We are living and working in extraordinary times where the impacts of the COVID-19 pandemic are still being felt by many people. Given these challenges, it is important to remember to be kind and patient with yourselves, with each other, with the TAs and with me. We will need to be flexible in delivery of content in these uncertain times and as such, please be aware that the course syllabi may need to change to adjust to current circumstances. This is a large class, so please be respectful and considerate in your interactions. Please do use the discussion board for each module to ask content questions which are not addressed in class, rather than emailing the instructor. Where possible, try and set up a small support group of class mates to help you study and navigate the material. TAs are available too (in person and online).

**Lectures and seminars:** Tuesday, Thursday: 9:30 – 11am. We will have a blended teaching model, with at least one in-person class each week (**on Thursdays most weeks**). I will be away at a conference Oct 13th, so this Thursday class will be the exception and will be recorded. Content for ~one class each week will be pre-recorded & posted on canvas (along with self-study quizzes). There will be 5 motor-lab/tutorial sessions with live in-class scheduled time. These are self-directed, online short activities. In-class and online support (canvas chat and zoom) will be available during scheduled times. Discussion boards are available on Canvas for all Q&A between students and with TA/instructor feedback. Please use the module appropriate discussion board for asking questions or responding to queries to test your own knowledge.

**Instructor Zoom link:** Dr Hodges  
[https://ubc.zoom.us/j/64360440998?pwd=L2dpMytMeVA4VHlvTWtmN0d1VmFBZz09](https://ubc.zoom.us/j/64360440998?pwd=L2dpMytMeVA4VHlvTWtmN0d1VmFBZz09)  
**Meeting ID:** 643 6044 0998  
**Passcode:** 141270  
**One tap mobile:** +17789072071

**Personal Zoom for TAs:**  
Carrie Peters’ Personal Meeting Room:  
[https://ubc.zoom.us/j/3044285172?pwd=SkZhQlJKb1RERjV0YUJ4TnBJdXhsUT09](https://ubc.zoom.us/j/3044285172?pwd=SkZhQlJKb1RERjV0YUJ4TnBJdXhsUT09)

**Office Hours:** **TBD**  
* All course information can be found at [https://canvas.ubc.ca/](https://canvas.ubc.ca/)  
* If you need help/ have questions ACT early. Please follow the 5 steps below.
Step 1: READ the book/check class notes/check notes on Canvas/ cross-check with class-mates
Step 2: POST questions on Canvas “Discussion board” for specific Module or general questions
Step 3: CHAT and engage in LIVE Q&A forum or Zoom during tutorial times and recorded lectures (TH) and Come to live TUTORIALS/Motor Labs for in-person help.
Step 4: EMAIL TA/ATTEND TA office hours
Step 5: EMAIL me/ATTEND office hours

**Course Description**

KIN 211 provides a foundation for understanding the characteristics and principles of motor learning and control and how different factors influence learning and performance with a focus on sport application. This course is an introduction to the area of human motor learning/motor skill acquisition and control. It introduces students to the visual-cognitive processes that underlie human movement, the process of learning motor skills and the factors that influence acquisition, performance, and control. Students of this course will gain knowledge, appreciation, and understanding of the conceptual and empirical foundations in motor learning and control.

**Rationale**

This course exists to give you basic knowledge concerning how and why we move and acquire motor skills. It is designed to make you think about how and why we respond, plan and organize actions and attend to and process visual and verbal information in order to move, learn and teach motor skills. This course is a foundational course in motor behavior, which provides a background for KIN 311. This course fits generally with neuro-mechanical related courses and sport psychology/sport performance courses. Concepts covered in this course have broad application to the field of Kinesiology with respect to workplace design, coaching, rehabilitation, physical education, strength and conditioning and sport performance.

**Required Course Text and Lab software**

- Schmidt, R.A., and Lee, T.D. (2019). *Motor Learning and Performance (6th Ed.)*. Champaign, Illinois: Human Kinetics (and web study guide). Do not use an old version of the book as it does not include study guides and *Narratives* and there have been some changes to content. If you use an old version of the book, it is up to you to make sure you have the right chapters/content and page numbers (organization is different).
- MotorLabs software (2022) license required for running online labs [https://motorlab.ca/purchase](https://motorlab.ca/purchase). There is a small cost of $5 to purchase the license.


