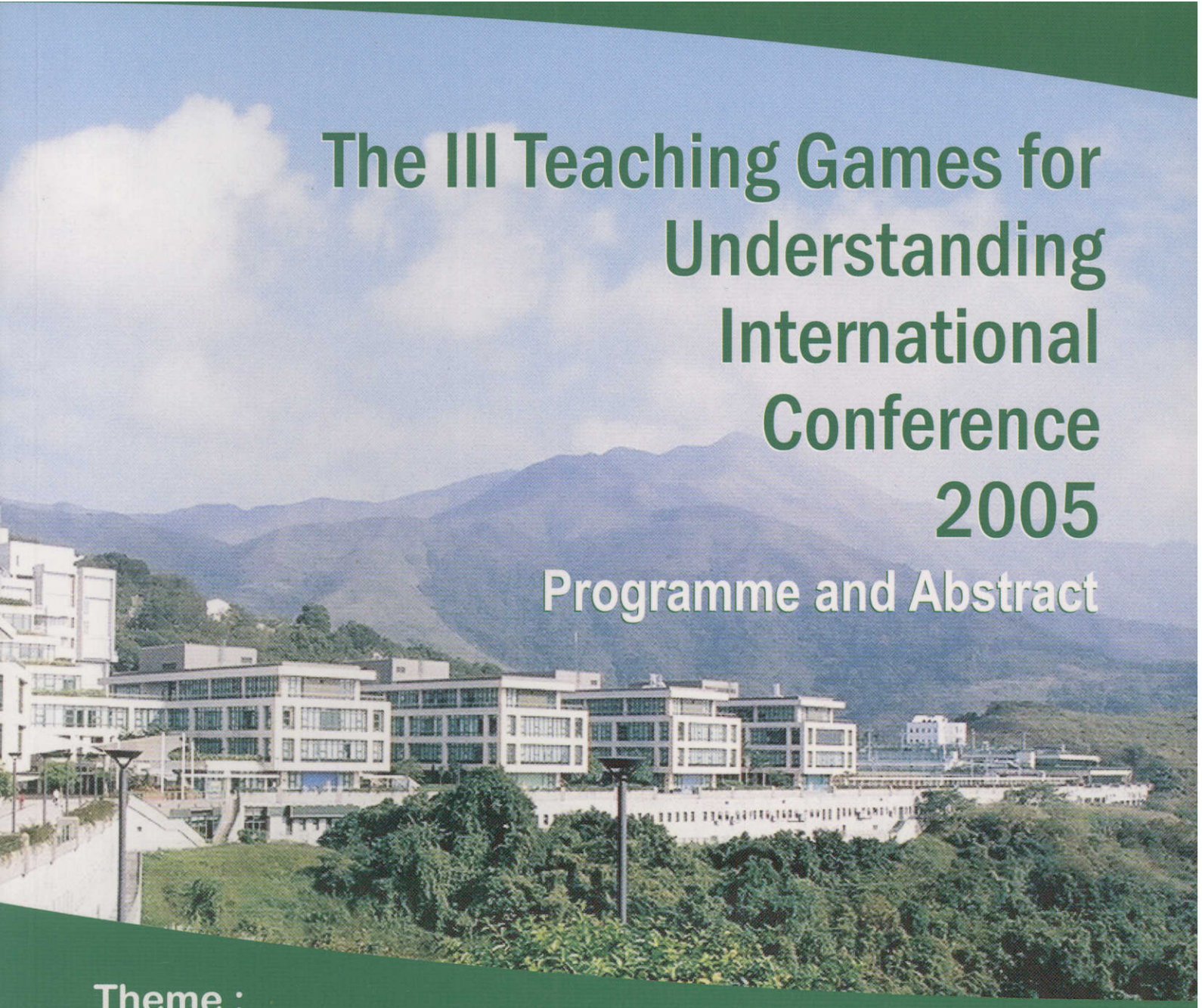
The III Teaching Games for Understanding International Conference 2005

Programme and Abstract



Theme :
A Global Perspective of Physical Education and Sports

Date :
14 – 17 December, 2005

Venue :
The Hong Kong Institute of Education
10 Lo Ping Road, Tai Po, New Territories, Hong Kong, China

Organized by
Department of Creative Arts & Physical Education (PE Division)
The Hong Kong Institute of Education

The Hong Kong Institute of Education 香港教育學院

Endorsed by
Association Internationale des Ecoles Superieures d'Education Physique

AIESEP

Sponsored by

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OVERVIEW

Theme

The theme is "A Global Perspective of Physical Education and Sports" and the aims are to:

- Promote the development of teaching and coaching approaches related to the TGfU concept
- Provide an avenue for researchers, teachers and coaches who are interested in this concept to share their ideas, knowledge and teaching approaches.

COMMITTEES

Conference Organiser

Department of Creative Arts & Physical Education, Physical Education Division, The Hong Kong Institute of Education (CAPE, HKIEd)

Organising Committee

Advisor

- Prof. MORRIS Paul, President, HKIEd

Consultants

- Prof. LUK Hung Kay, Bernard
  Vice President (Academic), HKIEd
- Prof. MOORE Phillip
  Associate Vice President, Curriculum and Quality Assurance, HKIEd
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- LAI Ming Hoi, Victor
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- Mrs. WONG-CHEUNG Mei Yee, Liddy
- Ms. MA Chor Yan, Carol
- Ms. WONG Yee Ling
- Ms. CHEN Wing Ping, Ruby

HKIEd Students

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- LI Kam Ha
- TSOI Kam Lun
- WAI Hiu Fai, Arnold
- WU Ho Chuen
- YU Yuk Lan
- YUM Wai Kwan

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- Ms. LI Yanan
- LIN Fu Po, Violette, PhD
- Mr. SHI Guocai
- Ms. WONG Kit-Yee, Joey
- Ms. WONG Lai Wa, Sandra
- Ms. WONG Yee Ling

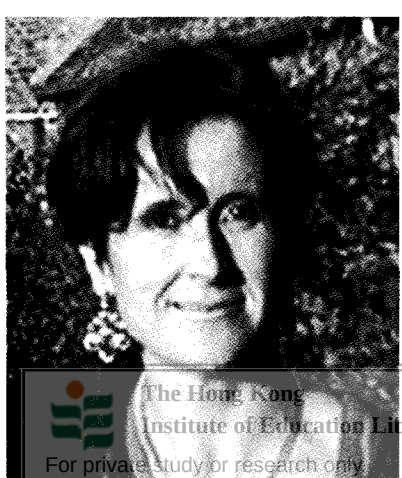
KEYNOTE SPEAKERS

MITCHELL, Steve
Kent State University, Ohio, USA

Steve Mitchell is a Professor of Sport Pedagogy in the School of Exercise, Leisure and Sport at Kent State University, in Ohio USA. He is in his fourteenth year, having previously completed Doctoral work at Syracuse University, and Masters and Bachelors degrees at Loughborough University, England. With colleagues Judy Oslin and Linda Griffin, Steve has authored numerous articles and book chapters related to tactical games teaching. The trio has also co-authored three textbooks including the soon to be released Sport Concepts and Skills for Secondary Physical Education: A Tactical Games Approach. Steve has been married to Carolyn for 21 years and they have two wonderful children, Katie (age 14) and Matthew (age 10), both enthusiastic games players. For fun Steve plays and coaches soccer and tennis (both quite well), golf (quite badly), and runs/skis with his dog, an 85 pound golden retriever, Krinkle.

RICHARD, Light
University of Sydney, Australia Richard

Light has a strong research profile in sport and physical education pedagogy and sport sociology. He is also well known in Asia through his work on the cultural and social dimensions of sport in Japan writing on sports from rugby and soccer to sumo. Over the past few years he has also emerged as a prominent international figure writing and researching on TGfU. He is member of the TGfU International Task Force within AIESEP and convened the Second International Conference: Teaching Sport and Physical Education for Understanding in Melbourne in December 2003 attracting over 250 delegates from 19 different countries. He is Section Editor, Pedagogy, for the Asian Journal of Exercise and Sport Science and sits on the review board for International Sports Studies, Physical Education and Sport Pedagogy and Evidence-based Research. His familiarity with Asian cultures and innovative research on TGfU provides excellent credentials as a key-note speaker for the first TGfU conference in Asia.



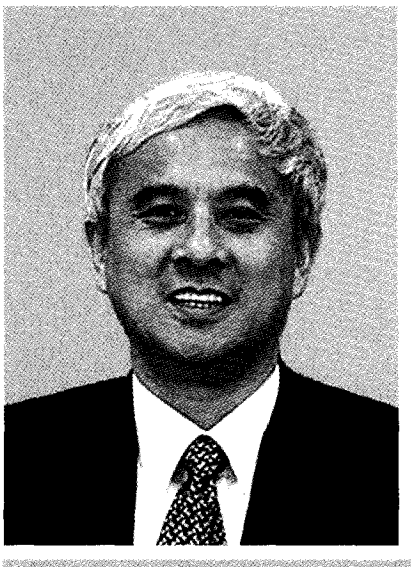
WALLIAN, Nathalie
University of Franche Comté, France

Nathalie Wallian is an associate professor at the University of Franche Comte, France. She has been an elementary teacher and PE teacher at the International College of Strasbourg, and finally in charge of PE teacher education at Besann Department of Physical Education. Currently, she teaches educational sciences, swimming and research methodology in PE. She is also responsible for the new master degree of Sport, language and intervention. Her research interest is on language interaction within the teaching/ learning system, where she develops a semioconstructivist approach focusing on student-centered teaching.

INVITED SPEAKERS

THORPE, Roderick
Former Director of Sports Development, Loughborough University, UK

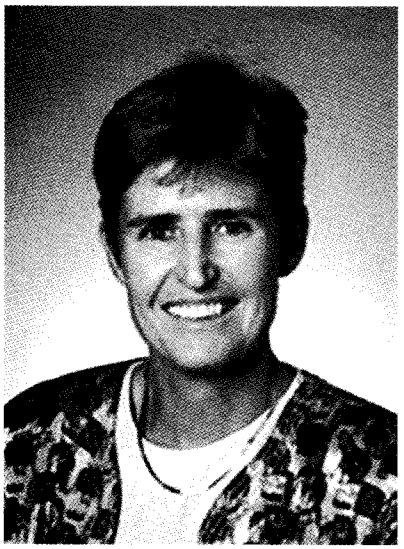
Roderick Thorpe has served Loughborough University sport for 33 years firstly in the PE, Sports Science and Recreation Management Department as a lecturer in Sports Psychology and Coaching Studies, and since 1997 as the Director of the Sports Development Centre. He coached Rugby at Loughborough for over 10 years and has been involved with Tennis coaching and development for 27 years. He is a coach, author and lecturer of international renown, particularly in methods of teaching and coaching games. He was one of the first National Coaching Foundation tutors and was integral in the development of the East Midlands Regional Coaching Centre at Loughborough University, as well as the recent evolution of Loughborough's reputation for sport and sports development. Rod Thorpe is currently central in the development of the English Institute of Sport and the contribution of the Loughborough University site to this innovation for the future of UK sport. In 1997 his contribution to sport internationally, and particularly to developments in coaching, was recognised through the International Olympic Committee Award for 'Services to Sport' presented by Juan Antonio Samaranch.



FU, Frank H
Hong Kong Baptist University, Hong Kong SAR

Frank H Fu received his primary and secondary education in Hong Kong and then obtained his Bachelor, Master and Doctorate degrees in the US. He has worked in Ottawa YM-YWCA, University of Ottawa, Springfield College, the Chinese University of Hong Kong and has been at Hong Kong Baptist University since 1992. He is presently the Associate Vice President, Dean of the Faculty of Social Sciences and Chair Professor in Physical Education and Sports Science. Professor Fu has published over 100 journal articles and over 20 books and monographs. He has travelled extensively and presented in many countries. He has also provided leadership in several professional associations such as President of Hong Kong Association of Sports Medicine and Sports Sciences, Council Chairman of Hong Kong Post-secondary Colleges Athletic Association, Director of Hong Kong Olympic Academy, and President of the Society of Chinese Scholars on Exercise Physiology and Fitness.

INVITED SPEAKERS

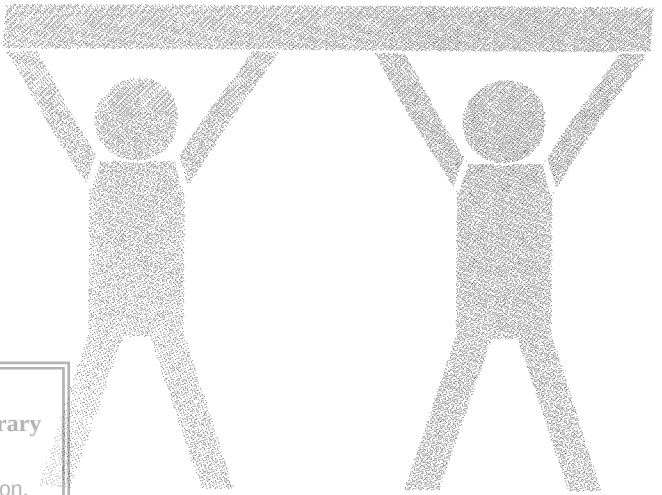


BUTLER, Joy
University of British Columbia, Canada

Joy Butler, EdD, is an assistant professor in the Curriculum Studies Department at University of British Columbia, Canada. She has taught the TGfU approach as a high school physical educator in England from 1984 to 1989, where as department chair she developed a physical education curriculum based on the constructivist principles. In 1993, she received her EdD in curriculum and teaching from Boston University, where she previously received her MEd in human movement. In 2003, Butler coauthored a chapter to Teaching Games for Understanding in Physical Education and Sport: An International Perspective. This included an historical context, defined the positive aspects of TGfU, and questioned the merits and demerits of the tactical and technical debate. Butler is also a member of AIESEP and AAHPERD.

JOHNS, David
Chinese University of Hong Kong, Hong Kong SAR

Previously a Professor of Physical Education, at the University of Manitoba, Winnipeg, Canada, is presently professor and Chairman of the Department of Sport Science and Physical Education at CUHK. He has served in a wide range of teaching positions at all levels of education commencing as a primary school teacher and for the last 35 years has taught at universities in United Kingdom, Canada, Australia and Hong Kong. In addition to teaching, he has been involved in a wide range of experiences in sport and physical activity including being named Assistant Olympic Coach to the Canadian Men's Gymnastic Team and in the capacity of a sport consultant to athletes on international teams in a several Olympic sports. Currently, teaching and research is related to critical sociology of physical education, curriculum policy and practice, and the factors that influence physical activity and health practices in school-aged children. He has published over 70 articles in various seminal journals in the field of sport and physical education.



GENERAL INFORMATION

Admission and Participation

Conference badges are issued to all conference participants at the conference registration desks. Participants are advised to wear the badge at all times during the conference. The conference badge is the admission pass to all the functions and events of the conference, except for the conference banquet which requires a coupon to be issued at registration to participants who have signed up in advance.

Secretariat

The Office which handles general enquires from conference participants is located at Room 08, Lower Podium of Block D1 (D1-LP/08). The office hours are from 8:30am to 5:30pm during the conference and the telephone number is (852) 2948-8063. Conference participants can receive urgent faxes at (852) 2948-8065 during and after office hours. The faxed message will be sealed and posted on a message board outside the Conference Office for collection.

Conference Communication

A message board for communication among conference participants is set up outside the Secretary Office at Room 08, Lower Podium of Block D1 (D1-LP/08). When necessary, official messages and updated information for conference participants will also be posted on board; participants are advised to occasionally check the board for this purpose.

