

**Pre-Congress Symposium**

Sunday, February 9, 2014



**Creating smart players through game centred learning**

# **Presentation programme and abstracts**



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# Programme Summary

8.00 – 8.30		Registration		
8.45	<b>Welcome &amp; Administration:</b> Dennis Slade			
9:00 – 9.30	<b>Opening address:</b> What do we mean by understanding and intelligent performance in the teaching of games? Len Almond			
	G13 (Gymnasium/field)	J1 (Lecture Theater)	G1 (Gymnasium)	
Session A 9:30 to 10:30 (60 minutes)	Ki o Rahi  Wiremu Mato	<b>Symposium:</b> Game based approaches as positive pedagogy  Chair: John Quay Presenters: Richard Light John Evans Christina Curry Discussant: Amanda Mooney	Observational learning and peer assessment in games teaching: Introducing the bear, monkey, rabbit and bull  Tim Hopper	
10:30-11:00		Morning Tea		
Session B 11:00 to 12:00 (60 minutes)	Teaching decision making in batting and fielding within the striking/fielding game classification using softball/baseball based activities  Barry Gordon	From 'Teaching Games for Understanding' to Coaching for Understanding  Jose Castro  Effects of games centred professional development on teaching quality and student outcomes in primary physical education  Andrew Miller	Accuracy and reliability of tagging and video feedback to enhance tactical knowledge: Students' perspectives within a TGfU basketball setting  Jeroen Koekoek	
12:00-12:45		Lunch		
Session C 12:45 to 1:45 (60 minutes)	TGfU in Dutch PE: Integrating methodical notions with digital observation tools.  Jeroen Koekoek, Wytse Walinga	Gamification of learning in teacher education: Video-gaming insights on learning informing a hybrid TGfU/Sport Education approach  Kathy Sanford and Tim Hopper	Developing the art of questioning in TGfU  Steve Harvey	
Session D 1:50 to 2:50 (60 minutes)	TGfU and decision making. A brief practical guide for community coaches.  David Keelty & Andy Rogers, Harbour Sport, - GACU Greater Auckland Coaching Unit All RST (Regional Sports Trusts)	Can the use of iPad application 'Easy tag' improve coaching skills of PETE students in a 3v3 game of basketball  Toon Dehandschutte  Gender differences in game performance across age 7 through 14  David Gutierrez	<b>A325 Interactive teaching space</b>  Supporting teachers to implement TGfU: Towards a teacher-led model of professional learning.  Kelly Ann Parry	
2:55-3:10		Afternoon Tea		
Session E 3:10 to 4:10 (60 minutes)	Performance in small sided games - Fast 5 netball  Kirsten Spencer	Reading the game in korfbal: Cognitive process and verbalisation through tactical games  Alagul Ozlem	Shaping play environments for engagement and learning  Wendy Piltz	
Plenary 4:15 – 6:00 (45mins)	Fishbowl discussion: <b>Social media, teaching games and PE pedagogy in the 21st century</b>  Concluding comments and SIG AGM: Len Almond			
6:30- late	Evening event at <b>De Post Belgian Beer Café</b> , 466 Mt Eden Rd, Mt Eden Village			

