

Reflected Practice: How do fencing coaches evaluate their practice?

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Abstract

How do fencing coaches reflect educational issues? The principal of reflective practice is acknowledging problems in educational fields and solve them by qualitative approaches (Sergiovanni, 1987). These problems are rather complex and not solvable by standard solutions that follow predicted outcomes of cause and effect. For these matters, a qualitative approach is more suitable to provide understanding of these unpredicted issues of dynamic nature. In the case of reflected practice, this is intended to gain evidence of teaching methods and their efficiency when they are nonexistent (Knowles et al. 2014, pp. 28-38). This provides an open field for fencing because reflected practice has not yet been carried out for the sport. Interviewing fencing experts currently dominating the educational field of fencing coaching shall provide the answers for this issue and portray if alternative methods of reflected practice for fencing would be required for accurate elaboration.

References

Knowles, Z., Gilbourne, D., Brendan, C. & Dugdill, L. (2014). Reflective Practice in the Sport and Exercise Sciences: Contemporary issues. *Routledge Taylor and Francis Group: London and New York*, pp. 28-38

Sergiovanni, T., J., (1987). *The Principalsip: A Reflective Practice Perspective*. *ERIC: Institute of Education Sciences*