

USING ELICITATION INTERVIEW WITHIN A PHENOMENOGRAPHIC FRAMEWORK: DEVELOPING THE BREADTH OF RESEARCH DESIGNS ASSOCIATED WITH GAME BASED APPROACHES

USO DE LA ENTREVISTA DE ELICITACIÓN EN UN MARCO FENOMENOGRÁFICO: AMPLIANDO LOS DISEÑOS DE INVESTIGACIÓN ASOCIADOS A LOS ENFOQUES BASADOS EN EL JUEGO

Kendall **JARRETT** (Deakin University — Australia)¹

Alain **MOUCHET** (Universite Paris-Est Creteil — France)

Stephen **HARVEY** (West Virginia University — USA)

Curie **SCOTT** (University of Brighton — UK)

Richard **LIGHT** (University of Canterbury — New Zealand)

ABSTRACT

This paper describes how elicitation interview technique was used within a phenomenographic research design to explore physical education teachers' experiences of teaching games using a Game Based Approach (GBA). Participants taught in one of two different international contexts, Australia or England, and all had some experience of using a GBA to teach games. The focus of the paper is the presentation and discussion of the unique research design used to generate understanding about GBA teaching experiences as well as extending the examination of GBAs from different philosophical viewpoints. Authors' reflections on the utilised research design are presented with concluding discussion identifying further research opportunities relating to GBAs in teaching and coaching contexts.

RESUMEN

Este artículo describe cómo se utilizaron las entrevistas de elicitación en el contexto de un diseño de investigación fenomenográfico para explorar las experiencias de profesores de educación física que enseñaban juegos y deportes utilizando el enfoque de la Enseñanza Basada en el Juego (EBJ). Los participantes daban clase en uno de estos dos contextos, Australia o Inglaterra, y todos ellos tenían cierta experiencia en el uso del EBJ para enseñar juegos y deportes. El artículo centra su atención en la presentación y discusión del diseño de investigación único utilizado para generar comprensión de las

¹ Authors' emails: Kendall.jarrett@outlook.com.au; mouchet@univ-paris12.fr; Stephen.Harvey@mail.wvu.edu; curiescott@gmail.com; richardlight11@gmail.com.

experiencias docentes basadas en el EBJ. También analiza el EBJ desde distintas perspectivas filosóficas. En el artículo se presentan las reflexiones de los autores acerca del diseño de investigación utilizado y, a modo de conclusión, se identifican y discuten futuras oportunidades de investigación relativas al uso del EBJ en contextos educativos y de entrenamiento del deporte.

KEYWORDS. Game based approach; elicitation interview; phenomenography; methodology, teachers.

PALABRAS CLAVE. Enfoque basado en el juego; entrevistas de elicitación; fenomenografía; metodologías; profesores.

1. INTRODUCTION

This paper describes how elicitation interviews were used within a phenomenographic research design to explore the multiple meanings associated with physical education teachers' experiences of teaching games using game based approaches (GBAs). It is not the intention of this article to analyse and comment on participants' relived experiences of using GBAs to teach games but instead to share with readers a unique research design used to generate understanding about physical education teachers' personal experiences of using GBAs as well as aid the examination of GBAs from a different philosophical viewpoint (Harvey & Jarrett, 2014).

In focusing on the exploration of teachers' personal experiences of using GBAs the authors recognise the importance of defining what constitutes a GBA, especially in light of its use as an umbrella term for a range of student centred approaches to learning and, in particular, to those used in games teaching. The term GBA has been adopted by a number of scholars and practitioners (for example Light, Quay, Harvey & Mooney, 2014) to describe the range of pedagogical approaches that 'focus on the game instead of decontextualized techniques or skills to locate learning within modified games or game-like activities and that emphasise questioning to stimulate thinking and interaction' (Light and Mooney, 2013, p. 2). Building on Oslin & Mitchell's 2006 review of GBA literature, recent reviews of GBA literature by Harvey & Jarrett (2014) and Stolz & Pill (2014) have highlighted a number of pedagogical approaches utilised around the world that reflect similar, but contextualised (e.g. country specific), characteristics. The main approaches used within selected research studies include Teaching Games for Understanding (TGfU; Bunker & Thorpe, 1982), Play Practice (PP; Launder, 2001), Tactical Games Model (TGM; Mitchell, Oslin & Griffin, 2006), Game Sense (GS) (Light, 2004), Tactical Decision Learning Model (TDLM; Grehaigne, Wallian & Godbout, 2005), Ball School (BS; Kroger & Roth, 2005), Invasion Game Competence Model (IGCM; Mesquita, Farias, & Hastie, 2012) and the Games Concept Approach (GCA; Rossi, Fry, McNeill & Tan, 2007). Furthermore, paramount to expanding and improving our understanding of the implementation and efficacy of GBAs across different learning contexts Harvey and Jarrett (2014) have stated the need to utilise research designs and data generation techniques that further permit the in-depth, contextual and ecological analysis of GBA interventions.

