



NETWERK TEACHING GAMES

*INZICHTEN VOOR CURRICULUM
ONTWIKKELING*


Jeroen Koekoek

Studiedag KVLO Afdeling Drenthe

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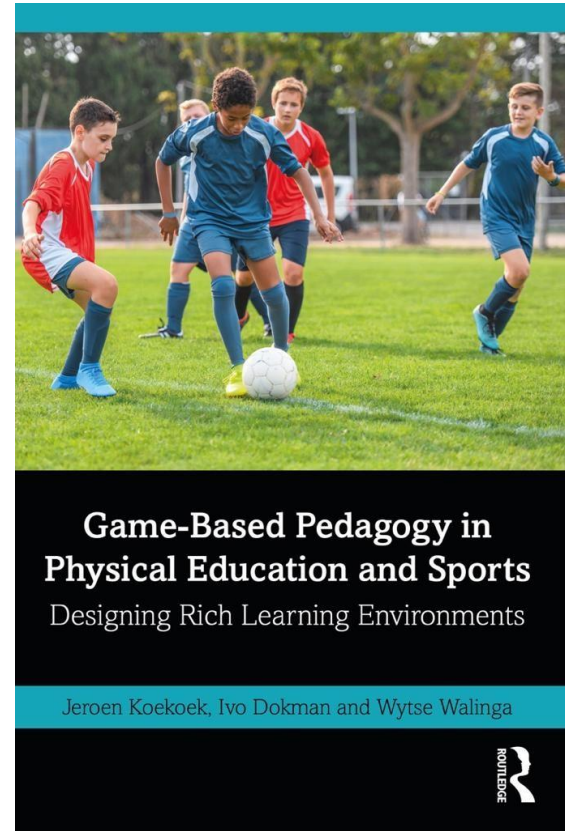
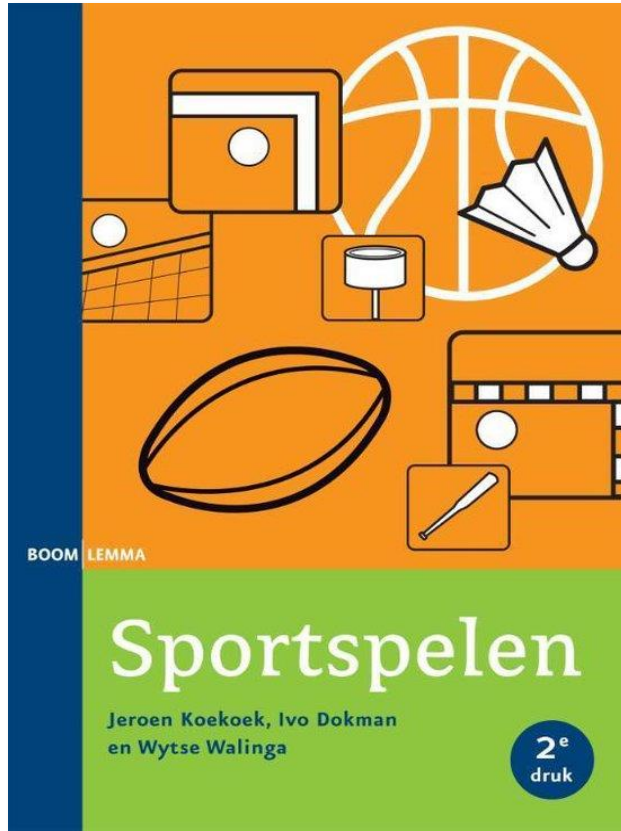




