

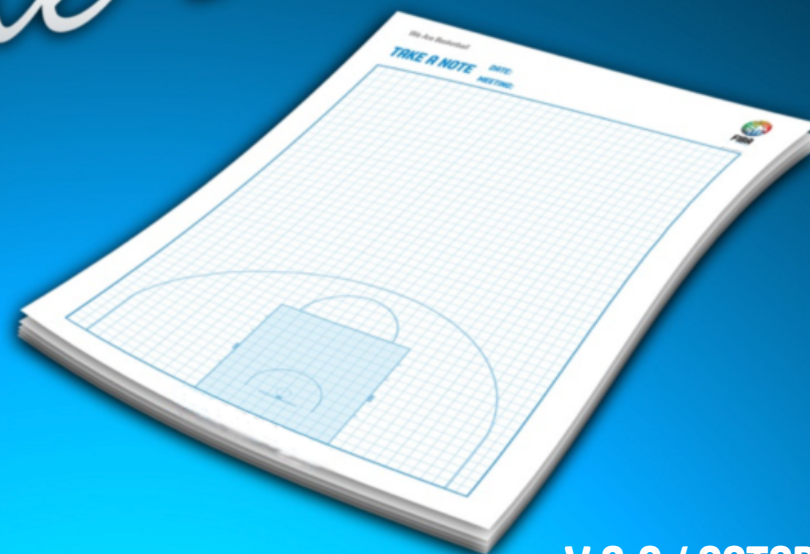


FIBA

We Are Basketball

FRIP LEVEL 1 HOME STUDY BOOK TEACHING & LEARNING

Home Study



V 2.0 / OCTOBER 2016



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**FRIP LEVEL 1
HOME STUDY BOOK**

Home Study Book

TEACHING & LEARNING (LEVEL 1)



PREFACE - TEACHING & LEARNING (LEVEL 1)

This pack has been written to provide prospective FIBA Referee Instructors with some information about effective referee education practice. It is intended as part of the FIBA Referee Instructor Programme (FRIP) leading to the Instructor licence.

It has been written for those with some instructional experience wishing to orientate their approach to referee training and for those with a wealth of knowledge about refereeing, who wish to develop their instructional skills. It is divided into five chapters and deals with topics such as teaching adults, developing interactive tutoring styles, using audio-visual aids and planning sessions. The most important pre-requisite for this pack is an open mind and a willingness to analyse your own strengths and weaknesses as a potential FIBA instructor working with referees in the summer tournaments and Federation clinics.

The pack has been written in home study style, so that you can work through it in your own time and at your own pace. It is interactive in nature, so you will need a pen and at least two hours to complete it (plus the time needed to prepare your session). Working through the pack will help you prepare to lead sessions at a FIBA Referee Instructors Clinic and your own National Clinics.

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MODULE T1 HELPING REFEREES TO LEARN

T1.0 INTRODUCTION

T1.1 WHAT IS LEARNING?

T1.2 RELEVANCE

T1.3. VARIETY AND LEARNING STYLES

T1.4 LEARNING ENVIRONMENT OR CLIMATE

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T1.0 INTRODUCTION

The instructor Training has been designed and developed to provide both initial and further training and support to those who work within Instructing and to facilitate learning and development. This training can be used as a stand-alone professional development or lead to an accredited qualification.

The key objective of this training is to provide you with the opportunity to reflect and evaluate on your own practice in the design and delivery of learning sessions. This training will explore how learning principles can be translated and applied in practice (**what** is to be delivered and **how** it can be delivered). It will identify and reinforce the 'soft-skills' of facilitation. Most significantly it will give you the opportunity to apply that learning in practice, through the planning, designing facilitation and management of learning sessions. This training will provide you with the skills to be able to review, assess and guide referee's progress.

This is competency based training which means that its purpose is to support you in being *competent* to be able to facilitate and manage learning. Competent means that you will be able to demonstrate and provide evidence of your ability to facilitate and manage learning in a given environment.

Learning is not an automatic consequence of teaching. This is obvious when you think back to your own education and realise all too readily how little you now recall. You may also be able to think of situations in which you attended a particular class or were on the receiving end of some instruction and yet failed to grasp the basics of what was intended.

The qualification has been designed for learner tutors who wish to facilitate the delivery of learning sessions. The knowledge gained will enable tutors to develop an understanding of planning, designing, managing and reviewing learning sessions. The Tutor training has been designed based on three key themes. These themes rely on your ability to:



Each theme has been structured into a series of learning outcomes:

Plan and Design Learning	Manage and Facilitate Learning	Review and Assess Learning
<ul style="list-style-type: none">• Explain how to help people to learn• Plan for learning sessions• Plan for the assessment of learning• Prepare for a learning session	<ul style="list-style-type: none">• Deliver a learning session• Select and use audio/visual aids to enhance the learning session• Establish and maintain a learning environment• Use a range of delivery methods, styles and skills to facilitate learning• Facilitate learning through activities, group work and experience• Demonstrate professional practice	<ul style="list-style-type: none">• Review and assess learning• Review learning sessions• Evaluate and develop own practice



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Activity Time: 15 Minutes

ACTIVITY 1

1. Identify a teaching situation where you as the learner was involved in practical activity and you didn't learn much from the session?

Situation:

Reasons for unsuccessful outcome:

■

■

■

■

2. Now think of a situation in which you were on the receiving end of a positive experience from which you felt you gained a great deal. Again choose a situation with a practical outcome and list some of the reasons why you think the situation was successful:

Situation:

Reasons for successful outcome:

■

■

■

■

3. Try to identify the main reasons which seemed to differentiate between the outcomes:

Successful

■

■

■

Unsuccessful

■

■

■



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You may have written down all sorts of reasons. Compare yours with the following list of likely characteristics of successful and unsuccessful learning situations:

SUCCESSFUL	UNSUCCESSFUL
<ul style="list-style-type: none">▪ Liked the Instructor and felt at home▪ An active situation in which there was plenty of interaction and doing.▪ Took account of my present knowledge and experience.▪ Turned out to be exactly what I expected and wanted.▪ Was given at my level using terms I understood▪ The information was always related to the practical situation so it was easy to apply from the outset	<ul style="list-style-type: none">▪ Disliked the teacher and felt uneasy▪ A passive situation which mostly involved being told information▪ Involved being given a lot of information I already knew▪ Used jargon I didn't understand so I was soon lost.▪ There seemed to be a lot of information and I couldn't remember it once it came to trying to put it into practice▪ There seemed to be a lot of information and I couldn't remember it once it came to trying to put it into practice

Your answers may have been different but you will probably have found some similarities or will be able to relate to the examples given above. In many respects, the characteristics of successful learning outcomes often conform to the well-used adage:

**Tell me and I forget,
Show me and I remember,
Involve me and I understand.**

It seems the more people are involved in their own learning and helped to use and apply the information, the more readily they are able to learn.

This is particularly important with referees - adult learners who bring with them:

- a wealth of experience
- set values
- firm intentions
- definite expectations
- established learning patterns
- competing interests

Adults may be more ready to accept responsibility for their own learning than children, although this may still have to be encouraged. This places the instructor into a facilitating role as well as an instructing role, with the purpose of increasing the possibility that learning will take place - facilitating learning.

Facilitating learning is a complex undertaking, for there are so many variables to consider as you work towards managing experiences that are learner-centred. It is also much more demanding upon you, the instructor, but a great deal more rewarding.

In this chapter, you will examine what learning is really about, consider some well-established assumptions about how referees learn and then



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identify ways in which instructors can maximise a referee's learning. By the end of this chapter, you should be able to:

- explain what is meant by learning
- draw up your own good practice list for instructors

T1.1 WHAT IS LEARNING?

Perhaps the most fundamental issue to keep in mind is that learning is a complex process and it is often difficult to tell whether or not it has actually taken place.

ACTIVITY 2

Activity Time: 10 Minutes

Think about situations in which you have attempted to teach someone:

- about a certain topic (e.g. fitness, health education, FIBA Rules) and write down how you knew when the information had been assimilated:

- a practical skill (e.g. a specific basketball mechanic, a party trick, to drive a car, to read a compass) and write down how you knew when the skill had been acquired

You will probably have found the second situation easier than the first.



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One of the difficulties is that it is not actually possible to measure learning. There is an assumption that it has taken place when consistent changes in behaviour of performance are evident. Sometimes it is possible that some learning has occurred but then subsequent behaviour may confirm that learning has not taken place. There was no permanent change in behaviour.

Learning does not usually happen immediately, it takes time. It is affected by all sorts of social factors and relationships (e.g. it is usually easier to learn from people you like). Learning is about building on and extending past experiences, so in the case of the adult learner, there is often a wealth of past experience plus well established and cherished values and emotions. Sometimes these accelerate learning but sometimes they can become an obstacle (think how difficult it is to change the way you currently do something). Remember too that instructors are also adult learners and bring with them experience, knowledge, values and opinions. A good instructor, like a good learner, has an open mind and is ready to learn.

People tend to make a number of assumptions about the factors which enhance the way referees learn and some of these are listed in the opposite panel.

