

**21<sup>st</sup> Biennial Conference of ISCPES - Panel Session**  
**(16<sup>th</sup> December 2021) (Time: 5:30pm-6:30pm; Indian Standard Time) ([Web Link xxx](#))**

### **Rethinking the Ontology and Epistemology of Game-Based Approaches (GBAs)**

*Naoki Suzuki*  
*Tokyo Gakugei University, Japan*

2022 will mark 40 years since Bunker and Thorpe proposed the Teaching Games for Understanding (TGfU) in 1982. The underlying principles of the TGfU focus on the deep understanding of tactics and skills developed in the context of modified games. Through engagement in gameplay and discussion of questions facilitated by the teacher, the process allows students to think together about solutions to problems they experience in the game. Learning is located in games rather than teaching skills through repetitive practice outside the game. It has been called the Game-Centered Approach (GCA) or Game-Based Approach (GBA). However, in 2021, the TGfU Special Interest Group officially announced that it would unify these two approaches into the Game-Based Approach.

GBA is becoming a common approach to teaching worldwide, but there is still some confusion about it. It seems to be caused by the lack of learning outcomes and their authentic assessment concerning learning contents for teaching and coaching purposes. Therefore, in this panel, we would like to provide an opportunity to rethink the ontology and epistemology of GBAs.

We have invited some of the most well-known researchers in the world to share their research results with us. In the panel, we will have presentations from four leading researchers in the field of game instruction in order to have the audience understand GBAs, essentially contemplate their use, and have a specific direction for their use. Dr. Naoki Suzuki is working on the study of learning assessment in games. He will provide an overview of GBA actual teaching. He will also talk about learning outcomes and assessment for GBAs. It should be assumptions so that the audience can understand what a Game-Based Approach is and think the ontology and epistemology of GBAs. With that in mind, we will examine the epistemology and ontology of GBA, focusing on the context in which the various derivative approaches to teaching GBAs have emerged. Prof Richard Light is a leading researcher on Game Sense, one of the GBAs. He will present what makes Game Sense different from other Approaches and why such an Approach was created. Dr. Steve Mitchell is also a leading researcher of the Tactical Games Model, one of the GBAs. He will talk about why TGM was created in the U.S. and how such an Approach was constructed. We want to provide an opportunity to think about the ontology and epistemology of GBA using these two presentations as clues. Dr. Ashley Casey is working on the study of the Professional Development of teachers. He will present his research findings on the role of teachers and coaches and their professional development needed to utilize GBAs in physical education. He will also address the ontology and epistemology of GBA for teachers and coaches in the context of it.

- 1 Actual Teaching and Assessment in Game Units
- 2 Game-Based Approaches: the Adaptations in the USA
- 3 Game Sense as the GBAs
- 4 Professional Development for Teachers to Incorporate the GBAs

Through these presentations, the purpose of this panel is to think about how games should be taught in physical education in the coming era and provide a direction for this.

**Keywords:**

*Game-Based Approach (GBA); Teaching; Assessment; Professional Development*

## Invited panel session speakers (16<sup>th</sup> December 2021)

### 1. Naoki Suzuki (Session Chair)



Dr. Naoki Suzuki is currently Associate Professor of Tokyo Gakugei University in Tokyo (Japan). He completed my Ph.D. in 2007 looking at the PE assessment at Tokyo Gakugei University in Japan. He has an interest in teaching and researching about Physical Education and Teacher Training. He used to be an elementary school teacher. He had taught elementary school students for 9 years. Then, he transferred to professor job in 2004. He is challenging to incorporate the ICT into PE based on my previous researches. He developed the distance learning and application for PE. I positively implemented them on games curriculum. He was a chair of the Executive Committee of the 6th International Game Sense Conference. He has successfully managed it (<https://nmy-252612treebell.wixsite.com/gamesense>) in Japan. The number of participants reached a record in the past 5 conferences. At this conference, he made a platform for sharing information related to not only “Game Sense” but also a wide range of Game-Based Approaches for teachers, researchers, coaches and other practitioners. He contributed to the integration and development of a derivative teaching approach that was born based on TGfU. Still now, he is trying to broaden the concepts of Game-Based Approaches. Then, he is organizing the seminar and lectures for Game-Based approaches in Japan.

### 2. Richard Light



Dr. Richard Light is Professor Emeritus at The University of Canterbury, New Zealand. An Australian citizen, he has returned to Australia where he works part time at The University of Sydney. He has lived and worked in Universities in Japan, France, the UK and Australia and New Zealand and is a leading international figure in the development of physical education and sport pedagogy with a focus on learner-centred, inquiry-based pedagogy. He regularly delivers keynote addresses and invited presentations, and conducts workshops across Asia, including Japan, Hong Kong, Korea, China, Singapore, Macau, and Taiwan. He speaks Japanese, has a working understanding of Asian cultures and approaches to education and is one of the few academics to conduct research on, and write about, the adaptation of contemporary approaches to Asian cultures.

### 3. Steve Mitchell



Dr. Steve Mitchell has been at Kent State University in Ohio since 1992. He is the Associate Dean for Administrative Affairs and Graduate Education in the College of Education, Health and Human Services, and a Professor in Physical Education Teacher Education. Steve holds a PhD from Syracuse University, and Bachelor’s and Master’s degrees from Loughborough University in England. He has authored numerous articles and book chapters related to standards-based teaching in Physical Education, and has co-authored four textbooks, including two related to teaching games for understanding within public school physical education, with one now into its fourth edition. Steve is a past-president of the Ohio Association for Health, Physical Education, Recreation & Dance (OAHPERD), a role in which he fronted advocacy efforts that led to a mandatory standards-based Physical Education assessment system in the state of Ohio. More recently, Steve has been a member of the SHAPE America Board of Directors and a member of the Board of Examiners of the Council for the Accreditation of Educator Preparation (CAEP).

### 4. Ashley Casey



Dr. Ash Casey is a senior lecturer (associate professor) in Physical Education Pedagogy. He is an expert in Models-based Practice, teacher professional development and technology use in physical education and leads the teacher education course in physical education at Loughborough University. Dr. Casey is a leading proponent of social media and can be found on Twitter as @DrAshCasey. The author of five books and numerous peer reviewed articles, Dr. Casey is currently leading on the development of a new book Series, “The Routledge Series on Sport Pedagogy” which aims to bring research to teachers and other practitioners in a readily usable form.