

# Teaching Volleyball informed by Inquiry Processes

**Shane Pill**

@pilly66

<http://www.flinders.edu.au/people/shane.pill>



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Teaching and coaching literature describes a 'traditional' approach characterised as coach-centred as it features a mostly directive or command instructional style that is technique focussed

Sport-as-sport techniques (Kirk, 2010)



Volleyball coaches have been found to privilege technical issues in the early stages of game learning and to hold the belief that skill development must initially be addressed in an 'out-of-game context'

(Coutinhol et al., 2011)



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## Dynamic Systems Theory (DST)

Explains how assumptions of the GSA about tactical and technical learning in games might be supported.

Team sports such as volleyball have been explained as examples of dynamic systems (Laporta et al., 2015).

The interactions between the two opposing volleyball teams lead to the emergence of situated momentary dynamics.

This specificity of momentary conditions creates game events that are unique and inherently variable from moment-to-moment.

That is, behaviour is emergent from the dynamics of the moment.



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**A highly deterministic coaching approach focussing on predictability through player replication of a single and often idealised model of movement coordination response, frequently referred to as a 'technique', does not cater for the situational potential of the moments in the game when an on-the-ball action response is required. These moments are by definition inherently complex and dynamic, and therefore characterised by variability.**

**Handford (2006) suggested there is a paradox between volleyball coaching for certainty of players actions through a common optimal movement pattern as a template for movement skill and game unpredictability.**

**If the game of volleyball is accepted as 'unpredictable', and it is accepted that the 'traditional' approach focussed on the certainty of movement reproduction contradicts the inherent nature of the game, another 'teaching' approach is necessary**



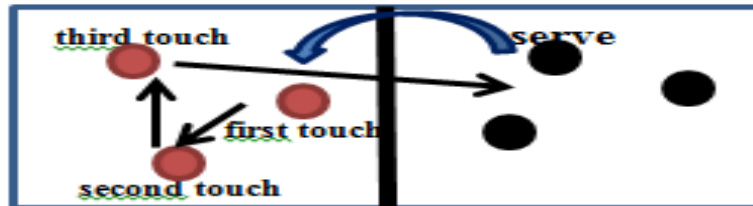
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**2015 Game Sense  
For Teaching and Coaching Conference**

University of Canterbury, Christchurch, New Zealand 17-18 November, 2015

- Rules:**
- ▶ Teams of three players per side
  - ▶ Win a point and right to serve by getting the ball over the net and onto the floor in the opposition's court space
  - ▶ Two handed underarm throw 'serve' over the net into the other teams court space to start the rally.
  - ▶ First touch/play of the ball is a two handed 'underarm' catch, followed by a high underarm two-handed throw to a team-mate.
  - ▶ Second touch/play of the ball is an overhead catch, followed by a high two-handed overhead throw to a team-mate.
  - ▶ Third touch/play of the ball is an overhead or underarm catch, followed by a high overhead two-handed throw if caught above the head or two-handed under-arm throw if caught below the head, over the net.
  - ▶ Play stops if the ball hits the ground or if the third touch/play of the ball does not go over the net.
- \*players are not permitted to move with the ball



**Example Questions:**

What do you have to do to win a point and the right to serve? (Get the ball on the floor in the opposition's court)

How do you do that? (Throw the ball into space)

Where is the easiest place to pass the ball over the net from inside your court? (Close to the net)

Why is that? (Less distance to throw the ball, less effort to throw the ball)?

**Game Progression (Increasing complexity)**

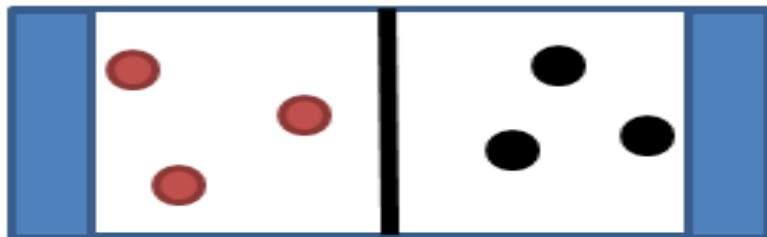
Permit the third touch/play of the ball to be a one handed strike of the ball

Shape the second touch/play of the ball into a finger pass 'set' using isolation practices, such as a drill



## 3v3 Volleyball

**Modified Rule:** 3-points for getting the ball to the floor in the opponents shaded area



### Example Questions:

What do you look for in the opposition set-up to determine if a 3-point play is a better game response than a 1-point play? (Player positioning means players have to defend by moving backwards to a deep ball)