**LEREN
SPELEN
OPVATTINGEN
EN INZICHTEN**

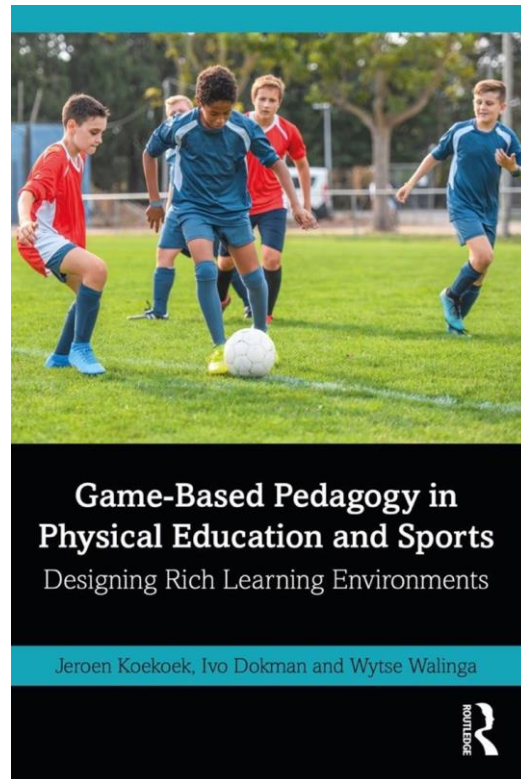
**NETWERK
TEACHING
GAMES**

CURRICULUM



- Achtergronden
- Ontwerp principes
- Digitale leermiddelen

Handbal
Cricket
Rugby
Basketbal
Badminton
Volleybal
Softbal
Voetbal



SPORT EN KENNIS



Ontdekkend leren voetballen

Wytse Walinga
Jeroen Koekoek
Stefan Luchtenberg
Dennis Rosink



LEREN SPELEN
OPVATTINGEN EN INZICHTEN



**CELEBRATING
40 YEARS OF
TEACHING
GAMES FOR
UNDERSTANDING**



Teaching Games for Understanding (TGfU)

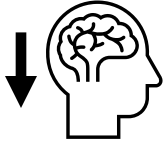
Bunker & Thorpe (1982)



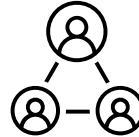
- Leerlingen ervaren weinig succes in spel
- Nadruk op prestatie



- Géén flexibele technieken
- Beperkte capaciteit tav 'decision making' skills

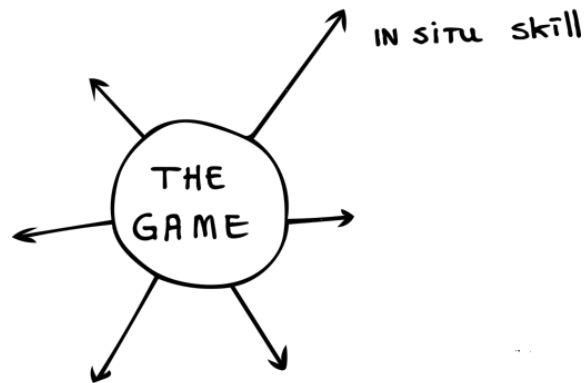
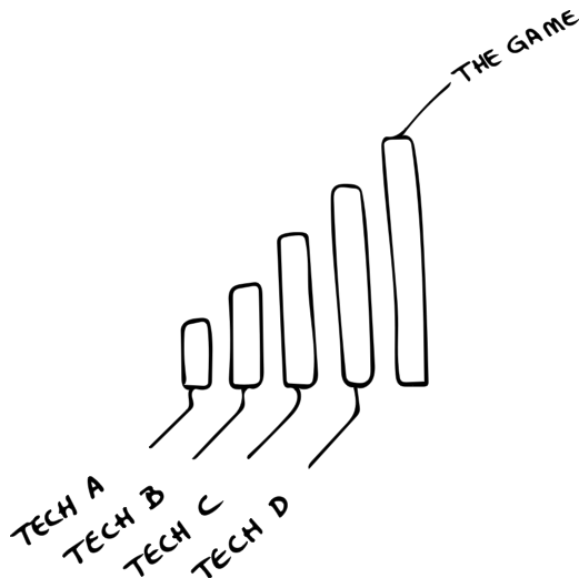


Weinig kennis over teamsporten bij schoolverlaters

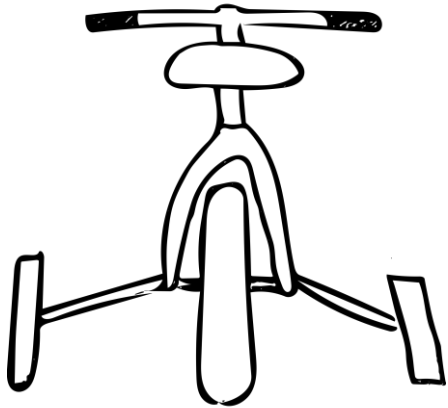


Spelers die (te veel) afhankelijk zijn van hun docent / trainer

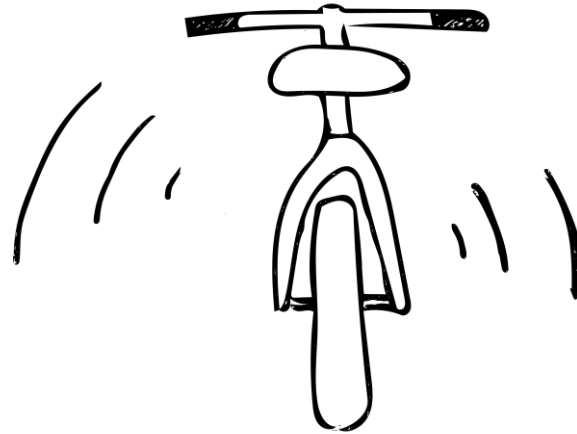
TGfU = Game-Based Approach (Spel gecentreerde benadering)



