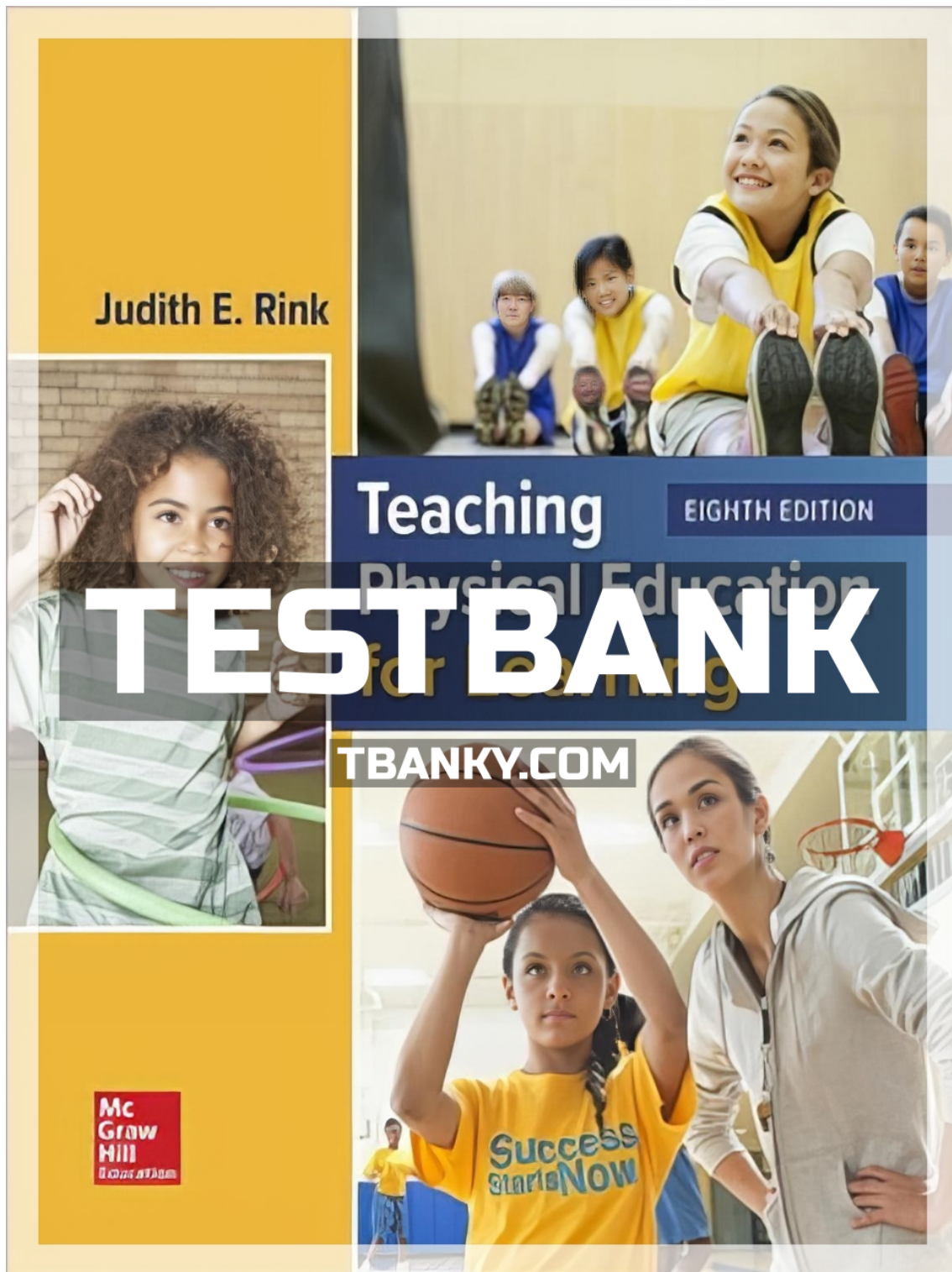


**TEST BANK FOR TEACHING PHYSICAL
EDUCATION FOR LEARNING 8TH EDITION
RINK ISBN 9781259922411**



Teaching Physical Education for Learning, 8e (Rink)
Chapter 2 Factors That Influence Learning

1) What is the relationship between skill in motor skills and participation in physical activity and age?

- A) It is stronger in very young children.
- B) It is about the same regardless of age.
- C) It gets stronger with age.
- D) It gets weaker with age.

Answer: C

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2) The cognitive stage of learning a motor skill is helped by

- A) demonstration.
- B) specific detailed information on correct performance.
- C) using the skill in advanced contexts.
- D) practice using the skill in different ways.

Answer: A

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3) The associative phase of learning a motor skill is characterized by

- A) the establishment of a motor plan.
- B) connecting sensory information to motor responses.
- C) concentration on temporal patterning and timing of a skill.
- D) an automatic response.

Answer: B

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4) Movement schemata are

- A) generalized motor patterns.
- B) skills that require a constant environment.
- C) short-term sequences of neuromuscular responses.
- D) developmental skills.