E-mail Communication

Personal computers are reserved in Room 08, Lower Podium of Block D1 (D1-LP/08) for conference participants during the conference. Participants may use the facilities for sending and receiving e-mail messages; student computer consultants will be on duty to provide technical support. The office hours are from 9:00am to 4:30pm during the conference.

Telephones

Public telephones are available at various points in the conference site. All these phones accept coins, credit cards or local phone cards, which can be purchased at the convenience shop on campus located next to the Student Canteen at Block C. The phone cards, in the amount of HK$100 or HK$200, is needed for making IDD calls.

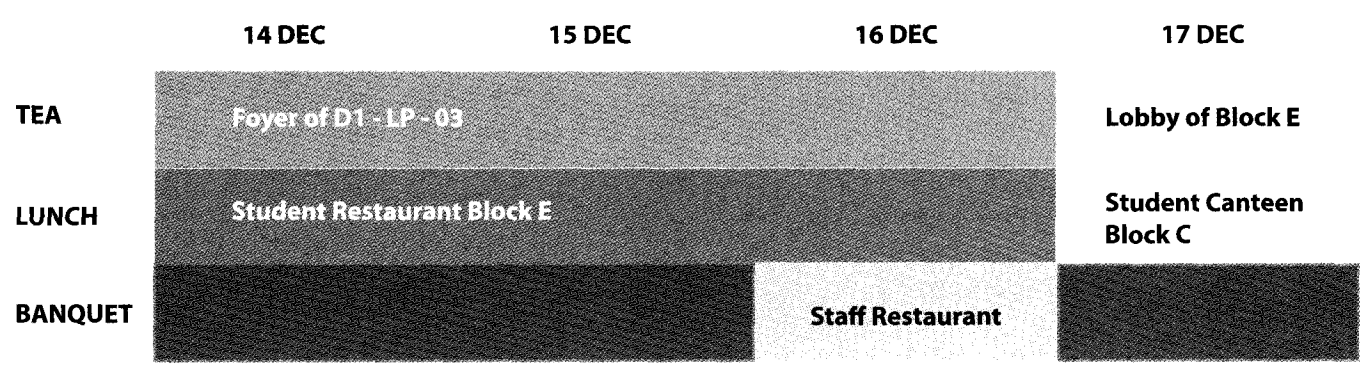
Preview of Presentation Materials

Conference participants can preview their presentation materials in Room 08, Lower Podium of Block D1 (D1-LP/08) from 9:00am to 4:30pm during the conference.

Medical Services

The Health Centre is located on the first floor of Block A. The office hours are 8:00am to 1:00pm in the morning and 2:00pm to 6:00pm in the afternoon. Consultation is by appointment only and will be charged at HK$135 per consultation plus three-day medication.

Luncheon and Tea/Coffee Breaks



Farewell Banquet and Performance

The Farewell Banquet and Performance will be held at the Amenities & Sports Complex (Block E) Staff Restaurant on 16 December 2005 from 6pm to 8pm. There will be Chinese Culture Performance including Dance, Tai Chi Performance, and Chinese musical instrument performance.

PROGRAMME

Conference Schedule

	13 Dec Tuesday	14 Dec Wednesday	15 Dec Thursday	16 Dec Friday	17 Dec Saturday
08:00		08:00-09:00 Registration	08:30-09:00 Registration	08:30-09:00 Registration	08:30-09:00 Registration
09:00		09:00-09:30 Opening Ceremony 09:30-10:20 Keynote Address Speaker: MITCHELL, Steve	09:00-09:50 Keynote Address Speaker: LIGHT, Richard	09:00-09:50 Keynote Address Speaker: WALLIAN, Nathalie	09:00-09:40 Invited Speaker
10:00			10:00-10:30 Tea Break	10:00-10:30 Tea Break	09:45-10:45 Practical Workshop 4: The Framework of Teaching Soccer for Secondary School Students- The TGfU Approach
11:00		10:30-11:00 Tea Break 11:00-12:30 Free Communication Papers 1-1 & 1-2	10:30-11:30 Free Communication Papers 2-1 & 2-2 11:30-12:30 Poster Session (PS01-17)	10:30-12:30 Free Communication Papers 3-1 & 3-2	10:45-11:15 Tea Break 11:15-13:15 Practical Workshop 5: Learning to read – learning to play: An assessment process to teach the interdependence of skill performance and tactical understanding Practical Workshop 6: Inventing Games / Creating Games / Games making?
12:00					
13:00		12:30-14:00 Lunch	12:30-14:00 Lunch	12:30-14:00 Lunch	13:15-13:30 Closing Ceremony 13:30-14:30 Lunch
14:00	14:00-18:00 Registration & Testing of Presentation Materials	14:00-14:40 Invited Speaker 14:45-16:00 Symposium 1: Tactical Approach in Team Sport in France	14:00-14:40 Invited Speaker 14:45-16:00 Symposium 2: The Progress of TGfU Implementation in Taiwan	14:00-14:40 Invited Speaker 14:45-16:00 Symposium 3: The Teaching Games for Understanding: 10 years in Hong Kong	
15:00					
16:00					
17:00		16:15-17:15 Practical Workshop 1: A Tactical Framework for Teaching and Learning Cricket	16:15-17:15 Practical Workshop 2: Teaching Attack & Defence in Team Games: A TGfU Approach	16:15-17:15 Practical Workshop 3: Constructing Knowledge and Meaning by using Small-sided and Modified Games for off the ball skills in Soccer	
18:00					
19:00				18:00-20:00 Farewell Banquet & Performance	
20:00					

CONFERENCE PROGRAMME

Registration Day (Tuesday, 13 December 2005)

14:00 - 18:00	Registration and Testing of Presentation Materials	Venue: D1 - LP - 08

Day 1 (Wednesday, 14 December 2005)

08:00 - 09:00	Registration	Venue: D1 - LP - 02

09:00 - 09:30	Opening Ceremony	Venue: D1 - LP - 02
	Welcome Remarks	Dr. LIU Yuk-Kwong Raymond, Chairman of Organizing Committee
	Opening Address	Professor MORRIS Paul, President of HKIEd
	Address	Dr. BUTLER, Joy, Convenor, TGfU Task Force
	Souvenir Presentation	Souvenir Presentation
	Performance	Lion Dance by Ha Kwok-Cheung Lion Dance Team (Hong Kong Tourism Board)

09:30 - 10:20	Keynote Address	Venue: D1 - LP - 02
	Presider	BUTLER, Joy The University of British Columbia, Canada
	Speaker	MITCHELL, Steve Kent State University, Ohio, USA
	K1	Different Paths up the Same Mountain: Global Perspectives on TGfU

10:30 - 11:00	Tea Break	Venue: Foyer of D1 - LP - 03

11:00 - 12:30	Free Communication Papers 1-1	Venue: D1 - LP - 02
	Presider	LIGHT, Richard University of Sydney, Australia.
	PRESENTERS	
	FCP1-1a	The Situated Nature of Learning to Teach: TGfU Teacher Development in Singapore and Australia
		LIGHT, Richard University of Sydney, Australia
		TAN, Steven Nanyang Technological University, Singapore
	FCP1-1b	Implementing the Model Faithfully: Examining An Exemplar Tactical Games Teacher
		EVERITT, Amy L Salem State College, MA, USA
		SWEENEY, Michele M Salem State College, MA, USA
		GRIFFIN Linda L. University of Massachusetts/Amherst, USA

FCP1-1c	Relationship Between the Knowledge of Tactical Performances on Hand-tennis and Fistball Games YOSHINO, Satoshi & KATSUMOTO, M College of Education, Ibaraki University, Japan
FCP1-1d	Capturing the Essence of Rugby Through Game Sense EVANS, John University of Sydney, Australia

Free Communication Papers 1-2 — **Venue: D1-LP-03**

Presider	KEH, Nyit Chin National Taiwan Normal University, Taiwan
PRESENTERS	
FCP1-2a	在職教師對理解式球類教學的認知與態度之研究 LIAO, Chih Chien & KEH, Nyit Chin National Taiwan Normal University, Taiwan
FCP1-2b	Identification of Non-specific Game Tactics in Invasion Games MEMMERT, Daniel University Heidelberg, Germany
FCP1-2c	The Co-construction of Knowledge-In-Action Between Peers: The Case Study of Acrobatics MUSARD, Mathilde; POGGI, Marie Paule; NACHON, Michael & CATY, Didier University of Franche-Comté, France
FCP1-2d	Validation of a Video-Based Game-Understanding Test in Futsal for Physical Education Classes TAKAHASHI, Atsushi; KATOU, Nobuhide; KOBAYAASHI, K & YOSHINO, Satoshi College of Education, Ibaraki University, Japan

12:30-14:00 **Lunch** — **Venue: Block E Student Restaurant**

14:00-14:40 **Invited Speaker** — **Venue: D1-LP-02**

Presider	MITCHELL, Steve Kent State University, Ohio, USA
Speaker	THORPE, Roderick Former Director of Sports Development, Loughborough University of Technology, UK Teaching Games for Understanding to Games Sense, Teaching Physical Education to Coaching Sport

14:45-16:00 **Symposium 1: Tactical Approach in Team Sport in France** **Venue: D1-LP-02**

Themes

The French physical educators will share their experience in applying the tactical approach in teaching team sport. Two main questions are discussed in the symposium: What is effectively taught in team sport and games? What do students really learn, and how they learn? Based on results of research studies, different models will be presented to help understand the internal logic of invasion games.

Presenters

Introduction to the Tactical Approach
GRÉHAIGNE, Jean Francis

Basket-ball and Debate of Ideas Setting
CHANG, Ching-Wei & NACHON, Michael

Analysis of the Attacker / Goalkeeper Duel in Soccer
CATY, Didier & GRÉHAIGNE, Jean Francis

Typical Circulation of the Ball in Soccer
GRÉHAIGNE, Jean Francis; CATY, Didier; & CHANG, Ching-Wei

Understanding and Succeeding
WALLIAN, Nathalie & MUSARD, Mathilde

16:15-17:15 **Practical Workshop 1: A Tactical Framework for Teaching and Learning Cricket** **Venue: Block E Soccer Pitch**

Themes

The workshop aims at presenting the use of three level tactical framework for teaching and learning cricket. The presenter will demonstrate how to use a question protocol to help developing game understanding. Participants solve tactical problems when practicing both offensive and defensive concepts in modified games. They are provided multiple opportunities for decision-making and associated movements within the games. Specific game rules are interwoven throughout three tactical levels.

Chairperson

TURNER, Adrian P
Bowling Green State University, USA

End of Day 1 Programme

CONFERENCE PROGRAMME

Day 2 (Thursday, 15 December 2005)

08:30-09:00 **Registration** **Venue: D1 - LP - 02**

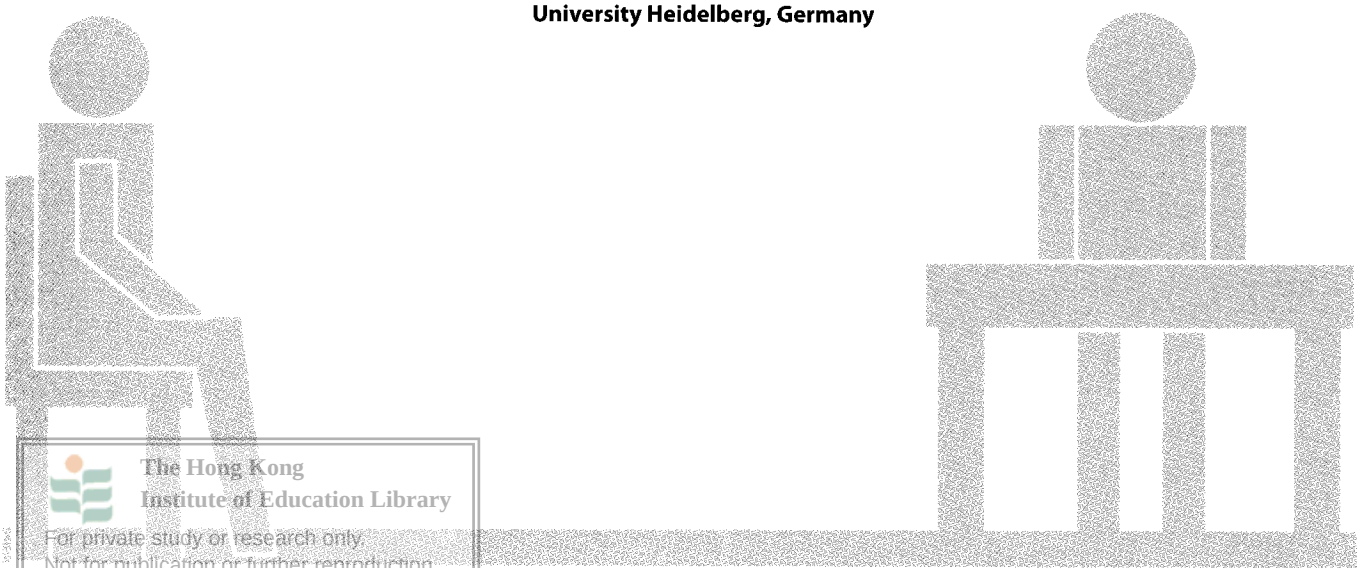
09:00 - 09:50 **Keynote Address** **Venue: D1 - LP - 02**

Presider	**GRÉHAIGNE, Jean Francis** **University of Franche-Comté, France**
Speaker	**LIGHT, Richard** **University of Sydney, Australia**
K2	**Making Sense of Learning Theory in Research on TGfU: A Critical Examination of Assumptions About Human Learning**

10:00 - 10:30 **Tea Break** **Venue: Foyer of D1 - LP - 03**

10:30 - 11:30 **Free Communication Papers 2-1** **Venue: D1 - LP - 02**

Presider	**BROOKER, Ross** **University of Tasmania, Australia**
PRESENTERS	
FCP2-1a	**Two Decades of Teaching Games for Understanding: Working towards Legitimacy** **GRIFFIN, Linda** **University of Massachusetts, USA** **BROOKER, Ross** **University of Tasmania, Australia**
FCP2-1b	**Teaching Games for Understanding (TGfU) – 10 years in Australia** **PEARSON, Phil; WEBB, Paul & MCKEEN, Kim** **University of Wollongong, Australia**
FCP2-1c	**Teaching Invasion Games: The Effects of Non-Specific and Specific Concepts on Tactical Creativity** **MEMMERT, Daniel & ROTH, Klaus** **University Heidelberg, Germany**



