

Theoretical perspectives on TGFU
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Holt, N., Strean, W., & Bengoechea, E. (2002). Expanding the teaching games for understanding model: New Avenues for future research and practice. Journal of Teaching Physical Education, 21, 162

Issue/Focus

Holt, Strean, and Bengoechea's article focuses on the future of Teaching for Understanding (TGFU). The problems explored is the need to expand on the TGFU literature and fully understand how it benefits individuals, as well as understanding more about specific components of the model. Further research using a holistic view of a child's benefit from the TGFU model is suggested by the authors. The need to develop the more specific elements of games such as abstract, dynamic concepts including space, time, and force more concrete to younger learners. Another major focus is the need to understand student motivation. The article also addresses the need to look beyond whether understanding is more effective than a skill-based system and question the implication both have on future motivation.

Reasoning

Holt, Strean, and Bengoecha argue that researchers need to move beyond the technical/tactical issue. They believe that it is more important to consider the motivational and affective implications arising from the methods used to teach games in physical education. They emphasize the importance of the "continued participation of learners in games throughout life." They support their argument by acknowledging that there as been a lot of reaction over which model is better, the traditional skill-drill model or the TGFU model. They support the thought that wasting time debating which technique is better is a waste of time and that it limits what you can learn about a very complex teaching/learning process. The author's also encourage the exploration of the impact of TGFU on a learner's motivation. They argue that this needs to be further expanded on and that there are a number of questions related to TGFU and motivation that have not been widely addressed.

Assumption

Holt, Strean, and Bengoecha are assuming that researchers are going to step up to their challenge of moving beyond the technical/tactical impasse. They bring forth some interesting points of the future development of the TGFU model and they expect other investigators to continue the evolution of the TGFU model.

Conclusion

Expanding the Teaching Games for Understanding Model considers the importance of viewing learners holistically, assessing a learner's motivation, and the need to step beyond the technical/tactical impasse.

Significant Information

This is not a research article; instead it is a critique on the debate wasted on the technical vs. tactical models and the need to expand on TGFU model to increase its usefulness.