

Methods: A TGfU group was compared to a technique approach group and a control group. In this randomized study, 99 college students were enrolled in the experiment (33 participants in each group). The technique method focused primarily on skill instruction where the skill taught initially was incorporated into a game at the end of each lesson. The TGfU approach emphasized developing tactical awareness and decision making in small-game situations. One physical educator (the assistant coach of the China team) taught field korfbal using these approaches for 12 weeks (1 80-min lesson each week). The control group did not receive any field korfbal instruction. Pretests (in the 6th week) and posttests (during the 12th week) were administered for korfbal knowledge, skill, and game performance. Separate analyses of variance or analyses of covariance were conducted to examine group differences for cognitive and skill outcomes.

Results: The TGfU group (16.25 ± 3.71) scored significantly higher on passing decision making than did the technique (12.26 ± 2.79) and control groups (8.17 ± 3.84) during posttest game play ($p < .01$). The TGfU group (20.50 ± 4.65) scored significantly higher than the control group (17.16 ± 4.29) for declarative and procedural knowledge ($p < .01$). The TGfU group (19.88 ± 5.13) scored significantly higher on control and passing execution than did the other groups (16.27 ± 5.96 ; 12.32 ± 6.38) during posttest game plays ($p < .01$). For korfbal skill, there were no significant differences among the 3 groups for accuracy ($p > .05$), but the technique group (15.25 ± 6.25) recorded faster than the control group (11.85 ± 2.66) on the posttest ($p < .05$).

Conclusion: This randomized study indicates that the TGfU approach provides a more viable way of teaching strategic decision making for korfbal players. In particular, effective decision making is important for the successful execution of skills among korfbal players. The authors suggest further exploring the efficient use of the TGfU approach in the field of korfbal teaching.

TGfU and Psychosocial Factors

Psychosocial Development Through a Teaching Games for Understanding Approach to Coaching

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Although it is well documented that youth sport participation may provide young athletes with psychosocial

development and transferable life skills (Turnnidge, Cote, & Hancock, 2014), such positive youth development (PYD; Fraser-Thomas, Cote, & Deakin, 2005) outcomes have yet to be rigorously investigated as a potential outcome of a teaching games for understanding (TGfU) coaching approach. As TGfU has become increasingly popular, an extensive literature review has led investigators to posit that the approach may facilitate PYD outcomes including: perceived competence, confidence, coach-athlete connectedness, peer connectedness, character, and intrinsic motivation. The present study will offer an important addition to the literature by examining the impact of a season-long (10-week) TGfU sport experience on PYD outcomes of youth soccer players. Three youth soccer teams (2 male and 1 female) ranging in age from 9 to 12 years will be the participants in this study. The soccer teams typically play an 8-game season over 2 months (April–May). Each team will undertake 2 practice sessions per week for approximately 1.25 hr beginning 2 weeks prior to the season. The teams will be taught using a TGfU approach by an experienced coach who has worked extensively with this instructional model for a 25-year period and who has taught and coached soccer in elementary and secondary schools as well as higher education settings. To examine potential changes in the aforementioned PYD outcomes, a repeated-measures one-way multivariate analysis of variance will be used to compare baseline measures taken at the beginning of the season with a postseason assessment. The current study will attempt to add to the body of literature on games-based instruction by providing an empirical investigation into TGfU as a vehicle for promoting psychosocial youth development.

A Review on the Effect of Small-Sided and Modified Games in Sport Teaching and Coaching: Informing TGfU Pedagogy

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In tactical models (Metzler, 2011) for games and sport teaching, such as teaching games for understanding (TGfU; Bunker & Thorpe, 1982), learning is game-based (Webb, Pearson, & Forest, 2006). For many, this means not just that students are first placed in game play, but that playing of small-sided games (SSGs) is analogous to TGfU, as structured learning experiences through minigames and SSGs are at the “heart” of the model

(Butler, 2015; Kirk, 2005). It has been reported that teachers see tactical models like the Game Sense approach as playing SSGs or modified games (Breed & Spittle, 2011). In TGfU, it has been suggested that lessons focus on SSGs as “principles of play” (Liu Yuk-Kwong, 2010) as the 6-step model moves first from the tactical-conceptual to technical skill development, or from “why” to “how” (Stolz & Pill, 2014) and that game competence is specifically fostered through SSGs (Jepson, 2012). SSGs are, therefore, commonly presented as a core pedagogical feature of tactical models (Stolz & Pill, 2014). This presentation considers the evidence base for SSGs as a pedagogical device in games and sport teaching through a qualitative systematic review of the literature. This review involved identification of relevant published evidence via a search of academic research collections, such as Google Scholar and PubMed, for data-driven research where SSGs were the focus of the study. Data analysis proceeded by first tabulation of the studies to summarize the data and then systematic coding and analysis. The analysis reveals that SSGs have been shown to be at least as effective in technical, tactical, and physiological training as the drill-practice and drill-conditioning style in sport coaching contexts, but the evidence of technical or tactical efficacy in achievement of skill-learning outcomes using SSGs in a tactical model in physical education is less clear.

Exploring Mixed-Reality Simulation Using TGfU

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Virtual-reality simulation is taking center stage as a next-generation environment for teacher professional learning and allows preservice teachers to practice pedagogical skills in a safe environment that does not place real students at risk (Kane & Staiger, 2012). Though few studies have been conducted to measure teaching performance, such as type and pacing of feedback (Brandenburg, Donehower, & Rabuck, 2014), to date, no known studies have investigated the pedagogical aspects of teaching using constructivist principles in physical education. The purpose of this study was to understand physical education preservice teachers and faculty experiences using the virtual rehearsal method in the Mursion simulator. Participants were 2 physical education teacher education (PETE) faculty and 23 preservice teachers enrolled in physical education methods courses. Grant funding allowed PETE faculty at 1 university to use the computer-simulated, immersive,

mixed-reality classroom in which their preservice teachers interacted with avatars that were scripted to portray typically developing 7th-grade students. Preservice teachers cotaught 3 teaching-games-for-understanding lessons, and 6 hr of teaching experiences were completed—specifically, 4 hr of simulation experiences. Data collection included video recordings of simulation experiences, semistructured interviews, lesson plans, lesson reflections, and debriefs. Data were analyzed qualitatively. Preliminary findings suggest that preservice teachers engaged “in the moment” with the avatars due to suspended disbelief, were challenged by the off-task behavior of student avatars, and struggled to find proactive positive strategies. The simulations provided opportunities for the preservice teachers to experience a range of off-task behaviors from a diverse set of student avatars who have unique backgrounds, interests, and needs. The faculty members were afforded an accelerated view of individual preservice teachers’ skills of making connections to students and of being able to manage off-task behavior while creating a positive learning environment.

Refereeing

Decision Making in Football Officiating: An Interview Study With Top-Level Referees

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Introduction: Officials take a vital role in almost every competition-oriented game sport. For this reason, an interesting area of research has emerged in recent years with respect to sport officiating. However, the majority of football-related studies can be characterized as pursuing a “from-theory-to-practice” strategy. Therefore, the present project focused on the reconstruction of subjective theories of elite football referees and on the identification of problems in the practice of top-level football officiating.

Methods: Semistructured interviews were conducted to collect data from 23 European elite referees, either from the Union of European Football Associations’ elite group ($n = 19$) or 1st group ($n = 4$). With the average length of 19.4 min ($SD = 5.4$ min, range = 10.5 min–39.2 min), all interviews were transcribed verbatim and analyzed independently by 2 coders to generate a category framework that was necessary for further processing based on the qualitative content analysis.

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