	Free Communication Papers 2-2	**Venue: D1 - LP - 03**
	Presider	**LIGHT, Richard** **University of Sydney, Australia**
	PRESENTERS	
	FCP2-2a	**'Teaching Games for Understanding' in An Australian elementary school teacher education program** **LIGHT, Richard & GEORGAKIS, Steve** **University of Sydney, Australia**
	FCP2-2b	**Teaching Games for Understanding in Youth Soccer: A Quantitative Analysis Using the Game Performance Assessment Instrument** **HARVEY, Stephen & WEGIS, Heidi** **Oregon State University, USA**
	FCP2-2c	**Validation of Video-Based Game-Understanding Test in Fistball** **TAKAHASHI, Tsuyoshi; NISHIZAKA, Jun; KAGEYAMA, Yasuka; TNGE, Natsuko & YOSHINO, Satoshi** **Ibaraki University, Japan**
10:30 - 11:30	**Poster Session (PS01-17)**	**Venue: Foyer of C-LP-11**
12:30-14:00	**Lunch**	**Venue: Block E Student Restaurant**
14:00-14:40	**Invited Speaker**	**Venue: D1-LP-02**
	Presider	**LIU, Yuk Kwong Raymond** **Hong Kong Institute of Education, Hong Kong SAR**
	Speaker	**FU, Frank H** **Hong Kong Baptist University, Hong Kong SAR**
	I2	**Promotion of Physical Fitness in Schools – Implications on the Chinese Culture**
14:45-16:00	**Symposium 2: The Progress of TGfU Implementation in Taiwan**	**Venue: D1-LP-02**
	Themes	**The Taiwan physical education teacher educators share their experience in promoting the TGfU approach in teaching physical education. A TGfU group was formed by the Sport Pedagogy graduate students in national Taiwan Normal University in 2000. Thesis and studies on TGfU related topic were conducted. The University also offered teacher preparation courses, workshops ad conferences for both pre-service and in-service teachers. This symposium will review and report the work of TGfU promotion by Taiwan researchers in the past years.**
	Chairperson	**KEH, Nyit Chin** **National Taiwan Normal University, Taiwan**
	Presenters	**TSAI, Tsung Da; HUANG, Chih Cheng; CHENG, Han Wu & CHUNG, Yi Chun**
16:15-17:15	**Practical Workshop 2: Teaching Attack & Defence in Team Games: A TGfU Approach**	**Venue: Block E Soccer Pitch / Sport Hall**
	Themes	**The workshop covers aspects of TGfU programme for teaching tactics associated with attack and defense in team invasion games. The presenter will demonstrate how the games facilitate the development of specific technical skill within the play /practice philosophy advocated by Alan Launder. He will also illustrate how the language of sport can be integrated into the learning process as well as concepts associated with the sport education model of motor skill instruction.**
	Chairperson	**SLADE, Dennis George** **Massey University, New Zealand**

End of Day 2 Programme

CONFERENCE PROGRAMME

Day 3 (Friday, 16 December 2005)

08:30-09:00	Registration	Venue: D1 - LP - 02

09:00 - 09:50	Keynote Address	Venue: D1 - LP - 02

Presider	KEH, Nyit Chin National Taiwan Normal University, Taiwan
Speaker	WALLIAN, Nathalie University of Franche Comté, France
K3	Assessing the Learning as an Understanding: Towards a Semioconstructivist Approach in Physical Education

10:00 - 10:30	Tea Break	Venue: Foyer of D1 - LP - 03

10:30 - 12:30	Free Communication Papers 3-1	Venue: D1 - LP - 02

Presider	LIGHT, Richard University of Sydney, Australia
PRESENTERS	
FCP3-1a	Grade 6 Primary School Children's Experiences of Sport Taught Using a Game Sense Approach in Australia CHEN, Qing & LIGHT, Richard University of Sydney, Australia
FCP3-1b	The Development of Two Secondary Physical Education Teachers in Learning to Implement of the Teaching Games for Understanding Approach in Teaching CRUZ, Alberto Hong Kong Institute of Education, Hong Kong SAR
FCP3-1c	Relationship Between the Knowledge of Tactical Performances on Basketball, Futsal and Handball Games KATOU, Nobuhide; KOBAYASHI, K; TAKAHASHI, Atsushi & YOSHINO, Satoshi Ibaraki University, Japan
FCP3-1d	Linking Teaching Games for Understanding (TGfU) and Quality Teaching (QT) PEARSON, Phil; WEBB, Paul; & MCKEEN, Kim University of Wollongong, Australia
FCP3-1e	Teaching Games for Understanding: Tae Kwon Do Junior Student's Training (Free Fight) CHEUNG, Cheuk Yin & LIU, Yuk Kwong Raymond Hong Kong Institute of Education, Hong Kong SAR

Free Communication Papers 3-2 — **Venue: D1 - LP - 03**

Presider
LI, Chung
Hong Kong Institute of Education, Hong Kong SAR

PRESENTERS

FCP3-2a — Learning to teach Games for Understanding: Experiences from Four Pre-service PE teachers in the Hong Kong Institute of Education

LI, Chung
Hong Kong Institute of Education, Hong Kong SAR

FCP3-2b — Development of Game Intelligence and Creativity by Ball Game-Talented Children

HAAF, Jens
University Heidelberg, Germany

FCP3-2c — Validation of a Video-Based Game-Understanding Test in Hand-Tennis for Physical Education Classes

TANGE, Natsuko; KAGEYAMA, Y; NISHIZAKA, J; TAKAHASHI, Tsuyoshi & YOSHINO, Satoshi
Ibaraki University, Japan

FCP3-2d — A Model for Professional Development of Teaching Games for Understanding (TGfU) for Teachers in NSW, Australia

WEBB, Paul; PEARSON, Phil & MCKEEN, Kim
University of Wollongong, Australia

FCP3-2e — Teaching Games For Understanding: A Trainer's Point of View

LISBONA, M
I.E.S. Enrique Nieto, Spain

MINGORANCE, A
University of Granada, Spain

GRAND, A J
University of Granada, Spain

12:30-14:00 — **Lunch** — **Venue: Student Canteen Block C**

14:00-14:40 — **Invited Speaker** — **Venue: D1-LP-02**

Presider
WALLIAN, Nathalie
University of Franche Comté, France

Speaker
BUTLER, Joy
University of British Columbia, Canada

I3 — Democracy in Action Using Inventing Games

14:45 - 16:00 | **Symposium 3: The Teaching Games for Understanding: 10 years in Hong Kong** | **Venue: D1-LP-02**

Themes

The PE practitioners will share their experience of promoting and developing TGfU in Hong Kong since 1994. Apart from initiating and promoting the model in schools through running workshops, publishing articles, presenting papers in conferences and compiling resource books with Chinese version, TGfU has also been incorporated as an important component in the pre- and in-service teacher education programmes for PE teachers. This symposium offers a wide-ranging review of the ten-year developments in the TGfU in Hong Kong. It is hoped to recapitulate possible learnt lessons and generate directions for the learning and teaching of PE in the future.

Chairperson

LIU,Yuk Kwong Raymond
Hong Kong Institute of Education, Hong Kong SAR

Presenters

CRUZ, Alberto; LI, Chung & LIU Yuk Kwong

16:15 - 17:15 | **Practical Workshop 3: Constructing Knowledge and Meaning by using Small-Sided and Modified Games for off the ball skills in Soccer** | **Venue: Block E Soccer Pitch / Sport Hall**

Themes

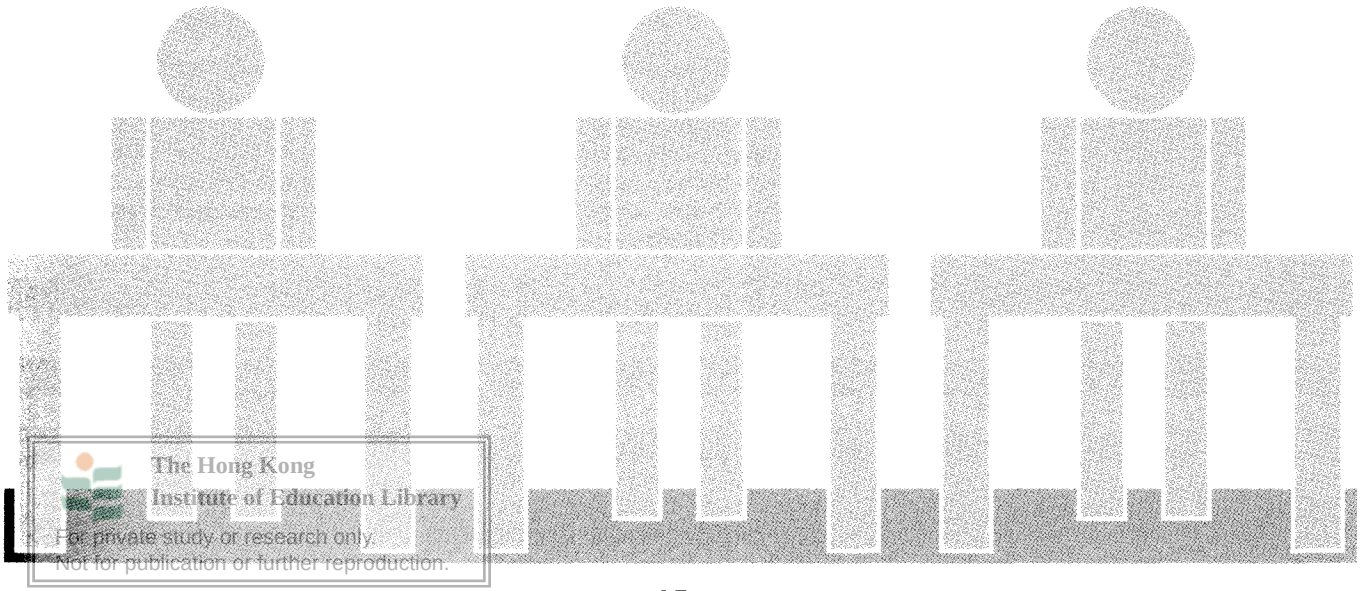
The purpose of this workshop is to demonstrate how small-sided and/or modified games can aid in developing off the ball skills in soccer. This session will enlighten those involved on how to integrate and develop pedagogical skills when teaching using games based approached to teaching. Coaches and teachers will see how they can aid players in constructing knowledge by bringing authenticity to practices and by using progressively more complex games.

Chairperson

HARVEY, Stephen
Oregon State University, USA

18:00 - 20:00 | **Farewell Banquet & Performance** | **Venue: Block E Staff Restaurant**

End of Day 3 Programme



Day 4 (Saturday, 17 December 2005)

08:30 - 09:00	Registration	Venue: D1 - LP - 02

09:00 - 09:40	Invited Speaker	Venue: D1 - LP - 02

Presider	THORPE, Roderick Former Director of Sports Development, Loughborough University of Technology, UK
Speaker	JOHNS, David P the Chinese University of Hong Kong, Hong Kong SAR
I4	Teaching Games for Understanding: A Timely Alternative or A Bad Fit

09:45 -10:45	Practical Workshop 4: The Framework of Teaching Soccer for Secondary School Students-The TGfU Approach	Venue: Block E Soccer Pitch / Sport Hall

Themes	The workshop aims at helping participants to construct knowledge of learning and teaching soccer by adopting the TGfU approach conceptually and critically. Through involving in a variety of modified games and cognitive deliberation techniques, the presenters will demonstrate how the principles of "attack and defense" of soccer can be used as a means for learning and teaching soccer for secondary school students. The emphasis of TGfU on achieving educational objectives in response to the current education reform in Hong Kong will be critically examined.
Chairperson	LI, CHung, KAM, Wai Keung The Hong Kong Institute of Education, Hong Kong SAR

10:45 - 11:15	Tea Break	Venue: Venue: Lobby of Block E

11:15 -13:15	Practical Workshop 5: Learning to read - learning to play: An assessment process to teach the interdependence of skill performance and tactical understanding	Venue: Block E Soccer Pitch / Sport Hall

Themes	The workshop will present a conceptual framework used to teach students how to "read" game cues in order to effectively play a game. Using Hopper's (2003) four R's framework, Read, Respond, React and Recover, students are taught to effectively sequence their decision making and movement to the flow and uncertainty of game play. The presenter will also show video footage of how the 4R model has been applied to game learning and game assessment within games modified to the appropriate developmental levels of the learners.
Chairperson	HOPPER, Tim University of Victoria, Canada

	Practical Workshop 6: Inventing Games / Creating Games / Games Making?	Venue: Block E Soccer Pitch / Sport Hall

Themes	The workshop will demonstrate how participants work together to create a territorial game. With the guidance of the teacher, students are able to progress through game concepts involved at their own level of understanding and ability. Presenter demonstrates how to help students work together democratically, to share ideas, and to value and honor everyone's contributions. As students make decisions in the game making process, they learn how to solve conflict and learn from disagreements.
Chairperson	BUTLER, Joy University of British Columbia, Canada

13:15 -13:30	Closing Ceremony	Venue: Block E Sports Hall

13:30 -14:30	Lunch	Venue: BLK C Student Canteen

End of the Whole Programme

POSTER PRESENTATIONS

Details

PS01 理解式球類教學法對台灣中區中小學健體教師的影響

鄭漢吾
私立靜宜大學,台灣

闕月清
國立臺灣師範大學,台灣

PS02 理解式排球教學對大學生知覺運動能力的調查

鐘敏華
國立台北教育大學, 台灣

PS03 在職教師對理解式球類教學的認知與態度之研究

廖智倩、闕月清
國立台灣師範大學, 台灣

PS04 理解式羽球教學之教師教學行為研究

宋俊穎、闕月清、鍾怡純
台灣師範大學體育系, 台灣

PS05 **The Effects of Teaching Games for Understanding (TGfU) on Badminton Learning Among the Sixth Grade Students**

HUANG, Chih Cheng
1Taipei Ming-Hu Primary School, Taiwan

KEH, Nyit Chin
National Taiwan Normal University, Taiwan

PS06 **A Comparative Study of Teaching Games for Understanding Model and Technique Approach Model**

TSAI, Tsung Da
Taipei Municipal Guandu Primary School, Taiwan

KEH, Nyit Chin
National Taiwan Normal University, Taiwan

PS07 理解式球類教學在學校體育課程的應用

李世雄、闕月清
國立台灣師範大學, 台灣

PS08 理解式教學法對不同學齡學生教學效果的影響

蕭嘉惠
國立花蓮教育大學, 台灣

PS09 團體遊戲對特殊幼兒學習表現之影響

張明麗
台灣花蓮教育大學, 台灣

趙金婷
台南藥理科技大學幼兒保育學系,台灣

Details

PS10 幼兒體能與遊戲課程對體育系學生創造力表現之初探

徐月琴
國立台灣體育學院, 台灣

PS11 **The Effects of Teaching Games for Understanding (TGfU) on Badminton Learning Among the High School Students**

KEH, Nyit Chin
National Taiwan Normal University, Taiwan

HUANG, Chih Cheng
Taipei Ming-Hu Elementary School, Taiwan

YEN, P. S
Taipei Xin Sheng Elementary School, Taiwan

PS12 採用領會教學法下的學生較傳統教學法的學生會有較佳的決策能力

CHEUNG, Suet Man
Kiangsu Chekiang College, Hong Kong SAR

CRUZ Alberto
The Hong Kong Institute of Education, Hong Kong SAR

PS13 探討採用「領會教學法」能否提高學生對球類體育課的興趣和學習動機

LAM, Kai Chiu
Buddhist Ching Kok Secondary School, Hong Kong SAR

PS14 **Effects of a Constructivist Teaching Model on Decisions Making: The Case of Basketball on an Advanced Level**

NACHON, Michael
IUFM, Besançon; University of Franche-Comté, France

WALLIAN, Nathalie
UFR STAPS, Besançon; University of Franche-Comté, France

GRÉHAIGNE, Jean Francis
IUFM, Besançon; University of Franche-Comté, France

PS15 **Verbal Interactions and Social Inequities: The Case of the Debate of Ideas Set-up (DIS) in a 6th Grade Basketball Class**

POGGI, Marie-Paule; MOLIN, F.; NACHON, Michael & WALLIAN, Nathalie
University of Franche Comté, France

PS16 採用領會教學法與傳統教學法於足球教學對學生享受課堂程度的比較

CHUNG, Ka Man
Shatin Tsing Tang School, Hong Kong SAR

PS17 理解式體育教學在台灣屏東縣之推展策略

鍾菁菁
屏東縣國教輔導團,台灣

闕月清
國立臺灣師範大學,台灣

Abstracts of Keynote Speakers

K1: Different Paths up the Same Mountain: Global Perspectives on TGfU

MITCHELL, Steve, Kent State University, Ohio, USA

Those attending the third TGfU conference will be aware that the original conception of TGfU was developed by David Bunker and Rod Thorpe at Loughborough University in England. It was presented as a model for teaching games in secondary physical education, with a focus on decision making. Since the early 1980s, the model has been viewed in different ways and different names have come forth. In our own work, my colleagues and I initially saw it as a tactical approach to games teaching, hence our use of the term "tactical games approach" (Griffin, Mitchell & Oslin, 1997; Mitchell, Oslin & Griffin, 2003, 2006). Other perspectives have included variations on nomenclature such as Game Sense (Australian Sports Commission, 1997), Play Practice (Launder, 2001), and Tactical Games Model (Metzler, 2000). My contention in this paper is that, regardless of the name attached, the community of scholars and practitioners interested in authentic approaches to games teaching within physical education, have collaborated to develop a model that places the learner in problem solving situations, where decision-making is of critical importance and where skill development takes places within its context. I will attempt (with the greatest respect to the work of colleagues worldwide, and with upfront apologies for any misinterpretations) to synthesize the conceptual underpinnings of global perspectives on TGfU and will argue that the various perspectives are different paths up the same mountain.

