# Teaching Games for Understanding (TGfU) 2022

*7th International TGfU Conference, University of Worcester, 5th-7th July 2022*

## Conference Programme

**Last updated: 12th January 2022**

## A full conference programme will be detailed a little nearer the time, in the meantime, please see below for an outline of the various keynote, practical and oral presentation sessions. Please note, where possible, session titles are hyperlinked to ‘snippets’ delivered online at the TGfU2021 pre-conference symposium (7th June 2021):

**Keynotes:**

Stephen Harvey, Ohio University - [Maximizing student motivation with hybrid models](https://drive.google.com/file/d/1qxxNnStq2Uujg3xm4Y586dhyzlWsDgEG/view?usp=sharing).

Daniel Memmert, German Sport University, Cologne - Keynote - [Tactical Creativity in Sports – TCA 7.0](https://drive.google.com/file/d/1GchOT5Zcfu2GiRv7TuMK7kzRejN74Il3/view?usp=sharing).

Jean Côté, Queen’s University - [An evidence-based intervention to help leaders adopt inclusive and positive interpersonal behaviours when Teaching Games for Understanding](https://drive.google.com/file/d/18ERJTWEUEJimkC7u7NqnUot6c7KIYEct/view?usp=sharing).

Linda Griffin, University of Massachusetts Amherst - [Learner Engagement through Appreciation and Understanding](https://drive.google.com/file/d/1d_c7ma8v7lbdXKOfHVT8P0sPQe2YeoRM/view?usp=sharing).

**Seminars:**

David Gutiérrez, Chair of the International Advisory Board, TGfU SIG, University of Castilla-La Mancha, Spain - [TGfU video library: Learning Game Based Approaches through tutorial videos](https://drive.google.com/file/d/1xvu1M5t1G0YRlcMSm54-8tz0_fViQ7SE/view?usp=sharing).

Stuart Armstrong, Strategic Lead for Workforce Transformation, Sport England and & The Talent Equation -

Guest lecture: The evolution of coaching policy in the UK and the influence of TGfU: Developing coaches who are able to tackle the crisis presented by rising levels of physical inactivity.

Practical seminar: Playing in the Vortex of Variability – an affordance-led approach to coaching.

Tim Hopper, University of Victoria, Canada, Jess Rhoades, University of North Dakota, USA, Karen Richardson, and Jennifer Mead, Bridgewater State University, USA - [Modification by Adaptation: Theory, practice and how to research](https://docs.google.com/presentation/d/1Hfp4JXIg1eF_YrTlGSPIVZofPc4ozKm-/edit?usp=sharing&ouid=113622300366720492724&rtpof=true&sd=true)

**Practical sessions:**

Rebecca Lloyd, University of Ottawa, Canada - Teaching Games with a Somatic Understanding: The InterActive for Life (IA4L) Project.

Stuart M. Currie, University of Tennessee at Martin, USA, Linda Griffin, University of Massachusetts Amherst, USA, Kanae Haneishi, Valley City State University, USA, Stephen Harvey, Ohio University, USA, and Ajit Korgaokar, Tennessee Tech University, USA - A Practitioners Guide to U.S. Soccer Federation’s Grassroots Play-Practice-Play Coaching Initiative.

Luísa Estriga and Henrique Lobo, University of Porto, Portugal - [Game-Based Approaches in team handball: Bridging the gap between theory and practice](https://drive.google.com/file/d/1lgw6lIIam_P7vZVK-aX8_kic_McKOatj/view?usp=sharing).

Dennis Slade, Massey University, New Zealand – Discovering game shape through cooperative team adventures.

Stephen Harvey, Ohio University, USA - Designing ‘foundational assessment games’ for player learning and development.

Gareth Long, The Australian College of Physical Education, Australia - Exploring tactical options through a PPP games structure: Teaching invasion games through the movement strand of the Australian HPE Curriculum.

Tse Sheng Teng, PESTA, Ministry of Education, Singapore - [Make Badminton playable with the 4R Framework](https://drive.google.com/file/d/1AhBkupeoZNyNmKg5u4qWxBbwEUR--J1R/view?usp=sharing).