The articulation of such a statement requires an appreciation of previous research designs used in the field. Kirk (2005) outlined the prominence of comparative experimental research designs used during the 'first phase' of empirical scrutiny of TGfU throughout the 1980's and 1990's (e.g. Griffin, Oslin & Mitchell, 1995; Lawton, 1989). Kirk suggested more practice-referenced approaches to examine the effects of GBA use, which, arguably, ushered in a 'second phase' of empirical scrutiny in relation to GBAs. Studies exploring the usefulness of GBAs to facilitate learning and achieve student learning outcomes in both teaching and coaching contexts (see Evans & Light, 2008; Wright, McNeil & Fry, 2009; Harvey, Cushion, Wegis & Massa-Gonzalez, 2010; Lee & Ward, 2009) have helped move away from what Kirk described as a 'tendency within the academic community to seek to contain and normalize new or radically innovative educational developments' (2005, p. 221). It is argued by the authors of this paper that there is a need for a 'third phase' of research into GBAs that not only makes use of valid and more innovative research designs but also builds on the few first person accounts of teaching and coaching experiences seen in phase 1 and 2 (see for example Light, 2002) to extend our understanding and appreciation of teachers' own voices and perspectives on GBA use.

In the next section of the paper an outline of *phenomenography* is presented which the authors contend is representative of a 'third phase' theoretical framework. Next, the technique of *elicitation interview* is overviewed with an example interview presented from the study in which this paper reports on. An outline of the study is then provided which is followed by the authors' reflections on the utilised research design and its effectiveness in exploring teachers' personal experiences of teaching with GBAs. Concluding discussion identifies further research opportunities relating to GBAs in teaching and coaching contexts.

2. PHENOMENOGRAPHY

According to Watkins and Bond 'meanings exist through the way individuals experience situations' (2007, p. 291). Thus, a phenomenographic approach was chosen for this study to explore research questions that inherently focused upon variations in meaning offered through the reliving of past experiences (Marton & Booth, 1997). Phenomenography is commonly referred to as the study of how people experience a given phenomenon (widely defined as an observable occurrence, occasion or experience) with it commonly used in educational contexts to explore subjective experiences of teaching (Marton & Booth, 1997; Lindner & Marshall, 2003). As Marton and Booth (1997, p. 13) suggest, 'By learning about how the world appears to others, we will learn what the world is like, and what the world could be like.' Synonymous with educational research phenomenography has been used to help answer questions about thinking and learning (e.g. Marton, 1986; Entwistle, 1997; Åkerlind 2008). Therefore, phenomenography is 'substance orientated', that is, it is about how people perceive, experience and conceptualise something (Marton, 1981) with these ways of experiencing an aspect of the world normally termed 'conceptions'. Phenomenographers accept that a group of people hold a variety of conceptions. This

means that a range of different ideas and meanings evident across a group are identified (Loughland, Reid & Petocz, 2002) in order to develop collective meaning on the variation of meaning. Thus, in phenomenography individual voices are not heard. Instead it is the description and analysis of experience at a collective level that is the focus.

Marton and Booth (1997) state that when an action is performed the actor experiences both the situation in which the action has occurred and the relation to whom or what he/she is acting. In phenomenography this 'individual-world relationship formed between individuals and situations is expressed as internal relations' (Watkins and Bond, 2007: 291) and supports the notion that phenomenography adopts a non-dualist perspective (Marton & Booth, 1997; Watkins & Bond, 2007). Recognition of the non-dualist perspective adopted by phenomenography was important for the design of this study as it reflected the non-dualist, situatedness of learning that underpins the use of GBAs to teach games (Light & Fawns, 2003; Kirk & MacPail, 2002). How we experience the world is central to/in phenomenography, so using this framework helped to keep the lens of enquiry focused on the situatedness of participants' experiences of GBA use.