K2: Making Sense of Learning Theory in Research on TGfU: A Critical Examination of Assumptions about Human Learning

RICHARD, Light, University of Sydney, Australia

Although rarely articulated, all teaching is structured by broad assumptions about learning that typically see it as a linear and measurable process. TGfU, however, is underpinned by very different assumptions about learning in and through games that challenge many physical education teachers' beliefs about teaching. Thinking critically about theories of learning can unearth these unquestioned beliefs and assist in effecting meaningful change in practice. The resistance that TGfU typically meets is largely due to the different sets of assumptions about learning and epistemologies upon which it is based but these are rarely identified dug up for discussion in the TGfU literature. In this presentation I argue that changing physical education teachers' practices and teacher education programs to successfully adopt a TGfU approach requires a critical examination of both the theories of learning that underpin traditional teaching and/or teacher education and those that underpin TGfU.

Most of the theories recently proposed for examining TGfU come under the banner of constructivism. Constructivist theories are, however, diverse and draw on a wide range of influences from Dewey, Freud, Kant and Piaget to Vygotsky. These discourses can vary significantly and their focus varies from that on individual sense and meaning making, influenced by Piaget, to social dynamics, influenced by Lave & Wenger and Vygotsky, and the broad social and cultural themes of Bruner. Within the context of growing interest in theory in research on TGfU there is now a need for an examination of the very basic ways of thinking about human learning that connect and inform the theories now being applied to research on TGfU. Despite their diversity there are identifiable common themes around which these theories are clustered and which are helpful in seeing their relevance to TGfU. In this presentation I will attempt to make sense of some of the theories being used in TGfU research by identifying common themes, assumptions about learning and the epistemology upon which they are based.

K3: Assessing the Learning as an Understanding: Towards a Semioconstructivist Approach in Physical Education

WALLIAN, Nathalie, University of Franche Comté, France

The evolution of the TGfU approach has been recently grounded on the emergence of promising paradigms and research objects. As an example, the student-centered approach of teaching allowed a shift towards the learner strategies while confronted with a problem-solving. This research field let rise up the constructivist theories in relation with the game play learning. After focusing on the instructional teaching tasks and the corresponding methods of teaching and evaluating, the researcher interests are nowadays more centered on the way a student (co-)constructs the knowledge-in-action. The understanding of the learning task by the student supposes developing a reflective attitude where reading, interpreting and decision-making are crucial points for succeeding. The social dimension of the meaning-making shared among the community of learning practices allows the co-construction process of knowledge-in-action.

First of all, two assessment methods (GPAI and TSAP) exposed during the first TGfU Congress will be reminded. Then this presentation will present qualitative approaches based on dynamic assessment perspective in order to (1) describe, (2) interpret and (3) understand the learner activity as a problem-solving task. The issues will be related to (1) the knowledge-in-action co-constructed by students ("what is learned?"), (2) the processes involved ("how is it learned?"), and (3) the teacher task as a mediator for understanding ("how to present the instructional setting?"). Several observational tools adapted to different sport practices will be proposed in order to understand by the assessment process the way learners develop action strategies and reflective practice. Limits of this approach will be explored in order to reduce some unexpected effects.

Abstracts of Invited Speakers

I1: Teaching Games for Understanding to Games Sense, Teaching Physical Education to Coaching Sport

THORPE, Roderick, Former Director of Sports Development, Loughborough University of Technology, UK

Over the last decade sport agencies with a focus on 'coaching' have become interested in ideas that are embraced within the Teaching Games for Understanding (TGfU) initiative, not least the Australian Sports Commission and the erstwhile Australian Coaching Council, with Games Sense.

A brief review of both models will be presented. The author will suggest reasons why some coaches, of some sports, are embracing the ideas and provide examples and why researchers in elements of motor learning find the teaching/coaching approaches relevant for skil acquisition. Parallels will be drawn between the issues faced by the beginner coach and the non-specialist teacher, and differences clarified between the role of the specialist Physical Education teacher and the experienced coach.

I2: Promotion of Physical Fitness in Schools – Implications on the Chinese Culture

FU, Frank H, Hong Kong Baptist University, Hong Kong SAR

The President Council on Physical Fitness was founded in the US in 1958 with an objective to improve the physical fitness of schoo children. The recent recommendation from the US Surgeon General Report (2002) indicated that most Americans failed to exercise 30 mir per week. A recent study (Fu, 2001) with the Hong Kong population supported this observation, suggesting that 60-67% of the genera population was sedentary, exercising less than 30 min/week. However, we also noted that the perceived importance of an active lifestyle was low in secondary school children – 15% (Fu & Hao, 2003), indicating that primary preventive and intervention programmes should be recommended for children and the general public. The paper would discuss the promotion of an active lifestyle in the Chinese culture and the challenges ahead.

I3: Democracy in Action Using Inventing Games

BUTLER, Joy, University of British Columbia, Canada

TGfU advocates believe that students learn best when they make sense of information by connecting it to previous experience, and also by interacting with the material itself and with each other. We want our children to be equipped to live in a free and open democracy and we believe that TGfU provides them with the skills and dispositions they need to do so. Can Physical Education help enculturate students? Should it? Who else is teaching the necessary balance between self-interest and social responsibility? How do we address such issues that we can focus the learning experience in order to teach citizenship and democracy. Through encouraging learners to invent their own games we can help them to develop respect for equal justice and for free and open inquiry. In this way they come to understand what their responsibility is to protect their individual and collective rights and freedoms.

I4 Teaching Games for Understanding: A Timely Alternative or A Bad Fit

JOHNS, David, Chinese University of Hong Kong, Hong Kong SAR

Teaching Games for Understanding has been accepted in several countries as a conceptual approach to teaching games in the physical education lesson. The philosophical perspective of educating through physical activity is not new but in Hong Kong the concept has not been widely accepted despite the familiarity with the concept. This presentation addresses the difficulties that are faced when Teaching Games for Understanding is proposed as a physical education perspective. The dominant method of teaching physical education in Hong Kong is characterized by a teacher centered, authoritarian, passive learning approach in which students are expected to acquire a level of skill that will enable them to play games effectively. In order to achieve this goal in the PE lesson, a strict disciplinary, teacher control environment is favoured that enables the teacher to instruct by demonstration, practice and correction. In contrast, the Teaching Games for Understanding model places an emphasis on decisions concerning appropriate actions in game situations by introducing the game and its rules followed by the development of tactical awareness. This presentation will underscore the fundamental differences that are predominant in the teaching profession in Hong Kong to illustrate the challenges that are to be met if Teaching Games for Understanding is to secure a foot hold in the physical education classes of Hong Kong schools.

Abstracts of Symposium

Symposium 1: Tactical Approach in Team Sport in France

Playing team sports is learning to manage positions and varying ball movements and trajectories. It is also learning to construct a force ratio with other players in time constraint conditions in view of dribbling the ball into the scoring zone and effectively scoring. In France, with this definition, we think that in the coming years, one of our challenges as sport pedagogy researchers and teacher educators is to expand the umbrella of scholarship. This includes our understanding of pedagogical content knowledge and its primary source, subject matter knowledge. For this purpose, the Workshop will be centered on two main questions that seem to sum up quite adequately the problem of physical education content.

What is effectively taught in team sport and games?

What do students really learn, and how do they learn?

The researches conduct in France on team sports didactics and on the evolutions of configuration of play will lead us to present different models to better understand the internal logic of invasion games.

Finally, the student-centered approach tries to take into account the subject reality as a construction in a situated context. This radical evolution towards a tactical approach integrates now the person reality as an internal dialogue with the environment.

Symposium 2: The Progress of TGfU Implementation in Taiwan

In traditional PE classes, too much emphasis has been put on the instruction of techniques. This approach has decreased the fulfillment and interests of the unskilled students. To solve this problem, Thorpe and Bunker proposed "Teaching Games for Understanding" in 1986, claiming that skill-oriented teaching style should not be over emphasized but encouraged PE teachers to try cognitive-oriented methods as an alternative in teaching PE lessons. By using strategies and tactics, students learned to think and became more interested in physical education classes. In Taiwan, according to the Grade 1-9 Curriculum Guidelines by Ministry of Education, students' daily life experiences, should be the subject of education. The goal of education was to develop the competence of individuals. With the above-mentioned belief in mind, the researcher has worked towards in bringing new teaching concepts and curriculum reformation knowledge to Taiwan for the past few years. From the year 2000, a TGfU group was formed by the Sport Pedagogy graduate students in National Taiwan Normal University. These students met twice a week to read and discuss the topics about TGfU. A couple of theses on TGfU related topic were completed with a few others studies coming along. To promote and outspread the concept of TGfU, teacher preparation courses for preservice PE teachers, workshops and conferences for inservice teachers were planned and conducted. Starting from 2003, in order to involve PE teachers integrate past research results with teacher experiences, the researcher formed a research team and initiated a two-year research project under the support of Taiwan National Science Council. This Paper is to review and report the series work of TGfU promotion by the researcher during year 2000 to 2005.

KEH, Nyit Chin; TSAI, Tsung Da; HUANG, Chih Cheng; CHENG, Han Wu & CHUNG, Yi Chun

Symposium 3: The Teaching Games for Understanding: 10 years in Hong Kong

Three PE practitioners will share their experience of promoting the TGfU in PE teaching. They will reflect and discuss on the developmen of TGfU in Hong Kong since 1994. The first speaker will offer a historical account on how the concept of TGfU was initiated, promoted and implemented in schools through running workshops, publishing articles, presenting papers in conferences and compiling resource book with Chinese version. These promotion strategies aim at introducing, familiarizing and encouraging PE teachers to adopt the approach i schools in Hong Kong and Mainland China. The second speaker will address how TGfU was incorporated and promoted in the PE teache education programme. Pre and in-service PE teachers were introduced with TGfU in teaching modules. Opportunities of applying and studying TGfU in depth were provided. The third speaker will discuss how the concepts of TGfU were adopted in achieving the intention of current educational reform in Hong Kong. A wide-ranging review of the ten-year developments in the TGfU is hoped to recapitulate possible learnt lessons and generate directions for the learning and teaching of PE in the future.

Abstracts of Free Communication Papers

FCP1-1a
The Situated Nature of Learning to Teach: TGfU Teacher Development in Singapore and Australia

Despite the diversity of cultural settings within which TGfU is being developed and implemented research is yet to adequately address the extent to which teacher development is culturally situated. With its growth in Asia in settings that are culturally distinct from its origins in the UK this seems to be an area of research in need of attention in the TGfU literature. This paper draws on a study of TGfU teacher development conducted in Australia and Singapore to examine teachers' development of TGfU/GCA (Games Concept Approach) teaching in a sequence covering the last two years of teacher education and the first two years of full time teaching. It highlights the extent to which teacher development of TGfU is situated within cultural and institutional contexts and how this shapes development as a teacher of TGfU or GCA. It identifies how the different cultural meanings attached to sport and its different place in both countries plays a significant part in shaping the participants' interpretation and understanding of TGfU/GCA .

LIGHT, Richard
University of Sydney, Australia
TAN, Steven
Nanyang Technological University, Singapore

FCP1-1b
Implementing the Model Faithfully: Examining an Exemplar Tactical Games Teacher

According to Metlzer (2005) physical education is in a new stage of instruction, a stage described by the use of instructional models such as a Tactical Games Model (TGM), that offer the potential for clearer patterns of teacher and student behaviors. One of Metzler's six guidelines for models-based research cautions researchers to be sure that the model was implemented faithfully. To date there has been limited research that attempts to verify TGM instruction. The purpose of this study was to develop an observation instrument to describe and measure the relevant teaching behaviors associated with a tactical games model (TGM). The primary participants in this study were an exemplar TGM teacher and her students in a preservice physical education program. Data were collected through videotaped observations. The construction of the observation instrument was based on the work of Griffin, Mitchell and Oslin (1997) and Rovegno's EGOR (2000). The instrument will provide teachers (i.e., preservice and inservice) and teacher educators with a reference point and aid in their ability to utilize TGM effectively. In addition those investigating the effectiveness of the model will have a means by which to validate the use of the approach and measure whether subjects in a given study are, in fact, modeling appropriate associated teaching behaviors. The session will include a discussion about the development, validation and potential use of the instrument.

EVERITT, Amy L.
Salem State College, MA, USA
SWEENEY, Michele M.
Salem State College, MA, USA
GRIFFIN Linda L.
University of Massachusetts/Amherst, USA

FCP1-1c
Relationship Between the Knowledge of Tactical Performances on Hand-tennis and Fistball Games

The purpose of this study was to examine relationship between the knowledge of specific tactical performances on hand-tennis and fistball. Participants were 32 primary school children (6th grades, male=16, female=16). The knowledge of tactical performances was measured by using video-based game-understanding test consisted of 7 different sequences (questions about stroke, volley as on the ball skills and positioning as off the ball movement) in hand-tennis test and 8 different sequences (questions about spike, feint as on the ball skills and positioning as off the ball movement) in fistball that simulations of actual offensive and defensive game simulations. In this study the relationship between their knowledge was examined by using Speaman's rank correlation analysis. The relationship between the total and on the ball skills score of hand-tennis and fistball was significant (Spearman's rank correlation coefficient for total=.361, $p<.05$, on the ball skills=.351, $p<.05$) while off the ball movement score was not found signification. Those results suggested that several knowledge of tactical performances on hand-tennis and fistball have similarities.

YOSHINO, Satoshi & KATSUMOTO, M.
College of Education, Ibaraki University, Japan.

FCP1-1d
Capturing the Essence of Rugby Through Game Sense

This paper is written from the perspective of an experienced rugby union coach and player and a beginning researcher on the application of 'understanding' approaches to coaching and focuses on the sport of rugby union. It draws on my own experiences of learning to play rugby union from childhood up to playing at elite level and coaching up to international level. Informed by the relevant literature on Game Sense coaching it discusses what a Game Sense approach to coaching has to offer for rugby coaches while identifying some of its limitations. In particular, it focuses on the notion of using modified games to learn how to play rugby. Even though Game Sense is a very recent development in coaching in Australia many coaches have used games for coaching long before its development by the Australian Sports Commission. Young children in Australia develop much of their skills and understanding of rugby and other sports through the range of informal games they play well before they are exposed to formal, structured coaching. Reflecting upon my own experiences of playing 'pick up' games as a young boy, my experiences of being coached using games and my use of games in my own coaching I identify and discuss what I feel are the particular strengths of a Game Sense approach, for rugby coaching and how this can build on the important learning that arises from early experiences of games to motivate players and develop the intelligent play needed in a complex game such as rugby.

