Guidelines (Read Carefully)

- This term paper is worth 10% of your course grade. All questions are of equal value.
- Word-process, and double-space all answers, use a spellchecker, & proof read.
- You are required to work on this assignment on your own. If I suspect plagiarism, I will seek appropriate punishment for the individual or individuals responsible.
- Each answer should be brief, but should provide enough detail to answer the question.
- You will be graded on both content and presentation - mostly on content, but if your English is so poor that your meaning is obscured, then I cannot take responsibility for finding meaning in your words that they don’t already possess.

DEADLINE: 6/27/16, 5pm - submit via email to peter.smith@ilstu.edu

1. Abilities
   Summarize Ericsson’s view of expertise as presented in the course reading “Genius or Not?”
   Then, explain how this view of expertise may or may not be consistent with the interpretation of abilities research presented in your slides for chapter 3.

2. Motor Control – Dynamic pattern theory
   Explain why walking looks the way it does from a dynamic pattern perspective, and also explain why the pattern is replaced by running at certain points, and what triggers this change.
   There are several resources you might use for this answer. Some ideas are:
   - Thelen’s research on stepping, it’s shape, and limits on its frequency;
   - Kelso’s research on finger wiggling and what drives the change in phase relationship between the fingers;
   - Collins’ research on passive dynamics in robots;
   - Discussions in class on energy costs associated with walking at comfortable rates versus walking at higher speeds;
   - And, of course, the audio slides.
**Question 3: Information Feedback**

The data in the figure A are discussed in the slides. The results are probably best explained with reference to the merits of the different types of feedback (KR, transitional information) for learning a complex skill, AND the effects of bandwidth feedback on consistency of performance (variable error).

a) Explain how these two influences on learning (feedback type and feedback schedule) account for the results obtained in the chart.

Figure B also presents data discussed in the slides.

b) Identify how the patterns of data in figures A & B might be seen to contradict each other.

c) Suggest possible reasons for the contradiction identified in (b). Also specify how Wulf’s focus of attention research might explain the contradiction, and what this research implies about feedback use in teaching motor skills.