George Mason University
College of Education and Human Development
Health and Physical Education

PHED 306 (DL1) – Psychomotor Learning
3 Credits, Fall 2020

Faculty
Name: Nate Silvis, M.Ed.
Office hours: By Appointment
Office location: Johnson Hall, Science & Technology Campus
Email address: nsilvis@gmu.edu

Prerequisites
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, etc.). 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 online 100% using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 8/24/2020 at 4:30 p.m.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 4:30 p.m. and finish on Monday at 4:30 p.m.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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:

SHAPE America – Society of Health and Physical Education
Standard 1. Content and Foundational Knowledge
- Physical Education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Candidates will:

1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for pre K-12 students.

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. (2018). *Motor Learning and Control for Practitioners* (4th ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

Course Performance Evaluation Weighting

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

ASSIGNMENTS	#	PTS	TOTAL PTS
Activities	8	25	200
Tests Midterm & Final - Bb	2	75	150
Project - Learning a Novice Skills - Bb	1	75	75
Project Video Analysis of Skill - Bb	1	75	75
			500 total pts

- **Grading Scale**

488 – 500	A+
472 – 487	A
460 – 471	A-
448 – 459	B+
432 – 447	B
420 – 431	B-
408 – 419	C+
392 – 407	C
380 – 391	C-
340-379	D
340	F

- **Assignments and Examinations** 500 total pts

Requirements
Activities (8 at 25 pts each – 200 pts total)
The quizzes, worksheets and activities will check for understand of key concepts. These items are due by 4:30 pm the Monday after the assigned date.

Tests (2 at 75 pts each – 150 total pts)
Tests 1 will focus on Chapters 1-5 and Test 2 will focus on Chapters 6-12. 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.

Projects (2 at 75 pts each – 150 pts total)
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.

• **Other Requirements**SEP
All classes will be held on-line via Blackboard and Google. Students are required to check Bb at least twice weekly, perform required work and submit activities by the following Monday 4:30pm. Late work will NOT be accepted, and no points will be earned for that week's activity.

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times. https://cehd.gmu.edu/students/polices-procedures/

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

DATE	LECTURE/DISCUSSION TOPIC	ACTIVITY ASSIGNED	WORK that needs to be submitted
8/24	Presentation of the syllabus 1 - Introduction to Motor Learning & Control Introduce Project 1 Skill Acquisition – 75pts - *This project requires 10 consecutive days of data collection – be sure to start early enough.	Activity 1 -Gentiles Taxonomy assigned–25 pts due next week Project 1 assigned Due 9/28	
8/31	2 - Understanding Movement Preparation. Activity 1 Due 4:30pm	Activity 2 – Hicks Law assigned – 25 pts	Activity 1 – 25pts
9/7	No class – Labor Day		

9/14	3- The role of Attention, Arousal, and Visual Search in Movement Preparation, Activity 2 Due	Activity 3 Yerkes Dodson assigned – 25 pts	Activity 2 Due – 25 pts
9/21	4 - Behavioral Theories of Motor Control Review for Test on Chp 1-5, Activity 3 Due	Work on Project 1 Due	Activity 3 Due – 25 pts
9/28	Project 1 Due 4:30 pm 5 – Neural Mechanisms: Contributions and Control		Project 1 Due – 75 pts
10/5	Test on Chp 1,2,3,4,5	Test 1 - 75 pts	
10/13 Tuesday	* Make-up day for no class on Labor Day 6 – Stages of Learning 7 – Pre-instruction considerations Introduce PROJECT 2 – VIDEO ANALYSIS Due –		Test 1 Due – 75 pts
10/19	Review: Chp 1-5, Activities and Test 8 – Skill Presentation	Activity 4 & 5 Stages of learning, designing critical elements – 50 pts	
10/26	9 – Principles of Practice Design	Activity 6 – 25 pts	Activity 4 & 5 Due
11/2	10 – Practice Schedules	Activity 7 – 25 pts	Activity 6 Due
11/9	11- Diagnosing Errors	Activity 8 – 25 pts	Activity 7 Due
11/16	12 – Correcting Errors	Work on Project 2 – Video Analysis	Activity 8 Due
11/23	Review Chp 6-12 Project 2 Video Analysis	Work on Project 2 – Video Analysis	
11/30	Project 2 Presentations Review for Final		Project 2 Due – 75 pts
12/7	Final Exam	Test 2 – 75 pts	Test 2 – 75 pts

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

- Safe Return to Campus and Remote Learning Guidance For Students Enrolled In CEHD Courses – All students are required to take Safe Return to Campus Training prior to visiting campus. This training can be found through blackboard. https://www.dropbox.com/s/gaasr58tgjpd14b/Covid%20Syllabus%20Addendum.pdf?dl=0

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/   ).

- 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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
- 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/).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
• As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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