KIN 251
Motor Development and Movement

Course Description
Focuses on stage theories and developmental task analysis of motor skill acquisition. A study of motor development, movement, and the child-centered approach to teaching movement in grades K-6. Develops understanding and skills concerning the broad concept of motor development across the life span. Field experience required. Prerequisites: KINL 221.

Course Objectives
Upon completion of this course, the students will be able to:
1. Discuss the importance of motor development as it relates to the total development and independence of an individual from conception through old age, with emphasis on childhood and adolescence. (KL)
2. Identify the major theories of development and their stages. (CK)
3. Identify biological, environmental, and physical factors which influence motor development. (CK)
4. Comprehend the complex relationship between cognitive, affective and physical development in affecting motor performance. (CK)
5. Identify skill performance levels and make recommendations for improving the child’s skill level. (CK, KL)
6. Identify factors that influence skill development and refinement in adolescence and adulthood. (CK, KL)
7. Discuss the importance of health-related fitness for various age groups and identify suitable fitness practices for different ages based on current research. (CK, KL)
8. Recognize the association between movement competence and development of positive self-efficacy. (CK, KL)
9. Demonstrate competence in understanding how specialized skills are developed and the effects of athletic competition on growth and development. (CK, KL)
10. Recognize factors that affect the social/emotional development of children and adolescents including the influence of motor competence. (CK, KL)
11. Demonstrate understanding of variables which affect acquisition of motor skills. (CK, KL)

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods

Textbook

Evaluation
Exams
Assignments
Field experience reports
What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.
Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.