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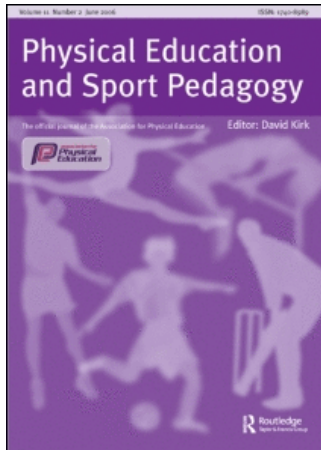
On: 18 April 2007

Access Details: [subscription number 775668883]

Publisher: Routledge

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Physical Education & Sport Pedagogy

Publication details, including instructions for authors and subscription information:

<http://www.informaworld.com/smpp/title-content=t713674664>

Introduction

To cite this Article: , 'Introduction', Physical Education & Sport Pedagogy, 10:3, 211 - 212

To link to this article: DOI: 10.1080/17408980500340679

URL: <http://dx.doi.org/10.1080/17408980500340679>

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Introduction

An international perspective on Teaching Games for Understanding

Since the first seminal work by Bunker and Thorpe appeared in 1982, TGfU has attracted increasing interest across the world as is evident in the burgeoning number of publications on TGfU and its variants, particularly over the past seven or eight years. This global interest in TGfU has been both manifested in, and fuelled by, the establishment of a biennial international conference devoted to TGfU under the auspices of the Association de Internationale des Ecoles Superieures d'Education Physique (AIESEP). The first of these conferences was convened in New Hampshire, USA, in 2001 by Joy Butler, attracting 150 delegates from 18 different countries. I convened the second conference in 2003 at The University of Melbourne, Australia, and was overwhelmed by the response, with over 250 delegates from 19 different countries attending. The Melbourne conference confirmed the growth of international interest in TGfU, with even larger attendance expected at the 2005 conference in Hong Kong.

This collection comprises primarily articles based on, or developed from, presentations made at the Second International Conference: Teaching Sport and Physical Education for Understanding (TGfU) held in Melbourne. The papers reflect the breadth of international interest in TGfU, with contributions from, and collaborations between researchers from Australia, New Zealand, the USA, Canada and France.

The opening paper by Linda Griffin, Ross Brooker and Kevin Patton suggests that TGfU has now gained widespread acceptance, its momentum is building, and there is cause for proponents of TGfU to celebrate. They warn, however, that its place as a legitimate model for games learning can only be established through ongoing research and development connected with learning theories. Joy Butler's paper deals with TGfU and teacher development. She suggests ways to promote and integrate TGfU into the repertoire of experienced teachers (old dogs), and to give student teachers the opportunity to explore the TGfU approach (at puppy school). These include the establishment of a worldwide TGfU task force, an emphasis on action research and student exposure to constructivist learning theory through majors' clubs. In the third paper Richard Light and Joy Butler continue this focus on teacher development with a comparative study on teacher education programmes in Australia and the USA. Conducting this research in two distinctly different cultural and institutional settings allows them to explore the situated nature of teacher education and the effect that different cultural and institutional settings have on TGfU teacher development. Given the spread of TGfU across a range of diverse cultural

settings this addresses an important dynamic that has received limited attention in the TGfU literature to date.

In the fourth paper Jean-Francis Gréhaigne, Nathalie Wallian and Paul Godbout draw on French and German literature to consider the historical development of what they call the 'Tactical-Decision Learning Model'. They then model players' activity in invasion team games from a Tactical-Decision Learning Model approach. Taking quite a different approach, Clive Pope examines the affective dimensions of learning in TGfU. He argues that reducing TGfU to mere tactical or cognitive competence limits the potential that it has to confirm the humanness of physical education and sport through the ways in which it highlights human interaction and the affective dimensions of games. The collection finishes with Ken Alexander and Dawn Penney outlining how TGfU pedagogy can be fed productively into another exciting innovation, the Sport Education curriculum model. They describe their application of the development-refinement process to the progress of Sport Education in an outcomes-based educational environment and how this has led to a new relationship between Sport Education and TGfU within what they call the 'Clinic Game-Day' (CGD) model.

Richard Light
University of Sydney, Australia