Abstract

Contrary to researchers’ current focus on individual motor skill learning, in institutional settings such as physical education and sports motor skill learning is often taught in groups. In these settings, there is not only the interaction between teacher and learner (analogous to research), but also the many interactions between the learners in the group. In this paper, we discuss the pitfalls of applying research findings without taking into account the different dynamics that the interactions between group members bring about. To this end, we especially discuss implicit motor learning and self-controlled feedback, as these have recently been hailed as being particularly effective for increasing motor skill and self-efficacy. Proposals are provided to adopt these methods for motor skill learning in groups. This is not only relevant for practitioners in physical education and sports, but also establishes an agenda for research.

Keywords

motor learning; group dynamics; physical education; children; implicit learning, self-controlled feedback