Learning is enhanced when:

- referees perceive that it is relevant to them and their own refereeing situation
- the learning climate is supportive and fosters self-esteem
- referees are encouraged to take responsibility for their own learning
- referees have the opportunity to share ideas, experiences and resources with others
- the learning styles and experiences of the referees are prized and respected
- a variety of learning activities are used
- referees are encouraged to be reflective and to evaluate their own practice
- positive feedback is provided
- the clinic instructors practise what they preach

Some of these assumptions will be considered on the next few pages to help you consider their impact on the way you instruct. Much of the information will be familiar to you but nevertheless a useful reminder. If you come across an idea that seems particularly pertinent for you (e.g. people



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learn through their own mistakes), write it down in the form of an action task in the action box (e.g. next time I make a mistake in a refereeing session, I will use it to emphasise this point, rather than attempt to cover it up).

T1.2 RELEVANCE

Learning is enhanced when referees perceive that it is relevant to them and their own refereeing situation.

Activity Time: 5 Minutes

ACTIVITY 3

Read the statement above again and write down ways in which an instructor might achieve this. Try to think of at least four different ways:

-
-
-
-



T1.3 VARIETY AND LEARNING STYLES

I can't teach you anything

I can only help you learn

Galileo

It is important to use a variety of learning activities, for people learn in different ways. Stop to think how you like to learn.

Activity Time: 10 Minutes

ACTIVITY 4

Read the following examples:

- When you buy a new piece of equipment (e.g. video, computer, car, CD-ROM), do you like to read through all the instructions in the manual and then try it or do you prefer to get a rough idea and then learn about it through trial and error?
- Do you like travel directions to be given in words or by using a diagram/map?
- When you visit an unfamiliar city, do you like to have a detailed city map or an overview with limited information?
- When you are trying to understand or explain something, do you tend to use words, diagrams or pictures, or try to do it practically?
- When you are gaining new information, do you prefer to see, hear about or look at it? Do you need to write things down in order to understand and remember them?
- When you are trying to commit something to memory, do you tend to use words or numbers? Do you try to visualise it in your mind, write it down or rehearse it out loud?



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To understand how other people learn we must first understand how we learn ourselves. A number of learning theories exist but common to all is that people learn in different ways.

ACTIVITY 5

Undertake the following questionnaire to see how you best learn. This questionnaire aims to find out something about your preferences for the way you work with information. You will have a preferred learning style and one part of that learning style is your preference for the intake and output of ideas and information.

Choose the answer which best explains your preference and circle the letter next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question which does not apply, but try to give an answer for at least 10 of the 13 questions

1. You are about to give directions to a referee who is standing with you.

The referee is new to town and needs to get to the athletic complex. The athlete has a bike. I would:

- a. draw a map on paper
- b. tell him/her the directions
- c. write down the directions (without a map)
- d. bike with them to the complex.

2. You have just been told you have a chronic injury. You would like to get more information, but are not sure whether a word should be spelled 'tendonitis' or 'tendinitis'. I would:

- a. look it up in the dictionary.
- b. see the word in my mind and choose by the way it looks
- c. sound it out in my mind.
- d. write both versions down on paper and choose one.

3. You have just received a copy of your itinerary for an upcoming referee trip. This is of interest to a fellow referee. I would:

- a. phone him/her immediately and tell him/her about it.
- b. send him/her a copy of the printed itinerary.
- c. show him/her on a map of the region.
- d. share what you plan to do at each place you visit.



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4. You are going to make a fruit smoothie for a pre-practice snack. I would:

- a. mix something familiar without the need for instructions.
- b. thumb through the blender cookbook looking for ideas from the pictures.
- c. refer to a specific cookbook where there is a good recipe.

5. A group of international referees have been assigned to you to find out about referee residential clinic life. I would:

- a. walk them around campus.
- b. show them slides and photographs of campus
- c. give them pamphlets or the campus handbook.
- d. give them a talk about life on campus.

6. You are the lead referee instructor. The Federation has asked you to put together a collection of songs for a warm up tape. What would most influence your decision to include a song on the tape?

- a. My fellow referees told me why I should include it.
- b. I read the song lyrics and thought they would be great.
- c. I played a little bit of each song to see how it sounded.
- d. The album cover design is cool.

7. Recall a time when you were a table official and kept the official score for a basketball game. I learnt best by:

- a. visual clues -- pictures, diagrams, charts
- b. written instructions.
- c. listening to somebody explaining it.
- d. doing it or trying it.

8. You have a knee injury. I would prefer that the doctor or physiotherapist:

- a. told me what was wrong.
- b. showed me a diagram of what was wrong.
- c. used a model to show me what was wrong.



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9. You are about to learn to use a new stat program on a computer. I would:

- a. sit down at the keyboard and begin to experiment with the program's features.
- b. read the manual which comes with the program.
- c. telephone a friend and ask questions about it.

10. You are on the road with a team of referees. You are staying in a hotel and have use of a shared car. You need to head over to the athletic complex earlier than the rest of your referees, but you don't know the address or location. I would like someone who has been there before to:

- a. draw me a map on paper.
- b. tell me the directions.
- c. write down the directions (without a map).
- d. drive me to the complex in the car.

11. There is a book out on innovative refereeing strategies. Besides price, what would most influence your decision to buy?

- a. you have used a copy before.
- b. you overheard other referees discussing the book at practice.
- c. quickly reading parts of it.
- d. the way it looks is appealing.

12. An international referee's game film has arrived in the Federation offices. What would most influence your decision to watch (or not watch)?

- a. I heard my other referees critiquing it.
- b. I saw the box score and stat sheet and wanted to see the game.
- c. I saw parts of it when I was in my Federation's office.

13. Do you prefer a referee who likes to teach a new rule by:?

- a. using the rule book and/or handouts
- b. mapping it out on the chalk or whiteboard.
- c. Using practical and technical sessions.
- d. by bringing in an expert to teach it.

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Now you have completed the survey we need to identify what type of learner you are. Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers e.g. If you answered b and c for question 3, circle R and V in the question 3 row.

Scoring Chart

Question	a category	b category	c category	d category
1 V A R K	V	A	R	K
2 R V A K	R	V	A	K
3 A R V K	A	R	V	K
4 K V R	K	V	R	
5 K V R A	K	V	R	A
6 A R K V	A	R	K	V
7 V R A K	V	R	A	K
8 A V K	A	V	K	
9 K R A	K	R	A	
10 V A R K	V	A	R	K
11 K A R V	K	A	R	V
12 A R V	A	R	V	
13 R V K A	R	V	K	A

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

Total number of As circled =

Total number of Rs circled =

Total number of Ks circled =

Calculating your preferences

The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seemed to reflect the experiences of the students and teachers. Although there is some overlap between them they are defined as follows.



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Activity Time: 10 Minutes

ACTIVITY 6

Below you will see the definitions of the VARK learning styles model. You will have identified your favoured learning style or a mixture of two or three. However the referees you will be tutoring are very likely to have a different learning preference. In the boxes below you will see the definition of the different learning style can you complete the open box to see how you will plan to accommodate learner s who have these learning preferences.

Learning preference	Definition	How will you Plan session to accommodate these learning styles
Visual (V):	This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words. This mode could have been called Graphic as that better explains what it covers	
Aural / Auditory (A):	This perceptual mode describes a preference for information that is “heard or spoken.” Learners who have this as their main preference report that they learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through.	
Read/write (R):	This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates.	
Kinesthetic (K):	By definition, this modality refers to the “perceptual preference related to the use of experience and practice (simulated or real).” Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, “either through concrete personal experiences, examples, practice or simulation”	



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Many instructors deliver in their own learning style and do not take into account that other would learn more effectively when the Instructor varies the methods of delivery. You may have thought of some of the following practical applications (and perhaps others):

- Make it relevant and interesting taking different approaches to delivery using visual, verbal, written and practical tasks and activities.
- from the outset involve the learners by starting at the referees own practice (what they actually do).
- Develop exercises that ask referees to use the information in terms of their own situations.
- Create opportunities for referees to talk to other referees in order to share problems and ideas in a particular area.
- Allow referees time for reflection on how this new information fits into what they already know and do.
- Design activities that ask referees to use new information in an experimental framework.
- Ask referees for responses about how they can see certain information as useful to them in their practical refereeing.
- Assume that many referees who enter education programmes are generally well motivated and do not need much further stimulation to encourage them. They will remain well motivated as long as the material being presented has personal meaning for them.

- Ask referees to write specific action plans (or tasks) that they are willing to try to implement in their refereeing.
- Be prepared to seek examples from real game situations and to suggest possible applications within basketball.

Action: What would you choose?

T1.4 LEARNING ENVIRONMENT OR CLIMATE

Referees learn best in environments that are supportive and free from threats. A climate that fosters self-esteem, freedom of expression and an acceptance of differences will enhance learning. Above all, acknowledge that mistakes are a necessary and an important step to learning. Understanding and reacting to how best the referees learn is critical to a positive learning environment.



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ACTIVITY 7

Activity Time: 10 Minutes

Think of a situation (if possible a learning situation, if not one in which you were being assessed or selected) in which you feel somewhat threatened, unwilling to contribute for fear of saying something wrong or unacceptable, frightened of making a mistake or making a fool of yourself. Briefly describe the situation and your feelings, identify why you felt as you did and what might have been done to alleviate your feelings:

Situation:

Feelings:

Remedial Actions:

The situation you have described will probably have been unfamiliar to you in some way. You may have been unsure of what was expected. You may have been reluctant to be there. Something may have happened early on, which made you feel uncomfortable or confirmed your fears.

Referees often feel apprehensive and in some cases threatened when they attend refereeing courses. This may be because they:

- feel out of their depth,
- Feel they are not academic
- Do not have sufficient knowledge.
- Won't be good enough?

