GPRC DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY COURSE OUTLINE – FALL 2016 T/R 11:30-12:50 (LEC) & F 10:00-10:50 (LAB) (A2): PE 2030: SKILL ACQUISITION AND PERFORMANCE – 3 (3-0-1) 60 Hours

INSTRUCTOR:Matthew BainPHONE:(780) 539-2974OFFICE:K 221E-MAIL:mbain@gprc.ab.caOFFICE HOURS:Monday 10:30-11:30 am & Thursday 1:30 -2:30 pm or by appointment

CALENDAR DESCRIPTION: The course presents a psychological approach to understanding human motor behavior. The course will examine the processes involved in learning motor skills and controlling movement and the factors that influence acquisition and performance.

PREREQUISITE(S)/COREQUISITE: N/A

REQUIRED TEXT/RESOURCE MATERIALS:

- **1.** Schmidt, R.A., & Lee, T.D. (2014). Motor Learning and Performance: From principles to application (5th ed.). Champaign, IL: Human Kinetics.
- 2. Leonard, G. (1991). Mastery. New York, NY: Plume. 5

DELIVERY MODE(S): This course work will be delivered in a blended format using a variety of teaching methods including lecture, case studies, in-class worksheets & quizzes, exams, and final assignment.

COURSE OBJECTIVES:

- 1. To discuss the theoretical approaches that drive motor control and learning research.
- 2. To describe and explain the principles and processes underlying skilled performance.
- 3. To explore the ways in which the human motor system supports the acquisition and retention of complex movement skills.
- 4. To explore how instructional situations can be varied in order to better achieve maximum performance and retention of taught skills.
- 5. To provide an opportunity to apply theory to field situations.

LEARNING OUTCOMES:

- 1. Define the concepts of motor learning and performance and describe the stages associated with motor skill acquisition.
- 2. Construct an information processing model used for motor skill acquisition.
- 3. Know how attentional processes and anxiety can influence motor skill acquisition.

- 4. Classify motor skills and understand the possible effects of previous motor skill learning on the acquisition of new skills.
- 5. Understand how memory impacts learning and apply this knowledge to instructional techniques.
- 6. Compare the differences in processing abilities between expert and novice performers.
- 7. Appreciate the different types of feedback techniques and understand which is best to learn motor skills.
- 8. Create and construct effective learning environments through various practice techniques and practice organization.

TRANSFERABILITY:

UA, UC, UL, AU, KUC, CU

Please consult the Alberta Transfer Guide for more information (<u>http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2</u>)

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students** are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

EVALUATIONS:

Labs Assignments 10%

*Students seeking an excellent rating on class lab assignments must be able to illustrate <u>good learning behavior</u> by being punctual, considerate towards others, have a good work ethic, and help to create a good learning environment for the class.

Final Project	20%
In Class Assignments	10%
Mid Term #1	15%
Mid Term #2	15%
Final Exam	30%

GRADING CRITERIA: (The following criteria may be changed to suite the particular

course/instructor)

Alpha	4-point	Percentage	Alpha	4-point	Percentage
Grade	Equivalent	Guidelines	Grade	Equivalent	Guidelines
A+	4.0	90-100	C+	2.3	67-69
А	4.0	85-89	С	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
В	3.0	73-76	D	1.0	50-54
В-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Activities	Readings
Week 1	Lecture: Introduction to the course	none
Sept 1	NO Lab	
Week 2	Lectures: Introduction to motor learning and performance	Chapter 1
Sept 6 & 8	1. Motor Skill definition and conceptualization. Understanding and	
	differentiating Motor Performance and Motor Learning. Stages of	
	Performance and Learning.	
	2. Processing Information and Making Decisions. Understanding	Chapter 2
	Reaction Time and Decision Making.	
	Lab: Lab activity - Juggling – Stages of Learning	
Week 3	Lectures: Processing information and making decisions	Chapter 2
Sept 13 &15	Lab: Lab activity (processing information and making decisions)	
Week 4	Lectures: Attention and performance	Chapter 3
Sept 20 & 22	Lab: Lab activity (attention and performance)	
Week 5	Mid Term 1 (Ch 1 to 3) Tuesday Sept 29	
Sept 27 & 29	Lectures: Sensory contributions to skilled performance	Chapter 4
	Lab: TBA	
Week 6	Lectures: Motor programs	Chapter 5
Oct 4 & 6	Lab: Lab activity (modes of control)	
Week 7	Lectures: Principles of speed, accuracy, and coordination	Chapters 6
Oct 11 & 13	Lab: Lab activity (Speed–accuracy trade-off)	
Week 8	Lectures: Mastery	Mastery
Oct 18 & 20	Lab: Lab activity Mastery	G. Leonard
Week 9	Lectures: Individual differences	Chapter 7
Oct 25 & 27	Lab: Lab activity (general motor ability test)	
Week 10	Lectures: Introduction to motor learning	Chapter 8
Nov 1 & 3	Mid Term 2 (Ch 4 to 7 & Mastery) (November 3)	
	Lab: Lab activity Lab activity (measuring retention and transfer)	
Week 11	Lectures: Skill acquisition, retention, and transfer	Chapter 9
Nov 8 & 10	No Class Nov 10 - No Lab Nov 11- Fall Break	
Week 12	Lectures: Organizing and scheduling practice (No class on Nov 15)	Chapter 9/10
Nov 15 & 17	Lab: Lab activity 8 (blocked and random practice)	
Week 13	Lectures: Organizing and scheduling practice /Augmented feedback	Chapter 10/11
Nov 22 & 24	Lab: Lab activity 9 (self-requested feedback)	
Week 14	Lectures: Augmented feedback	Chapter 11
Nov 29 & Dec	No Lab Dec 2 – Final Project Due	
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STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

- All assignments must be submitted in typed format adhering to ALL APA format requirements.
- Assignments are due on the dates established by the instructor. Extensions may be offered in lieu of SIGNIFICANT student issues and concerns as determined by the instructor. ALL

extensions requests MUST be submitted to the instructor prior to the due dates. Percentage penalties will be applied up to 100 % of the assignment grade if assignments are submitted late.

• Regular attendance is *integral* to success in this course. Classroom activities structure and support student comprehension of materials, content clarification, relevant peer questions and support. It is the student's responsibility to acquire the material missed and to complete assigned readings, in-class work, and assigned homework.

STATEMENT ON CELL PHONE AND OTHER PERSONAL ELECTRONIC DEVICES:

- Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. <u>The use of these devices</u> <u>must not disrupt the functions of the College overall and its classrooms and labs</u>. Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.
- <u>Smart phones, & PDAs must be turned off and placed out of sight in classrooms and computer</u> <u>labs during instructional time. Devices can be turned on and set to silent mode only with the</u> <u>expressed consent of individual instructors</u>. Sending or receiving text messages or gaming on a cell phone during class is not acceptable. In addition, cell phones and other personal electronic devices incorporating cameras must be turned off and out of sight in any area in which individuals have reasonable expectations of privacy. This includes classrooms and computer labs.
- If cell phones, pagers, calculators, recorders, digital cameras, PDAs, MP3 players or other personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, then students who do so will be penalized appropriately under the Academic Honesty policy of Grande Prairie Regional College.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <u>http://www.gprc.ab.ca/programs/calendar/</u> or the College Policy on Student Misconduct: Plagiarism and Cheating at <u>www.gprc.ab.ca/about/administration/policies/**</u>

**Note: all Academic and Administrative policies are available on the same page.