



Journal of Paddlesport Education

A professional forum highlighting **Safety Education & Instruction**
for ACA Instructors, Clubs & Affiliates

September 2013

Welcome to the
**Journal of
Paddlesport
Education.**



Changes to PFD Type Classifications

For the last several years, the U.S. Coast Guard has been working to redesign the labeling for personal flotation devices to more effectively convey safety information. The current proposal is to remove type codes, aka Type I, II, III, IV and V, in regulations on the carriage and labeling of Coast Guard-approved personal flotation devices.

If you have an opinion on this, comments are being accepted to the Coast Guard's online docket until Oct. 15, 2013.

Find out more or provide feedback on the [ACA Website](#).



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Using Self-Efficacy Theory as a Guide for Instructional Practice

By Wynn Shooter

Introduction

Well-tested theories are useful in guiding instructional practice because they attempt to explain and predict behavior. Successful outdoor educators often adopt theories from parent disciplines in the behavioral sciences because such theories offer principles and techniques that can improve teaching practices and promote positive learning experiences for students. One theory that can be particularly useful to outdoor educators is Bandura's theory of self-efficacy. Bandura suggests specific techniques that teachers can use to help students feel empowered to attempt new skills or challenging tasks. Outdoor educators may find that some students are reluctant to take the risks associated with learning outdoor skills. Often, such students are afraid of unpleasant physical or social consequences of failure to perform the skill correctly. Self-efficacy theory provides a basis for helping such students succeed. This article introduces relevant aspects of Bandura's theory of self-efficacy with a focus on specific principles for teaching and learning outdoor skills.

Theory of Self-efficacy and its learning principles

Self-efficacy theory is grounded in understanding the relationship between one's beliefs and one's willingness to engage in behaviors necessary to successfully accomplish a task. As a social learning theory, self-efficacy theory offers a notably comprehensive understanding of the learning process, but also provides specific insights that instructors can use to guide students towards specific skills development. As a self-regulation theory, self-efficacy depends on the assumptions that motivated learners are more likely to succeed than less motivated learners and that goal setting is of primary importance when attempting to increase learning (Driscoll, 2005). Self-efficacy theory addresses such notions by focusing on the learner's beliefs as a means of self-regulation (Bandura, 1997).

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SWR CONFERENCE

Registration has commenced, and less than a quarter of the spots for the Swiftwater Rescue Conference remain! Sign up today on the [ACA website](http://www.americancanoe.org)



BEND, OREGON

2013 NATIONAL PADDLESPORTS CONFERENCE
SEPTEMBER 27-29 AMERICANCANOE.ORG



*Love your life a little more
at visitbend.com*

Sparks Lake Near Bend, OR | photo: Tyler Roemer

Registration is open!

For schedule details, special events, transportation, lodging details,
and more please visit

www.americancanoe.org/NPC

The Whitewater Symposium will also take place in Bend, OR as part
of the National Paddlesports Conference. Find more information,
[here](#).

WHITEWATER SYMPOSIUM



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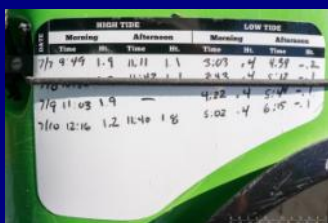
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SEI RESOURCES

Something new in
the ACA eStore!
Kayak Deck Slates



Kayak deck slates are two vinyl stickers that are positioned just ahead of your cockpit which provide a good writing surface for notes using a grease pencil. Paddlers on tidal waters can keep track of daily highs/lows on the left slate while the right one makes a perfect location to track navigation or weather or if you are teaching, student names, notes or a rough lesson plan.

[Get yours today!](#)

Kokatat Instructor of the Month September— Ty Atwater of Corvallis, OR

The ACA is proud to announce the September Kokatat Instructor of the Month—Ty Atwater from Corvallis, Oregon! Ty is an ACA Swiftwater Rescue and Whitewater Rafting Instructor— and was introduced to river rafting by his father, at the early age of 5. Ty loves rafting, especially pulling on oars. The last couple of years he has spent considerable time in canoes in the Boundary Waters of MN, and learning to kayak the local creeks of the Northwest. He has gained an