Duurzaam leren spelen

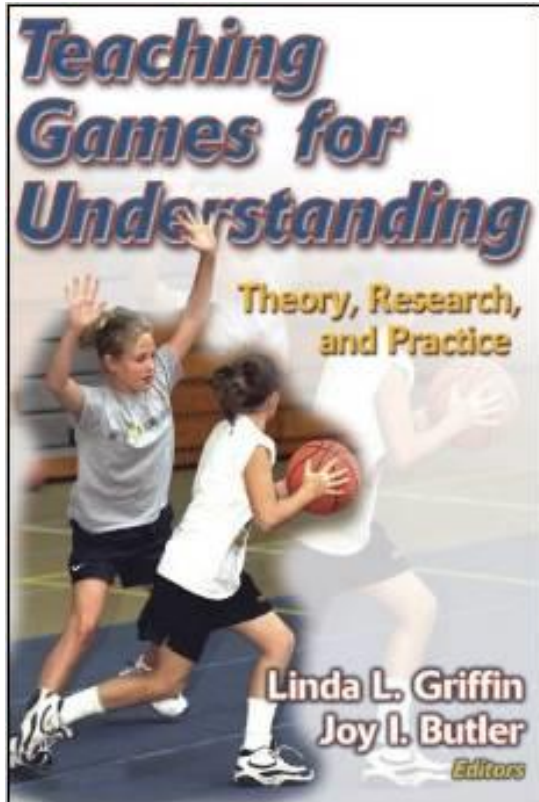


Techniek van alleen trappen en sturen

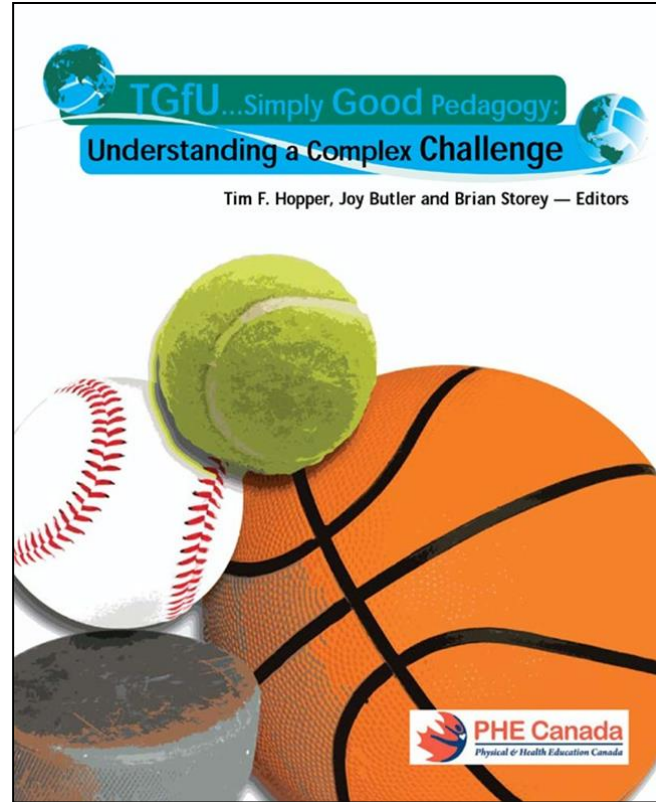


Leren fietsen in de volle betekenis

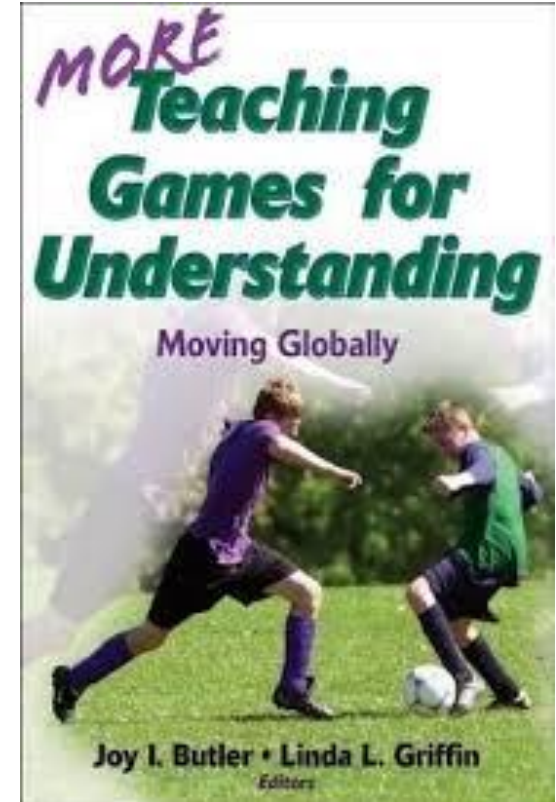
Wetenschappelijke community



2005

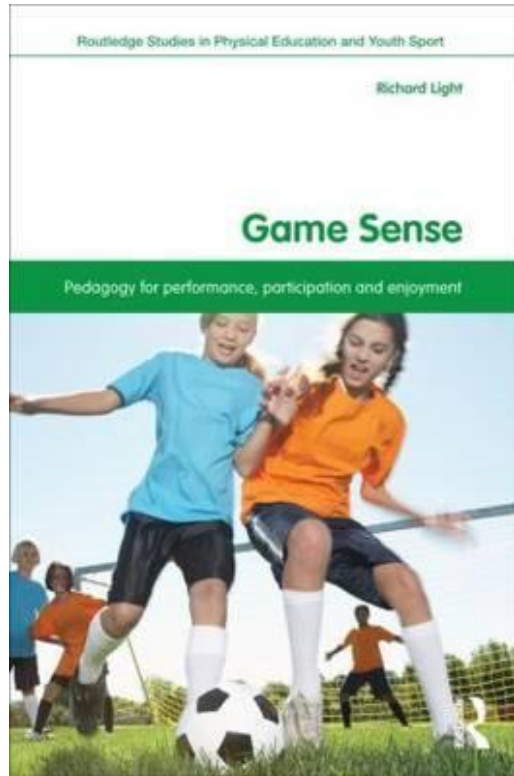


2009

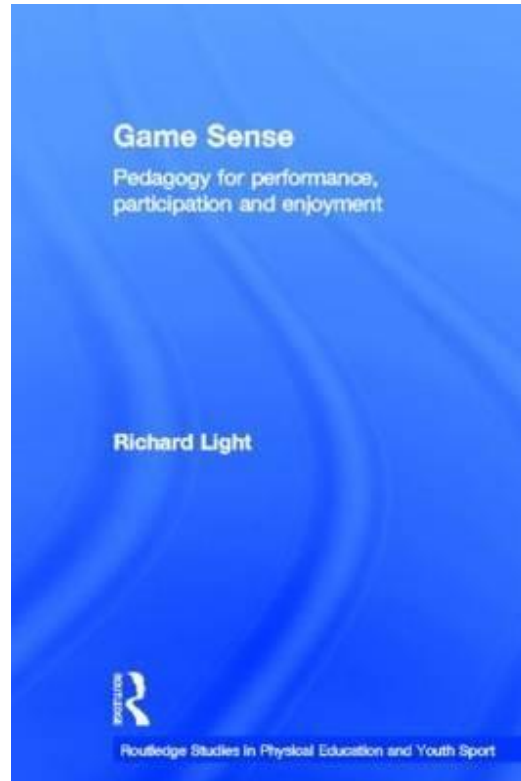


2010

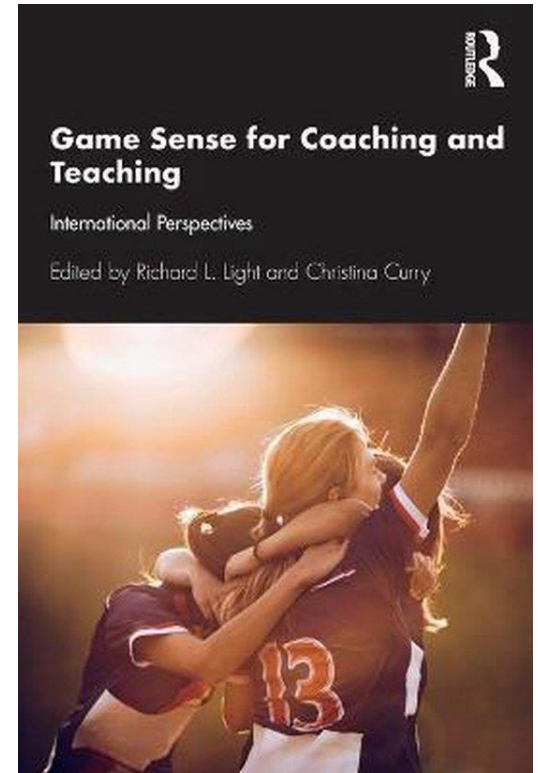
Wetenschappelijke community



2012

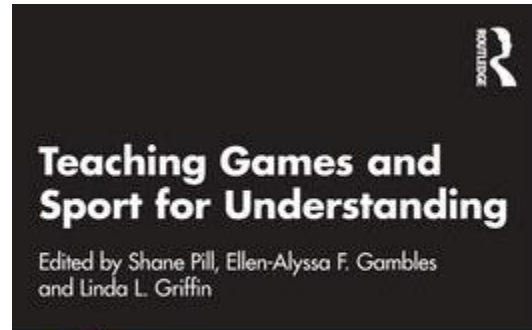


2013



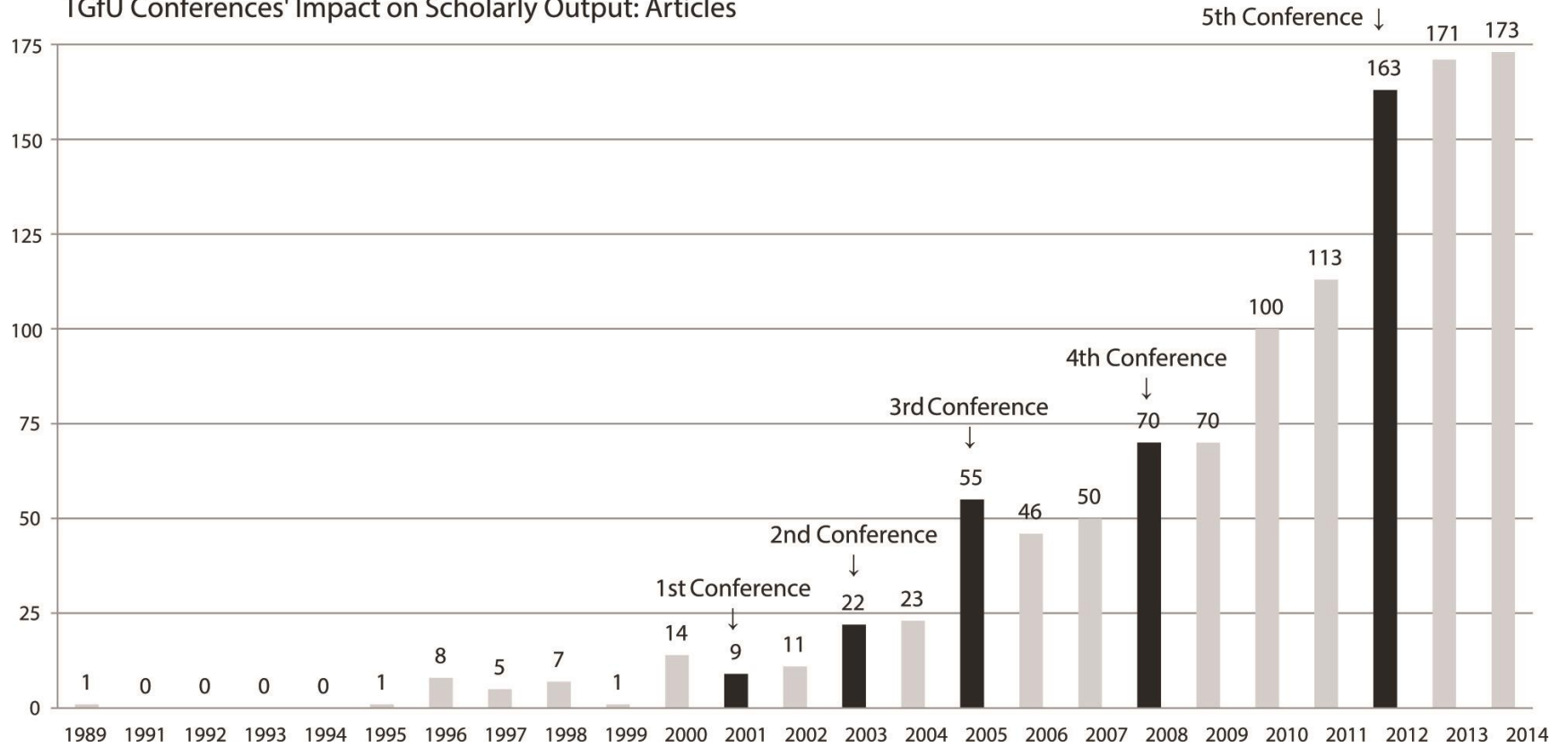
2021

Wetenschappelijke community



2023

TGfU Conferences' Impact on Scholarly Output: Articles



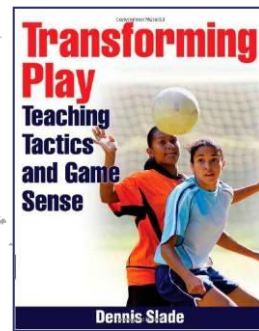
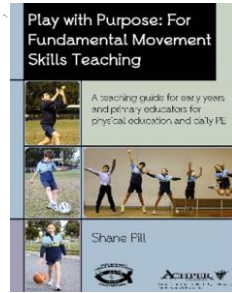
