

PERSONAL VITA

Richard A. Magill

BIOGRAPHICAL INFORMATION

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EDUCATIONAL BACKGROUND

- 1971-1974 Ph.D. Educational Psychology (Motor Learning specialization)
Florida State University, Tallahassee, Florida
- 1966-1969 Ed.M. Physical Education
Temple University, Philadelphia, Pennsylvania
- 1962-1966 B.S. Theology
Philadelphia College of Bible [now Cairn University], Philadelphia, Pennsylvania

EMPLOYMENT BACKGROUND

- 2013-present Teachers College, Columbia University, New York City, New York
Department of Biobehavioral Sciences,
Visiting Professor (Sept 2013 to 2015)
Adjunct Professor (Sept 2015 to present)
Program in Movement Science & Education: Motor Learning and Control
- 2007-present New York University, New York City, New York
Steinhardt School of Culture, Education, & Human Development
Adjunct Professor (Sept 2013 to present)
Dept. of Music and Performing Arts Professions
Adjunct Professor (June 2010 to present)
Dept. of Physical Therapy
Professor and Dept. Chair (June 2010- May 2013)
Dept. of Teaching and Learning
Visiting Professor (Sept. 2007–May 2010)
Dept. of Music and Performing Arts Professions, Dept. of Applied Psychology, &
Dept. of Physical Therapy
- 1978- present Louisiana State University, Baton Rouge, Louisiana
Department of Kinesiology
Professor Emeritus (2007 to present)
Helen "Bessie" Silverberg Pliner Professor in Kinesiology (1999-2007)
Coordinator, Graduate Program in Kinesiology, (1988-1996; 1999-2007)
Professor (1986-2007)
Associate Professor (1978-1986)
Pennington Biomedical Research Center
Adjunct Professor (1992-1997)
- 1974-1978 Texas A&M University, College Station, Texas
Department of Health and Physical Education
Assistant Professor
- 1971-1974 Florida State University, Tallahassee, Florida
Department of Movement Science and Physical Education
Instructor (half-time) (1972-1974)

Graduate Teaching Assistant (1971-1972)

- 1969-1971 The King's College, Briarcliff Manor, New York
 Department of Physical Education and Athletics
 Physical Education: *Assistant Professor*
 Athletics: *Baseball coach, assistant wrestling coach, sports information director*
- 1966-1969 Philadelphia College of Bible, [now Cairn University], Philadelphia, Pennsylvania
 Department of Physical Education
 Instructor; Baseball coach, wrestling coach

VISITING PROFESSOR POSITIONS (*One semester appointments*)

- 2005 (Fall) Teachers College, Columbia University
 Department of Biobehavioral Sciences, Program in Movement Sciences
- 1989 (Spring) University of Texas, Austin, Texas
 Department of Kinesiology
- 1986 (Spring) University of California, Los Angeles
 Department of Kinesiology
- 1980 (Summer) University of Alberta, Edmonton, Alberta, Canada
 Department of Physical Education

PROFESSIONAL AFFILIATIONS

Association for Psychological Science
International Association of Applied Psychology
International Society of Sport Psychology
National Academy of Kinesiology (Active Fellow) [*formerly: American Academy of Kinesiology and Physical Education*]
North American Society for the Psychology of Sport and Physical Activity
Psychonomic Society

HONORS AND AWARDS

Fellow, Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
[elected, 1979]
Listed in *Outstanding Young Men in America-1980*
Listed in *World's Who's Who in Sport Psychology* (1982)
Member, Board of Directors, National Youth Sports Coaches Association (1983-1988)
President, North American Society for the Psychology of Sport and Physical Activity (1984-1985)
Member, Managing Council, International Society of Sport Psychology (1985-1993)
Keynote Speaker, World Congress on Sport Psychology, Copenhagen, Denmark (June, 1985)
Fellow, American Academy of Kinesiology and Physical Education (elected, 1987)
Invited Scholar Tutorial Lecturer of the Research Consortium of AAHPERD and Academy of Physical Education,
AAHPERD Convention, Boston (April, 1989)
Host faculty member for Visiting Fulbright Scholar (Spring semester, 1989)
Invited delegate, People to People Sport Psychology Delegation to East Germany and USSR (June, 1989)
Scholar Award, Southern District AAHPERD (1990-1991)
Keynote Speaker, International Scientific Congress—Winter Games 1992, Grenoble, France (Feb., 1992)
Invited major speaker, FISU/CESU Conference [part of the World University Games], Buffalo, NY (July, 1993).
Keynote speaker, 5th annual International Congress of the Association for Research in Physical Activity and Sport (ACAPS),
Caen, France (October, 1993) [first American keynote speaker at an ACAPS congress]
Keynote speaker, World Congress on Physical Activity and Sport Sciences, Granada, Spain (November, 1993)
Listed in *The International Who's Who in Sport Pedagogy Theory and Research*. 1994
Cecil and Ida Green Honors Professor, Texas Christian University, Ft. Worth, Texas (April, 1995)
C.H. McCloy Lecturer, AAHPERD Research Consortium annual meeting, St. Louis (March, 1997)
LSU Distinguished Faculty Award (April, 1999)
Recipient of endowed professorship: Helen "Bessie" Silverberg Pliner Professor in Kinesiology (September, 1999)

- Presented invited Senior Scholar Lecture for Motor Learning/Control at the annual meeting of NASPSPA, St. Louis, MO (June, 2001)
- Elected President for 2002-2003, American Academy of Kinesiology and Physical Education (now National Academy of Kinesiology); served as President-Elect for 2001-2002; served as Past President for 2003-2004
- Keynote speaker, 10th annual International Congress of the Association for Research in Physical Activity and Sport (ACAPS), Toulouse, France (October, 2003)
- Keynote speaker, Viveca Symposium 2003-“Exercise and Psychological Well-Being,” University of Jyväskylä, Finland (December, 2003) Inaugural invited keynote speaker for the Colloquium of the Department of Developmental and Rehabilitative Sciences, School of Health Related Professions, at the University of Medicine & Dentistry of New Jersey (UMDNJ) [Endowed by the Daniel Strulowitz Memorial Fund]. (January, 2010,).
- Recipient of President’s Award for service to the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), at its annual meeting in Honolulu, Hawaii (June, 2012).
- Recipient of NASPSPA Distinguished Scholar Award from the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), at its annual meeting in Montreal, Canada (June, 2016).

PUBLICATIONS

BOOKS

1. Singer, R.N., Milne, C., Magill, R.A., Powell, F.M., & Vachon, L. (1975). *Laboratory and field experiences in motor learning*. Springfield, IL: Charles C. Thomas.
2. Magill, R.A., Ash, M.J., & Smoll, F.L. (Eds.). (1978). *Children in sport: A contemporary anthology*. Champaign, IL: Human Kinetics.
3. Magill, R.A. (1980). *Motor learning: Concepts and applications*. Dubuque, IA: Wm. C. Brown.
4. Magill, R.A., Ash, M.J., & Smoll, F.L. (Eds.). (1983). *Children in sport* (2nd ed.). Champaign, IL: Human Kinetics.
5. Magill, R.A. (Ed.). (1983). *Memory and control of action* (Vol. 12, Advances in Psychology series). Amsterdam: North-Holland.
6. Magill, R.A. (1985). *Motor learning: Concepts and applications* (2nd ed.). Dubuque, IA: Wm. C. Brown.
7. Colfer, G.R., Hamilton, K., Magill, R.A., & Hamilton, J. (1986). *Contemporary physical education*. Dubuque, IA: Wm. C. Brown.
8. Smoll, F.L., Magill, R.A., & Ash, J.M. (Eds.). (1988). *Children in sport* (3rd ed.). Champaign, IL: Human Kinetics.
9. Magill, R.A. (1989). *Motor learning: Concepts and applications* (3rd ed.). Dubuque, IA: Wm. C. Brown.
10. Magill, R.A. (1993). *Motor learning: Concepts and applications* (4th ed.). Madison, WI: Brown & Benchmark.
11. Magill, R.A. & Lee, T.D. (1993). *Laboratory manual for motor learning*. Dubuque, IA: Brown & Benchmark.
12. Magill, R.A. (1998). *Motor learning: Concepts and applications* (5th ed.). Madison, WI: WCB/ McGraw-Hill.
13. Magill, R.A. & Lee, T.D. (1998). *Laboratory manual for motor learning* (2nd ed.). Madison, WI: WCB/ McGraw-Hill.
14. Magill, R.A. (2001). *Motor learning: Concepts and applications* (6th ed.). New York: McGraw-Hill.
15. Magill, R.A. & Lee, T.D. (2001). *Laboratory manual for motor learning* (3rd ed.). New York: McGraw-Hill.
16. Magill, R.A. (2004). *Motor learning and control: Concepts and applications* (7th ed.). New York: McGraw-Hill.
17. Magill, R.A. (2007). *Motor learning and control: Concepts and applications* (8th ed.). New York: McGraw-Hill.
18. Magill, R.A. (2011). *Motor learning and control: Concepts and applications* (9th ed.). New York: McGraw-Hill.
19. Magill, R.A., & Anderson, D.I. (2014). *Motor learning and control: Concepts and applications* (10th ed.). New York: McGraw-Hill.
20. Magill, R.A., & Anderson, D.I. (2017). *Motor learning and control: Concepts and applications* (11th ed.). New York: McGraw-Hill.

CHAPTERS AND CONTRIBUTIONS TO EDITED VOLUMES

1. Magill, R.A. (1974). Chapters: “Wrestling” and “Aerobics”. In *Curriculum objectives for physical education*. State of Florida, Department of Education.
2. Magill, R.A. (1975). The role of information feedback in the early stage of motor control. In W.W. Spirduso & J. King (Eds.), *Proceedings of the motor control symposium* (pp. 21-39). Austin, TX: University of Texas Printing Division.
3. Magill, R.A. (1976). Critical learning periods and programs of early intervention. In J. Rosentswieg (Ed.), *Proceedings of SDAAPERD Research Council*, Mobile, AL. (ERIC Document No. SP 010 152).
4. Magill, R.A. (1982). Critical periods: Relation to youth sports. In R.A. Magill, M.J. Ash, & F.L. Smoll (Eds.), *Children in sport: A contemporary anthology* (pp. 41-51). Champaign, IL: Human Kinetics.

