



**SPORT SCIENCE & MANAGEMENT  
SS2101 FOUNDATIONS OF MOTOR BEHAVIOUR**

|                       |                 |
|-----------------------|-----------------|
| <b>Pre-requisites</b> | None            |
| <b>No of AUs</b>      | 3               |
| <b>Contact Hours</b>  | Total hours: 39 |

**Course Aims**

This introductory course introduces key concepts of motor control and learning, with a strong emphasis on experiential learning via practical experience of skills learning. The course comprises of components such as the degrees of freedom problem, theoretical paradigms, process of learning, and instructional strategies related to motor skills learning.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Explain the key theories and concepts related to motor control and learning.
2. Implement and rationalise the different approaches in structuring practice sessions that facilitates motor control and learning.
3. Evaluate your own motor skills and learning experiences.

**Course Contents**

The following topics will be covered:

1. Introduction to motor behaviour (Part 1)
2. Introduction to motor behaviour (Part 2)
3. Sensorimotor basis of motor behavior
4. Skill acquisition in sport
5. Measuring learning
6. Stages of learning
7. Implicit vs. explicit learning
8. Providing demonstration and feedback
9. Constraint-led approaches
10. Distribution of practice
11. Whole and part practice

**Assessment (includes both continuous and summative assessment)**

| Component                    | Course ILO Tested | Related Programme LO or Graduate Attributes | Weighting | Team/ Individual | Assessment rubrics |
|------------------------------|-------------------|---|-----------|------------------|--------------------|
| 1. Class test                | 1, 2, 3           | C1, C2, A1, B1, B2, E1                      | 20%       | Individual       |                    |
| 2. Project and Presentation  | 3, 4              | A1, A3, B1, B2, B4, C1, C2                  | 30%       | Team             | Appendix 1         |
| 3. Final Written Examination | 1-4               | A1, A2, B1, B2, B4                          | 50%       | Individual       |                    |
| Total                        |                   |   | 100%      |                  |                    |

Graduates of the SSM programme should show:

**Competence**

|                         |   |
|-------------------------|---|
| A1: {Understanding}     | process and interpret information, evidence and methodologies related to sport science or sport management  |
| A2: {Self-discipline}   | independently apply themselves to solve relevant problems   |
| A3: {Modern Tool Usage} | use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services |

**Creativity**

|                                  |  |
|----------------------------------|--|
| B1: {Critical Thinking}          | critically assess the applicability of sport science and sport management tools toward problems and in the workplace |
| B2: {Analytical Thinking}        | critically analyse data from a multitude of sources  |
| B3: {Interdisciplinary Thinking} | connect the subfields of sport science and sport management to tackle problems                                       |
| B4: {Innovation}                 | be able to develop new applications or improve existing techniques   |
| B5: {Entrepreneurship}           | develop new ideas and plans for sport science, businesses and events   |

|   |   |
|---|---|
| <b>Communication</b>  |   |
| C1: {Effective Communication}   | present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication  |
| C2: {Teamwork}  | work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form   |
| <b>Civic-Mindedness</b>   |   |
| D1: {Professionalism}   | act in a manner that respects the profession and meets the expectations of the sport science and sport management industry  |
| D2: {Inclusiveness}   | promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes   |
| <b>Character</b>  |   |
| E1: {Ethical behaviour}   | act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security |
| E2: {Sportspersonship}  | demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity   |
| <b>Formative feedback</b>   |   |
| <p>Feedback for learning will be verbal provided during each laboratory class session where you have the opportunity to learn techniques and apply yourselves to problems related to movement evaluation in sport and designing relevant intervention.</p> <p>During the completion of the Group Presentation, as a group, you will be provided with verbal feedback pertaining to your assessed performance. Generic verbal and written feedback will be provided to the class for the test and final examination.</p> |   |
| <b>Learning and Teaching approach</b>   |   |
| <b>Approach</b>   | <b>How does this approach support you in achieving the learning outcomes?</b>   |
| Lectures  | Lectures will provide information for key learning concepts and theories and support practical application of those key concepts  |
| Laboratories  | Laboratories will: <ul style="list-style-type: none"> <li>- Give hands-on experiential learning to support key theories and information provided in class</li> </ul>  |

|                 |   |
|-----------------|---|
|                 | <ul style="list-style-type: none"> <li>- Provide tasks for you to utilise what they recently learned to solve specific problems.</li> <li>- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning</li> <li>- Allow opportunity for verbal feedback from instructor to you on techniques and material.</li> </ul> |
| Online learning | Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and laboratories (e.g. podcast).   |

### Reading and References

1. Magill, R. A. & Anderson, D. I. (2017). *Motor learning and control: Concepts and applications (11th ed.)*. New York: McGraw-Hill.
2. Renshaw, I., Davids, K., Savelsbergh, J. P. (2010). *Motor Learning in Practice: A Constraints-Led approach*. London: Routledge.