## Programme with Abstracts

Registration 8.00-8.30	Registration opens at 8.00 am.	
Welcome:  8.45- 9.00	Title	Welcome and Administration
	Speakers:	Dennis Slade and Rod Philpot
	Venue	J1 Lecture Theatre
Opening Address:  9.00-9.30	Title	<b>Making sense of Games: Understanding and Intelligent Performance</b>
	Speaker:	Dr Len Almond <i>Len is the current Chair of the TGfU SIG and one of the key people who initially theorized the TGfU model.</i>
	Venue	Lecture Theatre
	Synopsis	The title of this paper underlines the very essence of the original TGfU (1982) which is a focus on: <ul style="list-style-type: none"> <li>○ Understanding the game and what it means to play the game.</li> <li>○ Intelligent performance</li> </ul> <p>However, we have learned a great deal since then and there is a need to build on the original ideas. In order to explore this conception, I shall outline (for me) what could be entailed in promoting understanding and intelligent performance.</p> <p>In addition, I want to address a critical component of Teaching Games that we need to make more explicit. This is, how do you make available opportunities for players to understand and become intelligent performers?</p>
Session A:  9.30 – 10.30	Title	<i>Workshop session: Sport focus</i> <b>Ki o Rahi</b>
	Speaker:	Wiremu Mato
	Venue	G13 (Gymnasium/field)
	Synopsis	Ki-o-rahi is a ball sport played in New Zealand with a small round ball called a 'ki'. The game is widely known in Māori communities and in scattered mainstream locations throughout the country. It is a fast-paced sport incorporating skills similar to Australian Rules, rugby union, netball and touch. Two teams of seven players play on a circular field divided into zones, and score points by touching the 'pou' (boundary markers) and hitting a central 'tupu' or target.
	Title	<i>Symposium session: Research focus</i> <b>Game based approaches as positive pedagogy</b>
	Chair: Presenters:	Dr John Quay, University of Melbourne Professor Richard Light, University of Ballarat Dr John Evans, University of Sydney Dr Christina Curry, University of Western Sydney
	Discussant:	Dr Amanda Mooney, Deakin University
	Venue	J1 Lecture Theatre
	Synopsis	The growing body of research conducted on game-based approaches to teaching and coaching games suggests that student experience of learning through them is consistently positive. By this we mean they provide affective experiences, are enjoyable (fun), can develop positive traits

		<p>such as resilience, creativity, compassion and self-confidence and foster a love of learning and learning how to learn. Bunker and Thorpe's ideas on learning to play games by learning within games and similar ideas before them in Europe and the UK were focused on developing better games players but the wealth of research interest in how and what is learnt through TGfU, Game Sense, Play Practice, the Games Concept Approach (GCA) and other variations continues to identify the range of positive learning that GBA generate. This symposium focuses on seeing game based approaches to teaching and coaching games as positive pedagogy as a means of considering and enhancing the range of positive learning that occurs beyond and in addition to becoming better games players.</p> <p>Positive pedagogy is a broad term that has been used to describe generally pedagogy that generates the positive learning we refer to above but for this symposium we use it as proposed by Light (2013, 2014) in regard to teaching and coaching. This symposium presents the concept and some research conducted on TGfU in a school and Game Sense in rugby coaching from a positive pedagogy perspective.</p>
	<p><b>Title</b> <i>Workshop session: Teaching focus</i></p> <p><b>Speaker:</b> Dr Tim Hopper <i>Tim is an associate professor in the School of Exercise Science, Physical and Health Education, Faculty of Education, University of Victoria in British Columbia, Canada</i></p> <p><b>Venue</b></p> <p><b>Synopsis</b> G1 (Gymnasium)</p> <p>This session will explore the benefits of using a game performance assessment instrument (GPAI) on an iPad/nexus tablet devices using Easy Tag" from Dartfish to develop player system thinking in regards to playing a game.</p>	
<b>Morning Tea</b>		
<p>SessionB: 11.00 – 12.00</p>	<p><b>Title</b> <i>Workshop session: Sport focus</i></p> <p><b>Speaker:</b> Dr. Barry Gordon <i>Barry heads the Victoria University Wellington Secondary Teacher education programme in physical education</i></p> <p><b>Venue</b></p> <p><b>Synopsis</b> G13 (Gymnasium/field)</p> <p>Striking/fielding is one of the four classifications of games identified in the TGfU/tactical games model (Bunker &amp; Thorpe, 1982; Metzler, 2000). This is a classification that has, in general, received less attention than others such as invasion or net/wall games. This practical based presentation will use a series of warm-up activities and TGfU based games to develop tactical awareness and decision making using a softball/baseball type context. The activities have been developed using the underpinning principles of TGfU</p>	
	<p><b>Venue</b> J1 (Lecture Theatre)</p> <p><b>Title</b> <i>11:00 – 11:30</i> <b>From 'Teaching Games for Understanding' to Coaching for Understanding</b></p> <p><b>Speaker:</b> Jose Castro <i>Jose is now in the third year of his PhD study in Sports Coaching at Cardiff Metropolitan University</i></p> <p><b>Synopsis</b> This session will consist in an oral presentation focused on exploring the impact of implementing a 'Teaching Games for Understanding' (TGfU) approach in a competitive team sport coaching setting.</p>	