EVANS, John
University of Sydney, Australia

FCP1-2a
在職教師對理解式球類教學的認知與態度之研究

本研究目的在於探討在職教師對理解式球類教學的認知與態度。研究參與者為中學體育教師，三男三女共六位，每一位教師選擇一個班級，進行六週的理解式羽球教學，研究者於研究期間，進行錄影觀察、教師教學日誌蒐集，並於教學前後進行教師的訪談。

研究結果以教師訪談為主，教學日誌為輔，加以撰寫，針對教師訪談與教學日誌所得發現如下：

（一） 教師對理解式球類教學重要概念的瞭解，於教學前後並無太大差異；

（二） 教師們認為此種教學挑戰性較高，教學順序和以往不同，教學前每位教師都對理解式球類教學抱持著肯定的態度，但教學後，肯定的態度稍有所改變；

（三） 教學後教師發現大多數的學生對此教學有興趣，甚至有意想不到的結果，可見，此種教學有推廣的空間；

（四） 影響教師實施理解式球類教學的因素包括：備課時間長、年級的限制、教學法的操作和理論產生落差、學生技能提升不大、單元教學時間長影響其他運動項目的學習、各類運動項目學習效果不一致等。本研究發現可供師資培育機構與其他相關單位，作為推展理解式球類教學的參考，且建議未來的研究可以針對其他運動項目進行研究，作進一步的探討。

LIAO, Chih Chien & KEH, Nyit Chin
National Taiwan Normal University, Taiwan

FCP1-2b
Identification of Non-specific Game Tactics in Invasion Games

Beginners' or basic training which focuses not only on one specific game but rather on various games represents a first step in a concept of developing new talent. In order to characterise its game-oriented contents it is necessary to identify general game tactics. These are crucial in various games, such as soccer, basketball, or field hockey. The first way to identify these competences was to analyse the game tactics conceptualised by Mitchell, Griffin and Oslin (1995). Secondly, a hypothetical path diagram was established to evaluate the statistics. The hypotheses regarding the structure of a data set were tested with a confirmatory factor analysis. Video recordings of test situations and a subsequent concept-oriented expert rating made it possible to establish performance indicators. The test games involved hand, foot and racket. 68 children altogether were included in the tests (age: 6½ years; gender: 66% male). The results of the conventional grades used to evaluate the total fit were satisfactory. The squared multiple correlation coefficients of the manifest variables are between .20 and .91 for five out of the seven factors. For only two game tactics the variances of two out of the six indicator variables appear to be too low (<.20).

MEMMERT, Daniel
University Heidelberg, Germany

FCP1-2c
The Co-construction of Knowledge-In-Action Between Peers: The Case Study of Acrobatics

In France, Acrobatics (human pyramid building) is more an more taught at school. Its interest lays on (1) the collective dimension within interactions, (2) the extraction of knowledge from and in action, (3) the co-construction processes between peers. The aim of this study is to understand how students confronted with a problem-solving task read the situation and elaborate collective strategies. A complete training cycle (t = 10 X 50 minutes effective practice time) was proposed to a 7th Grade Acrobatics class (n = 15 students, age : 13-15 years old). The 5th lesson was video recorded and the verbal interactions were transcribed by written. A discourse analysis helped extracting the main themes from the verbal data. Results showed few cases of conflictual debates; students cooperated actively while expressing themselves orders and assessments. Making explicit the ways for shaping an acrobatic figure was a way to understand what to do for building the figure. But the reason why to do this way was not always explicitable or practically realized. These results showed the interest for allowing students exchanges about action, at the condition where this verbal discourse was strongly linked with action. Finally, the student understanding of action supposed the teacher intervention not as a maïeutic process, but as a vector for interactions related with the co-construction of knowledge-in-action.

MUSARD, Mathilde; POGGI, Marie Paule; NACHON, Michael & CATY, Didier
University of Franche-Comté, France

FCP1-2d
Validation of a Video-Based Game-Understanding Test in Futsal for Physical Education Classes

The purpose of this study was to developed and established the validity and reliability of a futsal test as to assess game understanding of the students in the physical education classes. A video-based test was constructed by following the procedure of Blomqvist et. al (2000).and 68 primary school children (5th , N=35 and 6th , N =33 grade) were participated in this study. Vides-based test were consisted of 11 different sequences that were simulations of actual offensive (8 sequences) or defensive (3 sequences), and on the ball skills (5 sequences) or off the ball movement (6 sequences) in game situations. The students as participants were to solve tactical problems by selecting appropriate solutions in each sequence for their decisions and asked to answer the reasons of their selecting. In this study, the test's ability to differentiate between the selected experiences of soccer groups was examined by using an independent t-test. A significant difference was found between the experience of soccer group experienced and none in total score (t= [66]2.230, p <.05). Internal consistency was obtained in this study by using the coefficient alpha technique. The coefficient alpha was calculated from the total amount of points in the 11 situations (α=.995). Those results suggested that the test developed provides valid and reliable, method for assessing game understanding in futsal.

TAKAHASHI, Atsushi; KATOU, Nobuhide; KOBAYAASHI, K & YOSHINO, Satoshi
College of Education, Ibaraki University, Japan

FCP2-1a
Two Decades of Teaching Games for Understanding: Working towards Legitimacy

Time and acceptance are criterion often used to measure the legitimacy and worth of an idea. Two decades have passed since the first publications that introduced Teaching Games for Understanding (TGfU) as a means to conceptualize games teaching and learning (Bunker & Thorpe in 1982). For over two decades various professionals have advocated for TGfU as a sound idea, which is built on assumptions about games education. We will outline why we believe that there is cause for celebration for TGfU as an innovation to games learning. Second, we argue for the need to work toward legitimacy through data based not data free development. Absent from current discourse are efforts to support assumptions about how students learn games while engaged in the TGfU approach. The case for legitimacy will only improve with more data-based development work. Field-based research needs to be an essential part of good development work thus leading us toward research-based practice. We should consider more programmatic research, which could be grounded in three possible robust theoretical frameworks (a) achievement goal theory (b) information processing and (c) situated learning theory that could have strong implications for games learning specifically as it relates to TGfU.

GRIFFIN, Linda
University of Massachusetts, USA
BROOKER, Ross
University of Tasmania, Australia

FCP2-1b
Teaching Games for Understanding (TGfU) – 10 years in Australia

TGfU was introduced to the Australian sporting community in 1996, through workshops presented by Rod Thorpe who was visiting from Loughborough University, England. Now, 10 years on, with the concept having been the focus of many coaching workshops and professional development sessions for physical education teachers and sports coaches, one would expect that TGfU would be well known and utilised among these groups.
This paper reports on the knowledge, understanding and experience that first year physical and health education students at an Australian university have on TGfU. Seventy students were surveyed by questionnaire and then actively engaged in a variety of games that demonstrated the concept and the type of questioning that is prominent in the approach.
The students surveyed have studied physical education during their primary and secondary schooling, and many have been involved as players and coaches in a wide range of sports. Consequently, one would expect that these students would have had prior exposure to teaching games for understanding. However, findings confirmed that this group of students had poor knowledge, understanding and experience of TGfU, thus questioning the extent that the approach has been adopted by Australian coaches and teachers of games over the last decade.

PEARSON, Phil; WEBB, Paul; & MCKEEN, Kim
University of Wollongong, Australia

FCP2-1c
Teaching Invasion Games: The Effects of Non-Specific & Specific Concepts on Tactical Creativity

Latest research indicates that there is a transfer of tactical abilities in net games (e.g. Jones & Farrow, 1999; Mitchell & Oslin, 1999). Yet little research has been conducted so far in the field of invasion team sports (e.g. French & Thomas, 1987; Nevett, et al., 2001). The purpose of this paper is to compare the efficiency of different concepts for teaching invasion games.
135 children aged around seven years took part in a 15-month field-based study. They participated either in non-specific treatment groups, a specific handball group, a soccer group, a field hockey group or a control group. General and game-oriented tactical creativity were chosen as dependent variables. In analyzing treatment-related effects, we were able to show that the non-specific groups showed significant improvements in general creativity and the specific groups precisely in that game-oriented creativity in which they were trained. Furthermore clear transfer-related effects occur. The investigations of group-related effects indicated no significant differences between both approaches. Only the soccer specific group performed better in nearly all creative values. In conclusion the non-specific concept seems to be a promising alternative to the traditional specific treatments. It is additionally supported by a number of pedagogical, psychological, and medical arguments.

MEMMERT, Daniel & ROTH, Klaus
University Heidelberg, Germany

FCP2-2a
'Teaching Games for Understanding' in An Australian Elementary School Teacher Education Program

This paper reports on 28 female pre-service elementary school teachers' first experiences of a physical education unit of study using 'Teaching Games for Understanding' (TGfU) pedagogy at an Australian university. The study examines the participants responses to issues related to TGfU, in particular the impact that the unit had on them. The paper suggests that TGfU pedagogy offers a useful means of developing the inclination and ability to teach physical education for elementary school teachers.
The paper also explores the broader issues surrounding physical education in elementary teacher training programs. Australian elementary school teachers are for the most part expected to administer and coordinate physical education classes. While this is the case, this is the first time TGfU pedagogy has been employed in this university. The paper looks at reasons why Australian universities have been so slow or even resistant to adopt social constructivist approaches to physical education, such as TGfU and its variations, especially since traditional models have been shown to be less effective.

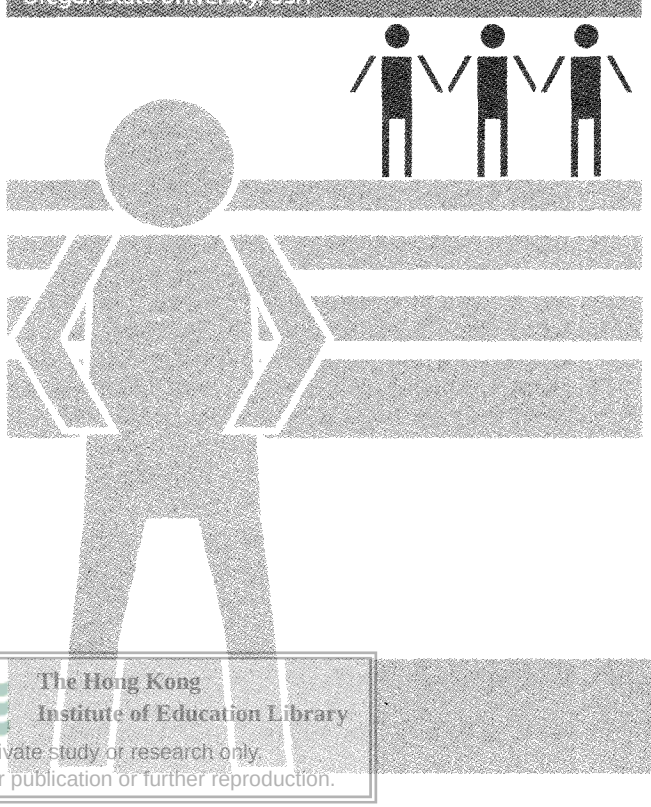
LIGHT, Richard & GEORGAKIS, Steve
University of Sydney, Australia

FCP2-2b
Teaching Games for Understanding in Youth Soccer: A Quantitative Analysis Using the Game Performance Assessment Instrument

This study investigated whether 8 TGfU sessions (45–60 mins) of modified game play would improve defensive game performance (GP) and game involvement (GI) of varsity and freshman high school boys soccer players. Two team coaches were trained to implement the TGfU model. Using the Game Performance Assessment Instrument (GPAI) four baseline assessments of defensive players in a 3 v 3 attack vs. defense game on half a soccer field were completed. Three identical assessments were completed throughout the TGfU intervention phase (following sessions 1, 5 and 8).

T-TESTS of mean differences (Mdiff, with SDpooled and Effect Sizes [ES]) between the first and last baseline assessments and from the last baseline assessment and last intervention assessment were calculated to ascertain significant changes in GP over time ($\alpha = 0.01$). Results revealed different trends for appropriate and inappropriate actions in both sets of players. The freshman group responded more favorably to the TGfU intervention. They showed a significant improvement during the intervention stages of the study in appropriate adjusts (1.3, 1.3, 1.0) covers (1.1, 0.91, 1.21) and appropriate GP (1.33, 1.29, 1.03). The varsity player's results were mixed showing only a significant increase in appropriate adjusts (1.15, 0.95, 1.22) during intervention. Findings suggest that TGfU training targeting "adjust" and "cover" skills aids in improving defensive game performance of high school soccer players. This was possibly to due to a development in the "competency network" (Grehaigne, Godbout, & Bouthier, 1999) of these defending players through advancements in communication and teamwork (Harvey, 2003).

HARVEY, Stephen & WEGIS, Heidi
Oregon State University, USA



FCP2-2c
Validation of Video-Based Game-Understanding Test in Fistball

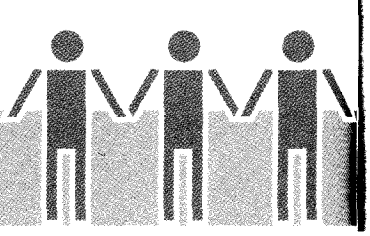
The purpose of this study was to develop and establish the validity and reliability of a fistball test in order to be able to assess its game understanding. Video-based game-understanding test was first constructed to measure game understanding in children who were novices as following the research of Blomqvist et. al. (2000). Participants were 68 primary school children in two different age groups .One are 5th grades and the other is 6th grades (10-11years, n=35 and 11-12 years, n=33).The video-based tests consisted of 8 different sequences (on the ball sequences 5, off the ball sequences 3) that simulations of actual offensive and defensive game simulations. In every sequence, pupils were to solve tactical problems by selecting appropriate solutions and arguments for their decisions. In this study the test's ability to differentiate between the secreted grades groups was examined by using an independent. A significant difference was found between the 5th grades and 6th grades in validity (t [68] =0.08, $p<.05$). Internal consistency was obtained in this study by using the coefficient alpha technique. The coefficient alpha was calculated from the total amount of points in the 8 situations ($\alpha=.993$). Those results suggested that the test developed provides valid and reliable method for assessing game understanding in Fistball.

TAKAHASHI, Tsuyoshi; NISHIZAKA, Jun; KAGEYAMA, Yasuka; TNGE, Natsuko & YOSHINO, Satoshi
Ibaraki University, Japan

FCP3-1a
Grade 6 Primary School Children's Experiences of Sport Taught Using a Game Sense Approach in Australia

Much recent research indicates that sport and physical education in schools lack relevance for many children and young people. As an Australian variation of Teaching Games for Understanding, Game Sense strives to make student experiences more relevant and meaningful. Taking an interpretive approach the research reported on tin this paper sought to provide deep insight into primary school students' experiences of Game Sense and inquire into it capacity to promote more positive attitudes toward sport. Focused on the 'least sporty' students in a grade 6 primary school class, it was conducted in an inner city public primary school in Sydney. The research used students' drawing of their experiences to stimulate meaningful dialogue and provide insight into their experiences of cricket and softball taught using a Game Sense approach. The study showed significant improvement in attitudes toward the cricket and softball, social relationships within the class and general behaviour in the classroom.