Claudio Farias, University of Porto, Portugal, and David Gutiérrez, University of Castilla-La Mancha, Spain - A three-stage scaffolding framework for student-centred teaching and learning of games: enhancing peer-assisted learning, problem-solving, and game-play.

Jeroen Koekoek, and Wytse Walinga, Windesheim University, The Netherlands - Using a game based pedagogy in physical education and sports.

Kanae Haneishi, Valley City State University, USA, Linda Griffin, University of Massachusetts Amherst, USA, Bruce Nkala, The Shipley School, USA, Korey Boyd, Springfield College, USA, Teng Tse Sheng, PESTA, Singapore - Promoting Justice, Equity, Diversity, and Inclusion (JEDI) through a Game-Based Approach (GBA): A Practical Example.

**Traditional Oral Presentations:**

**Stream 1 – Cutting-edge issues in TGfU and GBA**

Samuel Richardson, Simon Roberts, Colum Cronin, Allistair McRobert, Liverpool John Moores University, UK, Don Vinson, University of Worcester, UK, and Chris Lee - [Qualitative systematic review of sports coaches' and teachers' perceptions and application of game-based approaches, nonlinear pedagogy, and constraints-led pedagogy](https://drive.google.com/file/d/1v5T5NeCbVFxh_7KDegpFmo84KlyBsF8m/view?usp=sharing).

Naoki Suzuki, Tokyo Gakugei University, Japan - [Development of an authentic assessment Instrument for game performance with ICT](https://drive.google.com/file/d/1ttksftTh7922okRbSejoHTHn0K4k2hmq/view?usp=sharing).

Adrian P. Turner, Bowling Green State University, USA - “Break the Square”—An opening gambit for invasion game development

**Stream 2 – Teachers, Learning and TGfU**

Heidi Bohler, Deborah A. Sheehy, Bridgewater, Karen P. Richardson, and Alex D’Abruzzo, Bridgewater State University, USA - Preservice teachers’ reflective practices in Teaching Games for Understanding.

María T. Morales-Belando, Universidad Católica San Antonio de Murcia, Spain, and José L. Arias-Estero,Universidad de Murcia, Spain - In-service teachers’ perceptions during a TGfU mentoring programme supported by motivational strategies in elementary physical education.

José L. Arias-Estero, Universidad de Murcia, Spain, and María T. Morales-Belando, Universidad Católica San Antonio de Murcia, Spain - Differences between performance and learning after a Teaching Games for Understanding unit in elementary physical education.

**Stream 3 – Performance coaching and GBA**

Lana McCarthy, Charles Stuart University, Australia, Andrew Martin, Dennis Slade, and Geoff Watson, Massey University, New Zealand - The evolving nature of coaching practice in an elite-level female sport’s team: The case of the New Zealand Silver Ferns.

Alison Croad, University of Gloucestershire, UK, and Don Vinson, University of Worcester, UK - Coaching pedagogies for developing player decision-making in high performance settings: A grounded theory.

Rhys Pritchard, University of Worcester, UK - The Tactical Games Approach: A practical application.

**Stream 4 – The moral, ethical and emotional aspects of TGfU and GBA**

Jesse Rhoades, Dan Bell, Chan Park, John Fitzgerald, and Justin Berg, University of North Dakota, US - Interpersonal coordination: Harnessing an elusive phenomenon.

Aspasia Dania, University of Athens, Greece, and David Gutiérrez-Diaz Del Campo, Universidad de Castilla-La Mancha, Spain – Social competence in Physical Education and sport. A literature review.

Jonathon Mckeever, University of Birmingham, UK, and Ruan Jones, Leeds Beckett University, UK - What am I to do, what shall I do, in my situation, how proceed? An advocation of *Aporia* in TGfU.

**Stream 5 – Implementation of contemporary GBA approaches**

Dennis Slade, Andrew Martin, and Geoff Watson, Massey University, New Zealand - Flying game-centred learning without a jet pilot’s licence.