5. Magill, R.A. (1983). Preface/Introduction. In R.A. Magill (Ed.), *Memory and control of action* (pp. xi-xvi). Amsterdam: North-Holland.
6. Magill, R.A. (1983). Context effects in memory for movement: A discussion of Shea & Zimny and Mathews et al. In R.A. Magill (Ed.), *Memory and control of action* (pp. 367-376). Amsterdam: North-Holland
7. Magill, R.A. (1984). Control processes in memory for movement. In W.F. Straub & J. Williams (Eds.), *Cognitive sport psychology* (pp. 175-188). Lansing, NY: Sport Science Associates.
8. Magill, R.A. (1984). Knowledge of results and skill acquisition. In C.Z. Fuchs, D. Ben-Sira, & L. Zaichkowsky (Eds.), *Selected issues in motor learning: Theory and practice* (Part I, pp. 46-62). Natanya, Israel: Wingate Institute Press. [translated into Hebrew].
9. Lee, T.D., & Magill, R.A. (1985). Can forgetting facilitate skill acquisition? In D. Goodman, I. Franks, & R.B. Wilberg (Eds.), *Differing perspectives in motor control and learning* (pp. 3-22). Amsterdam: North Holland.
10. Magill, R.A. (1985). Critical periods: Relation to youth sports. In R.A. Magill, M.J. Ash, & F.L. Smoll (Eds.), *Children in sport* (2nd ed., pp. 38-47). Champaign, IL: Human Kinetics.
11. Magill, R.A. (1986). Research in motor skills: Linking motor learning and sport pedagogy. In L-E. Unestahl (Ed.), *Contemporary sport psychology* (pp. 1-10). Orebro, Sweden: Veje Publishing.
12. Magill, R.A. (1986). Knowledge of results and skill acquisition. In L.D. Zaichkowsky & C.Z. Fuchs (Eds.), *The psychology of motor behavior: Development, control, learning, and performance* (pp. 51-63). Ithaca, NY: Movement Publications.
13. Magill, R.A. (1986). Current trends in motor learning research. In *Proceedings of the First National Congress of Psychology of Physical Activity and Sport* (pp. 63-77). Barcelona, Spain: Institut Nacional d'Educacion Fisica de Catalunya. [translated into Spanish].
14. Magill, R.A. (1987). The coach as a teacher. In V. Seefeldt (Ed.), *Handbook for youth sport coaches* (pp. 33-49). Reston, VA: AAHPERD Publications.
15. Meeuwssen, H., & Magill, R.A. (1987). The role of vision in gait control during gymnastics vaulting. In T.B. Hoshizaki, J. Salmela, & B. Petiot (Eds.), *Diagnostics, treatment, and analysis of gymnastic talent* (pp. 137-155). Montreal: Sport Psyche Editions.
16. Magill, R.A. (1988). Activity during the post-knowledge of results interval can benefit motor skill learning. In O.G. Meijer & K. Roth (Eds.), *Complex motor behavior: 'The' motor-action controversy* (pp. 231-246). Amsterdam: Elsevier Science Publishers.
17. Magill, R.A. (1988). Critical periods as optimal readiness for learning sport skills. In F.L. Smoll, R.A. Magill, & M.J. Ash (Eds.), *Children in sport* (3rd ed., pp. 53-65). Champaign, IL: Human Kinetics.
18. Magill, R.A. (1989). Accounting for novel response transfer: Current efforts and future trends. In D. Vickers & P.L. Smith (Eds.), *Human information processing: Measures, mechanisms, and models* (pp. 187-196). Amsterdam: Elsevier Science Publishers.
19. Magill, R.A. (1990). Prologo [Foreword] to *Aprendizaje de la tecnica y la tactica deportivas [Learning of sports techniques and tactics]* by J. Riera i Riera, Barcelona, Spain: INDE Publications. [translated into Spanish]
20. Magill, R.A. (1990). Practicing skills for successful future performance. In J. Duran, J.L. Hernandez, & L.M. Ruiz (Eds.), *Humanism and new technologies in physical education and sport* (pp. 61-65). Madrid: National Institute of Physical Education. [translated into Spanish]
21. Magill, R.A., & Hall, K.G. (1990). A review of the contextual interference effect in motor skill acquisition. In R.B. Wilberg (Ed.), *The learning, memory, and perception of perceptual-motor skills* (pp. 35-83). Amsterdam: North-Holland. [Reprinted from *Human Movement Science*, Vol. 9, Nos. 3-5, 241-289.]
22. Magill, R.A. (1992). Practice schedule considerations for enhancing human performance in sport. In American Academy of Physical Education, *Enhancing human performance in sport: New concepts and developments* (The Academy Papers, No. 25, pp. 38-50). Champaign, IL: Human Kinetics.
23. Magill, R.A. (1993). Augmented feedback and skill acquisition. In R.N. Singer, M. Murphey, & L.K. Tennant (Eds.), *Handbook on research in sport psychology* (pp. 193-212). New York: Macmillan.
24. Buckers, M., Magill, R., & Hall, K. (1993) Connaissance erronee des resultats et acquisition d'une habileté [Erroneous knowledge of results and skill acquisition]. In M. Laurente, J-F. Marini, R. Pfister, & P. Therme (Eds.), *Research en A.P.S. 3* (pp. 121-132). Paris: Actio / Universite Aix-Marseille II (UFR STAPS). [in French]
25. Magill, R.A. (1993). Changes in practice that can yield changes in performance. In J.E. Bryant & L.F. Kieffer (Eds.), *Change and the human dimension of physical activity proceedings* (pp. 21-28). Buffalo, NY: State University of New York at Buffalo.
26. Magill, R.A. (1994). Is conscious awareness of environmental information necessary for skill learning? In J.R. Nitsch & R. Seiler (Eds.), *Movement and Sport - Psychological Foundations and Effects, Vol. 2: Motor control and learning* (pp. 94-103). Sankt Augustin, Germany: Academia Verlag.
27. Magill, R.A., & Schoenfelder-Zohdi, B. (1995). Interaction entre les informations en provenance d'un modèle et la connaissance de la performance lors d'un apprentissage moteur. [The interaction of information from a model and knowledge of performance during skill learning]. In J. Bertsch & C. LeScanff (Eds.), *Apprentissages moteurs et*

- conditions d'apprentissages [Motor learning and learning conditions.]* (pp. 1-26). Paris, France: Presses Universitaires de France. [translated into and published in French]
28. Magill, R.A., & Anderson, D.I. (1996). Critical periods as optimal readiness for learning sport skills. In F.L. Smoll, & R.E. Smith (Eds.), *Children and youth in sport: A biopsychosocial perspective* (pp. 57-72). Madison, Wisconsin: Brown and Benchmark.
 29. Waters, W.F., Magill, R.A., Hurry, M., Bray, G.A., Smith, S., Tully, R., Anderson, T., & Ryan, D.H. (2000). Drug and nutrient effects on attention and cognitive performance during forty-eight hour sleep deprivation. In K. Friedl, H. Lieberman, D.H. Ryan, & G.A. Bray (Eds.), *Pennington Center Nutrition Series, Vol. 10: Countermeasures for battlefield stressors* (pp. 290-305). Baton Rouge, LA: Louisiana State University Press.
 30. Magill, R.A. (2001). Augmented feedback in motor skill acquisition. In R.N. Singer, H.A. Hausenblaus, & C.M. Janelle (Eds.), *Handbook of research on sport psychology* (pp. 86-114). New York: John Wiley & Sons.
 31. Raab, M., & Magill, R.A. (2003). Motorisches Gedächtnis, Behalten, und Vergessen [Motor memory, retention and forgetting]. In H. Mechling & J. Munzert (Eds.), *Handbuch Bewegungswissenschaft - Bewegungslehre [Handbook of movement science – movement learning]* (pp. 231-241). Schorndorff, Germany: Karl Hoffmann Publishers. [published in German]
 32. Magill, R.A. & Grodesky, J. (2005). Application of motor learning principles to program design. In J.J. Jones & D.J. Rose (Eds.), *Physical activity instruction of older adults* (pp. 283-299). Champaign, IL: Human Kinetics.
 33. Magill, R.A. (2005). Motor learning. In S.J. Farena, B.A. Joyce, & D. Ness (Eds.), *Encyclopedia on education and human development* (pp. 361-373). New York: M.E. Sharpe.
 34. Gordon, A.M., & Magill, R.A. (2012). Motor learning: Application of principles to pediatric rehabilitation. In S.K. Campbell, R.J. Palisano, & M.N. Orlin (Eds.) *Physical therapy for children* (4th ed., pp. 151-174). St. Louis, MO: Elsevier.
 35. Magill, R.A., & Anderson, D.I. (2012). The roles and uses of augmented feedback in motor skill acquisition. In N.J. Hodges & A.M. Williams (Eds.), *Skill Acquisition in Sport: Research, Theory and Practice* (2nd ed., pp. 3-21). London: Routledge.
 36. Anderson, D.I., Magill, R.A., & Thouverecq, R. (2012). Critical periods, sensitive periods, and readiness for motor skill learning. In N.J. Hodges & A.M. Williams (Eds.), *Skill Acquisition in Sport: Research, Theory and Practice* (2nd ed., pp. 211-228). London: Routledge.
 37. Gordon, A.M., & Magill, R.A. (2017). Motor learning: Application of principles to pediatric rehabilitation. In R.J. Palisano, M.N. Orlin, & J. Schreiber (Eds.) *Physical therapy for children* (5th ed., pp. 78-98). St. Louis, MO: Elsevier.

JOURNAL PUBLICATIONS (REFEREED)

1. Magill, R.A. (1973). The post-KR interval: Time and activity effects and the relationship of motor short-term memory. *Journal of Motor Behavior*, 5, 49-56.
2. Magill, R.A. (1975). Self-actualization and the college athlete. *Mouvement*, 7, 395-398.
3. Magill, R.A. & Powell, F.M. (1975). Is the reaction time-movement time relationship “essentially zero”? *Perceptual and Motor Skills*, 41, 720-722.
4. Magill, R.A. (1976). The order of acquisition of parts of a serial-motor task. *Research Quarterly*, 47, 134-139.
5. Reeve, T.G., & Magill, R.A. (1976). A digital read-out system for a linear positioning task. *Perceptual and Motor Skills*, 42, 640.
6. Magill, R.A. (1977). The processing of knowledge of results information for a serial-motor task. *Journal of Motor Behavior*, 9, 113-118.
7. Magill, R.A. (1977). Serial position effects in motor short-term memory. *Journal of Motor Behavior*, 9, 319-332.
8. Magill, R.A. (1977, January). Youth sports: An interdisciplinary view of readiness and effects. *Journal of Physical Education and Recreation*, 48, 56-57.
9. Magill, R.A. (1977, March). Can we know when children are ready to participate in organized sports? *Michigan Journal for Health, Physical Education, and Recreation*, 15-17.
10. Magill, R.A., & Reeve, T.G. (1978). The effects of prior practice variability on the learning and retention of a novel response. *Perceptual and Motor Skills*, 46, 107-110.
11. Magill, R.A., & Ash, M.J. (1979). Academic, psycho-social, and motor characteristics of participants and non-participants in children's sports. *Research Quarterly*, 50, 230-240.
12. Husak, W.S., & Magill, R.A. (1979). Correlations among perceptual motor ability, self-concept, and reading achievement in early elementary grades. *Perceptual and Motor Skills*, 40, 447-450.
13. Reeve, T.G., & Magill, R.A. (1981). The role of components of knowledge of results information in error correction. *Research Quarterly for Exercise and Sport*, 52, 80-85.
14. Magill, R.A., & Parks, P.F. (1983). The psychophysics of kinesthesia for positioning responses: The physical stimulus-psychological response relationship. *Research Quarterly for Exercise and Sport*, 54, 346-351.