CHEN Qing & LIGHT Richard
University of Sydney, Australia



FCP3-1b
The Development of Two Secondary Physical Education Teachers in Learning to Implement of The Teaching Games for Understanding Approach in Teaching

There is a considerable growth of interest in adopting teaching games for understanding (TGfU) approach in teaching physical education. Studies showed that there might be difficulties when implementing this approach. The purpose of this study was to examine two secondary physical education teachers' perceptions toward the implementation of teaching games for understanding approach to teaching during their professional development. Two secondary physical education teachers were briefed the principles of the TGfU approach and instructed to teach with an eight-lesson team handball unit lesson plans in TGfU approach when they were in the final practicum of their teacher training. Reflective journals of their teaching lessons were collected as to indicate the difficulties when implementing the approach. A post-teaching interview on their views and experience of using the approach was also conducted. After five years of being secondary physical education teachers, they were interviewed again on their perceptions towards the implementation of the TGfU during this five-year period. Data generated were compared to those being collected five years ago. Results revealed that they held positive views on TGfU approach. Understanding more about the approach would help their implementation of the approach. However, they raised that class management and school facilities were the determining factors of adopting the approach. The teachers' perceptions toward the implementation of TGFU have implications for teacher education and promotion of the teaching approach.

CRUZ, Alberto
Hong Kong Institute of Education, Hong Kong

FCP3-1c
Relationship Between the Knowledge of Tactical Performances on Basketball, Futsal and Handball Games

The purpose of this study was to examine relationship between the knowledge of specific tactical performances on hand-tennis and fistball. Participants were 68 primary school children (5th =32 and 6th =36 grade, male=36, female=32). The knowledge of tactical performances was measured by using video-based game-understanding test consisted of 10 different sequences (questions about shoot, pass et. al. as on the ball skills and running to the space, mark et. al. as off the ball movement) in basketball test and 11 different sequences (almost same situational questions with basketball) in futsal and 12 different sequences (almost same situational questions with basketball) that simulations of actual offensive and defensive game simulations. In this study the relationship between their knowledge was examined by using Speaman's rank correlation analysis. The relationship between the total score of futsal and handball was significant (Spearman's rank correlation coefficient =.251, $p<.05$) while basketball and futsal or basketball and handball were not found signification. Those results suggested that several knowledge of tactical performances on futsal and handball have more similarities than those games with basketball.

KATOU, Nobuhide; KOBAYASHI, K; TAKAHASHI, Atsushi & YOSHINO, Satoshi
Ibaraki University, Japan

FCP3-1d
Linking Teaching Games for Understanding (TGfU) and Quality Teaching (QT)

A discussion paper entitled Quality teaching in NSW public schools (Department of Education and Training, 2003) has been developed to improve teaching practice and hence student learning outcomes. The model of pedagogy outlined in this document focuses on the three dimensions of intellectual quality, quality learning environment and significance.

Elements associated with these dimensions such as deep understanding, higher order thinking, student direction and inclusivity can be difficult for teachers to implement into practical lessons. When effectively implemented TGfU is one strategy that allows teachers to address these elements when teaching games in physical education and sport. TGfU places an emphasis on the play, where tactical and strategic problems are posed in a modified game environment, ultimately drawing upon students to make decisions.

Research indicates the strengths of TGfU and the desirability of it as one of the major approaches to enhance quality teaching of games. A matrix showing the relationship between TGfU and Quality Teaching will be presented. Whilst TGfU is not the only pedagogical model for teaching games, it is most certainly one that can be used effectively to achieve student outcomes by addressing the intellectual quality, quality learning environment and significance dimensions of the Quality Teaching model.

PEARSON, Phil; WEBB, Paul & MCKEEN, Kim
University of Wollongong, Australia

FCP3-1e
Teaching Games for Understanding: Tae Kwon Do Junior Student's Training (Free Fight)

The purpose of this study is to investigate whether Teaching Games for Understanding (TGfU) approach can be implemented in Tae Kwon Do Junior Students' training to promote their interest of participation. Two groups of Tae Kwon Do junior students including 15 each were invited to be subjects. One group adopted TGfU approach whereas the other group was taught by traditional approach. Two different teaching approach lesson plans were prepared for an experienced coach to follow. After six lessons , there was a significant difference between two groups about the enjoyment of the Tae Kwon Do free fight . It was also indicated that students' participation in this training were directly affected by their enjoyment.

CHEUNG, Cheuk Yin & LIU, Yuk Kwong Raymond
Hong Kong Institute of Education, Hong Kong

FCP3-2a
Learning to teach Games for Understanding: Experiences from Four Pre-service PE teachers in the Hong Kong Institute of Education

The "teaching games for understanding" (TGfU) has been increasingly accepted as an alternative instructional model in PE in Hong Kong. The model conceives educational theories including cognitive, constructivist and situated learning. Accordingly, it has been incorporated as an important content in the PETE programme for pre-service PE teachers. However, empirical research concerning the outcome of the model has been limited. This paper reports a qualitative study of how 4 skilled final year BEd (Hons) degree students perceived their professional learning in the TGfU units. Pursued along the theoretical lines derived from Lawson's occupational socialisation perspective, data were collected through interviewing and critical incident techniques. Emerging themes concern participants' understanding of the concepts of TGfU, the values and difficulties of implementing the approach. All four of them possessed positive attitude towards the model and perceived it as an alternative approach of instruction which could provide more fun for the pupils. They related their professional learning with pedagogical knowledge in the form of procedures of teaching games and an indirect teaching approach for promoting cognitive learning of their pupils. However, half of them showed their unwillingness to the model in their future teaching due to a number of reasons. Apart from those practical difficulties, they worried about the adequacy of their "tactical knowledge" concerning individual physical activities. They experienced the dilemma of the interdependency among "cognitive thinking", "skills", "tactics" and "game play" as well as the sequence between tactic-to-skill and skill-to-tactic in games learning and teaching. The discussion relates the learning to teach TGfU to the mechanisms of knowledge acquisition and warrants the attention of teacher educators. Consequently, implications are drawn to facilitate learning and teaching PE in Hong Kong.

LI, Chung
Hong Kong Institute of Education, Hong Kong SAR

FFCP3-2b
Development of Game Intelligence and Creativity by Ball Game-Talented Children

Talented Children in Middle-Europe usually learn to play ball games in a sportsclub and there they get a specific training at a very young age. The streetplay-hypothesis however favours an integrative general training which teaches fundamental tactical abilities. The aim of this quasi-experimental research is to evaluate connections between the approach to ball games, biography of movement and the development of game intelligence and creativity.

The expectation is that children who learn to play ball games in many different ways get a better tactical awareness than children who learn to play in a specific way. For this research 41 talented children have been chosen. Over a period of two years the children have to undergo tests every six months to measure the tactical numbers of reference. In addiction to that questionnaires were handed out to these children and their sport activities were evaluated. Based on this information the children can be organized in groups with different ball game approach.
First results (half year) show that children, who learn to play ball games in a non-specific way improved their tactical creativity and children who are taught in a specific way got worse. Further evaluations have to be discussed.

HAAF, Jens
University Heidelberg, Germany

FCP3-2c
Validation of a Video-Based Game-Understanding Test in Hand-Tennis for Physical Education Classes

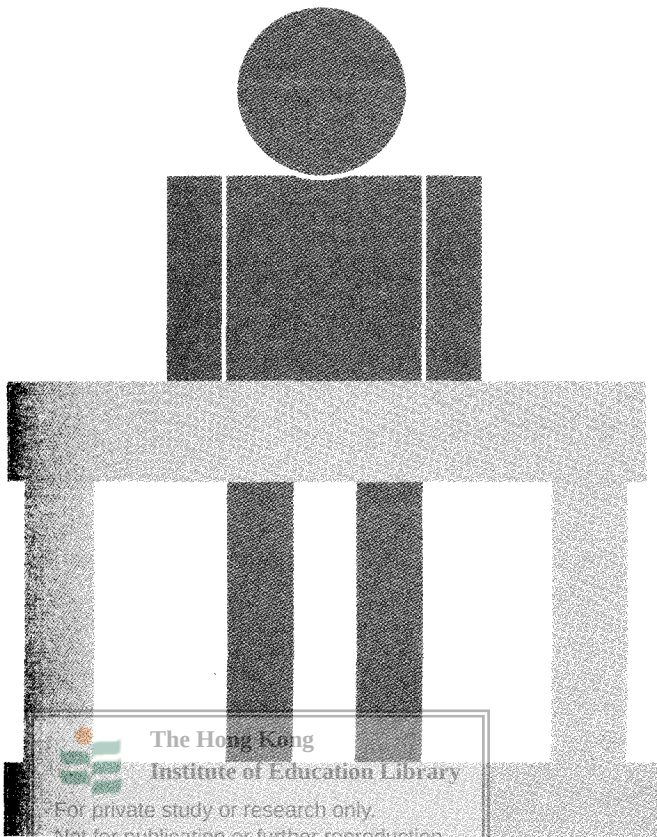
The purpose of this study was to developed and established the validity and reliability of a hand-tennis test as to assess game understanding of the students in the physical education classes. A video-based test was constructed by following the procedure of Blomqvist et. al (2000).and 68 primary school children (5th , N=35 and 6th , N =33 grade) were participated in this study. Video-based test were consisted of 7 different sequences that were simulations of actual on the ball skills (4 sequences) and off the ball movement (3 sequences) in game situations. The students as participants were to solve tactical problems by selecting appropriate solutions in each sequence for their decisions and asked to answer the reasons of their selecting. In this study, the test's ability to differentiate between the selected experiences of tennis groups was examined by using an independent t-test. A significant difference was found between the experience of tennis group experienced and none in total score ($t = [64]2.307$, $p < .05$). Internal consistency was obtained in this study by using the coefficient alpha technique. The coefficient alpha was calculated from the total amount of points in the 11 situations ($\alpha = .991$). Those results suggested that the test developed provides valid and reliable, method for assessing game understanding in hand-tennis.

TANGE, Natsuko; KAGEYAMA, Y; NISHIZAKA, J; TAKAHASHI, Tsuyoshi & YOSHINO, Satoshi
Ibaraki University, Japan

FCP3-2c
Validation of a Video-Based Game-Understanding Test in Hand-Tennis for Physical Education Classes

The purpose of this study was to developed and established the validity and reliability of a hand-tennis test as to assess game understanding of the students in the physical education classes. A video-based test was constructed by following the procesure of Blomqvist et. al (2000).and 68 primary school children (5th , N=35 and 6th , N =33 grade) were participated in this study. Video-based test were consisted of 7 different sequences that were simulations of actual on the ball skills (4 sequences) and off the ball movement (3 sequences) in game situations. The students as participants were to solve tactical problems by selecting appropriate solutions in each sequence for their decisions and asked to answer the reasons of their selecting. In this study, the test's ability to differentiate between the selected experiences of tennis groups was examined by using an independent t-test. A significant difference was found between the experience of tennis group experienced and none in total score (t= [64]2.307, p <.05). Internal consistency was obtained in this study by using the coefficient alpha technique. The coefficient alpha was culculated from the total amount of points in the 11 situations (α=.991). Those results suggested that the test developed provides valid and reliable, method for assessing game understanding in hand-tennis.

TANGE, Natsuko; KAGEYAMA, Y; NISHIZAKA, J; TAKAHASHI, Tsuyoshi & YOSHINO, Satoshi
Ibaraki University, Japan



FCP3-2d
A Model for Professional Development of Teaching Games for Understanding (TGfU) for Teachers in NSW, Australia

With the advent of a new Personal Development Health and Physical Education (PDHPE) Syllabus for secondary schools (years 7-10) and a quality teaching focus in New South Wales schools, the Australian Council of Health, Physical Education and Recreation (ACHPER, NSW) determined that there was a need for the professional development of teachers in teaching games for understanding (TGfU) and its relationship to the new syllabus. To address this need, a full day professional development workshop was designed specifically for teachers, with five already presented and attended by approximately 200 teachers.

The format for the workshop was: a review of the literature and key definitions of teaching games for understanding (45 minutes), practical sessions 1 and 2 (approximately 1.5 hours each) and programming TGfU and the new syllabus (1 h.5 hours). This paper will discuss the relationship between TGfU and the new syllabus, clearly outline the content for each workshop session, including the practical components and present participants evaluations. The evaluations indicated that participants found the workshop to be highly beneficial with an appropriate balance between practical and theory.

WEBB, Paul; PEARSON, Phil & MCKEEN, Kim
University of Wollongong, Australia

FCP3-2e
Teaching Games For Understanding: A Trainer's Point of View

Many trainers continue using traditional methodologies in the teaching of collective sports and it is very difficult for them to change since they are quiet skilled in that approach based on technical execution, repetition and use of situations of global game in the final parts of the training sessions. In this research we have tried to change the point of view of some trainers using an approach centred in the tactics applied to basketball. We have been using that new methodology for 3 years. We have realised that open minded qualified trainers have been quite receptive. Unfortunately, the same approach was rejected by other insecure and unqualified trainers. We have also realised that a great knowledge of basketball is essential to carry out this methodology.

LISBONA, M
I.E.S. Enrique Nieto, Spain
MINGORANCE, A
University of Granada, Spain
GRAND, A J
University of Granada, Spain

Abstracts of Practical Workshops

PW1
A Tactical Framework for Teaching and Learning Cricket

The focus of this presentation is a three level tactical framework for teaching/learning cricket (Turner, 2005). Participants practice offensive (batting) and defensive (bowling & fielding) concepts in modified games to solve tactical problems. A question protocol is used to develop game understanding. Players compete either individually or as a pair in small-sided games affording multiple opportunities for decision-making and associated movements. Specific game rules are interwoven throughout the three tactical levels. At Level I defensive players learn about bowling line and length and defending space around the wicket. Batters respond to a ball that pitches in close proximity. At Level II players attempt to restrict scoring and/or get batters out by using effective defensive concepts (field positioning, ground fielding, catching). Bowlers vary their deliveries (movement off the pitch, speed, bounce) to impair batters' decision-making and limit stroke making opportunities. Batters decide whether to move forwards or backwards as back-foot strokes are introduced. Communication between batters is developed. Level III focuses on advanced offensive batting strokes to various deliveries as sophisticated bowling techniques (spin/swing) and associated field placements are introduced. On defense players recognize that bowling to a field forces batters to hit the ball into a specific area.

TURNER, Adrian P
Bowling Green State University, USA

PW2
Teaching Attack & Defense in Team Games: A TGfU Approach

This workshop covers aspects of a teaching games for understanding (TGfU) programme for teaching tactics associated with attack and defence in team invasion games. The programme was developed for a teaching practicum undertaken by second year Secondary School Health and Physical Education teacher trainees with students ages 11 - 13 years (N=58). The TGfU programme was designed to provide the students with an introduction to games instruction in their school physical education programme.

Games were developed that required students to employ only four fundamental movement skills, namely, running, dodging, catching and throwing. This innovation provided for both the development of fundamental movement skills and also overcame the usual attention deficit problems associated with teaching novices tactics with their first contact with a game. Typically novices cannot divide their attention between the primary task, usually a technical skill and the secondary task, often a cognitive skill, of applying tactics. Because the primary tasks in these games were, for most students, relatively simple skills, they were able to divide their attention between the tasks and consequently apply tactics.

The workshop will cover aspects of the resulting teaching / coaching resource (Slade,2005). It will demonstrate how from the very first contact with these games, novice students can gain a kinesthetic appreciation for the feel, tactics and strategies associated with team invasion games. The workshop will show how the games facilitate the development of specific technical skill within the play / practice philosophy advocated by Alan Launder. It will also illustrate how the language of sport can be integrated into the learning process as well as concepts associated with the sport education model of motor skill instruction.
Participants will be able to observe or participate in a TGfU approach to teaching attack and defence in team games that students have found relevant and motivating.