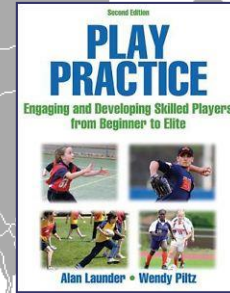
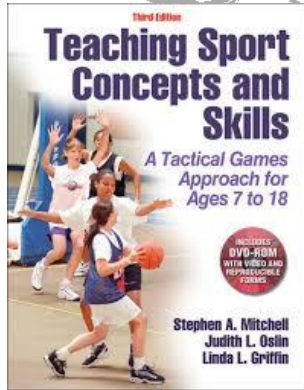
Butler & Ovens (2015)

Varieties in 'game-based approaches'

- Teaching Games for Understanding (TGfU) (Bunker, Thorpe & Almond, 1986)
- Tactical Games Approach (Mitchell, Oslin, & Griffin. 2006)
- Game Sense (Den Duyn, 1997; Light, 2006; Slade, 2010; Pill, 2013)
- Play Practice (Lauder, 2001; Launder and Piltz, 2013)
- Tactical Games Model (Metzler, 2005)
- Tactical-decision Learning Model (Gréhaigne, Wallian, & Godbout, 2005)
- Ball-Schule Concept (Memmert & Roth, 2007)
- Invasion Games Competence Model (Tallir, Lenior, Valcke, & Musch, 2007)
- Games Concept Approach (McNeill et al., 2008)



Pedagogische didactische ontwikkeling GBA's



TRADITIONAL TEAMSPORT

