

3 progressive stages develops students' ability to create a personal and unique "game model idea."

A 5-Year Action Research Project Investigating Coach and Athlete Perceptions of a Game-Based Coaching Approach in High-Performance Domestic Women's Field Hockey

D. Vinson
University of Worcester, United Kingdom
(d.vinson@worc.ac.uk)

Despite unequivocal literature support in favor of games-based approaches across the sporting landscape, pedagogically focused research has principally investigated youth environments as opposed to adult or elite settings. Additionally, the majority of research has featured snapshot investigations concerned with relatively short-term impact. The aim of this investigation was to explore, via action research, athletes' perceptions of and my (coach) experiences with a 5-year games-based coaching approach at a women's field hockey club operating in the English national leagues. Specifically, founded upon complex learning theory, this investigation focused on the athletes' perceptions of the value of games-based approaches relating to tactical learning and decision making. Throughout each year, data were collected from field notes made in one-on-one and group player-coach meetings, verbatim transcripts from player focus groups, session plan evaluations, written feedback from players, and my reflective diary. During this 5-year period, the team was both promoted to and relegated from the English Premier League. Data were analyzed thematically and produced 3 major categories comprising the purpose of training, facilitating collaboration, and engagement in learning. The data revealed initial player skepticism concerning the perceived value of games-based learning, and although the majority of athletes came to espouse the value of such approaches, it was not until Year 3 that the approach received virtually universal support. The most common difficulty experienced by players throughout the investigation surrounded perceptions of insufficient individual challenge and feedback facilitated during sessional delivery. Additionally, players struggled to embrace the games-based approach as an authentic learning environment and preferred to see sessions as mechanisms through which to embed team strategy. Furthermore, from the 4th year, players negotiated deliberate strategies to

alleviate perceptions of staleness with the approach. Nevertheless, overall, the players placed considerable value on games-based learning and were collectively committed to enhancing this approach rather than seeking alternatives.

Learning Effects of the Didactic Model of Game Action Competences on the Tactical Principles of Football

W. Valencia and E. Arias
University of Antioquia, Colombia
(elkin.arias@udea.edu.com)

Introduction: The didactic model of direct instruction (DMDI) is the most used model for teaching football in competitive settings. However, it is difficult for players to learn the guidelines of tactical behavior during the game, such as the principles of play, through DMDI. Player-centered approaches seem to be more suitable for attaining this goal than DMDI. However, alternative models to DMDI have not been applied and validated consistently in extracurricular sports. The didactic model of the game action competences (DMGAC) could be a good alternative for learning cognitive, procedural, and attitudinal skills for the practice of football.

Aims: This study aimed to determine and compare the learning effects of the DMGAC and DMDI.

Methodology: Thirty-six children aged 8 to 11 years old in the city of Medellin, Colombia, were randomly assigned to an experimental group in which DMGAC was implemented or a control group in which DMDI was implemented. Each group had a teaching process according to the respective didactic model for 12 sessions of 80 min each. They were evaluated in 3 stages on learning the fundamentals of playing football: pretest, posttest, and a retention test. Performance and compliance with tactical principles were measured with the System of Tactical Assessment in Football, the motivation to practice football was investigated using the Sport Motivation Scale adapted for football, and the perception of tactical skills was evaluated with the Tactical Skills Inventory for Sports.

Results and Conclusions: The DMGAC group presented significantly better performance than the DMDI in the posttest and in the retention test. The results suggest that the DMGAC may be an appropriate model for teaching football because the tasks proposed in this model promote the integral development of skills, autonomy, and motivation.

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