Marton and Booth (1997) have stated that knowledge is created from the relations between persons and in relation to the world. As they also explain, with reference to the learner:

There is not a real world 'out there' and a subjective world 'in here'. The world (as experienced) is not constructed by the learner, nor is it imposed upon her; it is constituted as an internal relation between them. There is only one world, but it is a world that we experience (1997, p. 13).

Unsurprisingly then, ontological and epistemological assumptions underpinning phenomenography can be viewed as inter-related as the nature of existence and the acquisition of knowledge are viewed as non-dualist (Svensson, 1997). In phenomenography, there is development of a 'second order perspective', privileging the participants rather than the researcher's views. To clarify, in the first-order perspective a researcher describes various aspects of the world; with a second-order perspective, the researcher states others' experience of various aspects of the world (Marton, 1981).

From the interview dialogue between interviewer and interviewee, similarities and differences are noted to produce a short list of 'categories of descriptions' (Entwistle, 1997; Svensson, 1997; Marton & Booth, 1997; Marton, 1981). These categories are a manifestation of the authors' interpretations of the event/experience described to them. Each category contains a summary description with 'sufficient extracts [of the original data] to delimit the meaning of the category fully, and also to show, where appropriate, the contextual relationships which exist' (Entwistle, 1997, p. 132). The initial categories are provisional and can alter through the analytical process and remain subjective interpretations (Entwistle, 1997). After this, relationships between the categories are then sought where the 'meaning of each category [is related] to every other one, a consideration of individual variations in the ways each category is

exemplified by individual respondents, and a thorough logical analysis of meanings of these differences' (Entwistle, 1997, p. 133). Therefore, the 'categories of description' are then logically ordered in an 'outcome space.' This then produces a logical hierarchy (which may become a diagram), which could be horizontal or vertical as a final outcome (Barnard, McCosker & Gerber, 1999; Entwistle, 1997; Marton, 1981). With global use of GBAs not being as well accepted by physical education teachers as it has academics (Stolz & Pill, 2014) the use of phenomenography provides a valid framework to order, and bring meaning to, a range of teachers' GBA experiences so that pedagogy (and learning) in physical education might be improved (Almond, 2010).

With an emphasis on subjectivity, description and interpretation the scope for generalisations able to be made through use of a phenomenographic framework are limited. It is not, however, the intention of the research study to generalise findings, only to identify, inquire into and describe human experience across a group of teachers (Loughland, Reid & Petocz, 2002). Indeed, the concept of generalisation is not a key aspect of phenomenographic research. It is the transfer or application of understanding to another situation, context or point in time by the person reviewing the results that is of greater importance (Rapp, 2011).

3. ELICITATION INTERVIEW

Semi-structured interviews are typically the workhorse of qualitative research and dominate as a data generation method in research on GBAs. However their use in research on experiences of sport, physical education, coaching or teaching does not provide for a 'view from the inside' required for a full understanding of experience (Light, 2008, p. 5). Arguably this is due to limited mindfulness of validating interview techniques that are aimed at ensuring 'verbalization indeed relates to the situation and not to a construction subsequent to the interview context' (Gouju, Vermersch & Bouthier, 2007, p. 177). The use of conversations stimulated through visual methods moves closer toward gaining a view from the inside, a subjective understanding (see for example, Georgakis & Light, 2009), but is limited in its ability to capture lived experiences of participation in sport or of coaching and teaching required in a phenomenographic approach. Interest in the subjective nature of participation in sport and a desire to 'render explicit what was only implicit in [a] description' (Cahour, Salembier, Brassac, et. al. 2005, p. 2) has seen the development and application of the psycho-phenomenological interview - elicitation interview - as a method of capturing lived experience (see for example, Gouju, Vermersch & Bouthier, 2007; Mouchet, 2014).

Developed in the late 1980's by the cognitive psychologist Pierre Vermersch, l'entretien d'explicitation, referred to as explicitation interview during initial English translations (Mouchet, Harvey & Light, 2014; Mouchet, in press), was developed to help one gain access to subjective experience in a regulated manner (Vermersch, 1999). More recent English translations of l'entretien d'explicitation have been revised and use of *elicitation interview* is now growing (Mouchet, 2013). This is because it highlights the true focus of

the interview technique, which is to elicit and verbalize the reliving of experience as well as improve the practice of introspection and to 'make use of first person data' (Vermersch, 1999, p. 18).

