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Gambles, Ellen-Alyssa, Anderson, Steven, Leyland, Sandra and Ling, Jonathan (2021) PE teachers' perspectives and identification of the barriers to implementing TGfU in England using Occupational Socialisation. In: 7th International Teaching Games for Understanding (TGfU) Conference, 7 Jun 2021, Pre-Conference Virtual Symposium. (Unpublished)

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## 7<sup>th</sup> International Teaching Games for Understanding (TGfU) Conference

### Pre-Conference Virtual Symposium – 7<sup>th</sup> June 2021

*In association with the International Association for Physical Education in Higher Education (AIESEP) Virtual Conference hosted by the University of Alberta and McGill University*

Time (MDT)	Session
<b>06:30-06:45</b>	<p>Welcome</p> <p>Linda Griffin, Chair, Teaching Games for Understanding (TGfU) Special Interest Group Don Vinson, University of Worcester, UK, Chair of the Organizing Committee, TGfU2022</p> <p>A welcome and an outline of the day's programme.</p>
<b>06:45-08:00</b>	<p>TGfU2022 Keynote Panel Discussion and Q&amp;A</p> <p>Linda Griffin, University of Massachusetts, USA Stephen Harvey, Ohio University, USA Daniel Memmert, German Sport University, Cologne, Germany Jean Côté, Queen's University, Canada,</p> <p>Chair: Don Vinson, University of Worcester, UK</p> <p>Engage with four world-class researchers as they discuss the most pertinent issues for TGfU and GBA. This is an opportunity to listen to each of the keynote presenters at TGfU2022, gain an insight into what they will present at the 7<sup>th</sup> International TGfU Conference, and have the opportunity to ask your questions.</p>
<b>08:00-08:15</b>	Break
<b>08:15-09:00</b>	<p>Invited session: Proposals from the TGfU community to teach and learn games from a game-based approach in times of restricted mobility due to COVID-19</p> <p>David Gutierrez, Chair of the International Advisory Board, TGfU SIG, University of Castilla-La Mancha, Spain Aspasia Dania, University of Athens, Greece Tse Sheng Teng, Ministry of Education, Singapore</p> <p>Hear about how the TGfU Video Library project has evolved over the course of the pandemic to proposals such as #TGfUatHome or inventing games, to help teachers continue their work of teaching games through GBAs at home or with restricted social distance in schools.</p>

	<p>Participants: Adrian Turner (Bowling Green State University, USA) and Luísa Estriga (University of Porto, Portugal) will explain their contributions to the video library through a modified invasion games (Break the Square and Team Handball respectively). Aspasia Dania, Tse Sheng Teng, and David Gutierrez will explain the materials developed in the TGfU project in COVID times.</p>	
<b>09:00-10:15</b>	<b>Parallel seminars</b>	
<p>Cutting-edge issues in TGfU and GBA: Quick-fire presentations I</p> <p>Chair: Don Vinson, University of Worcester, UK</p> <ol style="list-style-type: none"> <li>1. Kanae Haneishi (Valley City State University, USA), and Linda Griffin, (University of Massachusetts, USA) ‘Exploring game-based approaches through an equity, diversity, inclusion and social justice perspective’</li> <li>2. Aspasia Dania (University of Athens, Greece), and Linda Griffin (University of Massachusetts, USA) ‘Social network analysis as a framework for moving game based pedagogies forward’</li> <li>3. Tsuyoshi Matsumoto (University of Tsukuba, Japan) and Kanae Haneishi (Valley City State University, USA) ‘GBA Japan project: Promoting GBA for diverse people in Japan’</li> <li>4. Stefan König (University of Education, Weingarten, Germany) ‘Getting familiar with TGfU – work in progress with sports students and preservice teachers in Germany’</li> <li>5. Bruce Nkala (The Shipley School, Bryn Mawr, PA, USA) ‘Leaning into TGfU pedagogical principles to effectively deliver of Physical Education during a pandemic’</li> </ol>	<p>Coach (and teacher) education: Quick-fire presentations II</p> <p>Chair: David Gutierrez, University of Castilla-La Mancha, Spain</p> <ol style="list-style-type: none"> <li>1. 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’</li> <li>2. Samuel J Richardson, Simon Roberts, Colum Cronin, Allistair McRobert, (Liverpool John Moores University, UK), Don Vinson (University of Worcester, UK), and Chris Lee (UK) ‘Qualitative systematic review of sports coaches’ and teachers’ perceptions and application of game-based approaches, nonlinear pedagogy, and constraints-led approach’</li> <li>3. Tim Hopper (University of Victoria, Canada), and Jesse Rhoades (University of North Dakota, USA) ‘Modification by adaptation: Theory, practice and how to research’</li> <li>4. Airnel T. Abarra, Mauricio Garzon, Elesá Zehndorfer and Marc Dagenais (Adrenaline Solutions, Hungary) ‘Coaching education start-up in the face of pandemic: The Adrenaline Solutions Model’</li> <li>5. Azhar Yusof and Bryan Ng (Sport Singapore) ‘My 1st Coach Programme - A Game Changer in the Development of FUNdamental movement skills’</li> </ol>	

