
BRITISH CANOEING AWARDING BODY
DIGITAL EDUCATION APPROACH



TABLE OF CONTENTS

Our Approach	3
Digital Education	4
Use of eLearning	3
Use of Video	3
Use of Podcasts	3
Use of Graphic Design	3
Use of Bespoke Tools	3
Offline Resources	3
Externally Created Resources	3
Working with Subject Matter Experts	3
Creating Accessible Resources	3
Updating Resources	4



OUR APPROACH

Our approach to the research, creation and use of digital education in paddlesport is driven by the British Canoeing Awarding Body Educational Philosophy.

“British Canoeing Awarding Body believes in a participant-led approach when creating and enabling experience from which people will enjoy, learn and develop through paddlesport. These experiences will be delivered in an individualised way that also supports the inherent social aspects of the sport and fosters a sense of a paddling community.

Through this, paddlers will achieve success, this success being focused on the journey and not the destination. The experience will be safe, engaging and enjoyable, with the paddler at the heart of the process involving them in their own learning and development.

This will be delivered by a supportive and empowering approach to instil an active passion for the sport of canoeing, alongside developing understanding and respect for the environment in which it takes place.”

Essentially our aim with digital education is to create high quality resources and an experience that has the paddler’s development at the core. With every piece of learning, we attempt to create the most effective, efficient and accessible resource to ensure the learner has the best opportunity to develop in an area in which they wish to develop.

Where possible, we aim to provide choice, not only giving the learner the opportunity to decide what they learn but how they do it.



DIGITAL EDUCATION

British Canoeing Awarding Body is committed to increasing accessibility to educational material using a variety of creation techniques. With increasing amounts of online resources available and the growth of the industry, it is important that guidelines are set in order to ensure the quality of what is produced and that it is fit for purpose.

Our aim for our Digital Education is driven by accessibility. By providing online resources, we hope to ensure learners can easily access a wide array of relevant, up to date and useful content. Although accessibility is a key aim, we believe that anything created will enhance the learning experience and, where compulsory, it should be at the benefit of those participating in paddlesport.

Our online resources focus on the learning process, rather than assessment. The aim of the content is to provide the learner with information to build on, or to develop, their understanding. Questions are asked in some resources, but these are asked holistically, with the intention of embedding the content.

A key element of our approach to Digital Education is around the appropriateness of a delivery method in relation to the content. We always ensure that the content is relevant, efficient and correct before investigating and deciding on a delivery method. We do not immediately look to create digital resources. Where the learner will benefit, we will still create offline resources too.

Our common delivery methods include but are not limited to:

- **Formal eLearning**
- **Informal eLearning**
- **Written Resources**
- **Video**
- **Podcasts/Audio**
- **Bespoke Tools**
- **Other Resources**

This document will define the uses of these common creation methods, however, it is important to note that the industry changes rapidly, and the use of these methods or additional methods may change accordingly.

OUR USE OF ELEARNING

Digital Education

Before creating content in an eLearning format, we ensure it meets the following three criteria:

Interactive

The activity must allow the learner to do something throughout. It is not a matter of simply putting information online for them to read.

Engaging

The activity must engage the learner by not only giving them something to do, but by getting them to think about what they are doing.

Appealing

The content should appeal to the learner through not only the content but through the aesthetics of the content too.

By meeting all three of these criteria in each eLearning activity, it ensures the content produced is effective for learning and therefore becomes a good educational resource.



TYPES OF ELEARNING

As bespoke eLearning can have many applications, our approach categorises it into three areas.



BRIDGING

This type of eLearning is optional, an exercise candidates can choose to undertake as an introduction or an exercise to check understanding between two qualifications. These sometimes include a knowledge check, giving the learners formative feedback, allowing them to highlight any areas that may need attention.



MANDATORY

This eLearning is either part of a qualification or gives the individual a formal update or credential. These are tracked activities and contain key content for an individual. For example the Personal Performance Awards eLearning to be a provider of the Awards.



DEVELOPMENTAL

These are an array of optional eLearning activities that cover a variety of useful topics for individuals in paddlesport. They are created with either a more informal eLearning tool or are heavily focused around gamification.