Answer: A

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5) A task constraint in dynamical systems theory would be

- A) the physical abilities of the performer.
- B) what the student thinks the task is.
- C) the social environment.
- D) All of these.

Answer: D

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6) Teachers can teach attention by

- A) helping students attend to the appropriate environmental cues.
- B) helping students tune out irrelevant stimuli.
- C) limiting the amount of information students must attend to.
- D) All of these.

Answer: D

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7) Differences in learner ability

- A) decrease with practice.
- B) are related to both genetics and experience.
- C) cannot be influenced by teaching.
- D) are primarily gender issues.

Answer: B

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8) Which of the following is an example of knowledge of results?

- A) The student realizes he or she forgot to step forward.
- B) The student sees a basketball go into the basket.
- C) The teacher corrects student form.
- D) The student gives feedback to another student.

Answer: B

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9) Feedback can be

- A) a source of information to the learner concerning performance.
- B) knowledge of results or knowledge of performance.
- C) intrinsic or extrinsic.
- D) All of these.

Answer: D

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- 10) Which of the following guidelines should the teacher follow when giving feedback?
- A) The teacher should give learners as much information as possible on their performance.
 - B) The teacher should wait until after class to provide feedback so that practice is not interrupted.
 - C) The teacher should give only motivating positive feedback.
 - D) The teacher should do none of these.

Answer: D

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- 11) Which of the following is the most difficult match for knowledge of results and knowledge of performance?
- A) The goal is not accomplished, and the plan is not executed correctly.
 - B) The goal is accomplished, but the plan is not executed correctly.
 - C) The goal is accomplished, and the plan is executed correctly.
 - D) The goal is not accomplished, but the plan is executed correctly.

Answer: B

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- 12) Transfer can be
- A) practice to skill.
 - B) skill to skill.
 - C) physical abilities to skill.
 - D) All of these.

Answer: D

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- 13) Variability of practice can
- A) destroy a performer's concentration.
 - B) benefit closed skills.
 - C) help the development of open skills.
 - D) provide the learner with more practice than non-variable practice.

Answer: C

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- 14) In practicing most skills that require both speed and accuracy,
- A) speed should be emphasized first.
 - B) accuracy should be emphasized first.
 - C) both speed and accuracy should be primary concerns from the beginning.
 - D) none of these is true.

Answer: A

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15) Environmental design of tasks

- A) protects the environment from undue stress.
- B) eliminates the need for teacher instruction.
- C) elicits a motor response from the student.
- D) eliminates the need for teacher knowledge of how to "do" a skill.

Answer: C

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16) Which of the following is not true?

- A) There is little cognitive involvement in learning motor skills.
- B) Skilled performers have eliminated variability in performance.
- C) A good instructor can eliminate student feedback on performance.
- D) All of these.

Answer: D

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17) Which of the following is most appropriate for a tennis serve taught to beginners?

- A) Part, whole.
- B) Whole.
- C) Whole, part.
- D) All of these under certain conditions.

Answer: C

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18) Which of the following is not recommended to facilitate active processing of what is to be learned?

- A) motivating learners to do their best.
- B) repetitive drill experiences to ensure learning.
- C) giving learners a clear idea of what the expectations are for performance.
- D) providing achievable but challenging experiences.

Answer: B

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19) An example of a serial skill is

- A) shooting in archery.
- B) fielding and catching a softball.
- C) dribbling a basketball.
- D) basketball foul shot.

Answer: C

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- 20) Students with high academic ability
- A) may or may not be good at motor skills.
 - B) are usually good at motor skills as well.
 - C) are usually not good at motor skills.
 - D) if they are males, are good at motor skills.

Answer: A

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- 21) An example of bilateral transfer is
- A) dribbling with one hand that transfers to the other hand.
 - B) dribbling with a hand that transfers to dribbling with the foot.
 - C) dribbling with one hand that transfers to dribbling to the other foot.
 - D) dribbling with the hand that transfers to shooting.

Answer: A

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- 22) Which of the following is true?
- A) Teachers can choose different methods for different outcomes.
 - B) Teachers should always use direct methods of teaching.
 - C) Teachers should always mix methods of teaching.
 - D) Teachers should always use indirect methods of teaching.

Answer: A

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- 23) Which of the following is a good example of using environmental conditions to elicit the response you want from students?
- A) Having one partner evaluate the work of another.
 - B) Doing a task outside rather than inside.
 - C) Decreasing the space in a 2 v. 1 to help the defense.
 - D) Asking students to watch a video of good performance.

Answer: C

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- 24) Which of the following is an example of a more open skill?
- A) Skipping.
 - B) Foul shot in basketball.
 - C) Bowling for strikes.
 - D) All of the above.

Answer: A

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25) Which of the following is more likely to result in being able to use a volleyball forearm pass in a volleyball game?

- A) Practicing the pass from a short partner toss.
- B) Practicing the pass from a self-toss.
- C) Practicing the pass from a toss/throw over the net.
- D) Practicing the pass against the wall.

Answer: C

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