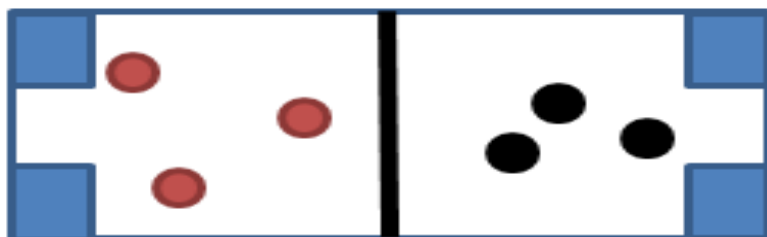
From where in your court is it ideal to attempt a 3-point play? (Front court)

What is the player and team advantage of attacking deep using a 3-point play attempt from the front court? (Team – provides time to transition from attack to defense.

Individual – less power required as not hitting the ball as far, and so personal coordination dynamics are easier to control)

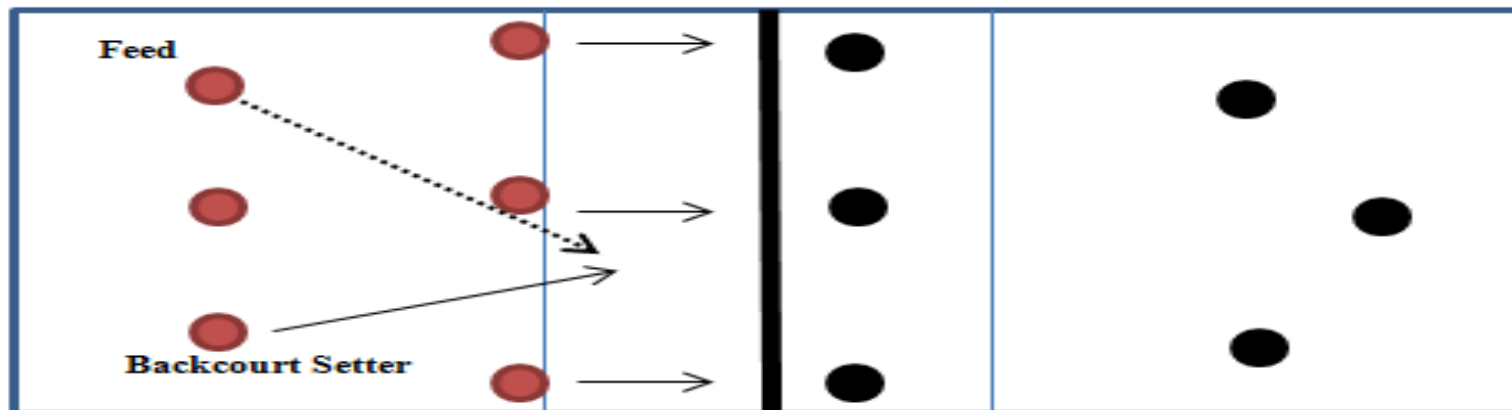
### Game Progression (Increasing complexity)

Change the target area



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## 6v6 Volleyball with Backcourt Setter



- Rules:**
- ▶ Serve is replaced with a backcourt player performing an underarm toss to the front court between positions 2 and 3.
  - ▶ Backcourt setter moves to the front court to play the ball as the ball is being tossed to the front court between positions 2 and 3.
  - ▶ Setter calls out 2, 3, or 4 to communicate to the front court hitters where the set will be played.
  - ▶ Hitter plays the ball, and then rally continues until one team wins the Point and the right to "serve"

### Game Progression (Increasing complexity)

Change the starting position of the feed from the backcourt

Change the position from which the set occurs

### Example Questions:

How do you change sets? (Front set, back set, low set, high set, place on the court where the set is played)

What is the advantage of a backcourt setter? (Extra hitter in the front row – more attack options)

What do backcourt players have to do to cover for a designated backcourt setter? (Defend more space)



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**There is connection between volleyball as representative of a dynamic system forming from the complexity of interactions between players, the task situated in the moment of play, and the environmental constraints on the play.**

**The representation of volleyball within a GSA foregrounds the complementarity of physical-technical and cognitive-tactical components of skill in meeting the situated demands of performance in teaching the game at all levels of game development is evident.**

**The GSA approach has been shown to be aligned with skill acquisition theory from a DST perspective that highlights the connection between perception-decision making and action as a coupling leading to skilled performance.**



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Thank You



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