Kokatat[®]
made in arcata, ca



appreciation of non inflatable craft, but rafting still is number one in his heart. One of Ty's favorite runs is on the John Day in Oregon, the Clarno to Cottonwood section. It's remote, the weather is usually warm and dry (a rarity for Oregon!) and the scenery is breath taking. A close second is the Breitenbush river in the Oregon cascades, equally awesome scenery with some great kayaking to boot. Ty is quoted as saying, "Once I started guiding for my college outdoor program I was hooked on teaching and sharing my love of water sports. After a short stint as a fisheries tech in Washington state I had to get back to working with college students. I took and ACA Swiftwater rescue and Raft guide instructor course and the rest is history." We asked Ty about one of his favorite paddling memories, and he said, "I once bet a friend that he couldn't body surf in a hole for ten seconds, of course he was successful and we had to pay up on the bet of a gallon of sherbet ice cream. We had no way to keep it frozen and ended up eating it all in the parking lot of the store split 6 ways. To this day I can't eat Orange Sherbet."

To read more about our past instructors of the month, or to nominate a great instructor, please see the [ACA website](#).



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New ACA Liability Waivers!



Along with the usual membership renewal options, the ACA Waiver & Release of Liability form now allows for new or renewing members to indicate their choice of Rapid Media Magazine subscriptions. Starting in January 2014, the old 2012 ACA Waivers will no longer be accepted by the ACA National Office.

Paper waivers not for you? Try our new online waivers!



The Recreational Boating Instructor Network: Your Resource for Boating Safety

Imagine you're planning your next boating safety course and are working to gather resources to share in the course: you go to site A for life jacket information, you go to site B for navigation rules information, and then you go to site C for information regarding boating under the influence. The National Safe Boating Council, an ACA partner, has compiled all of this important boating safety information on just one site – the Recreational Boating Safety Instructor Network [www.BoatingInstructorNetwork.com], or the RBS In-Network. The forum is intended to provide products and resources used in both formal and informal boating safety programs.

“Our goal is to give instructors the tools to become better-informed and effective instructors teaching the full myriad of boating safety topics both in the classroom and on the water,” said Virgil Chambers, executive director of the National Safe Boating Council. “We believe the site and its networking opportunities will provide leadership and guidance to new and novice instructors who wish to grow in the field of boating safety education and training.”

In partnership with Walsh Marine Products, a manufacturer of navigational aids for inland waterways, along with input from boating safety partners, the National Safe Boating Council's RBS In-Network provides a place where agencies, organizations and companies can connect with experts to conduct programs to fulfill training needs. The RBS In-Network connects instructors to course providers and credentialing opportunities in recreational boating safety professional programs.

“Walsh Marine Products is excited to be a part of this new venture with the NSBC through the Boating Instructor Network,” remarked Vice President Ken Ullman at Walsh Marine Products. “When Virgil came to me with the concept, there was no hesitation: we wanted to be a part of this product. We feel this opportunity will open new avenues of exposure for our company in a partnership that will grow and expand with the new website.”

The RBS In-Network allows professionals to use, download and gather information without registering for the forum. If instructors are looking for more feedback and discussion, there is a registered users section that gives instructors the opportunity to post relevant and timely information, helping to create interaction among the boating community. Have suggestions? There's a feature on the site that allows users to post comments and suggestions to help improve the RBS In-Network. To learn more about the RBS In-Network and to begin using this valuable resource, visit BoatingInstructorNetwork.com.



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SEI UPDATE

2013

Instructor Audit

The annual instructor audit has been completed. If your ACA instructor certification expires this year on 12/31/2013, the SEI Department will be contacting you in regards to your reported teaching credits, instructor update, and general ACA membership expiration. If you have questions regarding your certification, please contact the SEI Department at sei@americancanoe.org



Upcoming International Events

This section of the Journal of Paddlesport Education will bring to you outreach events that include conferences, festivals, symposiums and more. Check out these great events that may be in your area and consider attending. For more events check out the [ACA Paddlesports Event Calendar!](#)

European National Paddlesports Conference

- Dates: October 4-6, 2013
- Location: Wädenswil (close to Zurich) Switzerland
- Host: [Patrick Frehner](#) & ACA [Kanuschule Schweiz](#)
- Schedule: Now available at www.aca-europe.org
- Pre Conference - [PaddleExpo](#) & [International Whitewater Hall of Fame Ceremony](#)
- Post Conference - Level 3: Whitewater SUP IDW/ICE, Level 4: Whitewater Kayaking IDW/ICE & Update, Level 4: Whitewater Canoe IDW/ICE & Update
- Europe Division [webpage](#)



South American Paddlesports Conference

- Dates: October 18-20, 2013
- Location: Viña del Mar, Chile
- Hosts: [Rockside Expediciones](#), [Universal Kayak](#) & [Kayak Australis](#)
- Contacts: [Chris Stec](#) & [Sergio Acevedo](#)
- Schedule: TBD



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Michigan Paddle Boards Stand Up Paddle Equipment

New Member Benefit:

Discounts from
Michigan Paddle Boards

10% off accessories and
1/2 off Stand Up
Paddleboard rentals for
ACA Members .