GAME-BASED APPROACH ANSWER

Official game play

Modified games

Large number of players

Small-sided games (few players)

Focus on unrealistic skill demands

Meeting players' needs

TRADITIONAL TEAMSPORT	GAME-BASED APPROACH ANSWER
Official game play	Modified games
Large number of players	Small-sided games (few players)
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1. technique 2. game-play	1. understanding (meaning) 2. techniques

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Coach centered

Following coach instructions
I obey.....
Prescriptive
Monologue
Coach-regulated

Player centered

Decision making
I think.....
Questioning
Debates
Self-regulation

TRADITIONAL TEAMSPORT	GAME-BASED APPROACH ANSWER
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<ol style="list-style-type: none"> 1. technique 2. game-play 	<ol style="list-style-type: none"> 1. understanding (meaning) 2. techniques
<p style="text-align: center;">Coach centered</p> <p>Following coach instructions I obey..... Prescriptive Monologue Coach-regulated</p>	<p style="text-align: center;">Player centered</p> <p>Decision making I think..... Questioning Debates Self-regulation</p>
Deliberate practice (Ericsson, 1993)	Deliberate play (Côté et al., 2007)

Practice and Play in the Development of Sport Expertise

JEAN CÔTÉ, JOSEPH BAKER, and BRUCE ABERNETHY

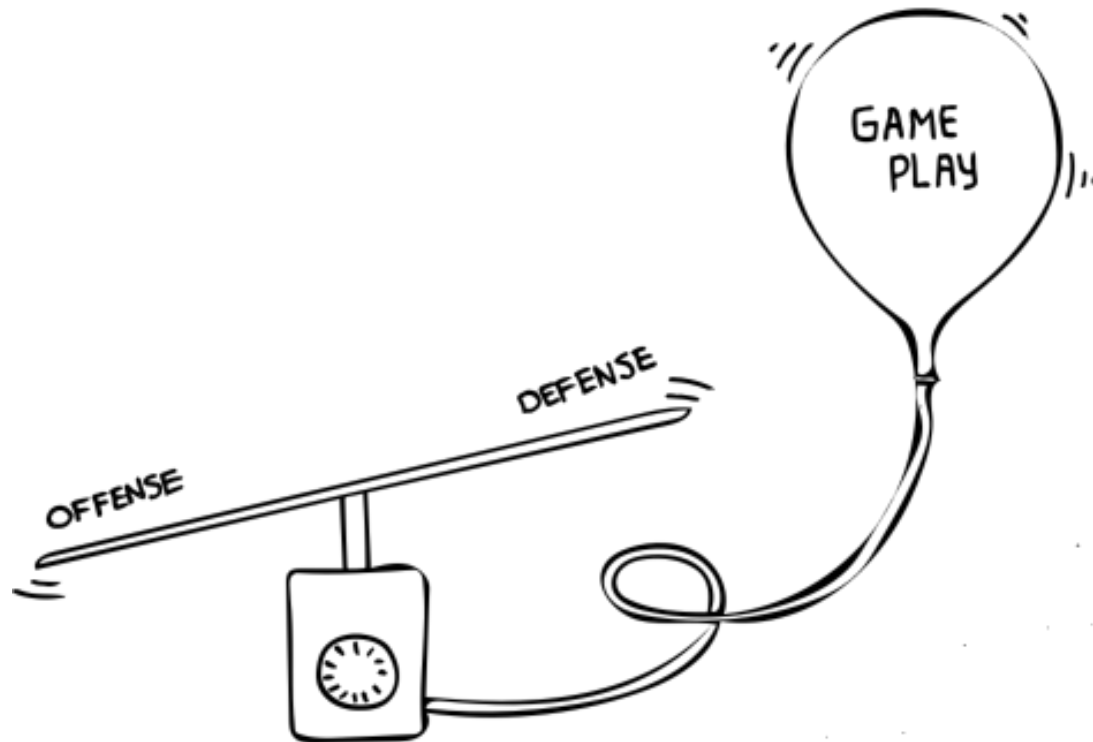
Table 8.1 Differences between Deliberate Play and Deliberate Practice

