide coaches with current material to coaching but, importantly, must also understand that the material may not have the same impact on all coaches because of differences in the coaches cognitive structure” (Werthner and Trudel, 2009, p. 447).

### **2.3.5 Learning Preferences of Developmental Coaches**

Coaching occurs in many different contexts therefore the learning opportunities should be geared to that context. This makes the learning relevant and age and stage appropriate for the coaches and the athletes. Developmental coaches still learn in all three methods but what they learn and what they find the most beneficial changes compared with elite level coaches. For example, Lemyre et al. (2007) explored how youth sport coaches learn to coach. The research of Lemyre et al. (2007) discovered that formal programs are only one of the many opportunities for coaches. Their study showed that previous experience was perceived as very important and interaction with other coaches did not happen very often. The authors found that learning situations available to youth-sport coaches “to develop their knowledge has been limited and counterproductive” (Lemyre et al., 2007, p. 204). Many developmental coaches found that formal educational opportunities were too advanced for their level of comprehension and that too much information was given in a short period of time. Compared to elite coaches who felt their earlier learning through formal methods was advantageous, the developmental

coaches felt they learned best by experience. Wright, Trudel, and Culver (2007) explored specifically how youth ice hockey coaches learned to coach. They discovered that seven different learning situations existed which are a combination of formal, non formal and informal learning. These learning situations included formal coach education programs, coaching clinics, formal mentoring, books, personal experiences, face to face interaction with other coaches and the internet.

High School teacher-coaches showed slightly different preferences to learning how to coach. Culver and Winchester (2009) interviewed Ontario Federation of School Athletic Associations (OFSAA) teacher-coaches. They discovered that formal coach education was used “far less” than most other developmental level sport coaches. It is not mandated that high school coaches in Ontario have any form of training informal or formal. The findings show that high school teachers currently do not engage in formal or informal coach education because of the time commitment, the cost and the fact it is not required. Erickson et al. (2008) found that non-formal learning situations are the least preferred means of coach education by most coaches but this study found that school teachers actually found great value in non formal situations. “Non formal coach learning situations are fancied by teacher-coaches because they are often short, inexpensive and hands on; attractions which are opposite to the barriers that keep teacher-coaches from engaging in formal coach education” (Culver and Winchester, 2009, p.11). All contexts showed that informal interactions with others are important for the development of coaching knowledge. Culver and Winchester (2009) found that the interactions that occur between high school teacher- coaches are much more frequent than other developmental

coaches. They feel this is because of colleague availability. Recommendations that came out of this study include more formal education opportunities for teachers which are short and scheduled. They recommended specific lobbying for professional development days to support teacher-coaches. Also recommended was a teacher-coach website and a form of mentorship that would aid in the development of teacher-coaches (Culver and Winchester, 2009).

### **2.3.6 Summary of How Coaches Learn**

Elite coaches are defined in this paper as coaches that are in the High Performance Stream of Coach Education, and/or have their NCCP level four or five and/or are currently coaching a national team. Elite coaches are coaching athletes at the Train to Win stage of LTAD. Developmental coaches include all community and competition coaches who coach athletes from Initiation to Competition Development. Developmental coaches are coaching athletes from the Learn to Train to the Train to Compete stages of LTAD.

Erickson et al. (2008) discovered that typically developmental coaches value an approach that balances all three forms of learning in a balanced fashion (Erickson et al., 2008). It is important that coaches learn to coach from a variety of methods.

Therefore there needs to be the opportunity and support for all types of learning including formal, non –formal and informal learning for all coaches. Mallett et al. (2009) suggest that the sequence and timing of these learning episodes is very important. If one takes a



formal education course, then they would need time to apply the knowledge before engaging in another course. Also one may need to coach for a while to understand where their weaknesses lie and then seek out formal education courses that meet their needs. More research in this area would be beneficial. Erickson et al. (2008) discovered through their research that the level of coaching also played a factor in preferred learning method. All levels of coaches felt that performing their everyday activities made the greatest contribution to their ongoing development as coaches but Mallett et al. (2009) noted that this could not always be considered optimal because the “volatile, guarded and fundamentally competitive nature of elite coaching work meant that [coaches] were often unable to access sources of learning that they identified as being of potential value to their development” (p. 329). Studies with developmental coaches found the same. The only area that found collegial coaching was in high school. Mallett et al. (2009) suggest that Moon’s work of guided informal learning has real benefit over unguided incidental informal learning. They also found that those who were coaching at the developmental level would benefit from a formalized setting compared to high performance coaches who have already benefited from this type of learning. High performances coaches need to self direct their learning (Erickson et al, 2008). Werthner and Trudel (2006) suggest that reflection is a powerful learning tool for coaches.

Overall, all coaches learn in a variety of methods depending on the context and what they need to learn for a particular situation. Developmental coaches tend to prefer learning from experience and not through formal education, whereas a majority of elite level coaches all have formal education and also have formal coach education training.

Because of this prior training, they now prefer to learn, as Moon suggests, internally or seek out what they need to learn. Therefore a lot of high performance coach education is based on individual tasks or goals (Werthner and Trudel, 2009). The forms of informal education that coaches tend to prefer include books, watching others and the internet. Coaches also like interacting with others. Unfortunately community coaches tend not to discuss among each other as often as the high school teacher-coach due the perception that there is a rivalry between teams. High school teacher-coaches are often in lunch rooms together and there is often sharing that goes on in those environments. Many development coaches have the perception that they favour informal learning but the research also suggests that formal education is equally important. There are however, some barriers that prevent these coaches from attaining these courses. These include time, money and point in their life (single, working, and retired). Some coaches wish they had taken courses when they were younger. All coaches, in all contexts, felt that being a participant was a definite asset to their coaching. It appears through the research that all types of learning; formal, non-formal, informal, mediated, unmediated and internal are important. Learning will be most beneficial if it is appropriate for the context being delivered to, if it is delivered over a short time frame and the cost is not an obstacle. When those barriers are removed, learning of all types can be very enriching for not only the coaches, but the people they influence everyday.

## 2.4 Definitions from the Review of Literature

For the purposes of this research study the following assumptions and definitions will be used moving forward:

**National Coach Certification Program (NCCP):** Canada's formal coach education program.

**Long Term Athlete Development (LTAD):** "Describes the things athletes need to do at specific ages and stages" (canadiansportforlife.ca).

**Fundamentals:** This is a stage of LTAD where "fundamental movement skills and fundamental sports skills are learnt in a FUN way that maintains athletes interest and encourages their love of sport and activity" (canadiansportforlife.ca)

**Learn to Train:** "This is the most important LTAD stage for the development of sport specific skills" (canadiansportforlife.ca).

**Train to Train:** "The ages that define the Train to Train stage are based on the approximate onset and end of the adolescent growth spurt (11 – 15 (f) or 12 to 16 (m)). At this stage of LTAD, athletes are ready to consolidate their basic sport-specific skills and tactics. It is also a major fitness development stage" (canadiansportforlife.ca).

**Train to Compete:** "stage of LTAD where competition becomes "serious". Athletes enter this stage if they have chosen to specialize in one sport and excel at the highest level of competition possible" (canadiansportforlife.ca).

**Train to Win:** this is the “final stage of the LTAD high-performance stream where medals and podium performances are the primary focus (females 18+, males 19+)” (canadiansportforlife.ca).

**Formal Coach Education/Learning:** A coach education course that is part of the National Coach Certification Program (NCCP) and has intended learning outcomes and results in an accreditation.

**Informal Coach Education/Learning:** Learning that occurs that is not related to any of the learning outcomes.

**Non Formal Coach Education/Learning:** Learning that occurs at a conference or clinic that is organized but is not part of coach pathway and is not specifically related to learning outcomes or accreditation.

**Elite Coaches:** Elite coaches are coaches that are in the High Performance Stream of Coach Education, and/or have their NCCP level four or five and/or are currently coaching a national team. Elite coaches are coaching athletes at the Train to Win stage of LTAD.

**Developmental Coaches:** This includes all community and competition coaches who coach athletes from Initiation to Competition Development. Developmental coaches are coaching athletes from the Learn to Train to the Train to Compete stages of LTAD.

**Teacher-Coaches:** A teacher within the school system who coaches a team at the school

they are employed at. They may or may not have any coach education training.

**Competition Development:** Is the NCCP term for workshops designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of LTAD.

**Make Ethical Decisions (MED):** This is the cornerstone workshop of the NCCP that all coaches are required to have. It is a 3 hour face to face workshop focusing on a six step ethical decision making model.

**Empower Plus:** This is a 3 hour face to face workshop that builds upon NCCP Make Ethical Decisions module. It is an optional coach education professional development opportunity within the NCCP. This workshop focuses on the well intentioned coaches who may maltreat athletes.

**Psychology of Performance:** This is a full day NCCP workshop for those coaches coaching LTAD Train to Compete athletes. This workshop is optional for some coaches and mandatory for coaches wishing to receive Competition Development trained status.

**Learning Facilitators (LF):** Learning Facilitators are the people responsible for delivering the NCCP workshops to coaches.

**Master Learning Facilitators (MLF):** Master Learning Facilitators are the people within the NCCP who are responsible for training the Learning Facilitators.

**Multi-Sport:** This is the term used to describe a workshop that has participants from multiple different sports that attend a workshop at the same time.

**Sport-Specific:** This is the term used to describe a workshop that is for one particular sport only.

## 2.5 Summary

In summary formal, non-formal and informal education all have their purposes to help an individual learn. Beyond formal, non-formal and informal education how one learns is also important. Some of the major learning theorists including Kolb, Jarvis, Moon, Illeris and Fleming all provide insight into helping the learner attain knowledge and potentially change behaviour. All these things need to be taken into consideration when designing how to develop and implement coach education in Canada. This paper will specifically look at if any informal (learning not related to the learning outcomes) can be designed into formal NCCP coach education workshops. Specifically the paper will research workshops within the developmental coaching pathway and will not specifically look at the elite coach pathway. The next chapter will expand on the experience and behaviours of the writer that lead to this design question.

## **Chapter Three: Experiential Knowledge**

This chapter will look at the experiential knowledge of the researcher and how her background, experience and constant reflection add to the framework of the study. When constructing a framework for study we can look at the researcher's experiential knowledge as well as existing theory and research (Maxwell, 2005). In the last chapter we looked at various learning theorists. In this chapter we will look at the experiential knowledge of the researcher. Together Chapter Two and Three will create the support for the study.

