The Learning Environment

- the learning environment
  - nature of the skill (open, closed, gross, fine, discrete, serial, continuous, self-paced, externally paced)
  - the performance elements (decision-making, strategic and tactical development)
  - practice method (massed, distributed, whole, part)
  - feedback (internal, external, concurrent, delayed, knowledge of results, knowledge of performance)

- design a suitable plan for teaching beginners to acquire a skill through to mastery. The plan should reflect:
  - appropriate practice methods for the learners
  - the integration of relevant performance elements
  - an awareness of how instruction may vary according to characteristics of the learner
  - how feedback will be used as learners progress through the stages of skill acquisition

The performance elements

- **Decision making** and **strategic and tactical development**

- In many sports, particularly team sports, decision making ability is as important as being able to execute skillful movements.

- Training should provide scenarios that develop the ability of athletes to **make correct decisions** in certain contexts (Which tennis shot should be played next).

What would this golfer be thinking about?

Figure 8.18: Good performance is more than doing, it's about thinking what to do and how to go about it.

- This is complemented by **strategic and tactical development**, that seeks to provide a competitive edge. Set plays and coordinated movements and plans are essential in many sports (Basketball is very tactical, often there are set plays in sports such as touch or netball).

- Modified games allow athletes the opportunity to develop and refine both of the performance elements (ie decision making and strategic and tactical development).

'Dad? I've just marked 40 metres out,
should I kick for goal or pass it to a team mate?'

Figure 8.19: We get better at making important decisions by having the opportunity to practise in situations where they have to be made.