Deliberate Play	Deliberate Practice
Done for its own sake	Done to achieve a future goal
Enjoyable	Not the most enjoyable
Pretend quality	Carried out seriously
Interest on the behavior	Interest on outcome of the behavior
Flexibility	Explicit rules
Adult involvement not required	Adult involvement often required
Occurs in various settings	Occurs in specialized facilities

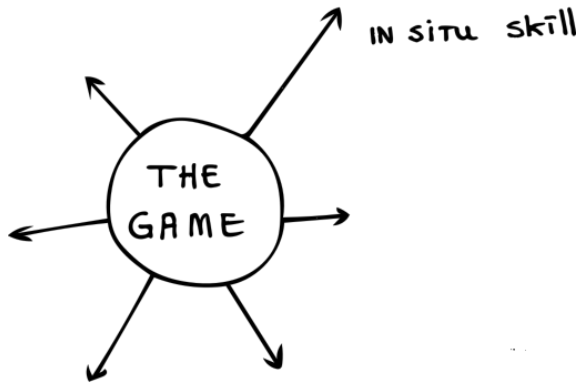
Fundamental movement skills



Spelbalans analyse



Spel principe geeft ontwerpvrijheid



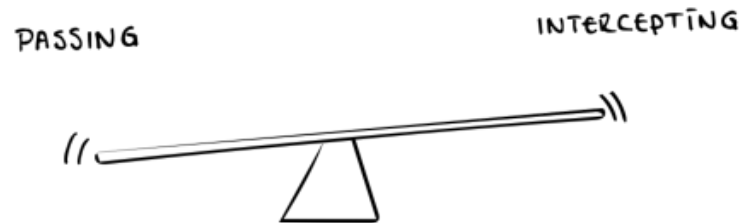
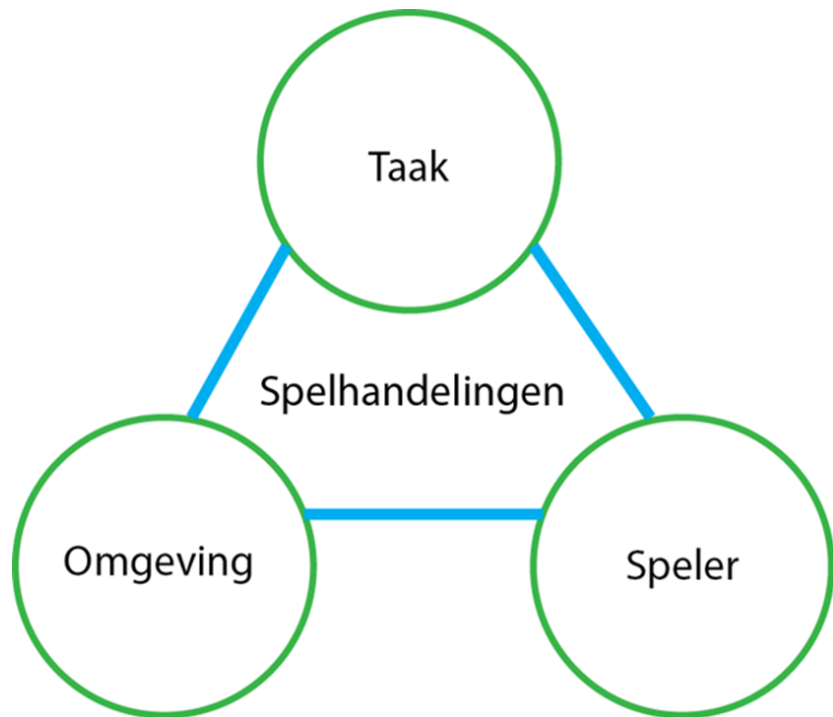
Game category

Placing in vs. returning
(Net and Wall games)

Passing vs. intercepting
(Invasion games)

Staying in vs.
putting out
(Striking and Fielding)

Wat aanpassen en waartoe?