	<p><b>Title</b> 11:30 – 12:00  <b>Effects of games centred professional development on teaching quality and student outcomes in primary physical education: Pilot randomised controlled trial of the Professional Learning for Understanding Games Education (PLUNGE) intervention.</b></p> <p><b>Speaker:</b> Dr Andrew Miller  <i>Andrew is a lecturer in the School of Education at The University of Newcastle, Australia</i></p> <p><b>Synopsis</b> The primary objective of this study was to evaluate the feasibility and preliminary efficacy of a school-based teacher professional learning (PL) program (PLUNGE) for generalist primary school teachers on student Fundamental Movement Skills (FMS), game play abilities and enjoyment of physical activity when Game Centered Approach (GCA) curriculum was used. Conclusions: Results indicate that professional development using education and mentoring with a focus on the development of student FMS and game play skills using a game centred pedagogical approach was a feasible and efficacious approach for improving teaching quality and student outcomes.</p>
	<p><i>Workshop session: teaching focus</i></p> <p><b>Title</b> <b>Accuracy and reliability of tagging and video feedback to enhance tactical knowledge: Student perspectives within a TGfU basketball setting</b></p> <p><b>Speaker:</b> Mr Jeroen Koekoek  <i>Jeroen is a lecturer in Physical Educaiton at Windesheim University of Applied Sciences, Zwolle (the Netherlands)</i></p> <p><b>Venue</b> G1 (Gymnasium)</p> <p><b>Synopsis</b> It has been increasingly recognized that teachers are being challenged to capture children's understandings of decision-making and problem solving within the learning of (modified) games (Dyson, 2005; McBride &amp; Xiang, 2004). In this respect, relatively little attention has been paid to the role that learner-regulated video feedback can play in tactical learning in PE settings. Learner regulated video feedback can be particularly useful to identify game events in learning situations that both match children's perceptions of the situation and meet the teacher' pedagogical intentions.</p>
<b>Lunch</b>	
<p>Session C: 12.45 - 1.45</p>	<p><i>Workshop session: teaching focus</i></p> <p><b>Title</b> <b>Integrating methodological notions with digital observation tools</b></p> <p><b>Speakers:</b> Mr Jeroen Koekoek &amp; Wytse Walinga  <i>Both Jeroen and Wytse are lecturers in Physical Educaiton at Windesheim University of Applied Sciences, Zwolle (the Netherlands)</i></p> <p><b>Venue</b> G13 (Gymnasium/field)</p> <p><b>Synopsis</b> The purpose of this presentation is to give an overview of this teaching concept with particular emphasis on the pedagogical principles of TGfU (sampling, exaggeration, representation, tactical complexity). The study focused on two questions related to the development of game courses in the PETE program:</p> <ol style="list-style-type: none"> <li>1. How do students/coaches use a digital observation model in combination with video feedback in order to enhance their teaching skills?</li> <li>2. How can we teach students/coaches to analyse the 'balance between attack and defence' in games such as soccer and basketball?</li> </ol>
	<p><i>Research presentation: Submissions accepted by peer review</i></p> <p><b>Venue</b> J1 (Lecture Theatre)</p>