OUR USE OF **VIDEO**

Digital Education

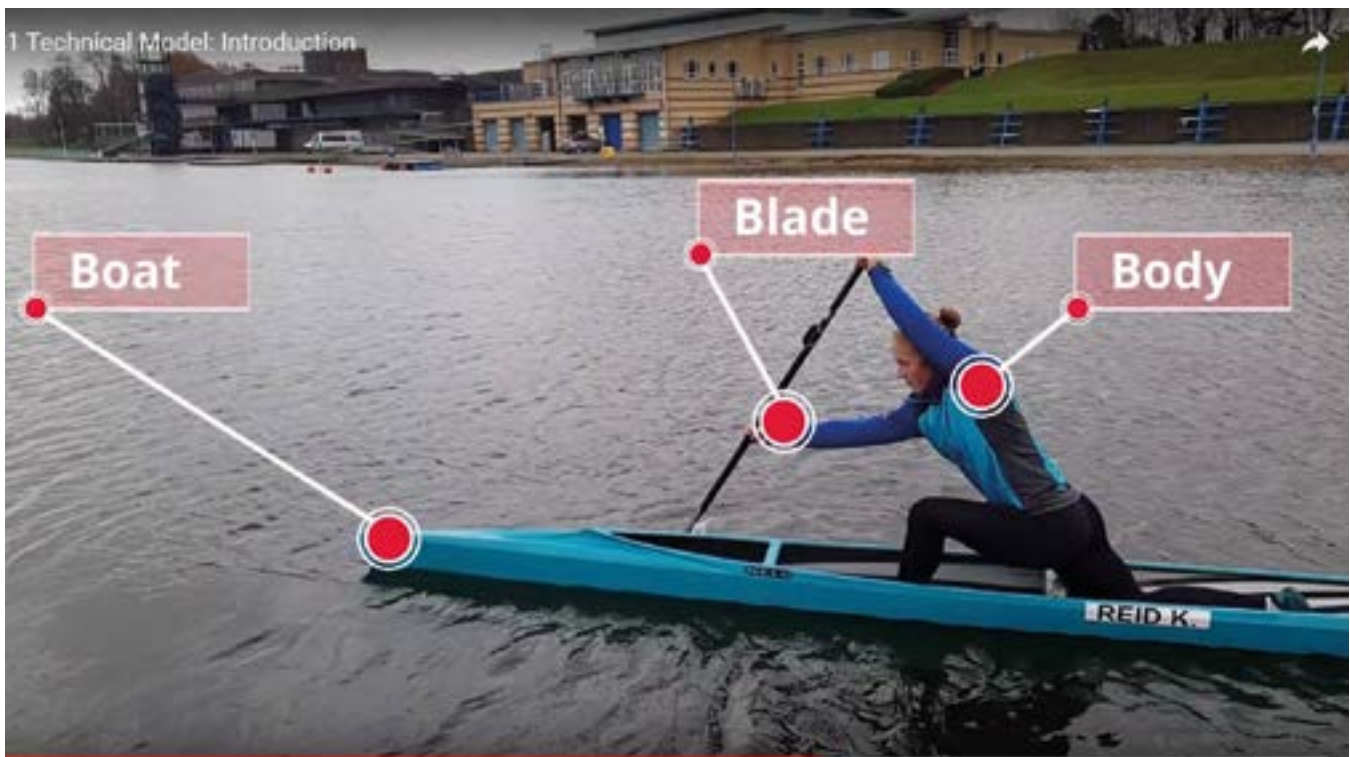
Video has become an extremely effective method of communicating information to a wide audience. The cost efficient nature and ease of recording is seeing this grow. At British Canoeing Awarding Body we rely on the use of video to communicate and promote changes to our awards and any relevant information.

We also use video for some transfer of knowledge. Information that usually fits into a video format is content that would benefit from the visualisation of what is being communicated; especially where there could be confusion or lack of understanding if the visual element was omitted.

The key uses of video includes, but is not limited to:

- Communication from British Canoeing Awarding Body
- How to/ Demonstrations
- Safety Awareness
- Information from paddlesport or relevant experts
- Case Studies or experience records
- Point of View or live action recording
- Drone footage to provide a unique perspective

This document will define the uses of these common creation methods, however, it is important to note that the industry changes rapidly, and the use of these methods, or additional methods, may change accordingly.



OUR USE OF **PODCASTS**

Digital Education

A rising, popular method of audio only content is that of podcasts. Recently there has been a surge of people listening to podcasts for a multitude of reasons. They are particularly useful to capture a conversation style interview around a specific topic. Also, they provide a great range of content that can be listened to whilst commuting, paddling or doing other tasks.

British Canoeing Awarding Body utilise podcasts from external sources, as there is a range of content available for free from experts we may not normally have access to. We also utilise podcasts internally, delivering content on a range of subjects, from key development areas, entertainment purposes and to communicate key organisational messages.

Like all other methods of content, statistics and feedback is closely monitored about this method of engagement as with a sharp rise can easily come a sharp fall. By looking at interaction data, we can assess the validity of creating content in this method and look at alternatives if necessary.



