The effects of consistency and inconsistency between attentional focus and task objective in learning a golf putting task

Abstract
Converging evidence has demonstrated learning advantages when an individual is instructed to focus their attention externally. However, many of the motor tasks utilized in past research had clear external objectives (i.e., putting accuracy), creating a compatible relationship between an external focus of attention (i.e., outcome) and an external task objective (i.e., putting accuracy). The present study examined whether or not the consistency of instructions and task objective would differentially impact the acquisition of a golf putting task. Participants performed a putting task in a control condition or in one of four experimental conditions resulting from the factorial interaction of task instructions (internal or external) and task objective (internal or external). The retention and transfer data revealed that participants who received an external task objective demonstrated superior outcome scores. Participants who received technique information paired with outcome information demonstrated superior technique scores.

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Start studying Motor learning Final. Learn vocabulary, terms and more with flashcards, games and other study tools. For a learner in the autonomous stage of learning, what is the role of the practitioner? Still involves practice design and error detection and correction. Which of the following is a role that the practitioner NO LONGER plays when a learner is in the associative stage of learning? If a golfer lines up 30 balls and putts them from the exact same spot on the green to the exact same hole each time, the golfer is using what type of practice? Constant practice Blocked practice. When implementing variable practice, which of the following should be manipulated for skills whose objective is the consistent and accurate replication of a movement pattern? Although the present review focuses on the role that awareness may play in the control of attention, the attention schema theory has a broader scope. Top-down attentional effects, those that are sensitive to task demands or current goals, are by definition task-relevant, and they can have a much more sustained facilitatory effect on attention. For the purposes of this review, however, we are primarily concerned with the distinction between task-relevant and task-irrelevant effects on attention. In objective awareness, a participant is tasked with making an objective discrimination about a Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLT especially popular for