**Course Learning Objectives**

1. Discuss fundamental principles and concepts in motor learning and control.
2. Define and explain the essential terms and language used in motor learning and control.
3. Understand the role of cognition, attention, and memory in motor learning and control.
4. Know the roles of augmented information and practice organization in motor skill acquisition.
5. Know how the information-processing framework is applied to motor learning and control.
6. Demonstrate understanding of how and why certain research methods and experiments aid our knowledge of motor learning and control.
7. Apply concepts and principles in motor learning and control to teaching, coaching, skill development, and overall motor performance.
Structure
This is a 3-credit course with mostly lectures (and tutorials & online labs) on Tuesdays and Thursdays. The lectures will focus upon the concepts, principles, and research in human motor behaviour and will complement the readings from the text and other posted resource materials. Students are responsible for reading the text book and any assigned readings/listenings.

Formative quizzes: For every Module of the course there are “test yourself” quizzes. These are 5-10 questions designed to test knowledge of the material. These are formative quizzes only and are not graded. Feedback is provided through the canvas quiz function and you can take the quiz up to 3 times. The quizzes are not available until AFTER the last lecture related to the module. You are also strongly encouraged to use the online/study quizzes from the course-text, web study-guide to test your knowledge of the readings. There are also self-study quizzes for all video lecture content

Lecture notes: Class notes will be made available in .pdf file-format through the canvas course website.

Motor labs: There are 9 motor labs associated with this course which complement lecture and reading material (and content from these labs is also tested on the final exam). Labs are to be completed individually so that each person has their own data. You can work with others and in small groups when doing these labs, as long as each person has their own data. Time is available in class tutorial times to do the labs. TAs will be available for live help with these labs and any other questions from the course (5 tutorial/lab sessions throughout the term).

There are BOTH graded and non-graded quizzes associated with the labs during the term. FOUR of the labs are graded (Hicks, Slater-Hammel, Fitts Law and CI lab.). The rest of the labs and associated quizzes are for practice/study. I will take your best 3 labs as your final grade, BUT, ALL 4 quizzes must be completed otherwise the final % grade for the lab (15%) will be marked out of 20.

To purchase the license and download motor labs please go to: https://motorlab.ca/. All the details you will need for each motor lab are listed in canvas for each module. There are 3 attachments for each lab and a link to a QUIZ:
1. Powerpoint with lab instructions and some background information
2. Excel sheet to enter and graph your data
3. Word document containing details about the motor lab. activity and what to do with your data.
4. QUIZ: After you have completed the lab, you can then do the quiz (quizzes will be available outside of class time; >11am on the day of the lab until Friday 11:59pm, for Tuesday class or until Tuesday 11:59pm for Thursday class). The quiz will be open for 45 mins after you start and the graded labs can only be completed once (all others, max 3 attempts).

Supplementary resources: I have added podcast, video and reading resources associated with the text to canvas to help you understand and apply the material. I strongly recommend reading/watching/listening to this material to help you study and remember for the long term. None of the extra content associated with supplementary resources will be directly examined.
Assessments and Examinations
Assessment of learning objectives will be conducted through:

- Exams splits into three sections: 2 Midterms (sections 1 and 2; content pre midterm 1 and 2) and 1 Final (section 3 content after midterm 2 and all motor labs and narratives)
- MotorLab quizzes: Four graded in response to data collected during online Motor Labs.

Exams will cover material from all lectures and assigned readings, narratives and Motor Labs. Examinations will include multiple choice, true/false and short-answer or numeric answer questions. Motor lab quizzes will be conducted through the Quizzes online in canvas. The midterms will be online through Canvas. The final exam is scheduled to be in-person.

Summary of Assignments and grading (please see canvas modules for details)

**Motor Lab Quizzes (15%)** – 5% /lab; 4 in total will be graded out of 9 total labs. Your best 3 labs will be counted towards final grade only IF all 4 labs are completed. If not, the final % grade will be based on a total score out of 20. Graded Labs = Hicks Law, Sep 22nd; Slater-Hammel/anticipation, Fitts Law -both Oct 27th and Contextual Interference, Dec 6th. You will need to have completed the labs and have your own data BEFORE doing the quiz. Quizzes open only after the scheduled lab time. These can be open book. You have 45 min to complete the quiz once started.