Michigan PaddleBoards
is your stand up
paddleboarding sales,
rental and learning
center! Located near
the geographic heart of
Michigan in Clare
county, with the motto
"Twenty Lakes in
Twenty Minutes".

We are Central
Michigan's Stand Up
PaddleBoard
Dealer! Check us out at
[Michiganpaddleboards.com!](http://Michiganpaddleboards.com)

The Midwest Outdoor Experience

The Midwest Outdoor Experience has exploded into one of the largest weekend festivals in the Midwest showcasing Dayton, Ohio, as The Outdoor Adventure Capital of the Midwest! MOE festival is THE destination for outdoor enthusiasts offering something for the weekend warrior to the hard-core adventurer.



Come see the ACA Staff in Dayton, OH on October 4-5, 2013!

Get the scoop at www.outdoorx.org

ACA Instructors!

Join the ACA's Promotive.com Team!

Promotive.com is an online marketplace for outdoor industry professionals who have significant sales influence in their personal and professional communities. Thanks to ACA's knowledge and influence in the paddling community, ACA INSTRUCTORS are invited to become a member of the ACA - Promotive.com team! The ACA team has access to discounts on over 300 outdoor brands including Yakima, Big Agnes, Marmot, Old Town, Necky Kayaks, Gregory, and so many more! Benefits include:

- Up to 70% off retail prices
- Membership to the team is free
- New products and brands are added every day

Visit our team page at www.promotive.com/aca



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SEI RESOURCES

Save the Date!

Upcoming SEIC Meetings

Sept 26th, 2013

Bend, OR

*As part of the ACA
National
Paddlesports
Conference*

Feb 21st, 2014

Columbus, GA

Email

sei@americancanoe.org

for details!

SEI Department Update

Please join the ACA National Office in welcoming two new staff members!



Adam Tremper

Competition Coordinator

Adam was raised in Stafford County, VA where he ran track and field and cycled competitively. When he wasn't participating in races, he was organizing events for an outdoor activity program for high school students. He moved to Richmond in 2007 to run track for VCU and study education. While in Richmond he discovered whitewater on the James River and began kayaking and rafting with the VCU whitewater club and outdoor adventure program. After graduation he made a brief move to Buena Vista, Colorado to work as a raft guide, safety kayaker, and kayak instructor. He returned at the end of 2012 to work in the Richmond City Public School system as a teacher and track coach. Adam started with the ACA on August 28, 2013. He lives in Richmond where he continues to paddle and instruct regularly with his girlfriend Emily.



Catharine Lloyd

**Communications
Coordinator**

Catharine joined the ACA as Communications Coordinator in September 2013. Prior to relocating to Fredericksburg and joining the ACA team, she lived and worked in San Francisco for four years, first as a teacher and then as a marketing manager and copywriter. Catharine graduated from Emory University with a degree in English and Creative Writing in 2008.



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SHARE YOUR PHOTOS



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The American Canoe Association is proud to count Subaru of America among its corporate sponsors.

Subaru is the official vehicle of the ACA.

As part of Subaru's support for the association, ACA members are eligible to participate in the Subaru VIP Partners Program. VIP Partners participants can save up to \$3,300* off the manufacturer's suggested retail price (depending on model and equipment selected) on the purchase or lease of any new Subaru from participating dealers. This discount is available to all eligible ACA members. No haggling is required.

Now that's a member benefit!

In addition to providing discounts to ACA members, Subaru is partnering with *your* ACA to support the ACA's stewardship and conservation programs. When an ACA member purchases a vehicle through the VIP Partners Program, Subaru makes a contribution to support ACA's stewardship work, providing the organization with much-needed resources for protecting our nation's waterways.