### **3.1 Reflexivity**

This study is a qualitative study. Merriam (1998) defines qualitative research as “umbrella concept covering several forms of inquiry that help researcher and practitioners understand and explain the meaning of social phenomena”. Understandably the researcher's experience and epistemological beliefs can affect the research if this is not considered from the onset of the study. Reflexivity is a “systematic reflection on how personal assumptions, biases and values shape a study” (Baumgartner-Hensley, 2006, p. 203). For this study a reflection journal and field notes were kept and constant reflection was used at the beginning, middle and end of the study. The reflection journal is a measure of how the experiences of the researcher have shaped this study.



### **3.2 Experiential Knowledge of the Researcher: Kathy Brook**

I am an educator and I have been studying education for the past 20 years. I played many sports growing up including playing varsity basketball at McMaster University. I have coached for the past 20 years from grassroots to university level in a variety of sports. I have a Physical Education degree from McMaster University and my initial education degree is from Queen's University where I studied Outdoor and Experiential Education. In this degree, I studied various learning theorists related to adult and lifelong learning including many that were outlined in the review of literature in Chapter Two. After this degree, I taught in outdoor education settings, at Secondary Schools (grades 9 to 12) and also for the National Coach Certification Program.

I was trained as a NCCP Course Conductor and also as a NCCP Learning Facilitator. The Course Conductor role changed to a Learning Facilitator role to take into consideration how adults learn. A facilitator draws the knowledge from the learners in the room instead of just conveying information to them. This was a natural step for me considering my experiential education degree. My love of adult education and facilitating kept me involved in the NCCP and eventually I became a NCCP Master Learning Facilitator (MLF). In this role, I train other Learning Facilitators about how to deliver the workshops, ensure the learning outcomes were adhered to and transfer some of my knowledge of adult education to new facilitators. In my role as a NCCP MLF I am also responsible to evaluate and mentor other Learning Facilitators. In 2010, I joined an international working group through the International Council for Coaching Excellence (ICCE) that was looking to develop Coach Developer standards across the world. Coach

Developers are those people responsible for developing coaches. It was with this group that I really started to look beyond formal education programs and look at the whole coach. It was within these working group meetings that we really started to examine the differences and importance of the various forms of learning. Is formal education the only way to develop a coach? I had been delivering NCCP workshops and ensuring other facilitators were adhering to the learning outcomes for years. Could it be possible that informal learning was equally important? From my own coach education pathway I knew that informal education was important but often hard to validate. Perhaps there was a way to incorporate informal education into formal education. This question in itself was an oxymoron. If informal education was formalized does it become formal education? For the purposes of this study it did not. The informal education that I sought to discover was at coffee breaks, dinners, side bar conversations or unstructured time within the course. Were these moments important for the development of the coach or were they insignificant? What learning occurred at NCCP workshops that were not related to the intended learning outcomes? That is what I wanted to discover and how this study came to fruition.

I was cognizant of being reflexive, constantly going back to thinking about this question. I kept my own field notes and compared it to what I knew and understood about the current literature review and my own experiences. I reviewed each interview against my own beliefs. When I began the study I did not know what I would find. As the research continued I was able to dig deeper into the topic. My experiences and my ability to understand where everyone came from helped me to ask deeper and deeper questions

to the participants. It was this positive relationship with the interviewees that provided me with a lot of data. I used the process of examining both my own thoughts and the thoughts of the people I researched to determine the themes for the results and conclusions. This critical subjectivity I believe added to this study. Peskin (1988) states

“a quality of awareness in which we do not suppress our primary experience; nor do we allow ourselves to be swept away and overwhelmed by it; rather we raise it to consciousness and use it as part of the inquiry process” (p. 12).

“Qualitative analysis is not a mere reporting of interview results as though they are simple facts. It is a process of interpretation, of surfacing meanings in the data, bringing them forth, showing how these meanings link together, and how they are layered on one another” (Husserl, 2010). For me it was my personal experiential knowledge, the review of literature and reflexivity that allowed me to do this effectively. The next chapter will outline the specific methods that were undertaken in this study.

## **Chapter Four: Methodology**

This chapter will outline the methods used in this study. Chapter Three indicated that this was a qualitative study. It discussed Merriam's work that suggests qualitative research searches to discover the meaning of a social phenomenon. Together the introduction, chapter two and three began to explain the conceptual framework for this study. The framework included both what is happening in the Canadian Coaching landscape, personal experiential knowledge and what was learned from the literature review. It was from this conceptual framework that the methods were selected. The methods used in this study will further help to understand the research question. Chapter Four will look specifically at the methods used to uncover whether or not there is informal learning within formal NCCP education.

### **4.1 Phenomenological Approach**

There are many different types of qualitative studies and this study assumed a Phenomenological Approach. Researchers, who are "in the phenomenological mode, attempt to understand the meaning of events and interactions of ordinary people in particular situations" (Bogdan and Bilken, 2007, p. 25). Bogdan and Bilken also describe it as "research that is concerned with understanding the point of view of subjects" (p. 274). Edmund Husserl introduced this method to study a particular phenomenon and "capture as closely as possible the way in which the phenomenon is experienced with the context in which the experience takes place (Giorgi and Giorgi, 2008, p.28).

Phenomenology “seeks the psychological meaning that constitutes the phenomenon through investigating and analyzing, lived examples of the phenomenon with the context of the participants’ lives” (Giorgi and Giorgi, 2008, p.28). The particular situation or phenomenon this study will examine is NCCP formal education workshops. In this particular type of research the experiential knowledge and constant self reflection described in Chapter Three are critical. Husserl called this Epoché. Epoché is about deconstructing the phenomena and then restructuring it again. Husserl believed that we live our lives in an unquestioning way and that we accept what is (Cogan, 2014). “The epoché is a procedure whereby we no longer accept it” (Cogan, 2014, p.1). Husserl recommended “that one bracket knowledge about the phenomenon being researched that comes from other instances” (Giorgi and Giorgi, 2008 p. 33). This way the researcher will understand differences and nuances and be able to get at the truth (Grbich, 2007). For this study, I took field notes about my own personal epistemological beliefs to bring to them to consciousness. Then when dialoguing with participants I was able to critically reflect on what they were saying to relate it to my own experiences of the NCCP programs. Grbich (2007) talks about this as disconnecting from the

“world’s taken for granted” reality and concentrate of the structures of our conscious experience and gain a state of pure conciseness. The disengaged consciousness can then be directed towards a consciousness in which the essence of the phenomenon will become evident (p. 85).

Bogdan and Bilken go onto discuss bracketing as a key to this type of study.

Phenomenological inquiry begins with silence. This “silence” is an attempt to grasp what it is they are studying by bracketing an idea the informants take for granted as true. That is, researchers act as if they do not know what it means and study it to find out what is actually taken for granted (Bogdan and Bilken, 2007, p. 25).

Phenomenological studies require both epoché and phenomenological reduction.

Phenomenological reductions defined by Bogdan and Bilken (2007), Cogan (2014), Giorgi and Giorgi (2008) and Grbich (2007) builds on epoché or bracketing. It works with epoché to further describe the “structures of consciousness of everyday experiences as experienced at first hand” (Grbich, 2007, p.86). For this study once the bracketing was complete, phenomenological reduction was completed in four stages. The first stage was to identify the phenomenon; what exactly was informal coach education? The second stage was to identify the personal thoughts and experiences and how they related to the topic. The third stage was to bracket out these experiences through a process of reflection and journal writing. This also took the form of field notes in the observation portion of the study that will be explored later on this chapter. Finally, I took the step of solidifying the research question and really understanding what it meant; what is the nature and extent of informal learning within NCCP formal education? These steps were all necessary before the research began. This question and this phenomenon were discussed with other scholars in this field prior to any observation or interviews so that I could fully understand the literature review and also the topic that was about to be researched.

## 4.2 Field Observation

Field observation was used as a method of data collection in this study. Field Observation is important to understand the phenomenon in greater detail. Workshops were selected and then observed. The Module Observation Chart found in Appendix B was the main method of gathering information from the observation along with a field journal. Prior to attending the workshops, the organizations responsible for delivery of the workshops completed the Organization Informed Consent Form found in Appendix C.

In order to determine what workshops to observe, the workshops needed to be selected. I chose a variety of workshops based on my experience that I felt would provide me with a cross section of varied experiences. Six different National Coach Certification Program (NCCP) workshops were observed. The purpose of the observation was to understand the design of the workshop to help guide the semi- structured interviews that would occur after the workshop. These workshops were of varying lengths; 3 hours to 2 days, with different types of participants (i.e. motivation, maturity and experience) and all workshops followed similar instructional designs with variations. All the workshops were written with the NCCP instructional design which supports Kolb's (1984) learning design of Experience, Theory and Application. The difference between the workshops lies in how much informal education was designed and how much time the facilitator gave to informal moments.

Some of these workshops were part of a formal coach education pathway; some of these workshops were part of a Learning Facilitator pathway and some of these

workshops were strictly for professional development. These workshops were observed in Nova Scotia and Ontario. The workshops targeted included a multi-sport professional development workshop called Empower Plus which is a 3 hour optional workshop for coaches. The second workshop observed was a 3 hour Make Ethical Decisions workshop. This workshop is a multi sport workshop that is mandatory for all coaches. The third and fourth workshops observed were a Competition Development workshop called Psychology of Performance and a Basketball Competition Development workshop. These workshops are mandatory for all coaches of Train to Compete athletes. Every participant in these workshops had been to coach education courses prior to attending this workshop. The last two workshops observed were for Learning Facilitators and Master Learning Facilitators. One was a Learning Facilitator professional development workshop and the last workshop was a Master Learning Facilitator training for participants new to the role of Master Learning Facilitator.

The data collected in the workshop observations as noted earlier was the observation checklist found in Appendix B. A field journal was used to collect thoughts and document critical incidents while observing the workshops. The purpose of the observation was to understand the instructional design of the module, the learning outcomes, and the participant interaction that ultimately helped to guide the semi-structured interviews that occurred after each of the workshops. It was also used to help select the participants. Kruger (1988) suggests using participants that have had experiences relating to the phenomenon. Grbich (2007) states the observation is “bathing in the experience as it occurs – observing the human experiences both of yourself and of



others” (p. 88).

