ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. I would also like to acknowledge that you are joining us for this course from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code Number</th>
<th>Credit Value</th>
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<tbody>
<tr>
<td>Research Methods in Sports Coaching</td>
<td>KIN 572</td>
<td>3 credits</td>
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</table>

PREREQUISITES

KIN 515 (Gap Analysis) or KIN 373 (Research Methods in Kinesiology or equivalent) or KIN 371 (Introduction to Statistics in Kinesiology or equivalent)

INSTRUCTOR CONTACT INFORMATION

Students are always welcome to contact the instructor via email. Students may also wish to set up an appointment with the instructor if they have any questions or concerns about the course. The instructor is available for online meetings by appointment.

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn McEwen, PhD</td>
<td>Email: <a href="mailto:carolyn.mcewen@ubc.ca">carolyn.mcewen@ubc.ca</a></td>
<td>Osborne unit 2 room 208. Primarily working from home.</td>
<td>I am available to meet with students online through Zoom. Please send me an email (<a href="mailto:carolyn.mcewen@ubc.ca">carolyn.mcewen@ubc.ca</a>) with your availability to schedule a time that is convenient for both of us. Once a time has been set I will send the link for the Zoom meeting.</td>
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</table>

COURSE DESCRIPTION

This course examines current issues within coaching science research. The goal of the course is to develop coaching students’ research literacy skills to assist them in establishing best coaching and leadership practices. Students should develop a comprehensive understanding of (a) the strengths and limitations of quantitative, qualitative, and mixed methods research designs; (b) interpretation of basic statistics; (c) how to critically evaluate scientific literature; and (d) how to synthesize and communicate research in written and verbal forms.

COURSE RATIONALE

The focus of this course is to develop the research literacy skills of coaches and technical leaders. The ability to critically evaluate research is essential to fostering innovative and evidence-based/informed coaching and leadership practices. Critical evaluation of sport science research necessitates an
understanding of research design and methods (quantitative, qualitative, and mixed methods designs). Furthermore, an understanding of how to interpret basic statistical analyses is essential for reading and critically evaluating quantitative sport research.

COURSE LEARNING AIMS AND OUTCOMES

The overarching aim of this course is for high performance coaches and technical leaders to develop research literacy skills to foster evidence-based/informed practice in their roles as sport coaches/leaders.

By the end of this course, students will be able to:

- Identify different types of quantitative, qualitative, and mixed methods research designs used within coaching and leadership sciences
- Evaluate the strengths and limitations of quantitative, qualitative, and mixed-methods research designs
- Apply knowledge of research designs to critically assess sports coaching and leadership research articles
- Understand the role of theory in coaching science research
- Understand the application and interpretation of basic statistics in sports coaching
- Use JASP (statistical software) to organize data and analyze and interpret basic statistics
- Read and interpret tables and figures within scientific research articles
- Identify ethical issues involved in coaching science research
- Synthesize and communicate research findings and their application in verbal and written form

LEARNING ACTIVITIES

KIN 572 is a 3 credit course that will be delivered over 1 semester (September - December 2020).

The course content is delivered in 2 formats:

- Synchronous online meetings via Zoom (meeting room link can be found on Canvas) to be held on Mondays from 9-10:30am (PT)
- Asynchronous self-paced readings, videos, and learning activities

Synchronous class time will be centered on discussion of class concepts and critical evaluation of coaching and leadership science literature. Students will be encouraged to reflect upon their own coaching and leadership practices in relation to sport science and coaching research.

The online asynchronous self-paced activities include course content, journal articles, recorded videos, self-assessment questions, and completion of workshop assignments to immediately apply course concepts. In the asynchronous portion, you will be posting an online presentation that will be reviewed by at least three peers and you will provide feedback to three peers.

You are expected to attend synchronous online meetings (see dates in calendar) and follow the online modules (1-10) to complete the course requirements. Questions during class time are always welcome and student participation in all class formats is essential for success in the course. Please note that it is expected that you will have completed the online course module prior to attending the corresponding synchronous class in order to engage with the discussion content. Students will be expected to
contribute to group discussions and complete assignments by the stated completion date.

The expected asynchronous weekly time commitment is 10-12 hours to complete the readings and learning activities.

LEARNING MATERIALS

Course Readings
Academic articles and book chapters will be posted on Canvas and will be used to supplement synchronous and asynchronous learning, demonstrate the application of course concepts, and facilitate class discussion and workshop assignments. Please refer to the list within each course module for required readings. All course readings can be accessed through the ‘Library Course Reserves’ link located on the Canvas course menu.

Required Materials
This course requires you to have access to:

1. Reliable high-speed internet connection. During the synchronous online meetings, you will also need to have a microphone/headset and a webcam.

2. JASP (statistical analysis software). Students will be required to download (free to download and use) and have access to JASP. Download the latest version of JASP here: https://jasp-stats.org/download/

3. Microsoft Excel. Students will be required to open a data file that was created in Microsoft Excel.

4. Optional: Canvas (hosts the course website) can be accessed on mobile devices and tablets through an app. Follow the link for more information: https://canvas.ubc.ca/courses/4318/pages/canvas-mobile-apps-are-great?module_item_id=369173

Additional Course Resources
A list of academic articles, book chapters, and/or books that correspond to the content contained within each module will be provided as additional resources. These readings are optional and will advance your knowledge of topics discussed within the course and assist you in completing the remainder of your degree (e.g., KIN 596 for MHPC & TL students). Please refer to the list within each course module for optional additional course resources.

ASSESSMENTS OF LEARNING

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Tri-council Policy Statement 2 Tutorial</th>
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<tbody>
<tr>
<td>Format</td>
<td>5%</td>
</tr>
<tr>
<td>Details</td>
<td>Online research ethics tutorial</td>
</tr>
<tr>
<td>Due Date</td>
<td>October 30, 2020</td>
</tr>
<tr>
<td>Weighting</td>
<td>5%</td>
</tr>
</tbody>
</table>
Learning Outcomes  
To identify ethical issues involved in coaching science research

Assessment 2  
Workshop Assignments (WA)

Format  
Written responses to applied questions

Details  
Students will complete 3 workshop assignments throughout the course. The first (Modules 1-3) and third (Modules 8-10) workshop assignments are each worth 15% of the student’s final grade and the second (Modules 4-7) workshop assignment is worth 20% of the student’s final grade (total = 50%). The workshop assignments are designed to reflect the application of course concepts introduced in synchronous and asynchronous learning contexts. For example, students will have an opportunity to learn how to use JASP to analyze and interpret statistical output. Upon learning this information, students will be asked to apply their knowledge by conducting a statistical analysis in JASP and answer questions to facilitate their interpretation of the data.

Due Dates  
October 9, 2020, November 13, 2020, November 30, 2020

Weighting  
WA1 (15%) + WA2 (20%) + WA3 (15%) = 50% Total

Assessment 3  
Final Project: A Critical Analysis of Coaching Science Literature

Format  
Presentation and paper

Details  
Part A: Summarizing and evaluating research
Students will chose a topic related to coaching science that is of interest to them. They will be required to search for and acquire a minimum of five peer reviewed original research articles related to their chosen topic. Students should summarize each of the five articles. Summaries should include a) the purpose of the study; b) hypotheses (if applicable); c) a brief summary of the methods; d) a discussion of the strengths and limitations of the methods used; e) identification and interpretation of the findings that reflect the identified methodological strengths and limitations; and f) the implications of the study. Students should primarily focus on the critical examination of the methods and results section of the paper. The discussion of the strengths and limitations of the research papers should go beyond what is stated in the discussion sections of the papers themselves and demonstrate the student’s knowledge of course content. Each article summary should be no more than 2.5 pages.

Part B: Synthesizing and applying research
In 2.5 pages, students will be required to synthesize all five articles and by doing so address the following questions: a) What can we say about the topic based on these five articles?; b) What do we not know about
this topic based on these five articles? c) What conclusions can we make about this particular topic? Finally, students will be required to describe how they would integrate their knowledge of the topic into their coaching practice based on their critique and synthesis of the research findings.

