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Theoretical Summary

Article

Richard, J. F., & Nathalie, W. (2005). Emphasizing student engagement in the construction of game performance. In L. Griffin & J. Butler (Eds.), *Teaching games for understanding: Theory, research, and practice* (pp. 19-32). Windsor: Human Kinetics.

Issue/Focus

The current TGfU model needs to evolve towards a more radical-constructivist approach. This means to have a major focus on reflection for understanding in a physical education environment through observation and the debate of ideas.

Reasoning

By using an off-the-ball approach, student can self-/peer evaluate and assess skills. This opens the door to debating ideas about the game and critical thinking for problem solving when the students share their observations (reflection on action). The student can then be given the chance to use this feedback to adjust while engaging in the game (Reflection in action).

Assumptions

- There will be a transfer from cognitive learning to psychomotor skill
- Students will pay attention while observing peers
- Students will feel comfortable sharing their findings with peers

Conclusion

Students cannot always internalize external information and so by observing for themselves it creates a self-taught environment. This approach will aide students to observe, identify, and change problems that they are experiencing on their own. This method leads to increased student engagement.

Significant Information

Student will not really be engaged in an activity if they do not understand what they are doing.

Personal Comments

The authors provided good examples and breakdowns of how to get students vocalizing in class as well as using critical thinking skills. It was nice to read an article from the perspective of an off-the-ball approach.