### **4.3 Participants**

The participants were chosen based on the workshops that were observed. The workshops are geared for different levels of experience and different level of coaching; as a result the group was quite a heterogeneous sampling. A full list of the participants that were interviewed is provided in Appendix F. From this table you can see that there were 12 participants that were interviewed. Three were under the age of 35, 5 were over 50 and the rest were between 35 and 50. All participants had a university education. The contexts were; one community coach who works with athletes at the Fundamental stage of LTAD, four Competition Introduction coaches who are working with athletes at the Learn to Train or Train to Train stage of LTAD, three coaches at the Competition Development level whose athletes are at the Train to Compete stage of LTAD and four Coach Developers. The coaching experience ranged from one year of experience to over 25 years of experience. More detailed information is outlined in Appendix F.

### **4.4 Semi-Structured Interviews**

Once the observation was complete, a series of semi-structured interviews with the participants and the facilitators in the workshops was undertaken directly after each of the observed workshops to determine if any informal learning occurred in these formal

NCCP workshops (See Appendix F). Twelve semi-structured interviews were taken; two from each workshop. Each participant was interviewed one time. The semi-structured interview was the main strategy to gather information and gather data. The “interview is used to gather descriptive data in the subjects’ own words so that the researcher can develop insights on how subjects interpret some piece of the world” (Bogdan and Bilken, 2007). Other researchers such as Hitchcock and Hughes (1995) consider the semi-structured interview to be a reliable and effective means of research.

Prior to completing the interviews all participants completed the informed consent form found in Appendix D. The informed consent ensured that each participant was aware of the research question and what was being asked of them. It also provided them with the opportunity to ask questions. As per ethical standards and guidelines participants were asked prior to the study verbally if they:

- Had read the information in the consent form about the research.
- Had any questions about the study
- Were satisfied with the answers to their questions
- Understood what the study was about and what their role was
- Understood that they were free to withdraw from the study at any time, without having to give a reason, and that doing so would not affect them in the future

- Understood that any data collected from them up to the point of withdrawal would be destroyed

Once the informed consent was completed, interviews were conducted either in person or by phone. All the interviews were recorded with the exception of two due to technical issues with the recordings. There was a guide that led the questions and further depth was added as necessary (See Appendix A). The questions in the guide aim to determine the interviewees' knowledge of formal, non formal and informal education (prior knowledge) and further explored each concept with regards to the workshop they had just completed. As a facilitator with an experiential education background, it is very important to listen to the answers and to continue asking questions to get to a deeper level of understanding of what they learned during the workshop and determine if it was or was not related to the learning outcome. The questions also explored the learning pathway for each individual and how much of it was formal, non formal or informal. Finally information was gathered around years of experience coaching and the length of the workshop. Each interview developed and grew out of the interview prior to it. Field Notes and reflection helped to guide each interview in addition to the guide that was used.

#### **4.5 Triangulation of Data**

Triangulation of Data involves “collecting information using a variety of sources and methods” (Maxwell, 2005, p. 93). Maxwell suggests that having a variety of sources and methods “reduces the risk that your conclusions will reflect only the systematic biases

or limitations of a specific source or method” (p. 93). For this study three sources of data were collected; coaches who were being NCCP trained, Learning Facilitators and Master Learning Facilitators who were leading NCCP workshops. Three different methods of data collection were used including; the observation chart and field journal taken during the field observations and semi- structured interviews. The respondent validity of research was substantiated by allowing participants to read the findings and provide feedback on the interpretation of responses which helps to check for any inconsistencies. Also after each interview, I compared each interview against the previous interviews allowing the data to be used as a part of the whole study instead of merely on its own.

#### **4.6 Transcribing and Analysis**

Memos/Field Notes/Self Reflections were created after each interview. The memos served to “not only captures [the] analytic thinking about the data but also facilitate such thinking, stimulating analytic insights” (Maxwell, 2005). After each interview was completed the process of categorizing and thematic analysis began. “We should never collect data without substantial analysis going on simultaneously” says Coffey and Atkinson (1996, p. 2). This helps to inform the process. The advantage of simultaneous analysis is to constantly look phenomenon being studied, bring it to consciousness, and use what is learned to enhance the next interview. This way the process stays organic and true to the phenomenological approach. I found this approach to be very valuable. Each interview acted as a pilot and the next ones were richer and

deeper as a result.

All interviews were transcribed immediately following the interview from the electronic recordings and were analyzed and clustered for recurring themes and events using Smith and Osborne's (2007) Interpretative Phenomenological Analysis method.

The aim of interpretative phenomenological analysis (IPA) is to explore in detail how participants are making sense of their personal and social world, and the main currency for an IPA study is the meanings particular experiences, events, states hold for participants (p. 53)

The interpretative phenomenological analysis requires the researcher to make sense of the person they are interviewing. "The participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world (Smith and Osborn, 2007, p. 53).

The first interview was analyzed right away. After it was transcribed it was read repeatedly to determine similarities and differences and to try to make sense of the participant comments. Devenish referred to this method or stage in the method as the 'ideographic mode' which "is the gathering of closely connected ideas, words or concepts" (Grbich, 2005, p. 89). During this stage of analysis each transcript was analyzed to identify categories and subcategories. Some categories that were looked at included age and experience of the participant, prior knowledge of the definition of formal versus informal education, length of the workshop, preferred learning style, informal versus formal education experiences to name a few. These were then isolated into phrases with a single meaning. Then the themes were introduced based on the participants' experiences and the interpretive themes were selected. Once this was done the themes

were colour coded and themes were connected where possible. This is sometimes referred to as clustering (Smith and Osborne, 2007). “This form of analysis is iterative and involves a close interaction between the reader and the text” (Smith and Osborne, 2007, p. 72). From the clusters, a table of themes from the first participant was produced (See appendix F). Once this process was carried out, it was repeated as each interview occurred. The information learned in one interview built upon the next interview until no further themes emerged. “By remaining aware of what had come before, it was possible to identify what was new and different in the subsequent transcripts and at the same time find responses which further articulated the extant themes” (Smith and Osborne, 2007, p. 73). As well, analysis for differences in perceptions between participants was made and reflective analysis was also conducted. This further supports the triangulation of data described in section 4.4. The analysis began as soon as the first interview was recorded and remained active throughout the entire study. Once all interviews had concluded and had been transcribed, analyzed, coded and clustered they were all compared to determine which themes and voices needed to be heard.

#### **4.7 Reporting**

Once the common themes were determined the data is recorded in the form of vignettes and quotes that will give the reader a sense of how much formal or informal education is happening in a formal education setting. The findings and discussions are revealed in Chapter Five.

## **Chapter Five: Findings and Discussions**

Chapter Four outlined the methods used in the study. It described the philosophy and process to ascertain the research question; what is the nature and extent to which informal learning opportunities are provided in Canada's formal National Coach Certification Program? Chapter Five will outline the findings collected and expand on these findings using references from the literature that was not discussed initially in the review of literature. Using Smith and Osborne's (2007) Interpretative Phenomenological Analysis method described, in Chapter Four, three main themes emerged from this study. Those themes were length of time of the workshop, experience and motivation of the participant, and the workshop design. There appears to be a relationship between these three themes and the successful integration of informal education into NCCP formal coach education. I will discuss how these themes are related, how they contribute to the extent which informal education can occur within formal NCCP education. All participants felt that formal and informal education could work together to synthesize learning and provide the optimal learning environment dependent on maximizing these three themes. These will further be discussed in this chapter.

## 5.1 Formal and Informal Coach Education Working Together

All participants in the study who were interviewed had university degrees (See Table F-1 and F-2 – Appendix). I found this to be an interesting trend. This sampling by nature shows their support for formal education but interestingly during the interview each person felt that they learned to coach through informal means. This in itself suggests that a combination of learning styles needs to be explored. Jarvis states this in his 2006 research. He believes learning is a

combination of processes whereby the whole person—body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses)—experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person’s biography resulting in a continually changing (or more experienced) person (Jarvis, 2006).

It is the social aspect of informal education which provides its significance and when combined with formal education provides an optimal learning opportunity. When discussing formal, non formal or informal education and the importance of the combination of all types of learning one participant, Sarah, said “formal education provides a background and home base to go back to” (Sarah). It is this base that is important but once the learner acquires the foundational pieces the learner then needs to apply that to his/her own realities or own situations which is where the informal education comes into effect. Illeris (2014) and Mezirow (2009) both talk about this as transformative learning. Mezirow says that learning must have meaning to an adults’ life to make it have purpose. Another coach who was interviewed named Jamie, said



“formal education is the critical piece to support the informal learning. Both are critical for learning to occur” (Jamie). Sometimes the informal education takes the form of mentors in the field. Many of the participants mentioned that they either went to watch practices and games of coaches they admired, they learned through talking to their peers, they learned through working with another coach or mentor or they had a formal mentor that guided them through the process when they were lost or needed guidance. While this came out clearly from all participants interviewed they all still felt formal education had its place stating; “we need informal education to support formal or formal supports the informal. Mentors can only take you so far and it’s also nice to have someone to reinforce the formal education. Both are important” (Jacob). Another participant and avid coach said virtually the same thing stating “formal education is the critical piece to support the informal learning” (Roger). “I would hate to see a world without both” (Barb). Through formal education outcomes are set and provide the standard for the coach to reach for. It is this ability to assess these outcomes and competencies that allow a learner to understand if they are on the correct path. One participant, Sue who is both a Learning Facilitator and a coach, questioned how you could have one without the other by stating “formal education sets up the challenge” and then questioned “if learning was just informal would there be levels?” (Sue). “The formal education helps set a bar for a gold standard and is necessary for the outcome” said Francis one of the interviewed coaches.

### **5.1.1 Instructional Design Preferences**

When the participants were asked specifically about the type of instructional design they preferred when taking formal education it was very apparent that all participants preferred an adult education method of design. Adult education defined by Darkenwald and Merriam (1982) suggests;

Adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systemic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values and skills

All NCCP workshops have the adult education methodology written into the instructional design. This instructional design is inspired by the works of Craig (2006) and Kolb (1975). The participants were all favourable to experiential methods of learning as suggested by Craig “knowledge, skills, and or abilities attained through observation, simulation and or participation that provides depth and meaning to learning by engaging the mind and or body through activity, reflection and application” (2006, p. 4). Further, the participants were receptive to the experiential learning module defined by Kolb (1984) which includes experiential learning to be composed of a concrete experience, some sort of observation and reflection, a chance to analyze the data and develop new concepts from theory and finally the opportunity to test the concepts in new situations to practice (Kolb and Fry, 1975). Taylor (2009), states that there are elements to ensure transformative learning. These elements include an individual experience, critical reflection, discussion or dialogue, a holistic orientation (which will include social and

emotional aspects in conjunction with cognitive aspects), awareness of context, and authentic relationships (Illeris, 2009). The participants agreed saying; “my thing would be to reinforce that good learning requires good design but that design doesn’t have to be super structured. Balance it with some openness and depend on course material, experience and the time you have” is the comment of Francis one of the interviewees. The NCCP has created its program to have an instructional design that is built upon these principles. The participants clearly liked this type of learning.

### **5.1.2 Informal education and formal education at the same time**

The next question that was explored was whether there could be informal education happening right within the formal education. By definition, formal education is organized (OEC, 2007) and informal is not organized (OEC, 2007). Some might argue that if you organize informal education does it by nature become formal education? For the purposes of this study we are going to assume that it does not. The formal education contains curriculum with an intended outcome and written design; the informal education is the incidental learning that occurs. We know from (Jarvis) 2006, that learning has a social and emotional aspect to it. If informal time is purposely designed into educational workshops it will help to synthesize the learning. Also Illeris (2002) talks about learning needing to be self directed. If more time is provided for coaches to self direct their learning then they have a greater incentive to continue on with lifelong learning and ask the questions that are needed to get to a greater understanding of the material and

outcomes being taught. Many of the NCCP coach education courses have a design that does this naturally by providing time for group interaction, debriefing and self reflection. Is this enough? Do we provide time or design time to allow coaches to ask questions about things that are not related to the outcomes but instead are related directly to what they want to learn? Can we take advantage of bringing people together to have two purposes achieved; complete the intended outcome of the workshop and complete the intended outcome of the coach which may or may not be the same as the course outcomes? The responses were favourable by all participants that this type of design could occur. The participants made comments such as “I have always said the most valuable time in a workshop is the burning questions I have and being able to ask someone something that I want to know about” (Barb). This is often the informal non intended learning or unmediated learning that Moon (2004) describes. Samuel stated it like this; “I think the formal [education] is really important and I felt it was really important [in the workshop] but the informal stuff [that occurred during the workshop] was very powerful” (Samuel). Typically this informal learning may occur during lunch breaks, evenings, or even during group work when the group was either not on task or finished a task. It may be planned or unplanned. In the NCCP workshops observed this concept seemed to depend largely on the learning facilitator. “I think the learning facilitator allowed time for these informal exchanges to happen” (Samuel). Sometimes facilitators are constantly keeping the group on task and focused on the outcomes that were set out to be achieved, other times the facilitator allowed for this informal time. “Formal stuff allows you to be able to have those conversations to ask the right questions to dig deeper in an informal situation or question the formal information” said the veteran

coach Larry. This also allows the learner to apply the information to their own context immediately which is where the learning can be solidified occurs. Coaches need the opportunity to apply what they learned (the formal outcome) to their own context. If this can happen during the workshop the participant will have the opportunity to ask more questions and potentially learn even more. This can be a designed outcome by the course or facilitator or it can happen naturally through informal learning of the coach. This tends to be the preferred method of the participants. “[informal and formal education] working together – each is valuable” said Jamie. Another participant, Jacob, said “you don’t know what you don’t know. You need the base from the formal, and then you can start to ask questions. The “ah-ha” moments come after, in the informal. Specifically with basketball I now understand what a fast break is and now I can expand on that wherever I need to go with the informal learning” (Jacob). Barb added that “an introduction to theory is critical and then go into conversation is ideal” (Barb). This further supports the notion of formal and informal education working together. Larry a veteran coach stated; “I learned both informally from other people as discussions take a left turn to another topic or formally from another sport who gives you a new perspective on the topic you are assigned to. Either way it makes light bulbs turn on or you can admire that coach or feel good about yourself for being on the same wavelength as another coach. All these experiences help me to learn” (Larry). This further supports Jarvis (2006) who talks about learning needing to have an emotional connection. When one participant, Jalissa a novice coach, was asked about the concept of formal and informal education together she noted that “informal time built in - longer breaks and longer lunch hours probably would not be my cup of tea. Given an opportunity to choose what to discuss and who to discuss with around the topic

of learning is what I would be interested in” (Jalissa). This is an important statement because if coaches have an expectation of what they have come to learn and we do not fulfill that expectation coaches will not be in the mindset to learn.

There is a lot of literature supporting adult education methods and methodology such as Darkenwald, G. G. and Merriam, S. H. (1982), Kolb (1984), Jarvis (1987, 2002, 2003, 2004, 2005, 2006, 2009, 2014), Illeris (2002, 2009), and Moon (2009). Combining formal and informal education transcends these methodologies and begins to look at the environment and the time dedicated to informal education within formal education. The course design depends on the length the workshop, the motivation of the participants and the actual design of the workshop.

## **5.2 Length of Time of the Workshop**

The most significant factor that affected whether a workshop did or did not incorporate informal learning into it was the length of time of the workshop. The workshops that were observed were coded into four categories;

- three hours
- three to eight hours
- eight to sixteen hours
- sixteen hours plus.

For each workshop that was three hours in length, the participants indicated that minimal informal learning occurred during it. The learning outcomes of the

workshop were detailed and there were minimal breaks. The intended outcomes were in fact what were covered during the workshop. The participants interviewed felt that there would not have been enough time to have meaningful informal learning. When asked if there was any informal learning in a three hour Make Ethical Decision Module (MED) the answer from one coach who coaches a single sport was that “there was nothing outside of the MED. There might have been some side bar conversations but really we stuck to the outcomes of the module” and she continued to say that “three hours is not enough time for informal information” (Jalissa). During the three hour Empower Plus workshop the comment from the facilitator was that there was “only 10% informal education because there was such engagement in the workshop itself. There was definitely more time spent on formal education” (Randy).

The workshops that were slightly longer (three to eight hours) had more opportunity for informal learning. The participants that were in workshops that were between three and eight hours felt there was some informal learning that occurred during lunch and breaks that was beneficial to their overall learning. Often these discussions had nothing to do with the outcomes of the course but much more about what participants did in different situations. One participant of a one day workshop mentioned that the favourite part of her day was the informal pieces. She said she went to the clinic with a list of questions that she wanted answered and took any time she could throughout the day to pick other coaches minds. She welcomed breaks and tried to finish tasks early so she could engage in this type of informal learning. She also felt the networking and coaches she met was just as valuable as going to the course itself; “now I can call a coach and find

assistance with what I want” (Barb). “After the course I had a couple of contacts come into my practice and do some coaching for my team to help me learn further, it was through the course that I made those connections. Within two hours I realized who I wanted to talk to and who I didn’t want to talk to” (Barb).

The workshops with eight to sixteen hours or more definitely have the most flexibility and opportunity to provide more informal opportunities. The participants in the workshops that were eight to sixteen hours or more all stated that the informal learning in the workshop was just as beneficial as the formal learning outcomes. Often this included time in the evening in a social setting where the conversations continued. It was where the synthesis of the learning occurred. The longer the workshop, the more flexibility the facilitator had within the instructional design to provide opportunities for discussion beyond the intended outcomes. The observations indicated that facilitators used more carousels (groups moving from topic to topic), participant lead learning, longer breaks and meals to promote informal learning. All participants were extremely positive about this type of learning. Those in the longer workshops defined the informal learning like this; “informal learning takes place outside the course during supper, over drinks, at breaks and during breakfast. Huge learning happens during these times” (Larry). “As you learn more the conversations get deeper and deeper” (Samuel). The one workshop had a spontaneous dinner that was not planned but 80% of the participants attended. One of the participants that attended that dinner said “dinner gives you that opportunity to sit with someone you just met and push the ideas even further.



Conversations still tend to be related to the content of the weekend, partly related to what we are doing. Those types of times were motivating and affirming” (Larry). He went on to say “huge amounts of learning at coffee time”. He said “we are all here from different places and different sports, we care, and we want to do better for society. Talking to people with same intentions but crazily different experiences provides massive learning” (Larry). Learning the same content through someone else’s eyes gives a new level of learning for the listener. Finally, when asked to the last participant of a longer workshop if there was informal learning happening he responded with “always, especially with dynamic, excited people sometimes there is more informal learning than formal learning. There was definitely a lot of informal learning going on” (Samuel).

Overall it seems that the longer the workshop the more opportunities for informal learning and the more participants welcome that type of learning. In a shorter course, in order to achieve the learning outcomes, there just is not enough time for meaningful informal learning. This also ties into Bruce Tuckman’s (1965) stages of group development who suggests all learners go through 4 stages of group development; forming, storming, norming and performing. Forming is the first stage all groups go through. The focus is on self and figuring out who is in the group. Storming is a natural phase that happens next where participants start to figure out what their role within the group is. The next stage is norming. Norming has a focus on acting out the learned roles within the group and where the learning starts to occur. Finally performing is the stage where the learner starts to take responsibility for their own learning (Tuckman, p.165). It takes time for the learners to get to know each other (forming) to be able to ask those

informal questions. It appears that three hours is too short for any informal learning, six to eight hours has some informal learning and courses over eight hours tend to have a lot of informal learning that the participants seem to be very positive about. If the course is longer and informal learning is to occur it will often require participants to be motivated and give up some of their own time. The second theme that emerged is motivation.

### **5.3 Motivation**

The second theme that emerged is the motivation of the learner. Those that were required to take the workshop due to a requirement from their Sport Organization would be considered to have extrinsic motivation. Those participants that took the workshop based on their own desire to learn were considered to have intrinsic motivation. It appeared as though those with intrinsic motivation were able to gain more information from informal methods. They came with questions and sought answers. Those just coming to get the intended learning outcomes did just that. “It is up to the participants to seek out opportunities for informal learning; we had incredible people in our group so great learning at every turn” (Larry). Larry also discussed how some people chose not to go out for dinner so therefore they wouldn’t have had as many opportunities for informal learning. “Dinner was huge – it was really too bad for the people that missed it. Some people will choose different choices. They miss out on the informal piece and don’t get the same impact. The next day you could see the difference between those that choose to go out and those that choose

not to” (Larry). Another participant in the less than eight hour workshop mentioned that when they attend a workshop they go with goals in mind which tend to link to the learning outcome. They said they get frustrated when things are not efficient or the conversations are not related to the learning outcome. Others mentioned that in the Master Learning Facilitator workshop the motivation and experience of the group was high so the ability to seek out informal learning was easy. If the group was inexperienced or did not have that motivation then there would not be as much opportunity for learning outside the workshop. The facilitator of the workshop said “I think [the facilitator] can actually help the conditions of informal learning. Learning really happens when the learner takes responsibility for their own learning and can go off on their own and apply and self analyze” (Jamie). She went on to say that if she was facilitating she would “want to set up those conditions for learning. The informality of learning really needs to be front and center in people’s minds – especially a facilitator – yes the transfer of knowledge but facilitating learning and then leaving the learner alone in order for the learning to occur” (Jamie). “The learner needs to be motivated and they need to have the block of knowledge” (Francis).

