

# Game-Based Approaches: Commonalities and Differences

## Adaptations for the non-games specialist

Presented by

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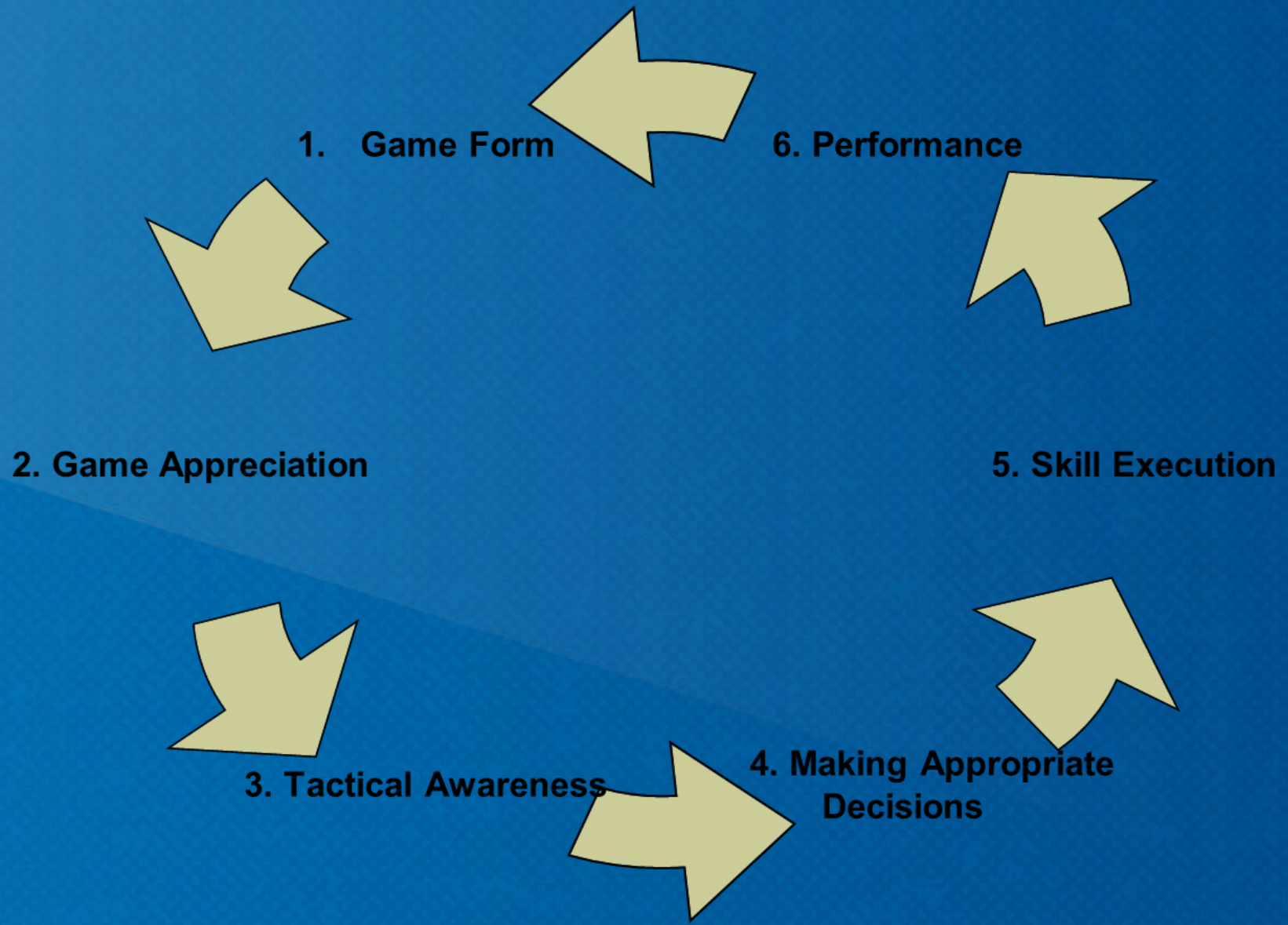
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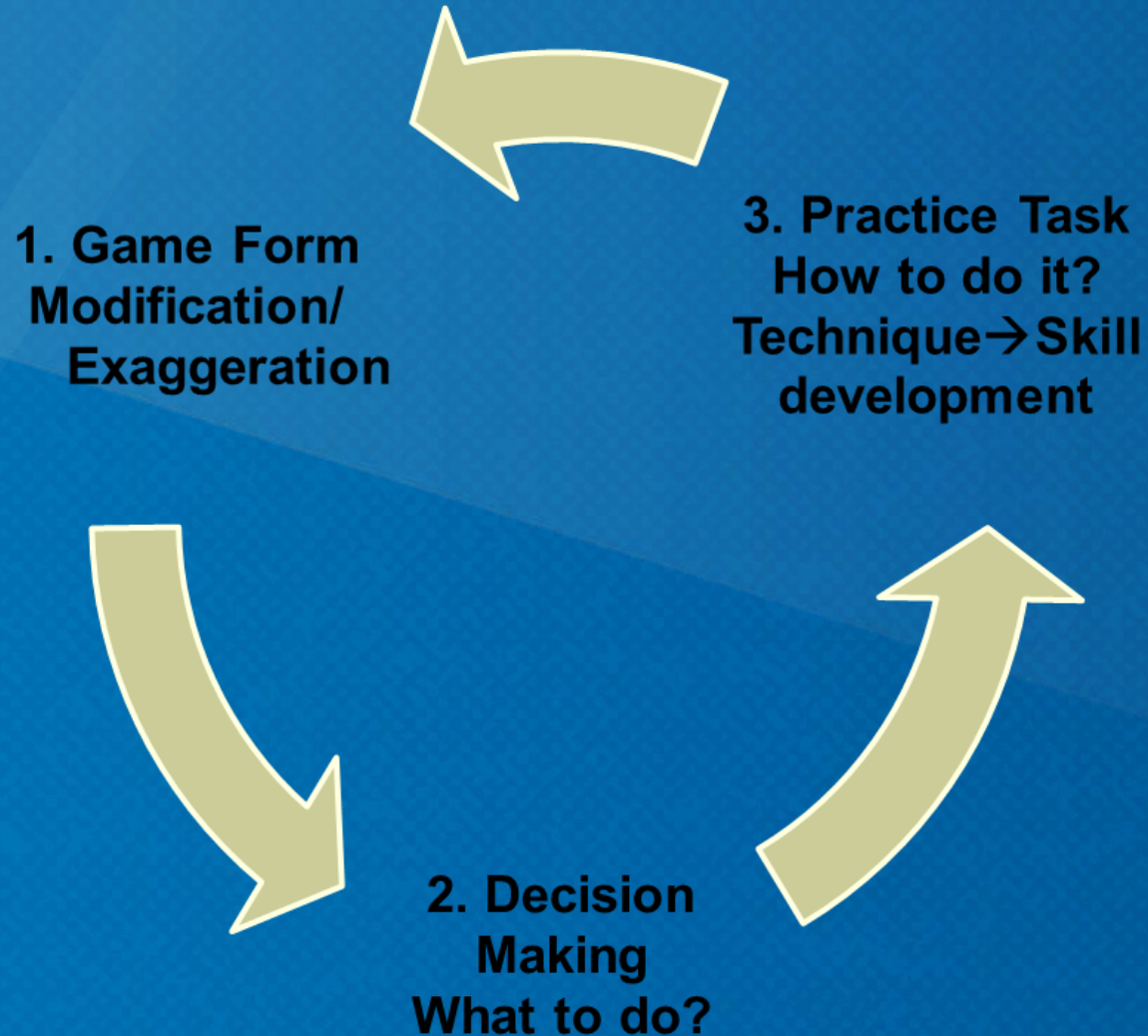


