Ovande Furtado Jr, Ph.D.
California State University, Northridge
ovandef@csun.edu

Table of contents

Purpose

The purpose of this assignment is to assess the students' motor skill learning progression and determine whether they have reached the late associative stage of learning, based on a single performance evaluation.

Brief Intro

Recall that you have previously completed Update 1. Now you are being asked to complete the second update for the LT assignment (Update 2). As part of this assignment, `you must demonstrate your progress in your chosen skill` of either juggling or cup stacking.

Where should I start?

1. Start by carefully studying the content of Appendix A. There, you will learn how to record and submit your video performance for UPDATE 2.

> **Note**
>
> Note that these are the same instructions you will follow to turn in your FINAL performance at the end of the semester. The difference is that instead of showing a mastery performance (well into the Fitts & Posner Autonomous stage), for this assignment you are being asked to show progress towards the Associative stage (review Chapter 12 for comparison amongst the three stages as introduced by Fitts & Posner).

2. Study the summary created by PSIA-RIA on the Fitts & Posner's Stages of Motor Skill Learning. I will use a rubric based on their document to assess your performance.
3. Practice the skill you selected for the Learning Task Assignment (juggling OR cup stacking) throughout this week until you can perform (at least) at the level of the LATE ASSOCIATIVE stage.

4. Video-record yourself (or ask someone to record you) performing the skill 3 times - Refer to Appendix A for instructions.
5. Submit the video for grading through Canvas.

> Review the checklist below before submitting this assignment.

Checklists

Juggling

1. I have followed the steps above prior to submitting my video
2. I have submitted a single video containing 3 attempts
3. I have not stopped **the video** in between attempts
4. I waited 2-3 seconds in between attempts
5. I did not edit the post-recorded video in any shape or form
6. I performed following the guidelines from Appendix A and am aware of the ONLY technique that will be accepted
7. I did NOT submit a video that depicts me performing juggling with pause or juggling in circling motion
8. I understand that if I submit a video that depicts me performing with only 1 or 2 objects, the video will be returned and the late policy may apply
9. I understand that if I submit a video that depicts me performing with plastic bags or scarves, the video will be returned and the late policy may apply
10. Failing to comply with items 5-9, will result in the video being returned to the student and the resubmission will be subjected to the “late submission” policy outlined in our syllabus.

Cup Stacking

1. have followed the steps above prior to submitting my video
2. I have submitted a single video containing 3 attempts
3. I have not stopped **the video** in between attempts
4. I waited 2-3 seconds in between attempts
5. I did not edit the post-recorded video in any shape or form
6. I performed following the guidelines from Appendix A and am aware of the ONLY technique that will be accepted
7. I use **both hands** to upstack/downstack during all steps - contrary to this example
8. I use professional or semi-professional cups instead of ordinal plastic cups
9. Once done upstacking on one side (left or right), I go back to the other side to begin the downstack

Rubric

Criteria	Score 1: Early Cognitive	Score 2: Late Cognitive	Score 3: Early Associative	Score 4: Late Associative
Attention Demands	High cognitive demand	Moderate cognitive demand	Low cognitive demand	Minimal cognitive demand
Control of Movement	Conscious control	Mixed conscious & automatic	Mostly automatic control	Mostly automatic control
Execution Speed	Slow and hesitant	Increased speed	Moderate speed	Faster speed
Fluidity & Efficiency	Slow, inconsistent, inefficient	Improved fluidity & efficiency	Greater fluidity & efficiency	Reliable, efficient
Precision & Consistency	Low precision & consistency	Developing precision & consistency	Links precision & consistency with performance	Consistent precision & performance
Tactical Decision Making	Limited tactical awareness	Basic tactical awareness	Developing tactical awareness	Good tactical awareness

1. Attention Demands: This criterion evaluates the amount of cognitive effort required by the student to perform the motor skill. In the early stages of learning, a significant amount of cognitive activity is needed to understand and execute the skill. As the student progresses, the cognitive demand decreases, allowing them to perform the skill more automatically.

2. Control of Movement: This criterion assesses the level of conscious and automatic control over the motor skill. In the initial learning stages, students rely heavily on conscious control. As they gain experience, the control of movement transitions to being more automatic, allowing for smoother execution.

3. Execution Speed: This criterion evaluates the speed at which the student can perform the motor skill. Early in the learning process, students may perform the skill slowly and hesitantly. As they become more proficient, their execution speed increases, ultimately reaching an optimal or exceptional level.

4. Fluidity & Efficiency: This criterion measures the smoothness, consistency, and efficiency of the student's movements. In the beginning stages, students may struggle with fluidity and efficiency, but as they progress, their movements become more reliable and efficient, eventually reaching a superior level.