Humberto M. Carvalho, André L. A. Soares, Ahlan B. Lima, Federal University of Santa Catarina, Brazil, and Carlos E. Gonçalves, University of Coimbra, Portugal - Game-centred approaches influence on youth basketball players´ functional capacities and psycho-social characteristics across a 4-month competitive period.

Carlos E. Gonçalves, João Maia, University of Coimbra, Portugal, and Humberto M. Carvalho, Federal University of Santa Catarina, Brazil - Decision-making in U-16 female basketball players: Does experience matter?

**Stream 6 – Teachers’ and coaches’ perceptions of TGfU and GBA delivery**

Ellen-Alyssa F. Gambles, Steven Anderson, Sandra D. Leyland, and Jonathan Ling, University of Sunderland, UK - 'Barriers to Teaching Games for Understanding: Teachers’ engagement and implementation in England'

Anmar Abraham, Sue Whatman, and Stephen Hay, Griffith University, USA - A case study of coach and player perceptions of coaching and practices in elite Iraqi volleyball competition.

Amândio Graça, Luísa Estriga, and Paula Batista, University of Porto, Portugal - What do physical education preservice teachers report about their games teaching?

**Stream 7 – Analysing movement in TGfU and GBA**

Nuno André Nunes, University of Beira Interior, Covilhã, Portugal, Bruno Gonçalves, University of Trás-os-Montes and Alto Douro, Vila Real, Portugal, Keith Davids, Sheffield Hallam University, UK, Pedro Esteves, Polytechnic Institute of Guarda, Guarda, Portugal, and Bruno Travassos, University of Beira Interior, Covilhã, Portugal - Exploration the playing area dimensions during football small-sided games.

Hiroyuki Yamamoto, and Kazutoshi Kudo, University of Tokyo, Japan - Aiming points for goal-directed reaching movements from the different directions change for the same gain function.

Y Zhang, Hubei University of Education, China, H. Zeng, Hubei University of Arts and Science, China, H. S. Chou. Pan Y. H. Chou, National Taiwan Sport University, China, and Q-Q Dong, Hubei University of Arts and Science, China - An experimental study on promoting the development of operational movement of 5-6 year old children by TGFU into the Movement Education Model.

**Stream 8 – Analysing movement in TGfU and GBA**

Amos Pofi, Federal College of Education Pankshin, Nigeria - Teaching Games for Understanding model: A physical education strategy to motivate and enhance physically.

Tasleem Arif, University of Haripur, Pakistan, Imdad Ali, Muhammad Waleed, Sarhad University of Science & Information Technology Peshawar, and Salahuddin Khan, Wasim Khan, Gomal University Ismail Khan, Pakistan, Sadia Khurram, Benazir Bhutton Shaheed Unviersity Karachi, Pakistan - Professional perspectives on life skills development through sports; a retrospective investigation.

**Stream 9 – Contemporary approaches in GBA**

Toon Dehandschutter, and Peter Iserbyt, Catholic University of Leuven, Belgium - Moderate-to-vigorous physical activity (MVPA) as a function of game play ability in a high school Sport Education Basketball season.

Aspasia Dania, University of Athens, Greece, and Linda Griffin, University of Massachusetts Amherst, USA – The Teaching Games for Understanding network structure: A social network analysis perspective

Adriano de Souza, West Virginia University, USA - Coaching Education: Limitations and benefits of the implementation of Game Centred and Player Centred approaches to coaching: reflections and experiences in the NCAA Volleyball Division I environment.

**Stream 10 – Autoethnographic and exploratory investigations of coaching practice in GBA**

Adrian P. Turner, Bowling Green State University, USA - An autoethnographic snapshot into game-based coaching.

Don Vinson, University of Worcester, UK - Learning to be a junior international field hockey coach: Boundary interactions and game-based approaches.

Phil Kearney, Paul Kinnerk, University of Limerick, Ireland, Stephen Harvey, Ohio University, USA, and Mark Lyons, University of Limerick, Ireland - Exploring high performance Gaelic football coaches’ pedagogical approach.

