

MOTOR LEARNING

APK 3200 -- 3 -- FALL 2020

INSTRUCTOR: **Diba Mani, Ph.D.**
Office: FLG 131
Email: dmani@ufl.edu
Preferred Method of Contact: Canvas
Preferred pronouns: she/her/hers

OFFICE HOURS: Virtual; details posted on Canvas.

MEETING TIME/LOCATION: This is a fully online course, so there are no in-person meetings. There are many opportunities to meet with me and other students virtually. Lectures are pre-recorded so that you may watch them at your convenience; please refer to the “Course Schedule” below for the suggested timeline to follow. “Live” sessions may comprise additional lecture material, group presentations, and opportunities to earn points for attendance and participation, which cannot be made up. There is one section for this course:

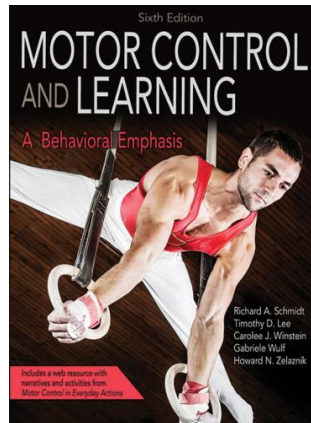
Class #21514 | Section 1350 | MWF | Period 1 (7:25-8:15 AM EST)

COURSE DESCRIPTION: Provides background for understanding, analyzing, and teaching skills in sports and dance. Attention to specific aspects of psychomotor developments and theoretical models of skill acquisition.

PREREQUISITE KNOWLEDGE AND SKILLS: Junior status or higher.

RECOMMENDED MATERIALS: Our recommended textbook, which is available for short-term use at the UF Libraries, is: RA Schmidt and TD Lee. *Motor Control and Learning: A Behavioral Emphasis*. 6th edition. Champaign, IL: Human Kinetics, 2019.

Lecture notes and articles will be provided throughout the term via Canvas.



COURSE FORMAT: Class meets in-person up to three times per week. Students are responsible for checking announcements and course posting on Canvas, which will include updates to the course schedule. The general format of the course is 1-2 days of lecture (often paired with an in-class quiz) and one day of presentations.

COURSE LEARNING OBJECTIVES: Upon completion of this course, students will be able to:

1. Differentiate and explain learning theories applicable to skill acquisition and retention
2. Apply knowledge of instructional strategies for basic skill acquisition
3. Appraise current evidence and trends in motor learning and motor control
4. Recognize general (classic) research paradigms used in motor learning and control research

COURSE AND UNIVERSITY POLICIES:

UF STUDENT COMPUTING REQUIREMENTS: Given this course is fully online, and, per the UF student computing requirements, “access to and on-going use of a computer is required for all students.” UF does not recommend students relying on/regularly using tablet devices, mobile phones, or Chromebook devices as their primary computer, as these may not be compatible with specific platforms used in this course or other UF courses (<https://it.ufl.edu/policies/student-computing-requirements/>). Access to fast, secure Wi-Fi will be necessary for this course. If a student is in an area with limited internet access, UF students can access eduroam for free with their GatorLink log-in credentials.

How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.

2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You may connect to eduroam in other states as well. You don't have to sit in a car: many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. In Florida, all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county, you can visit an REC to securely watch course videos and take care of your academic needs. Here's a link to all the eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

ATTENDANCE POLICY: Students will receive attendance and participation points by completing peer evaluation forms.

You do **not** need to let me know if you are missing a presentation, as two will be dropped/excused at the end of the semester to accommodate for missed sessions. Please refer to "Make-Up Policy" below for additional information on this.

