Terms to Define and Know

Practice variability  Contextual interference  Distributed practice
Mass practice  Overlearning  Skill organization
Skill complexity  Progressive part method  Fractionization
Segmentation  Simplification  Mental practice
Blocked practice  Serial Practice  Random Practice
Internal imagery  External imagery  Point-light technique
Verbal cues  Modeling  Task-intrinsic feedback
Augmented feedback  Knowledge of performance (KP)  Knowledge of results (KR)
Concurrent Feedback  Terminal Feedback  Post KR Interval
Quantitative Feedback  Qualitative Feedback  Bandwidth feedback
Erroneous Feedback  KR-delay interval
Faded feedback  Summary Feedback

Concepts to Know

Chapter 14
What is the most important characteristic of an effective demonstration when a skill is being learned?
What does the observer perceive from a skilled demonstration?
Why was point light technique groundbreaking research on the perception of human movement?
What are the benefits from models who demonstrate the skill incorrectly?
How frequent should demonstrations be given and how long should they be?
Learning is accelerated in what tasks through auditory modeling?
Wuyts and Buekers(1995) study in learning dance with people with no music experience found what?
Action effect hypothesis proposes that verbal instructions should be directed to what the movement or movement outcome?
Attention-directing instructions lead to poorer performance during practice and on a transfer test in which participants performed under ________.
What are verbal cues?
What are the various way we use cues in a skill learning setting?
What are the two ways to give verbal instructions to direct attention to movement outcomes?
Should one tell the performer what in the environment to look for when they perform a skill?
What are the two different but relevant findings to consider when experts give verbal instructions to novice performers?
What did Green & Flowers (1991) study find about verbal instructions?
What were the conclusion about explicit versus implicit instruction?
What are the guidelines for using verbal cues for skill instruction and rehabilitation?

Chapter 15

Concepts to Know

What is the difference between task-intrinsic feedback and augmented feedback? Which one is the most powerful form of feedback? Why!
What is the difference between KR and KP feedback?
What are the roles of augmented feedback?
In what skill learning settings is it essential to give augmented feedback?
In what skill learning settings is augmented feedback not needed?
In what skill learning setting does augmented feedback benefit the learning of a motor skill?
In what skill learning setting does augmented feedback hinder the learning of a motor skill?
What is the difference between giving the learner error versus correct information about their performance?
Do practitioners use KR or KP more frequently than another? Do KR and KP influence skill learning in a similar or different way?
How does quantitative and qualitative augmented feedback information influence skill learning?
Why should teachers, therapists, and coaches be concerned with the learner's stage of learning when giving these two form of augmented feedback?
Why is performance bandwidth an effective feedback approach for practitioners?
What did Sherwood (1988) study indicate about performance bandwidth feedback?
What did Butler, Reeve, and Fischman (1996) study find about performance bandwidth technique?
What is the important message about the beginner for the practitioner from the research about erroneous feedback?
What are the differences between prescriptive and descriptive feedback? How do these forms of verbal feedback relate to the stage of learning?
Is video taping replay’s of performance an effective augmented feedback technique? Why? For who?
What according to researcher did the experts experience when watching videotapes of their performances?
What is self-modeling? What has research found about this type of feedback?
Lindahl (1945) study investigating the effectiveness of kinematic information found what?
What were Wood, Gallagher, Martino, and Ross (1992) findings using kinematics feedback in golf?
Should a patient undergoing rehab be permitted to view their EMG tracking while performing? Why?
What were Brucker and Bulaeva (1996) EMG feedback findings with cervical spinal cord-injured people?
Intiso and colleagues (1994) found EMG feedback was effective for?
Simmons and associates (1998) case study in a physical therapy context found what?
Huang, Wolf, & He (2006) biofeedback physical therapy study found what?
Chollet, Micallef, and Rabischone (1988) study with swimmer found what?
What are the guidelines for giving augmented feedback to learn a skill?
What is the difference between terminal and concurrent augmented feedback?
When should the practitioner give and not give concurrent feedback in a skill learning setting?
What are the differences between KR-Delay and post-KR interval?
What activities during KR-delay interval hinder learning? Enhance the learning of a skill?
What is the significance of the post-KR interval? How can the length of Post-KR interval influence learn? Why?
What activities during the post-KR interval hinder learning? Enhance the learning of a skill?
What is the guidance hypothesis?
What are the three techniques that reduce augmented feedback frequency? Discuss the benefits for using each technique?
Janelle, Kim, and Singer (1995) found out what about self-regulatory feedback?
What is the importance of Chiviakosky and Wulf (2002) study? What did they find?