To learn more about the VIP Program visit: www.americancanoe.org/VIP



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Using Self-Efficacy Theory as a Guide for Instructional Practice

By Wynn Shooter

Continued from p 1

At its core, the notion of self-efficacy is about an individual's beliefs and actions. This is clear in Bandura's definition of the construct, "Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Self-efficacy is comprehensive in the fact that it addresses cognitive, affective, and behavioral processes of the learner. It attempts to explain the process that learners undergo as they confront new challenges by accounting for judgments, evaluations, and appraisals made by the learner.

According to Bandura, (1997) learners make assessments of the ability (skill) needed to confront a given challenge and they assess whether or not they possess the ability to meet the challenge within the given context successfully. Bandura refers to this as identifying outcome expectancies and efficacy expectancies. In other words, I must believe that I possess the skills (efficacy expectancies) and that I can successfully employ those skills (outcome expectancies). Merely knowing or possessing ability is insufficient; one must also maintain the belief that he or she can successfully execute the skill in a given situation. The learner's evaluation of his or her ability to meet the challenge successfully will influence the level of effort given to the task and the willingness to persist. The self-regulation of thought, motivation, control, and affective and physiological states are all components of efficacy beliefs (Bandura, 1997; Savell, 1987).

For example, you might have spent a week working with a student who has developed a solid kayak roll in moving water, can ferry well in swift moving water, can read whitewater, and makes crisp, decisive eddy turns. However, on arrival to the first class III rapid at the end of a week-long course, the student decides to walk around the rapid. While the student had access to the skills needed to complete the task, he chose not to accept the challenge. This is a good example of how self-efficacy beliefs function. He had the skill, but did not have the belief that he could accomplish the task. Eventually such beliefs will influence one's willingness to exert effort in the task such that interest in the activity wanes.

Four Sources of Self-efficacy

Self-efficacy has gained considerable popularity and one aspect that has likely contributed to the success of this theory is its intuitive appeal. Clearly, our thoughts and beliefs influence our behavior. Bandura has explained this phenomenon and argued that by increasing a learner's self-efficacy, the learner will be more motivated, engaged, and successful. The ability to apply the theory depends on one's understanding of four sources of self-efficacy: enactive mastery experiences, vicarious experience, verbal persuasion, and physiological and affective states.



Enactive mastery experiences (also known as “performance accomplishments”) are psychological states through which a learner organizes his or her own set of beliefs regarding ability from a variety of sources. This is the most salient of four sources of self-efficacy because it provides a considerable amount of feedback for the learner. This source recognizes identifies many of the components that lead to high levels of self-efficacy. Important aspects of this source include context specific beliefs about success, failure, and performance. It considers the relevance and importance of goals, selective self-monitoring, and recognizes that each learner brings his or her own background, self-concepts, self-knowledge, and personality to the learning experience. Awareness of the later directs educators to take steps toward knowing and understanding the learner.

Past failure or success influences one’s likelihood to believe that one will succeed or fail at a given task. It is important to note that performance alone is insufficient because learners cognitively evaluate success in response to the aid they received, the unique circumstances, and their own evaluation of patterns of success and failure. Failures can undermine efficacious beliefs unless the educator handles them correctly.

The theory offers a variety of ways to overcome the negative influence of failures on self-efficacy. One way is to convince learners that they are succeeding. This will support *selective self-monitoring* which occurs when the learner’s beliefs of personal self-efficacy are noticed and remembered over non-efficacious beliefs. Do not confuse selective self-monitoring with lying to students about their progress, instead focus on reminding them of their successes. Providing appropriate *attainment trajectories* is another way to overcome the negative influence of failures by convincing learners of the difficulty of a task and providing realistic goals. This is an effort to communicate the importance of perseverance. Likewise, successes that come too easily are not beneficial because they create expectations of realizing results with ease, then, when trouble and difficulty arise, the learner is easily discouraged. The educator can overcome this by showing comparable others struggling with the task. This is a form of *vicarious experiences*.

Modeling success is an effective means of promoting self-efficacy because people judge their abilities by comparing themselves to individuals that they believe are like themselves. Understanding this aspect of the phenomenon directs educators to use the success of other participants to convince the learner of the possibility of success. Techniques to promote positive vicarious experiences include imagery, which more specifically, could include the use of visualization techniques or filming the learner enacting various steps of a desired skill and reviewing those, pointing out each specific success.

