



Didactic and Methodological aspects of the Training Process in Paracanoe

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Objectives

This study aimed to investigate the paracanoe coaches conceptions about the process of coaching Paracanoe,

looking to determine the more important characteristics concerning coach and coach methodologies to adopt in the teaching and learning process .



The clarification of the knowledge, perspectives, values, attitudes and conceptions of the coaches, can contribute to a more effective interpretation of their decisions and behaviors, both in training and in competition.



In this context, the coach's pedagogical knowledge, technical skills and decision-making processes are decisive to optimize his ability to choose the most appropriate actions, adjustments, changes or tasks, in each situation.



Also, the aquatic environment is a very demanding sport context, which, allied to the target population (persons with disabilities) creates an exponential weight of factors that made the coaching process very complex.



The literature and empirical studies are rare in Paracanoe, and we are not aware of concrete international studies in this specific area.

The lack of studies are one of the great limitations in the field.



This study aims to investigate the conceptions of Paracanoe coaches about Canoeing teaching, seeking to determine the most important characteristics regarding coach education and teaching methodologies to be adopted in the coaching process.



The study was based in Grossman (1990) model of professional knowledge and the theoretical framework of Vickers (1990) and Rink (1993) concerning pedagogical content knowledge as well as other pedagogical aspects implied in the instructional process.



Method

Instruments

A qualitative approach was used, inquiring five international paracanoe experts coaches, first using an individual questionnaire, and after, a focus group interview.



Participants

5 international paracanoe expert coaches from 5 countries (3 continents);

4 males; 1 female

Average of 13 years of experience in the sport;

Average of 6 years of experience has a Paracanoe Coach



Data analysis

The individual questionnaire and the focus group interview was analyzed using Content Analysis through the logical-semantic method.



Results

Main sources of professional knowledge

a) Informal

Experience; Seminars, Workshops

Sport Technical articles and books

Internet consultation

b) Formal Education (University and Higher Education).



Educational Needs

They referred the importance of having more knowledge about disabilities in general (biological, biomechanics, physiological, psychological and sociological aspects) and about training methodology.

They valued experience and the ability to adapt specific materials to optimize the practice (adaptations, comfort and autonomy).



Coach Educational Needs

Knowledge of the specific Paracanoe regulations and classification.

Clarification of the specific terminology in the area.

It seems that there are an important disparity in the terminology used internationally.



Globally, the Educational needs were:

Adapted Equipment and Material
Planning

Safety / Prevention

Training of Physical Condition

Coach/Athlete Relationship

Activity and Task Adaptations

Canoe/kayak Technique



Coach educational needs

The first preoccupation of the majority of the coaches was Safety/Prevention.

The second preoccupation was Specific Adaptations.

Canoe/kayak Techniques was the less referenced.



Valued coach characteristics

Relationship Coach/athlete

Variability of coach methods (new and different)

Leadership and guidance



Conclusions

The sources of information used and the teaching/training process are seen as very similar in Paracanoe when compared with Canoeing.

The same results were found when comparing between the Kayak classes and Va'a.

Physical condition training is seen to have a bigger difference between Canoeing and Paracanoe. This process is more individualized and requires more attention considering the variability of the adaptations.



Future Research

Develop research on the coach's specific competence profile.

Develop research on the coach's training needs, namely, considering aspects related with Security and Material Adaptation (their first preoccupation).

Investigate the coach-athlete relationship and coach leadership and support.

Study the athletes' perspective about these coaches' perceptions.

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Thank you for your attention!



“Inclusion is the privilege to live with differences”

Mantoan