Episode 7 - Personal Performance Awards Part 2

February 14, 2020

Part 2 of the Personal Performance Awards mini-series explores how clubs, centres and organisations can embrace the awards, whilst also taking an in-depth look at the content of some of the awards and the wide range of resources that are available to support providers.



♡ Like ↗ Share ↓ Download



Episode 6 - Personal Performance Awards Part 1

February 14, 2020

12 months on from the launch of the New Personal Performance Awards, Ricky Snodgrass talks to Lee Pooley, Head of Coaching and Qualifications, about the ethos of the awards, discussing the background, who can deliver them and how to become a Provider.




OUR USE OF GRAPHIC DESIGN

Digital Education


Graphic design is an extremely powerful tool to convey messages and promote learning through static resources. Throughout paddlesport, imagery and text are often used to convey messages about safety, equipment and many other aspects of education that keep our sport safe and enjoyable.


Infographics will be our main source of Graphic Design-based resources. They are particularly useful in conveying key messages and areas of significant learning for paddlers. The main advantage to this type of resource is that it is often downloaded and printed as a reference resource. This makes it an extremely powerful tool for things like checklists, safety advice and technique-based information.


Paddling Safety Checklist


 Check your craft for holes or damage, before getting on the water do a quick check. Checking for holes, deep scratches or general wear and tear and make any repairs necessary.





 Have you and the others you are paddling with got buoyancy aids and are they fitted appropriately.



 Have you got the right clothes? remember the weather can change


 Always take a mobile phone in a waterproof pouch so you have a way of calling for help. Keep it close so you can easily access


 Ensure you have A mini repair kit. carrying some duct tape and a basic repair kit to make simple repairs.


 A dry bag to carry essentials including: Drinking water, hot drinks, snacks, suncream, spare clothes, warm clothing, towel, hats/gloves. It's worth also considering a small first aid kit with things like plasters, painkillers, bandages, rehydration sachets and antiseptic wipes.

 Know your limits. Don't push the boundaries when you don't have to. Paddle in areas you know and are suitably experienced for.

 Check the weather, wind, tide and water levels before you head out
 It's always important to be prepared for the conditions you might face.

 Plan ahead for your trip. Know the planned route and check for any hazards before you head out. A map, trail guide or some sort of navigation equipment are useful.

 Don't drink from the water you're paddling on. Always take plenty of water with you on the trip.

 Take a good bath or shower as soon as you can once you've been on the water.

 Cover any cuts or grazes before paddling.



OUR USE OF BESPOKE TOOLS

Digital Education

As we are committed to designing the best possible resource for the learner, we understand that not every piece of content will fit into an 'out of the box' tool. With this, we understand that occasionally bespoke tools need to be created to provide the best educational resource to effectively and efficiently help learners develop.

Bespoke tools cover a wide range of areas and the approach to creating these will vary from project to project. Using tools such as content delivery networks and virtual learning environments can be a great approach to this type of content, as with the use of plugins a great learning experience can be achieved. These tools can also go further than this, being built with pure code such as css, html and javascript. This gives a great range of versatility.

The other key element of bespoke tools is that, to be innovative in our educational resources, we need to have the flexibility in creation methods. Therefore, we can use bespoke tools to create analysis tools, diagnostic tools and anything similar that we see having a benefit. This not only begins to create a great learning experience, but also ensures that paddlesport is seen as a forward thinking sport in terms of coach education.

COACHING COMMUNITY OF PRACTICE WEBINAR PLAYLIST



Recordings from the British Canoeing Community of Practice webinars

[FIND OUT MORE >](#)

WASH HANGING PRESENTATION



A Resource from Kaytech Paddle Sports

[FIND OUT MORE >](#)

FLOW IN SPORTS BY S.JACKSON AND M. CSIKSZENTMIHALYI



In the first book devoted exclusively to flow in sports, we attempt not only to explain the phenomenon but also to identify the key conditions associated with its occurrence.

[FIND OUT MORE >](#)

WILDWATER CANOEING



Events and information from CanoeWorlds

[FIND OUT MORE >](#)

OPEN BOATING YOUTUBE PLAYLIST



A Range of Videos from Glenmore Lodge

Search Library

Search



Filter by Resource Type

- Academic Research
- Audiobook
- Blog
- Book
- eLearning
- Magazine Article
- Podcast
- Presentation
- Video
- Website

Popular Resources

- At Home Paddlesports Workouts
- British Canoeing Challenge Cards
- British Canoeing Coaching Podcast
- Coaching Community of Practice Webinar Playlist
- SUP Safety – Choosing the Correct Leash
- SUP Safety Awareness

OFFLINE RESOURCES

Digital Education

Our commitment to digital education is always designed around the needs of learners and creating the best learning experience. Although there is a trend towards making resources digital for ease of access, we believe that offline resources still have their place, especially in paddlesport where access to a computer or the internet is not always guaranteed when taking part in the sport.