The third source of self-efficacy, *verbal persuasion*, is simply encouraging the learner. This practice further supports efficacious beliefs. Saying to a learner, “good job” or “nice work” does not qualify as verbal persuasion. Instead, the educator should give specific feedback and encouragement. Examples include statements like, “good, you are holding the paddle properly” or “your forward stroke is well executed because you are keeping the paddle vertical and pulling the boat forward rather than pushing the water with the paddle.” Another important component of verbal persuasion is that the learner must perceive the provider of the encouragement to be a credible source. A final way to provide verbal persuasion is to remind the learner of previous success.



The fourth and final source recognizes the influence of *physiological and affective states* (a.k.a. *emotional arousal*). If a learner is discouraged, frustrated, or dejected, then he or she will be distracted and less likely to succeed. The educator can attempt to account for this by capitalizing on the novelty of the experience, remaining upbeat and positive, using humor, and fondly remembering past success.

From task specific to generalized self-efficacy

Self-efficacy theory guides instructional practice by explaining human behavior related to motivation, self-regulation, success, and the accomplishment of tasks. Instructors are encouraged to focus on task-specific and sequential student achievements, in hopes of generalizing from mastery of specific tasks to broader and more complex outcomes. Such outcomes may be specific to a particular ACA course, but instructors may also be interested in the transfer of learning actions that are useful in the daily lives of participants. For example, challenges that students overcome during outdoor education experiences may help them take more calculated risks, plan more effectively, work more effectively as members of teams, or become better decision makers in their personal and professional lives.

Self-efficacy researchers have actively pursued the notion of self-efficacy generalizing from a specific task to a broader and complex set of outcomes. Wise (1999) conducted a study that provides a good example of how task-specific self-efficacy can transfer to similar tasks. Wise tested participants' abilities to transfer task-specific self-efficacy across Participants were involved in rehabilitation following severe spinal cord injuries. The participants needed to learn a number of activities of daily-living skills related to their disability. To assist them in developing these skills, Wise designed a six-lesson curriculum that utilized a weight-training program. Throughout the weight-training program, the researcher provided verbal persuasions that supported the participants' beliefs about their own abilities to transfer lifting weights to accomplishing daily tasks at home. For the experimental group, Wise added messages designed to facilitate transfer of the self-efficacy from the weight room to the activities of daily living that participants needed in their home environments. For example, while a participant was curling an 8-pound dumbbell Wise reminded that participant that the dumbbell weighed the same as a gallon of milk. The implementation of these enactive mastery experiences facilitated the generalization of self-efficacy more for those in the experimental group than for those in the control group.

As Wise demonstrated, educators can teach skills in ways that facilitate transfer of the skills to new contexts. It is important to remember, however, that the foundation for generalized self-efficacy was the performance accomplishments that occurred during individual learning encounters involving the instructor and the student. In the absence of successful performance accomplishments during these individual lessons and encounters, positive efficacy and outcome expectations may not have occurred and may not have generalized to the home environment. Given successful performance accomplishments, long-term results may naturally follow from repeated short-term successes. Such results may be enhanced through specific verbal messages aimed at generalizing self-efficacy. Essentially, effectiveness lies in the collection of successful, individual lessons and the ability of the instructor to frame such encounters in ways that lead to efficacious, transferable beliefs of learners.



Conclusion

Self-efficacy theory is useful in guiding educational design and instructional practice because it offers several specific explanations of how our beliefs about our ability to accomplish a task influence the effort we expend and ultimately our level of success. In order to apply self-efficacy theory to instructional design and teaching outdoor skills, one should first identify the specific desired *outcomes* and then consider how to instill the *beliefs* within students that they can accomplish these outcomes. In the case of teaching outdoor skills, instructors should provide a clear and realistic picture of desired outcomes by assisting each student to gain an understanding of how to set goals for her or his own individual success. With realistic, individualized goals established, an educator can then support skill acquisition by utilizing Bandura's four sources of self-efficacy, which have been outlined within the brief review of the theory provided above. Transfer of the skills can be supported by using language that assists the students in making connections between the tasks in which they are succeeding and similar tasks that they will undertake in their daily lives.

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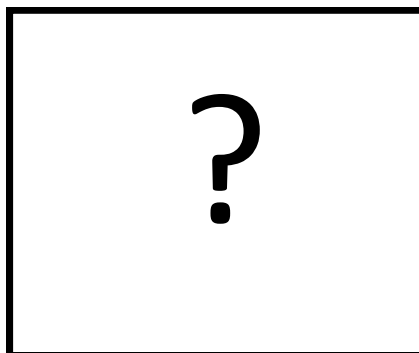
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