Pedagogical principles of TGfU

1. Sampling

2. Modification representation

3. Modification exaggeration

4. Tactical complexity

Butler & Griffin (2005)

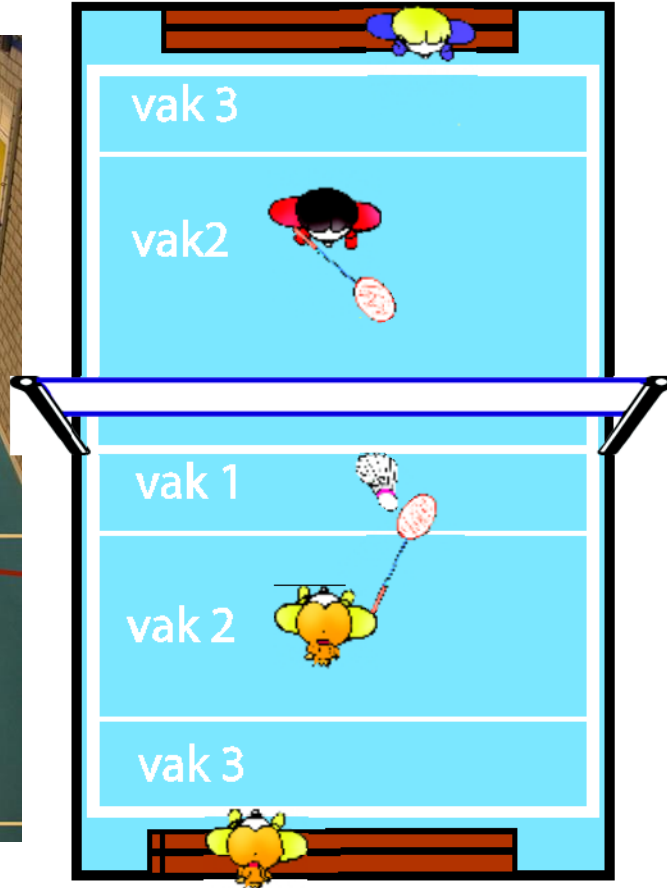


3. 'Modification exaggeration'

Ontwikkeling van spelvormen waarin een tactische element wordt uitvergroot of benadrukt.



3. 'Modification exaggeration'



Misconcepties

- TGfU is alleen voor het onderwijs
 - TGfU is vooral 'cognitive learning'
 - Techniek is niet (meer) belangrijk / ondergeschikt
-
- Ook voor teamsporten / sportvereniging
-
- 'Embodied learning'
-
- Ondersteunend, hybride, als 'mandate teaching'



Mandate teaching / coaching



Teaching for intelligent game players through representation, shaping and mandate coaching

Dennis Slade - Massey University

Within New Zealand it is my observation that to a greater extent, teachers and coaches embrace Game Centred Learning (GCL) strategies. Teacher education programmes frequently cover this methodology under the title of Teaching Games for Understanding (TGfU). My research in 2011 with elite level sport coaches also revealed an understanding and belief in a parallel GCL approach to teaching sports, Game sense. The coaches' use of these GCL strategies reflected earlier

needed to be cultivated in play, then games and later, to transfer those qualities into more formal sports. He stressed that teachers should take care to 'not get in the way' of children inventing and discovering their own games. By all-means provide the constraints around the context of your teaching environment and even some basic directions e.g., the game has to have a target or you need to have a scoring system but in allowing children to explore a wide variety of

implicitly to the rules, shape and tactics of Lacrosse without a lacrosse stick in sight. It also allowed them to demonstrate their game sense.

Tim Hopper, in teaching some basic striking activities for tennis demonstrated that through the use of different level wall targets, players at different stages of development can play together as the different heights of the targets give time to the novice and take it away from the more advanced player. The game achieved





Welkom op het platform actualisatie kerndoelen bewegen en sport

Via dit platform blijf je op de hoogte van de actualisatie van de kerndoelen bewegen en sport. De startnotitie bewegen en sport is een van de

Probleem analyse

1. **Huidige kerndoelen geven weinig sturing en houvast – Vertaalslag nodig**
2. **Haperende doorlopende leerlijn in de praktijk - Leerlijnen vs sport**
3. **Brede beweegontwikkeling in de praktijk - Spel?**
4. **Afnemende vaardigheid en motivatie - Belemmering**



Praktijkgericht onderzoek *leerhulp bieden in spelvormen*



**BEDANKT VOOR UW
AANDACHT!**

jh.koekoek@windesheim.nl

