DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY.

COURSE OUTLINE – FALL 2013.

PE 2030 Skill Acquisition and Performance. – 3 (3-0-1) UT 60 HOURS.

INSTRUCTOR:	Ron Thomson	**PHONE:**	780-539-2901.
OFFICE:	K219	**E-MAIL:**	rthomson@gprc.ab.ca

OFFICE HOURS: Monday 12:00-4:00pm and Wednesday 2:30-4:00pm

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

1. Schmidt, R. A. and Wrisberg, C. A. (2004). Motor learning and performance: A problem based learning approach (4th ed.). Champaign, IL: Human Kinetics.

2. Leonard, George. (1991). Mastery. New York: Plume.

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

CREDIT/CONTACT HOURS: PE 2030 consists of two, eighty minute instructional sessions and one, 50 minute lab session.

Lectures   Monday and Wednesday – 10:00am-11:20am   Room J204
Lab   Friday – 10:00am – 10:50am   Room J204

DELIVERY MODE(S): The course work includes lectures, class discussions, group work, and in-class exercises.

OBJECTIVES:

1. To gain an understanding of the fundamental processes underlying the learning and performance of all kinds of movements.
2. To understand how to apply motor learning principles to help teaching, coaching, rehabilitation and ergonomics.
3. To understand why and how some characteristics of the learner affect skill acquisition and performance.
4. To understand how the learning environment affects skill acquisition and performance.
5. To provide an opportunity to apply theory to field situations.
6. To gain an understanding of the various measurement methods of motor performance.

TRANSFERABILITY: UA, UC, UL, AU, AF, CU, CUC, KUC

** 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

GRADING CRITERIA:

In Class Tests   **60%**

Test #1	12%
Test #2	12%
Test #3	12%
Test #4	12%
Test #5	12%

Lab 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   **30%**

	GRANDE PRAIRIE REGIONAL COLLEGE		
	GRADING CONVERSION CHART		
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

Note: There may be slight deviations from this system in the conversion of percentage grades to alpha grades depending on the grouping of marks within the class.

STUDENT RESPONSIBILITIES: It is particularly important to save a copy of any written work to be handed in for credit or grading.

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. The use of these devices must not disrupt the functions of the College overall and its classrooms and labs. 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.

- Cell phones, PDAs and pagers must be turned off and placed out of sight in classrooms and computer labs during instructional time. Devices can be turned on

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

http://www.gprc.ab.ca/programs/calendar/ or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

COURSE SCHEDULE/TENTATIVE TIMELINE: This is a tentative document that may change as the course progresses. It is the students responsibility to be aware of any changes. Changes will be announced in class or via Moodle.

First Class	Chapter	Content
Friday - September 6	1	Introduction – Text Orientations - Ice Breakers Why study skill acquisition? Where will I use this information? Assignment – Read Chapter 1
Week #1	**Chapter**	**Content**
Monday - Sept 9	1	Motor Skill definition and conceptualization Understanding and differentiating Motor Performance and Motor Learning Stages of Performance and Learning Differentiating Implicit and Explicit Learning
Wednesday - Sept 11	2	Understanding Information Processing Stages Understanding Reaction Time and Decision Making
Friday - Sept 13	1	Lab #1 – Stages of Learning – Juggling Lab
Week #2	**Chapter**	**Content**
Monday – Sept 16	2	Understanding how arousal and attention influence performance
Wednesday – Sept 18	2	Understanding the three memory systems and their relationship to information processing and movement
Friday – Sept 20	2	Lab #2 – Info Processing/ Decision Making
Week #3	**Chapter**	**Content**
Monday – Sept 23	1 & 2	*Test #1*
Wednesday – Sept 25	3	Sources of Sensory Information Closed-Loop Control Systems Reflexive Modulations in Movement Skills

Friday - Sept 27	3	Role of Two Visual Systems in Movement Control Visual Control of Motor Performance
Week #4	**Chapter**	**Content**
Monday – Sept 30	4	Motor Program Theory Open-Loop Control Within the Conceptual Model
Wednesday – Oct 2	4	Generalized Motor Programs
Friday – Oct 4	4	Lab #3 – Sensory Contributions/Open and Closed Loop
Week #5	**Chapter**	**Content**
Monday – Oct 7	3 & 4	**Test #2**
Wednesday – Oct 9	5	Relative Timing
Friday – Oct 11	5	Determinants of Accuracy in Rapid Movements
Week #6	**Chapter**	**Content**
Monday – Oct 14		*No Class – Thanksgiving*
Wednesday – Oct 16	5	Combining the Principles: A Batting Example
Friday – Oct 18	6	Understand the concept of individual differences Discuss the fundamental nature of motor abilities Discuss what practitioners should remember about people's abilities
Week #7	**Chapter**	**Content**
Monday – Oct 21	6 & Mastery	Use the concept of motor abilities to classify skills and perform task analyses Difficulties in predicting a person's future performance Mastery
Wednesday – Oct 23	Mastery	What is Mastery? Five Master Keys
Friday – Oct 25	Mastery	Lab #4 - Mastery – Relating Mastery to Motor Learning
Week #8	**Chapter**	**Content**
Monday – Oct 28	5, 6 & Mastery	**Test #3**
Wednesday – Oct 29	7	Defining the Learning Experience Goal Setting Transfer of Learning
Friday – Nov 1	7	The Learner Assessing Progress
Week #9	**Chapter**	**Content**
Monday – Nov 4	8	Preliminary Considerations - Familiarizing Learner, opening Communication, Directing Attention, Managing Arousal and Balancing Practice and Rest
Wednesday – Nov 6	8	Skill Presentation Techniques Forms of Practice
Friday – Nov 8	7	Lab#5 – Chapter 7 Transfer Concepts
Week #10	**Chapter**	**Content**
Monday – November 11		**NO Class – Fall Break**
Wednesday – Nov 13	*7 & 8*	**Test #4**
Friday – Nov 15	9	Practicing Several Different Skills or Versions of the Same Skill
Week #11	**Chapter**	**Content**
Monday – November 18	9	Random or Blocked Practice Versus Varied or Constant Practice
Wednesday – Nov 20	9	Combining Random and Varied Practice Practicing for Consistent and Varied Stimulus-Response Mapping

Friday – Nov 22	9	Lab #6 – Chapter 9 – Practice Structure
Week #12	**Chapter**	**Content**
Monday – November 25	10	Classifying Feedback
Wednesday – Nov 26	10	Properties of Extrinsic Feedback
Friday – Nov 29	10	Lab #7 – Chapter 10 – Feedback
Week #13	**Chapter**	**Content**
Monday – Dec 2	Project	In Class Project Work and Question Day
Wednesday – Dec 4	10	Practical Considerations When Providing Information Feedback
Friday – Dec 6		No Lab
Week #14	**Chapter**	**Content**
Monday – Dec 9	9 & 10	*Test #5*