

Motor learning chapter 12



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Fitts and Posner

1. Cognitive

2. Associative

3. Autonomous

Cognitive Stage:-first stage of learning

- focuses on cognitively oriented problems

- many mistakes and errors

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Associative Stage-Intermediate

- person has learned to associate cues from the env with required

movements

- works to refine performance to be more consistent

- Important to stress correct fundamentals

Autonomous stage-Expert

- Do not consciously think about performing the skill

Gentiles 2 stage model:

Initial stage-Develop a movement coordination pattern for successful

performance

- Learn to discriminate regulatory & non regulatory conditions

Gentiles 2 stage

model: Later stage-Increased consistency

- Adapt movement patterns to specific demands of any performance

situation

Fixation-The Goal of Gentiles 2nd stage in CLOSED SKILLS

- refine movement patterns so they are produced correctly and consistently

from trial to trial

Diversification-OPEN SKILLS

- modify movement pattern according to environmental context

characteristics. Most common pattern of MOTOR SKILL learning-Negative

accelerated curve

Power law of practice

Large amount of improvement during

early practice, and smaller improvement rates characterized further practice.

- Performance is determined by experience

- applies only to motor skills

Freezing the degrees of freedom

common initial

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strategy of beginning learners to control the many degrees of freedom associated with the coordination demands of a motor skill in order to achieve the action goal; the person holds some joints rigid while performing the skill

Performer characteristic that does not change among stages of learning

Reliance on sensory info

Expertise: high level of skill performance that characterized a person at the extreme opposite end of a beginner

- deliberate practice for a minimum of ten years
- select meaningful information in a short amount of time. Brain plasticity: shifts in brain region activation