The motivation of the group definitely depends on the type of workshop. This includes whether the learner wants to take the course or whether they have to take the course. Those in the mandatory Make Ethical Decisions workshop were less likely to engage in informal education. These participants had to be present. Those that took Empower Plus were more open to the idea (even though the timeline still did not allow for very much). Those participants were responsible for their own learning so would seek

out opportunities if they needed them.

Through the observations and interviews it appears that there is often a relationship between the maturity of the learner and the learner's motivation. More mature students tended to be more motivated. The participants felt that the more experienced the learner the more they welcomed informal learning opportunities and in fact sought them out. All learners stated that when they were less experienced they needed the formal learning to help guide their informal learning. "When I was younger formal education was better because I didn't know what I needed to learn, now I go to the course knowing what I want to seek out" (Barb). Another participant said "I prefer to look for what I need" (Samuel). As Samuel stated earlier "especially with dynamic, excited people there is definitely a lot more informal learning going on". Not everyone agreed, some said that "for me an elite and motivated group still requires a bit of structure and guiding" (Jalissa). Informal time can be useless time as well. "[Facilitators] need to be aware- wandering can be good but we came to get the content" (Sue). When the facilitators were asked about the idea of building in more informal time into their workshops one stated "I'm not sure that will work in every context – it should be up to facilitator to feel that and determine the experience and motivation in the room.....my worry would be that not everyone does not have the experience to feel the room" (Randy).

Motivation played a part in the overall potential for informal learning. Not only one's personal motivation factors (intrinsic or extrinsic) but the overall motivation of the group and who they were interacting with. Many participants felt that the Learning

Facilitators also contributed to their motivation. This role could be in delivering the workshops or with the actual design of the workshop.

#### **5.4 Design of the Workshop**

During the field observation it was interesting to see the instructional design of the workshops. The Empower Plus and Make Ethical Decisions workshops were both three hours long in the morning. The field observation distinguished that these three hour workshops moved at a fast pace and there did not seem to be a great deal of informal time. The participants and facilitators interviewed in these modules felt they stuck to the outcomes and there was not a lot of time for informal discussion. The Psychology of Performance Workshop that went all day seemed to have more informal learning. The facilitator was able to let activities go a little longer which allowed for some informal discussions naturally, plus the group had two breaks and a lunch to discuss. The participants in this workshop identified a bit more was learned informally. The Learning Facilitator workshop and the Competition Development Basketball Clinic both had an informal time slot built into the actual course. In the Learning Facilitator session participants chose which breakout to go to. One break out session was a guest speaker, one break out session was a workshop and the third breakout session was called sharing. There was no facilitator; no outcomes and the group went where they wanted to go. Those that came out of that session felt they were able to direct their own learning. The Competition Development Basketball clinic was a three day workshop and also had a

three hour informal section. During the three hours the coaches determined what they wanted to learn and many of them said it was their favourite part of the weekend. The coaches again led their learning. The Master Learning Facilitator training was a three day event and many participants went out for dinner in the evening (about 80%). Those that went out for dinner felt the learning just kept coming and they were able to apply what was learned, ask questions and further understand the content.

The course design definitely has an impact on whether formal or informal learning was integrated. The question posed to the interviewees was; should informal learning time be built into formal education from a design point of view? Three of the longer workshops that were observed had specific informal time built in beyond lunches, breaks and dinners. This was a block of time that had very little connection to the formal outcomes of the course. One was during the Learning Facilitator training workshop, one was during the Master Learning Facilitator training workshop and one was during the Competition Development basketball workshop.

In the Learning Facilitator training there was a choice in a breakout session to go to a group that had no agenda or outcome. The discussion could go where it needed to go. The time allotted for this was one hour. The motivation of the group was higher because it was a choice, therefore, the design worked. It also had a lower number of participants so the discussion could be more intimate. One of the participants in this session said she felt it was a welcoming environment and that the learning was just as rich and valuable as the planned outcome learning that also happened over the weekend. She said “I loved it! The participants were fascinating and I wanted more time to pick their brains. The questions I

had were open ended questions and the ability to brainstorm with these people was excellent” (Jamie).

The second one was during a weekend Competition Development basketball workshop where a three hour timeslot was given to the coaches to discuss whatever they wanted to learn about. This session was called “Hot Stove” and any topic could be picked. Many of the topics related to the coaches personal coaching situations. During these three hours the engagement of the coaches was unbelievable. They all shared and asked questions. The coaches all responded very well to this learning and loved the format as it directly related to what they wanted to learn. “They loved it. It was the most dynamic the participants were all weekend. We talked about a wide variety of topics. (Jacob)”.

The final one was during a MLF training where there were one and a half hours given near the end of a two and a half day workshop where they talked about what had happened on the weekend and what they needed to do after the workshop. They choose their groups and basically discussed anything that was outstanding, still confusing or next steps. The learners had the opportunity at the end of three very intense days to have choice in what was next for them. On the course feedback sheets that are given out at the end of a workshop the participants thanked the facilitators for allowing that time to further synthesize and plan. Often great information is learned in a weekend and there is no time to decide what to do with the learning. By building in time for people to send emails, talk amongst themselves, it provided that informal time that is often needed but not given. This acted as a bridge from formal to informal education where participants could begin to plan their informal education so the learning would continue on their own. “It was a

different lens for people to look through. The informal time was hugely beneficial. The people in my group were the connection” (Larry). When participants leave courses it should be the facilitator’s responsibility to encourage participants to want to learn on their own and to take responsibility for their own learning. If they can leave knowing where or what they need to do, they will become lifelong learners (Jarvis, 2006). When they can no longer learn on their own, they will come back to formal education and learn more (ICCE working group, 2012).

Workshop design had an effect on informal learning in NCCP formal education workshops. If informal learning was planned and embraced within the workshop design, the informal learning was higher. It was effective and appreciated by the participants. When there was no time or effort towards informal learning it simply did not occur or had varying degrees of success. Some participants wanted to share other experiences beyond the NCCP where informal learning in formal learning situations occurred.



## 5.5 Other informal examples

Interviewees that were facilitators also provided examples of times outside of the NCCP or within other NCCP workshops where they had positive informal learning situations in formal or non-formal learning situations. Jamie mentioned a conference she goes to each year (non formal). She says before they go to the conference they have a session called 'Open Space Dialogue'. The idea of 'Open Space Dialogue' is that participants brainstorm the topics that they wish to discuss in advance. Then they post the topics around the room and participants choose which topic they wish to go to. Participants can stay for a little amount of time or as long as they would like at one session and then move to another one. She said "it was excellent learning, there were no specific learning outcomes but the commonalities partnered with a motivated group made for excellent learning...I loved it!" (Jamie). Many research conferences also work this way, with the learner leading where they wish to go and what they want to learn.

Another interviewee, Francis, who was interviewed originally as a coach but also mentioned he did do some facilitating described a session he facilitated where everyone was suppose to do a pre-task but when he arrived at the course no one had done it. That night when the course finished he invited those that had not completed the task to come to the bar. He found a comfortable area where they could all sit in a circle. He said together they informally completed the task. Those that had done it were there as well and he felt

more learning happened than if the task were done ahead of time.

One of the facilitators, Sue, expanded the concept to the e-learning courses she teaches that are synchronous (everyone is in the environment at the same time). Even though this research did not look specifically at e-learning the comments she made are valuable to the overall concepts being shared. She stated that there is more formal education in e-learning she teaches, even though the environment is synchronous because they can't see each other and they take their breaks by themselves. This would be a limitation of e-learning. She expanded further to say that in her opinion the participants would "not have welcomed informal learning into the workshop design in an e-learning environment". She also felt as a facilitator of e-learning it would be difficult to incorporate informal learning into a synchronous environment. In an asynchronous environment this can happen a bit more readily with the application of a discussion chat room that participants can access on their own time.

## **5.6 Summary**

Overall the length, motivation of the learner and design of the workshop are all critical to whether or not informal education can be integrated into formal NCCP education programs. A workshop with highly motivated participants, a design that includes dedicated time for informal learning and extends over at least two days are the optimal conditions for informal learning to occur. When these three variables are considered, it is possible to enhance the formal learning experience and increase information uptake and retention by the learner. The next chapter will give conclusions and specific recommendations based on these findings and discussions.

## **Chapter Six: Conclusion and Recommendations**

Overall there are informal learning opportunities in NCCP formal workshops. The factors that affect informal learning include the length of the workshop, the motivation, the experience and the maturity of the participant, and the instructional design of the workshop. Moon's research (2004) on mediated and unmediated learning states that the learners typically spend more time in unmediated learning. There tends to be more unmediated learning in informal or non-formal education. Therefore in order to create the greatest opportunity for unmediated informal learning to occur special attention needs to be paid to the three factors mentioned. In chapter five these factors were discussed. In Chapter Six recommendations surrounding these themes are given.

### **6. 1 Length of the Workshop**

The length of the workshop is a factor that affects whether informal learning can occur in a formal NCCP workshop. The longer the workshop the more opportunity there is for unmediated informal learning. In our current fast paced society there seems to be a focus on shorter courses, blended learning and e- learning. The chance for unmediated learning is greatly reduced in these shorter alternative learning situations. There exists a greater opportunity for the participant to move from an immature learner to a mature learner and begin to take responsibility for their own learning in a longer course. The evidence in this study suggests that face to

face workshops provide an opportunity for informal learning and that longer workshops provide the greatest opportunities. All the coaches interviewed felt that the informal learning they were exposed to was extremely valuable. As coach education becomes more convenient we must not lose sight of the importance of getting the learner to take responsibility for their own learning. This can be done by giving them the time to assimilate the knowledge so they can start to make sense of it. This would ideally be done in an informal setting. There exists a concern that full assimilation and understanding of the knowledge gained will not be achieved if sufficient time for informal discussion is not allowed. There is also a concern if all our courses become much shorter that we will lose this application of the knowledge and those learners will not have the time they need to fully apply the learning they have acquired. Once the learners have started to take responsibility for their own learning, it is important for the learning facilitators or course leads to take the time in a longer course to point the learners to where they might find information informally when they leave the course. This is the ultimate goal; for learners to take what they have learned and apply it to their own situations but also to understand what else they still to know to be the best they can be and how they can find it (ICCE, 2010). A longer workshop allows for the learning facilitator to better understand the needs of the participants and guide them to continued informal learning when they leave the workshop (ICCE, 2010).

