

Promoting and Assessing Social Learning

in parasport coaches and organizations

Researchers

Diane Culver, PhD

Penny Werthner, PhD

Pierre Trudel, PhD

Grad Students

Tiago Duarte, PhD

Erin Kraft, PhD(c)

NSO Representatives

Kyle Paquette, PhD

Carla Nicholls, ChPC

Acknowledgments

SSHRC, Sport Canada Research Initiative, OGS

Contact: dculver@uotawa.ca

Rationale

- Canadian Paralympic success hides systemic issues
- Lack of coaches, athletes and competitions-learning opportunities in parasport
- Lack of social interactions



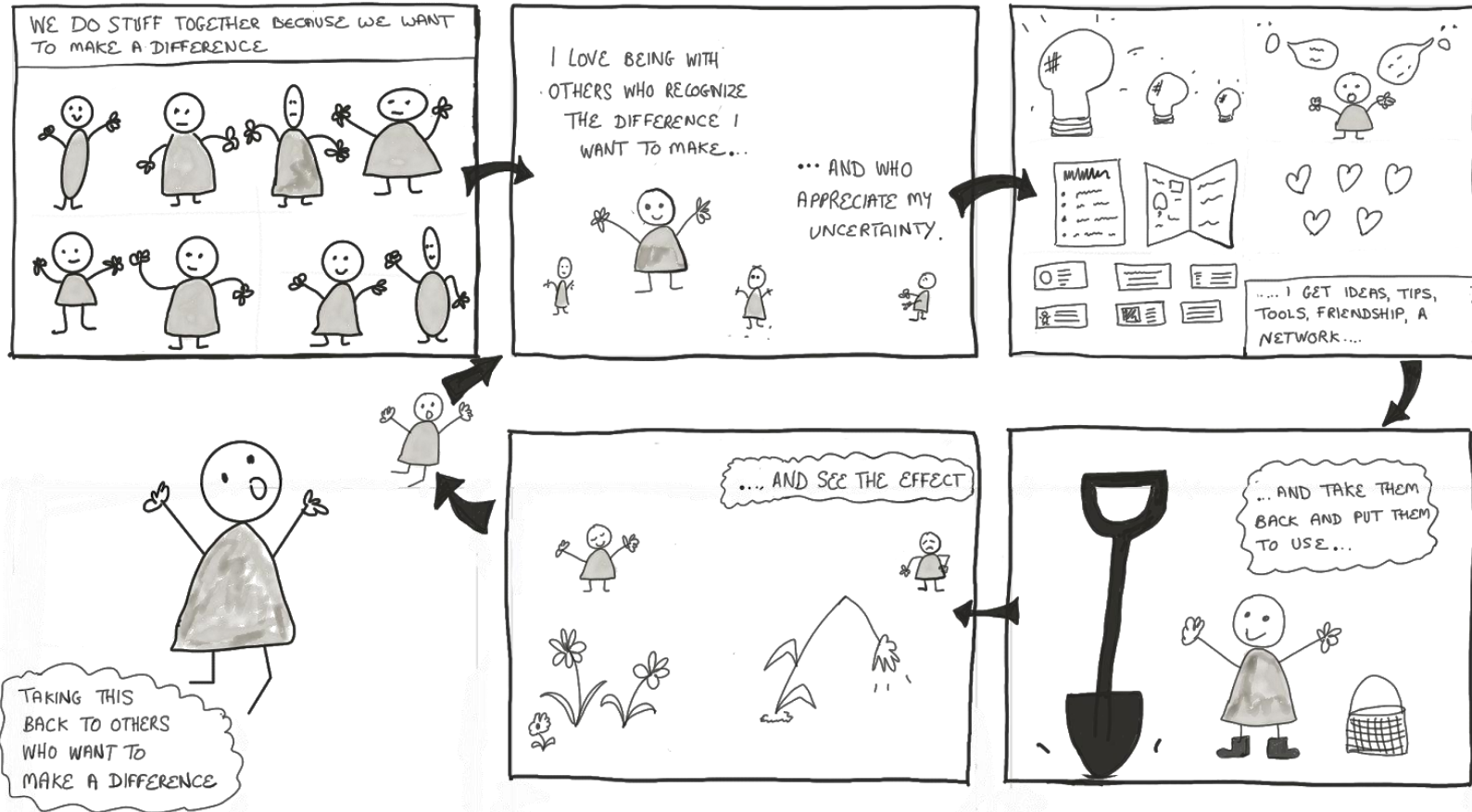
Collaborative Research



- 38 months*
 - 15 coaches
 - 6 NSO/MSO staff
 - 1 facilitator
- 12 months
 - 12 coaches
 - 2 NSO/MSO staff
 - 2 facilitators
- 3 months
 - 4 coaches
 - 2 NSO/MSO staff
 - 1 facilitator



Social Learning



Learning to make a difference (Wenger-Trayner & Wenger-Trayner, 2020).