**Part C: Communicating findings**

Communication of Part A and Part B will take two forms:

1. The presentation (10% total)
   a. Students will be required to record a 10-minute PowerPoint presentation that communicates Part B of the assignment (10%). Students will record their presentation using the technology of their choice (e.g., Kaltura CaptureSpace, PowerPoint Presentation). Students should assume that they are giving a 10 minute seminar to other coaches or professionals within their field about findings on their topic (highlighting the strengths and limitations of the research on their topic) and the application to coaching and/or professional practice. Students will be penalized if their presentations exceed 10 minutes. Students’ presentations will be recorded and submitted 10 days in advance of the final paper due date. The presentation will be graded by the instructor (see Presentation Assignment marking rubric for details). Review information on this page to familiarize yourself with Kaltura CaptureSpace if you wish to use these technology to record your presentation: [http://ets.educ.ubc.ca/capturespace/](http://ets.educ.ubc.ca/capturespace/)
   b. Students will be required to provide feedback on three of their peers’ presentations, as well as receive feedback on their own presentation from three of their peers. Students will be placed into groups of 4 or 5 for this portion of the assignment. Students will be assessed on their ability to reflect on the feedback they received from their peers by critically appraising the feedback and the integration of appropriate feedback into their final paper (see Written Assignment marking rubric for details). This component will be graded by the instructor at the time of the paper submission. **You must complete the presentation by December 4, 2020. You must complete evaluating the peers in your group by December 8, 2020.**

2. The paper (25%)
   a. Students will be required to write Part A and Part B in a paper form as outlined in both of the sections above. Students should complete their assignment in accordance with APA 7th edition style guidelines. For more information please refer to [https://guides.library.ubc.ca/c.php?g=713622&p=5086049](https://guides.library.ubc.ca/c.php?g=713622&p=5086049). The
Publication Manual of the American Psychological Association 7th edition is also available through the UBC library. **You must complete the paper by December 14, 2020.**

b. Complete the "Peer Feedback Form" and reflect on the feedback you received from three of your peers on your presentation in your final paper. Attach this completed form to the final paper submission.

**Due Date**
December 4, 2020 (presentation), December 8, 2020 (presentation peer-feedback), December 14, 2020 (paper)

**Weighting**
10% (presentation) + 25% (paper) = 35% Total

**Learning Outcomes**
To identify and critically examine the research methods used to address a research question; To accurately interpret results; To identify and communicate the strengths and limitations of research studies; To synthesize research findings and draw conclusions about a topic; To communicate research findings; To identify how research findings may be integrated into their coaching or leadership practice.

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**Assessment 4**

**In Class Participation**

**Format**
Synchronous team discussion

**Details**
Students will receive marks for answering questions and engaging in discussion during online synchronous class time. Students may receive up to a maximum of 10% for their contributions to class discussion. If students are unable to attend a scheduled synchronous class but wish to receive participation credit then they must a) contact the instructor (carolyn.mcewen@ubc.ca) in advance of the class and b) watch the recorded synchronous class and submit a response to the questions posed in class on the corresponding discussion board titled ‘Missed synchronous class participation’.

**Due Date**
All scheduled synchronous classes

**Weighting**
10%

**Learning Outcomes**
To critically appraise and debate the strengths and limitations of different research approaches; To be able to discuss the link between methodologies, methods, findings, and applications of a research study.
### Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tri-council Policy Statement 2 (TCPS 2) Tutorial</td>
<td>5%</td>
<td>October 30, 2020</td>
</tr>
</tbody>
</table>
| Workshop Assignments | 50% | A1 (15%): October 9, 2020  
A2 (20%): November 13, 2020  
A3 (15%): November 30, 2020 |
| Final Project: A Critical Analysis of Coaching Science Literature | 10% + 25% | Presentation (10%): December 4, 2020  
Presentation peer feedback: December 8, 2020  
Paper (25%): December 14, 2020 |
| In Class Participation | 10% | All scheduled synchronous classes |

#### Assignment Due Date Policy

All extensions, rescheduling, or other concessions are at the discretion of the instructor. If you miss a due date because of an emergency, you must contact your instructor as soon as possible. If you do not contact your instructor, your assignment will be considered late. Late assignments will be deducted at a rate of 10% per day. Deductions will commence from the date and time the assignment is due, and will accumulate for each subsequent 24-hour period, including weekends. Assignments are not accepted after 6 days past the deadline.

### UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.

### Inclusivity

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized
communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

Academic Integrity
All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia’s Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct.

OTHER COURSE POLICIES

LEARNING ANALYTICS
Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas, Mentimeter, Zoom, and H5P. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course

COPYRIGHT
All materials of this course (course handouts, lecture slides, assessments, course readings, instructor recorded videos etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record classes or take photographs during class unless they are granted prior permission from the instructor.