15. Lee, T.D., & Magill, R.A. (1983). Activity during the post-KR interval: Effects upon performance or learning? *Research Quarterly for Exercise and Sport*, 54, 340-345.
16. Brunt, D., Magill, R.A., & Eason, R.E. (1983). Distinctions in variability of motor output between learning disabled and normal children. *Perceptual and Motor Skills*, 57, 731-734.
17. Lee, T.D., & Magill, R.A. (1983). On the locus of contextual interference in motor skill acquisition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 9, 730-746.
18. Lee, T.D., & Magill, R.A. (1985). On the nature of movement representation in memory. *British Journal of Psychology*, 76, 175-182.
19. Lee, T.D., Magill, R.A., & Weeks, D. (1985). Influence of practice schedule on testing schema theory predictions in adults. *Journal of Motor Behavior*, 17, 283-299.
20. Magill, R.A., & Wood, C.A. (1986). Knowledge of results precision as a learning variable in motor skill acquisition. *Research Quarterly for Exercise and Sport*, 57, 170-173.
21. Goode, S., & Magill, R.A. (1986). The contextual interference effect in the learning of three badminton serves. *Research Quarterly for Exercise and Sport*, 57, 308-314.
22. Thomas, J.R., Nelson, J.K., & Magill, R.A. (1986). A case for an alternate format for the thesis/ dissertation. *Quest*, 38, 116-124.
23. Magill, R.A., & Lee, T.D. (1987). Verbal label effects on response accuracy and organization for learning limb positioning movements. *Journal of Human Movement Studies*, 13, 285-308.
24. Lee, T.D., & Magill, R.A. (1987). Effects and duration of activity during the post-KR interval on motor learning. *Psychological Research*, 49, 237-242.
25. Magill, R.A. (1988). The many faces of practice distribution in motor learning. *Research Quarterly for Exercise and Sport*, 59, 303-307.
26. Chamberlin, C.J., & Magill, R.A. (1989). Preparation and control of rapid, multi-segmented responses in simple and choice environments. *Research Quarterly for Exercise and Sport*, 60, 256-267.
27. Magill, R.A. (1990). Motor learning is meaningful for physical educators. *Quest*, 42, 126-133.
28. Magill, R.A., & Hall, K.G. (1990). A review of the contextual interference effect in motor skill acquisition. *Human Movement Science*, 9, 241-289.
29. Magill, R.A., Chamberlin, C.J., & Hall, K.G. (1991). Verbal knowledge of results as redundant information for learning an anticipation timing skill. *Human Movement Science*, 10, 485-507.
30. Wood, C.A., & Magill, R.A. (1991). Spatial versus metrical modification: Is invariant relative time a feature of the generalized motor program? *Journal of Human Movement Studies*, 20, 25-37.
31. Meeuwse, H.J., & Magill, R.A. (1991). Spacing of repetitions versus contextual interference effects in motor skill learning. *Journal of Human Movement Studies*, 20, 213-228.
32. Bueckers, M.J.A., Magill, R.A., & Hall, K.G. (1992). The effect of erroneous knowledge of results on skill acquisition when augmented information is redundant. *Quarterly Journal of Experimental Psychology*, 44A, 105-117.
33. Chamberlin, C.J., & Magill, R.A. (1992). A note on schema and exemplar approaches to motor skill representation in memory. *Journal of Motor Behavior*, 24, 221-224.
34. Chamberlin, C.J., & Magill, R.A. (1992). The memory representation of motor skills: A test of schema theory. *Journal of Motor Behavior*, 24, 309-319.
35. Lee, A.M., Keh, N.C., & Magill, R.A. (1993). Instructional effects of teacher feedback in physical education. *Journal of Teaching in Physical Education*, 12, 228-243.
36. Magill, R.A. (1993). Modeling and verbal feedback influences on skill learning. *International Journal of Sport Psychology*, 24, 358-369.
37. Bueckers, M.J., Magill, R.A., & Sneyers, K.M. (1994). Resolving a conflict between sensory feedback and knowledge of results while learning a motor skill. *Journal of Motor Behavior*, 26, 27-35.
38. Magill, R.A. (1994). The influence of augmented feedback on skill depends on characteristics of the skill and the learner. *Quest*, 46, 314-327.
39. Anderson, D., Magill, R.A., & Sekiya, H. (1994). The trials-delay of knowledge of results effect in motor skill learning. *Research Quarterly for Exercise and Sport*, 65, 286-290.
40. McNevin, N., Magill, R.A., & Bueckers, M.J. (1994). The effects of erroneous knowledge of results on transfer of anticipation timing. *Research Quarterly for Exercise and Sport*, 65, 324-329.
41. Sekiya, H., Magill, R.A., Sidaway, B., & Anderson, D.I. (1994). The contextual interference effect for task variations from the same and different generalized motor programs. *Research Quarterly for Exercise and Sport*, 65, 330-338.
42. Bueckers, M.J., & Magill, R.A. (1995). The role of task experience and prior knowledge for detecting invalid augmented feedback while learning a motor skill. *Quarterly Journal of Experimental Psychology*, 48A, 84-97.
43. Hall, K.G., & Magill, R.A. (1995). Variability of practice and contextual interference in motor skill learning. *Journal of Motor Behavior*, 27, 299-309.
44. Magill, R.A., & Schoenfelder-Zohdi, B. (1996). A visual model and knowledge of performance as sources of information in learning a rhythmic gymnastics rope skill. *International Journal of Sport Psychology*, 27, 7-22.

45. Sekiya, H., Magill, R.A., & Anderson, D.I. (1996). The contextual interference effect in parameter modifications of the same generalized motor program. *Research Quarterly for Exercise and Sport* , 67, 59-68.
46. van Loon, E.M., Buekers, M.J., Helsen, W., & Magill, R.A. (1998). Kinematic adjustments in a coincidence anticipation task due to erroneous knowledge of results. *Research Quarterly for Exercise and Sport* . 69, 38-46.
47. Magill, R.A. (1998). Knowledge is more than we can talk about: Implicit learning in motor skill acquisition. *Research Quarterly for Exercise and Sport* . 69, 104-110.
48. Goode, S.L., Meeuwssen, H.J., & Magill, R.A. (1998). Benefits of providing cognitive performance strategies to novice performers learning a complex motor skill. *Perceptual and Motor Skills*, 86, 976-978.
49. Sekiya, H., & Magill, R.A. (2000). The contextual interference effect in learning force and timing parameters of the same generalized motor program. *Journal of Human Movement Studies*, 39, 45-71.
50. Anderson, D., Magill, R.A., & Sekiya, H. (2001). Motor learning as a function of KR schedule and characteristics of task intrinsic feedback. *Journal of Motor Behavior*, 33, 59-66.
51. Lagarde, J., Li, L., Thon, B., Magill, R., & Erbani, E. (2002). Interactions between human explicit and implicit perceptual motor learning shown by kinematic variables. *Neuroscience Letters*, 327:1, 66-70.
52. Waters, W.F., Magill, R.A., Bray, G.A., Volaufova, J., Smith, S.R., Lieberman, H.R., Rood, J., Hurry, M., Anderson, T., & Ryan, D.H. (2003). A comparison of tyrosine against placebo, phenteramine, caffeine, and D-amphetamine during sleep deprivation. *Nutritional Neuroscience*, 6, 221-235.
53. Magill, R.A., Waters, W.F., Bray, G.A., Volaufova, J., Smith, S.R., Lieberman, H.R., McNevin, N., & Ryan, D.H. (2003). Effect of tyrosine, phenteramine, caffeine, D-amphetamine, and placebo on cognitive and motor performance deficits during sleep deprivation. *Nutritional Neuroscience*, 6, 237-246.
54. Anderson, D.I., Magill, R.A., Sekiya, H., & Ryan, G. (2005). Support for an explanation of the guidance effect in motor skill learning. *Journal of Motor Behavior*, 37, 231-238.
55. Porter, J.M., & Magill, R.A. (2010). Systematically increasing contextual interference is beneficial for learning sport skills. *Journal of Sports Sciences*, 28 (12), 1277-1285.
56. Wu, W.F.W., & Magill, R.A. (2011). Allowing learners to choose: Self-controlled practice schedules for learning multiple movement patterns. *Research Quarterly for Exercise and Sport*, 82 (3), 449-457.
57. Yen, S.C., Ling, W., Magill, R., McDonough, A., & Gutierrez, M.G. (2011). Temporal relationship between trunk and thigh contributes to balance control during load carriage walking. *Gait & Posture*, 34, 402-408.
58. Yen, S.C., Gutierrez, M.G., Ling W., Magill R., & McDonough A. (2012). Coordination variability during load carriage walking: Can it contribute to low back pain? *Human Movement Science*, 31(6), 1286-1301.
59. Gordon, A.M., Quinn, L., Kaminski, T.R., & Magill, R.A. (2016). In memoriam: Antoinette M. Gentile (1936-2016). *Journal of Motor Behavior*, 48, 479-481.
60. Leach, S.J., Magill, R.A., & Maring, J.R. (2017). Use a divided-attention stepping accuracy task to improve balance and functional outcomes in an individual with incomplete spinal cord injury: A case report. *Physiotherapy Theory and Practice*, 33(1), 72-81.

NON-REFEREED JOURNALS, BOOK REVIEWS, AND NEWSLETTER PUBLICATIONS

1. Magill, R.A. (1982, Summer). When are children ready to participate in organized sports? *Insights*, Vol. 1. (Official publication of the National Youth Sports Coaches Association).
2. Magill, R.A. (1982, Summer). Youth sports psychology. *Youth Sport Coach*. (Newsletter of the National Youth Sports Coaches Association).
3. Magill, R.A. (1988). Aivoissamme ovat taitojen kaavat. *Liikunta ja tiede*, 25, 278-282. [Practicing skills for successful future performance. Article in the Finland Sport Science journal; translated into Finnish by Risto Telama]. (an article invited by the editor).
4. Magill, R.A. (December, 1989). Sport pedagogy and motor learning: Disciplines that can benefit from interacting. *International Committee of Sport Pedagogy Newsletter*, Number 7, pp. 2-4.
5. Koff, S.R., & Magill, R. A. (2003). [Review of the book by Kimmerle, M. & Cote-Laurence, P. (2003). *Teaching dance skills: A motor learning and development approach*. Andover, NJ: J. Michael Ryan Publishing]. *Journal of Dance Education*, 3, 145-146.