This will lead to potentially them feeling defensive about the way they currently referee and reluctant to place their practice, experience or knowledge under the microscope. They may feel somewhat insecure and

reluctant to consider change. They may worry that they will be tested and found wanting.

A positive and inclusive learning environment will go some way to address these fears and is built through the instructor addressing three elements:

Physical: how the room is set out, its temperature, comfort of the furniture etc.

Social: a welcoming instructor, the opportunity for referees to inter-act informally, refreshments etc.

Learning: learning is at the right level and delivered in a way that maximises the referees learning

As an instructor, it is important to be aware of these feelings and consider ways in which they may be counteracted. You may have already suggested



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some of the following practical applications in response to your own experience:

- Prepare by setting out the classroom or Sports Hall which is friendly and welcoming.
- Welcome all the referees and stimulate inter-action by introducing them to each other.
- Create a course climate that respects and cares for individual needs and interests. This means finding out what individual referees expect and want and sharing your goals and expectations with them.
- Design low-risk introductory activities which give referees time to say who they are and why they are at the course.
- Encourage referees to express their opinion about why a particular approach works well for them. When they do share their experiences, value their contribution.
- Design activities that encourage mistakes as part of the learning process. Point out that people learn best from their own mistakes; if they are too careful or too frightened to make mistakes they are less likely to learn or will take longer to learn or improve. Your own mistakes can serve as a valuable example to them and a learning step for you.
- Create an environment that encourages self-esteem and a positive self-concept. This makes referees more likely to accept change because they do not see new ideas and ways of thinking as a threat to their self-esteem. This means you need to stay open-minded.
- Avoid using grades, tests or the threat of failure as a source of anxiety in your clinics. Encourage self-evaluation, effective feedback, interviews and other such techniques when evaluation is necessary.

Action:

You may find that you experience many of the feelings expressed here when you attend the FIBA Instructors Clinic. Notice how the learning climate is set and whether or not a supportive climate is created.

T1.5 SELF-RESPONSIBILITY

Learning is enhanced when referees are encouraged to take responsibility for their own learning by participating actively in the decision-making, planning and implementation of the learning activities.

This may sometimes be difficult to achieve straight away, for traditional learning situations have tended to place the responsibility for learning with the teacher, instructor or tutor. Consequently people have come to expect to be taught, to be given information on a plate, rather than



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to take this responsibility themselves. Typically they behave a little like a dry sponge, waiting passively to soak up new information and ideas, and assuming that this will stay with them and be valuable once they leave the learning situation. Invariably the sponge simply dries out; leaving referees exactly where they were before the learning situation started.

Instructors need to help referees to overcome this traditional viewpoint and expectation. It may be necessary to share your approach with them and help them to take on this role of active learner in control of their own destiny. The following list incorporates some of the ways other instructors have tried to help referees take more responsibility. As you read through the list, write down one key action point that will help you to improve the way you encourage referees to take more responsibility for their own development:

- Develop techniques for assessing needs and interests, for encouraging referees to make their own decisions about what they want to learn and how they want to learn it.
- Create opportunities for referees to reflect on their own objectives for the course and to take responsibility for seeing that those objectives are met.
- Encourage referees to use and share their past experience. By encouraging them to reflect on their own experience, they are more likely to accept and apply new information and ideas.
- Design learning activities using a variety of techniques and methods, so that the referees will have an opportunity to

experience different approaches and reflect upon which suits their own learning styles. For example, do not rely on one approach (e.g. discussion groups) for not only will this probably become boring, it may not suit every referee - try using role play or a case study. Similarly do not rely on one type of learning session method (e.g. overhead projector sheets), for some may learn better through other mediums (e.g. audio information).

- Give referees the opportunity to devise and present sessions (or ideas) in topic areas in which they feel comfortable. Give adequate opportunities for feedback on both content and structure. Presenting information will help to boost self-confidence and encourage other referees to take on new ideas and put them into their own practice.

Now write down a key point to help you. It might be one of the factors identified above or some other way that you feel you could encourage referees to take more responsibility for their own learning.

Action:



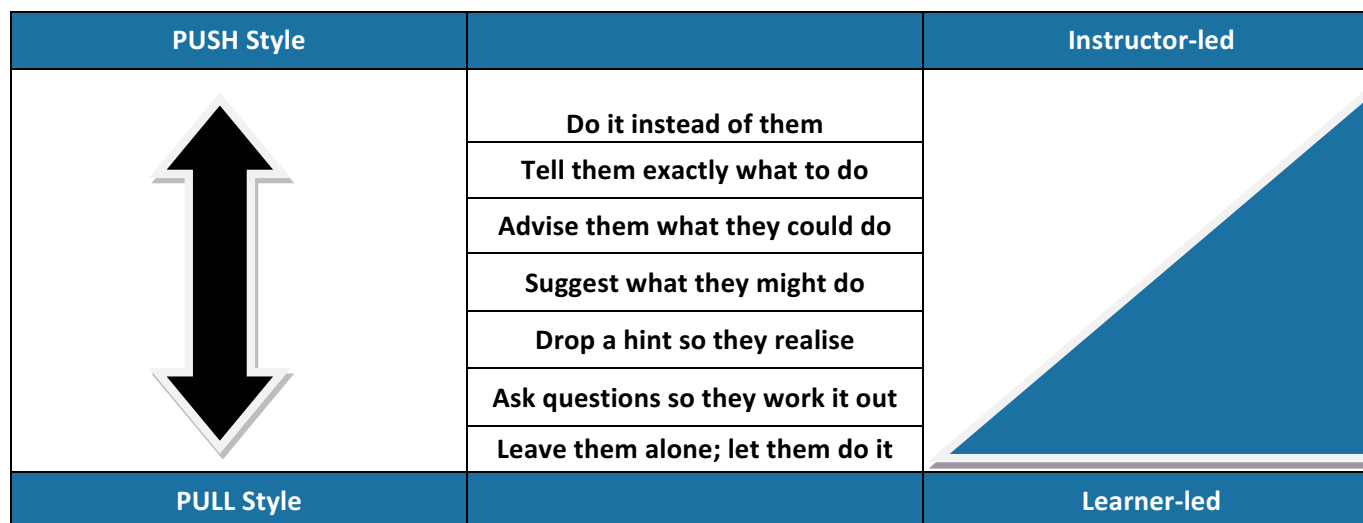
T1.6 FACILITATED LEARNING

In earlier sections we have identified how people learn and the range of delivery styles that could be used. We now need to identify how you choose to facilitate the session (ie the tools/style and approaches you adopt to deliver it) will depend upon a number of factors:

- The **environment** in which you are operating, for example, in a classroom or a sports hall
- The complexity or level of the skill/**task** to be developed
- The innate potential of the **learner** and their current state of competencies

Delivery Methods

You should be able to design and deliver your session in a way that engages all learners. Depending upon the environment, task and learner, there are a variety of different methods you can use to encourage interaction, communication and learning. The diagram below sets out delivery styles that move from being instructor led or pushing information onto the learners which is similar to a lecture through to learner led where the instructor is “pulling” information and knowledge from the referees





T1.7 DELIVERY STYLES

Now we know how people learn we need to adopt a delivery style that not only takes into account the preferred learning style of the participants but is also appropriate to the time and the situation.

Delivery must be:

- appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- appropriate for the activity (technical expressions, sport specific needs)
- able to meet the preference of the coach/participant.

These styles can be defined in different models such as those described below however Coach tutors will be expected to be able to identify their own style and the nature of appropriate application. The following are examples and not an exhaustive list as there are a number of different theorists and researchers to consider.

Autocratic Style – Telling

- The coach decides on what is to be done
- The athletes are not involved in the decision making
- The instructor defines what to do and how to do it

Autocratic Style – Selling

- The instructor decides on what is to be done
- The instructor explains what is required and the objectives
- The athletes are encouraged to ask questions to confirm understanding
- The instructor defines what to do and how to do it

Democratic Style – involving

- The instructor outlines the training requirements to the athletes
- The instructor defines the training conditions

- The athletes brainstorm to explore possible solutions
- The athletes make the decision
- The athletes define what to do and how to do it

Bureaucratic Style – by the book

- Carried out “by the book”
- No variation is allowed

Laissez faire style – allowing

- Allows followers to have complete freedom to make decisions concerning the completion of their work or ask questions of the leader
- The leader provides the followers with the materials they need to accomplish their goals and answers questions to the follower's questions

Describe below when you will use each of the different delivery styles when delivering a learning session to referees.



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ACTIVITY 8

Style	When used
Autocratic Style – Telling	
Autocratic Style – Selling	
Democratic Style – involving	
Bureaucratic Style – by the book	
Laissez faire style – allowing	

Instructor should consider the context of using different styles. It might be that in planning for the long term you may wish to adopt a **Democratic style** or when a game plan is working take a **Laissez faire** approach. However if there is a health and safety issue a **Autocratic Telling style** would be appropriate. If the instructor is planning a new tactical approach to then a **Autocratic Style – Selling** style maybe necessary to gain agreement from players and/or instructor colleagues but a **Bureaucratic Leadership Style** maybe appropriate to instructor a particular technical routine.

Other theorists' work should be considered and may suit the needs of instructor. Woods for example segments styles into four groups;

Command style

- direct instruction, instructor dictates

Reciprocal style

- athlete takes some responsibility for their own development - monitored by the instructor

Problem solving style

- athlete solves problems set by the instructor

Guided discovery

- athlete has freedom to explore various options

The application of these styles could will also need to be in the context of: -

- appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- appropriate for the activity (technical expressions, sport specific needs)
- able to meet the preference of the instructor/participant.