	<p><b>Title</b> <b>Gamification of learning in teacher education: Video-gaming insights on learning a hybrid TGfU/Sport education approach</b></p> <p><b>Speakers:</b> Kathy Sanford and Tim Hopper <i>Kathy is a Professor and Tim Hopper is an associate professor in the Faculty of Education, University of Victoria in British Columbia, Canada</i></p> <p><b>Synopsis</b> This presentation will explore the instructional process enabled in video games widely known as gamification, and how this concept has been applied to teacher education courses in physical education that draw on a hybrid of TGfU/Sport Education approach. Gamification is defined as using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems. This presentation draws on a larger study focused on the influence of videogames on youth with respect to their democratic/civic engagement as future citizens</p>
	<p><i>Workshop session: teaching and coaching focus</i></p> <p><b>Title</b> <b>Developing the art of questioning in TGfU</b></p> <p><b>Speakers:</b> Dr Stephen Harvey <i>Stephen is Associate Professor in Instructional Methods at West Virginia University, USA.</i></p> <p><b>Venue</b> G1 (Gymnasium)</p> <p><b>Synopsis</b> The use of questioning is considered essential to games based approaches (GBAs). Indeed the use of deductive questioning in solving tactical problems is frequently cited as one of the key benchmarks (Metzler, 2005). Others argue that the teacher or coach assumes the role of 'ignorant scholar' in a Socratic venture with the student or athlete (Butler, 1997). Questioning serves to gauge the on-going development of declarative and procedural knowledge; furthermore, recent literature has articulated the importance of the dyadic relationship between question and answer in the development of knowledge-in-action or enacted knowledge that challenges typical Cartesian epistemological assumptions (Light &amp; Fawns, 2003).</p>
<p>Session D: 1.50 - 2.50</p>	<p><i>Workshop session: Sport focus</i></p> <p><b>Title</b> <b>TGfU and decision-making: A brief practical guide for community coaches coaches</b></p> <p><b>Speaker:</b> David Keelty &amp; Andy Rogers <i>David and Andy are with GACU Greater Auckland Coaching Unit All RST (Regional Sports Trusts)</i></p> <p><b>Venue</b> G13 (Gymnasium/field)</p> <p><b>Synopsis</b> A practical and introductory guide for community coaches for constructing practice that requires decision making.</p>
	<p><i>Research presentations: Submission accepted by peer review</i></p> <p><b>Venue</b> J1 (Lecture Theatre) 11.50 – 2.20</p> <p><b>Title</b> <b>Can the use of iPad application 'Easy Tag' improve coaching skills of PETE students in a 3vs.3 game of basketball?</b></p> <p><b>Speaker:</b> Dr Toon Dehandschutter <i>Toon is a lecturer at the UC of Leuven , Belgium</i></p> <p><b>Synopsis</b> In this study Easy tag, an iPad application by Dartfish, is used as an interactive tool to support the learning of coaching skills of second year PETE students in a 3v3 basketball game. A game assessment protocol is preloaded in easy tag. The application counts every correct tactical action of a team. The focus is on the quality of feedback given by the coaches. This study shows a significant improvement of content knowledge for all students (pre-test: 6,63/10; post-test:</p>