TRAINING FILMS

Script writer and featured in the following video tapes that are a part of the youth sport coach certification program of the National Youth Sport Coaches Association, West Palm Beach, FL:

1. The psychology of coaching youth sports, 24 min., 1981.
2. Motivation and youth sports, 20 min. segment, 1983.
3. Guidelines for being an effective youth sport parent, 20 min., 1983.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS AND UNIVERSITIES

INVITED PRESENTATIONS

1. Magill, R.A. (1975, April). *The role of information feedback in the early stage of motor control*. Motor Control Symposium, University of Texas, Austin, Texas.
2. Magill, R.A. (1976, March). *Critical learning periods and programs of early intervention*. Motor Development in Children Symposium, Mobile, Alabama.
3. Magill, R.A. (1976, July). *Sociological implications of competitive sports programs for children*. Symposium of Children and Youth in Sports: Humanistic Concerns, University of Southern Mississippi, Hattiesburg, Mississippi.
4. Magill, R.A., & Ash, M.J. (1977, March). *Social, academic, and motor characteristics of elementary school age participants and non-participants in competitive sport*. Contemporary Research on Youth Sports Symposium, University of Washington, Seattle, Washington.
5. Magill, R.A. (1977, October). *Development of fundamental perceptual-motor skills*. Annual meeting of the Texas Association for the Education of Young Children. College Station, Texas.
6. Magill, R.A. (1978, February). *At what age should competition be introduced in the sports program?* Youth Sports Symposium, Texas Tech University, Lubbock, Texas.
7. Magill, R.A. (1980, June). *The organization of memory for movements*. Seminar, Department of Kinesiology, University of Washington, Seattle, Washington.
8. Magill, R.A. (1980, June). *Memory for movements*. Seminar, University of British Columbia, Vancouver, British Columbia, Canada.
9. Magill, R.A. (1980, October). *Reaction to "A new perspective on effort"*, a major presentation by Daniel Kahneman, Annual conference of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Vancouver, British Columbia, Canada.
10. Magill, R.A. (1980, October). *Reaction to "Recognition memory for movement patterns and their corresponding pictures and labels"*, a paper presented by C. Hall & E. Buckolz, Motor Learning and Performance Seminar, University of British Columbia, Vancouver, Canada.
11. Magill, R.A. (1981, May). *Context effects in memory for movements*. Motor Learning Symposium, California State University, Long Beach, California.
12. Magill, R.A. (1981, November). *Development of character through youth sports*. Annual meeting of the National Council of Youth Sports Directors, West Palm Beach, Florida.
13. Magill, R.A. (1982, January). *Motor learning for the coach and the physical educator*. Department of Physical Education Seminar, University of South Carolina, Columbia, South Carolina.
14. Magill, R.A. (1982, January). *Present and future trends in motor learning research*. Keynote address: Motor Learning and Motor Development Research Symposium, University of South Carolina, Columbia, South Carolina.
15. Magill, R.A. (1982, February). *Context effects in memory for movement: A discussion of papers by Shea & Zimny and Mathews, et al.* Conference on Memory and Control in Motor Behavior, Louisiana State University, Baton Rouge, Louisiana.
16. Magill, R.A. (1983, February). (1). *Making every child a winner in youth sports*, and (2). *Guidelines for rules modifications based on learning and development principles*. First Annual Florida Conference on Youth Sports, Orlando, Florida.
17. Magill, R.A. (1983, February). *Motor learning for the teacher*. Professional Preparation Section, Annual convention of the Southern District of AAHPERD, Tulsa, Oklahoma.
18. Magill, R.A. (1984). *Cognitive interventions in motor skill acquisition*. Motor Behavior Colloquium, University of Alberta, Edmonton, Canada.
19. Magill, R.A. (1984, March). *Dealing with the vicarious parent*. National Conference on Youth Sports, Orlando, Florida.
20. Magill, R.A. (1984, April). *When forgetting helps remembering a motor skill*. Seminar in Movement Dynamics. California State University, Long Beach, California.
21. Magill, R.A. (1984, April). *The repetition effect for remembering movements*. Motor Learning Seminar, UCLA, Los Angeles, California.
22. Magill, R.A. (1984, October). *Does forgetting help facilitate skill acquisition?* Faculty of Human Kinetics Seminar, University of Windsor, Windsor, Ontario, Canada.
23. Magill, R.A. (1984, October). *Verbal labels and movement recall*. Motor learning class, McMaster University, Hamilton, Ontario, Canada.
24. Magill, R.A. (1984, November). (1). *Cognitive processes in learning motor skills*; (2). *Use of teaching strategies in physical education*. Annual Seminar, Department of Physical Education, New Mexico State University, Las Cruces, New Mexico.

25. Magill, R.A. (1985, January). *Skills research and its application to teaching and research*. International Congress on Sport For All in the Developing Nations, Cairo, Egypt.
26. Magill, R.A. (1985, June). *The benefits of errors in performance*. International Summer University, Orebro University, Orebro, Sweden.
27. Magill, R.A. (1985, June). *Research in motor skills: Linking motor learning with sport pedagogy*. Keynote address, World Congress on Sport Psychology, Copenhagen, Denmark.
28. Magill, R.A. (1985, October). *The benefit of interference for motor skill learning*. Motor Behavior Seminar, Auburn University, Auburn, Alabama.
29. Magill, R.A. (1985, November). *Practicing motor skills: What new information is available from motor learning research?* Institute for Sport and Sport Science, Heidelberg University, Heidelberg, Germany.
30. Magill, R.A. (1985, November). *Activity during the post-knowledge of results interval can benefit motor skill learning*. Symposium on complex Motor Behavior, Center for Interdisciplinary Research, Bielefeld University, Bielefeld Germany.
31. Magill, R.A. (1985, November). *Linking motor learning research and sport pedagogy*. Symposium on Skill Acquisition, Catholic University, Leuven, Belgium.
32. Magill, R.A. (1986, February). *The contextual interference effect and its application to teaching physical activities*. Department of Physical Education lecture, California State University, Long Beach.
33. Magill, R.A. (1986, March). (1). *A research paradigm for investigating motor learning issues*; (2). *Contextual interference and motor learning*. School of Physical Education, University of Victoria, Victoria, British Columbia, Canada.
34. Magill, R.A. (1986, March). *Interference during practice can benefit motor skill learning*. Kinesiology Department Seminar, Simon Fraser University, Burnaby, British Columbia, Canada.
35. Magill, R.A. (1986, March). *The spacing of repetitions effect the motor skill acquisition*. Department of Sport Science Seminar, University of British Columbia, Vancouver, British Columbia, Canada.
36. Magill, R.A. (1986, March). *Current trends in motor learning research*. First National Congress on Psychology of Physical Activity and Sport, Barcelona, Spain.
37. Magill, R.A. (1986, May). *Interference during practice can benefit learning*. Research Seminar, School of Applied Arts and Science, California State University, Long Beach, California.
38. Magill, R.A. (1988, May). *Research in motor learning with implications for theory and practice*. International Symposium on Motor Learning, Heidelberg, Heidelberg, West Germany.
39. Magill, R.A. (1988, May). *Research in motor learning*. National Institute of Physical Education. Barcelona, Spain
40. Magill, R.A. (1988, May). *Influence of types of practice on learning sport skills*. Catalan School of Sport, Barcelona, Spain.
41. Magill, R.A. (1988, July). *Practicing skills for successful future performance*. International AIESEP Congress on Humanism and New Technologies in Physical Education and Sport, Madrid, Spain.
42. Magill, R.A. (1988, August). *Memory control processes in motor learning*. Lecture to undergraduate motor learning class, Philip Institute of Technology, Melbourne, Australia.
43. Magill, R.A. (1988, August). *Motor learning principles applied to coaching and teaching sport skills*, Philip Institute of Technology, Melbourne, Australia.
44. Magill, R.A. (1988, August). *Accounting for novel response transfer: Current efforts and future needs*. Symposium on Future Directions in Psychomotor Skill Learning and Control, International Congress of Psychology, Sydney, Australia.
45. Magill, R.A. (1988, September). *Contextual interference effects in motor skill learning*. Ewha Woman's University, Seoul, Korea.
46. Magill, R.A. (1988, September). *Application of motor learning principles to teaching sport skills*. Sung Kyun Gwan University, Seoul, Korea.
47. Magill, R.A. (1988, September). *Research evidence with implications for teacher effectiveness and motor learning researchers*. Interdisciplinary Seminar on the Teaching Process in Physical Education: New Research Findings and Implications, Olympic Scientific Congress, Seoul, Korea.
48. Magill, R.A. (1988, September). *Motor learning: Theories and practices applied to teaching*. Olympic Scientific Congress, Seoul, Korea.
49. Magill, R.A. (1988, November). *A re-evaluation of the use of verbal feedback in the instructional setting*. Annual research seminar series, Oregon State University, Corvallis, Oregon.
50. Magill, R.A. (1988, November). *Examples of motor learning research with implications for skill instruction*. Oregon State University, Corvallis, Oregon.
51. Magill, R.A. (1989, April). *Investigating the influence of practice variables on skill acquisition*. Annual convention of the AAHPERD, Boston, Massachusetts. [Scholar Tutorial Lecture sponsored by the Research Consortium and the American Academy of Physical Education]