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T1.8 EVALUATION AND REFLECTION

Referees learn best when they are part of an on-going evaluative process which includes time to reflect on their learning, to give and receive feedback and to implement change as a result of their learning.

They are only likely to go on learning if they are willing to be regularly self-critical and objectively evaluate their own behaviour and performance. This is as important for instructors as it is for referees, so consider how instructors might do this, how they might encourage referees to acquire this skill and, more importantly, put it into practice.

Activity Time: 10 Minutes

ACTIVITY 9

Think about your own instructor skills and write down what you think might be your own strengths and weaknesses. Try to think of at least three of each and be honest, for no-one will need to see your list:

Strengths	Weakness
▪	▪
▪	▪
▪	▪

Now write down how you have come to this judgement and, if appropriate, suggest ways you might try in the future to monitor your own instructor effectiveness:

Reason(s):

-
-

Ways to match:

-
-

Now list ways in which you might help referees adopt this self-critical approach:

-
-
-



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Below is a list of ways that you might try to help referees:

- Create opportunities for referees to discover how they learn.
- Use mini-learning contracts in pairs or threes to encourage change as a result of feedback.
- Allow opportunities for solo exercises in self-reflection and encourage referees to learn how to think about their own actions and feelings, and how they feel about themselves.
- Encourage referees to set specific action tasks for themselves that they are willing to put into their refereeing practice.

The important process of self-monitoring for instructors will be addressed in the next chapter.

When feeding back to referees should try and following this model to enhance learning and the ability of the referee to learn how to self-evaluate:

The instructor to ask the referee:

- What went well?
- What didn't go well?
- What would they do differently next time?

Asking the referee this before the instructor feedback will enable to referee to learn how to self-evaluate.

Following this self-evaluation process which could be done through questioning or a written self-evaluation from, the instructor could offer thoughts on the referee's performance and some actions for improvement which they may have missed.



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T1.9 THE ROLE MODEL

Learning is enhanced in the presence of clinic instructors who practise what they preach - who are reflective, involved in active learning projects, maintain self-esteem and acknowledge mistakes in a positive framework. The importance of the willingness of instructors to monitor their own instructing behaviour and go on learning will be considered again at a later stage. Read through the following list and see if you can add to it.

- ✎ Be genuine - whatever that means to you. Learn from other instructors but do not try to imitate them.
 - ✎ Actively pursue your own development as an instructor. Learn as much as possible about yourself, your interpersonal and tutoring skills.
 - ✎ Solicit feedback whenever possible from other instructors and referees.
 - ✎ Keep a personal record of important thoughts, ideas and reflections about yourself for further consideration.
 - ✎ Approach every clinic as an opportunity for you to collaborate with other learners in an area of mutual interest.
 - ✎ Write down your personal learning goals prior to each National or FIBA Referees Clinic and then review them at its completion, reflecting on what you accomplished.
 - ✎ Be prepared to take risks and make mistakes as an instructor and then to discuss them openly with the group and comment on the learning you experience.
- ✎ Use self-disclosure (talking about your own personal and training experiences) to set a climate of openness, trust and free discussion and to model these behaviours as appropriate ones in the training experience. This is useful for presenting information to all participants or posing a task, as well as for building cohesiveness.



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Now set yourself an action task.

Action:

T1.10 RECAP

In this chapter a number of assumptions about how referees learn have been considered and some principles of good practice have been highlighted. You have been encouraged through the use of action task boxes to analyse your own instructor practice and look for ways to try to enhance your own instructor skills.

Before moving on to the next chapter, look back through all the action task boxes and select the three that you feel will have the greatest impact on your own instructing.

1.

2.

3.

Try the following self-tester to see how well you have grasped the key points in this chapter.



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Examination Time: 15 Minutes

SELF EXAMINATION - 1

1. Describe at least three ways you could create a positive learning environment:

-
-
-

2. Explain why it is important to involve referees in their own learning:

3. Instruction is just a form of coaching. Explain how and why the instructor should adopt this role:

4. Complete the following sentence:

Referees are only likely to go on learning if they are willing to be regularly _____ and objectively _____ their own _____ and performance.

5. Suggest three ways through which you might ensure group work is effective:

-
-
-

6. Identify how some people differ in the way they learn:

-
-
-

7. Suggest three ways you can help referees to feel respected and valued:

-
-
-

Check your answers with those given in Appendix A. If you had any difficulty, reread the relevant sections before moving on through the pack.



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MODULE T2 INTERACTIVE INSTRUCTOR SKILLS

T2.0 INTRODUCTION

T2.1 QUESTIONING

T2.2 WORDSTORMING

T2.3 GROUP WORK

T2.4 ICE-BREAKERS, WARM-UPS AND ENERGISERS

T2.5 RECAP



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T2.0 INTRODUCTION

*"Tell me and I forget
Show me and I remember
Involve me and I understand"*

This chapter provides an overview of some of the techniques you might choose to involve referees in their own learning, in order to help them understand and be able to apply the information to their own refereeing practice. This is the single most important aspect of your role as an instructor. The techniques described in this section attempt to put into practice the assumptions about the way referees learn, discussed in the second chapter. Keep in mind that these techniques provide only the mechanics of the experience; the learning takes place within each individual.

By the end of this chapter, you should be able to:

- use a variety of methods to facilitate learning
- state the strengths and weaknesses of each method
- give examples of situations in which each might be used.

T2.1 QUESTIONING

There are three broad ways of sharing information - you can tell, show or ask.

Each of the three approaches has its place. Generally most instructors (and referees) are comfortable with telling and showing. They can plan in advance exactly what they will tell or show, they can remain in control throughout and set the pace. Questioning can pose more of a problem, for instructors cannot retain the same control over the direction and content of the session. They cannot predict the responses to the questions they pose and consequently must be willing (and able) to react to the information received. Questioning can be a very powerful tool for the instructor.

Activity Time: 5 Minutes

ACTIVITY 10

Write down how you think questioning can be useful and what it can achieve:

-
-
-
-



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You probably thought of many of the following (and perhaps more).

Questioning can be used by an instructor to:

- check for understanding and learning
- ascertain the level of knowledge or gain feedback
- heighten awareness by focusing attention on a specific issue
- prompt or direct thinking
- provoke thinking and discussion (perhaps by being controversial)
- motivate to draw upon the referee's own experiences or simply to involve them actively in their own learning.

Questions can obviously be addressed to an individual referee, a small group or indeed the whole group. You need to make sure you ask the right sort of questions - ones which are expressed clearly and are unambiguous. You need to consider whether the question should be closed or open:

Closed questions tend to evoke a single word answer (e.g. yes or no, right or wrong), or request the answer to a specific question, to which there is just one correct answer.

*What is the name given to the energy system which uses oxygen?
Did you do that well?*

Typically, closed questions might be used to check for understanding or level of knowledge, to focus thinking and to increase involvement.

Open questions tend to evoke a more expansive answer, perhaps involving an explanation or description. Good open questioning is started with one of the six "W"s – When, Where, hoW, What, Who and

Why. Alternatively they can linked with a sentence starting with "Tell me about..."

Tell me about **How** you might you analyse your own refereeing behaviour? Tell me about **Where** you demonstrated good practice

Generally, this type of question is more thought provoking and might therefore be used to draw on their own experience, to think through an idea or concept, or to apply material to their own refereeing practice. Typically, open questions start with the word how.

Stop to consider how often you use questioning to:

	very often		sometimes		rarely
check for understanding/learning	5	4	3	2	1
check on level of knowledge	5	4	3	2	1
gain feedback	5	4	3	2	1
heighten awareness	5	4	3	2	1
direct their thinking	5	4	3	2	1
provoke their thinking	5	4	3	2	1
draw out their own experience	5	4	3	2	1
involve them in their own learning	5	4	3	2	1

Now set yourself an action task based on the above:

Action:



T2.2 WORDSTORMING

This is a technique for getting people involved and generating lots of ideas quite quickly. It can be used effectively with either small or large groups providing the following three rules are enforced:

- ✎ Every idea raised should be written down (on the page or flip chart).
- ✎ No evaluation or censorship should be permitted at the outset, simply record each contribution (this requires a good group leader).
- ✎ Work within a time limit (e.g. 3-5 minutes).

Additional rules can be brought in if necessary, for example, to ensure that each individual has the opportunity to contribute and that one or two individuals do not dominate. After the initial brainstorm, you may also wish to ask them to prioritise ideas according to some criteria (e.g. importance, ease of implementation, relevance).

It is important to state the task clearly and set a time limit. The sort of instructions you might give are offered in the panel below.

Here are the rules:

One group member must volunteer to write down all ideas on the flip chart paper.

Try to think of as many ideas as you can, without commenting on whether or not they are good or realistic or repetitive. This is Wordstorming and you have five minutes to Wordstorm as many ideas as you can.

When each group has a recorder, we will start.

Try the activity over the page on Wordstorming.



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Activity Time: 10 Minutes

ACTIVITY 11

1. Wordstorm for two minutes on the factors that might interfere with a referee's capacity to learn on one of your clinics. Use the full two minutes (no more and no less) and see if you can come up with at least twenty ideas. Remember there should be no evaluation; the exercise is to generate lots of ideas.