### Course Policies and Student Responsibilities

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

#### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

#### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

#### (4) Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity. It is expected that each individual will contribute equally to the team's final product and one another's learning. Individual student's scores may vary according to feedback from other team members or observations by the instructor.

## Course Instructors

| Instructor | Office Location | Phone | Email |
|------------|-----------------|-------|-------|
|            |                 |       |       |

## Tentative Weekly Schedule

| Week | Topic                                   | Course LO | Readings/<br>Activities |
|------|---|-----------|-------------------------|
| 1    | Introduction to motor behavior (part 1) | LO1       | Magill - Chapters 1,2   |
| 2    | Introduction to motor behavior (part 2) | LO1,      | Magill - Chapters 2,3   |
| 3    | Sensorimotor basis of motor behavior    | LO1       | Magill - Chapters 4     |
| 4    | Skill acquisition in sport              | LO1, L03  | Renshaw – Chapter 4     |
| 5    | Measuring learning                      | LO3       | Magill - Chapters 11    |
| 6    | Class test                              |           |                         |
| 7    | Stages of learning                      | LO3       | Magill - Chapters 12    |
| 8    | Implicit vs. explicit learning          | LO1, LO3  | N/A                     |
| 9    | Providing demonstration and feedback    | LO1       | Magill - Chapters 14    |

|    |                           |          |                      |
|----|---------------------------|----------|----------------------|
| 10 | Distribution of practice  | LO1, LO4 | Magill - Chapters 17 |
| 11 | Constraint-led approaches | LO4      | Renshaw – Chapter 1  |
| 12 | Whole vs. part practice   | LO1, LO2 | Chapters 18          |
| 13 | Revision                  |          |                      |

## Appendix 1

### GROUP PRESENTATION (30%)

|  | A+, A, A-   | B+, B  | B-, C+, C   | D+, D   | F  |
|--|---|--|---|---|--|
| <b>Quality of presentation (max 25)</b>    | Information provided clearly answers the question set out. Presentation is clear and the flow is coherent and logical. Pace is appropriate.         | Information mostly answers the question set. Presentation is mostly clear and the flow generally coherent and logical. | There are weaknesses or absences in the information provided and the flow of presentation is unclear at times.                  | Much of the information provided does not answer the question and the flow is difficult to understand.              | Little relevant information and unclear flow.  |
| <b>Familiarity with material (max 40)</b>  | Demonstrates a very good understanding of the material. Able to answer questions in a poised and articulate manner with a high level of confidence. | Demonstrates a good understanding of the material. Able to answer most of the questions clearly and with confidence.   | Demonstrates a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times. | Demonstrates a weak understanding of the material. Has difficulty in answering questions and lacks confidence.      | Does not demonstrate any understanding of the material. Unable to answer questions.                    |
| <b>Use of technology (max 10)</b>          | Uses relevant technology very well to supplement and enhance the quality of presentation.   | Good use of technology to improve the presentation.  | Some use of technology to help improve the presentation.  | Little use of relevant technology in the presentation.  | No clear use of technology in the presentation.  |
| <b>Communication and teamwork (max 20)</b> | Communication is very clear and easy to understand. All members of the team make strong, worthwhile contributions.                                  | Communication is clear and easy to understand most of the time. Most members of the team make good contributions.      | Communication is unclear at times. Varied contributions of different team members.  | Communication is unclear and there and difficult to understand. Most contribution provided by a single team member. | Communication is unclear and not possible to understand. No team member makes worthwhile contribution. |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p>Individual Contribution (max 5)</p> | <p>Contributed significantly to the overall presentation. Present for all lab classes and group meetings. Positive feedback from all group members.</p> | <p>Contributed to the overall presentation. Present for all lab classes and group meetings. Generally positive feedback from all group members.</p> | <p>Contributed to the overall presentation. Present for most of the lab classes and group meetings. Generally positive feedback from group members.</p> | <p>Contributed to some aspects of the overall presentation. Missed most of the group meeting and lab classes.</p> | <p>Absent for most or all group meetings and lab classes. Did not contribute to group discussions or project.</p> |
|--|---|---|---|---|---|