What We’ve Got Here is Failure to Cooperate: Working with librarians to incorporate information literacy into an Athletic Coaching Education course.

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ABSTRACT
As a discipline Athletic Coaching Education has struggled with the dissemination of information including quality research on all aspects of best practices in coaching. This has led many coaches to simply adopt the philosophy of a previous mentor for better or worse. This approach to coaching can be successful, but as coaching educators we are responsible for providing why a coach is recognized for their ability. The “why” is based on researchable qualities and characteristics. In addition, exposing students to current relevant issues in the profession will allow them to begin to think like a coach and formulate acceptable responses to a wide range of scenarios. To develop a greater depth of understanding the student must be exposed to research. The number of trusted sources in this area is relatively small compared to other disciplines and can be difficult to locate, not accessible in all libraries, and therefore highly underutilized. Like many other areas, coaches need to be aware of the most current information which may not be in the Library’s collection.

For the purposes of ACE 256 Principles and Problems in Coaching, the students developed an overall greater understanding of the profession of coaching, and if they passed a series of online exam modules they will be certified to coach in the state of West Virginia, are an American Sport Education Program certified coach, and certified in Sport First Aid. With this grant they were able to further the development of their understanding of many of the principles/problems we discussed including: coaching philosophy and style, ergogenic aids, and motivation. Each of these areas was a potential topic for critical evaluation of various sources of both mainstream and/or academic quality information. The grant not only supplied the students with the guidance of an experienced information literacy expert, but I also benefitted from the experience and will be able to advance information literacy in other classes I teach.

Definitions of Information Literacy
The National Forum on Information Literacy defines information literacy as “...the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.”

Our modification: A set of skills in which the student is able to determine the information needed; identify credible sources; understand how to retrieve information; evaluate, and use effectively when applied to future coaching activities.

Course objectives added to syllabus:

**Objective 1**
- SWBAT
  - Identify the value and differences of potential resources
  - Use specialized online or in person services available at the institution to retrieve information needed
  - Restate textual concepts in his/her own words and select data accurately
  - Maintain a journal or log of activities related to the information seeking, evaluating, and communicating process
  - Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material

- 1-hr library in-service (Jewel)
- Topics discussed: Resources, services, search strategies, CRAAP, liability and professionalism, including pre-test/survey
- Provide library information tip sheets
- Lib-guides
- Assignment’s 1 and 3- see handouts
- Daily “warm-up”

**Objective 2**
- 1hr- midterm library in-service (Mitch)
- Databases, search engines
- Ask the librarian web function
- Make an appointment with librarian
- Interlibrary loan
- Off-campus access
- Citation builder
- Assignment calculator

**Objective 3**
- Paper content for assignment 1
  - “Book report” - 2-3 page report

- Objective 4
  - Best/ Worst coaches
  - Role model coach
  - Performance enhancing drugs

- Objective 5
  - 30-minute library visit (Jewel)
  - 5 question quiz

**Positive Outcomes**
1. Multiple visits to the facility
2. Meeting and working with the librarians while utilizing services (ILL, database assistance)
3. Tip sheets, reading list, three book purchases
4. 90-day trial access to Sport Discus

**Looking into the Future**
- Stranding throughout curriculum
- Gain access to relevant, authoritative coaching related databases
- Professional development- example: MIT Sloan Sport Analytics Conference
- Keep throwing CRAAP at the students!