

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 306 (001) – Psychomotor Learning
3 Credits, Spring 2018
Mondays/7:20 – 10 PM, Bull Run Hall, Rm 148

Faculty Name: John Jones, M.Ed., M. Ed.

Email address: JJon3@gmu.edu

Office location: Bull Run Hall, Science & Technology Campus

Office hours: by appointment

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, 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 using a Lecture format with integrated labs in a face-to-face format. Students need to be present in class to earn points towards their grade.

Learner Outcomes and Objectives The 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.

REQUIRED TEXT Coker, C. A. (2018). Motor Learning and Control for Practitioners (4th ed.). Routledge Publishing. **(PLEASE buy your copy BEFORE the first class. Paper copy of text is preferred)**

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.

Course Performance Evaluation

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

• Assignments and Examinations: Requirements

Tests (2 at 25 pts each) Tests 1 will focus on Chapters 1-6 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.

Laboratory Reports (16 at 10 pts each) For each lab, data will be collected and reported both digitally and on paper in conjunction with the rest of the students in class, along with essay questions answered upon reflection on the collected group data.

Quizzes (12 at 5 points each) At the beginning of each class, students will be given a quiz to complete based on the assigned readings. These assessments will usually be in the form of a pre-quiz for the material that will be covered that day of class. A few of the quizzes will be given the class after the material is covered. Reading the text BEFORE class is imperative to be successful in this course.

Projects (2 at 40 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 electronically and on paper 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 will be converted to YouTube with a link provided to the instructor along with a typed report on paper handed to the instructor when due.

Final Exam (50 pts) The final exam will focus on Chapters 1-12, the labs and the epilogue. 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 and essay 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 = 20 points
o 5 absences or more = 35 points

Course Performance Evaluation Weighting

2 Tests at 25 pts each = 50 pts
 16 Labs at 10 pts each: = 160 pts
 12 In-class activities at 5 points each = 60 pts
 2 Projects at 40 pts each = 80 pts
 Final exam = 50 pts

Total 400 pts • Grading Policies

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. This includes, but is not limited to, refraining from the use of electronic devices (phones, lap tops, etc.) unless directed to use them for class purposes or permitted by GMU educational policy and refraining from eating in class.

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 University 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Note: Faculty reserves the right to alter the schedule as necessary w/notification to students.

- M 1/22 Introduction to Motor Learning & Control course and syllabus
1 Introduction to Motor Learning & Control & 2 Understanding Movement Preparation
- M 1/29 Summary quizzes on Chp 1-2 & Pre-quiz on Chp 3
3 The Role of Attention, Arousal, & Visual Search in Movement Preparation
- M 2/5 Pre-quizzes on Chp 4- 5
4 Behavior Theories of Motor Control & 5 Neural Mechanisms: Contribution and Control
- M 2/12 TEST #1 on Chp 1-5
Introduce Project 1 & 6 Stages of Learning
- M 2/19 Summary quiz Chp 6 & Pre-quizzes on Chp 7-8
7 The Learner: Pre-Instruction Considerations & 8 Skill Presentation
- M 2/26 Pre-quizzes on Chp 9-10
9 Principle of Practice Design & 10 Practice Schedules
- M 3/5 Project 1 due electronically and handwritten copy at the beginning of class
Pre-quizzes on Chp 11-12
11 Diagnosing Errors & 12 Correcting Errors
- M 3/12 Spring Break – no class
- M 3/18 TEST #1 on Chps 6-12
Introduce Project 2 & Review of the Epilogue: Teaching Scenarios
- M 3/26 Lab 1 Abilities; Lab 2a Hick's Law; Lab 2b Attentional Capacity
- M 4/2 Lab 3a Motor Programs; Lab 3b Constraints; Lab 4 Visual Search; Lab 5 Stages of Learning
- M 4/9 Lab 6 Transfer; Lab 7a Modeling and Verbal Instructions; Lab 7b Manual Guidance
- M 4/16 Lab 8a Segmentation; Lab 8b Simplification; Lab 9 Variable Practice & Schema
- M 4/23 Project 2 due electronically and handwritten copy at the beginning of class
Lab 10 Skill Analysis; Lab 11 Knowledge of Results Precision
- M 4/30 Review of Project 2 & Review for Final Exam
- M 5/7 Reading Day – no class
- M 5/14 FINAL EXAM: Per Final Exam Schedule