Improved introspection and understanding of experience was a critical motivation in the development of elicitation interview technique and Vermersch contended that we must find ways of 'getting past the difficulty connected with the means of access' (1999, p. 22). The difficulty Vermersch eludes to here relates to the interview process itself and gaining access to what Cahour, Salembier, Brassac, et. al. (2005) describe as the 'explicit apprehension of content that was present in the experience but not yet apprehended' (2000, p. 2). Thus, the essence of elicitation interview is to go beyond activity description offered within reflected consciousness and to access a pre-reflected level of consciousness obtained through various and precise interview techniques (Vermersch, 1994; Cahour et. al. 2005; Mouchet, in press).

4. THE STUDY

Overview. The focus of the research study that this paper reports on was the interpretation and analysis of collective meaning participants gave to experiences of using a GBA to teach games. An elicitation interview technique, discussed in detail later in the paper, was chosen to help understand experience 'in context' within a research framework chosen to recognise multiple meanings associated with a range of individuals' experiences. This chosen research framework, phenomenography, focuses on understanding, revealing and describing variation (Marton & Booth, 1997) which in turn reflects the authors' beliefs in what is required for development and improvement of GBA teaching practice – a key rationale for the study.

Participants. A criterion based sample of participants were selected from two different sites - site 1 consisted of physical education teachers from secondary schools in south-east England (n = 6); site 2 consisted of physical education teachers from secondary schools in south-east Australia (n = 6). The distinct site locations (England and Australia) were selected to reflect the growing global interest in and use of GBAs as well as the breadth of research into GBAs emanating from both sites. Five schools at each site were identified through the first author's previous work history within each site and existing contacts at each selected school. The initial questionnaire sent out via email to teachers within each school's physical education department used three questions to ascertain use of GBAs in their teaching:

1. 'I have heard of GBAs but have never used one.'
2. 'I have tried using a GBA in my teaching but it didn't work so I no longer use it.'
3. 'I use a GBA in my teaching all the time.'

Responses were used to gauge individual interest in being involved in the research study. Respondents indicating that 'I have heard of GBAs but have never used one' were not selected as participants for the study. Two participants selected from each

site indicated 'I have tried using a GBA in my teaching but it didn't work so I no longer use it' with the remaining four participants selected from each site indicating 'I use a GBA in my teaching all the time'.

As a measure of verification prior to their first interview each participant completed a prototype questionnaire relating to their understanding of GBAs. The questionnaire also sort to gain an understanding of the number of years each participant had been teaching (ranging between one and thirty-three years) as well as the number of years they believed they had been utilising a GBA in their teaching (ranging between zero and twenty years).

Procedure. To facilitate participants' sharing of 'deeper responses' associated with exploring personal meanings (Loughland, Reid & Petocz, 2002), two 40-60 minute interviews were conducted with each participant (n = 12). Interview one focused on establishing a shared level of communication trust between interviewee and interviewer. This was achieved through discussion and exploration of interviewees' personal teaching backgrounds. This opportunity for recognition and acceptance of teaching background was designed to help prepare interviewees for their second interview within which an elicitation interview technique was utilised to gain 'genuine access to previous experience' (Cahour, Salembier, Brassac, et. al. 2005, p. 2) (see Table 1 for an overview of interview programme questions). The main focus of interview two (scheduled at least a week after interview one) was to engage participants in the reliving of a past experience of using GBAs.

Table 1: *Overview of interview programme questions*

(next page)

Table I: Overview of interview programme questions

Interview (1)	Interview (2)
<p>Focus: <i>Exploration of background</i></p> <p>Journey into teaching</p> <ul style="list-style-type: none"> • Tell me about yourself? What were your experiences of school, of teachers and of learning? • What do you remember about your experiences of physical education and playing sport? • Was playing sport important to you? Was it important to your friends? • Was success in physical education/sport important? • Were your parents supportive of you playing sport? • When did you start thinking about becoming a teacher? <p>Beliefs about teaching and learning</p> <ul style="list-style-type: none"> • Why did you become a teacher? • What is important to you when you are teaching? <p>Analysis and interpretation of 'a specific event' to explore beliefs/ assumptions about teaching</p> <ul style="list-style-type: none"> • Describe an event that has had a major impact on how you teach. • Describe a relationship that has had a major impact on how you teach. • Describe what it is like to be a successful teacher. 	<p>Focus: <i>Experiences of GBA use</i></p> <p>Exploration of knowledge/interest/use of GBA pedagogy</p> <ul style="list-style-type: none"> • What is your understanding of GBAs? • How useful have they been in helping to achieve set learning outcomes? <p>Past experience of use (elicitation interview)</p> <ul style="list-style-type: none"> • I want you to think about an occasion when you are using a games based approach in your teaching [pause]. I want you to take your time and tell me where you are right now. • What you are doing at this moment? • To what are you attentive to? What are you doing/thinking/feeling/seeing? • Perhaps you are feeling/seeing/sensing something? Or perhaps not? • Right now when you hear/feel/see this, what are you thinking? • What barriers or challenges are you overcoming right now? <p>Factors affecting implementation</p> <ul style="list-style-type: none"> • What is/was its appeal? • What barriers still exist? • Why did it fail?/ What shapes this failure? • Why continue with it?/ What shapes its continued use? • How have others influenced your use of GBAs?

The elicitation interview process. The interview technique engaged both the interviewer and interviewee in the 'reliving' of experience through verbalisation of a past and specific situation (Vermersch, 1994). Through the questioning of sensorial context it is posited that experiential detail held within 'moments of knowing' can be actively explored, thus providing deeper insights to the subjective experience of a given phenomenon (Mathison & Tosey, 2009; Urquhart, Light, Thomas, et. al. 2003). For this study the interviewer's aim was to help in the 'unfolding of the internal act making possible access to the lived experience which features as the point of reference and then to guide the process of verbalisation' (Vermersch, 1999, p. 22). Thus, interviewees were pressed to explore their own experiences of a given activity and were guided into a state of evocation (e.g. interviewee is in contact with his own experience of a particular situation), which has the potential to provide insights for both themselves and the interviewer (Urquhart et. al. 2003). This state of evocation is essential to the success of the elicitation interview. According to Urquhart et. al. (2003, p. 8) it is this state of evocation that 'makes the detailed account, and the reflection that accompanies it, possible'.

Facilitating a state of evocation. Effective use of elicitation interview technique requires interviewees to recall as vivid as possible the embodied discourse of lived experience (Vermersch, 1994; Maurel, 2009). Within this study participants' reluctance to share certain experiences was recognised as a potential limitation of the research design. Thus, as recommended by Vermersch (1994), a 'communication contract' was set in place prior to the first interview whereby participants were asked to recognise the importance of openness when answering questions and communicate with the interviewer if at any stage they felt they were unable/unwilling to share their experiences of teaching. This development of trust between interviewer and interviewee was paramount for the achievement of evocation. The subsequent scheduling of a more 'standard' interview with each participant prior to their elicitation interview was included in the research design so that the act of communicating with the interviewer became more familiar.

Furthermore, to help guide the interviewee towards an embodied speech position Vermersch (1994) and others have offered a range of interview guidance suggestions with the following actions utilised within this study:

- The interviewer tried to 'foster an environment in which evocation is dominant' (Urquhart et al. 2003, p. 10). Thus, interviewer avoided sitting directly opposite the interviewee and explained this action at the beginning of each interview.
- Vermersch states that 'gaining access to subjective events of short duration requires a slowing down, a temporal dilation of the moment which has been lived' (1999: 25). Thus, the rhythm of interviewer questioning was slowed to 'help the subject to take the time to become open to the appropriate form of expression' (Vermersch, 1999, p. 25).
- The interviewer made use of sensorial questions to help interviewees 'remain in the present' e.g. 'What are you attentive to right now?' instead of 'What were you attentive to?' This also helped in steering the interviewee away from making reflective generalisations which are symptomatic of a non-evocative state.
- The interviewee's own words as well as Ericsonian language (e.g. indirect language patterns open to interpretation) were used to structure guiding questions that prompted and helped the flow of responses e.g. 'Perhaps you see or hear or sense something or perhaps not?'
- Interviewer sought clarification on comments made when required and tried to avoid judgement questions typically beginning with 'Why' that required interviewee to offer rationalisations and justifications (Urquhart et. al. 2003).