10:15-11:00	Meal break			
11:00-11:40	<p>Town Hall Meeting</p> <p>Hosted by Linda Griffin, Chair, Teaching Games for Understanding (TGfU) Special Interest Group</p> <p>You are warmly invited to this TGfU Town Hall Meeting! The purpose of this meeting is to update interested TGfU Community Members on work of the TGfU Special Interest Group over the past two years, and gain insight and feedback on possible future directions.</p> <p>Agenda items include future initiatives, outline of changes in TGfU SIG executive roles, and general updates.</p>			
11:45-12:15	<p>Research Collaborations</p> <p>Drop-into this forum for the opportunity to share your current research ideas, seek international collaborators and discuss your plans for TGfU2022!</p>			
12:15-12:30	Break			
12:30-13:45	<p style="text-align: center;">Parallel seminars</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #fce4d6; padding: 5px;"> <p>5 Slides in 5 Minutes</p> <p>Chair: Kanae Haneishi (Valley City State University, USA)</p> <ol style="list-style-type: none"> <li>1. Tim Hopper (University of Victoria, Canada) ‘Cloud technology, tennis and TGfU: A COVID induced constraints-led approach’</li> <li>2. Amy Price, Dave Collins (University of Edinburgh, UK) and John Stoszkowski (University of Central Lancashire, UK) ‘How do high-level youth soccer players approach and solve in-game problems? The role of strategic understanding’</li> <li>3. Naoki Suzuki (Tokyo Gakugei University, Japan) ‘Implementation of game-commentary assessment instrument’</li> <li>4. Carla Valério, Cláudio Farias and Isabel Mesquita (University of Porto, Portugal) ‘Mentoring the implementation of TGfU in PETE programmes: a longitudinal cross-course ethnographic inquiry on ‘challenges and search for answers’ - experiences of preservice teachers’</li> </ol> </td> <td style="width: 50%; background-color: #fff9c4; padding: 5px;"> <p>TGfU and Learning: Quick-fire presentations III</p> <p>Chair: Linda Griffin (University of Massachusetts, USA)</p> <ol style="list-style-type: none"> <li>1. Cláudio Farias (University of Porto, Portugal) ‘Accountability and learner responsibility in game-based approaches: it’s there, it influences learning, yet it is so rarely acknowledged’</li> <li>2. Bruce Nkala (The Shipley School, Bryn Mawr, PA, USA), and Jimoh Shehu (University of Botswana) ‘Developing Botswana Physical Education Teachers’ TGfU Content and Pedagogical Knowledge’</li> <li>3. Luísa Estriga, Amândio Graça, Paula Batista (University of Porto, Portugal) ‘Preparing preservice teachers to teach team handball towards an inclusive practice’</li> <li>4. Ellen Gambles, Steven D. Anderson, Sandra D. Leyland, and Jonathan Ling (University of Sunderland, UK)</li> </ol> </td> </tr> </table>		<p>5 Slides in 5 Minutes</p> <p>Chair: Kanae Haneishi (Valley City State University, USA)</p> <ol style="list-style-type: none"> <li>1. Tim Hopper (University of Victoria, Canada) ‘Cloud technology, tennis and TGfU: A COVID induced constraints-led approach’</li> <li>2. Amy Price, Dave Collins (University of Edinburgh, UK) and John Stoszkowski (University of Central Lancashire, UK) ‘How do high-level youth soccer players approach and solve in-game problems? The role of strategic understanding’</li> <li>3. Naoki Suzuki (Tokyo Gakugei University, Japan) ‘Implementation of game-commentary assessment instrument’</li> <li>4. Carla Valério, Cláudio Farias and Isabel Mesquita (University of Porto, Portugal) ‘Mentoring the implementation of TGfU in PETE programmes: a longitudinal cross-course ethnographic inquiry on ‘challenges and search for answers’ - experiences of preservice teachers’</li> </ol>	<p>TGfU and Learning: Quick-fire presentations III</p> <p>Chair: Linda Griffin (University of Massachusetts, USA)</p> <ol style="list-style-type: none"> <li>1. Cláudio Farias (University of Porto, Portugal) ‘Accountability and learner responsibility in game-based approaches: it’s there, it influences learning, yet it is so rarely acknowledged’</li> <li>2. Bruce Nkala (The Shipley School, Bryn Mawr, PA, USA), and Jimoh Shehu (University of Botswana) ‘Developing Botswana Physical Education Teachers’ TGfU Content and Pedagogical Knowledge’</li> <li>3. Luísa Estriga, Amândio Graça, Paula Batista (University of Porto, Portugal) ‘Preparing preservice teachers to teach team handball towards an inclusive practice’</li> <li>4. Ellen Gambles, Steven D. Anderson, Sandra D. Leyland, and Jonathan Ling (University of Sunderland, UK)</li> </ol>
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	<p>5. Don Vinson, Andy Cale, Harley Simpson, Michelle Morgan (University of Worcester, UK), Samuel J. Richardson (Liverpool John Moores University, UK), and Stephen Harvey (Ohio University, USA) ‘Coach Developers’ understanding of games-based approaches’</p> <p>6. Tse Sheng Teng (Ministry of Education, Singapore) ‘Making Badminton playable using the 4R framework’</p> <p>7. Guy Ginciene, Camila Amato, Eduardo Rodrigues Oliveira, and Thiago Leonardi (Federal University of Rio Grande do Sul, Brazil) ‘Boys and girls in invasion games: Challenges in a teaching unit through action research’</p>	<p>‘PE teachers’ perspectives and identification of the barriers to implementing TGFU in England using Occupational Socialisation’</p>
13:45	Close	