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| **AS Physical Education Revision Day** | **Skill Acquisition** |
| This section focuses on how skill is acquired and the |
| impact of psychological factors on their performance. |
| • Characteristics and definitions of skill |
| • Difference between motor and perceptual abilities |
| • Difference between skill and ability |
| • Types of skill |
| – cognitive, perceptual and psychomotor |
| • Classification of skill |
| – use of skill continua (open – closed, discrete |
| – serial – continuous, gross – fine, self paced – |
| externally paced). |
| • Information processing |
| – input – senses, receptors, proprioception, |
| perception, selective attention |
| – memory – functions and characteristics of |
| short-term sensory store, short-term memory |
| and long-term memory; strategies to improve |
| memory, chunking, chaining, mental rehearsal |
| and practice |
| – decision making – reaction time, simple |
| reaction time, choice reaction time, response |
| time, movement time and the relationship |
| between them |
| – anticipation temporal and spatial |
| – factors affecting reaction time, Hick’s law, |
| psychological refractory period, single channel |
| hypothesis |
| – motor programmes and sub routines |
| – open and closed-loop control |
| – factors affecting the efficiency of the |
| components of the information processing |
| system and strategies for improvement. |
| • Learning and performance |
| – learning – stages of learning, use of guidance, |
| how feedback differs between the different |
| stages of learning |
| – learning plateaus – causes and solutions |
| – motivation – intrinsic, extrinsic, tangible and |
| intangible |
| – learning theories – operant conditioning, |
| positive and negative reinforcement and |
| punishment |
| – cognitive/insight theories |
| – Bandura’s observational model of learning, |
| social learning theory |
| – motor learning –Schmidt’s schema theory |
| (recall, recognition, initial conditions, response |
| specifications, sensory consequences, |
| response outcomes) |
| – transfer of learning (positive, negative, zero, |
| bilateral, proactive and retroactive) |
| – impact of practice on improving learning |
| – goal setting – benefits and types, principles of |
| effective goal setting. |
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**AS Physical Education**

**Skill Acquisition Revision Day Notes**

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| Skill |  | Ability |
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| So what’s the main difference? | | |

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| Motor Ability | Perceptual Ability |
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| Types of Skill | Description & Example |
| Cognitive |  |
| Perceptual |  |
| Psychomotor |  |

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| Classification | Description | Example |
| Open |  |  |
| Closed |  |  |
| Self-Paced |  |  |
| Externally-Paced |  |  |
| Gross |  |  |
| Fine |  |  |
| Discrete |  |  |
| Serial |  |  |
| Continuous |  |  |

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| Topic | 🗷/🗹 |
| Characteristics and definitions of skill |  |
| Difference between motor and perceptual abilities |  |
| Difference between skill and ability |  |
| Types of skill – cognitive, perceptual and psychomotor |  |
| Classification of skill (open–closed, discrete–serial–continuous, gross–fine, self paced–externally paced). |  |

**Notes**

**Information Processin**

|  |  |  |
| --- | --- | --- |
| **Inputs** |  | |
| Senses / Receptors |  | |
| Proprioception |  | |
| Perception | D |  |
| C |  |
| R |  |
| Selective Attention |  | |

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| **Memory Store** | **Characteristics** | **Functions** |
| Short Term Sensory Store |  |  |
| Short Term Memory |  |  |
| Long Term Memory |  |  |

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| **Strategies to Improve memory** | Description |
| Chunking |  |
| Chaining |  |
| Mental Rehearsal |  |
| Practice |  |

**Decision making**

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| Reaction Time |  | Simple Reaction Time  Choice Reaction Time |
| Movement Time |  | |
| Response Time |  | |
| Relationship |  | |
| Factors affecting reaction time |  | |

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| **Types of Anticipation** | |
| Spatial |  |
| Temporal |  |

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| **Psychological Refractory period** | **Hick’s Law** |
|  |  |

**Motor Programmes and Subroutines**

Motor Programme

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| When does Open loop control seem to work best? | When would Closed loop be a better explanation? |
|  |  |
| Whats wrong with both of these ideas? | |
| What about memory and perceptual trace? | |

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| Topic | 🗷/🗹 |
| input – senses, receptors, proprioception, perception, selective attention |  |
| memory – functions and characteristics of short-term sensory store, short-term memory and long-term memory; strategies to improve  memory, chunking, chaining, mental rehearsal and practice |  |
| decision making – reaction time, simple reaction time, choice reaction time, response time, movement time and the relationship  between them |  |
| anticipation temporal and spatial |  |
| factors affecting reaction time, Hick’s law, psychological refractory period, single channel hypothesis |  |
| motor programmes and sub routines |  |
| open and closed-loop control |  |
| factors affecting the efficiency of the components of the information processingsystem and strategies for improvement. |  |

Notes

**Learning & Performance**

**Stages of Learning**

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| Stages of Learning and Feedback | |
| Feedback for the Cognitive Learner | Feedback for the Autonomous Learner |
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| **Learning Plateaus** | |
| Causes | Solutions |
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| **Motivation** | | |
| Intrinsic |  | |
| Extrinsic | Tangible | Intangible |
|  |  |  |
| Goal Setting | | |
| Benefits |  | |
| Process |  | |
| Performance |  | |
| Product (Outcome) |  | |
| **S** |  | |
| **M** |  | |
| **A** |  | |
| **R** |  | |
| **T** |  | |
| **E** |  | |
| **R** |  | |

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| **Theories of Learning** | | |
| Operant Conditioning | CognitiveLearning Theory | Observation learning |
|  |  |  |
| Example |  |  |

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| Positive Reinforcement |  |
| Negative Reinforment |  |
| Punishment |  |

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| **Type of Transfer** | Examples |
| Positive |  |
| Negative |  |
| Proactive |  |
| Retroactive |  |
| Bi-lateral |  |
| Zero |  |

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