



Course Outline

UNIVERSITY STUDIES

PEDS 203

Skill Acquisition and Performance

**3 CREDITS
3 HOURS PER WEEK**

**INSTRUCTOR: Clayton Nielsen
Winter, 2013**

INSTRUCTOR: Clayton Nielsen
PHONE NUMBER: (780) 791-4813
E-MAIL: clayton.nielsen@keyano.ca
OFFICE NUMBER: S211F

OFFICE HOURS:

| | |
|-----------|---------------|
| Monday | 2:00-2:20pm |
| Tuesday | 9:00-9:50am |
| Wednesday | 9:00-10:50am |
| Friday | 11:00-11:50am |

HOURS OF INSTRUCTION:

| | |
|-----------|-------------|
| Tuesday | 3:00-3:50pm |
| Wednesday | 3:00-3:50pm |
| Thursday | 3:00-3:50pm |

COURSE DESCRIPTION:

The course presents a psychological approach to understanding human motor behaviour. The course examines the processes involved in learning motor skills and controlling movement, and the factors that influence acquisition and performance.

COURSE OUTCOMES:

The student will be able to:

1. describe of the fundamental processes underlying the learning and performance of all kinds of movements;
2. describe and demonstrate how to apply motor learning principles to help teaching, coaching, rehabilitation and ergonomics through class activities and discussion;
3. identify why and how some characteristics of the learner affect skill acquisition and performance during class peer teaching;
4. describe how the learning environment affects skill acquisition and performance accomplished during student teaching and activities;
5. provide an opportunity to apply theory to field situations during class activities and discussion;
6. gain an understanding of the various measurement methods of motor performance.

TEXT(S)/MATERIALS REQUIRED:

Motor Learning and Performance (4th Ed. 2008). Human Kinetics. R.A. Schmidt and C.A. Wrisberg.

EVALUATION:

| | |
|--------------------------|-------------------------------------|
| Lab/active participation | 15% |
| Mid-Term Exam | 30% Chapters 1-5 and lecture notes |
| Assignments | 20% |
| Final Exam | 35% Chapters 6-10 and lecture notes |

GRADING SYSTEM:

| Letter Grade | Description | Grade Points |
|--------------|--------------|--------------|
| A+ | | 4 |
| A | Excellent | 4 |
| A- | | 3.7 |
| B+ | | 3.3 |
| B | Good | 3 |
| B- | | 2.7 |
| C+ | | 2.3 |
| C | Satisfactory | 2 |
| C- | | 1.7 |
| D+ | | 1.3 |
| D | Minimal Pass | 1 |
| F | Failure | 0 |

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).

Students who do not complete all the required work should not expect to pass the course. Students should consult:

http://www.keyano.ca/current_students/examinations/index.htm

IMPORTANT DATES:

| | |
|-------------------|--|
| January 18, 2013 | Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA) |
| March 8, 2013 | Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA) |
| April 19, 2013 | Last day of classes |
| April 22-30, 2012 | Final Exams |

MOODLE 7

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle 7. Assignments, readings and handouts will be posted on Moodle 7. Login information will be provided by your instructor. For further instructions please see the Moodle 7 handout.

Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:

http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

TOPICS TO BE COVERED:

Please Note:

This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change.

Class Schedule

| Week | Chapter (Required readings) | Content |
|------|--------------------------------|---|
| 1 | 1 | Introduction – Text Orientations - Ice Breakers Why study skill acquisition? Where will I use this information? Motor Skill definition and conceptualization Understanding and differentiating Motor Performance and Motor Learning Stages of Performance and Learning Differentiating Implicit and Explicit Learning |
| 2 | 2 | Understanding Information Processing Stages Understanding Reaction Time and Decision Making Understanding how arousal and attention influence performance Understanding the three memory systems and their relationship to information processing and movement |
| 3 | 3 | Sources of Sensory Information Closed-Loop Control Systems Reflexive Modulations in Movement Skills Role of Two Visual Systems in Movement Control Visual Control of Motor Performance |
| 4 | 4 | Motor Program Theory Open-Loop Control Within the Conceptual Model Generalized Motor Programs |
| 5 | 5 | Relative Timing Determinants of Accuracy in Rapid Movements |
| 6 | 5 6 | Combining the Principles: A Batting Example Understand the concept of individual differences Discuss the fundamental nature of motor abilities Discuss what practitioners should remember about people’s abilities |
| 7 | 6 | Use the concept of motor abilities to classify skills and perform task analyses Difficulties inherent in predicting a person’s future performance |
| 8 | 7 | Defining the Learning Experience Goal Setting Transfer of Learning The Learner Assessing Progress |
| 9 | 8 | Preliminary Considerations - Familiarizing Learner, opening Communication, Directing Attention, Managing Arousal and Balancing Practice and Rest Skill Presentation Techniques Forms of Practice |

| | | |
|----|----|---|
| 10 | 9 | Practicing Several Different Skills or Versions of the Same Skill Random or Blocked Practice Versus Varied or Constant Practice Combining Random and Varied Practice Practicing for Consistent and Varied Stimulus-Response Mapping |
| 11 | 10 | Classifying Feedback Properties of Extrinsic Feedback Practical Considerations When Providing Information Feedback Summary |

Alterations to the schedule might occur based on holidays, implementation of tests, and assignments.





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Clayton Nielsen, Instructor

Date

Reviewed and approved by:

Vincella Thompson, Chairperson

Date

Guy Harmer, Dean

Date