This assessment is the second of two formal assessments in the course that are graded in a non-pass fail manner. It is worth 40% of your grade for the course.

Please note this assessment should be completed on your own, as though you were in a formal examination setting. It is not intended to be discussed with other class members. By all means, if you need clarification, please talk to me before submitting the work.

**Deadline:** The day of the final. Please submit a PRINTED COPY (NOT EMAILED) by Wednesday, December 9th, 2015 at noon.

**Questions/Problems:**

1. We spent some time comparing and contrasting observational learning and imagery. Explain why one might be superior to the other for learning movement skill, while also commenting on the extent to which the two are similar.

2. The existence of the mirror neuron system, the findings from point light display research, the patient H. M. case study, and Annett’s ALI model all suggest reasons why Wulf et al. (2002, experiment 2) found an interaction between focus of attention and feedback frequency. Explore and explain these reasons and present a rationale for the use of feedback in guiding motor learning.

3. Stereotype threat, the conscious processing hypothesis, and ironic processing theory all suggest reasons for why motor performance might break down under pressure, but make subtly different suggestions about how or why the breakdown occurs. Compare and contrast the predictions of each of these approaches, including references to recent research.