

Changes in teachers' beliefs, intentions and actions after exposure to TGfU

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This presentation explores the investigation of the dispositions and teaching perspectives of teachers when teaching Inventing Games (IG). It is based on a three-year study with six teachers in BC Canada. IG is an extension of the Teaching Games for Understanding (TGfU) curriculum model, which moves PE pedagogy further into democratized learning whilst sharing TGfU's constructivist epistemology. The TGfU model was one of many learner-centered, individual and social constructivist learning approaches in games that emerged in the late 1970s and 1980s. The research, titled: 'A study of situated ethics through inventing games: Teacher perspectives and student learning,' concluded in July 2013.

Purpose

This presentation reports on changes in the beliefs, intentions, and actions of these six teachers over the course of the three-year research. Before students' responses to the IG approach could be studied, the teachers needed to be fully engaged and central to the planning and teaching process. The first year was organized around four daylong research sessions in which teachers and the research team members co-investigated the relevance and utility of principles of complex emergence through their collective involvement in Inventing Games.

Participants and Setting

Six teachers, three at the elementary (two male and one female) and three at secondary (two female and one male) schools in the Lower mainland of Vancouver, British Columbia, Canada, volunteered to be part of the study.

Data Collection

Participants completed the Teaching Perspectives Instrument at regular intervals six times over the three-year study. The TPI builds a profile of teacher beliefs, intentions, and actions through 45 questions on-line, which are then grouped into five perspectives. Interviews by the research team were conducted following each completed TPI to help respondents reflect further about their beliefs, intentions, and actions, as indicated by the dominant and recessive perspectives from their TPI profiles. The TPI generated awareness and discussion of variations in teaching approaches and beliefs, as well as providing a way to collect repeated measures on changes in beliefs as a result of the IG initiative. Initially, we used the TPI to construct baselines of teachers' beliefs and values about learning and teaching games. The TPI identifies, through reflection and dialogue, teachers' (1) biases in actions (how we teach), (2) intentions (what we are trying to accomplish), and (3) beliefs (why we consider that important or justified).

Results

The teachers' responses showed significant changes in three of the perspectives. In all teachers, transmission scores saw a steady decline suggesting that they were

placing less reliance on informing and telling students as a dominant form of pedagogy. Their developmental and social reform scores increased significantly. The interpretation of these changes, along with teacher explanations through their interviews, will be presented to consider the implication of these changes.

Conclusions

As GCA approaches attract the interest of new practitioners, and practitioners who are looking for something new, it will be increasingly important to remember that teaching is a social, cultural, and relational activity, as well as a set of plans, practices, and actions. It is important therefore that physical educators question how such approaches mesh with their educational values or spend time re-examining them.

Bibliografía

Pratt, D.D., & Collins, J.B. (2000). The teaching perspectives inventory, <http://wwwteachingperspectives.com/PDF/development1.pdf>. *Proceedings of the 41st Adult Education Research Conference, Vancouver, B.C.*