**Stream 11 – Contemporary issues for TGfU and GBA in physical education**

Kevin Kam, and S. G. Yan., Education University of Hong Kong, China - Incorporating STEM education in TGfU for teaching football in a Hong Kong secondary school.

Agiasotelis Efstathios, and Aspasia Dania, University of Athens, Greece - Greek physical education teachers’ utilization of Teaching Game for Understanding principles and strategies.

Balbinder Singh, Singapore - Reinventing the game for learning.

Bruce Nkala The Shipley School, USA - [Leaning into TGfU pedagogical principles to effectively deliver of Physical Education during a pandemic](https://drive.google.com/file/d/1Xou5TZKqSXcKAiSr8q4nSFQ0sDx6lBKl/view?usp=sharing)

**Stream 12 – Preservice teachers’ education and TGfU**

Stefan König, University of Education Weingarten, Germany, Jürg Baumberger, and Simone Bislin, University of Education Zürich, Switzerland - Getting familiar with TGfU: A qualitative experiment with trainee teachers from Germany and Switzerland.

Alison Murray, University of Roehampton, UK, Jonathan Ardrey, Granard Primary School, UK, Pamela Murray, University of Worcester, UK, Kristy Howells, University of Canterbury Christchurch, UK, and Julie Shaughnessy, University of Glasgow, UK - Teaching Games for Understanding as an approach to support preservice primary teacher’s pedagogical approaches within primary physical education.

Sanmuga Nathan, Sultan Idris Education University of Malaysia - The effects of TGfU, NP and LP pedagogical approaches on badminton learning process among Malaysian secondary school students.

Naoki Suzuki, Tokyo Gakugei University, Japan, Koji Ishii, Shinden Elementary School, Edogawa-ku, Japan, Kentaro Kubo, Setagaya Elementary School attached to Tokyo Gakugei University, Japan, Takuya Fujimoto, Masago Elementary School, Niigata city, Karen Richardson, Bridgewater State University, USA - Impact of the Global Lesson Study on Understanding the Game-Based Approaches for In-Service Teachers.

**Stream 13 – Coach education, GBA and constraints**

Michael Ayres, Tom Hounsell, St Mary’s University, UK, Derek Maybury, and Declan O’Brien (Leinster Rugby, Ireland) - Where are we now? A retrospective study analysing the impact of a TGfU Coach Education Programme 6 years on.

Airnel T. Abarra, Mauricio Garzon, Elesa Zehndorfer, and Marc Dagenais, Adrenaline Solutions, Hungary - Coaching education start-up in the face of pandemic: The Adrenaline Solutions Model.

Ben Bartlett, Fulham Football Club, UK - Constraining football.

Harvey Anderson, Keith Davids, and Andrew Barnes (Sheffield Hallam University, UK) - TGFU, Non-linear pedagogy and the uncontrolled manifold theory - pulling it all together to develop talent.

Gerard Jones, Joseph A. Stone, Martyn Rothwell, James L. Rumbold, Keith Davids (Sheffield Hallam University, UK), and Fabien Otte, (German Sport University Cologne, Germany) - Providing augmented information for learning transitions in football: The transitional learning model for coaches.

**Stream 14 – Diversity, movement and TGfU**

Carmen Barquero-Ruiz, UCAM Universidad Católica de Murcia, Spain, and José Luis Arias-Estero, Universidad de Murcia, Spain - Exploration of the perceived quality of a football Teaching Games for Understanding programme by under-12 learners according to their gender and ability level.

H. Zeng, Hubei University of Arts and Science, China, Y Zhang, Hubei University of Education, China, H. S. Chou, Y. H. Pan, National Taiwan Sport University, China, and S-G Shan, Wuhan Sport University, China - An experimental study on the integration of TGfU into the Movement Education Model to promote the development of motor ability of 5-6-year-old children.

