

# FIT5222

## Assignment 3: Analyzing a Sports Skill—Pole Vaulting



Hendry (2010)

Pole vaulting is a complex athletic skill that involves running and using a flexible lever to propel the athlete over a horizontal bar. Videos from Pole Vault World (<http://www.polevaultworld.com/>) show examples of pole vaulters in action.

In this collaborative project you will apply the skills you have learned in this course to analyze and explain how to safely coach at a basic level the athletic skill of pole vaulting. You will

1. Analyze the technique involved in performing a pole vault.
2. Analyze the biomechanics involved in performing a pole vault.
3. Identify the coaching issues related to performing a pole vault.
4. Explain the safety considerations for the pole vaulter.
5. Explain the safety considerations in coaching a pole vaulter.

This project will prepare you for your final project in which you will perform a biomechanical analysis of a sports skill of your own choosing.

### **Assignment instructions**

For this assignment, you will join three other students to form a four-student “learning team.” You will then gather into an “expert team” defined by your chosen task to study and prepare your portion of the assignment. Upon completion, you will reform into your learning team, teach your teammates, and help prepare the paper. This collaborative assignment is worth 20% of your final course mark. This includes a 5% peer review grade (plus up to a bonus 3%) from your learning team.

Working in your teams:

1. Find your learning team in the discussion forum titled “Assignment 3: Analyzing a Sports Skill—Pole Vaulting” under the thread titled “Learning teams.”
2. Communicate with your learning team in your assigned team discussion forum to assign the following roles by the end of Week 6 (see the course syllabus):
  - a. Expert 1 is responsible for analyzing the technique of pole vaulting.
  - b. Expert 2 is responsible for analyzing the biomechanics of pole vaulting.
  - c. Expert 3 is responsible for identifying the issues involved in coaching pole vaulting.
  - d. Expert 4 is responsible for explaining the safety considerations for the athlete and the coach in pole vaulting.
3. In Week 7 (see the course syllabus), gather in your expert team in the assigned discussion board area to research your topic, discover the best ways to help other students learn, and prepare your portion of the assignment.

4. By week 8 (see the course syllabus), rejoin your learning team to pool your knowledge with your learning team and help prepare the team paper as described below.
5. Perform a peer assessment of the other members of your learning team. See the “Peer Evaluation Form” at the end of this assignment. Download a copy from this link [link] and fill it out.

Preparing and submitting the paper and the peer evaluations:

1. As a team, answer the questions in detail in 2500-3000 words (plus title and reference pages) in 12-point type single- or double-spaced using the sources identified below, organized by introduction, body, and conclusion.
2. You may use images and links to multimedia to illustrate your points.
3. Your assignment shall include a title page (with your names and student numbers) and a list of references cited according to APA style:  
(<http://www.algonquincollege.com/lrc/library/services/studyguides/documents/APAStyle2009.pdf>).
4. As a team, submit a copy of your assignment to the “Assignment 3” forum by the date identified in the course syllabus so that other students can review it.
5. Respond to the feedback from the other students (coordinate your answers at the team level).
6. Review and provide meaningful feedback to the assignments from the other groups.
7. Submit (individually) a copy of the team assignment in the “Assignment 3” area of the *Assignments* page (see the link at on the course menu at left) by the date identified in the course syllabus.
8. Submit (individually) your learning team peer evaluation in the “Assignment 3” area of the *Assignments* page (see the link at on the course menu at left) by the date identified in the course syllabus.

Sources:

- Course text: Carr, G. (2004). *Sport Mechanics for Coaches*. (2nd ed). Champaign, IL: Human Kinetics.
- Course topics: all topics with special attention to “Lesson 15: Analyzing sports skills,” “Lesson 16: Correcting sports skills,” and “Lesson 17: Analyzing specific sports skills.”
- Other quality sources: internet, journal, and textbooks.

Pole vaulter picture: Hendry, C. (2010). *Pole Vaulting*. Used under Creative Commons licence. Retrieved December 7, 2010, from <http://picasaweb.google.com/lh/photo/2icdfkUycbbZYn1K0FwRDA>.

## Grading

Your assignment will be graded according to rubric shown below for 15% of your total course mark.

	10 points	7 - 9 points	4 - 6 points	1 - 3 points	Score
<b>Depth and breadth of content</b>	Covers topic in detail. Excels in responding to the assignment instructions.  Demonstrates sophistication of thought.  Understands and critically evaluates sources.  Clear evidence that higher level thinking skills were used in the creation of this assignment.	Includes essential information and responds appropriately to the assignment instructions.  Shows careful reading of sources, but may not evaluate them critically.	Fulfills minimal topic requirements as outlined in the assignment instructions.  Limited use and evaluation of sources.  Some evidence that higher level thinking skills were used in the creation of the assignment.	Does not address any of the questions in the assignment instructions.  Neglects to use sources where necessary.  No evidence that higher level thinking skills were used in the creation of this assignment.	
<b>Subject knowledge</b>	Thorough subject knowledge is evident throughout the assignment—more than required.  All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the assignment.  Information is clear, appropriate, and correct.	Subject knowledge is limited.  Some information is confusing or incorrect.	Subject knowledge is not evident.  Information is confusing, incorrect, or flawed.	
<b>Conclusions reached</b>	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Limited conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	
<b>Organization</b>	Highly effective introduction.  The sequencing of information is logical, creative, and intuitive with clear structure that enhances the assignment.	Appropriate introduction.  The sequence of information is logical and clear with an interesting presentation.	Adequate introduction.  The information demonstrates random organization lacking coherence and transitions.	Missing or underdeveloped introduction.  There is no appreciable organization. The sequence of information is not logical.	
<b>Mechanics</b>	Assignment honours all of the rules of spelling and grammar.  All sources are properly cited within the assignment.	Assignment adequately keeps to most rules of spelling, grammar, or both.  Most sources are properly cited within the assignment.	Assignment has three misspellings, grammatical errors, or both.  Sources are cited within the assignment but not in the proper style.	Assignment has four or more errors in spelling, grammar, or both.  No sources are cited.	
<b>Total Score (HPS: 50)</b>					

Rubric adapted from: Continuing Education University of Calgary. (2010). *Learning Online BMC 152 114: Group Project Grading Rubric*. Retrieved December 5, 2010, from the course website.

Your feedback to other students will be graded as part of your course participation mark. There is an additional peer evaluation component worth 5% (plus up to a bonus 3%) in which you will be graded by the members of your learning team for your contributions. See the form below.

### Peer Evaluation Form

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

Group: \_\_\_\_\_

This is an opportunity to evaluate the contributions of your teammates to this group assignment. Please write the names of your teammates in the spaces below and give them scores out of 10 possible points that you believe they earned. Do not give yourself points. If you believe that everyone contributed equally to the group work, give everyone 10 points. If everyone in the group feels the same way, you all will receive an average of 10 points. Be fair in your assessments, but if someone in your group did not contribute adequately, give that person fewer points. If someone worked harder than the rest, give that person extra points to a maximum of 15 points.

**Group members**

**Score**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Please indicate why you gave someone less than 10 points.

Please indicate why you gave someone more than 10 points.

If you were to assign points to yourself, what do you feel you deserve? Why?

Form adapted from: National Center for Case Study Teaching in Science, University at Buffalo. (2010). *Table 1: Peer Evaluation Form*. Retrieved December 5, 2010, from <http://sciencecases.lib.buffalo.edu/cs/pdfs/PEER-EVALUATION-FORM.pdf>.