52. Magill, R.A. (1989, April). *The influence of verbal feedback and practice organization on motor skill learning*. Department seminar, Department of Kinesiology, University of Texas, Austin, Texas.
53. Magill, R.A. (1989, July). *The roles of verbal feedback and implicit learning in learning complex motor skills*. Department of Psychology, Karl Marx University (presently, University of Leipzig), Leipzig, German Democratic Republic and the Central State Institute for Physical Culture, Moscow, USSR. (As part of an invited delegation to the German Democratic Republic and USSR.)
54. Magill, R.A. (1990, May). *Theoretical perspectives and paradigms concerning the contextual interference effect*. Pre-NASPSPA Conference Symposium, Texas A&M University, College Station, Texas.
55. Magill, R.A. (1990, September). *Demonstration and verbal feedback as sources of information in skill learning*. The III International Symposium of Sport Psychology, Belo Horizonte, Brazil.
56. Magill, R.A. (1990, September). *Recent research in motor learning on verbal feedback, modeling, and implicit vs. explicit learning*. Seminars at Federal University of Santa Maria, Santa Maria, Brazil.
57. Magill, R.A. (1990, October). (1). *Verbal feedback and skill learning* ; and, (2). *The interaction of modeling and verbal feedback in learning a motor skill*. Two presentations in the Department of Physical Education, Texas Tech University, Lubbock, Texas.
58. Magill, R.A. (1990, October). *The exaggerated role of verbal feedback in motor skill learning*. Presentation in the Center for Exercise Science, University of Florida, Gainesville, Florida.
59. Magill, R.A. (1991, February). *The exaggerated role of verbal feedback in motor skill learning*. Southern District AAHPERD Scholar Lecture, Southern District of AAHPERD Convention, Norfolk, Virginia.
60. Magill, R.A. (1991, April). *Practice schedule considerations for enhancing human performance in sport*. Annual meeting of the American Academy of Physical Education. San Francisco, California.
61. Magill, R.A. (1991, June). *Modeling and feedback for application*. Presented at the Motor Learning Symposium, California State University, Long Beach.
62. Magill, R.A. (1991, September). *Is conscious awareness of environmental information necessary for skill learning?* The VIII European Congress of Sport Psychology, Cologne, Germany. [published in J. Nitsch & R. Seiler (Eds.), *Movement and Sport - Psychological Foundations and Effects, Vol. 2: Motor control and learning* (pp. 94-103). Cologne, Germany: Academia Verlag.]
63. Magill, R.A. (1992, February). *Knowledge of results, visual demonstration, and motor learning*. Presented as part of the International Seminar on Motor Learning at the Center for Research in Physical Activity and Sport, University of Caen, Caen, France.
64. Magill, R.A. (1992, February). *Modeling and verbal feedback: Additive or redundant influences on skill learning?* Keynote address, International Scientific Congress—Winter Games 1992, Grenoble, France.
65. Magill, R.A. (1993, April). *Augmented feedback and skill learning*. The Annual Conference in the Movement Sciences (Theme: Acquisition of skill: Implications of theory and research in motor learning for clinical and educational practice). Teachers College, Columbia University, New York City, New York .
66. Magill, R.A. (July, 1993), *Changes in practice that can yield changes in performance*. Presented at the FISU/CESU Conference [part of the World University Games]. (Theme: Change and the human dimension of physical activity). Buffalo, New York.
67. Magill, R.A. (October, 1993). *The non-conscious learning of complex tracking patterns*. Presented at a Faculty seminar of the Faculty of Physical Education and Physical Therapy, Catholic University, Leuven, Belgium.
68. Magill, R.A. (October, 1993). *Knowledge of performance and knowledge of results: Effects on motor learning*. The annual International Congress of the French Association for Research in Physical Activities and Sport (ACAPS), Caen, France.
69. Magill, R.A. (November, 1993). *Augmented feedback does not always benefit skill learning*. The World Congress on Physical Activity and Sport Sciences, Granada, Spain.
70. Magill, R.A. (August, 1994). *Four lectures on the topic "Motor learning related subjects with emphasis on its application to sports teaching"* International Sports Teaching Symposium, Taipei, Taiwan.
71. Magill, R.A. Texas (1995, April). *Conscious vs. non-conscious awareness of environmental regularities in the learning and control of complex movements*. Presented as the Cecil and Ida Green Honors Professor lecture, Texas Christian University, Ft. Worth, Texas.
72. Waters, W., Bray, G., Magill, R., & Williamson, D. (1995, November). *Caffeine and tyrosine: A side by side comparison to sustain cognitive performance when sleep deprived*. Presented at the meeting "Current Progress in Military Neuroscience Research: Countermeasures for Battlefield Stressors," sponsored by the United States Army Medical Research and Materiel Command, at the Pennington Biomedical Research Center, Louisiana State University, Baton Rouge, Louisiana.
73. Magill, R.A. (1995, November). *Applying sport science research: The skill instruction environment*. Annual meeting of the Texas Association for Health, Physical Education, Recreation, and Dance, Dallas, Texas.
74. Magill, R.A. (1996, October). *The effect of practice conditions on motor skill acquisition*. Departmental seminar in the Faculty of Kinesiology and Physiotherapy, Catholic University-Leuven, Leuven, Belgium.

75. Magill, R.A. (1996, October). *Principles of sport skill training*. Presented at a continuing education session for coaches certified by the Belgian Federation of Sports; at in the Faculty of Kinesiology and Physiotherapy, Catholic University-Leuven, Leuven, Belgium.
76. Magill, R.A. (1996, October). (a). *Defining and assessing skill learning*; (b). *Stages of motor skill learning*. Two lectures given as part of the Master's degree course in the Department of Physical Education and Sport Sciences, Democritus University of Thrace, Komotini, Greece.
77. Magill, R.A. (1996, November). *Contemporary topics in motor learning: Implicit learning of environmental regularities related to performing skills*. A "main lecture" presented at the International Congress on Sport Psychology, Komotini, Greece.
78. Magill, R.A. (1997, March). *Knowledge is more than what we can talk about: Implicit learning in motor skill acquisition*. C.H. McCloy Lecture, AAHPERD Research Consortium annual meeting, St. Louis.
79. Magill, R.A. (1998, May). *The implicit acquisition of knowledge about environmental information when learning an open motor skill*. Invited lecture presented at: (1) Institute for Sport and Sport Science, University of Heidelberg, Heidelberg, Germany; (2) Institute of Psychology, University of Heidelberg, Heidelberg, Germany; (3) Max-Planck Institute for Psychological Research, Munich, Germany.
80. Magill, R.A. (1999, April). *Implicit vs. explicit knowledge about environmental information: The acquisition of motor skills*. 20th Annual Conference in Movement Sciences: "Acquisition of Movement Skill," sponsored by the Movement Sciences Program of Teachers College, Columbia University, New York, NY
81. Magill, R.A. (1999, September). *What does implicit learning research tell us about practice conditions for motor skill learning?* German Association of Sports Science Conference, Heidelberg, Germany.
82. Magill, R.A. (2001, June). *Practice variables: What do we know about their influence on motor skill learning?* Invited presentation as the Senior Scholar Lecture for Motor Learning/Control at the annual meeting of the North American Society for Psychology of Sport and Physical Activity (NASPSPA), St. Louis, Missouri.
83. Magill, R.A. (2002, July). *Verbal instructions and practice schedules: Two influential variables for sport skill acquisition and performance*. Keynote presentation for the Sport Psychology Division of the International Association of Applied Psychology at the International Congress of Applied Psychology, Singapore.
84. Magill, R. A. (2003, November). *Implicit motor learning*. Keynote presentation at the Xth Congress of the Association of Research on Sport and Physical Activity (ACAPS), Toulouse, France.
85. Magill, R. A. (2003, December). *Motor skill practice conditions that promote movement problem solving*. Invited keynote presentation at the Exercise and Psychological Well-Being – Viveca Symposium, Jyvaskyla, Finland.
86. Magill, R. A. (2004, May). *Augmented feedback effects for learning bimanual coordination skills*. Symposium on "Motor Control: Trends and Perspectives," Tempe, Arizona.
87. Magill, R. A. (2006, May). *Creating practice conditions to enhance motor skill learning*. Norwegian Sport Sciences University – Oslo, Norway.
88. Magill, R. A., (2007, June). *Motor learning concepts for developing effective practice conditions: (1) Basic concepts (2) Practice conditions, (3) Planning practice periods throughout the year*. Invited series of lectures presented to Norway Ski Federation National Teams' Coaches for Alpine Skiing, National Coaches for sports other than Alpine Skiing, and Ski Federation coaches of club teams. Sponsored by the Norway Ski Federation and the Olympic Committee, Oslo, Norway.
89. Magill, R. A. (2007, July). *Motor learning applications for coaching track and field events*. Two lectures presented at the U.S.A. Track and Field Coaches Education program: Level 3 Summit. Chicago, Illinois.
90. Magill, R. A. (2008, May). *The influence of the work by Ann Gentile on research, education, and practice related to motor skill acquisition*. Panel discussion at the symposium "An Appreciation of Ann Gentile's Contributions to Science, Education, and Practice." Teachers College, Columbia University, New York, New York.
91. Magill, R. A. (2009, November). *Practice conditions that enhance motor skill learning and performance*. Keynote presentation at the 5th Motor Behavior Seminar of Minas Gerais, sponsored by the Ministry of Education, Federal University of Minas Gerais, and School of Physical Education, Physical Therapy, and Occupational Therapy, Belo Horizonte, Brazil.
92. Magill, R. A. (2010, January). *Does discovery learning of movements provide an effective physical therapy intervention strategy?* Keynote presentation for the inaugural Colloquium of the Department of Developmental and Rehabilitative Sciences, School of Health Related Professions, at the University of Medicine & Dentistry of New Jersey (UMDNJ) [Endowed by the Daniel Strulowitz Memorial Fund].
93. Magill, R. A. (2011, August). *Example of an introductory course in motor learning and control*. College of Sport Science, Beijing Sport University, Beijing, China.
94. Magill, R. A. (2011, August). *Practice conditions that enhance motor skill learning and performance*. School of Kinesiology, Shanghai University of Sport, Shanghai, China.
95. Magill, R. A. (2011, August). *Practice conditions that enhance motor skill learning and performance*. Department of Physical Education, National Taiwan Normal University, Taipei, Taiwan.

96. Magill, R. A. (2011, August). *Discovery learning of movements as a physical therapy intervention strategy*. School and Graduate Institute of Physical Therapy, College of Medicine, National Taiwan University, Taipei, Taiwan.
97. Magill, R. A. (2013, April). *Discovery learning of movement involves learners of motor skills in acquisition by engaging them in active problem solving*. Keynote address for the Motor Development and Learning Academy of the American Alliance for Health, Physical Education, and Dance, Charlotte, North Carolina.
98. Magill, R. A. (2016, June). *The science of movement as a foundation for dance education*. Lecture for students and faculty in Dance Department at Beijing Normal University, Beijing, China.
97. Magill, R. A. (2016, June). *Movement sciences and dance education*. First International Dance Education Conference, Beijing Normal University, Beijing, China.
98. Magill, R.A. (2016, November). *A movement problem solving hypothesis: Practice conditions implications from Gentile's stages of learning model*. Invited presentation at the Ann Gentile Memorial Conference, Teachers College, Columbia University, New York, New York.

