



Box 1: Key Terms

Word	Definition
Skill	The learned ability to bring about predetermined results with the minimum outlay of time, energy or both.
Transfer	The effect of the learning and performance of one skill on the learning and performance of another.
Positive transfer	When the learning of one skill helps the learning of another.
Negative transfer	When the learning of one skill hinders the learning of another.
Zero transfer	When the learning of one skill has no impact on the learning of another.
Bilateral transfer	When the learning on one skill is passed across the body from limb to limb.

Box 3: How do we ensure Positive Transfer?

- Make certain the basics are fully learned.
- Point out the similarities between the two skills
- Increase the similarity between the practice situation & the game
- Vary the practice situation to enhance schema / repetition
- Ensure that the underlying principles of the skill are understood
- Ensure the learner is motivated

Box 2: Characteristics of Skill

Describing a Skilful Performance

- Remember: **ACE FACE**
- **A**esthetically pleasing (good to look at)
- **C**ontrolled
- **E**ffortless (makes it look easy)
- **F**luent
- **A**ccurate
- **C**onsistent/co-ordinated
- **E**fficient (doesn't waste time or energy)

Difficulty (simple-complex)

How technically difficult the skill is to perform



Simple



Complex



- Cognitive processes are less of a priority
- Few subroutines
- Decision-making and coordination are important
- Multiple subroutines

Environmental Influence (open-closed)

How much of an influence the environment has on a skill



Open



Closed

- | | |
|--|---|
| <ul style="list-style-type: none"> • Environment has an impact on the skill • Performance should be adaptable • Decision-making is needed | <ul style="list-style-type: none"> • Environment does not impact on the skill • Self-paced • Much less decision-making is needed |
|--|---|

Pacing (self-paced-externally-paced)

How much control the performer has over the timing of the skill



Self-paced



Externally-paced

- | | |
|--|--|
| <ul style="list-style-type: none"> • Performer is in control of the timing • Closed skills | <ul style="list-style-type: none"> • Performer is not in control of the timing • Open skills • Requires decision-making |
|--|--|

Organisation (low-high)

The complexity of the combination of the subroutines



Low



High

- | | |
|--|--|
| <ul style="list-style-type: none"> • Simple skills • Discrete subroutines • Little cognitive processes needed | <ul style="list-style-type: none"> • Complex skills • Hard to separate subroutines • High level of cognitive processes needed |
|--|--|

Muscular Involvement (gross-fine)

How precise the movement is



Fine



Gross

- | | |
|--|---|
| <ul style="list-style-type: none"> • Requires high levels of control • Uses small muscle groups • Requires coordination | <ul style="list-style-type: none"> • Requires lower levels of control • Uses large muscle groups • Involves basic motor skills |
|--|---|

Continuity (discrete-serial-continuous)

How apparent the start and end of the skill are



Discrete



Serial



Continuous

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Has a clear beginning or end • Short skill | <ul style="list-style-type: none"> • Can be easily split into a series of discrete skills • Particular order of subroutines | <ul style="list-style-type: none"> • No obvious beginning or end point • Lengthy skill • Short skill |
|---|---|---|

Box 6: Pathway

Previous knowledge:

Future links:

Careers:

Box 7: Cross curricular links