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus.
- Arrive to live sessions on time.
- Follow the guidelines for appropriate behavior in virtual environments (i.e. name visible, non-offensive background (whether virtual or not), appropriate dress during live sessions).
- Submit assignments by the deadlines. If you miss a deadline, please recognize that requesting an exception is unfair to your classmates and instructor.
- Show respect for the course instructor and classmates by not holding personal conversations during class time (especially during peer presentations).
- Use professional, courteous standards for any web exchanges (i.e. proper greetings and titles in emails).
- UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

- You are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

MAKE-UP POLICY: Make-up assessments and assignments will be given at the discretion of the instructor. To request and possibly schedule a make-up quiz or exam, please fill out the “Make-Up Request Form” posted in Canvas and e-mail it to your course instructor. Documentation is **required**. Unexcused missed assessments and assignments will result in a zero on that item (this includes contacting the instructor after the exam if you are ill). Please make travel arrangements accordingly, as this is not an excusable activity. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation to individual instructors for a make-up. Requirements for class attendance, make-up assessments, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Your single lowest individual performance on the 10 SLEs be dropped. The dropped assignment grade will include any quiz not taken or assignment not submitted, for whatever reason. Thus, please do **not** ask for an accommodation for inappropriate excuses, which include:

- Extracurricular activities
- Out of town/vacation
- Sleeping in
- Sports
- Technological issue due to procrastinated assignment upload
- Volunteering
- Work

HONORLOCK SYSTEM REQUIREMENTS (QUIZ AND EXAM PROCTORING): Assessments will be proctored using HonorLock. You will not need to sign-up or schedule a testing time, nor will you need to create an account. To ensure your device is compliant with HonorLock, a series of pre-assessment checks must be performed before gaining access to the assessment. Please do so in advance of the assessment; we are unable to further accommodate for individual technological issues that may detract from your assessment time. Specifications necessary for HonorLock to work are listed below:

- **System compatibility and setup:**
 - HonorLock is only supported through the *Google Chrome web browser* on Mac, PC (no other mobile devices or tables are supported)

- Students must install the *HonorLock Extension* within Chrome
- HonorLock will not support Windows 8, Windows 8.1, Mac OSX 10.11 or Mac OSX 10.12. You can find the updated *Minimum System Requirements* and a system compatibility test at www.honorlock.com/support.
- **Additional considerations using HonorLock:**
 - You will need to take the quiz or exam on a desktop computer or laptop with a webcam and microphone set up on your chosen device. This will not work on mobile devices or tablets, including iPads and smart phones.
 - You need to make sure that the **camera is facing YOU at all times** – if the camera does not stay facing you or if you are out of frame, the assessment will pause, preventing you from continuing even midway through. This will detract from your exam time.
 - You need to open Canvas on the **Google Chrome internet browser** and download the *HonorLock Chrome Extension*. Other internet browsers will **not** be compatible with HonorLock.
 - Make sure you have a stable Internet connection wherever you are taking the exam (i.e. good Wi-Fi) and that your computer has a fully charged battery or is connected to a charger to prevent it from shutting down during the exam.
 - A 360-degree scan of your testing room/environment will be required. If you are using a laptop, you will need to pick up your laptop and rotate it for the room scan, including your examination surface (i.e. desk, table), floor space, your lap, etc. The testing environment should be clear of any clutter, notes, or textbooks. These could constitute a violation of the Honor Code (i.e. academic dishonesty).
 - Make sure the room you are taking the assessment in is well-lit and that you are by yourself. Rooms that are not bright enough may get flagged as “blurry” or “unclear”. Avoid posters or photographs on the wall behind you; try to minimize noise (i.e. talking aloud). These will also flag your quiz or exam, which will be reviewed by a member of the instructor team for the course to confirm or refute any academic dishonesty.
 - You must have a valid and clear photo identification (ID) card (Gator ID, driver’s license, passport) to show at the start of the exam. Make sure the image is clear.
 - Only one screen (i.e. cannot have multiple monitors) and one tab (i.e. the tab that is being used for the exam) in Chrome is allowed. HonorLock has an integrity algorithm that can detect search-engine use, so do not attempt to search for answers, even if it is on a secondary device.
 - An HonorLock Practice Quiz will be set up under Quizzes in Canvas. Please go through this practice test well in-advance of taking the exam. This practice quiz allows you to go through all of the pre-assessment checks so

you will know what to expect when taking the exam itself. Take the practice quiz on the device you intend to take the exam on, in the same environment (building, room, etc).