SLADE, Dennis George
Massey University, New Zealand

PW3
Constructing Knowledge and Meaning by using Small-Sided and Modified Games for off the ball skills in Soccer

The purpose of this session is to demonstrate how small-sided and/or modified games can aid in developing off the ball, i.e. defending, skills of soccer players. Two different practices will be selected from a recent study by Harvey (2005). The activities will include a) pressuring and b) covering. Each activity will help stimulate cognitive thought, decision-making and technical skills of players in a game context. This presentation is aimed at youth soccer coaches as well as physical education teachers to help widen their knowledge base about how small-sided/modified games can be used to develop players "game sense" and how these games can help coaches focus their player's attention on the tactical aspects of game play.
The practices will follow a modification of the cycle of the Australian Sport Commission (ASC, 1997) of, a) Warm-Up; b) Game; c) Questions & Challenges; d) Game; e) Repeat Cycle, where game concepts will be introduced in smaller 3 v 3/4 v 4 games and then later expanded to larger 7 v 7/8 v 8 games.

This session will enlighten those involved on how to integrate and develop pedagogical skills when teaching using games based approaches to teaching. Coaches and teachers will see how they can aid players in constructing knowledge by bringing authenticity to practices and by using progressively more complex games. The session will offer opportunities for people to share their thoughts on how we can best move forward in aiding practitioners integrate games based approaches to teaching into their programs.

HARVEY, Stephen
Oregon State University, USA

PW4

The Framework of Teaching Soccer for Secondary School Students-The TGfU Approach

The speakers will share with PE practitioners the conceptual framework of adopting the TGfU approach in teaching soccer in secondary schools. Firstly, the main themes of the framework developed from the "attacking" and "defending principles" of soccer can serve as a means to promote learning and teaching. Secondly, its principles depriving from the "attack and defense" of the game will help to familiar participants with the content and procedure of game teaching through a variety of modified games and cognitive deliberation techniques. The "attack and defense" principles including support, penetration, mobility, improvisation, delay, balance, concentration and control will be discussed thoroughly in the workshop. Thirdly, the emphasis of TGfU on achieving educational objectives in response to the current education reform in Hong Kong will be critically examined. At the end of the session, participants are hoped to be able to construct knowledge of teaching soccer by adopting the TGfU approach conceptually and critically.

LI, Chung, KAM Wai Keung, Kevin
Hong Kong Institute of Education, Hong Kong SAR

PW5

Learning to Read - Learning to Play: An Assessment Process to Teach the Interdependence of Skill Performance and Tactical Understanding

This paper will present a conceptual framework used to teach students how to "read" game cues in order to effectively play a game. Using Hopper's (2003) four R's framework, Read (deciding what to do), Respond (based on decision moving in relation to the play of the game), React (movement as ball in motion) and Recover (preparation movement to begin cycle again), students are taught to effectively sequence their decision making and movement to the flow and uncertainty of game play. Integrating with Griffin, Mitchell and Olsin's (1997) game performance assessment instrument (GPAI) components, the 4 R model offers a powerful way to build a systematic game play schema for each of the four game categories. The presentation will show video footage of how the 4 R model has been applied to game learning and game assessment within games modified to the appropriate developmental levels of the learners. Application of the model emphasizes how skill performance can only be appreciated within the game. Skill in this context is understood as the appropriate practice and performance of a technique in a game situation arising from tactical awareness for effective decision making. Linking to Kirk & MacPhail (2002) work on situated learning in PE the presentation will conclude with examples of how the 4 R model creates the foundation for biomechanically efficient movement in game play as well as the capacity to read the play of a game.

HOPPER, Tim
University of Victoria, Canada

PW6

Inventing Games / Creating Games / Games Making?

In this practical session, participants will work together to create a territorial game. Hopefully, this will help them understand the opportunities for learning that inventing games offers. As they work cooperatively to create their own games, learners are at the center of the learning process. This means they are much more able to communicate in order to explain how their game is played and developed. Students usually create games that meet their developmental needs. Thus, with the guidance of the teacher, they are able to progress through the game concepts involved at their own level of understanding and ability. Teachers help students work together democratically, to share ideas, and to value and honor everyone's contributions. As students make decisions in the game making process, they learn how to resolve conflict and learn from disagreements. Curriculum building becomes a dynamic process, as teachers start with the big picture, focusing on one category of games at a time, and later, deconstruct games into their common components. Students are more able to connect the concepts and strategies they discover with those in the institutionalized games they encounter.

BUTLER, Joy
University of British Columbia, Canada

Abstracts of Poster Presentations

PS01

理解式球類教學法對台灣中區中小學健體教師的影響

本研究目的是為了解在職教師們對理解式球類教學法的看法與建議，以做為後續推廣與研究之用。以參加2004年「健康與體育」教師教材教法研習的在職教師為對象，分二階段進行研究，第一階段採開放性問卷進行調查；第二階段則選取其中部分教師，針對問卷答案內容值得進一步探討部分再做電話或電子郵件訪談。填答內容經由歸納分析後列表呈現；而訪談則經持續比較方法分析，再依二部份結果就所及因素討論，得到結論如下：

(一) 理解式球類教學法廣為多數老師接受，研習後教師的改變有：學生學習為主、教學應求新求變、教學內容調整、教師反省、對TGfU的看法等五部分。

(二) 多數老師曾與同事分享研習心得，且獲得七成同事肯定，如何透過不同管道進行推廣，將是接下來努力的重點。

(三) 多數教師具有勇於嘗試的進取心態，從嚐試情形來看，實施好的教師會依教學要領與重點施教；實施不好的教師在提問、管理等教學技能或專業知識需再儲備。

(四) 初實施所遭遇困難與其它國家近似，教師對實務與相關資訊的需求甚殷。此與Kirk(2005)指出應該持續修正TGfU教學模式，廣為使用實踐參照(practice-referenced)的研究呼籲相符。最後並提出推廣的重點、與基層教師合作進行協同行動研究、將理解式球類教學法延伸至訓練領域等三項建議。

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PS02

理解式排球教學對大學生知覺運動能力的調查

本研究主要探討理解式排球教學，對大學生知覺運動能力（認知、技能、情意）的學習內容，以台灣某國立大學選修大三排球興趣選項課程的學生為受試對象，教學時間為十四週，每週上課一百分鐘，課程實施則以修正性的二人、四人或六人的比賽及技術運用為主，實際完成全部教學過程及問卷調查者共三十五人（男生八人，女生二十七人）。以開放性問卷自陳理解式排球教學對認知、技能、情意學習的影響或收穫，從蒐集結果資料中以內容分析法，分析及歸納受試對象的填答結果，本研究的發現如下：一、認知學習部分：女生的排列順序為增加對排球規則的認識、了解裁判手勢的意義、對場地界線及功用的認識、及訓練/練習法的認識為多；男生的排列順序為了解裁判手勢的意義、對場地界線及功用的認識、增加對排球規則的認識、及訓練/練習法的認識為多。二、技能學習部分：知覺排球技能學習有增進的女生排列順序為低手傳球、高手傳球、高手發球、及扣球為多；男生的排列順序為高手發球、低手傳球、高手傳球、及扣球與熱身的方法為多。三、情意學習部分：女生的排列順序為團隊合作、溝通互動、鼓勵、及交朋友為多；男生的排列順序為溝通互動、團隊合作、自信心的建立、及學習與異性接觸和交朋友為多。整體而言，受試對象肯定理解式排球教學對其規則的認識與了解，對技術的運用及熟練性，和促進合作與人際互動能力的培養。

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ABSTRACTS

PS03

在職教師對理解式球類教學的認知與態度之研究

本研究目的在於探討在職教師對理解式球類教學的認知與態度。研究參與者為中學體育教師，三男三女共六位，每一位教師選擇一個班級，進行六週的理解式羽球教學，研究者於研究期間，進行錄影觀察、教師教學日誌蒐集，並於教學前後進行教師的訪談。研究結果以教師訪談為主，教學日誌為輔，加以撰寫，針對教師訪談與教學日誌所得發現如下：

（一） 教師對理解式球類教學重要概念的瞭解，於教學前後並無太大差異；

（二） 教師們認為此種教學挑戰性較高，教學順序和以往不同，教學前每位教師都對理解式球類教學抱持著肯定的態度，但教學後，肯定的態度稍有所改變；

（三） 教學後教師發現大多數的學生對此教學有興趣，甚至有意想不到的結果，可見，此種教學有推廣的空間；

（四） 影響教師實施理解式球類教學的因素包括：備課時間長、年級的限制、教學法的操作和理論產生落差、學生技能提升不大、單元教學時間長影響其他運動項目的學習、各類運動項目學習效果不一致等。本研究發現可供師資培育機構與其他相關單位，作為推展理解式球類教學的參考，且建議未來的研究可以針對其他運動項目進行研究，作進一步的探討。

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PS04

理解式羽球教學之教師教學行為研究

本研究旨在透過系統觀察工具呈現體育教師於理解式羽球教學中之教學行為，以描述分析的方式解釋體育教師對動作回饋的類型與數量之結果，協助教師了解理解式教學情境下自身教學行為的特徵模式。本研究之工具使用自我評量回饋工具（Self-assessment Feedback Instrument, SAFI），此互動分析系統觀察工具係Mancini與Wuest（1985)修正自CAFIAS（Cheffers, 1983），透過訓練二位觀察員對SAFI的認識與應用，進行上課錄影資料登錄工作（觀察員內部信度分別為.92與.95。觀察員間一致性達.90）。本研究對象為二名女性高中體育教師與四名國中體育教師（三男一女）及其任教之各一班級，以錄影方式取得每節50分鐘之教學過程，抽樣選取每位教師各八節課進行登錄，獲得師生互動行為的編碼，並分析教師及其班級在理解式羽球教學情境中互動的情形。研究結果教師使用最多的回饋形式分別為指示(6)、提問(4)與表現中指導(8-5-8, 8\-5-8\, 9-5-9)三種類目，佔全部回饋次數百分率分別為26.96%、18.70%與15.94%；使用最少的回饋形式分別為接受(3)、批評(7)與稱讚後指導(2-5)三種類目，佔全部回饋次數百分率分別為1.30%、1.63%與1.96%。本研究結果將進一步做為教師改善教學形式與檢核理解式教學實施內容的基礎。

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PS05

The Effects of Teaching Games for Understanding (TGfU) on Badminton Learning Among the Sixth Grade Students

The purpose of this study was to investigate the learning effects of Teaching Games for Understanding among the sixth grade students, and to examine the perception of the teacher and students. The participants were one physical education teacher and his students (16 males and 15 females). The study was conducted with 12 lessons of badminton teaching. Pretest and posttest were administered on cognitive, objective and subjective badminton long clear skill test, affective test and Game Performance Assessment Instrument (GPAI). The quantitative data were analyzed by independent t-test, paired-samples t-test and analysis of variance. The qualitative data were collected by semi structured interviews and analyzed using constant comparison method. The results were as follows: (1)There were significant learning effects on cognitive, affective, objective and subjective skill, and game performance for male students. However, there was no significant learning effect on affective for female students. (2)The learning effects on gender were not significantly different on cognitive and game performance but significant difference on objective and subjective skill and affective after Teaching Games for Understanding lessons was found. (3)The students were the center of the instruction. They constructed sport knowledge progressively under the guidance of the teacher. The understanding of skills learning objective helped the students to practice very hard. Students could make appropriate decisions to execute skill more efficiently and return to the base in badminton games. Teaching Games for Understanding promoted students' attitude in cognitive, affective and purposive action towards physical education, thus cultivate the lifetime exercise habit. The difference in physical and mental characteristics of male and female students lead to significant difference of learning effects in objective and subjective skill, and affective. (4)The students had made great progress on sport knowledge, sport skill and game performance after Teaching Games for Understanding lessons. They liked physical education and enjoyed the fun and pleasure. They were motivated to played badminton with family members after class. The findings of this study could be used as a base of reference for physical education teachers, teacher education and other related units in selecting physical education teaching method.

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PS06

A Comparative Study of Teaching Games for Understanding Model and Technique Approach Model

The purpose of this study was to investigate the learning effects of the Teaching Games for Understanding (TGfU) model and Technique Approach model. The participates were a physical education specialist and his two classes of 62 fifth grade students (TGfU group with 17 male and 17 female students; Technique Approach group with 14 male and 14 female students). Data were collected from eight-classes of handball PE lessons taught with two models. Pretests and posttest were administered for handball cognitive achievement, subjective and objective skill achievement, affective achievement and game performance. The data were analyzed by both independent-samples t-test and paired-samples t-test. The results were as follows: (1) There were significant differences in subjective skill evaluation for male students from the Technique Approach model. (2) There were significant differences in affective questionnaire evaluation and game performance evaluation for male and female students from Teaching Games for Understanding model. (3) Male students from the Technique Approach model improved more in subjective skill evaluation than the males in Teaching Games for Understanding model; and the male students from Teaching Games for Understanding model made more improvement in game performance evaluation than the male students of the Technique Approach model. It was suggested that the results from this study could support the curriculum of TGfU in the teacher education. Future studies should consider different ages, different ball games, and combination of the two models, using longitudinal and qualitative approach.

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PS07
理解式球類教學在學校體育課程的應用

體育教學法的不斷創新與革新，是體育教學中非常重要的一部分，而近年「理解式球類教學法(Teaching Games of Understanding TGfU」的推廣與實證，已證明其實用性和可行性。「理解式球類教學法」是以學生為中心，用遊戲的模式來發學生對體育課程的瞭解、興趣、並引導每一位學生投入其中，所以是現階段最適合人性的一種教學方式。目前，國內的體育課程中球類所佔的比率仍是偏重，為了提昇學生們的互動、默契、解決問題的能力、戰術與戰略的運用等，TGfU的特性就是最好的教學工具。現今國中、高中的學生比以往較早熟，再加上資訊的發達，過往的體育教學方式已不能滿足其需求，唯國內國、高中對TGfU的運用仍不普遍，為使國、高中的學生更能享受運動所帶來的樂趣，實有需要加強推廣TGfU的特性。本篇將探討國內的教育課程現況和實施此教學方法之可行性，希望藉此能幫助基層體育教師達成體育課中「終生運動」的冀許。

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PS08
理解式教學法對不同學齡學生教學效果的影響

教學方法一直是教育領域學者關注的研究議題之一，然因時代變遷、課程的修訂與價值觀的更替，任何一種教學法均有其優勢與無法突破的劣勢。Bunker & Thorpe基於使學生能在樂趣的心情下，透過合作、運用…等方法學得運動技能而發展出活潑生動的理解式教學法(TGfU)，透過遊戲為手段達成運動技能、運動樂趣與終身運動的目標。本文旨在透過文獻分析法來探討理解式教學法對不同學齡學生的學習效果是否一致或有不同的影響，以做為不同學齡教師在教學設計時的參考。

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PS09
團體遊戲對特殊幼兒學習表現之影響

本研究旨在探討團體遊戲對學齡前特殊班幼兒在學習表現上的影響狀況。本研究以花蓮地區某學前特教班幼兒為對象，這些幼兒的症狀包括唐寶寶、智障重度、過動兒、多重障礙等類型。研究的方法係對該班教師採深度訪談，資料的收集包括教學活動影帶、單元活動設計、團體遊戲簿等文件。根據研究結果，本文提出建議供未來學前特教機構及相關單位，和未來相關研究的參考。

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PS10
幼兒體能與遊戲課程對體育系學生創造力表現之初探

本研究旨在探討師資培育機構中，幼兒體能與遊戲課程對體育系學生創造力表現的情形。本研究以臺灣花蓮教育大學93學年度修習過幼兒體能與遊戲課程五位體育系學生為對象。研究的方法為深度訪談，並輔以教學大綱、上課講義、學生活動設計等為資料收集的工具。根據研究結果，本文提出建議供未來師資培育機構開設幼兒體能與遊戲課程及相關單位，和未來相關研究的參考。

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PS11
The Effects of Teaching Games for Understanding (TGfU) on Badminton Learning Among the High School Students

The purpose of this study was to investigate the learning effects of Teaching Games for Understanding, and to examine the perception among the high school students. The participants were 213 high school students (112 males and 101 females). Pretest and posttest were administered on cognitive, objective badminton long clear skill test, affective test and Game Performance Assessment Instrument (GPAI). The quantitative data were analyzed by paired-samples t-test. The qualitative data were collected by journals and semi structured interviews, analyzed using constant comparison method. The results were as follows: (1)There were significant learning effects on cognitive, affective, objective skill, and game performance for students. (2)After Teaching Games for Understanding lessons, the students indicated that they had comprehended badminton rules, tactics, etiquette, skill essentials, and sport security. They were conscious that their on-the-ball skills and off-the-ball movements had improved. In badminton games, they can make appropriate decisions and return to a base position but skill execution must be progressed by self-practicing. Physical education can promote their sport knowledge, sport skill and game performance. They liked physical education and enjoyed the fun, pleasure and achievements. After school, they practiced badminton skills and movements with family or classmates. However, they felt a few naive and bored in modified games. In conclusion, Teaching Games for Understanding can promote students' cognitive, psychomotor, affective and game performance learning effects. Therefore, it is worth applying and popularizing in physical education.