	<p>7,9/10). Questions</p> <ul style="list-style-type: none"> <li>• Is the counting of tactical actions on a paper as effective as the app easy tag?</li> <li>• Which apps can improve coaching skills of teachers?</li> </ul> <p>2.20 – 2.50</p> <p><b>Title</b> <b>Gender differences in game performance across age 7 through 14.</b></p> <p><b>Speakers:</b> Dr David Gutierrez, Dr Luis Garcia-Lopez, &amp; Dr Onofre Contreras-Jordan <i>is a reader in Physical Education Pedagogy in the Faculty of Education at the University of Castilla-la Mancha (Ciudad Real, Spain). Luis is a reader and Onofre is a Professor at the Faculty of Education at the University of Castilla-la Mancha (Albacete, Spain)</i></p> <p><b>Synopsis</b> The purpose of this study was to evaluate and analyse gender differences in the game performance in invasion games in coeducational teams. Participants were assessed through modified invasion games, where the technical and rules requirements were minimized, and space and number of players were adapted to each age. Results indicated that boys had a superior game performance than girls. Game performance differences, both in execution and decision making components, increased with age, with most significant differences found in the two oldest groups, and no differences in the youngest group. The results were consistent with most studies demonstrating gender behaviour in physical education, with differences increasing in adolescence.</p>
	<p><i>Workshop session: teaching focus</i></p> <p><b>Title</b> <b>Supporting teachers to implement TGfU: Towards a teacher-led model of professional learning</b></p> <p><b>Speaker:</b> Kelly Parry <i>Kelly is a former HOD who developed a paperless department and teaching programme. She is currently doing her PhD at the University of Wollongong.</i></p> <p><b>Venue</b> A325 Interactive teaching space</p> <p><b>Synopsis</b> In this workshop, I outline an approach that can be used by teachers to plan, teach and assess a Game Centred Approach program of work for themselves and others that is teacher-led, sustainable and needs-based. Influenced by my own insight as a Head of Department trying to shift pedagogy within my own PE faculty, and witnessing first-hand the limitations of traditional models of professional development in facilitating change, I propose a model of professional development that sets out to empower teachers and have them address the key constraints in their own school settings. In outlining the model, I address the characteristics of effective teacher professional development highlighted in the literature. This workshop guides teachers through the proposed professional learning model, demonstrating ways in which technology can be used to support teachers' professional learning. In this way, the proposed model becomes one which is research-informed and able to be adapted to individual teacher's needs.</p>
<b>Afternoon Tea</b>	
<p>Session E:  3.10 – 4.10</p>	<p><i>Workshop session: Sport focus</i></p> <p><b>Title</b> <b>Performance in small sided games - Fast 5 netball Netball court</b></p> <p><b>Speaker:</b> Kirsten Spencer <i>Kirsten is an expert coach and presenter on this new game</i></p> <p><b>Venue</b> G13 (Gymnasium/field)</p> <p><b>Synopsis</b> Both men and women play netball but it is the number one sport played by females in New Zealand. There is also a popular indoor version of the game that attracts many social and workplace teams. Fast 5 netball refers to a 5 verse the traditional 7 a-side version of the game while the 'fast' comment refers to the view that this is a much faster game than the traditional sport. The workshop will provide an introduction and demonstration of this new version of a popular New Zealand sport</p>

		<i>Research presentation: Submissions accepted by peer review</i>
	<b>Venue</b>	J1 (Lecture Theatre)
	<b>Title</b>	<b>Gamification of learning in teacher education: Video-gaming insights on learning a hybrid TGfU/Sport education approach</b>
	<b>Speaker:</b>	Özlem ALAGÜL <i>Özlem is a lecturer in the Faculty of Sport Sciences, Ankara University, Turkey.</i>
	<b>Synopsis</b>	Korfball is an invasion game that has its own characteristics and laws. Korfball does not allow running, dribbling or walking with the ball, it is based on playing together (Crum, 2012). Players should communicate, cooperate each other in each position and control the game through “reading the game” for effective game performance. This study used Tactical Games Approach (TGA) to explore how effective game play and reading of the game might be facilitated
	<b>Title</b>	<i>Workshop session: teaching and coaching focus</i> <b>Shaping play environments for engagement and learning”</b>
	<b>Speaker:</b>	Wendy Piltz <i>Wendy is a senior lecturer at the University of South Australia in teacher education (Health &amp; Physical Education)..</i>
	<b>Venue</b>	G1 (Gymnasium)
	<b>Synopsis</b>	This interactive workshop will explore the process of ‘shaping’ the play as a teaching strategy for engaging players and facilitating learning.
<b>Plenary: 4.15 – 4.45</b>	<b>Title</b>	<i>Fishbowl discussion</i> <b>Social media, teaching games and PE pedagogy in the 21st century</b>
	<b>Speakers:</b>	All delegates are invited to participate and share their perspective
	<b>Venue</b>	A325 Interactive teaching space
<b>Plenary: 4.45 – 5.00</b>	<b>Title</b>	<b>Concluding comments</b>
	<b>Speakers:</b>	Dr Len Almond
	<b>Venue</b>	J1 Lecture theatre
<b>AGM 5.00 – 5.30</b>		TGfU Special Interest Group Annual General Meeting: Chair: Len Almond

Delegates are invited to join us for the evening at the

## **De Post Belgian Beer Café,**

466 Mt Eden Rd, Mt Eden Village