Towards an ecological pedagogy for motor skill education

In the past ten years or so, a major focus in my research has been directed toward motor learning. For example, I have been studying differences in the degree to which different individual learners can profit from explicit and implicit motor learning interventions in sports, rehabilitation, and physical education. Recently, however, I find my thinking going beyond traditional motor learning interventions, which ultimately aim to optimize the learners’ movement techniques. Instead, and based upon ideas from ecological psychology, I am moving toward developing a pedagogy that invites actors to create new affordances or possibilities for action.

In my presentation, I intend to sketch an outline for such an ecological pedagogy for motor skill education. In doing so, I will address theoretical and empirical work including landscape of affordances (or behavior setting), education of attention, and creativity (or creating).

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