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PS12
採用領會教學法下的學生較傳統教學法的學生會有較佳的決策能力

本研究目的主要在探討領會教學法(TGfU)與傳統教學法對於學生的決策能力影響。兩組各實施4節籃球課以瞭解女生實施不同教學法前後於決策能力的差異，並針對兩教學組決策能力進行比較，以考驗兩教學法的決策能力何者較佳；本研究方法對兩教學組後測成績進行共變數分析，研究結果如下：領會教學組女生的決策能力進步程度明顯大於傳統教學組女生。

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PS13
探討採用「領會教學法」能否提高學生對球類體育課的興趣和學習動機

在香港的體育科中，球類項目佔了主要部份。香港教育學院體育系高級講師李宗先生指出，中學體育老師常把球類單元作為主要的教學內容（李宗，1996）。而本人以往教授球類課也以「技巧教學法」(Turner，1995)，即「命令式」（周宏室，2001）進行，但發覺這種教學法，只會使學生對體育課失去興趣，缺乏學習動機，力有不逮的更失去自信，不能投入上體育課（廖玉光，2002），這與教統局提倡的「全人教育」、「終身學習」（教育統籌委員會，2002）背道而馳。

８０年代英國洛夫堡大學的兩位教授賓嘉及霍普（Bunker and Thorpe）發展出「領會教學法」（Teaching Games for Understanding）（Bunker and Thorpe,1982），強調應從技術教學轉移到培養學生的認知能力和興趣上（廖玉光，1998）。

有見及此，本人希望從學生的興趣和學習動機兩方面進行研究，嘗試找出理想的答案，所以本人選擇今次的研究題目是探討球類教學中採用「領會教學法」能否增加本校學生對球類體育課的興趣和學習動機。

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PS14
Effects of a Constructivist Teaching Model on Decisions Making: The Case of Basketball on an Advanced Level

With TGfU approach, constructivist and cognitivist teaching/learning system tries to reach the learner's activity during problems solving methods.

The studies take place at school in a cycle of basketball. 44 students (age = 15 years and 3 months) were distributed in equal group with an unpredictable way. The first group follows a TGfU Approach. The second group is submitted at a behaviorist teaching. Before and after the cycle of the lessons, each group passes a video test. At the time of the freeze frames, students must take a decision about games actions and explain why. The test aims to study and evaluate the skills of the subjects in the construction of decisional knowledge.
The results show that cognitivist approach supports the construction of knowledge relating to the reading of the play. These students make increasingly complex decisions. They propose even decisional alternatives. The second group progress less than the first in the reading of the play. Building of knowledge is less elaborate.

Generated by a representation system, work about decision-making is a tool to be privileged by the teacher to ensure the reflexion and creation on the game.

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PS15
Verbal Interactions and Social Inequities: The Case of the Debate of Ideas Set-up (DIS) in a 6th Grade Basketball Class

The student-centered approach in team sport supposes allowing to Basketball player to elaborate, in cooperation with peers, collective strategies for succeeding in game play. From now, the TGfU mainstream took into consideration or the teacher task while questioning students, or the student exchanges about action. Inspired from the socioconstructivist approaches, the aim of this study is to go further in educational sociology while studying the social relations provided by the Debate of Idea Set-up (DIS). During the DIS, students exchange about (1) the collective actions-in-project, (2) the efficient action rules and (3) the knowledge-in-action extracted from the game play. According to their sociolinguistic inequities, do students benefit equally of this pedagogical tool based on verbal exchanges? If verbal interactions are not shared equally among all students, do the DIS increases according to these sociolinguistic parameters the game player competencies?

The used method set up the DIS discourse analysis (n = 7 ; t = 5 minutes each) all along a Basketball cycle (42 hours effective practice time) at a 6th Grade PE class (n = 24 students ; 12 years old ; 4 X 6 players). The last lesson was video recorded and an observational tool helped assessing the player practice level.

Results showed surprisingly that (1) those students who benefited of the DIS were not always those who participated mostly during exchanges; (2) meanwhile, students who benefited the more where the most concerned and aware during the DIS; (3) from the learning point of view, unprivileged students benefited from verbalization as well as their socially favored peers.

Between what is verbalized, experienced and effectively learned, no determinisms were discriminating the players according to their social origins. These results encourage the using of DIS as a pedagogical tool useful for developing reflective practice and game play understanding.

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PS16
採用領會教學法與傳統教學法於足球教學對學生享受課堂程度的比較

一直在香港被廣泛運用的傳統教學法，被視為於球類教學中對學生全人發展有所不足；不少人更提倡領會教學法是球類教學的新趨勢，比傳統教學法能發揮球類的特性，使學生享受其中。本研究的目的在於比較採用這兩種教學法對學生於足球課中的享受程度，為體育老師於球類教學中，選取合宜的教學法作一個參考。希望師在考慮不同的因素選取教學法的同時，亦能多加留意學生的心理需要，使學生能享受於課堂當中，對課堂產生興趣以增強體育動機。體育動機的推動下能積極參與課堂，發展其運動興趣和能力，維持經常參與體育活動的良好生活習慣，得到全人發展，活出健康人生。

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Shatin Tsing Tang School, Hong Kong SAR

PS17
理解式體育教學在台灣屏東縣之推展策略

九年一貫課程強調給孩子帶得走的能力，並著重於培養問題解決的能力；而理解式（TGfU）體育教學策略即以學生為教學的中心，重視學生的自主學習與個別差異，鼓勵思考並激發做決定的能力，給予學生帶得走的知識和帶得動的能力，培養學生成為成功的學習者，此與九年一貫課程的理念有其契合之處。有鑑於一般體育教師普遍採取技能取向之體育教學，對於激發孩子體育學習意願與養成終身運動之觀念的目標背道而馳。理解式體育教學理念與九年一貫課程之精神不謀而合，值得體育教師習得並加以實施之教學策略。期盼透過理解式體育教學策略的推展，提供教師運用球類比賽及戰術戰略的設計，引導學生學習思考並提升問題解決的能力，同時亦能培養欣賞運動比賽的能力。理解式體育教學研習分為二個階段：教學策略研討與教材教法與實作設計。參加對象為屏東縣各國中推派之健康與體育領域教師。初階研與進階研習分七大視導區辦理研習，研習地點為屏東區、里港區、枋寮區、東港區、內埔區、恆春區及潮洲區。經過二個階段的研習，參加研習之教師對理解式體育教學有進一步瞭解，並且有意願在回到自己的學校時，嘗試以戰術策略取向的教學法上體育課。大部分研習老師認為理解式體育教學法符合九年一貫課程改革的精神，他們同意比賽的上課方式較可滿足學生的學習需求，此教學法提供他們一個教學上的新選擇。

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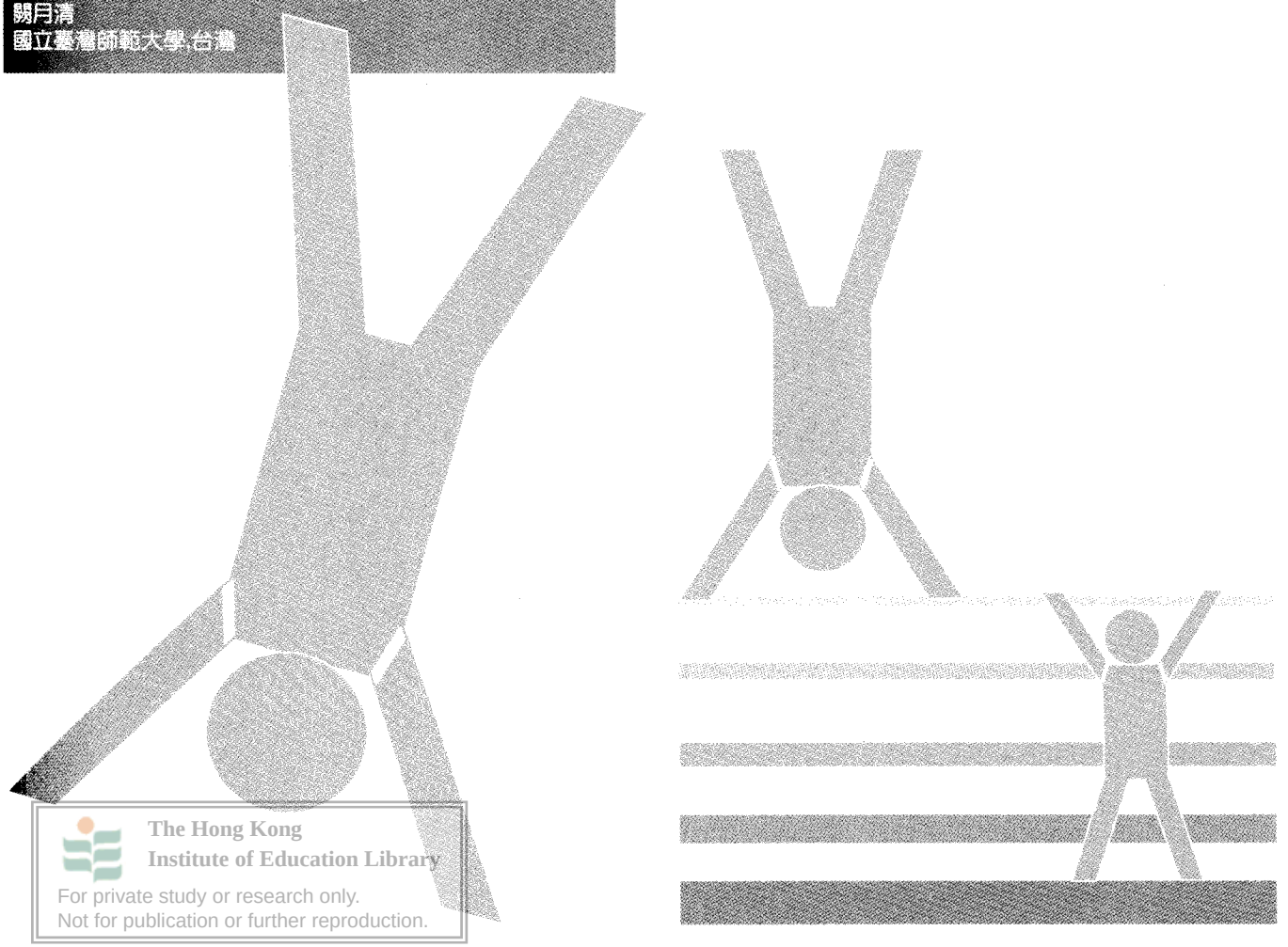

APPENDIX

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Conference Address

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Campus Map

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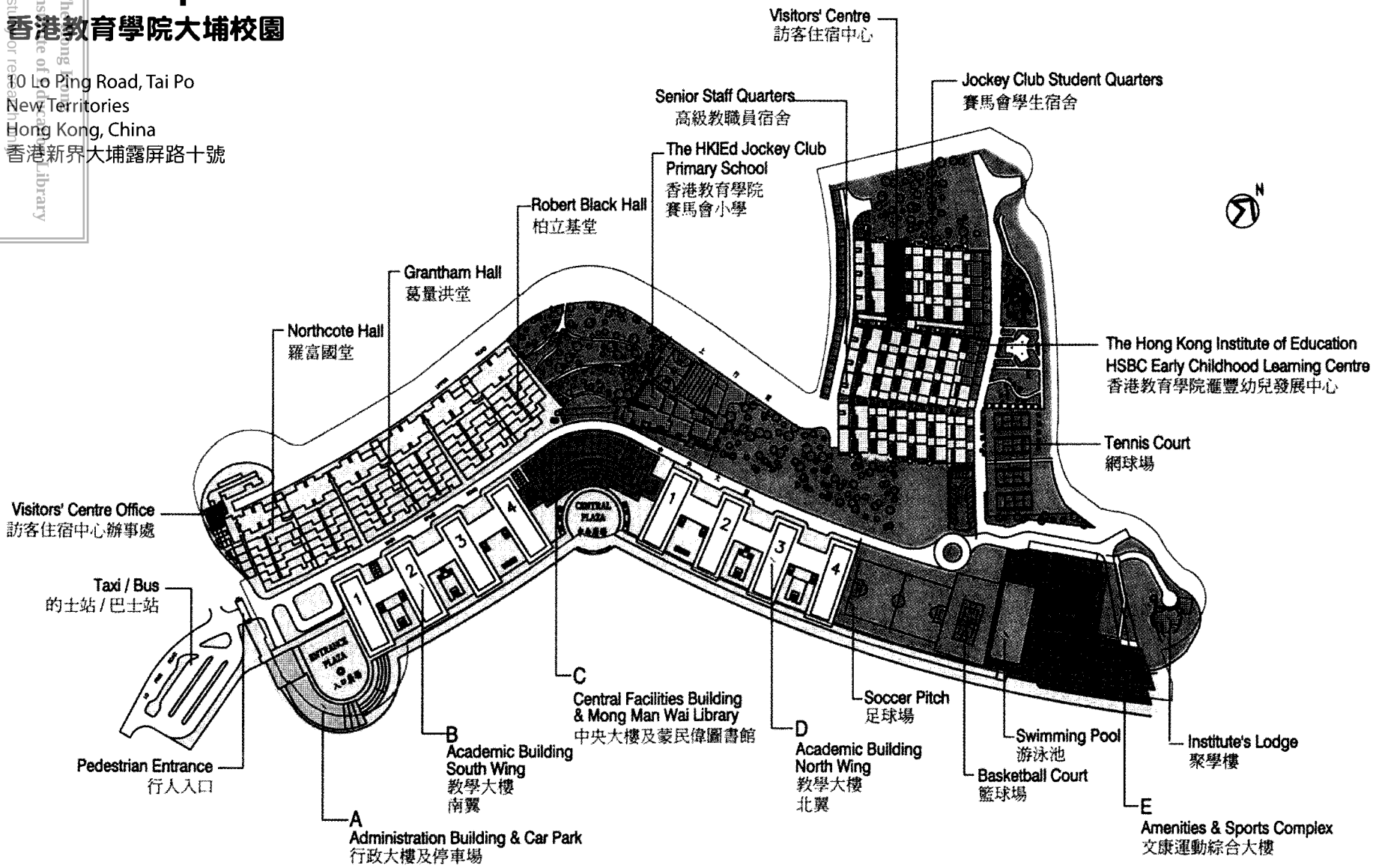

MAP OF CONFERENCE VENUE

Location Map of Confereence Venues (Lower Podium)
大會場地地點圖