

GEORGE MASON UNIVERSITY

School of Recreation, Health and Tourism

PHED 306 – Motor Learning and Performance (3) **Spring 2013**

DAY/TIME: Mondays 7:20 – 10:00 pm

Instructor: Mr. John Jones

LOCATION: Bull Run Hall, Room 148

jjon3@gmu.edu

PREREQUISITES: None

571 205 9191

COURSE DESCRIPTION:

This course is designed to provide students with an understanding of the fundamental process humans use to learn any motor skills (e.g., playing the violin, starting an intravenous line, kicking a ball, walking with an artificial limb, etc.). Students will learn physical, cognitive, behavioral and social principles, facts, and concepts underpinning motor learning and performance.

COURSE OVERVIEW

Students will be engaged in reasoning using quantitative and qualitative information, and the analysis of empirical observations in relation to theories while involved in a series of laboratory exercises and projects. Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

COURSE OBJECTIVES

At the completion of this course students should be able to:

1. Show the application of motor learning principles by defining "skill" and identifying various skill classifications;
2. Using the concept of "Stages of processing" utilized by psychologists, describe the information processing stages as it relates to motor learning and performance;
3. Demonstrate the rationale and characteristics of motor programs;
4. Describe the concept of individual differences related to the nature of motor abilities;
5. Apply motor learning, behavioral and social laws and principles in the learning and teaching of a novel motor skill;
6. Explain how the structure of the learning experience relates to the development of skillful movement for all learners;
7. Use a variety of feedback to communicate progress in the development of skillful movement;
8. Use different strategies to increase self-motivation and motivation of their learner during the acquisition of novel motor skills; and
9. Manage time, space and equipment combined with an instructional routine for teaching a novel skill to a novice learner.

REQUIRED READINGS

Coker, C. A. (2009). Motor Learning and Control for Practitioners (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Pub.

NATURE OF COURSE DELIVERY: FACE TO FACE

EVALUATION***Requirements***

3 Exams at 50 pts each	= 150 pts (37.5%)	A+ = 388 – 400
10 Laboratory Reports at 10 pts each:	= 100 pts (25%)	A = 372 – 387
2 Projects at 40 pts each	= 80 pts (20%)	A- = 360 – 371
10 chapter quizzes at 5 points each	= 50 pts (12.5%)	B+ = 348 – 359
2 research article presentations 10 points each	= <u>20 pts (5%)</u>	B = 332 – 347
Total	400 pts	B - = 320 – 331
		C+ = 308 – 319
		C - = 280 – 291
		D = 240-279
		F = <240

Project 1:

Students will document his/her personal development in learning a novel motor skill that is assigned by the instructor. A written copy of the quantitative and qualitative report will be submitted at the end of the experiment. The report will include a detailed description of the beginning and end skill level reached, and the various strategies used to improve and motivate them self as the project spans over the 10 days.

Project 2:

Students will document on paper and through video the development of someone else learning a novel motor skill. The skill must be unfamiliar to the subject and NOT be an area of expertise for the PHED 306 student. All skills must be approved by the instructor in writing/email prior to being initiated. A written copy of the quantitative and qualitative report will be submitted at the end of the experiment. The written report will include all aspects included in the detailed description listed on blackboard. The video portion of the skills analysis is to be posted on www.youtube.com. The video should include clips along the entire development of the skill. Descriptive words on the screen and the use of voiceovers to describe the video is HIGHLY recommended. The use of music is acceptable, granted the lyrics are rated G. Music does NOT improve the academic standing of the work.

Research Article Presentations:

Students will prepare a 1-2 page typed report including the article's bibliographical information, the formal abstract and a description of how the PHED 306 student can apply this research to their chosen profession. The student will also present a Power Point display of the above information, not to exceed two minutes. Finally, the student will answer questions from the class and also pose at least two thought provoking questions for the class to consider now that they have new research based knowledge.

Labs: All lab work is due via Google docs to jjon3@gmu.edu by 10 PM EST on the Wednesday following the class when the lab was conducted. Photographs of papers are not acceptable. Scanned copies work well. Instructor generated email will confirm receipt of acceptable and unacceptable submissions.

Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation."

The following scale will be used

- One (1) absence is permitted
- Two (2) "tardies"* = 1 absence
- Two (2) "early departures"* = 1 absence
- 2 absences = - 10 points
- 3 absences or more = - 15 points

*Attendance is taken at 7:20 p.m. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

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SPRING, 2013

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28-Jan	Mon		Intro, syllabus and Chapter 9 - Practice schedules
4-Feb	Mon	Q 10	Chap 10 - Diagnosing Errors and lab 1
11-Feb	Mon	Q 11	Chap 11 - Correcting Errors and lab 2
18-Feb	Mon	EXAM	Chapters 9 - 11 and research presentation #1
25-Feb	Mon	Q 1	Chap 1 - Intro to Motor Learning & Control and lab 3
4-Mar	Mon	Q 2	Chap 2 - Understanding Movement Preparation and lab 4
11-Mar		Spring Break	No class meeting - Project #1 due via Google docs
18-Mar	Mon	Q 3	Chap 3 - Behavior Theories of Motor Control and lab 5
25-Mar	Mon	Q 4	Chap 4 - Neural Mechanism: Contributions and control and lab 6
1-Apr	Mon	EXAM	Chapters 1 - 4 and research presentation #2
8-Apr	Mon	Q 5	Chap 5 - Stages of Learning and lab 7
15-Apr	Mon	Q 6	Chap 6 - The Learner Pre-Instruction Considerations and lab 8
22-Apr	Mon	Q 7	Chap 7 - Skill Presentation and lab 9
29-Apr	Mon	Q 8	Chap 8 - Principles of Practice Design and lab 10
6-May	Mon		Project #2 presentations and review for final exam
13-May	Mon	EXAM	Comprehensive Final Exam - chapters 1-11



Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
