

# Syllabus: Difficulty and environment in human motor function



## SYLLABUS

---

- ≡ Objectives
- ≡ Skills
- ≡ Bibliography
- ≡ Criteria for participation and approval

## MODULES

---

- ≡ Module 1. Motor errors
- ≡ Module 2. Special teaching methods for error correction
- ≡ Module 3. Teaching method for error correction and transference



# Objectives

---

Setting goals allows you to have a concrete idea of what you intend to achieve by partaking in the learning and teaching process that is taking this course. But the case for setting goals is even stronger yet: it allows for the establishment of what needs to be done in order to fulfill the very purpose for which the goals were set.

To achieve these goals, you should complete this course as designed, going through the different stages of the course.

If you complete the course as instructed, you will be equipped to achieve the following objectives:

## Overall objective

---

Know about the transfer and correction of failures.

## Specific objectives

1

Learn what engine failures are, how they are classified and what are their causes.

2

Know which are the didactics for the correction of failures.

3

Know about the transfer and interference in learning the technique.

[CONTINUE](#)



# Skills

---

We hope you will develop the following skills throughout the course:

## General skills

- 1** **Teamwork and collaboration:** the ability to work together with colleagues in order to achieve shared goals and develop high performance-level group synergy.
- 2** **Capacity for analysis and reflection:** the ability to methodically examine the varying aspects of a situation or set of facts and make an assessment.
- 3** **Creative and innovative solutions based on knowledge:** the ability to provide innovative alternative solutions to existing problems based on formal learning.

## Specific skill

- Ability to detect motor failures and determine how to prevent or correct them.

CONTINUE

# Bibliography

---

**Corraze, J.** (1987) Las bases neuropsicológicas del movimiento. Paidotribo, Barcelona.

**Cratty, B.** (1974). Motricidad y psiquismo. Miñón, Madrid.

**Le Boulch, J.** (1975). Hacia una ciencia del movimiento humano. Paidós, Buenos Aires.

**Le Boulch, J.** (1989). El deporte educativo; psicokinética y aprendizaje motor. Paidós, Buenos Aires.

**Lloyber, I.** (2012). Introducción a la fisiología del sistema nervioso. El Galeno, Córdoba.

**Lloyber, I.** (2012). Funciones motoras del sistema nervioso. El Galeno, Córdoba.

**Meinel, K; Schnabel, G.** (1987). Teoría del movimiento; motricidad deportiva. Stadium, Buenos Aires.

**Neumaier A.** (2002) Entrenamiento de la técnica. Paidotribo, Barcelona.

**Ruiz Pérez.** (1994). Deporte y aprendizaje. Visor, Madrid.

**Rigal, R.** (1979). Motricidad humana. Pila Teleña, Madrid.

**Sánchez Bañuelos, F.** (1990). Didáctica de la educación física y el deporte. Gymnos, Madrid.

**Tamorri, S.** (2009) Neurociencias y deporte. Paidotribo, Barcelona.

CONTINUE

# Criteria for participation and approval

---

## Participation criteria

During the month of course, the student is expected to:

- Browse the multimedia contents of each of the modules that make up the course.
- Solve the evaluations assigned in each module.
- Carry out the proposed activities, whether group or individual.
- Take the final exam.

## Approval criteria

For the approval of the course, the student is required to complete the (4) proposed activities in the course and pass the final exam. The student must obtain a final score of 70% or more. This grade will be the average between the activities and the final exam.

**CONTINUE**

# Module 1. Motor errors

---

## Unit 1.1 General concepts

1.1.1 The concept of motor error

1.1.2 Types of errors

1.1.3 Possible causes of error

1.1.4 Pointing out and correcting motor errors

## Unit 1.2 Errors and corrections

1.2.1 Spatial, temporal and dynamic structure

1.2.2 The right time

1.2.3 Correction and perception

1.2.4 Correction and emotions

CONTINUE

# Module 2. Special teaching methods for error correction

---

## Unit 2.1 Teaching method I

2.1.1 Traits of technique in the acquisition phase

2.1.2 Objectives and measures of the acquisition phase

2.1.3 Special teaching method in the acquisition phase

2.1.4 Considerations for the acquisition phase

## Unit 2.2 Teaching method II

2.2.1 Principle traits of the refinement phase

2.2.2 Objectives of the refinement phase

2.2.3 Procedures of the refinement phase

2.2.4 Employing disturbances as a didactic result

CONTINUE

# Module 3. Teaching method for error correction and transference

---

## Unit 3.1 Teaching method III

3.1.1 Introduction to the stabilization phase

3.1.2 Characteristics of the stabilization phase

3.1.3 Objectives of this stage

3.1.4 Special teaching method for the stabilization phase

## Unit 3.2 Teaching method IV

3.2.1 Transference and interference in motor learning

3.2.2 Transference in technique training

3.2.3 Stabilization and variable readiness: multitasking

3.2.4 Perspectives and discussions

CONTINUE

## Module 4. Integrative reading

---

### Integrative reading

CONTINUE