# The Original GBA: TGfU (Bunker & Thorpe, 1982)





# Tactical Games Approach/Model: A simplified visual and a more structured approach



Mitchell, Oslin &  
Griffin, 1994-2021



# Rationale for Increased Structure (1)

1. Recognition that the teacher is an “architect of task design” (Oslin).
2. Game conditions present problems to solve and create predictable outcomes which can be planned for and used to guide the lesson.
3. Enables pre-planning of questions to ask, rather than waiting for students to ask questions.
4. Student thinking is guaranteed because questions are planned.
5. Facilitates effective use of class time.



# Rationale for Increased Structure (2)

6. Pre-planning was helpful for teachers who are not games “specialists”.
7. Enables more effective longer-term curriculum planning:
  - Tactical Frameworks to help identify scope of content for instruction.
  - Levels of Tactical/Game Complexity to help plan sequence of content.
8. Emphasis on Transfer of understanding between games.

# BUT.....

- Our contention has always been that variations on TGfU are more similar than they are different....they are “different paths up the same mountain”
- Cross-national research



# Field Observations of Benchmarks for GBAs (Butler, 2014)

8 Teachers in USA (3), Canada (3), Australia (2)

	Not Evident (0-2)	Somewhat Evident (3-5)	Very Evident (6-8)
1. Start with modified games			X
2. Observe game play effectively			X
3. Emphasize play			X
4. Use Q&A to connect this lesson with the last			X
5. Play games that provide new challenges as well as reinforcing learning			X
6. Work in small groups			X
7. Ask effective questions			X
8. Ask learners to suggest next stages	X		
9. Highlight good practice from individuals and teams		X	
10. Conclude with competition between evenly matched teams/players			X

# Summary of Findings

Regardless of GBA approach or TGfU variation:

- Nearly all teachers used game-based and question-driven teaching
- Constraints-based modifications were used when necessary, particularly due to time
- All teachers emphasized transfer among games
- Small group practice and game play was common among all teachers
- Some teachers combined curriculum models, especially TGfU and Sport Education





**Thank You!**