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MPHY101 Learning Practice Conditions in Physical Education

ECTS Value: 3 ECTS
Contact Hours: 15
Self-Study Hours: 36
Assessment Hours: 24

Overall Objectives and Outcomes

This module focuses on the practice conditions that can enhance and produce better learning. It considers how learning can best be transferred and which conditions free the working mind from excessive processing.
It also considers from a practical point of view, the differences in learning by using different types of learning conditions, in particular errorless learning, analogy learning, contextual interference, and randomised and variable conditions. **The Learning Outcomes Framework (LOF) and content of Physical Education will also be analysed in which such learning conditions are embedded.**

By the end of this module, the learner will be able to:

Competences:

a) Perform physical activities while using different practice conditions.
b) Devise activities and determine the effect of specific practice conditions.
c) Monitor the effect of learning under different specific learning conditions.

Knowledge:

a) Systematically appreciate how different learning conditions lead to different outcomes in both short- and long-term learning.
b) Systematically recognise how an external focus of attention produces better learning and transfer.

Skills:

a) Demonstrate the practical implementation of different practice conditions during the different phases of skill acquisition.
b) Display the progress of students who are practicing in specific conditions.
c) Establish practice conditions for different physical activities and lesson plans targeting the learning outcomes framework for physical education;
d) Realise strategies that enhance problem solving and decision making.

Assessment Methods

This module will be assessed through: Portfolio.

Suggested Readings

Core Reading List:

1) Abdollahipour, R., Palomo Nieto, M., Psotta, R., & Wulf, G. (2017). External focus of attention and autonomy support have additive benefits for motor performance in children. *Psychology of Sport and Exercise, 32,* 17-24.

2) Cheong, J. P.G., Lay, B., Razman, R. (2016) **Investigating the contextual interference effect using combination sports skills in open and closed skill environments.** Journal of Sports Science and Medicine, 15, 167 – 175.

3) Christina, R. W. (1996). Major determinants of the transfer of training: Implications for enhancing sport performance. In K-W. Kim (Ed.), Human performance determinants in sport, 25-52. Seoul, Korea: Korean Society of Sport Psychology.

4) Gréhaigne, JF., Godbout, P. & Bouthier,D. (2012) The Teaching and Learning of Decision Making in Team Sports. Quest, 53, (1), 59-76.

5) Lee, T.D., Swanson, L.R., Hall, A.L. (1991) What Is Repeated in a Repetition? Effects of Practice Conditions on Motor Skill Acquisition. *Physical Therapy*, Volume 71, (2), 150–156.

6) Liao, C.M. & Masters, R.S.W. (2001). Analogy learning: A means to implicit motor learning. Journal of sports sciences, 19, 307-319.

7) Magill R.A. & Anderson D. (2016) Motor Learning and Control: Concepts and Applications 11th Edition. McGraw Hill Education.

8) Mcnevin, N. & Shea, C. & Wulf, G. (2003). Increasing the distance of an external focus of attention enhances learning. Psychological research. 67, 22-29.

9) Ministry for Education and Employment. (2016). Learning Outcomes Framework. Retrievable from: http://www.schoolslearningoutcomes.edu.mt/en/subjects/pe--sports

10) Poolton, J. M., Masters, R. S. W., & Maxwell, J. P. (2005). The relationship between initial errorless learning conditions and subsequent performance. Human Movement Science, 24, 362–378.

11) Schmidt, R. & Lee, T. (2014) Motor Learning and Performance 5th Edition with Web Study Guide: From Principles to Application. Human Kinetics.

12) Tzetzis, G. & Lola, A.C. (2015). The effect of analogy, implicit, and explicit learning on anticipation in volleyball serving. International Journal of Sport Psychology. 46. 152-166.

13) Wulf, G. (2007). Attention and motor skill learning. Champaign, IL: Human Kinematics.

14) Wulf, G., & Weigelt, C. (1997). Instructions about physical principles in learning a complex motor skill: to tell or not to tell. Research Quarterly for Exercise and Sport, 68, 362-367.

15) Zeigler, S.G. (1994) The Effects of Attentional Shift Training on the Execution of soccer skills: A preliminary investigation. Journal of applied Behaviour Analysis, 27, (3), 545-552.

16) Zull, J. (2002) The art of changing the brain. Sterling, VA: Stylus Publishing.

Supplementary Reading List:

1) Blomqvist, M., Vänttinen, T. & Luhtanen, P. (2014) Assessment of secondary school students' decision-making and game-play ability in soccer. Physical Education and Sport Pedagogy 10, (2), 107-119.

2) Lee, J. D. (2007) Affect, attention, and automation in A. F. Kramer, D. A. Wiegmann, A. Kirlik. (Eds.), Attention: from theory to practice, 73-89. Oxford ; New York : Oxford University Press

3) Masters, R. S. W., & Maxwell, J. P. (2008). The theory of reinvestment. International Review of Sport and Exercise Psychology, 1, 160–183.

4) Vine, S. J. and Wilson, M. R. (2010) Quiet Eye Training: Effects on Learning and Performance Under Pressure, Journal of Applied Sport Psychology, 22: 4, 361 - 376.

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5) Williams, M.A. & Hodges, N.J. (2005). Practice, instruction and skill acquisition in soccer: Challenging tradition. Journal of sports sciences, 23, 637-50.

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