- **Failure to meet the items above may result in a 0 grade.** If you encounter any issues with the testing platform or the exam, you should immediately contact HonorLock for assistance. If this fails, you need to email your course instructor right away with specific details (i.e. screenshots of your chat conversation with HonorLock with time stamps) of what occurred so that they can assist you as quickly as possible.

INCLUSION, DIVERSITY, EQUITY, AND ACCESS (IDEA): All individuals, irrespective of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, are welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussions in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course. Please do reach out for assistance regarding accommodations – I do not want inaccessibility to keep anyone from the opportunity to learn and grow.

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

In the case of situations that may impede learning throughout the semester, students may reach out to the Dean of Students Office to provide documentation that will then be directed to the course instructor.

PREFERRED NAME: It is important to the learning environment that you feel welcome and safe in this class, and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. I would like to acknowledge your preferred name and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your name on the class roster.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Please do keep your preferred name (first and last, if possible) visible for live sessions.

PRIVACY (FERPA): Aspects of course content may be audio and visually recorded for students in the class to refer back to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. By enrolling in this course, you will be required to have audio and video enabled for your group presentation. If you do not want your image in any recording pertaining to course content (i.e. presentations, demonstrations), please let me know within the first couple week of class so that we may seek an accommodation. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

GETTING HELP:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-294-CARE (2273).
- Counseling and Wellness Center: 352-392-1575, <https://counseling.ufl.edu/>

- Sexual Assault Recovery Services (SARS) - Student Health Care Center: 352-392-1161.
- University Police Department: 352-392-1111 (or 9-1-1 for emergencies).
<https://police.ufl.edu/>

Academic Resources

- E-learning technical support: 352-392-4357 (select option 2) or e-mail learning-support@ufl.edu: <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union: 352-392-1601. Career assistance and counseling: <https://career.ufl.edu/>
- Library Support: <http://www.uflib.ufl.edu/help/>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio: 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- Student Complaints
 - On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING:

The following table outlines the point-accruing components of the course. All grades will be uploaded to the gradebook prior to the final exam (except the final exam, of course). Expanded directions and examples are provided in Canvas.

Evaluation Components	Points Per Component	Approximate % of Total Grade
Introductory Post & Comment	2 pts	2/140 = 1%
Article Selection & Concept Map	5 pts	5/140 = 4%
Learning Post & Comment	3 pts	3/140 = 2%
Narratives (x10)	4 pts each = 40 pts	40/140 = 29%
Presentation	25 pts	25/140 = 18%
Peer Attendance/Evaluations (x12)	2 pts each; drop 2 = 20 pts	20/140 = 14%
Midterm	15 pts	15/140 = 11%
Final Exam	30 pts	30/140 = 21%

Introductory Post & Comment – Students will be asked to create a short FlipGrid post to introduce themselves to the class. The activity will require the use of audio and visual

recording tools. To earn full credit, each student must comment on at least two other students' post.

Article Selection & Concept Map – Students will be responsible for finding and selecting an appropriate peer-reviewed original research paper to present to the class. Students will work in their groups (randomized at the start of the term), to develop a concept map regarding the selected research paper and class content.

Learning Post & Comment – Students will be asked to explore various media formats to share something unique about motor learning and control with the class. For example, students may select to listen to a podcast, demonstrate a movement (i.e. TikTok), or watch a clip, and then reflect with the class in a post. Each student must comment on at least two other students' post.

Narratives – The ten Narratives each comprise about 4 questions from ten chapters on an expanded aspect relevant to the chapter. Although late submissions or incorrect uploads are not accepted, Narratives are accessible throughout the entire semester, and may be uploaded for grading at the start of the relevant chapter week on Monday (12:00 AM EST) through Saturday night at 11:59 PM EST.

Presentation – The presentation will be based on an original research article or topic assigned to groups of 3-4 students. In the first week of class, students will be randomized into groups and presentation days, as well as select a peer-reviewed paper to dissect and present. Directions on presentation expectations will be given in lecture in the first week of class (i.e. PowerPoint formatting, uploading to Canvas, duration). Presentation evaluation forms (rubrics) will be finalized in the first week of class by the class; group grades (there will be no individual grades for presentations; so, please work together as a *team* to help each other succeed) will be based on the rubric developed. Any severe lack of team effort or spread of work within a team must be brought up to the instructor as soon as possible, or by the start of the presentation week (at latest). Students may be asked to provide feedback on the performance of group members (privately).

