Teaching Physical Education for Learning 8th edition Rink Solutions Manual

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CHAPTER 2

FACTORS THAT INFLUENCE LEARNING

OVERVIEW

Motor skill learning is a primary function of physical education programs. Any instructional program in motor skills must be well grounded in motor learning theory. Chapter 2 is designed to provide a concise review of the factors that influence learning for the physical educator. The purpose of the chapter is primarily review, although there is some relevant material related to issues of appropriateness, task conditions, and practice that are often left out of motor learning courses that are critical issues for the practitioner. For programs without strong motor learning courses, more time and in-depth work must be done with this material. For programs with good required motor learning courses this chapter should be unnecessary.

If the chapter is not going to be used in a course, the section on requirements for learning a motor skill should be fully developed to acquire an understanding of what conditions must be present for a learner to actually learn a motor skill. Lots of positive and negative examples are critical to developing this understanding.

Alternatively, sections of the chapter can be read with other appropriate chapters. The chapter can also be used to briefly review motor learning after Chapter 1 and sections of the chapter can then be used as background for other chapters.

CHAPTER OBJECTIVES

1. Understand the importance of motor skill to a physically active lifestyle.
2. Provide a theoretic base for instructional programs in motor skills.
3. Ensure understanding of the implications of motor learning theory for developing large group instructional theory.

SUGGESTED CLASS ACTIVITIES

The chapter outline provides a topical progression of important ideas. These ideas and their implications should be explored in class discussion. The important role that motor skill plays in a physically active lifestyle is a critical idea to the notion of teaching physical education for learning. Each major idea in the chapter should be supported with examples from physical education. The material on dynamical systems is newer and currently the theoretical basis for understanding movement responses. It should be emphasized. The full implications of all the ideas will be brought out in the rest of the text. The goal here is to provide a framework for and orientation toward supporting what teachers do with a

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knowledge base. Some of the knowledge base may overlap with general education course work on learning that students have had. Learning motor skills is not totally divorced from learning cognitive material. There are enough unique aspects of learning motor skills however to make it important to discuss those differences.

PRACTICE SHEETS AND PLANNING AND OBSERVATION FORMS

Learning Worksheet

1. How might teaching a golf swing look differently if you were a behaviorist or cognitive theorist?

2. Describe what a person would look like through the 3 stages of motor learning if they were learning 1) inline skating, 2) basketball free throw, and 3) hurdles

3. For one of the above skills take each of the requirements for learning a motor skill and describe how you as a teacher might handle them.

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