

# [Ch. 12 the stages of learning](https://assignbuster.com/ch-12-the-stages-of-learning/)

people who are skilled in an activity often havetrouble teaching a beginnerpeople progress through \_\_\_\_\_ (\_\_\_\_\_\_\_) as they learn a motor skillstages (phases) ONCH. 12 THE STAGES OF LEARNING SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder Nowwhat are the two models proposed to identify and describe the stagesFitts and Posner 3 Stage & Gentile 2 Stagewhat are Fitts and Posner's 3 stages of motor skill learning1 Cognitive, 2 Associative, 3 AutonomousDuring Fitts & Posner's Cognitive stage the task iscompletely newthe questions inloved in Fitts & Posner's cognitive stage involvewhat to do, when to do it, how to do itduring Fitts and Posner's cognitive stage, it is important to, when teachingrelate to something that they knowDuring Fitts and Posner's verbal-cognitive stage there are manyerrors and rough estimationWhich stage of Fitts & Posner's improves rapidlyCognitive StageThe associative stage of Fitts & Posner is also known asmotor stageTwo ways the second Fitts & Posner stage helps movementassociate cues from environment and organize efficient movement patternswhich Fitts & Posner stage strengthens the motor program and develops anticpationassociative stageMonitoring own feedback and gradually increasing consistency is found in which stage of Fitts & PosnerAssociative stagewhich Fitts and Posner stage lasts the longestAssociativethe performance of the skill becomes automatic during which Fitts and Posner stageautonomousthe Autonomous Stage of Fitts and Posner allowsto perform cognitive activities during the performance of the skillduring the Autonomous stage of Fitts and Posner you canprogram longer movement sequences & detect errors betterGentile's 2 stages are forinstruction and rehabilitation environmentsGentiles's 2 stages consist of1 Initial, 2 LaterDuring the Initial Stage the learner will be simplygetting the idea of the movementwhat are the two goals the learner works to achieve during the initial stagemovement coordination pattern to enable some degree of success achieving action goal & learn to discriminate bewteen regulatory and non-regulatory conditions in environmental contextduring the initial stage what is meant by learning discriminationlearner must identify and selectively attend to relevant conditionsduring the Later Stage of Gentile, what does the learner work to doto acquire three characterisiticswhat are the 3 characterisitics the learner works to acquire during the Later Stage1 Adapting movement pattern aquired in Initial Stage to demands of any performance situation, 2 Increase consistency of action goal achievement, 3 Perform with an economy of effortThe Later Stages of Gentile is also known asFixation and Diversificationduring the Later stage the learner must matchthe acquired movement pattern to the environmentif present in stable environment, how will Later Stage respondFixation Movement Pattern, consistently repeating optimal movement pattern to achieve action goalif present in varied environment how will Later Stage respondDiversification Movement Pattern, enabling adaptation to changing environmental conditionsthe goal for CLOSED SKILLS during Later Stage isFixationthe goal for OPEN SKILLS during Later Stage isDiversificationif your goal is fixation, you perform closed skills which meansfocusing on increasing consistency of producing same movement pattern each time skill is performedif your goal is Diversification, you perform open skills, which meansfocusing on increasing capability to adapt to changing spatial and temporal regulatory conditionsfocusing on producing same movement actually increasescapability to adapt to non-regulatory conditions (color, smell, noise)how are Fitts and Posner & Gentile similaruse stages, First Stage deals with Cognitive/Idea, practical applications to help instructorwhat are differences among Fitts and Posner & Gentile2 vs 3 stages & Fitts-Posner uses cognitive vs Gentile using environmentwhat are benefits of considering characteristicsprovides a closer look at the skill learning process & establish importance of developing different instruction strategies for different learning stagesName a list of characteristics that changerate of improvement, movement coordination, altering old condition patterns, muscles used to perform skill, energy cost, achieving kinematic goals of skill, visual selective attention, error detection, brain activityachieving kinematic goals of the skill is a characterisitc that changes, what is the order of achievements of the action skill1 Displacement, 2 Velocity, 3 Accelerationdemands of conscious attention decrease due tochunking (example given: sequence form 2nd gear to 3rd gear; while maintaining control of car)A characterisitic that would not change would bePractice Specificity Hypothesis, visual feedback from novice to expertthe practice specificity hypothesis meanslearning is specific to the sources of sensory information available during practicewhat did Proteau hypothesize and provideevidence that a dependency on the sensory feedback develops because it becomes a part of the memory representation of the skilldefine expertperson who is located at extreme right end of the learning stages continuumwhat do experts in all skill performance areas have in commontype of practice that resulted in expertise, amount of practice that resulted in expertise, knowledge structure, use of vision