▪

▪

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2. Write down what happened when you attempted this exercise (egg. did you run dry very quickly, were you surprised at the ideas that came up?):

3. Write down how you felt. Did you feel threatened when you began to run out of ideas? If you failed to think of twenty ideas, how did you feel? If you wrote down more than twenty, how did you feel?

4. Look back over your answers and now start to evaluate the quality of them. Is there a lot of duplication? Are there ideas which you have not thought about before? How would you progress this exercise with other people? Write down your views:

5. Note the advantages and disadvantages of using wordstorming:

Advantages

Disadvantages

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Some of the advantages of Wordstorming
are that it can help referees to:

Advantages

- generate a lot of ideas quite quickly
- promote lateral thinking
- become involved and reduce domination by one or two
- open their minds to others' ideas or ways of doing things
- check out their own ideas in a small group without fear of rejection or feeling threatened.

Some of the disadvantages
are that it needs to be:

Disadvantages

- well set-up to ensure full participation and to avoid evaluation
- carefully debriefed to ensure the advantages are not lost and the purpose is met
- managed to ensure that the ideas generated receive sufficient discussion for their merits to be realised.

	Very often		Sometimes		Rarely
How often do you use Wordstorming?	5	4	3	2	1



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T2.3 GROUP WORK

One of the best methods of engaging learners and pulling information from them in a way that doesn't feel threatening is the use of group work. This could be as small as two and as large as ten however a group size about five leads to less engagements. Learning is enhanced when referees and instructors can work in groups but is group work always successful?

Activity Time: 5 Minutes

ACTIVITY 12

Write down what you think are the advantages and disadvantages of group work:

Advantages

-
-
-

Disadvantages

-
-
-



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You will probably have been able to think of quite a number of advantages and disadvantages.

Advantages

- Group work can be effective as long as it offers an opportunity to share and build on the ideas and experiences
- Referees can learn a great deal from listening and observing other referees during group work.
- Group work can build confidence and self-respect.
- Group work encourages referees to become involved, increasing interest, enhancing learning and helping them to take more responsibility for their own learning.
- It can provide both a supportive and challenging environment, in which set ideas and values can be examined with other referees. It can help to clarify views and opinions.

Disadvantages

- Some individuals may dominate, others may lack the confidence to contribute.
- Group work takes a great deal of planning and thinking through beforehand.
- Group work can be very time consuming.
- Groups can lose their focus and fail to achieve the desired outcomes.

The following guidelines may help you to avoid the pitfalls and make better use of group work:

- Planning is essential. Before looking at the mechanisms of a group exercise, identify clearly the objectives of the activity (i.e. precisely what you want to achieve from the exercise, what you want the referees to be able to do).
- Plan the organisation of the group work thoroughly. This may require written instructions (especially if there is a designated group leader or if different members are required to play specific roles). It may require some form of prompt sheet to help members stay on task as well as a worksheet to record their discussions.
- If referees are feeling anxious in a learning situation, they will have difficulty communicating with others in the group. At the outset, design group learning experience with this in mind, deliberately setting up situations where they can share experiences in safe areas so they will feel comfortable using the group later for learning in more risky areas.
- Encourage group members to look to each other for answers to questions; avoid the role of the always-informed expert. Instead, deflect questions to other group members for consideration first.
- Encourage referees to use their personal experience as a good starting point for learning.
- Encourage two-way communication, emphasising referees talking and reflecting, and you listening and reflecting. You are



Action:

Earlier we established the need to create and maintain a positive learning environment. Ice-breakers, warm-ups and energizers can support this aim. They can either support the start of a session or maintain pace and interest at any point in the learning session

ACTIVITY 13

- Ice Breakers:
- Warm-ups :
- Energizers

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Write down some situations in which you might use each of these.

Ice-breaker	Warm-up	Energizers

Compare your answers with the table below:

Type	Definition	When use is appropriate
Ice-Breakers	<ul style="list-style-type: none">An activity that seeks to help people get to know each other and set the tone for learning	<ul style="list-style-type: none">Start of a session when the participants are not known to each other
Warm-ups	<ul style="list-style-type: none">An activity that directly relates to the next element of the learning session and prepares the participant mentally and/or physically for the forthcoming activity.	<ul style="list-style-type: none">The start of a session where the participants know each other and new or existing skills can be used as a lead in to progressing the skills
Energizers	<ul style="list-style-type: none">An activity that stimulates the participants mentally and/or physically. Potentially an irrelevant and unrelated activity.	<ul style="list-style-type: none">Part way through a session when participants may be flagging or energy levels are low



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T2.5 RECAP

Before moving on to the next chapter look back over the various techniques described and write down one action task that would help you to develop your instructor skills.

Action:

Try the following self-tester to see how well you have grasped the key points in this chapter.

Examination Time: 5 Minutes

SELF EXAMINATION - 2

1. List the three broad ways in which information can be shared.

-
-
-

2. Give three uses for questioning:

-
-
-

3. Complete the following table by listing two advantages and two disadvantages of each technique:

	Advantages	Disadvantages
Wordstorming		
Group Work		
Ice-breakers, Warm-ups and energizers		

Check your answers with those given in Appendix A. If you had any difficulty, re-read the relevant section before moving on through the pack.



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MODULE T3 AUDIO-VISUAL AIDS

- T3.0 INTRODUCTION**
- T3.1 ROLE OF AUDIO-VISUAL AIDS**
- T3.2 HAND-OUTS/CUE AND FLASH CARDS**
- T3.3 FLIP CHARTS**
- T3.4 CHALKBOARDS AND WHITEBOARDS**
- T3.5 LCD BEAMER / PROJECTOR**
- T3.6 POWERPOINT**
- T3.7 VIDEO / DVD/ TABLET / SMART PHONE PLAYBACK SYSTEM**
- T3.8 WORKSHEETS AND HOME STUDY MATERIALS**
- T3.9 RECAP**



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T3.0 INTRODUCTION

In the past, teaching was straightforward - all teachers had to work with were students, books, slates, themselves (e.g. as demonstrators) and all of the general inconveniences of the day. With scientific progress came a multitude of choices. Wordstorm on these using Activity 15.

Keep it simple

Activity Time: 5 Minutes

ACTIVITY 14

Wordstorm and name as many audio-visual aids as you can:

■

■

■

■

■

■

■



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You probably thought of most of the following (and perhaps more):

- Chalkboards or white boards
- PowerPoint projectors/beamers
- Films on DVD or YouTube
- Television
- Video (and interactive video)
- E-learning
- Flip charts
- Photographs
- Models
- Photocopies hand-outs
- Home study material
- Tablets and smart-phones

This variety of choices has added a new dimension of responsibility to the training role - how to make wise choices in choosing and using audio-visual aids.

By the end of this chapter, you should be able to:

- explain the role of audio-visual aids
- select and use audio-visual aids effectively
- state the advantages and disadvantages of a range of audio-visual aids
- devise action points to improve your own instructing

T3.1 ROLE OF AUDIO-VISUAL AIDS

Audio-visual aids are important. Technical equipment can be an effective assistant to the learning process but it is not the actual process. Remember they are an aid to learning not the way people learn. That process is contained within the experience of the referee. As a clinic instructor the central issue continues to be:

Would an audio-visual aid help referees to learn more easily?

Audio-visual aids can certainly be an advantage but they can also interfere with learning. Stop to think about this.

Activity Time: 10 Minutes

ACTIVITY 15

Write down the advantages and disadvantages of visual aids. Think in general terms rather than the specific pros and cons of one particular piece of technology:

Advantages	Disadvantages
▪	▪
▪	▪
▪	▪

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Did you think of the following?

Advantages

- The impact may make it easier to remember
- It can entertain and motivate
- It can help to make a key point
- It may be easier to explain using a visual aid
- It can provide a record of the view of the group

Disadvantages

- It can become monotonous if the same aid is used for too long or too frequently
- It can be a distraction
- It can break down/go wrong
- It can confuse

The important thing to think about is when and how to use them, to ensure that they are an aid to learning and not a hindrance. Here are some general questions to ask yourself when you are considering audio-visual aids:

- What are my objectives for this particular activity?
- What audio-visual aid could enhance this learning situation?
- How will it contribute to the learning experience?
- What would be lost if I did not use this aid?

Other considerations include the cost, availability, level of technical skill needed and how the learners perceive the equipment. Two general

rules of thumb about using audio-visual aids emerge from these questions and considerations:

- Use the audio-visual aid if it is a helpful addition to the learning design and will enhance the participant's experience.
- Do not use the audio-visual aid if you are depending on it to organise or provide a prompt on content which you find difficult.

Stop to think about how confident you feel with the following audio-visual aids:

	Very	Somewhat	Not at all		
Hand-outs/Cue cards and Flash cards	5	4	3	2	1
Flip charts	5	4	3	2	1
PowerPoint/Projector slides	5	4	3	2	1
Chalkboards/whiteboard	5	4	3	2	1
DVD/films/You Tube	5	4	3	2	1
Video playbacks	5	4	3	2	1
Smart-phones and tablets	5	4	3	2	1

In the next few sections, you will find a list of benefits, drawbacks and helpful hints about how to use some audio-visual equipment. As you read through the lists, write down in the comments box anything which seems particularly important or applicable to your instruction. Write your comments in the form of action tasks (e.g. practise using an LCD projector, practise writing on a whiteboard).



