Summer Examinations 2015

SPO201215N

MODULE TITLE       Motor Learning and Skill Instruction
LEVEL              Five
TIME ALLOWED       Two hours

Instructions to students:

- Please enter your student number **not** your name on the exam paper, as indicated below.

- Answer **ALL** questions from **SECTION A**, use the **answer sheet** provided. For each question, clearly mark your answer by choosing the most appropriate answer from the options available and circling the corresponding letter on the answer sheets provided. **DO NOT** write on the exam paper.

- Answer **ALL** questions from **SECTION B** on the **exam paper**.

- Section A is worth 20%. Section B is worth 80%.

- Neither books nor notes may be taken in to the examination.

- You may not remove this examination paper from the examination room. For all purposes the examination paper remains the property of The University of Northampton.

**Student Number**........................................................................................................

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SECTION A – ANSWER ALL QUESTIONS ON THE ANSWER GRID.

1. Which of the following is a behaviourist theory of learning?
   a. Operant Conditioning
   b. Adam’s Close Loop Model
   c. Self-Efficacy Theory
   d. Self-regulation

2. Autonomy Support is a concept proposed by which theory?
   a. Achievement Goal Theory
   b. Self-determination Theory
   c. Perfectionism
   d. Social Learning Theory

3. According to Adam’s Closed Loop Model, what initiates action?
   a. Knowledge of results
   b. Invariant Features
   c. Memory Trace
   d. Input

4. Typically how many digits/words can be retained in short term memory?
   a. 7 ± 2
   b. 6 ± 2
   c. 5 ± 2
   d. 8 ± 2

5. The process of transferring information from short term to long term memory is known as...
   a. Transformation
   b. Translation
   c. Encoding
   d. Decay
6. Which of the following is an example of augmented feedback?
   a. Verbal Feedback
   b. Video Feedback
   c. Biofeedback
   d. All of the above

7. In a more complex information processing model what is the first stage?
   a. Stimulus Identification
   b. Response Selection
   c. Perception
   d. Stimulus Detection

8. What is the definition of a motor behaviour?
   a. Ability to maintain or change posture
   b. Any voluntary action or movement to achieve a goal
   c. A change in behaviour as a result of practice
   d. Ability to transfer skills between contexts

9. Albert Bandura proposed a theory of learning. What was the theory?
   a. Cognitive Evaluation Theory
   b. Cognitive Dissonance Theory
   c. Social Learning Theory
   d. Attribution Theory

10. What happens during the first level of Bernstein’s (1967) stages of learning model?
     a. Individuals focus on external conditions
     b. Individuals freeze out degrees of freedom
     c. Individuals produce an efficient movement
     d. Individual diversify the movement

END OF SECTION A
SECTION B FOLLOWS OVERLEAF
SECTION B – ANSWER ALL OF THE FOLLOWING QUESTIONS ON THE EXAM PAPER

You are working with a group of adolescent athletes. One of your athletes arrives early to practice and immediately begins to do some stretching. You go over to the athlete and spend some time talking to her and give her praise for her dedication to training. She continues to arrive early in the following weeks.

11. Explain how Skinner’s operant conditioning could explain the athlete’s behaviour when arriving to training.

(3 marks)

After warming up you begin to explain the next part of the training session. Two of your athletes continue to talk while you are talking.

12. Explain the role of negative reinforcement, how it could be used in this coaching example and the danger of being overly reliant on negative reinforcers.

(4 marks)
13a. In 1975 Richard Schmidt proposed the Schema Theory of learning. Define and then explain the role of the generalised motor program (GMP) and the role of the schema in Schmidt’s theory.

(4 marks)

Generalised Motor Program (GMP):

Schema:
13b. Schema theory addressed limitations within Adam’s Closed Loop Model of learning. Identify a limitation of Adam’s Closed Loop Model and describe how Schema Theory overcomes this limitation.

(2 marks)

14. Fitts and Posner (1967) proposed a three stage model of learning. Identify each of the three stages of learning, the level at which the athlete is likely to be at for each of the stages and the performance characteristics of a learner in each of the stages.

(12 marks)
15. Gentile (1972) proposed a two stage model of learning that considers movement from the perspective of the learner. Stage 1 is known as the ‘getting the idea of the movement’ stage and Stage 2 is known as ‘fixation and diversification’.

Using the model proposed by Gentile explain the components of each of the two stages. Then discuss how a coach might instruct a performer in the two stages.

(6 marks)

Stage 1 – Getting the idea of the movement

Components:

Coaching Example:
Stage 2 – Fixation and Diversification

Components:

Coaching Example:
16. What are the benefits and possible disadvantages to using concurrent feedback? Give examples to illustrate your answer.

(6 marks)
17. As part of a coaching qualification you have been asked to go and work with a local basketball team. In this role you are required to coach the athletes for a 20 minute block of time. Using your knowledge of stages of learning and contextual interference explain how you would structure the practice for this group of athletes. Describe the activity you would do and offer a theoretical discussion as to why this would promote learning and performance.

(8 marks)
18. You have been asked to conduct research into retention and transfer of learning. Using evidence to support, explain how you would conduct a project on retention and transfer of learning.

(8 marks)
19a. Below is a simple information processing model. Label the diagram. (4 marks)

19b. Explain the components of the information processing model. Use a sporting example to illustrate your answer. (5 marks)
20. You are working with a young group of 10 – 14 year old athletes. Drawing from self-determination theory (SDT; Deci & Ryan, 2000), describe a coaching activity you would do with the athletes and explain how the environment you create would promote motivation and learning.

(10 marks)
21. Complete the grid to describe the features of a mastery-focused climate. (4 marks)

<table>
<thead>
<tr>
<th>Question</th>
<th>Mastery Climate</th>
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<tr>
<td>How is success defined?</td>
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<tr>
<td>How are mistakes viewed?</td>
<td></td>
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<tr>
<td>Why should athletes engage in the activities?</td>
<td></td>
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<tr>
<td>What does the leader focus on?</td>
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</tbody>
</table>

22. Using a sporting example, explain when and how a coach could provide concurrent feedback to their athletes. (4 marks)