Fidelity of experience. With participants required to select their own past experience of using a GBA to teach games, the fidelity of GBA experience they chose to 're-live' within their elicitation interview experience became an issue. As a result during initial research design discussions consideration was given to including observation of teaching practice as a means to verify participants' GBA understanding and the meanings they attribute to that understanding. However, it was decided that the focus of research was on the collective meanings associated with interpretation and use of a

GBA, not a verification of teaching practice. Thus observation of practice was deemed obsolete. As a measure of verification though, a prototype questionnaire relating to participants' understanding of GBAs was completed by all participants prior to their first interview.

Example interview. The type of questions and the flow of questioning required in elicitation interview is unique. Below is an extract from an interview completed during the study with specific attention given to eliciting sensorial aspects of lived experience as well as helping the interviewee 'stay in the now' and remain in a state of evocation:

I want you to think about an occasion when you are using a games based approach in your teaching [pause]. Tell me where you are right now and what you are doing.

I am walking around the outside of the field watching each group as they set up their game.

What time of day is it?

It is mid-morning, second lesson I think.

And what is the weather like right now?

It is sunny; there is a slight breeze but it shouldn't affect game play too much.

So you are walking around the field watching each group set up. What are you attentive to right now?

I am looking to see if students are communicating appropriately and working together. I want them to begin their game quickly.

So you are focusing on students' communication as they set up... Perhaps you are seeing or hearing or sensing something or perhaps not?

I remember seeing one group....

[interjection]

What are you seeing right now?

I can see a group has set up their game already and can hear them talk about the rules of the game. This is what I want. I am walking over to them and say 'well done, good organization, positive communication, this is what I want'.

5. REFLECTIONS ON UTILISED RESEARCH DESIGN

The authors believe that use of elicitation interview within the research design was warranted as it placed appropriate focus on the participant's view or lifeworld to reveal their beliefs, values, illusions, reality, feelings, and experiences of a specific phenomenon (Barnard, McCosker & Gerber, 1999). It provided participants with an

opportunity to reflect on the meanings they hold in relation to GBA teaching experience rather than merely describing their experience (Ashworth and Lucas, 2000), which is a common feature of GBA research. Thus, utilisation of the elicitation interview technique arguably assisted each interviewee in reliving (and sharing) a specific experience, making public what is generally conceived as private.

Striving to access a participant's pre-reflected level of consciousness is a complex if not daunting undertaking. Even though the first author engaged in a series of seminars and one-to-one workshops to practice and develop confidence when using elicitation interview technique, it was often the case that discussion within interviews was more 'activity description' than 'activity reliving'. Other than the understanding that interview technique was a barrier to participants accessing and remaining in a state of evocation, it became apparent that another potential barrier was participants' consistent reconciliation with their own understanding of GBAs. Thus, although the intention of using elicitation interview technique in this study was the accessing of teachers' lived experiences of using GBAs to teach games, focusing a lens on personal experience uncovered a variance in participants' understanding of what GBAs were. This brings into view the potential need for further research to inform the development of innovative and contextual professional development programmes to enhance GBA understanding and practice

Can the past experience of teaching whilst using a GBA be considered precise enough to be the focus of discussion within an elicitation interview? According to Vermersch (2008) elicitation interview requires the focus on a past and singular situation, yet it could be argued that using a GBA to teach games represented a series or connection of situations to facilitate learning. It is the authors' contention however that the use of guiding questions asked during elicitation interviews can and did help to focus verbalisation of lived action on a specific situation, thus helping the interviewee to remain in a state of evocation surrounding a singular experience. Yet the act of question asking and guiding the interviewee in itself can be problematic. Vermersch (1999) refers to this as the limitations of the mediator himself. What Vermersch recognises is that the act of facilitating introspection is difficult; it is a technique that demands an apprenticeship and requires the progressive development of genuine expertise. When reviewing interview transcripts it was apparent that elicitation interviews conducted later in the interview programme contained a higher percentage of interviewee time spent in the desired state of evocation. Thus, for a more consistent application of interview technique to better understand and elicit the 'submerged part of the iceberg' such is the private dimension of activity, additional training in and practice of elicitation interview technique was warranted.

