



DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY.

COURSE OUTLINE – FALL 2015.

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

INSTRUCTOR: Ron Thomson

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OFFICE: K218

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

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

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

1. Schmidt, R.A., & Lee, T.D. (2013). *Motor Learning and Performance: From Principles to Application, Fifth Edition*. 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.

LEARNING OUTCOMES: Upon completion of the course the Student will be able to:

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.

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.

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

Lectures Tuesday and Thursday – 11:30am-12:50pm Room J201
 Lab Friday – 10:00am – 10:50am Room J203

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.

Date	Activities	Readings
Week 1 Sept 3	Lecture: Introduction to the course NO Lab	none
Week 2 Sept 8	Lectures: Introduction to motor learning and performance 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 Reaction Time and Decision Making. Lab: Lab activity - Juggling – Stages of Learning	Chapter 1 Chapter 2

Week 3 Sept 15	Lectures: Processing information and making decisions Lab: Lab activity (processing information and making decisions)	Chapter 2
Week 4 Sept 22	Lectures: Attention and performance Lab: Lab activity (attention and performance)	Chapter 3
Week 5 Sept 29	Mid Term 1 (chapters 1 to 3) Tuesday Sept 29 Lectures: Sensory contributions to skilled performance Lab: TBA	Chapter 4
Week 6 Oct 6	Lectures: Motor programs Lab: Lab activity (modes of control)	Chapter 5
Week 7 Oct 13	Lectures: Principles of speed, accuracy, and coordination Lab: Lab activity (Speed-accuracy trade-off)	Chapters 6
Week 8 Oct 20	Lectures: Mastery Lab: Lab activity Mastery	Mastery G. Leonard
Week 9 Oct 27	Lectures: Individual differences Lab: Lab activity (general motor ability test)	Chapter 7
Week 10 Nov 3	Lectures: Introduction to motor learning Mid Term 2 (chapters 4 to 7) Lab: Lab activity Lab activity (measuring retention and transfer)	Chapter 8
Week 11 Nov 10	Lectures: Skill acquisition, retention, and transfer <i>No Class Nov 12 - No Lab Nov 13- Fall Break</i>	Chapter 9
Week 12 Nov 17	Lectures: Organizing and scheduling practice Lab: Lab activity 8 (blocked and random practice)	Chapter 9/10
Week 13 Nov 24	Lectures: Organizing and scheduling practice /Augmented feedback Lab: Lab activity 9 (self-requested feedback)	Chapter 10/11
Week 14 Dec 1	Lectures: Augmented feedback - Review No Lab Dec 4 – Final Project Work	Chapter 11
Week 15 Dec 8	Final Exam Review and Course Wrap up Final Project is Due	

EVALUATIONS:

Labs Assignments 10%

*Students seeking an excellent rating on class lab assignments must be able to illustrate good learning behavior 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 Quizzes 10%

Mid Term #1 15%

Mid Term #2 15%

Final Exam 30%

- The best 10 of 11 chapter quizzes will be used to calculate the final grade for quizzes (1% each).
- Material to be examined in midterm exam 1 will include lectures and labs from the beginning of the term plus required readings from the text as assigned. Midterm exam 1 will account for 15% of your final grade.
- Material to be examined in midterm exam 2 will include lectures and labs since the previous midterm plus required readings from the text as assigned. Midterm exam 2 will account for 15% of your final grade.
- Material assessed in the final exam will include all lectures and labs from the beginning of the term plus required readings from the text as assigned. A heavier emphasis will be placed

on material covered after midterm exam 2. The final exam will account for 30% of your final grade.

GRADING CRITERIA:

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:

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

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Student Misconduct: Academic and Non-Academic Policy at www.gprc.ab.ca/d/STUDENTMISCONDUCT

**Note: all Academic and Administrative policies are available at
www.gprc.ab.ca/about/administration/policies/

UNIVERSITY TRANSFER (If applicable):

**** 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.**

Please refer to the Alberta Transfer guide for current transfer agreements:
www.transferralberta.ca