Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	MOTOR LEARNING AND CONTROL
Unit ID:	EXSCI1703
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	069903

Description of the Unit:

This unit introduces the theoretical underpinnings of the nature and cause of simple human movements. It enables students to understand the factors underlying the acquisition, performance and control of skilled human movement. This understanding is achieved primarily through an appreciation of the demands of different motor skills and their subsequent impact on performance and learning in a teaching, coaching and rehabilitation environment.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory			✔			
Intermediate						
Advanced						

Learning Outcomes:

Knowledge:

K1. Describe the stages involved in the normative development of fundamental motor skills and gait.

K2. Review the common theoretical models proposed to explain motor control and the processes of motor learning and skill acquisition.

K3. Identify the major stages that occur when movement skills are learnt.

K4. Appraise the perceptual and decision making changes that occur with skill learning by contrasting experts and novices.

K5. Critically evaluate factors which influence motor learning and skill acquisition.

K6. Identify the performance and motor control characteristics of functional skills.

K7. Discuss the process of motor learning throughout different phases of the life cycle.

Skills:

S1. Examine appropriate learning environments relevant to skill/task analysis.

S2. Implement appropriate movement outcome measures to assess performance on movement skills in a laboratory setting.

S3. Discuss and relate control of movement and motor learning to physical activity.

Application of knowledge and skills:

A1. Identify the strengths and limitations of techniques to assess aspects of motor control and the processes of motor learning and skill acquisition.

A2. Design appropriate learning environments relevant to skill/task analysis demands.

A3. Acknowledge how different kinds of learners, tasks, and situations influence the design of learning experiences.

Unit Content:

- Fundamental motor skills;
- Motor Control and Learning Theories;
- Performance and motor control characteristics of functional skills;
- Action preparation;
- Defining and assessing learning;
- Stages of learning;
- Practice conditions;
- Instruction and feedback;
- Information processing and decision making.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1-S3, A1	Attendance and participation in laboratory sessions to develop competency in the conduct of specific practical skills.	90% attendance required to satisfy ongoing formative assessment of practical skills	Satisfactory/
S1, S3, A3, K4, K5	Group oral presentation relating to practice and feedback techniques used within sport or recreational activities.	Group oral presentation	10-20%
K5-K6, S1-S3, A1-A3	Application and interpretation of knowledge in the area of motor learning and control.	Case study report	30-40%
K1-K7, S1, A1	Review of lecture, laboratory, and readings content.	Examination (practical and theory components to be assessed)	40-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool