KIN 321
Motor Learning

Course Description
KIN 321 (Motor Learning) is required for Kinesiology majors. Its focus is about motor skill acquisition (the process of learning physical movement tasks) and how a teacher, instructor, or coach can facilitate that learning. The content is delivered in lectures, learning activities, and laboratories. The catalog describes it as: Basic principles and theories of learning and their application to the teaching of motor skills. Emphasis on perception, preparation for a signal, memory, feedback, timing, transfer of learning, practice conditions, individual differences, and motivation. The BlackBoard system will be used to provide grading information and for course materials.

Course Objectives
At the completion of the course, you will be able to:
1. describe characteristics that distinguish various types of motor skills (CK)
2. describe and apply theories of motor learning and control (CK, KL)
3. understand characteristics of the skill learning process and apply them to designing instruction (SM)
4. describe and implement strategies to enhance learning (e.g., skill presentation, feedback, task progression) (SM)
5. read and analyze motor learning research (PS)

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

PASS-PORT
Candidates are responsible for entering hours for field experiences (observation and teaching at approved sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that evaluation after the artifact is loaded into PASS-PORT.

Textbook

Evaluation
Exams
Labs and assignments
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.