SUBMITTED PRESENTATIONS (* = Abstract Published)

1. Magill, R.A., & Powell, F.M. (1973, December). *A consideration of equipment and method as experimental variables in RT-MT experiments*. Annual meeting of the Florida Association of Health, Physical Education, and Recreation, Miami Beach, Florida.
- 2.* Magill, R.A. (1975, February). *Order of acquisition of the parts of a serial-motor task*. Annual meeting of the Southern District of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), San Antonio, Texas.
- 3.* Magill, R.A. (1975, April). *Effect of length of and activity during the post-knowledge of results interval on the acquisition of a serial-motor task*. Annual meeting AA HPERD, Atlantic City, New Jersey.
4. Magill, R.A. (1975, October). *Self-actualization and the college athlete*. Annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Quebec City, Quebec, Canada.
- 5.* Magill, R.A. (1976, April). *Novel motor response production and prior practice variability*. Annual meeting of AAHPERD, Milwaukee, Wisconsin.
6. Magill, R.A. (1976, April). *The nature of competition and the child's readiness for competitive sport*. Annual meeting of the American Educational Research Association, San Francisco, California.
7. Magill, R.A., Reeve, T.G., & Cone, S.L. (1976, May). *The processing of knowledge of results information for self-paced movements*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Austin, Texas.
- 8.* Magill, R.A. (1977, February). *Development toward self-actualization by college female athletes*. Annual meeting of the Southern District of AAHPERD, Atlanta, Georgia.
- 9.* Husak, W.S., & Magill, R.A. (1977, February). *The interrelationship among perceptual-motor ability, self-concept, and reading achievement in early elementary school children*. Annual meeting of the Southern District of AAHPERD, Atlanta, Georgia.
10. Magill, R.A., & Dowell, M.N. (1977, May). *Serial position effects in motor short-term memory*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Ithaca, NY.
11. Lisk, J.W., & Magill, R.A. (1977, December). *The effects of various activities during the post-knowledge of results interval on the acquisition of a serial positioning task*. Annual meeting of the Texas Association of HPERD, Dallas, Texas.
12. Magill, R.A., & Husak, W.S. (1978, May). *Serial position effects for the free recall of movements*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Tallahassee, Florida.
13. Magill, R.A. (1979, February). *Memory for movements*. Conference of Louisiana Colleges and Universities, Lake Charles, Louisiana.
14. Reeve, T.G., & Magill, R.A. (1979, June). *The role of components of knowledge of results information in error correction during motor skill acquisition*. International Congress in Physical Education, Trois-Rivieres, Quebec, Canada.
15. Magill, R.A. (1980, May). *Organization and recall in memory for discrete movements*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Boulder, Colorado.
16. Lee, T.D., & Magill, R.A. (1980, May). *Encoding specificity for learning of movement information*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Boulder, Colorado.
17. Magill, R.A., & Lee, T.D. (1980, October). *The meaningfulness of verbal labels and the acquisition of a series of discrete positioning responses*. Annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Vancouver, British Columbia, Canada.
- 18.* Brunt, D., Magill, R., & Eason, R. (1982, April). *Motor output variability distinctions between normal and learning disabled children*. Annual meeting of the American Alliance for HPERD, Houston, TX.

- 19.* Magill, R.A. & Goode, S. (1982, May). *Representation of limb position information in memory*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, College Park, Maryland.
- 20.* Lee, T.D., & Magill, R.A. (1982, May). *On the locus of contextual interference: Influence of the reaction paradigm and practice schedule*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, College Park, Maryland.
21. Lee, T.D., & Magill, R.A. (1982, October). *Activity during the post-KR interval: Effects upon performance or learning?* Annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Edmonton, Alberta, Canada.
- 22.* Lee, T.D., & Magill, R.A. (1983, May). *Further insights on the locus of contextual interference in motor skill acquisition*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, East Lansing, Michigan.
- 23.* Magill, R.A., & French, K. (1983, May). *Limb-specific feedback and vision in the recall and recognition of positioning movements*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, East Lansing, Michigan.
- 24.* Magill, R.A., & Wood, C.A. (1983, May). *Knowledge of results precision and movement organization in the acquisition of a complex pattern of discrete movements*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, East Lansing, Michigan.
25. Lee, T.D., Magill, R.A., & Weeks, D.J. (1984, May). *Testing schema theory: How variable must variable practice be?* R. Tait McKenzie Symposium, University of Tennessee, Knoxville, Tennessee.
- 26.* Magill, R.A., & Lee, T.D. (1984, June) *Contextual interference effects in motor skill acquisition: Interference or elaboration?* Motor Control/Learning Section of the Neuro-Behavioral Sciences Program, Olympic Scientific Congress, Eugene, Oregon.
27. Magill, R.A., & Lee, T.D. (1984, October). *Interference during the post-KR interval can enhance learning motor skills*. Annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Kingston, Ontario, Canada.
28. Magill, R.A. (1985, April). *Application of motor learning research to teaching physical education*. Sport Psychology Academy Symposium at the annual meeting of the AAHPERD, Atlanta, Georgia.
29. Wood, C.A., & Magill, R.A. (1985, May). *Frequency of knowledge of results in learning open skills*. Annual meeting of North American Society for the Psychology of Sport and Physical Activity, Gulfport, Mississippi.
30. Meeuwsen, H.J., & Magill, R.A. (1985, November). *The role of vision in gait control during gymnastics vaulting*. International Congress on Research in Gymnastics, Montreal, Quebec, Canada.
- 31.* Goode, S., & Magill, R.A. (1986, April). *The contextual interference effect in the learning of three badminton serves*. Annual meeting of the American Alliance for HPERD, Cincinnati, Ohio.
- 32.* Meeuwsen, H.J., Magill, R.A., & Mathews, R.C. (1986, June). *In search of why the contextual interference effect occurs in motor skill acquisition*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Scottsdale, Arizona.
- 33.* Magill, R.A., & Wood, C.A. (1986, June). *The influence of muscle selection and movement direction variations on relative timing*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Scottsdale, Arizona.
- 34.* Howell, D., Magill, R.A., Ashy, M., & Lee, A.M. (1987, February). *The influence of structure and variability of practice on the performance of a linear positioning task*. Annual meeting of the Southern District of AAHPERD, Birmingham, Alabama.
- 35.* Magill, R.A., & Goode, S. (1987, April). *Investigating the contextual interference effect: Applied research (Level 2)*. Symposium on Basic and Applied Basic Research at the annual meeting of AAHPERD, Las Vegas, Nevada.
- 36.* Chamberlin, C.J., & Magill, R.A. (1987, June). *Response complexity effects on reaction time: A comparison of SRT and CRT paradigms*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, British Columbia, Canada.
- 37.* Goode, S., & Magill, R.A. (1987, June). *Contextual interference effects in learning an open motor skill*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, British Columbia, Canada.
- 38.* Meeuwsen, H.J., & Magill, R.A. (1987, June). *Similarities and distinctions between spacing of repetitions and massed-distributed practice*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, British Columbia, Canada.
- 39.* Poto, C.C., French, K.E., Magill, R.A. (1987, June). *Serial position and asymmetric transfer effects in contextual interference*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, British Columbia, Canada.
- 40.* Wood, C.A., & Magill, R.A. (1987, June). *The role of parameter modifications upon the invariant timing characteristics of a generalized motor program*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, British Columbia, Canada.

41. Magill, R.A., & Chamberlin, C.J. (1987, October). *Is knowledge of results redundant information for learning and anticipation timing task?* Annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Banff, Alberta, Canada.
- 42.* Magill, R.A., & Chamberlin, C.J. (1988, June). *Verbal KR can be redundant information in motor skill learning.* Annual meeting of the North American Society For the Psychology of Sport and Physical Activity, Knoxville, Tennessee.
- 43.* Green, K.J., Chamberlin, C., & Magill, R.A. (1988, June). *Verbal KR and novel transfer for an anticipation timing task: A case for information redundancy.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Knoxville, Tennessee.
- 44.* Eghan, T., & Magill, R.A. (1988, June). *The influence of verbal knowledge of results on student achievement in learning selected tennis skills.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Knoxville, Tennessee.
- 45.* Meeuwsen, H.J., & Magill, R.A. (1988, June). *Regulation of gait in gymnastics vaulting.* Annual meeting of North American Society for the Psychology of Sport and Physical Activity, Knoxville, TN.
- 46.* Meeuwsen, H.J., & Magill, R.A. (1988, June). *Spacing of repetitions and contextual interference effects in motor skill learning.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Knoxville, Tennessee.
- 47.* Young, D.E., Magill, R.A., Schmidt, R.A., & Shapiro, D.C. (1988, May). *Motor programs as control structures for reversal movements: An examination of rapid movements and unexpected perturbations.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Knoxville, Tennessee.
- 48.* Chamberlin, C.J., & Magill, R.A. (1988, November). *Evidence for a schema form of representation for motor skills.* Annual meeting of the Psychonomic Society, Chicago, Illinois.
- 49.* Landin, D.K., Cutton, D., Magill, R.A. (1989, February). *Comparing the relative effectiveness of three schedules of knowledge of performance feedback on the acquisition of an open skill.* Annual meeting of the Southern District of AAHPERD, Chattanooga, Tennessee.
- 50.* Green, K.J., & Magill, R.A. (1989, February). *In search of a continuum for the contextual interference effect for motor skill learning.* Annual meeting of the Southern District of AAHPERD, Chattanooga, Tennessee.
- 51.* Green, K.J., Magill, R.A. (1989, April). *Verbal KR can be redundant information in some learning situations: A further look at anticipation timing.* Annual convention of AAHPERD, Boston, MA.
- 52.* Magill, R.A. (1989, April). *Motor learning is meaningful for physical educators.* Paper in Symposium on "Is motor learning meaningful for physical educators - or a waste of time?" Annual convention of AAHPERD, Boston, Massachusetts.
- 53.* Chamberlin, C.J., & Magill, R.A. (1989, June). *An investigation into the memory representation of motor skills.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Kent, Ohio.
- 54.* Wood, C.A., & Magill, R.A. (1989, June). *Invariant relative timing: Is specificity regarding order of training and transfer critical?* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Kent, Ohio.
- 55.* Magill, R.A. (1989, August). *Evidence for the need to reconsider the role of verbal feedback in motor skill learning.* Seventh World Congress on Sport Psychology, Singapore.
- 56.* Keh, N.C., Lee, A.M., & Magill, R.A. (1989, August). *Differential characteristics of teacher feedback for low- and high-skilled students in the acquisition of badminton skills.* Seventh World Congress on Sport Psychology, Singapore.
- 57.* Magill, R.A., & Hall, K.G. (1989, November). *Implicit and explicit learning in a complex tracking task.* Annual meeting of The Psychonomic Society, Atlanta, Georgia.
- 58.* Magill, R.A., & Hall, K.G. (1990, May). *A motor program hypothesis to predict different effects of contextual interference on skill learning.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Houston, Texas.
- 59.* Hadden, C.M., & Magill, R.A. (1990, May). *An analysis of invariance in the relative timing of component movements in tap dancing.* Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Houston, Texas.
- 60.* Schoenfelder-Zohdi, B.G., & Magill, R.A. (1990, May). *Modeling and verbal feedback interactions on learning a rhythmic gymnastics skill.* Annual meeting of the North American Society for the Psychology and Physical Activity, Houston, Texas.
- 61.* Magill, R.A., Schoenfelder-Zohdi, B.G., & Hall, K.G. (1990, November). *Further evidence for implicit learning in a complex tracking task.* Annual meeting of The Psychonomic Society, New Orleans, LA. [Abstract published: *Bulletin of the Psychonomic Society*, 1990, Vol. 28, Number 6, p. 507].
62. Hall, K.G., & Magill, R.A. (1990, November). *An empirical test of contextual interference and variability of practice in motor learning.* Annual California AHPERD Regional/Southwestern District Conference, Long Beach, California.

- 63.* Hall, K.G. & Magill, R.A. (1991, April). *A test of the compatibility of contextual interference and variability of practice in motor learning*. Annual convention of AAHPERD, San Francisco, California.
- 64.* Magill, R.A., & Schoenfelder-Zohdi, B.G. (1991, June). *The interaction of information from a model and knowledge of performance during skill learning*. Annual meeting of the North American Society for the Psychology and Physical Activity, Asilomar, California.
- 65.* Schoenfelder-Zohdi, B.G., & Magill, R.A. (1991, September). *Investigating the effectiveness of a model on skill acquisition by analyzing feedback needs of the observer*. VIII European Congress of Sport Psychology, Cologne, Germany.
- 66.* McNevin, N.H., & Magill, R.A. (1992, June). *A task dynamic approach to the contextual interference effect*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Pittsburgh, Pennsylvania.
- 67.* Sekiya, H., Magill, R.A., Sidaway, B., & Anderson, D. (June, 1992). *The contextual interference effect with same and different motor programs*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Pittsburgh, Pennsylvania.
- 68.* Schoenfelder-Zohdi, B.G., Magill, R.A., & Sidaway, B. (June, 1992). *Investigating the informational nature of a modeled visual demonstration*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Pittsburgh, Pennsylvania.
- 69.* Magill, R.A. (1993, February). *Observational learning and modeling of motor skills*. Paper presented in symposium "From research to practice: Applying motor behavior research to teaching motor skills," at the annual meeting of the Southern District of AAHPERD, Dallas, Texas.
- 70.* Goode, S., Meeuwse, H., & Magill, R. (1993, February). *The use of solution strategies in learning a complex motor skill*. Paper presented in symposium "From research to practice: Applying motor behavior research to teaching motor skills," at the annual meeting of the Southern District of AAHPERD, Dallas, Texas.
- 71.* Hebert, E., Landin, D., & Magill, R. (1993, February). *Observations of a learning model: Effects on skill acquisition*. Annual meeting of the Southern District of AAHPERD, Dallas, Texas.
72. Magill, R.A. (1993, March). *Motor learning: Providing developmentally appropriate information to facilitate skill learning*. Paper presented in the Motor Development Academy symposium: Critical components of a quality physical education program. Annual meeting of AAHPERD, Washington, DC.
- 73.* Schoenfelder-Zohdi, B.G., Magill, R.A., & Sidaway, B. (1993, June). *The acquisition of coordination from modeled information during different stages of learning*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Brainerd, MN. [Abstract published: *Journal of Sport & Exercise Psychology*, 1993, Vol. 15, Supplement, p. 69].
- 74.* Anderson, D., Magill, R.A., & Sekiya, H. (1993, June). *The trials-delay of KR paradigm revisited*. Annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Brainerd, MN. [Abstract published: *Journal of Sport & Exercise Psychology*, 1993, Vol. 15, Supplement, p. 3].
- 75.* Magill, R.A. (June, 1993). *Demonstrating skills and skill acquisition*. Presented in a symposium, "Skill acquisition problems in sport," at the 8th World Congress on Sport Psychology, Lisbon, Portugal.
- 76.* McNevin, N.H., Heise, G.D., & Magill, R.A., (1993, October). *Differential constraints of juggling: Implications for practice*. Presented at the annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Montreal, Quebec, Canada.
- 77.* Magill, R.A., Anderson, D., & Sekiya, H. (1993, October). *Learning a complex tracking task without conscious awareness of tracking pattern regularities*. Presented at the annual international congress of the French Association for Research in Physical Activities and Sport (ACAPS), Caen, France.
- 78.* Anderson, D.I., Magill, R.A., & Sekiya, H. (1994, June). *The influence of KR schedule and intrinsic feedback salience on KR dependency*. Presentation at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Clearwater, FL. [Abstract published: *Journal of Sport & Exercise Psychology*, 1994, Vol. 16, Supplement, p. 27].
- 79.* Buckers, M.J., & Magill, R.A. (1994, June). *The role of task experience and prior knowledge for detecting invalid augmented feedback while learning a motor skill*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Clearwater, FL. [Abstract published: *Journal of Sport & Exercise Psychology*, 1994, Vol. 16, Supplement, p. 34].
- 80.* Sekiya, H., Magill, R.A., & Anderson, D.I. (1994, June). *The contextual interference effect in overall force parameter modifications of the same generalized motor program*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Clearwater, FL. [Abstract published: *Journal of Sport & Exercise Psychology*, 1994, Vol. 16, Supplement, p. 102].
81. Magill, R.A. (1994, July). *Sport skill training: The role of conscious awareness of environmental regularities*. Presented at the meeting of the International Association of Applied Psychology, the 23rd International Congress of Applied Psychology, Madrid, Spain.

- 82.* McNevin, N.H., & Magill, R.A., (1994, October). *A task dynamic investigation of the contextual interference effect*. Presented at the annual meeting of the Canadian Society for Psycho-Motor Learning and Sport Psychology, Hamilton, Ontario, Canada.
- 83.* Hadden, C.M., Magill, R.A., & Sidaway, B. (1995, June). *Concurrent vs. terminal augmented feedback in the acquisition and retention of a discrete bimanual motor task*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Asilomar, CA. [Abstract published: *Journal of Sport & Exercise Psychology*, 1995, Vol. 17, Supplement, p. S54].
- 84.* Magill, R.A., Sekiya, H., Clark, R., & Anderson, D.I. (1995, June). *Amplitude effects on the implicit learning of complex tracking patterns*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Clearwater, FL. [Abstract published: *Journal of Sport & Exercise Psychology*, 1995, Vol. 17, Supplement, p. 76].
- 85.* Magill, R.A. (1996, April). *Augmented feedback: What is it and why do we need it to learn skills?* Presented in a Symposium: Issues, Generalizations, and Implications from Research on Augmented Feedback and Skill Acquisition, at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, Atlanta, GA. [Abstract published: *Research Quarterly for Exercise and Sport*, 1996, Vol. 67, Supplement, p. A-65.]
- 86.* Magill, R.A., Hadden, C.M., & Menickelli, J. (1996, June). *Early practice performance variability as a feature of appropriate practice for skill acquisition*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Muskoka, Ontario, Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 1996, Vol. 18, Supplement, p. S55.]
- 87.* Sekiya, H., & Magill, R.A. (1996, June). *The contextual interference effect in learning parameters of the same generalized motor program*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Muskoka, Ontario, Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 1996, Vol. 18, Supplement, p. S72]
- 88.* Bueckers, M.J., Helsen, W., van Loon, E., & Magill, R.A. (1996, June). *Effects of erroneous knowledge of results on performing coincidence anticipation tasks: Perceptual and motor adaptations*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Muskoka, Ontario, Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 1996, Vol. 18, Supplement, p. S19.]
- 89.* Magill, R.A. (1997, March). *Research issues and trends in motor behavior*. Presented in Symposium on Research Trends and Issues in the Social Science Subdisciplines, at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, St. Louis. [Abstract published: *Research Quarterly for Exercise and Sport*, 1997, Vol. 68, Supplement, p. A-66.]
- 90.* Magill, R.A., & Clark, R. (1997, June). *Implicit vs. explicit learning of pursuit tracking patterns*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Denver, CO. [Abstract published: *Journal of Sport & Exercise Psychology*, 1997, Vol. 19, Supplement, p. S85]
- 91.* Magill, R.A. (1998, April). *Why does a manuscript get rejected by a research journal?* Presented in Symposium: A Workshop on Writing Manuscripts for Research Journals, at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, Reno, NV. [Abstract published: *Research Quarterly for Exercise and Sport*, 1997, Vol. 68, Supplement, p. A-72.]
- 92.* Waters, W.F., Magill, R.A., Bray, G.A., Smith, S., Hurry, M., Volaufova, J., Ryan, D., Anderson, T., Johnson, J., Browndyke, J., & Lieberman, H. (1998, June). *Effects of tyrosine, caffeine, phentermine, d-amphetamine, and placebo during sleep deprivation: I. Sleep drive, quantity and quality*. Presented at annual meeting of the Associated Professional Sleep Societies (APSS), New Orleans, LA.
- 93.* Magill, R.A., Waters, W.F., Bray, G.A., Ryan, D., Smith, S., Volaufova, J., McNevin, N., Hurry, M., & Lieberman, H. (1998, June). *Effects of tyrosine, caffeine, phentermine, d-amphetamine, and placebo during sleep deprivation: II. Effects on cognitive and motor performance deficits*. Presented at annual meeting of the Associated Professional Sleep Societies (APSS), New Orleans, LA.
94. Magill, R.A. (1999, June). *Why does a manuscript get rejected by RQES?* Presented in a pre-conference workshop: Problems and pitfalls in publishing: Roundtable with the journal editors; at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Clearwater Beach, FL.
- 95.* Doucet, B.M., & Magill, R. (2002, February). *Motor relearning after CVA: A comparison of implicit and explicit learning strategies*. Presented at the 27th International Stroke Conference, San Antonio, TX [Abstract published: *Stroke*, 2002, 33 (1), p. 414.]
96. Jeansonne, J.J., Li, L., & Magill, R.A. (2002, August). *The biomechanics of dart throwing: Changes during practice*. Presented at the World Biomechanics Congress, Calgary, Alberta, Canada.
97. Jeansonne, J. J., & Magill, R. A. (2003, June). *Environmental context and intertrial variability effects on learning dart throwing*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Savannah, GA. [Abstract published: *Journal of Sport & Exercise Psychology*, 2003, Vol. 25, Supplement, p. S75.]

