KNR 257: Study Guide for first In-class Exam

You should use the following resources:
- Textbook: Chapters 1-3
- Questions for chapters 1, 2, and 3
- Slide presentations for chapters 1 to 3
- The reading from New Scientist magazine (“Genius or Not?”)

You should recognize/know/be able to distinguish among definitions of the following:
- Skills, actions movements
- Gross/fine/discrete/continuous/closed/open skills
- The three classification continua (precision & distinctiveness of movement, stability of environment)
- Performance outcome measure
- Performance production measure
- Reaction time, movement time, response time & the difference between simple and choice reaction time
- Absolute, constant and variable error
- Angle-angle diagram, position-time chart, position velocity chart
- Ability, the general motor ability hypothesis, the specific motor ability hypothesis, psychomotor versus other forms of ability (general intelligence and perceptual speed), positive feedback

You should understand how to:
- Distinguish between what would be identified as skills, movements, and actions
- Distinguish motor skills from each other by placing them at distinct points on the classification continua
- Distinguish between large and small amounts of constant, variable and absolute error on a diagram representing sets of shots at a target
- Distinguish between common measures of performance (response) production and common measures of performance (response) outcome
- Interpret information from performance-time and angle-angle diagrams
- Distinguish between skills and abilities
- Distinguish between the general and specific motor abilities hypotheses
- Understand the possible role of positive feedback in developing early foundational motor abilities
- Understand the arguments laid down in both the lecture and the article by David Dobbs (online) regarding the development of abilities and, later, expertise.