Faculty		WWFIZ	WWFIZ Subject name		Motor learning and performance (WF/I/st/46)		1							
Field of study Number of hours		Physical education 30	Study year/term ECTS points		erforman	3/6 6	tabligator	y, optional						
Subject type* Study level**	ubject type* obligatory tudy level** full-time		Language Subject form***		English classes		**full-time	e, part-time	e, e-learnin	g classes, pri	ojects, wo	kshops, classes		
Preliminary and addi requirements (e.g. p	vrieve Subject form Subject form In property of the subject form							by studer		, p	-,,			
subjects) Subject objective The aim of this subject is to prepa teaching and learning complex mo			e students to gain knowledge in the field of the theory of tor skills.											
SUBJECT LEARNING OUTCOMES (COURSE LEARNING OUTCOMES) after completing this subject, the student will be able to:														
Knowledge		S_K01. Students will know the basic	s of the structure and functioning of human organs. They ophysiological mechanisms of motor coordination											
(K_W01/P6U_W/P6S_WG)			ries and models of motor control. They will have general											
		/P6U_W/P6S_WK, K_W10/P6U_W/P6S_WG).												
		S. K.03. They will know the means, methods and forms of education, teaching and learning in sports education. They will be able to discuss and select elements of didactic structure in the process of teaching (KMOT/P6U_W/P6S_WK, KW10/P6U_W/P6S_WG, KW26/P6U_W/P6S_WG).												
Skills		501. Students will possess the skill of applying the theory of teaching in the process of aming motor skills (K_U06/P6U_U/P6S_UW, K_U17/P6U_U/P6S_UO).												
		S _ 502 . Students will be able to perform motor skills and to create linear algorithms in particular phases of developing motor habits and applying methods, forms and means of												
		teaching (K_U21/P6U_U/P6S_UW, K_U22/P6U_U/P6S_UW). S_S03. Students will be able to perform a set of exercises, modify them in terms of complexity												
		and diffficulty as well as teach using different theories of teaching and learning motor skills (K_U21/P6U_U/P6S_UW, K_U22/P6U_U/P6S_UW).												
Social competences		S_SCO1. When performing individual and team tasks, students are responsible for security and health of class participants. They reject activities that pose health and life risks IK KBR/PGI KJPSK COMPONENT COM												
		(IK_K08/F61_K/P65_K0, K_K09/P60_K/P65_KR). S_SC02_Students take up activities connected with self-education independently. They are aware of their own limitations and know when to address their teacher												
Confirmation of achi	lound	(K_KO7/PGU_K/PGS_UK/PGS_KR).							mont leur	ent propers	tion for de	crack mid torm	unitton	
Confirmation of achi learning outcomes#	eu	or the execution of the acquired motor complex skills.						erm oral te essment of	est, final w	itten test, i	final oral te	isses), mid-term ist, written exam oject realisation,	, oral	
Type of assesment mark## Fir		Final assessment mark, support assessment mark.						exam, assessment of motor skills, B.A/M.A. thesis, project realisation, attendance ##-final assessment mark, support assessment mark ###-lectures, classes, laboratory classes, projects, workshops, classes conducted						
Content			Subject form (number of hours) Subject			Course learning outcomes	###-lectur by studen		, laborator	/ classes, pr	rojects, wo	rkshops, classes	conducted	
	the classes	(learning outcomes, passing	classes (2)	S_K01, S_S0 S_SC02		K_W01, K_K07, K K08, K K09								
criteria, content). 2. Motor control and learning (definition of terms, origins of the			classes (2)	S_K01, S_K0		K_W01, K_W07,								
field, key players and motor control landmarks, why study motor control?).				S_S01, S_S0	C02	K_W10, K_U06, K_U17, K_K07	L			L				
3.Classification of skills (definition of terms, task perspective skill classifications, classification from a performance proficiency			classes (2)	S_K01, S_K0 S_S01, S_S0	C02	K_W01, K_W07, K_W10, K_U06,								
perspective, movement terminology). 4.Measurement and assessment in motor learning and control			classes (2)	S_K02, S_K0	03,	K_U17, K_K07 K_W07, K_W10,								
(Outcome measures, performance measures, developing technologies, measuring learning).				S_S01, S_S0 S_SC01	02,	K_W26, K_U06, K_U17, K_U21, K_U22, K_K08, K_K09								
theories). Theories o	ng and cont of learning a	rol (Reflex theories, hierarchical nd control (Dynamical systems	classes (2)	S_K01, S_K0 S_S01, S_S0	02, C01	K_W01, K_W07, K_W10, K_U06,								
