

Mayville State University

HPER 350 Motor Learning (2) Fall 2018

Instructor: Robert Kohler

Office Hours: Posted on office door 124.

Office: HPER Office 124

Lecture: T/TH 2:00 – 2:50

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Prerequisite: Sophomore Standing

Instruction Mode: Face-to-Face

Course Description:

A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning.

Purpose of the Course

A course designed to improve the quality of instruction in physical education through an understanding of the research problems, trends, and teaching methods in motor learning. During this course you will learn the different theories and techniques we use in coaching, teaching and in instructing physical movements. You will also teach using these skills and demonstrate your mastery of those skills.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher.

Course Objectives (InTASC standards)

At the conclusion of this course, students should be able to:

1. Understand factors affecting development (1,2,6,8)
2. Identify physical changes and movement across the lifespan (1,2,3,4)
3. Understand the history of motor development (4)
4. Assess motor development (6)
5. Define motor skill and relate the stages of learning (1,2,3,7,8)
6. Demonstrate via discussion and written exams the components and classifications of skill.(6)
7. Understand the sensory contributions to skilled performance. (1)
8. Describe major theories associated with movement production and motor programs. (4)
9. Explain principles of motor control and movement accuracy. (4,5)
10. Account for individual differences in motor ability. (2)
11. Explain the role of feedback in skill acquisition. (6)
12. Demonstrate conceptual understanding by organizing and scheduling motor practice. (1,9)

Student Learning Outcomes

SLO # 1 – Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

SLO #2 – HPER students will effectively communicate through a variety of methods with a discipline specific population.

SLO #3 – HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

SLO #4 - HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

The entire Academic Program Student Learning Outcomes (SLO) document can be found in your Moodle course shell. The document has an index so you can quickly find the degree you are pursuing.

ATTENDANCE POLICY: I expect full attendance from everyone. After 3 missed classes you will automatically drop a letter grade. The only exception of this is for a school activity. Your participation in class (attendance) will affect your grade either negatively or positively

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future and the findings will be reported in this syllabus.

Required/Recommended Materials

Motor Learning & Control for Practitioners Third Edition. Cheryl A. Coker. ISBN # 978-1-934432-84-6

Instructional Strategies

- Cooperative Learning Activities
- Class Discussions
- Micro-Teaching
- Journal/Portfolio
- Written and Oral Communication Tasks

Learning Experiences

Through the following teaching experiences and special projects you will get a great deal of hands on work with your professional training as a teacher.

1. Written Assignments
2. Observations/Attendance
3. Lab/In Class assignments
4. Supplemental Reading
5. Quizzes
6. Tests

Method of Evaluation/Grading

-Grading turnaround will be within 2 weeks

- Late work will not be accepted. It is your responsibility to contact me before class if you are having a problem finishing work or making it to class. If you let me know early, there will be a solution.

-Assignments are to be turned in through Moodle (not my direct email) or in person if previously discussed.

Course Structure

1. Teach unit lessons as it is assigned by the instructor
2. Maintain a health methods manual of all information that you accumulate during the semester.
3. Quizzes/Tests
4. Points and/or grades may be awarded for any/all work assigned and submitted.
5. A quiz may be given at any time.
6. Tests and quizzes may not be made up if absence is unexcused and prior arrangements are not made for make-up in the case of an excused absence
7. Any and all work submitted must be of upper level college quality to be acceptable for grading.
8. Your participation in class (attendance) will affect your grade either negatively or positively.
9. There will not be make-up exams unless it is arranged prior to the exam

Instructor/Student Communication

If for any reason I need to be contacted, use the email/text listed above and state the issue, question, or concern you may have. You may also stop by my office during office hours.

GRADING STANDARDS

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = below 60%

Important Student Information

"Important Student Information" can be found in your Moodle course shell.

- ✓ English Proficiency and Other Academic Concerns
- ✓ Students with Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)