## 6.2 Motivation

The data indicated that motivation is another factor that determines if informal learning occurs in formal NCCP workshops. Motivation can be connected to experience and maturity. Motivation, experience and maturity of the learner are critical in order for informal learning to be meaningful. The greater the motivation, experience and maturity of the learner the greater the overall learning will be. In order to enhance and develop these characteristics, the learning facilitator will need to create an environment in which these three things are optimized. When this happens the learners may be willing to take responsibility for their own learning. The facilitator must help the learner to critically think and problem solve so that when given the opportunity for informal learning they can take advantage of it. This can be done by ensuring the design of the workshop is done with an adult education methodology and that the facilitator is properly trained to be able to increase these characteristics. If the maturity, motivation and experience of the group are high the facilitator needs to recognize this and provide opportunities for informal learning within the workshop (provided there is time). This will be much more challenging in a shorter course.

### **6.3 Workshop Design**

Workshop design is another factor in determining whether informal learning can occur within formal education. Workshop designers, specifically those within the NCCP, need to ensure there is ample time for breaks, lunch and the possibly for unstructured time. Workshops that have strict timelines do not provide the opportunity for informal learning. Depending on the length of time of a workshop, informal time should be built into the course for participants to have the opportunity to ask the questions they have and for the learning to go in that direction. This requires a skilled facilitator who is able to recognize this and ensure this does not become wasted time.

### **6.4 Recommendations**

Overall the design of NCCP workshops can be improved to promote unmediated self directed informal learning by increasing the length of the workshop, recognizing the motivation, experience and maturity of the learner and building in time for informal learning both within the breaks and within the instructional design. This may require other material to be removed or done in advance in order to accommodate this. It will be very important for facilitators to be trained to understand the importance of unmediated learning and learning facilitators are encouraged to embrace this type of learning. All participants in this

study agreed that both formal and informal learning is important. The facilitator must ensure that they teach the learner and engage the participants so that learning can be optimized. When learning is optimized, the learners leave formal education seeking more informal opportunities. If the formal experiences they had were positive, then when they can no longer learn in an informal way they will come back to the formal education. The learning is then directed by the learner themselves instead of by the system. Instructional designers should take this into consideration when designing workshops.

## **6.5 Conclusion:**

Overall informal education can occur within NCCP formal education if the following three factors exist: (Table F-3 in Appendix)

1. The Learning Facilitators are trained to understand how to manage and allow informal education to occur
2. Workshops are over 8 hours in length
3. The participants have higher levels of coach education where the learner is more motivated to learn and has a base of experience to draw upon.

If all these three factors exist then providing informal time will greatly benefit the



learner. The review of literature, previous research conducted and the participants that were interviewed have all agreed that a mix of informal and formal learning is the ideal way to learn. If within formal learning opportunities, informal time is consciously added this will further teach and motivate the learner to continue learning well after the workshop is over. Further research that follows participants after a workshop would be beneficial to see if indeed a workshop that integrates informal time helps the learner to be self motivated more so than a workshop that has no informal time built in.

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## **Appendices**

## **Appendix A: Semi – Structured Interviews**

Introduction: This study is about your learning situations related to coach education. (The order of these questions may vary depending on the dynamics of each individual interview – they are flexible and are in no particular order. Probes have been added to explore further).

### **Demographics**

1. Name: (Optional)
2. Pseudonym Name:
3. E-mail Address: (Optional)
4. Contact Phone Number: (Optional)
5. Address: (Optional)
6. Sex:
7. Highest Level of Education:
8. Which sport (s) do you coach?

### **Semi Structured Interview Questions:**

1. How did you get involved in coaching?

- a. How do you think you learned to coach?
2. Please describe a particular learning experience(s) related to coaching that stands out for you?
    - a. Tell me what you know about formal and informal education
    - b. Can you think of an informal education experience you have had?
    - c. Can you give an example of a formal education experience you have had?
    - d. Do you have a strong feeling about whether one form of learning is more valuable than the other?
3. At the workshop you just attended what did you learn?
    - a. Did you learn what you came to learn?
    - b. Did you learn the desired outcomes of the course?
    - c. Did you learn anything not related to the topic?
4. At the workshop you just attended was there any time for informal learning?
    - a. What did it look like?
    - b. How much time was spent on this?
    - c. Was there more formal learning or informal learning?

5. In the workshop you just attended what were the parts of the workshop you liked/disliked from an instructional design point of view?
  - a. why or why not did you pick those parts of the workshop?
  - b. what kinds of things would you want to see being taught at workshop?
  - c. what would make the workshop more meaningful to you?
  
6. When you look at the instructional design is there an instructional design that you prefer?
  - a. Lecture
  - b. Facilitation
  - c. Group Work
  - d. Informal time
  
7. Other



## **Appendix C: Informed Consent Form for Organizations**

**Title:** Informal Learning in Formal NCCP Coach Education Learning Situations

**Researcher(s)** Kathy Brook Memorial University, Master of Physical Education

Your organization is invited to take part in a research project entitled “*Informal Learning in Formal NCCP Coach Education Learning Situations*”

This form is part of the process of informed consent. It should give your organization the basic idea of what the research is about and what it will involve. In order to decide whether you will allow your participants to take part in this study, you should understand enough about its risks and benefits to be able to make an informed decision. This is the informed consent process. Take time to read this carefully and to understand the information given to you. Please contact the researcher, Kathy Brook, if you have any questions about the study or for more information not included here before you consent.

It is entirely up to your organization whether or not to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for your organization, now or in the future.

### **Introduction**

As part of my Masters’ thesis, I am conducting research under the supervision of Dr Antony Card at Memorial University

Learning is generally defined as an acquiring new knowledge. This new knowledge can be learned in a variety of different ways. Most experts agree that most learning comes from a mix of different learning situations. This mix can include courses, workshops, reading, internet books, conferences and many more situations. How we learn is also important in understanding learning. For many years only learning through formal courses was seen as valid. Sometimes learning on our own may provide an experience that cannot be achieved by using a textbook. There are many different ways to learn and learning continues throughout the life span. There seems to be a significant shift in how we recognize and value education today compared to ten years ago. Now learning of all kinds, whether it takes place within a formal school setting, or learning through experience is seen as valuable. This demonstrates significant progress in how we view, understand and appreciate learning. The latest research indicates a mix of all learning situations; combined with various teaching styles, maximizes learning.

**Purpose of study:**

In coach education, coaches too learn in a variety of methods depending on the context and what they need to learn for a particular situation. Developmental coaches tend to like to learn from experience and not through formal education. This was also true of recent research of high school teachers. Interestingly, the majority of our Canadian elite coaches, have formal education and also have formal coach education training. The purpose of this study is to determine if informal learning occurs with formal NCCP coach education programs. Through qualitative research of observation and semi-structured

interviews this study will determine if informal learning is occurring within NCCP formal education classes. This knowledge could affect the design of formal education courses in the future.

**What you will do in this study:**

In this study observation and semi structured interviews will be conducted to see if there is informal learning within formal learning in the context of NCCP workshops.

**Length of time:**

Each interview will take approximately 30 to 60 minutes.

**Withdraw from the study:**

The data will be collected, and kept confidential in a locked filing cabinet or on a password protected electronic device. At any time the participants may withdraw from the study with no consequence. Any data collected previously will be destroyed at the participant's request

**Possible benefits:**

The results of this study, may affect the instructional design of future formal education courses in the future. It may benefit the organization by understanding how to better plan and implement formal and non formal education opportunities.



**Possible risks:**

There are no risks to being involved in this study

**Confidentiality vs. Anonymity**

There is a difference between confidentiality and anonymity: Confidentiality is ensuring that identities of participants are accessible only to those authorized to have access. Anonymity is a result of not disclosing participant's identifying characteristics (such as name or description of physical appearance). Pseudonyms will be used to ensure the confidentiality and anonymity will be upheld. Participants will be asked to pick a pseudonym to use instead of their real name. If participants do not pick a pseudonym, one will be selected on their behalf. The Pseudonyms will be used during the transcription and publishing so that no names and locations will be published. The prime researcher Kathy Brook and Dr. Antony Card will be the only people with access to the files which will be on a password protected area and will be destroyed after five years.

**Confidentiality and Storage of Data:**

- a. Participants privacy will be maintained by only the researcher having access to the interviews and all names will be changed within the study to maintain anonymity.
- b. All interviews will voice recorded on a digital recording device which is password protected. The files will be transcribed onto a password protected

laptop. Only the researcher has access to these files and they will be stored at the researcher's house. The field journal will be kept in a locked filing cabinet at the researcher's home. The files will be destroyed when the research is complete.

**Anonymity:**

Every reasonable effort will be made to assure anonymity. Participants will not be identified in any reports and publications. Pseudonyms will be used instead of real names.

**Recording of Data:**

Audio recording with a password protected digital device will be used to record data. A field journal will also be used for both the observation of the workshop and for recording thoughts and answers during the study. This will be destroyed once the research is complete. Please check the boxes below to give your consent.

**Reporting of Results:**

Data will be collected and the results will be put into a thesis, a journal and conference presentations. The data will be reported using direct quotations and vignettes using pseudonyms.

**Sharing of Results with Participants:**

The participants in the study will be asked to provide validation of their interview. This will provide authenticity of the data, provide feedback to the participants and allow them to further reflect on their answers. This will be optional for the participants. The

results of this paper will then be published in a journal for participants to read. Finally if participants would like further information they are free to contact the researcher to get the results of the final paper upon request.

Organizations will receive a final copy of the paper at the conclusion of the research.

**Questions:**

If you would like more information about this study, please contact: Kathy Brook.

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at 709-864-2861.