Tsuyoshi Matsumoto, University of Tsukuba, Japan, and Kanae Haneishi, Valley State University, USA, Maho Fuchikami, University of Tsukuba, Japan - [GBA Japan project: Promoting GBA for diverse people in Japan](https://drive.google.com/file/d/18VW6z7PdFcW_tXFqNsDxareJ_tRy_v5h/view?usp=sharing).

Bruce Nkala, The Shipley School, USA, and Jimoh Shehu, University of Botswana, Botswana - [Developing Botswana physical education teachers’ TGfU content and pedagogical knowledge.](https://drive.google.com/drive/u/1/folders/1D4KMC9gPqsby2o6q1F0h7_53Ra5INnDd)

**Stream 15 – Justice and Play in GBA**

Kanae Haneishi, Valley State University, USA, Linda Griffin, University of Massachusetts Amherst, USA, Bruce Nkala, The Shipley School, USA, Korey Boyd, Springfield College, USA, Teng Tse Sheng, Physical Education and Sports Teacher Academy (PESTA), Singapore - Exploring game-based approaches through an equity, diversity, inclusion and social justice perspective.

Korey Boyd, Springfield College, USA, Kanae Haneishi, Valley State University, USA, and Linda Griffin, University of Massachusetts Amherst, USA, - Promoting justice, equity, diversity, and inclusion (JEDI) through a game-based approach.

Owen Mooney, Sergio Lara-Bercial, Nicola Clarke, Leeds Beckett University, UK - Time to Play – Understanding the role of play in sport for children and coaches.

**5 Slides in 5 Minutes:**

Stephen Harvey, Ohio University, USA, and Hans van der Mars, Arizona State University, USA - Initial evidence of face validity for basketball and volleyball game performance assessment scoring guides for use in physical education

Andy Elleray, Bristol Rovers FC - Games-based goalkeeper training

Ajit Korgaokar, Tennessee Tech University, USA, and Stuart Currie, University of Tennessee at Martin, USA - Tactical periodisation and game-based approach to coaching soccer/football

Craig Parkes, University of South Alabama, USA - The impact of early field experiences on preservice teachers’ perceptions regarding their ability to successfully deliver the Teaching Games for Understanding Model

Donal Doyle, Dublin GAA and Institute of Technology, Carlow, Ireland - Conditioned games centred approach to Gaelic games practice activities to promote player inclusion and retention over seven seasons

Athanasia Giakouvaki, Democritus University of Thrace, Greece, and Aspasia Dania, University of Athens, Greece - Introducing Racketlon as an extra-curricular school activity for promoting adolescent wellbeing

Deockki Hong, Gyeongsang National University, South Korea, Jongmoon Chun, Sancheng Elementary School, South Korea, and Yongsuk Yim, Chungbuk National University, South Korea - An analysis of TGfU research trend in South Korea

Yongsuk Yim, Chungbuk National University, South Korea, Deockki Hong, Gyeongsang National University, South Korea, Jongmoon Chun, Sancheng Elementary School, South Korea - An elementary school teacher's implementation experience of the TGfU model

Aspasia Dania, Konstantina Trampa, Niki Mpoti, Ktistakis Ioannis, University of Athens, Greece, and Caterina Pesce, Università di Roma - Chess training for improving executive functions and tactical behaviour of invasion game athletes.

Muhammad Iqbal Bin Mohd Sharifuddin, Raffles Institution, Singapore - Modifying the length of the badminton racket to improve motor development of 16 and 17-year-old junior college students: Forehand overhead clear perspective.

Dave Woodward, University of Worcester, UK - Supporting PGCE Secondary PE teachers in developing a game sense approach to teaching: Application of theory to practice

Donal Doyle, Dublin GAA and Institute of Technology, Carlow, Ireland - A Gaelic games playing and coaching approach implemented by beginner coaches

Yessica Segovia, David Gutiérrez, and Mr. Jesús Violero (University of Castilla-La Mancha, Spain) - Theoretical knowledge development programme for young soccer players.

Michele Barca and Francesco Sgrò (Kore University of Enna, Italy) - Understanding the effects of a game-based teaching plan on secondary school students during volleyball lessons’