theories). 6. Theories of learning and control (Ecological theories, coordinative structure hypothesis).						K_U17, K_K08, K_K09								
			classes (2)	S_K01, S_K0 S_S01, S_S0	C01	K_W01, K_W07, K_W10, K_U06, K_U17, K_K08, K_K09								
Information processing (Basic concepts, reaction time and movement time, simple, discriminative choice and recognition			classes (2)	S_K01, S_K0 S_S01, S_S0	02,	K_W01, K_W07, K_W10, K_U06,								
reaction time, factors affecting reaction time, movement time and Fitts' law).						K_U17, K_K08, K_K09								
Sensory contributions to control (Proprioception and movement, the role of proprioception, exteroceptive information).			classes (2)	S_K01, S_K0 S_S01, S_S0	C02	K_W01, K_W07, K_W10, K_U06, K_U17, K_K07								
Theories of motor learning (Theories of motor learning, Adams' closed-loop theory).			classes (2)	S_K02, S_K0 S_S01, S_S0 S_SC02	03,	K_W07, K_W10, K_W26, K_U06, K_U17, K_U21,								
10. Theories of motor learning (Schmidt's schema theory, dynamical systems theory).			classes (2)	S_K02, S_K0 S_S01, S_S0		K_U22, K_K07 K_W07, K_W10, K_W26, K_U06,								
				S_SC02		K_U17, K_U21, K_U22, K_K07								
Theories of motor learning (Ecological theory, The Fitts and Posner three-stage model).			classes (2)	S_K02, S_K0 S_S01, S_S0		K_W07, K_W10, K_W26, K_U06,								
,				S_SC02		K_U17, K_U21, K_U22, K_K07	L		L	L	L			
12. Stages of motor learning (Bernstein's stage theory of motor learning, Gentile's two-stage model).			classes (2)	S_K02, S_K0 S_S01, S_S0 S_SC02	03,	K_W07, K_W10, K_W26, K_U06, K_U17, K_U21, K_U22, K_K07								
13. The role and function of feedback (Augmented feedback: what is it, what does it do and do we really need it?, Augmented feedback and learning skill, types of augmented feedback).			classes (2)	S_K02, S_K0 S_S01, S_S0	03,	K_W07, K_W10, K_W26, K_U06,								
				S_SC01		K_U17, K_U21, K_U22, K_K08, K_K09								
14. The role and function of feedback (different forms of KR and KP, important considerations for giving augmented feedback,			classes (2)	S_K02, S_K0 S_S01, S_S0	03,	K_W07, K_W10, K_W26, K_U06,								
children and augmented feedback). 15. Final assessment (performance of practical task).			S_SC02		K_U17, K_U21, K_U22, K_K07									
		classes (2)	S_K02, S_K0 S_S01, S_S0 S_SC02	03,	K_W07, K_W10, K_W26, K_U06, K_U17, K_U21, K_U22, K_K07									
Equipment		or, computer.		1	1									
Passing criteria	1. Attenda	mping rope, kettlebell. ince and active participation in the c												
Exemplary exam	2. Preparir	ng a fragment of a lesson obtaining a presenting reflex theories of control (
(test) tasks	Learning curves. Gentile's classification of skill showing the components of 16 categories.													
Literature		's classification of skill showing the components of 16 categories. ns J.A. (1971). A Cliosed Loop Theory of Motor Learning. In: Journal of Motor Behavior 3 p 116.												
		owsky, S., & Wulf, G. (2002). Self-controlled feedback: Does it enhance learning because rs get feedback when they need it? Research Quarterly for Exercise and Sport, 73, 408–415.												
	Cusella, L. P. (1987). Feedback, motivation, and performance. In F. M. Jablin, L. L. Putnam, K. H. Roberts, & L. W. Porter (Eds.), Handbook of organizational communication. An interdisciplinary													
	perspectiv 4. Gentile	re(pp. 624e678). Newbury Park,CA: S												
	3–23.	, J.J. (1979). The Ecological Approach to Visual Perception. Houghton Mifflin Company, Boston.												
	6. Kernodi	ie, M. W., Johnson, R., Arnold, D. R. (2001). Verbal instruction for correcting errors versus such												
	1051.		videotape replay on learning the overhead throw. Perceptual & Motor Skills, 92, 1039- erson D. (2014). Motor Learning and Control: Concepts and Applications. McGraw-Hill											
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	11. Wulf, 0	 Shea, J. B., Rice, M. (1996). Type of KR and KR frequency effects on motor learning. Journal Movement Studies, 30, 1-18. 												
	12. Wulf, 0	i., & Shea, C. H. (2002). Principles derived from the study of simple skills do not generalize to dill learning. Psychonomic Bulletin & Review, 9(2), 185–211.												
	h teacher (e.	.g. classes, office hours)		40										
Number of hours without teacher (e.g. homework) ECTS points in total Teacher (e-mail) dr hab, prof. AWF Tomasz Miźnikowski														
Teacher (e-mail) or nab. prof. AWF Lomasz Nizinkowski (tomasz.niznikowski@awf-bp.edu.pl)											1			
									-		-		-	