Presentation grades are rounded to the nearest tenth place (decimal). If you'd like to chat about your presentation, please plan to do so within a week of receiving your score/presenting. Any requests to review the presentations after that may not be accommodated, as we will have many presentations throughout the semester; memorizing individual performances cumulatively is impossible.

Peer Attendance & Participation – Please support your classmates by attending one another's presentations. You will earn about 2 points per presentation. There will likely be 12 presentations (in addition to your own, for which you will be "excused" for

participation. Evaluations on the presentation are due by 15 minutes after the end of the class period (8:30 AM EST). The class will agree to a rubric in the first week of class to implement throughout the semester; peer evaluations will comprise providing comments (anonymized) but not actual points to the presenting group. Two of the 12 required presentation evaluations will be excused/dropped to accommodate for those unable to attend the live presentation (no matter the reasoning); please see “Make-Up Policy” above for additional information.

Midterm Exam – The midterm exam will cover all material from the start of the semester up to the week of the exam. Content from peer presentations will not be included but content on giving scientific presentations will be.

Final Exam – The final exam will *not* be cumulative. The material on this exam will emphasize material presented in Chapters 3-13, as discussed during lecture. Content from peer presentations will not be included.

GRADING SCALE: Any discrepancies with points displayed in the gradebook must be brought to the attention of the instructor as soon as possible, or before the last day of class. There is no curve for this course and final grades will not be rounded up. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. *Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A+*	97.00-100%	4.0
A	93.00-96.99%	4.0
A-	90.00-92.99%	3.7
B+	87.00-89.99%	3.3
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.7
C+	77.00-79.99%	2.3
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.7
D+	67.00-69.99%	1.3
D	60.00-66.99%	1.0
E (F)	0-59.99%	0

*An A+ appears as an “A” in the final UF grade system

COURSE SCHEDULE:

The following is the tentative course overview; it is maintained/updated on Canvas.