Project Timeline

Overview

YEAR 1

YEAR 2

YEAR 3



Social Gatherings

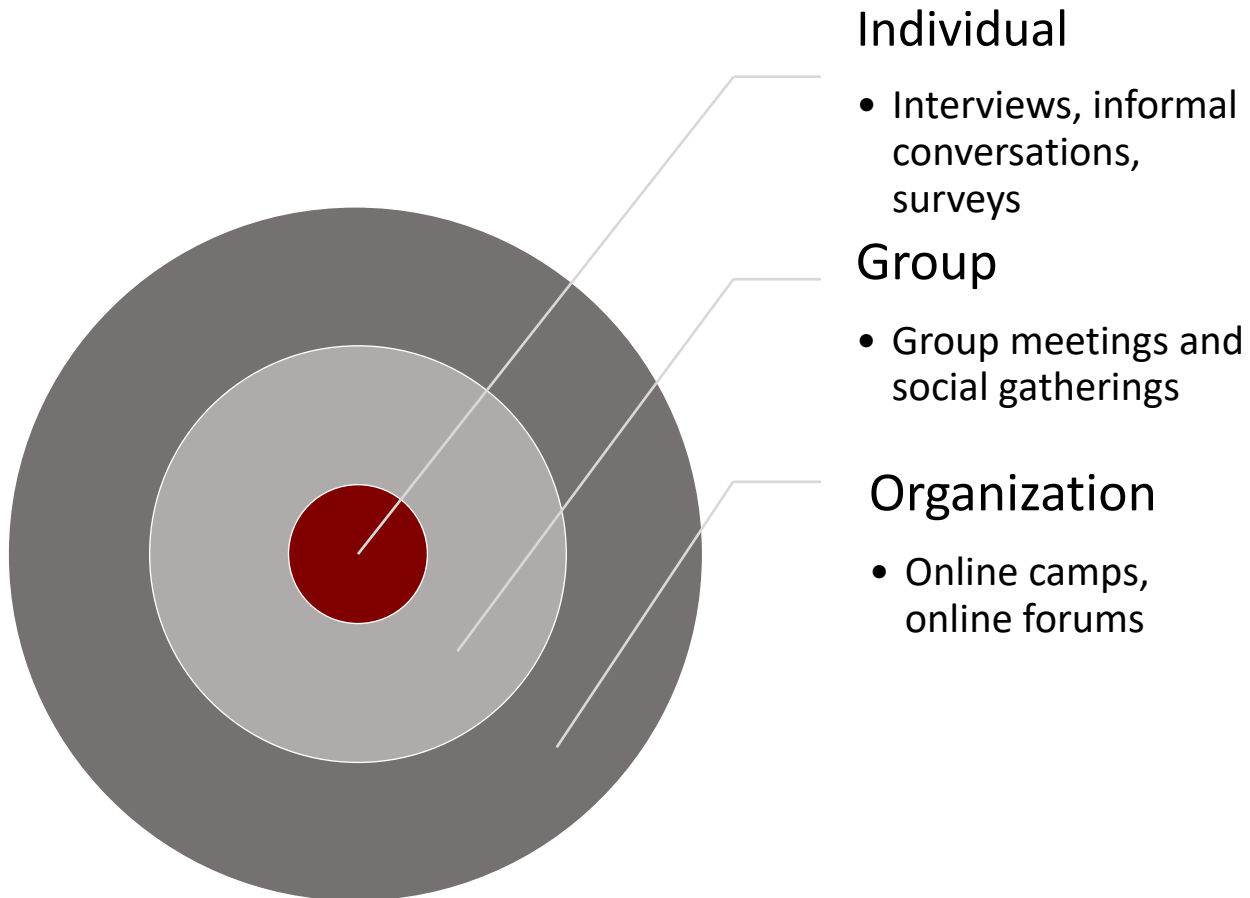


Online Meetings

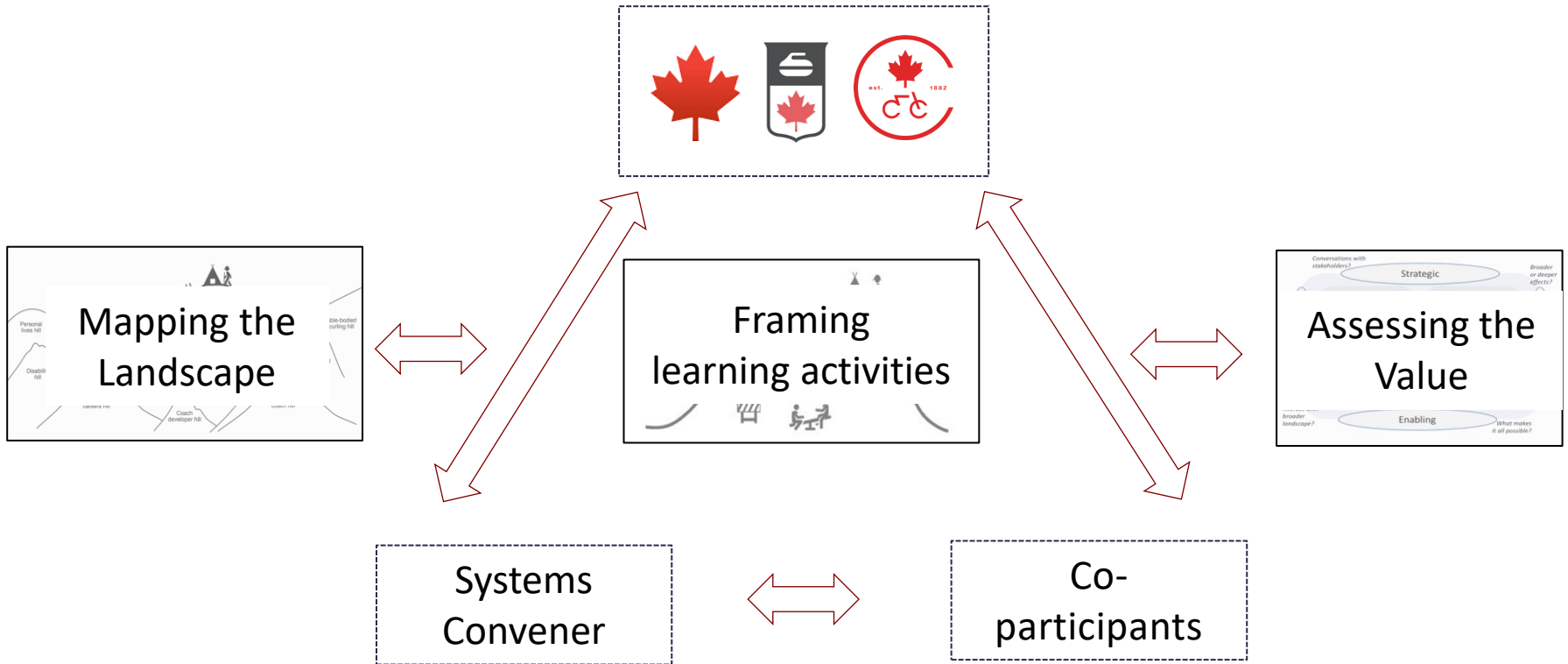


Online Interactions

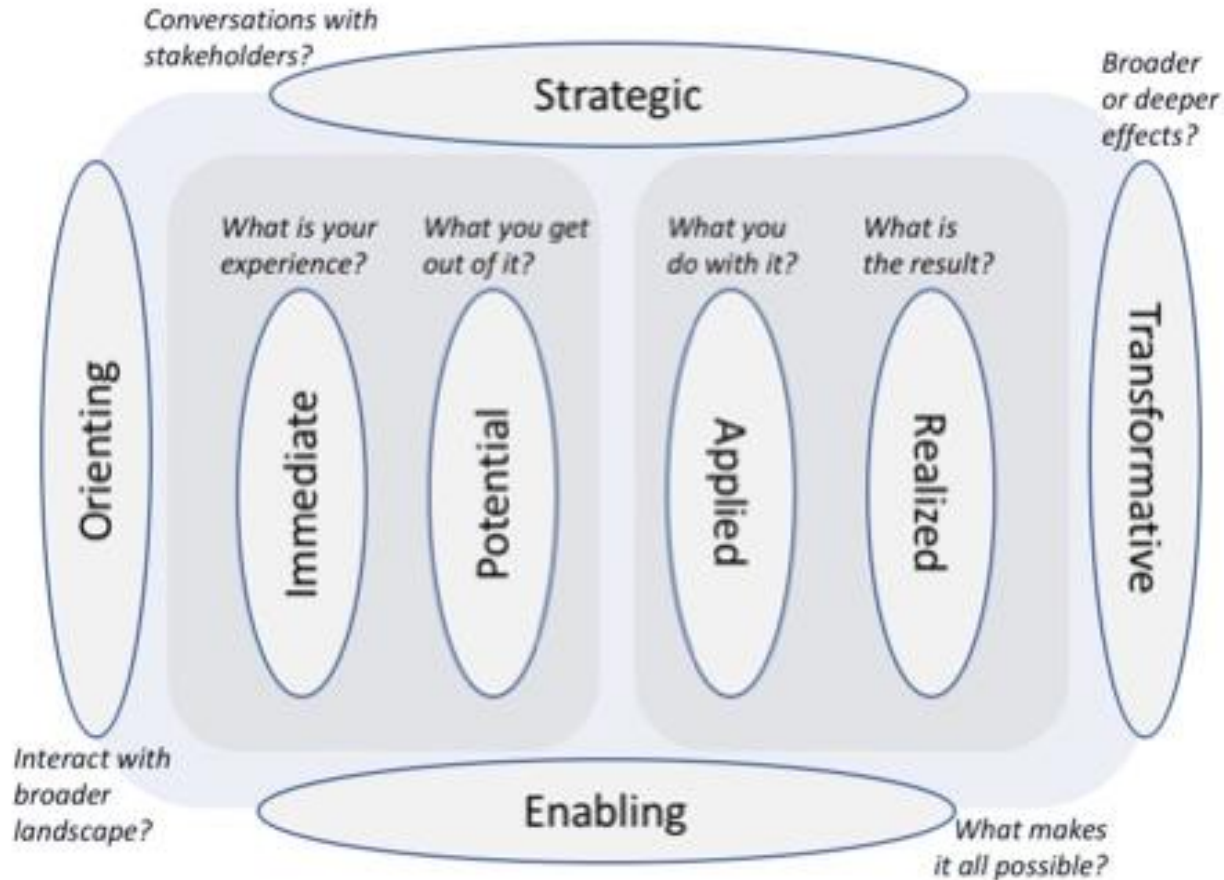
Data Generation



