Teaching Physical Education for Learning 8th edition Rink Test Bank

SKU: 9781259922411-TEST-BANK

Teaching Physical Education for Learning, 8e **(Rink)**
Chapter 2 Factors That Influence Learning

1) What is the relationship between skill in motor skills and participation in physical activity and age?
A) It is stronger in very young children.
B) It is about the same regardless of age.
C) It gets stronger with age.
D) It gets weaker with age.

Answer: C
Accessibility: Keyboard Navigation

2) The cognitive stage of learning a motor skill is helped by
A) demonstration.
B) specific detailed information on correct performance.
C) using the skill in advanced contexts.
D) practice using the skill in different ways.

Answer: A
Accessibility: Keyboard Navigation

3) The associative phase of learning a motor skill is characterized by
A) the establishment of a motor plan.
B) connecting sensory information to motor responses.
C) concentration on temporal patterning and timing of a skill.
D) an automatic response.

Answer: B
Accessibility: Keyboard Navigation

4) Movement schemata are
A) generalized motor patterns.
B) skills that require a constant environment.
C) short-term sequences of neuromuscular responses.
D) developmental skills.

Answer: A
Accessibility: Keyboard Navigation

Copyright 2020 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Teaching Physical Education for Learning 8th edition Rink Test Bank

5) A task constraint in dynamical systems theory would be
A) the physical abilities of the performer.
B) what the student thinks the task is.
C) the social environment.
D) All of these.

Answer: D
Accessibility: Keyboard Navigation

6) Teachers can teach attention by
A) helping students attend to the appropriate environmental cues.
B) helping students tune out irrelevant stimuli.
C) limiting the amount of information students must attend to.
D) All of these.

Answer: D
Accessibility: Keyboard Navigation

7) Differences in learner ability
A) decrease with practice.
B) are related to both genetics and experience.
C) cannot be influenced by teaching.
D) are primarily gender issues.

Answer: B
Accessibility: Keyboard Navigation

8) Which of the following is an example of knowledge of results?
A) The student realizes he or she forgot to step forward.
B) The student sees a basketball go into the basket.
C) The teacher corrects student form.
D) The student gives feedback to another student.

Answer: B
Accessibility: Keyboard Navigation

9) Feedback can be
A) a source of information to the learner concerning performance.
B) knowledge of results or knowledge of performance.
C) intrinsic or extrinsic.
D) All of these.

Answer: D
Accessibility: Keyboard Navigation

Copyright 2020 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Teaching Physical Education for Learning 8th edition Rink Test Bank

10) Which of the following guidelines should the teacher follow when giving feedback?
A) The teacher should give learners as much information as possible on their performance.
B) The teacher should wait until after class to provide feedback so that practice is not interrupted.
C) The teacher should give only motivating positive feedback.
D) The teacher should do none of these.

Answer: D
Accessibility: Keyboard Navigation

11) Which of the following is the most difficult match for knowledge of results and knowledge of performance?
A) The goal is not accomplished, and the plan is not executed correctly.
B) The goal is accomplished, but the plan is not executed correctly.
C) The goal is accomplished, and the plan is executed correctly.
D) The goal is not accomplished, but the plan is executed correctly.

Answer: B
Accessibility: Keyboard Navigation

12) Transfer can be
A) practice to skill.
B) skill to skill.
C) physical abilities to skill.
D) All of these.

Answer: D
Accessibility: Keyboard Navigation

13) Variability of practice can
A) destroy a performer's concentration.
B) benefit closed skills.
C) help the development of open skills.
D) provide the learner with more practice than non-variable practice.

Answer: C
Accessibility: Keyboard Navigation

14) In practicing most skills that require both speed and accuracy,
A) speed should be emphasized first.
B) accuracy should be emphasized first.
C) both speed and accuracy should be primary concerns from the beginning.
D) none of these is true.

Answer: A
Accessibility: Keyboard Navigation

Copyright 2020 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Teaching Physical Education for Learning 8th edition Rink Test Bank

15) Environmental design of tasks
A) protects the environment from undue stress.
B) eliminates the need for teacher instruction.
C) elicits a motor response from the student.
D) eliminates the need for teacher knowledge of how to "do" a skill.

Answer: C
Accessibility: Keyboard Navigation

16) Which of the following is not true?
A) There is little cognitive involvement in learning motor skills.
B) Skilled performers have eliminated variability in performance.
C) A good instructor can eliminate student feedback on performance.
D) All of these.

Answer: D
Accessibility: Keyboard Navigation

17) Which of the following is most appropriate for a tennis serve taught to beginners?
A) Part, whole.
B) Whole.
C) Whole, part.
D) All of these under certain conditions.

Answer: C
Accessibility: Keyboard Navigation

18) Which of the following is not recommended to facilitate active processing of what is to be learned?
A) motivating learners to do their best.
B) repetitive drill experiences to ensure learning.
C) giving learners a clear idea of what the expectations are for performance.
D) providing achievable but challenging experiences.

Answer: B
Accessibility: Keyboard Navigation

19) An example of a serial skill is
A) shooting in archery.
B) fielding and catching a softball.
C) dribbling a basketball.
D) basketball foul shot.

Answer: C
Accessibility: Keyboard Navigation

Copyright 2020 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Teaching Physical Education for Learning 8th edition Rink Test Bank

20) Students with high academic ability
A) may or may not be good at motor skills.
B) are usually good at motor skills as well.
C) are usually not good at motor skills.
D) if they are males, are good at motor skills.

Answer: A
Accessibility: Keyboard Navigation

21) An example of bilateral transfer is
A) dribbling with one hand that transfers to the other hand.
B) dribbling with a hand that transfers to dribbling with the foot.
C) dribbling with one hand that transfers to dribbling to the other foot.
D) dribbling with the hand that transfers to shooting.

Answer: A
Accessibility: Keyboard Navigation

22) Which of the following is true?
A) Teachers can choose different methods for different outcomes.
B) Teachers should always use direct methods of teaching.
C) Teachers should always mix methods of teaching.
D) Teachers should always use indirect methods of teaching.

Answer: A
Accessibility: Keyboard Navigation

23) Which of the following is a good example of using environmental conditions to elicit the response you want from students?
A) Having one partner evaluate the work of another.
B) Doing a task outside rather than inside.
C) Decreasing the space in a 2 v. 1 to help the defense.
D) Asking students to watch a video of good performance.

Answer: C
Accessibility: Keyboard Navigation

24) Which of the following is an example of a more open skill?
A) Skipping.
B) Foul shot in basketball.
C) Bowling for strikes.
D) All of the above.

Answer: A
Accessibility: Keyboard Navigation

Copyright 2020 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Teaching Physical Education for Learning 8th edition Rink Test Bank

25) Which of the following is more likely to result in being able to use a volleyball forearm pass in a volleyball game?
A) Practicing the pass from a short partner toss.
B) Practicing the pass from a self-toss.
C) Practicing the pass from a toss/throw over the net.
D) Practicing the pass against the wall.

Answer: C
Accessibility: Keyboard Navigation

Copyright 2020 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Teaching Physical Education for Learning 8th edition Rink Test Bank