**Consent:**

Your signature on this form means that:

- You have read the information about the research.
- You have been able to ask questions about this study.
- You are satisfied with the answers to all your questions.
- You understand what the study is about and what you will be doing.
- You understand that you are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you now or in the future.
- You understand that any data collected from you up to the point of your

withdraw will be destroyed

If you sign this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

**Your signature:**

I have read and understood what this study is about and appreciate the risks and benefits. I have had adequate time to think about this and had the opportunity to ask questions and my questions have been answered.

- I agree that the researcher can approach members of \_\_\_\_\_ (organization) to participate in the research project understanding the risks and contributions of the participation, and that participation is voluntary, and that participants may end participation at any time.

A copy of this Informed Consent Form has been given to me for my records.

Signature of representative of the organization      Date

**Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study

Signature of Principal Investigator

Date

## **Appendix D: Informed Consent Form for Participants**

**Title:** Informal Learning in Formal NCCP Coach Education Learning Situations

**Researcher(s)** Kathy Brook Memorial University, Master of Physical Education

You are invited to take part in a research project entitled “*Informal Learning in Formal NCCP Coach Education Learning Situations*”

This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. It also describes your right to withdraw from the study at any time. In order to decide whether you wish to participate in this research study, you should understand enough about its risks and benefits to be able to make an informed decision. This is the informed consent process. Take time to read this carefully and to understand the information given to you. Please contact the researcher, Kathy Brook, if you have any questions about the study or for more information not included here before you consent.

It is entirely up to you to decide whether to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

### **Introduction**

As part of my Master’s thesis, I am conducting research under the supervision of Dr Antony Card at Memorial University.

Learning is generally defined as an acquisition of new knowledge. Many believe this acquisition of new knowledge must be followed by a change of behavior. This new knowledge can be learned in a variety of different ways. Most experts agree that most learning comes from a mix of different learning situations. This mix can include formal, non-formal, and informal learning experiences. How we learn is also important in understanding acquisition of knowledge. For many years only formal learning was seen as valid. Sometimes informal learning may provide an experience that cannot be achieved by using a textbook. There are many different ways to learn and learning continues throughout the life span. There seems to be a significant shift in how we recognize and value education today compared to ten years ago. Now learning of all kinds, whether it takes place within a formal school setting, a non-formal setting or is completely informal is seen as valuable. This demonstrates significant progress in how we view, understand and appreciate learning. The latest research indicates a mix of all three learning situations; formal, non formal and informal learning, combined with various teaching styles, maximizes acquisition and retention of new knowledge.

**Purpose of study:**

In coach education, coaches too learn in a variety of methods depending on the context and what they need to learn for a particular situation. Developmental coaches tend to like to learn from experience and not through formal education. This was also true of recent research of high school teachers. Interestingly, the majority of our Canadian elite coaches, have formal education and also have formal coach education training. The purpose of this study is to determine if informal learning occurs with formal NCCP coach

education programs. Through qualitative research of observation and semi-structured interviews this study will determine if informal learning is occurring within NCCP formal education classes. This knowledge could affect the design of formal education courses in the future.

**What you will do in this study:**

In this study observation and semi structured interviews will be conducted to see if there is informal learning within formal learning within the NCCP context.

**Length of time:**

Each interview will take approximately 60 minutes.

**Withdraw from the study:**

The data will be collected, and kept confidential in a locked filing cabinet or on a password protected electronic device. At any time the participant may withdraw from the study with no consequence. To withdraw please e-mail the researcher, Kathy Brook, in writing. Any data collected previously will be destroyed.

**Possible benefits:**

The results of this study, may affect the instructional design of future formal education courses in the future. The reflective nature of the questions may enable the participants to reflect on how they learn and what type of workshops interest them.

**Possible risks:**



There are no risks to being involved in this study

### **Confidentiality vs. Anonymity**

There is a difference between confidentiality and anonymity: Confidentiality is ensuring that identities of participants are accessible only to those authorized to have access. Anonymity is a result of not disclosing participant's identifying characteristics (such as name or description of physical appearance). Pseudonyms will be used to ensure the confidentiality and anonymity will be upheld. Participants will be asked to pick a pseudonym to use instead of their real name. If participants do not pick a pseudonym, one will be selected on their behalf. The Pseudonyms will be used during the transcription and publishing so that no names and locations will be published. The prime researcher Kathy Brook will be the only person with access to the files which will be on a password protected area and will be destroyed once the research is complete.

### **Confidentiality and Storage of Data:**

- a.* Participants privacy will be maintained by only the researcher having access to the interviews and all names will be changed within the study to maintain anonymity.
- b.* All interviews will voice recorded on a digital recording device which is password protected. The files will be transcribed onto a password protected laptop. Only the researcher has access to these files and they will be stored at the researcher's house. The field journal will be kept in a

locked filing cabinet at the researcher's home. The files will be destroyed after five years.

**Anonymity:**

Every reasonable effort will be made to assure anonymity. Participants will not be identified in any reports and publications. Pseudonyms will be used instead of real names.

**Recording of Data:**

Audio recording with a password protected digital device will be used to record data. A field journal will also be used for both the observation of the workshop and for recording thoughts and answers during the study. Please check the boxes below to give your consent.

**Reporting of Results:**

Data will be collected and the results will be put into a thesis, a journal and conference presentations. The data will be reported using direct quotations and vignettes using pseudonyms.

**Sharing of Results with Participants:**

The participants in the study will be asked to provide validation of their interview. This will provide authenticity of the data, provide feedback to the participants and allow them to further reflect on their answers. The results of this paper will then be published in a journal for participants to read. Finally if participants would like further information

they are free to contact the researcher to get the results of the final paper upon request.

**Questions:**

You are welcome to ask questions at any time during your participation in this research. If you would like more information about this study, please contact:

Kathy Brook

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research (such as the way you have been treated or your rights as a participant), you may contact the Chairperson of the ICEHR at [icehr@mun.ca](mailto:icehr@mun.ca) or by telephone at 709-864-2861.

**Consent:**

Your signature on this form means that:

- You have read the information about the research.
- You have been able to ask questions about this study.
- You are satisfied with the answers to all your questions.
- You understand what the study is about and what you will be doing.
- You understand that you are free to withdraw from the study at any time, without having to give a reason, and that doing so will not affect you now or in the future.
- You understand that any data collected from you up to the point of your withdrawal will be destroyed

If you sign this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

**Your signature:**

I have read and understood what this study is about and appreciate the risks and benefits. I have had adequate time to think about this and had the opportunity to ask questions and my questions have been answered.

- I agree to participate in the research project understanding the risks and contributions of my participation, that my participation is voluntary, and that I may end my participation at any time.
- I agree to be audio-recorded during the interview
- I do not agree to be audio-recorded during the interview
- I agree to the use of quotations and that my name will appear as a pseudonym in any publications resulting from this study.
- I do not agree to the use of quotation.

A copy of this Informed Consent Form has been given to me for my records.

---

Signature of participant

---

Date

**Researcher's Signature:**

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

---

Signature of Principal Investigator

---

Date

## **Appendix E: Transcribed Interview**

**Informal Learning in NCCP Formal Learning Situations Interview Date:** June 2013

**Location:** Telephone **Length:** 19:54 **Interviewee:** One **Interviewer:** Kathy Brook

**Transcriber:** Kathy Brook

**Note:** [italicized words in brackets were added in by the interviewee for clarification]

**Kathy Brook Interviewer:** How did you get involved in coaching and how did you learn to Coach?

**Interviewee:** I got involved in coaching when I started to coach a swim team. I was at an outdoor pool and there was no coach there so I took on the coaching role. Prior to that when I was in grade 10 they were piloting the NCCP and I took that pilot course. Those two things are how I got going in coaching.

**Kathy Brook Interviewer:** The first time you coached, you basically learned through experience?

**Interviewee:** No I had taken the NCCP, what would have been then Theory 1, before I did anything. I took that and a First Aid Course before I did any coaching. But once I got on the deck, I was definitely on my own. I don't think I took my swimmingcoaching course until I had coached for one season.

**Kathy Brook Interviewer:** Did you have to take the swim course or did you just choose to take it?

**Interviewee:** No, I needed help. Even at 17 and I knew I needed help to do it properly. Oh, I also remembered I coached at a basketball camp. Yes one summer I coached little kids at a basketball camp then I took the NCCP Theory and First Aid, then I coached the swim team for one season. After that I took the Swim Canada NCCP swim course. That was the order.

**Kathy Brook Interviewer:** I'm doing this study on the difference between formal and informal education. Informal is defined as anything that is not linked to an accreditation or credit of any kind. Formal is linked to credit such as the NCCP courses you mentioned or the First Aid Course.

**Interviewee:** Yup, yup

**Kathy Brook:** Do you have a strong feeling of whether one form of learning [informal or formal] is more important or valuable than the other?

**Interviewee:** Silence.....not really....I think they are both needed. But I think the key thing is where the person who's doing the learning where there state of mind is. So it's linked to their beliefs. For example, if I think I am going to learn best from someone I trust and I believe they know what they are doing then that's where I'm going to learn best. If I'm a person that believes in formal education and that's the way I've been brought up then that's where I am and then that's what I'm going to trust.

**Kathy Brook:** What do you trust?

**Interviewee:** I trust both. I did both because I had both examples. For me, I always valued the expertise of the people that were helping me but I am also the type of person that if I needed something I went and got it. If I felt I needed more education I went and got it. I was able to recognize that I didn't know enough and I didn't have anyone that could help me so I went and sought it out. When I was doing swim coach if there was someone around that knew swimming that I trusted would I have taken the course? I'm not sure. But it was aquatics right? And everything in aquatics right from the beginning is courses. Everything is through a very regimented course, right. So that would have also made my decision in that area. You can't go on a deck without certain qualifications. Everything is very legislated in aquatics. My gut would have always told me to go take a course because that is the way it is in aquatics.

**Kathy Brook Interviewer:** You just came from doing an Empower Plus workshop on the weekend. When you went into the workshop what were you hoping to learn?

**Interviewee:** What I was hoping to get out of the workshop on the weekend was just what the title said. It's always tough decisions. I didn't realize it was going to lean towards the good coach. I don't think I understood that when I came into it. I thought I was getting more on communicating with athletes and parents and how to empower them and how to help them make that jump to the importance of taking responsibility for themselves and making decisions for what they want to do. I was thinking how to make them feel



empowered to make those decisions to set those paths. Perhaps I got that from the title and whether I didn't read the whole thing. I don't know but that is what I was coming to hear.

**Kathy Brook Interviewer:** Was there anything you were hoping to get out of coming that wasn't specifically related to the workshop?

