



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992
 REVISED COURSE IMPLEMENTATION DATE: September 2018
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2024
 Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: KIN 268	Number of Credits: 3 Course credit policy (105)																
Course Full Title: Introduction to Motor Learning and Control Course Short Title (if title exceeds 30 characters): Motor Learning & Control																	
Faculty: Faculty of Health Sciences	Department (or program if no department): Kinesiology																
Calendar Description: <p>An introduction to the basic principles underlying the process by which humans acquire motor skills. Includes a consideration of the psychological foundations and developmental issues that interact with our ability to acquire skilled behaviour.</p> <p>Note: Students with credit for KPE 268 cannot take this course for further credit.</p>																	
Prerequisites (or NONE):	30 university-level credits.																
Corequisites (if applicable, or NONE):	NONE																
Pre/corequisites (if applicable, or NONE):	NONE																
Equivalent Courses (cannot be taken for additional credit) Former course code/number: KPE 268 Cross-listed with: Equivalent course(s): KPE 164; KPE 268 <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																
Total Hours: 45 Typical structure of instructional hours: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">39</td></tr> <tr><td>Seminars/tutorials/workshops/activities</td><td style="text-align: center;">6</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: center;">45</td></tr> </table>	Lecture hours	39	Seminars/tutorials/workshops/activities	6	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i> Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): three times annually
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Total	45																
Department / Program Head or Director: Alastair Hodges	Date approved: May 2017																
Faculty Council approval	Date approved: May 2017																
Campus-Wide Consultation (CWC)	Date of posting: October 20, 2017																
Dean/Associate VP: Joanne MacLean	Date approved: May 2017																
Undergraduate Education Committee (UEC) approval	Date of meeting: March 23, 2018																

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the characteristics of an individual that influence the learning and control of motor skills
2. Describe the changes that occur as practice progresses while learning a motor skill
3. Identify the conditions that influence skill learning
4. Apply the basic principles of learning and performance in specific instructional situations
5. Describe the processes of physical growth, maturation, and motor development, and the tools commonly used to assess each of these processes
6. Assess the impact that the processes of physical growth, maturation, and motor development have on the learning and performance of motor skills
7. Explain the psychological correlates which influence the learning and performance of motor skills

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, demonstration, small group practice, discussion, audiovisual presentation, use of models and charts

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Magill, R.A.	Motor learning: Concepts and applications, 11 th edition	<input checked="" type="checkbox"/>	McGraw Hill	2016
2.	Assigned course readings	<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**Typical Evaluation Methods and Weighting**

Final exam:	40%	Assignments:	%	Midterm exam:	30%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Written Project:	10%	Presentation:	20%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and TopicsUnit I. Introduction

A. Historical Perspective

1. Kinesiology: the nature of the field
2. Motor learning/control as a science
3. Ebbinghaus' contribution
4. Bryan and Harter's (1897) study
5. WWII
6. Franklin Henry

B. Definition and Classification of Motor Skills

1. Definition of motor skill
2. Classification systems for motor skill

C. Measuring Motor Skill Performance

1. General categories of performance measures
2. Common measures in motor behaviour research

Unit II. Controlling Motor Skills

A. Anatomical considerations

1. Structure of the human nervous system
2. Central nervous system
3. Peripheral nervous system
4. Model of nervous system operation

B. Theories of Motor Control

1. Coordination, degree of freedom, and motor control systems
2. Motor program based theories
3. Dynamical systems theory
4. Motor program vs. dynamical systems

C. Sensory Influences on Motor Control

1. Proprioception
2. Vision
3. Summary

D. Attention

1. Attention and Information Processing Theory
2. Models of attention
3. Response preparation

Unit III. Motor Learning**A. Nature of the Motor Learning Process**

1. Defining and measuring motor learning
2. Stages of motor learning

B. Transfer of Learning

1. Theories of transfer
2. Bilateral transfer
3. Principles of transfer

C. Components of the Practice Environment

1. Augmented feedback
2. Practice conditions
 - a. mental practice
 - b. part vs. whole learning
 - c. simulation
 - d. variability of practice
 - e. distribution of practice

Unit IV. Psychological Correlates of Motor Skill Acquisition**A. Socialization**

1. The process of socialization
2. Factors that influence socialization
3. Stereotypic socialization

B. Personality

1. Definition
2. Sport participation and personality

C. Motivation

1. Definition
2. Motivation and physical activity participation
3. Principles of goal setting