Marton and Booth (1997) state that 'the only route we have into the learner's own experience is that experience itself as expressed in words or acts' (p. 16). Such a statement offers rational support for the use of elicitation interview as a tool for in-depth analysis of teaching experience. Furthermore, according to Hella and Wright (2009) a deep understanding of a phenomenon requires an awareness of a variety of contested accounts of the phenomenon. As teachers' experiences of using GBAs are both

contextual and subjective (Jarrett & Harvey, 2014) use of a 'discovery' method that focuses upon 'deep' exploration of subjective awareness is arguably a logical match. Thus, the authors propose that use of open interview techniques such as elicitation interview to explore certain lines of questioning until exhausted have the potential to uncover more than just a variety of contested and subjective accounts of GBA use. Indeed, the exploration of personal accounts offered through use of elicitation interview technique may help researchers' and practitioners' understand why extensive research support for the use of GBAs to teach games (see for example, Rossi, Fry, McNeill & Tan, 2007; Diaz-Cueto, Hernandez-Alvarez & Castejon, 2010) has not necessarily translated to GBA use in practice.

When formulating the research design for this study it was envisaged that a single set of conceptions for all participants (n = 12) would be the end result. However, additional application of the framework to explore participants' site-specific experiences (in England or Australia) became appealing to further investigate the richness of cross-cultural meaning held within teaching experiences at each site. Ideally, a greater number of participants recruited from each site would have made for more informed categories of description as well as help to determine contextual specifics that positively/negatively impacted upon participants' GBA use e.g. access to a GBA mentor as outlined by Wang and Ha (2012).

For the first author of this paper the task of determining categories of description from participants' elicitation interview transcripts was challenging, but process driven. The final justification for logical ordering of this outcome space, though, was a far more eventful process with numerous hierarchies apparent. What did aid the production of a relational hierarchy, though, was time. Periodically spending time away from the analysis of transcripts helped perpetuate more informed clarity of thought. To use Drew, Bailey and Shreeve's (2001) analogy the development of a relational hierarchy 'felt like an archaeological process of uncovering what relationships lay within the transcripts' with time spent away from transcript analysis allowing the opportunity to return and 'cart away large amounts of superfluous dirt!' (para. 34).

6. FURTHER RESEARCH OPPORTUNITIES AND CONCLUSIONS

With phenomenography focusing on understanding the 'collective instances of a way of experiencing' (Lindner & Marshall, 2003, p. 272), and elicitation interview technique providing a sustained focus on reliving past personal experience, the research design utilised in this study is arguably well positioned to be used to explore meaning within other educational settings. For example, students' experiences of being taught games through use of GBAs, or analysis of sport coaching behaviours and variations between a coach's practice vs. game communications to players. Furthermore, use of innovative and 'new' research designs for GBA research, such as outlined in this paper, have the potential to extend the scope and type of research questions that may be explored/answered. For example, with phenomenography focusing on bringing to life second order perspectives on experience (Lindner & Marshall, 2003), research questions

targeting the exploration of students'/athletes' learning experiences within GBA contexts may be better served. Furthermore, Åkerlind states that 'phenomenography is most effectively used to inform teaching design decisions' (2008, p. 638), thus research questions targeting the design of tertiary GBA courses as well as students' collective experiences of GBA induction and learning/training in higher education contexts might also benefit from the application of new research designs.

As a psycho-phenomenological approach for data generation, the aim of using elicitation interview was to detail an individual's own experience in a lived situation. As Gouju, Vermersch and Bouthier (2007, p. 175) contend such an approach 'insists that only the participant alone can really express his/her relation to her/his specific universe, thus making his/her point-of-view indispensable in collecting data on the action'. Hence, it is arguable that the use of elicitation interview and other psycho-phenomenological approaches (e.g. phenomenological narrative approach) have the potential to extend understanding of GBAs past the limitations of reflection and the description of experience and into a world relived and/or re-storied.

Conclusion. This article provided overviews of phenomenography and elicitation interview and their use in a research study considered by the authors to be part of a 'third phase' of research into GBAs that focused on the exploration of first person subjective accounts of teaching. The 'alternative' research design presented was utilised in a study that explored teachers' personal experiences of using GBAs to teach games with opportunities and challenges associated with its use in GBA research discussed. The application of similar research designs to other physical education and sport coaching contexts was discussed with suggestions for future use offered. As a research design capable of holding teachers' experiences as the focus of analysis the authors believe that there is merit in continuing the development and application of such alternative research designs to challenge and enhance teachers' GBA practice.

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