

Abstract

Physical education in Macau has long been focused plainly on sports skills but in recent years relevant educational reform has undergone which focuses not only on sports skills, but also in the development of relevant sport knowledge, problem-solving and creativity. However, if skill-based instruction is still being used as the main teaching theory it can hardly fulfill what the reform concentrates. Relevant research indicated that “Teaching Games for Understanding” can develop students’ ability in problem-solving and creativity. As a result, this study investigates two groups of secondary students, one of whose instruction is based on Skill-Based Method (SBM) while the other in Teaching Games for Understanding (TGfU), to compare the effect of their cognitive, affective and skill learning through literature review, systematic observations and questionnaires. Results indicated that TGfU can more successfully enhance student’s sport related knowledge, cognition and competition performance than traditional skill-based method.

Keywords: cognitive, Teaching Games for Understanding, skill-based method