

DIMENSIONS OF SNOWSPORTS EDUCATION: A REVIEW OF LITERATURE

PIGHETTI, J., MATEER, T. J., & ALLISON, P. (2022)

Purpose

To understand what is known about snowsports education in an effort to guide future research toward a more thorough theoretical, practical, and interdisciplinary understanding.

Research Questions

RQ1: What research questions have been addressed in literature on snowsports education?

RQ2: What are the findings and trends across snowsports education literature?

METHODS

Scoping Review

- identifying the research question(s),
- identifying relevant articles, (n = 60)
- selecting articles that meet the inclusion criteria, (n = 36)
- assessing the quality of the primary articles, (n = 33)
- extracting data from the articles, and
- summarizing the findings.

Summarized in 3 thematic sections

- 1) Psychosocial studies** relating to the social structures and contexts influencing emotions, behaviors, or actions
- 2) Pedagogical studies** how content is learned or taught in snowsports education
- 3) Physiological studies** physical influences and factors of snowsports education among participants and instructors

PSYCHOSOCIAL

Personality (n = 2)

RQ1: Investigated how personality influenced the educational experience in snowsports education

RQ2: Personality has an effect on teaching effectiveness and learning experience.

Attitudes (n = 4)

RQ1: Examined attitudes towards skiing expressed after participating in snowsports education

RQ2: Instruction positively influences students' attitudes towards skiing.

Emotions (n = 6)

RQ1: Explored emotional aspects of snowsports instruction

RQ2: Instruction has a positive influence on emotions and self-perception among participants; Instruction increases enjoyment and reduces fear and stress

PEDAGOGICAL

Structure (n = 8)

RQ1: Examined how the variation of instructional approaches affected behavioral, psychological, or technical outcomes. 4 studies explored the effects of changes in general pedagogical approaches; 4 studies explored whether differences in snowsports-specific instruction would improve the technical skill improvement.

RQ2: Feedback has a positive impact on students in various ways; Gender separation does not significantly impact learning; Diversifying learning techniques leads to improved skill acquisition

Professional Development (n = 2)

RQ1: explored the pedagogical aspects focusing on instructor-specific professional development and education in soft skills and in language learning.

RQ2: developing interpersonal and intrapersonal skills through a community of practice and improving English for non-native English-speaking instructors are perceived as beneficial among instructors

PHYSIOLOGICAL

Technique (n = 2)

RQ1: 1 study analyzed skiing technique among instructors and another between instructor and intermediate skiers

RQ2: ski elements applied in instruction are progressive in both time parameter and technical complexity; intermediate skiers demonstrated greater fluctuations and deficits than did the instructor

Balance & Motor Skills (n = 7)

RQ1: 4 studies examined the effects of instruction on participants' balance; 3 studies examined motor skills

RQ2: The effects of instruction on balance varied in skiing and snowboarding; significant correlation between specific motor skills of skiing and agility and explosive power, participants affected by cerebral palsy had a positive change in gross motor function

Older Population (n = 2)

RQ1: examined the physiologic responses of older adult recreational skiers while participating in instructor-guided ski programs.

RQ2: Older adult skiers perform well at moderate altitude and tolerate physiologic responses to skiing rather well. Physiologic responses of the participants were significantly reduced during instructor-paced skiing modes in comparison to self-paced skiing

RECOMMENDATIONS

PSYCHOSOCIAL

No study has explored the psychosocial interaction or the relationship between student and instructor, thus warranting attention.

Future research could lead to the development of training for snowsports educators in communication and behavior management.

PEDAGOGICAL

Snowsports education can benefit further from research examining the structure of lessons and methods by which instructors teach.

Integration of literature from various fields of education such as general education, higher education, and adult education can provide theoretical and practical knowledge to employ in research on snowsports education.

PHYSIOLOGICAL

Current physiological studies could be followed by research on how to prepare participants and instructors best physically for snowsports

Further research on physiological aspects of different skiing populations can give instructors insight on how to prepare appropriate lesson plans.

