日本スポーツ教育学会第35回記念国際大会キーノートレクチャー

Humanistic Pedagogy — Athlete Centred Learning? —

Lynn Kidman
Auckland University of Technology

Lombardo (2001) espouses humanistic coaching as a tool to create within the athletes the motivation to learn and achieve. Traditional models of coaching/teaching cater to the socializing agencies of young people forty years ago. Today coaching/teaching approaches need to be modified to suit the socialization trends in the 21st century. For many years, psychological (see self-determination theory; Deci & Ryan, 2000) and pedagogical (Vaughan, 2014) research has espoused autonomous supportive leader behaviours to enhance intrinsic motivation for learning. This autonomy and freedom come through learner ownership, awareness and responsibility for his/her learning and performance. Learners develop understandings and learn more effectively when they are involved in solving problems for themselves. If experts merely present knowledge to those who are ‘nonexpert’ and make decisions for them, the learners become disengaged from the learning process which could mean a difference between performance success and failure. Current skill acquisition theory espouses the inclusion of dynamic, non-linear activities (Davids, Button & Bennett, 2008) rather than rote, linear drill type movements in sport and Physical Education classes. These dynamic practices are humanizing and enhance learning in realistic environments, which positively influence self-esteem, self-direction, independence and opportunities that can ‘express intense moments

of joy and supreme well-being’ (Workman, 1999). This presentation will address learner centred and dynamical systems approaches that can enhance student/athlete motivation to learn.

References

- Davids, K., Button, C. Bennett, S. (2008). Dynamics of skill acquisition: A constraints-led approach, Champaign, IL: Human Kinetics.
- Deci, E. L., & Ryan, R. M. (2000). The ‘what’ and ‘why’ of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.
- Lombardo, B.J. (2001). Coaching in the 21st century: The educational models. In B.J. Lombardo, T.J. Carvella-Nadeau, K.S. Castagno, & V.H. Mancini (Eds.), *Sport in the Twenty-first Century: Alternatives for the new millennium* (pp. 3-10). Boston, MA: Pearson Custom.
- Vaughan, J. (2014). Developing creative Football players: A psychological needs perspective. Unpublished MPhil, University of Queensland.
- Workman, G. J. (2001). Humanistic ideology in sport: Time for a change, In B.J. Lombardo, T.J. Carvella-Nadeau, K.S. Castagno, & V.H. Mancini (Eds.), *Sport in the Twenty-first Century: Alternatives for the new millennium* (pp. 84-87). Boston, MA: Pearson Custom.