

1.



Skill

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2.



Ability

BEYOND

3.



Factors Affecting Skill Level

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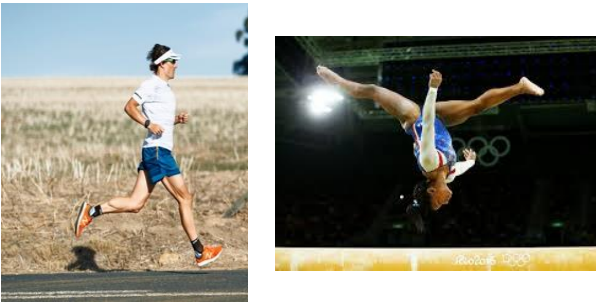
4.



Skilled Performance

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5.



Basic/Complex Skills

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6.



Fine/Gross Skills

BEYOND

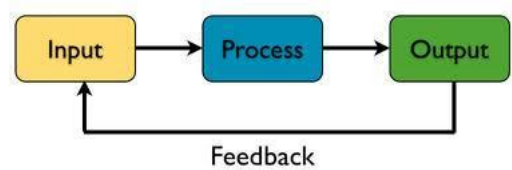
7.



Open/Closed Skills

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8.



Simple Information Processing Model

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2.

Ability is defined as the qualities and characteristics a person is born with, such as, speed, agility, coordination, flexibility, balance, reaction time, that allow a person to acquire or learn skills.

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1.

Skill is defined as a learned and practiced ability that brings about the result that you want to achieve with maximum certainty and efficiency.

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4.

Accurate
Consistent
Fluent
Coordinated
Aesthetically Pleasing
Goal Directed

Can you explain each characteristic of a skilled performance?

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3.

Age & Maturity
Arousal Conditions
Facilities
Environment
Teaching and Coaching
Anxiety
Motivation
Culture

Can you give an example of how each factor affects skill?

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6.

Fine skills are precise movements that require high levels of accuracy and technique. They are small movements that require small muscle groups.

Gross skills are movements that require large muscle groups to produce big, powerful movements. An example of a gross skill is the long jump.

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5.

Basic skills are simple skills such as throwing, catching, running and hitting a ball.

Complex skills are more difficult skills that require higher levels of coordination and concentration. An example of a complex skill could be a somersault in gymnastics.

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8.

The 4 stage process a performer goes through to make a decision and act upon it.

Input
Decision-making
Output
Feedback

Can you explain each stage of the information processing model?

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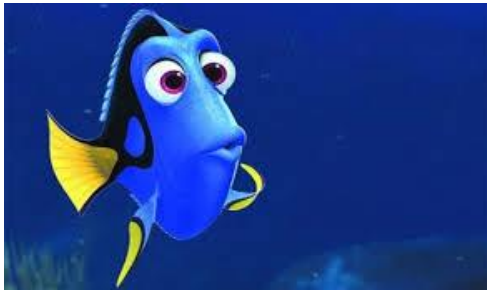
7.

Open skills are skills that are affected by the environment and/or the performers within in. An example of an open skill would be any team sports.

Closed skills are not affected by the environment or the performers within it. An example of a closed skill could be diving or swimming.

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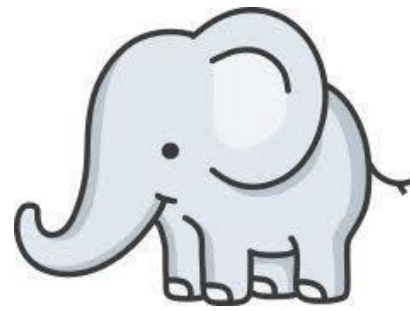
9.



Short Term Memory

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10.



Long Term Memory

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11.



Limited Channel Capacity

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12.



Single-Channel Hypothesis

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13.



Cognitive Stage of Learning

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14.



Associative Stage of Learning

BEYOND

15.



Autonomous Stage of Learning

BEYOND

16.



Question Time

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10.

This memory store can hold vast amounts of information for a long period of time.

Which stage of learning would a performer be at, if they were using their long-term memory for their performance?

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9.

The system used for storing a small amount of information for a brief period. Our short-term memory can hold up to 7 pieces of information for 60 seconds.

How can we move information from our short-term memory to our long-term memory?

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12.

The theory that when we receive many forms of stimuli from the environment, the brain can only deal with one stimulus at a time.

How could this affect performance?

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11.

This is the idea that our brains can only process a certain amount of information at once. Too much information results in overload.

Why would information overload not be good for a learning at the cognitive stage?

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14.

This is also known as the practice stage. You continue repeating and practicing skills and techniques, so they improve.

The number of mistakes starts to decrease as your skill improves.

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13.

This is also known as the preparation stage. You start to learn new skills or techniques. You have to think about what is involved and the actions needed to perform the skill.

A large number of mistakes are made during this stage.

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16.

State one example of a gross motor skill?

As a performer, if I am breaking down the skill and making lots of mistakes, which stage of learning am I currently at?

Describe how information transfers from short-term memory to long-term memory?

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15.

This is also known as the automatic stage. You can perform the skill naturally and without thinking too much. You show control and accuracy and even flair.

Mistakes are rare, however when you do make a mistake you can analyze what went wrong.

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17.



Intrinsic Feedback

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18.



Extrinsic Feedback

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19.



Knowledge of Performance

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20.



Knowledge of Results

BEYOND

21.



Visual Guidance

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22.



Verbal Guidance

BEYOND

23.



Manual/Mechanical Feedback

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24.



Question Time

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18.

Information that comes from an external source, for example from a teacher or coach. You can also receive extrinsic feedback from the crowd or teammates.

How will extrinsic feedback support a learner develop their skill level?

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17.

Information that comes from within the performer. It is based on the feel of the movement, such as what it feels like to balance.

Which stage of learning do you think you would be at, to use intrinsic feedback correctly?

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20.

Knowing your score, time distance or place in a race. This allows you to measure or judge how well you have done.

Can you think of 1 advantage and 1 disadvantage of this type of feedback?

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19.

Analyzing your quality of movement or use techniques.

For example – How was your timing when batting in cricket?

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22.

Verbal guidance is done in the form of words.

It is immediate, instructions can be acted on straight away.

Questioning can also be used to assess understanding.

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21.

Visual guidance is done in the form of images.

This can be done through demonstration.

A coach might also use video analysis. You can use a 'slow motion' mode to focus on specific aspects of the skill or performance.

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24.

Can you explain why knowledge of performance would not be a suitable form of feedback for a performer in the cognitive stage?

If I don't record my results accurately and I am continually getting more results, how could this affect my performance?

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23.

Manual guidance is a 'hands-on' approach, where a teacher or coach will show you how to hold a racquet.

Mechanical guidance relies on physical supports such as harnesses or flotation devices.

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