**Interviewee:** Well I might want to be a LF in the future and it's always good to take the course first. Also I do this at work and any conflict mediation, difficult problems, two sides of any situation type of courses I like to take. I just made an offer to mediate between two feuding clubs. These types of workshops will help me in my work. Communication, trying to get to see a win win situation and any skills I can learn so that I can do that better. So 1; I am interested in becoming an LF and 2; anything that I can do to give me more skill in that area I just like to take.

**Kathy Brook Interviewer:** If you were to take the course again do you know what the intended outcomes were?

**Interviewee:** The intended outcomes were to raise awareness to make sure a key message is that a good coach can do bad things - that concept that when you look at your athletes look at the behaviour and not at them as a person - the same thing applying to the coach - people that do harm with intent - that's a different story but the people that are doing it with the good intentions that is something that I think you'd want to get out of the main learning outcome and I think another thing is it's a skill and like any skill you need to practice it and it needs a progression. You wouldn't dive in headfirst into something, you

practice. By practicing you are hoping to get at change of behaviours that are the best and that you're giving people in the room skills; outlining the skills and it is a skill you need to practice.

**Kathy Brook Interviewer:** That would all be considered formal do you agree?

**Interviewee:** Yes

**Kathy Brook Interviewer:** Was there any time for informal learning?

**Interviewee:** Yah, I think so in the role play. That is where you get to see the different styles of the people you were with. How different people approached it. The debrief also contained informal learning. Also when you do the exercises there is a lot of informal learning.

**Kathy Brook Interviewer:** Did you ever get into discussions in your group that were not related to the topic but was still a valuable learning opportunity for you?

**Interviewee:** There wasn't enough time. In order to get stuff done there was not any time for veering off on other topics.

**Kathy Brook Interviewer:** You said you have done that in other courses?

**Interviewee:** Yup

**Kathy Brook Interviewer:** Was that considered valuable to you in other courses? Or was it considered that the LF wasn't doing his or her job because you went off into those other conversations?

**Interviewee:** I would have to be honest and say it would depend on who I was talking to and if I valued what they were saying. If it was someone I was learning stuff from then, absolutely. If I'm stuck at the table with someone who is just ego tripping or someone going "la la la" then I'm waiting for the learning facilitator to step in and move things forward. But if it's really good discussion and I really value what they're saying then I want to really drill down and ask things but I have also been in situations where I've wanted to get up and leave the room. It really does depend on the person who you are talking to if you want to learn from them and if what they are saying is what you're looking for.

**Kathy Brook Interviewer:** On the weekend you said there wasn't any time for that, did it ever go through your mind you wish you had more time to talk to this person about a certain topic?

**Interviewee:** In the role playing debrief, I would have liked more time to find out about what real situations. I would have loved to have gone there. I would have liked time to hear about some of their experiences. It was on the topic but I would have liked more time to hear how people had experienced these things in their own environments. More time to ask, "have you ever done this?". How did it work? Where did you do it? Sport or at work what went well. I know it's on the topic but I would have liked more time there.

**Kathy Brook:** When you look at instructional design, how the course was designed and how it taught, there are different formats. There is lecture format, there is facilitation (which you just experienced) and then there is time for people discuss on their own. Out

of those 3 is there one that you would prefer? If you were to choose to go to a learning situation would you prefer to go to one that's a lecture, a facilitation or one that has more informal time?

**Interviewee:** If I were ranking them I would go....ah... facilitation, informal and lecture.

**Kathy Brook Interviewer:** In this particular weekend you did have the opportunity for an informal lunch between sessions. You went from one workshop to another. Was there anything you learned over the lunch break?

**Interviewee:** No. I have at other lunch breaks but this time I was focused on what was next and where did I need to go. One workshop was over and I was going to the next one. So no. There was not enough time.

**Kathy Brook Interviewer:** You mentioned other times again? Did you find it valuable at other workshops?

**Interviewee:** Yes

**Kathy Brook Interviewer:** Was it because you were seeking something out, or was it spontaneous?

**Interviewee:** Both. If you want to seek something out you can go and intentionally sit with someone or sometimes you just join a table and learn from what happened and that leads to learning. So both.

**Kathy Brook Interviewer:** Do you think NCCP courses should incorporate more

informal time into their workshops?

**Interviewee:** Yes. I think there needs to be informal time built into NCCP workshops. I think the hard part is where? Thinking it through, it is always a balance and determining where you put it. It's hard to bring people back from informal time sometimes and they don't like to leave it. I think it has to be well thought out. I think it has to be there, but it needs to be well thought out where it should be.

**Kathy Brook Interviewer:** Do you have anything else that you would like to add to the topic about informal or formal education?

**Interviewee:** I respect both. I have 2 degrees and I've been to technical courses in seven sports so obviously I respect the formal education but I also like anything you need to seek out. So both. If you want to be the best you can be you need both. For me personally I am probably a little weaker on the informal because I wouldn't go up to someone I don't know and ask for help and I don't often start conversations randomly about the topics I need so I'm a little weak on that part but I definitely respect both and need both.

**Kathy Brook Interviewer:** Thank you for your time today.

## Appendix F: Tables

**Table F-1: Categories and Subcategories based on Interviewees**

Categories based on Interviewees	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12
Age												
< 35							x	x			x	
35 – 50	x	x		x	x					x		
>50			x			x			x			x
Level of Education												
High School												
University		x	x			x		x			x	
Post Graduate	x			x	x		x		x	x		x
Formal /Informal Education Definition Understanding												
Had never heard of it												
Understood	x		x			x		x	x	x	x	x
Had additional information to add to the definition I gave		x		x	x		x					
Learned to Coach Informally												
No informal												
Some informal	x	x	x	x	x	x	x			x	x	
Majority informal								x	x			x
Learn to Coach Formally												
No formal												

Categories based on Interviewees	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12
Some formal		x				x		x	x		x	x
Majority formal	x		x	x	x		x			x		
Combination of Informal and Formal												
Yes	x	x	x	x	x	x	x	x	x	x	x	x
Maybe												
No												
NCCP Workshop that was attended												
Empower Plus	x	x										
MED									x			x
Psychology			x	x								
LF Training					x	x						
MLF Training							x	x				
Basketball 1 Day										x		
Basketball Comp Dev											x	
Context												
Community										x		
Competition Introduction	x	x							x			x
Competition Development			x	x							x	
Coach Developer Training					x	x	x	x				
NCCP previous experience before this												
Level 1					x		x					
Level 2									x	x		x
Level 3		x	x	x		x						
Level 4	x							x			x	

Categories based on Interviewees	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12
Coaching Experience (years)												
1 – 5					x		x					
5 – 15			x									
15 – 25				x				x		x	x	
25+	x	x				x			x			x
Other Experience with informal education in formal education												
No other experiences expressed						x						
Teaching			x	x	x		x		x	x		x
Conferences	x	x	x	x	x		x	x				
Job	x	x	x	x	x		x	x	x	x	x	
Length of Workshop												
3 hours	x	x							x			x
3 – 8 hours			x	x						x		
8 – 16 hours					x	x						
16 + hours							x	x			x	
Format of Workshop												
Lectured												
Facilitated	x	x	x	x	x	x	x	x	x	x	x	x
Self Directed					x	x	x	x			x	
More informal time preferred?												
Yes		x		x	x	x	x	x	x			
No												x
Depends on other participants	x		x							x	x	
More formal time preferred?												



Categories based on Interviewees	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12
Yes												
No												
Depends	x	x	x	x	x	x	x	x	x	x	x	x
Preferred Workshop Design												
Informal Only												
Formal Only		x										x
Combination				x	x		x	x	x			
Depends	x		x			x		x		x	x	
Actual Workshop Design as observed												
Informal Component					x	x	x	x			x	
Majority Formal	x	x	x	x					x	x		x
Workshop Required for Formal Status												
Yes			x	x			x	x	x		x	x
No	x	x			x	x				x		
Motivation												
Intrinsic	x	x			x	x	x	x		x		
Extrinsic			x	x					x		x	x
Built in Informal Time												
No informal time built in	x	x							x			x
Small amounts at breaks and meals			x	x						x		
Scheduled Design					x	x	x	x			x	
Large amounts at					x	x	x	x			x	

Categories based on Interviewees	I-1	I-2	I-3	I-4	I-5	I-6	I-7	1-8	1-9	1-10	I-11	1-12
breaks and meals												
Respect for others in the workshop												
Minimal												x
Some	x									x	x	
A Lot		x			x	x	x	x				
N/A			x	x					x			
Experience of the Learning Facilitator												
0 – 5 years	x	x								x		
5 – 15 years			x	x								
15 – 30 years							x	x	x		x	x
N/A					x	x						
Facilitator designated time to informal education												
Minimal	x	x							x			x
Some during breaks and meals			x	x						x		
Designed section for informal (not associated to outcomes) section					x	x	x	x			x	
Other experiences outside the NCCP that have had informal opportunities built into them												

Categories based on Interviewees	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12
Yes			x	x	x	x	x	x	x			
No												
N/A	x	x								x	x	X

**Table F-2: Themes Based on Workshops**

<b>THEMES BASED ON WORKSHOP</b>	<b>MED</b>	<b>Empower Plus</b>	<b>Psychology of Performance</b>	<b>Basketball Comp Dev</b>	<b>LF Training</b>	<b>MLF Training</b>
Length						
0 – 3	x	x				
4 – 8			x			
9 - 16				x	x	
>16						X
Motivation						
Low (Mostly Extrinsic)	x					
Medium (Depends on the group)			x	x		
High (Mostly Intrinsic)		x			x	X
Design of Workshop to allow for Informal						
Minimal informal time	x	x				
Small amounts at break			x			
Designed section				x	x	X
Meals and Breaks planned				x		X
Age						
0 – 30	x	x	x	x	x	
30 - 50	x	x	x	x	x	X
50 +	x	x	x	x	x	X
Education						
High School						
University	x	x	x	x	x	X
Post Graduate	x	x	x	x	x	X
Experience	Varied	Varied	Varied	Varied	Varied	Varied
0 - 5	x	x	x			
5 - 15	x	x	x	x	x	X
15 – 30	x	x	x	x	x	X

**Table F-3: Factors that contribute to Informal Education within Formal Education**

FACTORS THAT CONTRIBUTE TO INFORMAL EDUCATION WITHIN FORMAL EDUCATION	
Length	Longer
Motivation	High
Design of the Workshop to allow informal education	Yes