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T3.2 HAND-OUTS/CUE AND FLASH CARDS

Advantages

- Referee can focus on information, rather than needing to take notes.
- Cheap and easy to produce
- Engages the referee in the learning process.
- Can be a time saver.
- Provides a permanent record.
- Comprehensive

Disadvantages

- People tend to forget facts if they do not take notes by themselves.
- Can be distracting if issued at the wrong time

Helpful Suggestions

- Can be produced so that details can be added during learning session.
- Leave plenty of space for their own additional notes
- Think carefully about when to issue them.

Comments/Action Tasks:

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T3.3 FLIP CHARTS

Advantages	Disadvantages	Helpful suggestions
<ul style="list-style-type: none">▪ Flexible (e.g. sheets can be detached).▪ Information can be displayed and referred to again later.▪ Readily available in most places.▪ Different coloured pens available so easy to emphasise or differentiate.▪ Can be planned in advance or used spontaneously to record details of exactly what was said.▪ Transportable.	<ul style="list-style-type: none">▪ Limited writing area▪ Can seem rather impersonal (distracting).▪ Awkward and heavy to transport▪ Relatively expensive▪ Requires good handwriting and spelling.▪	<ul style="list-style-type: none">▪ Ensure easel is solid▪ Avoid too much information, diagrams etc.▪ Write neatly.▪ Prepare in advance as appropriate and use colours for emphasis.▪ Avoid writing with your back to the group, try standing at the side and writing.▪ Use masking tape or blu-tac to hang sheets on wall.

Advantages

- Good for diagrams
- Easily seen

Disadvantages

-
-

Helpful suggestions

- Collect sheets at the end (for monitoring and feedback).
- Recommend one flip chart pad for every six referees

Comments/Action Tasks:



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T3.4 CHALKBOARDS AND WHITEBOARDS

Advantages

- Boards can be erased and re-used.
- Available in most educational institutions
- Very low cost.
- Good for recording key points
- Inter-active whiteboards can save drawings and send via email
-
-

Disadvantages

- Erasers often poor quality/missing.
- Often difficult to see due to the shiny surface which reflects the sun
- May remind people of school.
- Coloured or poor quality chalk is difficult to see
- Not likely to be available outside education.
- Generally cannot be moved so limits room layout.
- Chalk dust is messy.

Helpful Suggestions

- Check visibility beforehand
- Buy own good quality white and coloured chalk (or coloured pens).
- Prepare boards in advance.
- Take your own cleaning system.
-
-
-

Comments/Action Tasks:

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T3.5 LCD BEAMER / PROJECTOR

Advantages

- Easily seen by all, providing print is large.
- Efficient way to organise and present information
- Can be produced on a PC and enlarged (so text and graphics can be well produced.
- Variety of coloured pens now available
- Most facilities now have these.

Disadvantages

- Can be distracting if there is too much information
- Can discourage group discussion (true if light is reduced).
- Dependence upon the projector can create lack of confidence in tutor.
- Bulb can blow
- If over-dependent, can detract from ability to interact with referees.

Helpful suggestions

- Make use of a laser pencil to focus attention.
- Set up well before start and check visibility and focus from back of room
- Always face the group and use pointer on the screen.
- Have a spare bulb just in case
- Use bullet points and keep information to a minimum.

Comments/Action Tasks:

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T3.6 POWERPOINT

Advantages

- Can be novel and informative in terms of content and process.
- Offers variety in media
- Offers a break from lecturing and group work
- Can be enjoyable
- Sport is visual and people are used to powerful modern technology
- Can be durable
- Can be used for group feedback/summary
- Can be prepared in advance with spellings checked and diagrams accurate

Disadvantages

- Difficult to find TV quality film which meets precise purposes
- May be reliant on mail for delivery
- Can be over-powering in design rather than making the necessary impact on content
- Potential technical problems (especially with film)
- Do not assume that it has made the points you wish to emphasise.
- Often out-dated both in content and style

Helpful Suggestions

- Introduce it carefully to ensure you gain the outcomes you want
- Check whether referees have seen it before.
- Prepare a specific activity to work on either during or afterwards (e.g. series of questions for discussion)
- Prepare equipment in advance; ensuring that the equipment is tuned in and focused, the film is at your start point
- Always preview the film, if possible with a referee similar to those who will view it on the course.
- Avoid walking in front of the screen

Advantages

- Enables eye contact to be maintained with the group
- Useful for checking detail of movement

Disadvantages

Helpful Suggestions

- Develop a system for handling each PPT when it has been used (like an in and out tray)
- Many computer software packages now have the facility to produce PPTs

Comments/Action Tasks:

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T3.7 VIDEO/DVD/TABLET/SMART-PHONE PLAYBACK SYSTEM**Advantages**

- Instant feedback, preserved for future reference.
- Good detail about interpersonal skills, body language, style etc.
- Useful for detailed analysis either for individuals or small groups (e.g. using replay, slow motion and still facilities).
- Good for checking what really happened
- Can be kept by learner

Disadvantages

- Effect on behaviour of those being filmed
- Can depersonalise the learning experience unless well handled.
- Can be very time consuming in shooting time, editing time and reviewing time.
- Can be boring if it is too long
- Requires technical staff to shoot film or yourself but this means that you cannot be instructing).

Helpful Suggestions

- Plan well in advance to gain what you want.
- Maximise on both formal and informal feedback devices.
- Have equipment available during breaks so referees can view again in more detail.
- Make the filming as unobtrusive as possible.
- Be prepared to offer self as a model for critique to encourage others.

Advantages**Disadvantages**

- Equipment expense.

Helpful Suggestions

- Test equipment out in advance.
- Work to keep climate non-threatening and positive.
- Recommended to keep to less than ten minutes



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T3.8 WORKSHEETS AND HOME STUDY MATERIALS

These can be powerful components of tutoring. Home study material might be used before or after the face-to-face component. It can encourage referees to work independently and reflect on their current refereeing practice. Home study can help referees to prepare fully, so maximising contact time at the course. It can also mean that some theory can be dealt with outside the course so allowing all to check knowledge (and add to if necessary) in advance and ensuring that the emphasis at the course can be on practical application. Both worksheets and home study materials are examples of methods which involve referees in their own learning. Worksheets can be used prior to, during or after the course.

Advantages

- Reduces need (and cost) of face-to-face teaching time.
- Encourages referees to take more responsibility for own learning
- Useful personal check on current knowledge
- Can be carried out in own time and at own pace
- Can encourage critical thinking and self-reflection

Disadvantages

- Difficult to provide adequate tutorial support
- Can be quite threatening (especially if too expensive or for those with poorer writing or reading skills).
- Requires good motivation
- Authoring time is extensive and requires specialist skills.

Helpful Suggestions

- Avoid excessive amount of text.
- Structure activities and keep instructions simple
- Provide feedback to inform or reassure

Advantages

- Can cover theory, leaving more time for practical work and application at the course.
- Relatively cheap to produce (e.g. can be print based)
- Can be multi-media (e.g. printed work, video, audio, CD-ROM).

Disadvantages

Helpful Suggestions

Comments/Action Tasks:



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T3.9 RECAP

In this chapter, an overview of the strengths and weaknesses of a range of audio-visual aids has been provided. You will have drawn up a number of action tasks to remind you how to make the most of these in your sessions. You may wish to look back over the action tasks and write down the two most important (or those you intend to implement first):

1.

2.

Try the following self-examination to see how well you have grasped the key points in this chapter.

Comments/Action Tasks:

Examination Time: 5 Minutes

SELF EXAMINATION - 3

1. Write down the main advantages of audio-visual aids:

-
-
-

2. Write down the main disadvantages of audio-visual aids:

-
-
-

3. Write down three tips when using audio-visual aids:

-
-
-

Check your answers with those given in Appendix A. If you had any difficulty, reread the relevant section before moving on through the pack.



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MODULE T4 PREPARING AND EVALUATING YOUR LEARNING SESSION

T4.0 INTRODUCTION

T4.1 ANALYSING THE OUTCOME

T4.2 KNOWLEDGE AND SKILLS

T4.3 STRUCTURING THE LEARNING SESSION

T4.4 CONDUCTING YOUR LEARNING SESSION

T4.5 EVALUATING YOUR LEARNING SESSION

T4.6 RECAP



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T4.0 INTRODUCTION

In this pack, you have looked at the principles of instructing referees, some mechanisms for effective delivery which actively involve the referee and some guidelines for the use of audio-visual aids. Now is the time to help you put all these together to develop great referees. You will be required to present an analysis of a game observation, commenting upon the evaluation of the referees' performances in respect of:

Day One: Mechanics on the court

Day Two: Judgement of contact

as a group topic to be discussed with other instructors at the clinic.

Look at this now and, as you work through this final section, start to develop your learning session using the stages outlined. Please note that the process refers to instructors rather than referees, because your first analysis is addressed to other instructors. The same process would be used if you were devising a learning session for referees.

By the end of this chapter, you should be able to:

- identify the stages in planning a learning session
- design a way of checking whether the delegates (instructors) can achieve the desired outcome
- select appropriate interactive activities to enhance the learning process
- identify the essential information that the delegates (instructors) require to achieve the outcome
- select appropriate audio-visual aids

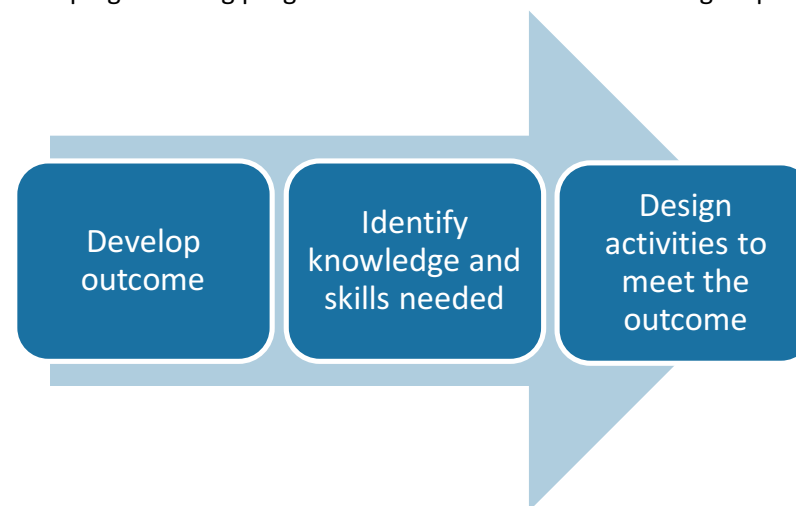
- use a check-list to test the content, delivery mechanism and learning session techniques for the session design
- identify why and how you can evaluate your instructor learning session

To avoid confusion, we will refer to the group of instructors to whom you will be presenting as delegates

T4.1 ANALYSING THE OUTCOME

For this particular session, you will have been given a specific outcome to achieve during your short learning session together with a particular delivery style to include at some point. It is important whenever you are preparing a learning session to clarify the desired outcome first. This needs to be written in a measurable term and carefully analysed.

Developing a learning programme should follow the following steps





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Activity Time: 5 Minutes

ACTIVITY 16

Using the topic provided, study the outcome carefully and write down the verb used and suggest a way in which you could test whether or not the instructors at the clinic are able to achieve the outcome/competence:

- Verb: (examples; explain, identify, etc.)

- Way to test: (examples: assess, demonstrate)

The verb used in the outcome will have been one like state, describe, identify or demonstrate. Verbs such as understand, appreciate and know should be avoided because you cannot actually measure or assess the instructors understanding (although it might be able to be inferred by their behaviour).

The way you suggested checking whether or not the outcome is achieved will be determined by the verb. For example, if it says describe, the instructors will need to be given an opportunity to do this (e.g. to a partner).

For example: By the end of the session referee's will be able explain basic violations of basketball and demonstrate how to administer the re-start.

Keep your planning simple.

T4.2. KNOWLEDGE AND SKILLS

Once you have a clear outcome and have devised a way to check whether or not the instructors can meet it, you can start to put the rest of the learning session together. The next step is to work out the knowledge and skills that the delegate (instructor) would need in order to be able to achieve the outcome.



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Activity Time: 5 Minutes

ACTIVITY 17

1. Start by writing down all the skills the delegates need and all the knowledge or information they must possess, in order to be able to satisfy your specific outcome:

Skills

Knowledge

2. Look at your list carefully and tick those skills you would expect the group to possess already (bearing in mind the assumed level of the instructors). In the same way, mark the knowledge that you are confident they would already hold. Try to keep it to only three key skills and three points of knowledge.

Plan a number of different starting points and routes.

Activity Time: 5 Minutes

ACTIVITY 18

Write down activities that you might try to establish the specific knowledge and experience base of the delegates on your learning session (again work with the specific outcome that you have to tackle):

■

■

■

You might have suggested some on court activity or an explanation of some key terms. You might have found a way of asking them to analyse some aspect of their current instructional practice which relates to the topic. This last suggestion often provides a good starting point, not just to check out knowledge but also because it means you are starting from the instructor's experience rather than some specialist area. This is much more motivating and far less threatening.

Now look and see how many skills and how much knowledge you need to give to the delegates to enable them to achieve the outcome. Try to avoid telling the learners try to "pull" information from them. Generally, there is far too much need to know information to handle and there will not be enough time to share all this material effectively.



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Activity Time: 15 Minutes

ACTIVITY 19

1. If your list in Activity 17 is fairly long, you may need to identify a number of steps to take you from your starting point to your outcome. There may be several tasks that can be logically identified which build up to the final one, which gives the delegates (and you) a chance to see if they can achieve the outcome.

Write down each step and design some form of activity (individual, pair, small group, whole group) for each step in the centre column "Activity".

2. Now work out the essential information/knowledge needed by the clinic delegate in order to be able to complete the activity (i.e. not the instructions required to make the activity effective, but the specific knowledge they need to achieve it). Place this type of information in the right-hand column "Knowledge" on the chart.

Step

Activity

Knowledge

Look back at what you have written. Check that the activities you have devised to progress logically from one to the next and lead the instructors towards the successful completion of the desired outcome. Now look at the knowledge column.

- Have you fallen into the temptation of telling them everything you know about the topic?
- Have you successfully distinguished between need to know and nice to know?
- Will you have time to share all this information in your learning session?



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Remember if you give more knowledge than they actually need, there is a danger that you may simply overload or overwhelm them. You will also run short on time. Concentrate on need to know information and leave nice to know for those occasions when the instructor (or referees) request further information.

T4.3 STRUCTURING THE LEARNING SESSION

Now you should be in a position to plan the whole learning session for you have identified how you will:

- check on their existing knowledge and skills
- build on this to achieve the final outcome (i.e. the order as well as the content).

Now you need to consider:

- how you will start the learning session
- when you can logically include the delivery style specified
- when you will tell, show and ask (method)
- what audio-visual aids you might require
- how you will organise the group
- how you will finish the learning session

The Start

You never have a second chance to make a good first impression so think about the start quite carefully. It sets the whole tone of the session. You will need to think about how:

- you introduce yourself
- you welcome the instructors and let them get to know each other. (NB This may not be necessary at the clinic)
- you introduce your topic
- and why the topic may help them in their instructing (the outcome)
- you overview what you are going to say.

Method

You will be required to include a particular teaching style in your learning session (e.g. wordstorming, role play). Reread the relevant sections to help you determine how and when to use it. You also need to consider:

- how you will establish their existing knowledge and skills (ask)
- when to give information (tell)
- how to involve the instructors in their own learning
- when and how you might use partner or group work
- how you will feed back ideas
- how you will challenge them and their practice
- how you will check for understanding
- when and how visual aids might help



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Audio-Visual Aids

Bearing in mind the effectiveness/distraction value of audio-visual aids, work out precisely how they might be used to enhance your learning session. Remember they can be used to:

- provide variety (in stimulus and media)
- explain difficult concepts/ideas
- record information from the group
- recap (an aide-memoire)
- entertain, offer a break or re-motivate

Remember also they can be over-used and can become a distraction both to the audience and to yourself. The following chart may help.

A/V Aids Required	Specific Purpose	Dos and Don'ts

If useful, go back and check the appropriate tables in the previous chapter.

Organisation

You will need to think about certain things beforehand, such as room layout, how and when you break into groups, the instructions needed, how the information will be fed back and how you might re-group.

Time Management

It is always difficult to keep your sessions to time, particularly when you adopt a learner-centred approach and utilise interactive techniques. However, it is vitally important that you learn to manage the time effectively.

The following guidelines may help you:

- Always practice and time the session in advance. Err on the short side, for most people find the live session takes around 25% longer than in practice.
- Place a clock or watch where you can easily see it.
- Identify specific points in your session where you will check the actual time against the planned timing.
- Ensure you have included some options and some short cuts (eg if time, include this section, if behind time combine these two points/activities).
- Always leave sufficient time to sum up and check the outcome. Ensure you have some practical recommendations of ways in which they can gain further help.



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Language and Jargon

Good communication is the key to giving an effective presentation. The following pointers may help

- Use simple plain language wherever possible and do not be frightened to pause to give people time to take in what has been said.
- Only use technical jargon when necessary. If used, introduce it carefully and always check for understanding.
- Be careful about discriminating language. Be sensitive to gender biased words (e.g. chairman, sportsmen). This can be readily overcome by choosing words such as performer and using the plural whenever possible which avoids the difficulty of his and hers. Similarly take care over generalisations and politically correct terms.

Controlling your Nerves

Most people experience some anxiety when giving a learning session. Usually this begins to disappear once you start but there are a few tips which might help:

- Dress appropriately. This will help you to feel more confident. Err on the side of being cool, for any stress will make you feel warmer.
- Take time at the start to get organised (e.g. yourself, the equipment). Do not put yourself under extra pressure by trying to start as soon as you stand up. Smile - the chances are they will smile back and this will help you.
- Speak slowly. Anxiety tends to result in speaking fast which may mean you stumble over words. Take a deep breath and slow everything down. If you know you tend to speak too fast, it may help to write on your notes at regular intervals: **slow down**.

- Gain some eye contact with the group. Usually this results in some response (e.g. nod of approval) which will give you confidence.

Conclusion

This is as important as the start. Both you and the group need to know what has been achieved and how the information might be used. There may be a need to summarise, leave time for questions, set action tasks and so on.

