






# BTEC Level 3 Physical Education – Unit 23 Skill Acquisition in Sport – Learning Aim C

## Learning aims

In this unit you will:

- A - Investigate the nature of skilled performance
- B - Examine ways that sport performers process information for skilled performance
- C - Explore theories of teaching and learning in sport
- D - Carry out teaching and learning strategies for sports skills

- C1. Behaviourist Theories
- C2. Cognitive Theories
- C3. Phases of skill learning
- C4. Transfer of Learning

<p><b>C1. Behaviourist Theories</b></p>	<p><b>Classical conditioning</b>  <b>Conditioned response</b>  <b>Unconditioned response</b></p>		<p><b>C3. Phases of skill learning</b></p>	<p><b>Cognitive formation phase</b>                  What to do and how to do it                  Requirements of the skill                  Characterised by gross errors                  Performer requires demonstrations</p>	
<p><b>C1. Operant conditioning</b></p>	<p><b>Relationship of action and consequences</b>  <b>Role of feedback in learning</b>  <b>Reinforcing desirable actions</b>  <b>Thorndike's law</b></p>		<p><b>C3. Associative/fixation phase</b></p>	<p><b>Practising on newly acquired skill</b>                  Characterised by fewer errors                  Rely on internal feedback                  Lengthy stage on complexity of the skill</p>	
<p><b>C2. Cognitive Theories</b>  <b>Closed Loop</b></p>	<p><b>Executive Effector</b>  <b>Feedback Comparator</b></p>		<p><b>C3. Autonomous/a automatic phase</b></p>	<p><b>Skill becomes automatic</b>                  Attention switches to the environment                  Consistency, efficiency and few errors                  Performance provides feedback to themselves</p>	
<p><b>C2. Open Loop Theory</b></p>	<p><b>Absence of feedback to impact on performance</b>  <b>Used to control rapid, discrete movement</b></p>		<p><b>C4. Types of transfer</b></p>	<p><b>Positive</b>  <b>Negative</b>  <b>Zero</b>  <b>Bilateral transfer</b></p>	
<p><b>C2. Schema Theory</b></p>	<p><b>Knowledge of initial conditions</b>  <b>Response Specifications</b>  <b>Sensory Consequences</b>  <b>Response Outcomes</b>  <b>Recall schema</b>  <b>Recognition schema</b></p>		<p><b>C4. Transfer and generalisation</b></p>	<p><b>Stimulus generalisation</b>  <b>Response generalisation</b></p>	

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Term	Definition/notes/concept
Classical conditioning	
Operant conditioning	
Closed loop	
Open loop	
Schema	
Cognitive	
Associative	
Fixation	
Automatic	
Feedback	
Bilateral transfer	
Generalisation	
Stimulus	