**Midterms 1 and 2 (50% total)** – The midterms are closed book and are scheduled to be completed through Canvas during scheduled class time. Announcements will be made in advance if there is a switch to in-person.

- Midterm 1 (25%) – all material up until midterm 1; Oct 11th (45 min)
- Midterm 2 (25%) -all material between midterm 1 and midterm 2; Nov 8th (45min)

**Final exam (35%)** - all material after midterm 2, all Motor Labs (graded and ungraded labs) and all Narratives (~1.5 hr, date tbd, in-person)

**Missed exams:** Individuals who do not write a mid-term exam will get a 0 for the exam unless acceptable supportive reasons and/or documentation is provided to the instructor. If an exam is missed, then any concessions to write a make-up exam or get reweighting of grades, need to be conveyed to the instructor BEFORE the missed exam and will only be available in exceptional circumstances. The instructor reserves the right to decide on any concessions regarding make-up exams or changing the weighting for other exams (only with valid reasons). Academic concessions are a privilege not a right. If you are feeling ill at the time of a final exam, do not attend the exam. You must apply for deferred standing (an academic concession) through Academic Advising (https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/).

**Missed lectures/content:** I will post lecture notes (pdfs) associated with course content. Approximately half of the course content will consist of pre-recorded presentations and hence available online. Where possible, live/in-person lectures will be recorded or live-streamed. Please use the discussion board on canvas to ask ANY and ALL content related questions.

**Academic Accommodation for Students with Disabilities**
The University’s goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with
academic principles. Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay.

**Academic Integrity**

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. **It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies**, as well as the Student Declaration and the consequences of violating these policies.

**Honesty Pledge (to be reaffirmed before all exams/graded quizzes)**

I hereby pledge that I have read and will abide by the rules, regulations, and expectations set out in the UBC Academic Calendar, with particular attention paid to:

1. The Student Declaration
   [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0)
2. The Academic Honesty and Standards
   [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0)
3. The Student Conduct During Examinations
   [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0)
4. And any special rules for conduct as set out by the examiner

I affirm that I will not give or receive any unauthorized help on this examination, that all work will be my own, and that I will abide by any special rules for conduct set out by the examiner.

**Remote Access to Some University Services**

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit the UBC VPN Website.

**COVID guidelines (as of Sep 1st 2022)**

For up-to-date guidance on COVID restrictions please see: [https://srs.ubc.ca/covid-19/](https://srs.ubc.ca/covid-19/)

There is no longer a requirement to wear masks on the UBC campus and during class meetings. However, for your own protection and the safety and comfort of everyone else in the class, you may still decide to wear a mask. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Please maintain a respectful environment.

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: [https://bc.thrive.health/covid19/en](https://bc.thrive.health/covid19/en).

If I am feeling ill I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to attend. In this instance: One of the TAs may substitute, I may ask you to do an activity or read something in place of class time, if I am well enough to teach, but taking precautions to avoid infecting others, we may hold the class online (ZOOM) or the lecture may be cancelled and (recorded) notes posted online as soon as possible after the missed class.
## Course schedule (any changes will be announced through canvas)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Outline</th>
<th>Textbook Readings(s) and &quot;Narratives&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (wk1) Sep 8 (th)</td>
<td>Lecture 1 <em>in-person</em> Intro, Lecture 1a What is Motor Behaviour (1b)</td>
<td>Ch1</td>
</tr>
<tr>
<td>2. (wk2) Sep 13 (tu)</td>
<td>Lecture 2 recorded Classification of Motor Skills (2a) and Measuring Motor Performance(2b)</td>
<td>Ch1 &amp; Ch 2 “Cutting wood &amp; missing putts”</td>
</tr>
<tr>
<td>3. Sep 15 (th)</td>
<td>Lecture 3 <em>in-person</em> Measuring Motor Performance (3a) and Information Processing I (3b)</td>
<td>Ch2 “Jumping the gun”</td>
</tr>
<tr>
<td>4. (wk3) Sep 20th (tu)</td>
<td>Lecture 4 recorded Information Processing II</td>
<td>Ch2</td>
</tr>
<tr>
<td>5. (wk4) Sep 27th (tu)</td>
<td>Lecture 5 recorded Memory (5a) &amp; Attention I (5b)</td>
<td>Ch2 &amp; Ch3 “Gumbo” “Turn right at next Gorilla”</td>
</tr>
<tr>
<td>6. Sep 29th (th)</td>
<td>Lecture 6 <em>in-person</em> Attention II: attention (6a) and PRP (6b)</td>
<td>Ch3 (ch4) “Toad and centipede” “Fakes”</td>
</tr>
<tr>
<td>7. (wk 5) Oct 4th (tu)</td>
<td>Lecture 7 recorded Sensory Contributions to Skill</td>
<td>Ch4 “Curling draw” “Tickling”</td>
</tr>
<tr>
<td>Oct 6th (th)</td>
<td>LAB 2 (on your own &amp; in-class live support)</td>
<td>MOTOR LABS &amp; TUTORIAL: COURSE MATERIAL 5-7</td>
</tr>
<tr>
<td>8. (wk6) Oct 11 (tu)</td>
<td>MIDTERM #1 (9:45am) online… (details to be confirmed)</td>
<td>(I recommend also doing Probe RT, Stroop as complement to lectures and aid to learning)</td>
</tr>
<tr>
<td>9. (wk7) Oct 18 (tu)</td>
<td>Lecture 9 recorded Open-loop control (9a) &amp; motor programs (9b)</td>
<td>Ch5 “anti-lock brakes” “point-of-no-return”</td>
</tr>
<tr>
<td>10. Oct 20th (th)</td>
<td>Lecture 10 <em>in-person</em> GMPs (10a) and GMPs/schema theory (10b)</td>
<td>Ch5 “forensic motor control”</td>
</tr>
<tr>
<td>11. (wk8) Oct 25th (tu)</td>
<td>Lecture 11 recorded Principles of Speed and Accuracy</td>
<td>Ch6 “the calculator” “the gimme putt”</td>
</tr>
<tr>
<td>Oct 27th (th)</td>
<td>LAB 3 (on your own &amp; in-class live support)</td>
<td>MOTOR LABS &amp; TUTORIAL: COURSE MATERIAL 8-11</td>
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<tr>
<td></td>
<td></td>
<td>5 = Slater-Hammel anticipation; 6 = Fitts Law (Online graded quiz for both)</td>
</tr>
</tbody>
</table>

**Notes:**
- **LAB 1** (on your own & in-class live support)
  - 1 = Errorcalculation; 2 = Hicks Law (+online graded quiz)
  - (I recommend also Donders, S-R compatibility, simple RT as a complement to lectures and aid to learning)
- **LAB 2** (on your own & in-class live support)
  - MOTOR LABS & TUTORIAL: COURSE MATERIAL 5-7
  - 3 = Memory, 4 = PRP, (none are graded)
  - (I recommend also doing Probe RT, Stroop as complement to lectures and aid to learning)
### Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>(wk9)</td>
<td>Nov 1st (tu)</td>
<td>Lecture 12 recorded</td>
<td>Learning Defined (12a) &amp; Measured (12b)</td>
</tr>
<tr>
<td>13.</td>
<td>Nov 3rd (th)</td>
<td>Lecture 13 in-person</td>
<td>Transfer and learning (13a &amp;b)</td>
<td>Ch8&amp;9 “like riding a bicycle”</td>
</tr>
<tr>
<td>(wk 10)</td>
<td>Nov 8th (tu)</td>
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</table>

Nov 10th (th) NO CLASS. MIDTERM BREAK

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Nov 17th (th)</td>
<td>Lecture 15 In-person</td>
<td>Conditions of Practice 2 (practice methods)</td>
<td>Ch9 &amp; 10 “but I was great on the practice range”</td>
</tr>
<tr>
<td>(wk12)</td>
<td>Nov 22nd (tu)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>(wk 13)</td>
<td>Nov 29th (tu)</td>
<td>Lecture 17 recorded</td>
<td>Augmented information (post practice info.)</td>
</tr>
<tr>
<td>18.</td>
<td>Dec 1st (th)</td>
<td>Lecture 18 in-person</td>
<td>Observation &amp; imagery (pre-practice information)</td>
<td>Ch10</td>
</tr>
<tr>
<td>(wk 14)</td>
<td>Dec 6th (tu)</td>
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<tr>
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<td></td>
<td></td>
<td>8 = CI (+graded quiz) 9= Feedback/KR</td>
</tr>
</tbody>
</table>