We are extremely conscious of finding the correct balance between the accessibility of resources and ensuring that the content is designed in the most effective manner. We always want to avoid using digital for digital's sake.

Offline resources can be broken down into two categories, downloadable and paper-based.

Downloadable Resources are actually still digital resources, however, they can be saved to a computer, tablet or phone or even printed, meaning no internet connection is required to use them. These are particularly useful for resources such as checklists, safety guides or trail maps.

Paper-Based Resources are something that has been created with no intention of being online. Where it is deemed necessary, these resources still have their place in education, especially in cases such as books, activity books and bespoke resources such as the challenge cards which can be seen below.



EXTERNAL RESOURCES

Digital Education

Although we are committed to the internal creation of extremely high quality resources, we are aware that there are a great range of resources created by external companies, coaches and range of other individuals, that are extremely valuable to paddlers. We have therefore taken the approach to signpost paddlers to these resources by creating our digital library which is a great first port of call to find resources on a particular topic.

In order to ensure that the information, quality and credibility of these resources are appropriate, we have a checking process in place before they are added to the library. Every resource in the digital library will be approved by an appropriate person, either one of our coach developers, the coaching team or one of our technical groups (for discipline specific resources). This ensures that paddlers accessing the resources can be confident that the information they are seeing is accurate and up to date.

Coach Self Analysis

Select a discipline to get start started.

CANOEING FREESTYLE KAYAK MARATHON POLO SEA SPRINT SLALOM
SUP SURF TOURING WHITE WATER WILD WATER RACING

WORKING WITH SUBJECT MATTER EXPERTS

Digital Education

With any content creation, it is important to ensure the right people are writing the content. We do not aim to be experts in every field; we rely on external people, either staff, paid or volunteers, to ensure all the information we are using is accurate, reliable and up to date.

This method of content creation enables us to work closely with experts in different subjects, giving any learning resource we create the credibility to be used widely within paddlesport. These subject matter experts have a range of involvement, depending on the project. We may work very closely with one or more SMEs throughout a project, and they will be involved at every stage, as well as giving the final sign off to the content. In other cases, we may interact with an SME on a more minor piece of content, this could be looking for one slide, one paragraph or even a sentence. We take pride in taking this approach as it means that we can assure that every piece of content we publish, has been checked by the relevant people.

Technical Groups

British Canoeing Awarding Body works with technical groups who are experts within their disciplines and provide advice and recommendations, assist in developing qualifications and awards for British Canoeing Awarding Body, as well as advise on the technical developments within the discipline and emerging trends.

Whenever discipline specific content is needed for a learning resource, we work closely with the relevant technical group(s) to ensure our information is accurate, reliable and current.

ACCESSIBILITY CONSIDERATIONS

Digital Education

As well as having a key aim of making learning material more accessible by putting it online, we want it to be accessible for as many people as possible. We use multiple methods in our digital resources to ensure that they have design features that allow learners with different needs to access the available content. Here are just some of these features:

Design

The graphic design that we use in our eLearning has the learner at the heart of it. We ensure to use disability friendly sans-serif fonts wherever possible, a balanced and easy to read colour palette and a logical layout that is easy to follow.

Digestible

Through using different resources, split into easy to digest chunks, we ensure that the information is broken down into short sessions to make it easier for the learner to follow, understand and complete.

Voiceover/Subtitles

All of our eLearning is complimented with a voiceover that dictates all the information on screen where possible. This not only helps learners who are visually impaired, but it also helps to meet some learners' needs who prefer not to read text constantly. Similarly, all of our videos utilise subtitles.

Accessibility tools

As with most online information, we aim to ensure that our eLearning and resources are compatible with most accessibility toolkits learners may use. This includes things such as screen overlays and grammar tools.

UPDATING RESOURCES

British Canoeing Awarding Body is committed to keeping resources and information up to date, which can only be done by regularly reviewing published resources. There are three key times in which a review of resources may be necessary.

Needs

When the needs of the organisation change. For example, when a qualification changes, any related resources will need updating or changing.

Subject Matter

When the subject matter of a resource changes. For example, if regulations or related policies change.

Periodically

All of our internally created resources will be checked periodically. This will check content discrepancies, purpose and media for relevancy. Any changes will then be agreed upon and made in due course.