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ACTIVITY 20*Activity Time: 30 Minutes*

Complete the outline for your learning session:

Once you have completed the preparation for your learning session, you will need to develop any audio-visual material. Rehearse the learning session using the material. Work through the following check-list to make sure nothing is forgotten:

Check-list for Session Preparation

Have you:

- Devise a learning session to achieve the required outcome? ☐
- Include some way of letting the instructor check their own competence? ☐
- Only include need to know and avoid nice to know information? ☐
- Achieve a logical progression through the material? ☐
- Consider the style, language and jargon? ☐
- Design the introduction? ☐
- Work out how you will assess their current knowledge? ☐
- Consider how you will finish the learning session? ☐
- Thought through when you will take questions? ☐
- Organise any group work? ☐
- Devise instructions for any group work? ☐
- Thought through how you will pool feedback from group work? ☐
- Decide upon and develop any audio-visual material? ☐
- Decide upon the layout of the room? ☐
- Rehearse and time your learning session? ☐
- Acquire and check any equipment required? ☐



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T4.4 CONDUCTING YOUR LEARNING SESSION

Whatever your level of experience and self-confidence, the chances are you will feel nervous when the time comes to conduct your presentation. In addition to rehearsing it (at least once) beforehand, it is worth considering the following:

- How will you control your nerves? (See page 65).
- How will you keep to time? (See Page 64)
- How will you avoid language that may be perceived to be discriminating or too technical? (See Page 65)
- What will you do if you realise you are running out of time?
- What if you run out of material?

Following your learning session at the clinic the group will be encouraged to offer some feedback using the feedback model of what went well, what didn't go so well and what will you do differently next time.

T4.5 EVALUATING YOUR PRESENTATION

It is essential to carry out a thorough evaluation of your learning session once given. In this way you will go on developing and honing your instructor skills. The following questions may serve as useful prompts.

Check-list for Learning Session Evaluation

- Did you achieve your outcome (i.e. were the group members able to do what you set out to help them to do)?
- Did you manage the time successfully? Is there anything you would want to do differently if you ran the learning session again?
- Were the audio-visual aids helpful? Is there anything you would want to do differently next time?
- How well did you manage the start? Were you able to set the right climate? Are there things you would change for a future learning session?
- How well did you manage your nerves? How well did you gauge their knowledge, skills and experience before you started?
- How well did you manage the conclusion? Were you able to summarise and help them to determine any action points? Is there anything you would want to do differently next time?
- Were you able to stimulate questions and discussions? How well did you manage any group work? Is there anything you would want to do differently next time?
- Did you encounter any other difficulties (e.g. losing their attention, handling a difficult question)?
- Did you enjoy giving the learning session? This is an important consideration, for if you did the chances are they enjoyed it too.



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T4.6 RECAP

In this final chapter, you have been offered a logical way to develop your learning session, trying to ensure that all the guidelines in this pack have been noted and integrated. How much have you gained?

If some of the information in the pack was new to you, go back and review those sections, noting carefully the action steps you set for yourself.

If you feel you have gained little from the pack, this may be because you are already a very accomplished and experienced instructor and facilitator. If so, it may simply have reinforced some principles of good practice and perhaps acted as a useful reminder. Alternatively, you may be somewhat set in your ways and a little resistant to change. Ask yourself this question and perhaps consider how willing you really are to put some of your identified action steps into effect.

The best instructors, like the best referees, are those who constantly strive to analyse their own skills, look for ways to develop themselves both in terms of their interpersonal and learning session skills, as well as in their specialist knowledge.

Whether or not the information in the pack was new to you, stop and identify the one thing that you feel would have the greatest impact on your own instructing skills. Write this down below and identify clearly how and when you will try to do something about this. Set yourself an achievable goal and check whether or not you have achieved it in the time scale (make a note in your diary).

The action plan is divided into the different chapters of the work books as you may have identified areas where you want to improve from each section.

Goal	Completion date
Helping referees to learn	
Inter-active Instructor skills	
Audi-visual aids	
Preparing and evaluating your learning sessions	



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APPENDIX A: ANSWERS TO SELF-EXAMINATIONS

SELF-EXAMINATION - 1

1. Describe at least three ways you could create a positive learning environment:

Any from the following or similar to these:

- ✎ Plan for delivery
- ✎ Align structure to learner needs
- ✎ Communicate effectively
- ✎ Engage through facilitation
- ✎ Review activity and learning

2. Explain why it is important to involve referees in their own learning:

Evidence suggests that people learn better when they are involved in their own learning and are better able to apply it to their own practice and experience.

3. Instruction is just a form of coaching. Explain how and why the instructor should adopt this role:

Coaching is about changing the behaviour of performers and trying to help them achieve their potential and meet their goals. The instructor's role is to build on referees' considerable knowledge and experience and help them to be more effective. This will mean encouraging them to reflect on their own refereeing practice and change their refereeing behaviour.

4. Complete the following sentence:

Referees are only likely to go on learning if they are willing to be regularly self-critical and objectively evaluate their own behaviour and performance.

5. Suggest three ways through which you might ensure group work is effective:

Any from the following:

- ✎ Identify clearly the objectives of the activity.
- ✎ Plan the organisation thoroughly.
- ✎ Set up situations where people can share experiences in safe areas
- ✎ Encourage group members to look to each other for answers to questions.
- ✎ Encourage people to use their personal experience as a good starting point for leaning.
- ✎ Encourage two-way communication, emphasising people talking and reflecting, and you listening and reflecting.

6. Identify how some people differ in the way they learn:

- ✎ People learn best through preferred sensory modes (i.e. visual, auditory, reading or writing and kinaesthetic).
- ✎ Some people like visual explanations, others textual others want to try it.
- ✎ Some use images and patterns, others prefer an analytical approach.
- ✎ Some work from whole to part (global to detail), others part to whole (detail and build up whole picture).
- ✎ Some are thinkers, some are doers.



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7. Suggest three ways you can help referees to feel respected and valued:

Any from the following:

- Comment on the value of a range of opinions and values.
- Support different ways of doing things and differing ideas.
- Value different preferences and learning styles and use a range of techniques to match.
- Create learning opportunities that ask referees to solve problems that relate to their own performance.

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SELF-EXAMINATION - 2

1. List the three broad ways in which information can be shared:

- Tell
- Show
- Ask

2. Give three uses of questioning:

Any from the following:

- Check for understanding.
- Establish level of knowledge/experience.
- Heighten awareness
- Direct or provoke thinking/reflection.
- Motivate.
- Involve.

3. Complete the following table by listing two advantages and two disadvantages of each technique:

	Advantages	Disadvantages
Wordstorming	<ul style="list-style-type: none">▪ Increases awareness of others' views▪ Involves everyone.▪ Generates ideas▪ Non-threatening way to test ideas	<ul style="list-style-type: none">▪ Cannot control outcome/focus▪ Difficult to debrief
Buzz Groups	<ul style="list-style-type: none">▪ Quick to set up▪ Spontaneous.▪ Effective way of pursuing topic.	<ul style="list-style-type: none">▪ Takes time.▪ Can lose focus.▪ Can be hard to re-focus.
Case Studies	<ul style="list-style-type: none">▪ Good for problem solving▪ Good stimulus▪ Helps to draw on own experience.	<ul style="list-style-type: none">▪ Hard to make relevant to all.▪ Time consuming.▪ Hard to ensure desired outcome is achieved.
Role Play	<ul style="list-style-type: none">▪ Opportunity to try dealing with a specific situation▪ Gain direct feedback▪ Encourage self-analysis.▪ Learn from others	<ul style="list-style-type: none">▪ Effectiveness determined by skill and willingness of actors.▪ Threatening for some.▪ Hard to control outcome.▪ Time consuming.



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SELF-EXAMINATION - 3

1. Write down the main advantages of audio-visual aids:
 - ✎ Powerful impact enhancing retention.
 - ✎ Simplifies and illustrates complex ideas.
 - ✎ Records ideas.
 - ✎ Entertains/motivates.
 - ✎ Reinforces key point.
 - ✎ Maintains attention.
2. Write down the main disadvantages of audio-visual aids:
 - ✎ Can be a distraction.
 - ✎ Can be repetitive / monotonous.
 - ✎ Can break down.
3. Write down three tips when using audio-visual aids:
 - ✎ Do not depend on it as a prompt on content.
 - ✎ Be clear about why you are using it.
 - ✎ Check it works (e.g. can be read).
 - ✎ Practise using it in advance.
 - ✎ Check the equipment and set it up beforehand.
 - ✎ Keep them simple and clear.
 - ✎ Plan thoroughly.



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APPENDIX B: LEARNING SESSION SAMPLES

Learning sessions available on the FIBA Referees' Website:

1. Train the Trainers
2. Strategies in Officiating
3. Potential Referee Coaching Project



APPENDIX C: GUIDELINES FOR POSITIVE LEARNING SESSIONS

Starting a session

- Create positive start using friendly, positive language
- Introduce yourself briefly
- Get to know the participants
- Gain feedback on previous sessions
- Clarify outcomes and context of the session to the participants
- Plan appropriate activities and be prepared to vary them
- Ensure all equipment is set up and in working order
- Agree ground rules developed specifically for the session

During a session

- Give clear instructions and time for activities
- Minimise time linking activities (90 seconds) unless seeking to check for learning
- Ensure you are prepared for the next activity before entering into group activity
- Be flexible in delivery
- Seek to differentiate when and where appropriate
- Consider different learning styles and modify activities appropriately
- Make activities imaginative, stimulating and realistic
- Ensure tasks provide the correct amount of challenge for the participants' level of knowledge and understanding
- Maintain suitable "pace" to the session
- Praise positive contributions
- Challenge any inappropriate behaviour
- Keep everyone involved and engaged
- Keep interventions to a minimum and learning to a maximum
- Ensure you are aware of the participants' expectations

Closing a session

- Check for learning against the session outcomes
- Summarise key learning points
- Allow enough time for feedback and evaluation
- Gain feedback on environment, content and delivery
- Ensure all equipment is appropriately and safely stored
- Ensure the room is left in a suitable state
- Carry out reflection and self review
- Identify action plan for next session