

ASSOCIATION DE INTERNATIONALE  
DES  
ECOLEES SUPERIEURS D'EDUCATION PHYSIQUE



**PROCEEDINGS**  
OF THE  
**2ND INTERNATIONAL CONFERENCE:**  
**TEACHING SPORT**  
**AND**  
**PHYSICAL EDUCATION**  
**FOR UNDERSTANDING**

**11 - 14 DECEMBER 2003**



UNIVERSITY  
OF TASMANIA

**ASSOCIATION DE INTERNATIONALE  
DES  
ECOLES SUPERIEURS D'EDUCATION PHYSIQUE**



**PROCEEDINGS  
OF THE  
2ND INTERNATIONAL CONFERENCE:  
TEACHING SPORT  
AND  
PHYSICAL EDUCATION  
FOR UNDERSTANDING**

**11 - 14 DECEMBER 2003**

Edited by:

Richard Light, University of Melbourne  
Karen Swabey, University of Tasmania  
Ross Brooker, University of Tasmania

University of Melbourne, Australia

## Foreword

Significant change in the meaning and practice of education over the past few decades challenges physical educators and coaches to develop and implement innovative pedagogical practices that can advance the relevance and educational value of sport and other physical activity for children and young people. At the same time coaches of sport ranging from grass roots children's sport to the most elite, professional levels are constantly searching for ways in which they can develop complete players who are not only skilled but also tactically astute and good decision-makers. First promoted two decades ago, Bunker and Thorpe's Teaching Games for Understanding model (TGfU) is now attracting growing interest from both those in the physical education and the sport-coaching field as a means through which they can achieve these aims. Much of the recent attention being paid to TGfU has been stimulated by increasing interest in the application of learning theory to teaching and recognition of the potential that TGfU holds for realising the potential that games hold as an educational medium *par excellence*. It offers both a means through which coaches and teachers can develop more complete players and a means through which they can make sport and games rewarding, satisfying and enjoyable for a wider range of students and players than dominant technique-focused approaches.

Growth in the development of understanding approaches to teaching and coaching is evident in a marked expansion in research and writing on TGfU and the emergence of new variations such as Game Sense and Play Practice in Australia and the Game Concept Approach (GCA) mandated in Singapore schools by the Ministry of Education. The development and international dissemination of TGfU and other understanding approaches received a significant boost in 2001 with the success of the first international conference on teaching sport and physical education for understanding held at New Hampshire, USA. Following on from New Hampshire the Second International Conference: Teaching Sport and Physical Education for Understanding, endorsed by the Association de Internationale des Ecoles Superieures d'Education Physique (AIESEP), was held at The University of Melbourne, Australia from December 11 to 14 in 2003. Attracting over 250 delegates from nineteen different countries its success confirms that TGfU is now an international movement. The conference made a valuable contribution to the development of TGfU and similar approaches that recognise and can account for the complexity of learning and the essentially contextual nature of skilled performance. The conference brought together researchers, teachers and coaches from around the world to share ideas, disseminate knowledge and advance teaching and coaching approaches. Organised by the International TGfU Task Force, operating under the auspices of AIESEP, the conference is now an international biennial event with the next conference being held in Hong Kong. The TGfU movement continues to gain international momentum.

The papers offered in this publication were all presented at the 2<sup>nd</sup> International Conference: Teaching Sport and Physical Education for Understanding held at The University of Melbourne in December 2003. They draw on work conducted on TGfU across a wide range of institutional and cultural settings to include contributions from Europe, the Asia Pacific region and North America and provide valuable insight into the diverse range of approaches now taken to research on TGfU, its application in practice and its development across the globe.

Each of the papers in these proceedings was subjected to a process of blind peer review, including refereeing by at least two experts in the field.

*Richard Light, PhD, Conference Convenor.*

## TABLE OF CONTENTS

<b>Author/s</b>	<b>Paper Title</b>	<b>Page</b>
Dickinson, S. Nettleton, B.	<i>Discovery Methods in Outdoor Education</i>	5
Harvey, S.	<i>A study of U19 college soccer players improvement in game performance using the Game Performance Assessment Instrument</i>	11
Ho, W.K.	<i>Model Rethink from the Integrated Perspective</i>	26
Hubball, H.	<i>Problem-Based Learning Enhancing Games for Understanding in a Youth Soccer Academy Program</i>	34
Light, R.	<i>A Snap Shot of Pre-Service and Beginning Teachers Experiences of Implementing TGfU</i>	44
Liu, R.	<i>Teaching Games for Understanding: Implementation in Hong Kong Context</i>	53
Martin, A. Gaskin, C.	<i>An Integrated Approach to Coaching Athletes</i>	62
Pearson, P. Towns, J. Rowland, G. Webb, P.	<i>Game Sense Online – Utilising the Web for the Professional Development of Physical and Health Education Teachers</i>	70
Piltz, W.	<i>Reading the Game: a Key Component of Effective Instruction in Teaching and Coaching</i>	79
Slade, D.	<i>Theory to Practice: ‘Stick2Hockey’</i>	90
Tallir, I. Lenoir, M. Valcke, M.	<i>Assessment of Gameplay in Basketball</i>	99
Tallir, I. Musch, E. Lanoo, K. Van de voorde, J.	<i>Validation of Video-Based Instruments for the Assessment of Game Performance in Handball And soccer</i>	108
Wallian, N. Chang, C.W. Nachon, M. Couty, B. Gréhaigne, J.F.	<i>Student Action Reading and Meaning Attribution: Towards a Model of Interpretation Register in Game Play</i>	114
Webb, L.	<i>Implementation of Net/Wall Games in an American Urban Middle School: Reflections on Practice</i>	128