

CAN ADULT LEARNING PRINCIPLES INFORM “BEST PRACTICE” STRATEGIES FOR COACHES OF MASTERS ATHLETES?

Justin MacLellan¹, Bettina Callary², & Bradley W. Young¹

¹School of Human Kinetics, University of Ottawa, Ottawa, ON, Canada

²Department of Community Studies and Sport & Human Kinetics, Cape Breton University, Sydney, NS, Canada

BACKGROUND & PURPOSE

Given that:

- **Masters athletes (MAs)** have specific preferences for coach behaviours, attributes, and tactics (Callary, Rathwell, & Young, 2015),

that link to:

- **Andragogy**: the art and science of helping adults learn (Knowles et al., 2012),

The **purpose of the study** was to explore and describe how elements of the andragogy in practice model (Knowles et al., 2012) might inform “best practice” strategies for coaches when working with MAs.


METHODS & PARTICIPANTS

Participants:

- **One female dragon boat athlete**, aged 58, engaged competitively in the sport as a youth and MA, with 25 years of training.
- **One female dragon boat coach**, aged 22, engaged competitively in the sport as a youth, has 6 years of experience coaching MAs competitively, and an undergraduate degree in kinesiology and graduate training in sport psychology.
- **Both** compete internationally but with different clubs in different cities.

Data collection & analysis:

- Data were collected using **semi-structured interviews** (Creswell, 2014) with each of the two participants, each two hours in duration and conducted one year apart. Data were analyzed by organizing quotes into categories representative of the andragogy in practice model’s six core principles.



This project was funded by a SSHRC Insight Development Grant & a Joseph Armand-Bombardier CGS-M, a CBU RP Grant & a uOttawa Research Travel Grant. Please address correspondence to Justin MacLellan at jmac074@uottawa.ca