# Advanced Motor Learning and Performance

Instructor:Matthew W. Miller, Ph. D.

Email: mwm0024@auburn.edu

## Virtual Office Hours (when I will be in my Zoom Office Hours Meeting):

Wednesday 1 – 3 PM and by appointment (Meeting ID: 545 460 3288, Passcode: KINE164)

Office Location:Kinesiology, Room 164

Course Number: KINE 7650-001

Class Meeting:Monday, Wednesday, and Friday 9:30 – 10:45 AM, SAC 241 or Zoom (Meeting ID: 854 8687 4066, Passcode: KINE7650). All class meetings will be recorded and the links to the recordings will be posted on Canvas under Files.

Credit Hours: 3.000

Texts/Resources: Textbook: Hodges, N. J., & Williams, A. M. (Eds.). *Skill Acquisition in Sport: Research, Theory and Practice* (3rd ed.). New York: Routledge. ISBN: 9780815392842

Other Readings: The textbook will be supplemented with mandatory journal article readings posted on Canvas.

Course Description: Theories, experimental studies, and current issues in the acquisition, performance, and retention of motor skills.

Learning Outcomes: Students will become familiar with the current state of theories related to motor learning and performance, and students will be able to critically evaluate these theories.

## Course Content (SUBJECT TO CHANGE)

Refer to Canvas for Exact Due Dates of Assignments

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| Week | Lectures/Discussions |
| 05/17 – 21  No Class 05/17 | Introduction to Class  Motor Learning Research Methods   * Read Kantak & Winstein (2012) * Kantak & Winstein Quiz |
| 05/24 – 28  All Classes on Zoom (No Face-to-Face) | Motor Learning Research Methods   * Read Lohse, Buchanan, & Miller (2016) * Lohse, Buchanan et al. Quiz   Focus of Attention   * Read Beilock, Carr, MacMahon, & Starkes (2002) * Beilock et al. Quiz * Read Lohse, Jones, Healy, & Sherwood (2014) * Lohse, Jones et al. Quiz |
| 05/31 – 06/04  No Class 05/31 | Focus of Attention   * Prepare for Focus of Attention Discussion   Constraints-Led Approach to Practice and Transfer   * Read Ch. 9 * Ch. 9 Quiz |
| 06/07 – 11 | Constraints-Led Approach to Practice and Transfer   * Read Ch. 18 * Ch. 18 Quiz * Read Ch. 11 * Ch. 11 Quiz * Read Gray (2018) * Gray Quiz |
| 06/14 – 18 | Constraints-Led Approach to Practice and Transfer   * Prepare for Constraints-Led Approach to Practice and Transfer Discussion   Motivation, Practice Difficulty, Implicit Learning, and Expecting to Teach   * Read Wulf & Lewthwaite (2016) * Wulf & Lewthwaite Quiz * Read Ch. 7 * Ch. 7 Quiz |
| 06/21 – 25  No Class 06/23 – 06/25 | Motivation, Practice Difficulty, Implicit Learning, and Expecting to Teach   * Read Ch. 3 * Ch. 3 Quiz |
| 06/28 – 07/02  No Class 06/28  06/30 & 07/02 Classes on Zoom | Motivation, Practice Difficulty, Implicit Learning, and Expecting to Teach   * Read Ch. 17 * Ch. 17 Quiz * Read Ch. 6 * Ch. 6 Quiz * Read Ch. 5 * Ch. 5 Quiz |
| 07/05 – 09  No Class 07/05  07/07 Class on Zoom  No Class 07/09 | Motivation, Practice Difficulty, Implicit Learning, and Expecting to Teach   * Read Daou et al. (2019) * Daou et al. Quiz * Prepare for Motivation, Practice Difficulty, Implicit Learning, and Expecting to Teach Discussion |
| 07/12 – 16 | Motor Imagery, Action Observation, and Perceptual-Cognitive Expertise   * Read Ch. 4 * Ch. 4 Quiz * Read Ch. 8 * Ch. 8 Quiz * Read Ch. 13 * Ch. 13 Quiz |
| 07/19 – 23 | Motor Imagery, Action Observation, and Perceptual-Cognitive Expertise   * Read Aglioti, Cesari, Romani, & Urgesi (2008) * Aglioti et al. Quiz * Read Kardas & O’Brien (2018) * Kardas & O’Brien Quiz * Prepare for Motor Imagery, Action Observation, and Perceptual-Cognitive Expertise Discussion |
| 07/26 – 30 | Deliberate Practice and Skill Development   * Read Ch. 10 * Ch. 10 Quiz * Read Ch. 19 * Ch. 19 Quiz * Prepare for Deliberate Practice and Skill Development Discussion |

## Assignments:

### Quizzes (75% grade)

There will be 22 quizzes. All quizzes will be completed through Canvas and are open source with the exception that students cannot consult with another person. The purpose of the quizzes is to ensure that students are completing and understanding their reading assignments before the class meeting about each reading. Therefore, the quizzes are due at 11:59 PM the night before the class meeting related to the reading. The value of each quiz will be the number of questions on the quiz. The length of time for each quiz will be 30 seconds per question. If you do not complete a quiz by the due date for ‘unexcused reasons,’ then you may not have the opportunity to complete the quiz and, thus, could receive a grade of zero.

### Discussion (25% of grade)

In the class meeting after we conclude a topic, you and your classmates will be asked to verbally answer discussion questions. Each class member will be asked to respond to one of several discussion questions that are presently listed on Canvas in the Discussion Questions Folder under Files. Discussion questions will be randomly assigned at the start of the class meeting, so you must prepare to answer each discussion question. Your preparation may include jotting down some notes about your thoughts related to each question, but you could also write out complete responses to read in class, or you could just take mental notes about your thoughts related to each question. Your response will be worth 10 points, and your grade will be determined by the degree to which you make logical, fact-based responses.

## Grading:

Percentages will be associated with the following letter grades:

A: 90.0% ≤

B: 80.0% ≤

C: 70.0% ≤

D: 60.0% ≤

F: 60.0% >

## COVID-Related Policies:

### Statement on COVID-19 Physical Distancing

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

### Face Covering Policy

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

### Possibility of Going Remote

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

### Assignments/Schedule Subject to Change due to Pandemic

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

### In the Event a Student in Class Tests Positive

Students must conduct daily health checks in accordance with [CDC guidelines.](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/)or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

### In the Event That I Test Positive or Am Required to Quarantine

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

### Zoom Policies

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

### Attendance

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

## Class Policies:

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact Dr. Miller in advance of the absence to request permission. Dr. Miller will weigh the merits of the request and render a decision. When feasible, the student must notify Dr. Miller prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Make-Up Policy: Students are only guaranteed the opportunity to make up assignments due to excused absences (i.e., students are not guaranteed the opportunity to make up assignments due to unexcused absences). Arrangement to make up assignments due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up assignment will take place within two weeks of the date that the student initiates arrangements for it.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to KINE 7750. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with Dr. Miller during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course.

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality