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TEACHING GAMES FOR UNDERSTANDING CONFERENCE SUPPLEMENT FROM THE GERMAN SPORT UNIVERSITY

Just Play It—“Innovative, International Approaches to Games”

6th International Teaching Games for Understanding Conference (TGFU) Meets the 10th German Sports Games Symposium of the German Association of Sport Science (DVS)

July 25–27, 2016, at the German Sport University in Cologne

Organized by the Institute of Cognitive and Team/Racket Sport Research

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teacher's/coach's employment of a game-centered approach (GCA). These methods are (a) the debate of ideas, (b) the GROW model (Goal, Reality, Obstacles/Opportunities, and Way forward), and (c) the reflective toss. It is hoped that presenting these 3 methods will aid teachers and coaches at the upper elementary school, middle school, and high school levels in transitioning to a questioning approach and, in the process, help them to develop their pedagogical content knowledge, which is a key requirement of using a GCA. The workshop presentation will also demonstrate how the teacher/coach becomes a coparticipant (Davis & Sumara, 2003) in learning within a GCA that empowers learners to take responsibility for their learning.

Development of Cognitive Skills Through Psychokinetic Games

E. Arias, W. Valencia, and O. Larrera
University of Antioquia, Colombia
(elkinariasde@gmail.com)

Sports games are characterized by variability. During the game, an ongoing and rapid change of ball possession, tasks, opponents, and game situations exists. This rapid change requires from the players a high degree of development of cognitive skills. They should perceive the game, act properly, detect the required tasks, and weigh the possible solutions appropriate for the situation. "Psychokinetic games" have been designed to train cognitive skills and collective coordination as required in sports games. Based on a modular (Hossner, 1995) and incidental learning (Kröger & Roth, 1999) approach, characteristic game situations in sports games were identified. The typical tasks include coordinative actions performed under various information requirements and time-pressure conditions. By implementing psychokinetic games during training, special attention is paid to the individual and their impact on the collective actions. The game begins with a simple passing task, and after each pass, players change the field's formation, relocate themselves, and pay attention to the next pass. The passes are carried out with orientation changes; anticipating the position of the partners and the correct dosage of the strength and speed of the ball are required. With the insertion of 2 or more balls, the degree of complexity is further elevated, because all the balls and all players should be in motion simultaneously and continuously. This simultaneous and continuous motion places high demands on the attention, concentration, and antici-

pation of the players. The use of psychokinetic games is a didactic strategy that stimulates the development of cognitive skills such as perception, anticipation of movement, attention, and concentration as well as the coordination of individual and collective actions. Psychosocial processes are also taken into account. The single player is not only the object of training, but the subject of the training process (Glassauer & Nieber, 2003).

Innovative Strategies for Challenging and Transforming Coaching and Teaching Practice

W. Piltz
University of South Australia, Australia
(wendy.piltz@unisa.edu.au)

This practical-based session will demonstrate how the play-practice processes of "shaping" and "focusing" the play are applied to engage players in games-based contexts to facilitate learning. While basketball is the activity, the emphasis is on the key principles for reflective coaching applicable in many sports.

This session will highlight the importance of teaching through the game by exploring the design of authentic challenges engaging players to play and adapt. Attention will be directed to strategies for differentiating the context to cater to a diverse participation. The sport educator needs to scan a dynamic environment, analyze what is happening, and adjust aspects of the context accordingly or alternatively to empower groups to personalize the play through variations in the task, individual, or environment.

The concept of "focusing" the play or "teaching in the game" will be demonstrated as a strategy for accelerating learning and drawing attention to specific aspects of skilled play. Weighted, numbered go-for-goal games will provide the context in which to focus the play to develop "game sense" defined by Launder and Piltz (2013, p. 16) as "the ability to use an understanding of the rules, tactics, strategy and of oneself (and of one's teammates) to overcome the problems posed by the sport or by one's opponents." These games are ideal for focusing on the tactical aspects of game sense as players adopt attack roles, with and without the ball, as well as defending.

The session will also demonstrate strategies for "enhancing" the play to promote player engagement. This enhancement includes embedding a variety of feedback loops within the learning context to maintain engaged states through adjustment, adaptation, and learning.