12.3 TRANSFER IN MOTOR LEARNING (Textbook pages 266-271)

12.3.1 Review Your Key Terms

backward chaining criterion task far transfer forward chaining mental rehearsal (mental practice) near transfer

negative transfer part practice positive transfer segmentation (progressive part practice)

simplification simulator transfer of learning whole practice

12.3.2 Does It Transfer?

Brainstorm to come up with at least one positive and one negative transfer example for each factor below that is not presented in the textbook.

Factors Affecting Transfer	Positive Transfer Example	Negative Transfer Example
Psychomotor demands • Balance • Reaction and movement times • Anticipation		
Movement responses/patterns • Skill elements • Technique • Equipment		
Biomotor demands • Explosive power, strength • Endurance and fitness • Quickness or speed		
Cognitive demands • Strategy • Tactics • Rules		
Psychological demands • Concentration/attention • Patience • Staying power		

12.3.3 Is the Whole							
Two key factors that de							
	of task parts	and the			of	the task. (Comp
the figure below by filling	g in these two variables,	, and provide t	wo examples	of activities	s that wo	uld fall at	each
of the spectrum for part	practice and whole pra	ctice.					
•	ligh				Low		
70	Examples:			Examples	. <		
Part method	Examples.			Lxamples	Whole method		
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12.4 DESIGNING EFFECTIVE PRACTICE (Textbook pages 272-274)

12.4.1	Review	Your	Key	Terms
			SP-30-85-57-6	

blocked practice distributed practice massed practice random practice

12.4.2 Perfect Practice Makes Perfect

(A) Skill learning will not take place without practice. However, what type of practice is best? The answer is that it depends. Match each of the types of practice on the left with the conditions of practice that best describe it on the right. Then in the space provided, give an example of how a sport, skill, or activity would fall under each category of practice.

Type of Practice	Answer	Conditions of Practice
Blocked practice		A) Tasks are organized so that different classes of skills are mixed throughout the practice period
Distributed practice		B) The amount of rest between practice trials is short relative to the trial length
Massed practice		C) The rest period is longer relative to the trial length and may last as long as the trial itself
Random practice		D) A given task is practised on many consecutive trials before moving on to the next task

Examples:

Liampies.	
Blocked practice	
Distributed practice	
Massed practice	
Random practice	

Blocked

Practice

(B) Considering the characteristics of the skills listed below, select (√) the type of practice that is best suited to teach and learn each type of skill.

Distributed

Practice

Massed

Practice

Random

Practice

	Practice	Practice	Practice	Practice				
Closed skill		-						
Continuous skill								
Discrete skill								
Open skill								
basketball lay-ups. Hov	Describe how your approach for practising basketball free throws might be similar or different from practising basketball lay-ups. How would your approach differ for an activity like swimming or cycling, and what considerations would you have to make to maximize your practice time for these skills?							
								
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