Chapter 16

Concepts to know

What are the benefits of practice variability?
What is the irony about practice variability and motor skill learning?
How does one vary practice conditions for closed skills that do not involve intertrial variability?
How does one vary practice conditions for an open skill?
The differences between blocked, serial, and random practice.
High contextual interference practice design affects on learning a skill is?
Low contextual interference practice design affects on novel skill performance is?
What did Goode and Magill find about beginners and high contextual practice design?
Block practice is an example of what contextual practice design.
Random practice is an example of what contextual practice design.
What are the limits of the contextual interference effect?
Why does the contextual inference affect occur?
Apply the principle of practice variability to developing a closed skill? Open Skill?
What are the steps one should follow in developing a closed or open skill in a practice session?
What did Simon & Bjork (2001) experiment find?
What accounts for the contextual interference effect using the elaboration hypothesis? Action plan reconstruction hypothesis?
What is practice specificity?
What is the practice specificity affect as it relates sensory/perceptual characteristics?
What is the difference between intentional and incidental remembering effect?
Research found about incidental remembering and practice specificity?
What is the difference between practice variability and practice specificity hypothesis?

Chapter 17

Concepts to know
What is overlearning?
Discuss why it would be possible for two groups of people who are learning a new motor skill to have the same amount of practice, but one group learns the skill better than the other group. Discuss how one would implement the over learning strategy as a teacher, physical therapist, athletic trainer, or coach.
What is the relationship between between procedural skills and the over learning strategy?
Research about over learning strategy in physical education have shown conclusively that:
Over learning strategies can lead to poor test performances when?
What is the differences between distributive versus mass practice?
In terms of length and frequency of practice sessions, what type of practice seems to be the best type of practice in learning a motor or sport skill?
Braddely and Longman (1987) study indicated what about length and frequency of practice?
What are the possible explanation for distributed practice benefits?
Shea et al (2000) showed what about distributive practice?
What are the explanations for the distributed practice benefit?
The review by Donovan & Radosevich (1999) and Lee & Genovese (1988) found out what continuous and discrete skills?
What are the professional implications associated to distributive and mass practice designs?

Chapter 18

Concepts to know

What are rules of part or whole practice in learning a motor or sport skill?
What are the three commonly used part-task strategies? Discuss each?
Factionalization is used for what type of skills?
How does one use fractionization in a skill learning setting?
What are the ways one can use simplification in a skill learning setting?
What is the best part-task strategy in overcoming skill that is broken down into parts?
What are the various ways we can reduce the difficulty of a complex skill using the simplification method?
For simulators to be effective in helping people learn motor or sport skills they must adhere to what?
For virtual reality simulations to be effective they be what?
What has Mathiowetz and Wade found what about miming a skill in a rehab or learning setting?
When should attentional-directing strategies be attempted in learning a motor or sport skills?
How could attentional-directing strategies be used when practicing the whole skill?

Chapter 19

Concepts to know

What is mental practice? What are the two roles of mental practice?
Describe how you would implement a mental practice strategy to aid your preparation of a well-learned skill?
Why would a combination of mental practice and physical practice lead to learning effects as good as physical practice alone?
Describe Singer’s five step approach of implementing mental practice to aid the learning of a new skill?
What are the two forms of imagery?
Van Gyn, Wenger, and Gaul has shown that mental practice is effective for what type of skills?
Why is mental practice effective?
Hall & Pongrac (1983) and Hall & Martin, (1997) has proposed what about imagery ability and individual difference?
Was this proposal by Hall’s et al supported by Goss et. al. study? Why or why not?