



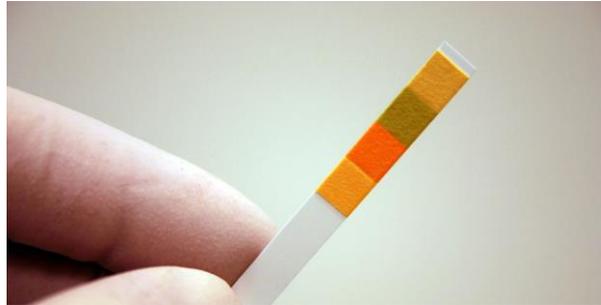
A Global Litmus Test of Games Based Teaching and Coaching

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Litmus test

something such as an opinion about a political or moral issue that is used to make a judgment about whether someone or something is acceptable



Game-Based Approaches

1. Student-centered and inquiry-based approaches to games teaching and coaching
2. GBAs promote individual engagement and team learning
3. Emphasis on learner reflection, complexity thinking and social interaction

Bunker and Thorpe (1982)

Teaching Games for Understanding (TGfU)

- a growing number of GBA variations have been suggested
- these variations share similar ideas about game teaching and coaching
- the implementation of GBAs has become challenging

Aim of the study

To explore the extent of the use of GBAs in different countries across the world

Methodology

Following a call from the TGfU SIG Executive Board

Twelve GBA experts, and members of the TGfU SIG International Advisory Board (IAB), participated in the study

Each expert was representing a different country

Different countries



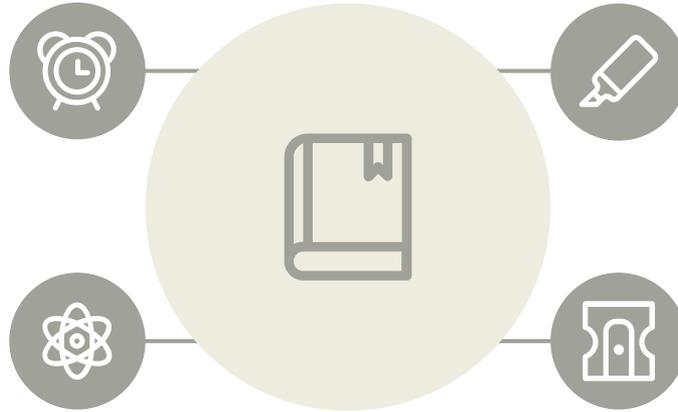
SWOT Analysis

Strengths

Weaknesses

Opportunities

Threats



Data collection and Analysis

Notes

1. **key structural and contextual aspects of GBAs in each country** (e.g., PE teaching, sport coaching, teacher/coach education and professional development)
2. **critical reflective analysis** on topics
3. **thematic analysis** based on the debriefing of the commonalities that were identified across the different topics.



Results

Aspects of GBAs addressed

- PE teaching
- Sport Coaching
- Professional Development programs

Themes based on Comonallities

SWOT		
Strengths	Academic Recognition of GBAs	Pedagogical Value of GBAs
Weaknesses	Theory-Practice disconnections	Simplistic Pedagogies
Opportunities	Community Advocacy	Professional Networking
Threats	Narrow Mindness	Rigid Pedagogies

Strengths

#	#	#
<i>GBAs are increasingly implemented into <u>teacher education</u> programs and practical courses</i>	<i>GBAs are appropriate for education</i> <i>Inquiry-based focus = relevant to all movement forms of the PE curriculum</i>	<i>Most Universities included GBA courses in their program of studies</i>

Weaknesses

Coaching dominated by technical approaches



Limited resources for GBA teaching in local languages



Sport clubs or out-of-school settings use games as a reward



Coaches often treat young players as mini-adults

Opportunities

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Several associations are beginning to modify the competition regulations at the training levels

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digital technologies to make the use of GBAs easier for younger teachers/coaches

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GBAs across different sports/ Programs (recreation/leisure education, specialist programs)

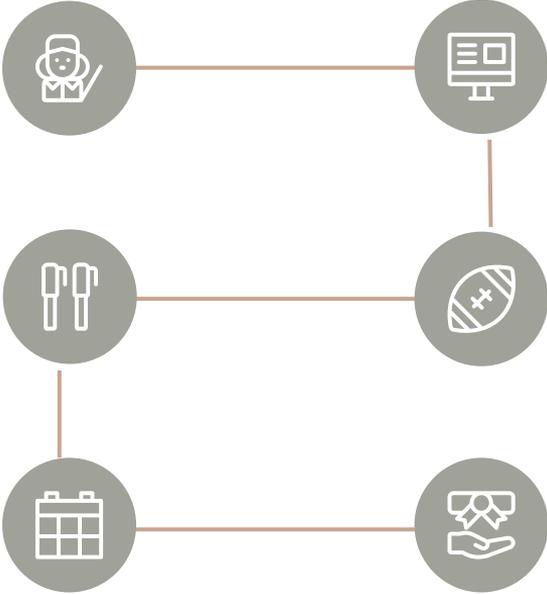
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GBA researcher & practitioner network

Threats

Many teachers & coaches do not use modified games, questioning or constraint-based tasks within GBAs

Economic instabilities > less qualified coaches in sport clubs



Reduction of PE hours per week

Limited links of GBAs to pedagogy that legitimize effective teaching

Discussion

Based on results

GBA experts seem to have a common SWOT perspective about the structure and value of GBAs, even though they use different GBA variants in their countries

Participants' perceptions of the value and logic of GBAs seems to be obtained rather because of their shared academic knowledge with GBAs than via the GBA variant they use.

Conclusions



GBAs

Unifying SWOT perspectives



GBA experts

Need to create a new narrative about the field and its practices



GBA variants

Production of new cultural capital to move the community forward

“We advocate for the adoption of a shared framework to GBA use, as modified game-practice that sets the base for developing thoughtful, creative, intelligent, and skillful players”

TGFU SIG & IAB members



Thank you for your attention

Do you have any questions?

