

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 306 (001) – Psychomotor Learning
3 Credits, Spring 2017
Mondays/4:30-7:10 pm, Bull Run Hall, Rm 148

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Analyzes psychological aspects, learning theory, and practice conditions for learning motor skills.

Course Overview

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). Students will learn physical, cognitive, behavioral and social principles, facts, and concepts underpinning motor learning and performance. 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.

Course Delivery Method

This course will be delivered using a Lecture format with integrated labs.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

National Standards for Initial Physical Education Teacher Education (2008) (National Association for Sport and Physical Education (NASPE))

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP)

KSA	Description
1.9.1	Knowledge of behavioral strategies to enhance exercise and health behavior change (e.g., reinforcement, goal setting, social support).
1.9.3	Knowledge of specific techniques to enhance motivation (e.g., posters, recognition, bulletin boards, games, competitions).
1.9.4	Knowledge of extrinsic and intrinsic reinforcement and give examples of each.
1.9.5	Knowledge of the stages of motivational readiness.
1.9.8	Knowledge of the potential symptoms and causal factors of test anxiety (i.e., performance, appraisal threat during exercise testing) and how it may affect physiological responses to testing.

Required Texts

Cocker, C. A. (2013). *Motor Learning and Control for Practitioners* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

• Assignments and Examinations

Requirements

Tests (2 at 70 pts each)

Tests 1 will focus on Chapters 1-4 and Test 2 will focus on Chapters 5-8. A study guide will be provided for each test clearly identifying the material that will be covered. A mixture of short answer, true/false, and multiple choice questions will be used.

Laboratory Reports (9 at 10 pts each)

For each Lab a handout will be provided explaining the purpose of the lab, the tasks that have to be performed and the conditions in which to perform these tasks. Data will have to be collected and reported on the lab report along with questions linked to the data collected.

Projects (2 at 50 pts each)

Project 1: Student will document his/her personal development in learning a novel motor skill. A quantitative and qualitative report will be submitted at the end of the experiment reporting on the skill level reached, and the various strategies used to improve and motivate oneself.

Project 2: Student will videotape, analyze, and provide feedback to a participant executing an unfamiliar motor skill. Video files and a report will have to be submitted electronically to the instructor.

Final Exam (70 pts)

The final exam will focus on Chapters 9-11 and some content from Chapters 1-8. A study guide will be provided for the exam clearly identifying the material that will be covered. A mixture of short answer, true/false, and multiple choice questions will be used.

• **Other Requirements**

In accordance with the GMU Attendance Policies (University catalog, 2016-2017), “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:

- o Two (2) absences are permitted
- o Two (2) “tardies”*= 1 absence
- o Two (2) “early departures”* = 1 absence
- o 3-4 absences = 10 points
- o 5 absences or more = 15 points

*Attendance is taken at 4:30 pm. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

• **Course Performance Evaluation Weighting**

2 Tests at 70 pts each	= 140 pts
9 Laboratory Reports at 10 pts each:	= 90 pts
2 Projects at 50 pts each	= 100 pts
Final exam	= <u>70 pts</u>
Total	400 pts

• **Grading Policies**

388 – 400 = A+	372 – 387=A	360 – 371=A-	348 – 359 =B+	332 – 347=B	
320 – 331=B-	308 – 319=C+	292 – 307=C	280 – 291=C-	240-279=D	<240 = F

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.



Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<u>DAY</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>LECTURE/DISCUSSION TOPIC/LABORATORY</u>
M	01/23	1	Presentation of the syllabus; Introduction to Motor Learning & Control Introduction to Motor Learning & Control. LAB #1 Gentile's Taxonomy
M	01/30	1, 2	Understanding Movement Preparation Lab #2: Abilities. Lab #3: Hicks Law.
M	02/06	2, 3	Understanding Movement Preparation; Lab #4: Attentional Capacity Motor Program Theories. Introduce Project phase 1
M	02/13	4	Neural Mechanisms: Contribution and Control. Lab #5 Vision and Ball Catching
M	02/20	4	Neural Mechanisms: Contribution and Control. Review Test #1
M	02/27		TEST #1 on Chapter 1, 2, 3, & 4
M	03/06	5,6	Stages of Learning; The Learner
M	03/13		SPRING BREAK
M	03/20	6,7	The Learner; Skill Presentation
M	03/27	7,8	Skill Presentation; Principle of Practice Design.
M	04/03	8	Principle of Practice Design. Lab #6 Speed-Accuracy Trade-off; Review Test #2 Project phase 1 due on Blackboard by 4:30 pm
M	04/10		Introduce Project 2; Test #2 on Chapter 5, 6, 7, & 8
M	04/17	9	Practice Schedule; Laboratory #7: Variability of Practice – Laboratory #8 – Massed vs Distributed Practice
M	04/24	10	Diagnosing Errors
M	05/01	11	Correcting Errors – Laboratory #9: Knowledge of Results – Review Final; Project 2 Due on Blackboard by 4:30 pm.

FINAL EXAM: Per Final Exam Schedule, Monday May 15, 2017, 4:30-7:15 pm