Week	Date	Module	Content	Format	Assignment Deadline
1	31-Aug	Orientation	Syllabus, Introductions, Netiquette Guidelines	Live	
	2-Sep	1	Presenting Scientific Data	Pre-Recorded	
	4-Sep		Career Connections	Pre-Recorded	Introductory Post: 11:59 PM*
2	7-Sep		<i>Labor Day (no class)</i>	-	
	9-Sep		Finding & Selecting Peer-Reviewed Articles	Live	Introductory Comment: 11:59 PM
	11-Sep		Ch 1: Evolution of a Field of Study	Pre-Recorded	Article Selection & Concept Map: 11:59 PM
3	14-Sep	2	Ch 2: Methodology for Studying Motor Performance	Pre-Recorded	
	16-Sep		Ch 2: Methodology for Studying Motor Performance	Pre-Recorded	
	18-Sep		Narratives	Live	Ch 2 Narrative: 11:59 PM
4	21-Sep	3	Ch 3: Human Information Processing	Pre-Recorded	
	23-Sep		Ch 3: Human Information Processing	Pre-Recorded	
	25-Sep		<i>Group Presentation 1</i>	Live	Ch 3 Narrative: 11:59 PM
5	28-Sep	4	Ch 4: Attention and Performance	Pre-Recorded	
	30-Sep		<i>Group Presentation 2</i>	Live	
	2-Oct		<i>Homecoming (no class)</i>	-	Ch 4 Narrative: 11:59 PM
6	5-Oct	5	Ch 5: Sensory and Perceptual Contributions	Pre-Recorded	
	7-Oct		Ch 5: Sensory and Perceptual Contributions	Pre-Recorded	
	9-Oct		<i>Group Presentation 3</i>	Live	Ch 5 Narrative: 11:59 PM
7	12-Oct	6	Ch 6: Central Contributions to Motor Control	Pre-Recorded	
	14-Oct		<i>Group Presentation 4</i>	Live	
	16-Oct		<i>Group Presentation 5</i>	Live	Ch 6 Narrative: 11:59 PM
8	19-Oct	7	Ch 7: Speed and Accuracy	Pre-Recorded	
	21-Oct		Midterm Study Day	Live	Learning Post: 11:59 PM
	23-Oct		Midterm Exam	Live	
9	26-Oct	8	Ch 8: Coordination	Pre-Recorded	Learning Comment: 11:59 PM
	28-Oct		<i>Group Presentation 6</i>	Live	
	30-Oct		<i>Group Presentation 7</i>	Live	Ch 8 Narrative: 11:59 PM
10	2-Nov	9	Ch 9: Motor Learning Concepts and Research Methods	Pre-Recorded	
	4-Nov		<i>Group Presentation 8</i>	Live	
	6-Nov		<i>Group Presentation 9</i>	Live	Ch 9 Narrative: 11:59 PM
11	9-Nov	10	Ch 10: Conditions of Practice	Pre-Recorded	
	11-Nov		<i>Veteran's Day (no class)</i>	-	
	13-Nov		Ch 10: Conditions of Practice	Pre-Recorded	Ch 10 Narrative: 11:59 PM
12	16-Nov	11	Ch 11: Augmented Feedback	Pre-Recorded	
	18-Nov		<i>Group Presentation 10</i>	Live	
	20-Nov		<i>Group Presentation 11</i>	Live	Ch 11 Narrative: 11:59 PM
13	23-Nov	12	Ch 12: The Learning Process	Pre-Recorded	
	25-Nov		<i>Thanksgiving Break (no class)</i>	-	
	27-Nov		<i>Thanksgiving Break (no class)</i>	-	
14	30-Nov	13	Ch 13: Retention and Transfer	Pre-Recorded	
	2-Dec		<i>Group Presentation 12</i>	Live	
	4-Dec		<i>Group Presentation 13</i>	Live	Ch 13 Narrative: 11:59 PM
15	7-Dec		Ch 13: Retention and Transfer	Pre-Recorded	
	9-Dec		Exit Interviews	Live	
	11-Dec		<i>Reading Day (no class)</i>	-	
16	TBA		Final Exam	Live	

*All times are EST

SUCCESS AND STUDY TIPS:

Recognizing that people learn in different ways and with no judgement on how you study (i.e. highlighting the textbook, using YouTube, drawing figures), here are some tips for success and studying in this course that haven't been proven useful for many:

- The textbook is written in an interesting way but is not required for success in the course. The material that is quizzed on will entail material provided in lecture, presentations, articles, and narratives. However, if you are having trouble connecting material in the lecture or want more information or elaboration, please review the textbook.
 - Any content that is required reading and fair game on assessments will be posted to Canvas.
- Engage with your peers in not just preparing and giving your presentation, but in answering in-class questions via Top Hat. We are one another's greatest resources for learning material.
- Look up material that inspires you. If we're talking about muscle contractions and you really become curious about diseases pertaining to the cross-bridge cycle – take a moment to look it up and read about it or watch a video clip! Share as a Discussion on Canvas.
- Do prepare and practice for your presentation *with your group* well in advance. We do presentations for a variety of reasons – take the opportunity to present to the class seriously; it'll likely come in handy when you're doing a med school interview or job talk in the future.
- Contact your researcher well in advance. Follow the tips given in class and reiterated on Canvas on how to do so respectfully and effectively.
- Check Canvas for announcements! Adjustments to the schedule and edits/clarifications to topics discussed in class will be posted here. Additionally, presentation resources will be described online.
- Prepare for the quizzes as the material rolls in. We have quizzes instead of multiple midterms to encourage us to stay on top of the material throughout the term, minimizing the stress that is stereotypical of the end of the semester.
- Things happen. That's life. If there are some majorly overwhelming things happening during your semester, send me an email, come by virtual office hours. We'll work together to figure out what steps you should take in hopes of wrapping up the course well. Swing by and chat academia (grad school, anyone?), sports, and aspirations to travel the world some time. 😊