Research Phases

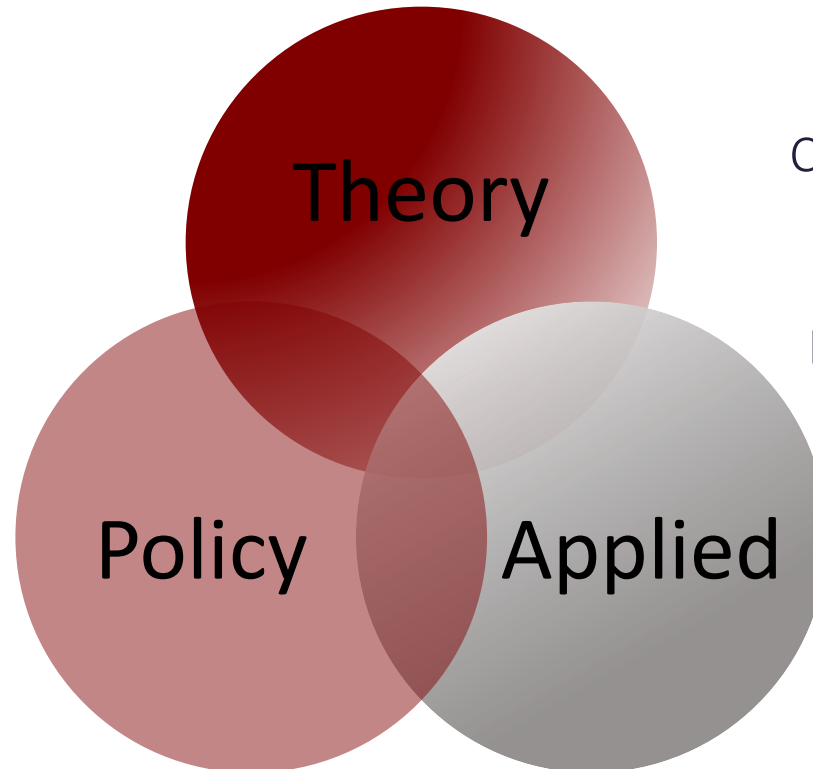


Framing and Assessing



Implications

Value Creation
Framework
→
Plan and Assess



Collaborative
approach
→
Meaningful
learning

Social Learning
Leader
→
Systems convener

Thank you!

Diane Culver
dculver@uottawa.ca



References

Duarte, T., Culver, D. M., & Paquette, K. (2020). Mapping Canadian Wheelchair Curling Coaches' Development: A Landscape Metaphor for a Systems Approach. *International Sport Coaching Journal*, 1(aop), 1-10.

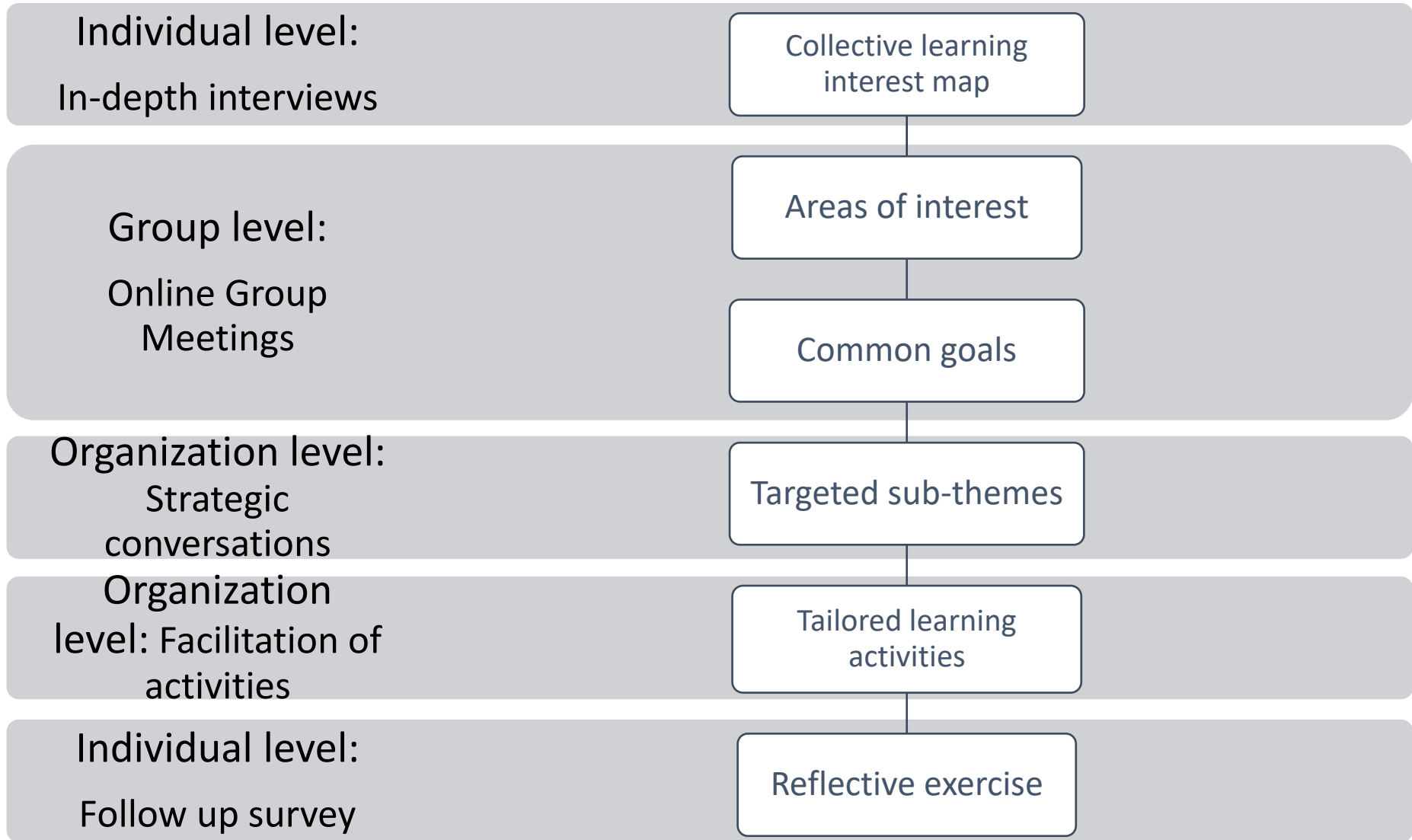
Duarte, T., Culver, D. M., & Paquette, K. (2020). Framing a Social Learning Space for Wheelchair Curling. *International Sport Coaching Journal*, 1(aop), 1-13.

Duarte, T., Culver, D. M., & Paquette, K. (Submitted). Assessing the Value Created in a Social Learning Intervention: Four Vignettes of Parasport Coaches. *International Sport Coaching Journal*.

Wenger-Trayner, E., and B. Wenger-Trayner. 2020. *Learning to make a difference: Value creation in social learning spaces*. Cambridge, UK: Cambridge University Press.

Framing the intervention

OPTIONAL



Optional slide