- 98.* Wu, W. & Magill, R.A. (2003, June). *A result-dependent practice schedule and learning a golf-putting skill*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Savannah, GA. [Abstract published: *Journal of Sport & Exercise Psychology*, 2003, Vol. 25, Supplement, p. S141.]
99. Jeansonne, J. J., Li, L., & Magill, R. A. (2003, July). *The biomechanics of dart throwing: Changes during practice*. Presented at the International Society of Biomechanics XIXth Congress, Otago, New Zealand.
- 100.* Magill, R. A. & Porter, J. M. (2004, June). *Concurrent and terminal augmented feedback effects on learning a bimanual coordination skill*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, B.C., Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 2004, Vol. 26, Supplement, p. S128.]
- 101.* Klumpp, M.L. & Magill, R.A. (2004, June). *Discovery learning vs. guided learning of hearing aid insertion*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, B.C., Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 2004, Vol. 26, Supplement, p. S106.]
- 102.* Porter, J.M. & Magill, R.A. (2004, June). *The effects of practicing a golf putting task moving along the contextual interference continuum*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, B.C., Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 2004, Vol. 26, Supplement, p. S151.]
- 103.* Wu, W. & Magill, R.A. (2004, June). *To dictate or not: The exploration of a self-regulated practice schedule*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, B.C., Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 2004, Vol. 26, Supplement, p. S202.]
104. Reeder, A.A., Magill, R.A., & Reeder, K.P. (2005, February). *Attention and automaticity in learning a novel motor task*. Paper presented at the 6th Annual Marilyn Gossman Graduate Student Seminar at the Combined Sections Meeting of the American Physical Therapy Association, New Orleans, LA
- 105.* Wu, W.F.W., Magill, R.A. & Foto, J.G. (2005, June). *Allowing learners to choose: Self-regulated practice schedules for learning multiple movement patterns*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, St. Pete Beach, Florida. [Abstract published: *Journal of Sport & Exercise Psychology*, 2005, Vol. 27, Supplement, p. S161.]
- 106.* Porter, J.M. & Magill, R.A. (2005, June). *Practicing along the contextual interference continuum increases performance of a golf putting task*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, St. Pete Beach, Florida. [Abstract published: *Journal of Sport & Exercise Psychology*, 2005, Vol. 27, Supplement, p. S124.]
- 107.* Magill, R.A., Porter, J.M., & Wu, W.F.W. (2005, October). *New directions in the study of the contextual interference effect in motor skill learning*. Presented at the XIth Congress of the Association of Research on Sport and Physical Activity (ACAPS), Paris, France. [Abstract published in: Benguigui, N., Fontayne, P., Desbordes, M., & Bardy, B. (Eds.) (2005). *Recherches actuelles en sciences du sport [Current research in sport sciences]* (pp. 333-334). Paris: EDP Sciences.]
- 108.* Koff, S.R., & Magill, R.A. (2006, July) *Observational learning and creativity in dance*. Presented at 2006 Conference of Dance and the Child International (daCI), The Hague, The Netherlands. [Abstract published in Wildschut, L. (Ed.) (2006). *Colouring senses: Dance and the Child International Conference Proceedings (10th ed.)*, pp. 96-98). The Hague: Holland Dance Festival.]
- 109.* Kadivar, Z., Magill, R.A., & Hondzinski, J.M. (2006, October). *Temporal aspects of gait during rhythmic auditory stimulation in healthy adults*. Presented at 2006 annual meeting of the Society for Neuroscience, Atlanta, Georgia. [Abstract published online at www.sfn.org]
- 110.* Amano, S., Shah, N., Magill, R., Hondzinski, J. Li, L. (2008, May) *People with peripheral neuropathy have normal motor control capacity*. Presented at the 2008 annual conference of the American College of Sports Medicine, Indianapolis, Indiana. [Abstract published: *Medicine & Science in Sports & Exercise*. 2008, Vol. 40 (5), S88.
- 111.* Porter, J.M. & Magill, R.A. (2008, June). *Systematic increases in contextual interference is beneficial for learning tasks controlled by different generalized motor programs*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Niagara Falls, Ontario, Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 2008, Vol. 30, Supplement, p. S120.]
- 112.* Kadivar, Z., Porter, J.M., & Magill, R.A. (2008, June). *What do novices think about when learning a motor skill: An exploration of the explicit rule formation process?* Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Niagara Falls, Ontario, Canada. [Abstract published: *Journal of Sport & Exercise Psychology*, 2008, Vol. 30, Supplement, p. S96.]
- 113.* Leach, S.J., & Magill, R.A. (2009, Feb.). *The effects of a divided-attention stepping accuracy task on balance, functional outcome measures and strength in an individual with an incomplete spinal cord injury*. Presented at the Combined Sections Meeting of the American Physical Therapy Association, Las Vegas, Nevada.

- 114.* Magill, R.A. (2009, June). The contextual interference effect: Generalizable but not ubiquitous. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Austin, Texas. [Abstract published: *Journal of Sport & Exercise Psychology*, 2009, Vol. 31, Supplement, pp. S4 – 5.]
- 115.* Leach, S.J., & Magill, R.A. (2010, Feb.). *A divided-attention stepping accuracy task (DATSAT) as a procedural learning intervention improves balance and functional performance in healthy older adults*. Presented at the Combined Sections Meeting of the American Physical Therapy Association, San Diego, California.
- 116.* Wu, W.F., & Magill, R.A. (2010, June). *Self-controlled learning: Is self-regulation responsible for learning effects?* Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Tucson, Arizona. [Abstract published: *Journal of Sport & Exercise Psychology*, 2010, Vol. 32, Supplement, pp. S137.]
- 117.* Chow, S.B., Ling, W.K., Magill, R.A., & Hillstrom, H.J. (2012, June). *Does walking speed influence peak hip extension in individuals who underwent unilateral total hip replacement?* Presented at the annual meeting of the American Physical Therapy Association, Tampa, FL.

GRANT PROPOSALS (FUNDED)

1. College of Education Research Grant, Texas A&M University, \$2,200, *The effects of different amounts of information in knowledge of results on the acquisition of a complex motor task*, Summer, 1975.
2. College of Education Research Grant, Texas A&M University, \$3,400, *Relationship of psycho-social characteristics of elementary school-age participants and non-participants in sport to classroom performance*, Summer, 1976.
3. Louisiana Board of Regents, \$647,493, *Research in cognitive science*. R.C Mathews (P.D.), R. Buss, R. Magill, W. Stanley, J.R. Thomas, & H. Buckingham. 1/15/87-1/15/92.
4. National Science Foundation EPSCoR Program, \$56,000, *The development of a research thrust in cognitive science: Project enhancement*. R.C. Mathews (P.D.), F. Blanchard-Fields, H. Buckingham, C. Kessler, D. Kraft, J. McDonald, & R. Magill. 1/15/89-1/15/92.
5. Louisiana Board of Regents, Louisiana Education Quality Support Fund, \$388,000. *Enhancement of the kinesiology body of knowledge through exercise physiology, motor behavior, and pedagogy*. S. Dodd, A. Lee, & R. Magill. 7/1/90-6/30/92.
6. United States Army, Committee on Military Nutrition (DAMD17-92-V-2009), *Military nutrition research: Six tasks to address medical factors limiting soldier effectiveness*, awarded to Pennington Biomedical Research Center, LSU. Project was Task 4: *Nutritional Neuroscience Clinical Studies; The effects of dietary nutrients on the consequences of sleep deprivation*. Task 4 principal investigators: W.F. Waters, G.A. Bray, D.A. Williamson, & R.A. Magill. 5/1/92 - 4/30/97
7. Louisiana Board of Regents, Louisiana Education Quality Support Fund [LEQSF(1988-99)-ENH-TR-27], \$86,975. *Enhancing the study of kinesiology through the use of movement analysis systems*. R. Magill & B. Maraj. 7/1/98-6/30/99.
8. Louisiana Board of Regents, Health Excellence Fund. *Occupational Medicine Research Center*, awarded to Louisiana State University Health Sciences Center. Two projects funded for \$577,502: *Motor skill performance and assessment*. R.A Magill & L. Li. 6/1/00 – 5/31/05.
9. Humboldt Foundation, TransCoop Program, *Sensorimotor Integration*, DM 60,000 (approx. \$30,000) awarded for research program cooperation by Prof. Dr. Klaus Roth (Heidelberg University, Heidelberg, Germany) and R.A. Magill (Louisiana State University), 6/1/2001 – 8/1/2002.
10. Steinhardt Faculty Challenge Grant, Steinhardt School of Culture, Education, and Human Development, New York University, \$4,840. *Brain-behavior interactions for the random practice benefit in skill learning*. E. Tunik & R.A. Magill. 6/1/08-5/31/09.

PH. D. DISSERTATIONS DIRECTED

1. Reeve, T.G. (1976). *Processing demands during the acquisition of motor skills requiring difference feedback cues*. Ph.D. Dissertation, Texas A&M University.
2. Lee, T.D. (1982). *On the locus of contextual interference in motor skill acquisition*. Ph.D. Dissertation, Louisiana State University. [NOTE: Published article: Lee, T.D., & Magill, R.A. (1983). On the locus of contextual interference in motor skill acquisition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 9, 730-746 - selected for recognition by the Association for Psychological Science as a “Great Dissertation in Psychology” based on the published article exceeding >100 citations; *APS Observer*, Oct. 2004, Vol. 17, No. 10, pp. 45-46; full list available at http://www.psychologicalscience.org/observer/2004/1004/great_dissertations.cfm

3. Goode, S. (1986). *Contextual interference in learning an open motor skill*. Ph.D. Dissertation, Louisiana State University.
4. Wood, C.A. (1986). *The role of task manipulations on the invariant phasing characteristics of a generalized motor program*. Ph.D. Dissertation, Louisiana State University. [selected by the Department of Kinesiology and the College of Education as one of two College nominees for the University Distinguished Dissertation Award].
5. Meeuwse, H.J. (1987). *Spacing of repetitions and the contextual interference effect in motor skill learning*. Ph.D. Dissertation, Louisiana State University.
6. Eghan, T. (1988). *The relation of teacher feedback to student achievement in learning selected tennis skills*. Ph.D. Dissertation, Louisiana State University.
7. Chamberlin, C.J. (1988). *The memory representation of motor skills: A test of schema theory*. Ph.D. Dissertation, Louisiana State University.
8. Poto, C.C. (1988). *How forgetting facilitates remembering: An analysis of the contextual interference effect in motor learning*. Ph.D. Dissertation, Louisiana State University.
9. Hall, K.G. (1990). *Variability of practice and contextual interference in motor skill learning*. Ph.D. Dissertation, Louisiana State University.
10. Schoenfelder-Zohdi, B.G. (1992). *Investigating the informational nature of a modeled visual demonstration*. Ph.D. Dissertation, Louisiana State University. [selected by the Dept. of Kinesiology and College of Education as the College nominee for the University Distinguished Dissertation Award].
11. Anderson, D.I. (1994). *The relationship between intrinsic and augmented feedback for motor skill learning*. Ph.D. Dissertation, Louisiana State University. [selected by the Dept. of Kinesiology and College of Education as one of two College nominees for the University Distinguished Dissertation Award].
12. Sekiya, H. (1995). *The contextual interference effect in learning parameters of the generalized motor program*. Ph.D. Dissertation, Louisiana State University.
13. McNevin, N.H. (1995). *Variability of practice in motor skill acquisition: A task dynamics perspective*. Ph.D. Dissertation, Louisiana State University.
14. Hadden, C. M. (1998). *Concurrent vs. terminal augmented feedback in the learning of a discrete bimanual coordination task*. Ph.D. Dissertation, Louisiana State University.
15. Jeansonne, J.J. (2002). *The effect of environmental context on performance outcomes and movement coordination changes during the learning of complex motor skills*. Ph.D. Dissertation, Louisiana State University. [Available at <http://etd.lsu.edu/docs/available/etd-0330103-204041/>]
16. Wu, W.F.W. (2007). *Self-control of learning multiple motor skills*. Ph.D. Dissertation, Louisiana State University. [Available at <http://etd.lsu.edu/docs/available/etd-06142006-121955/>]
17. Porter, J.M. (2008). *Systematically increasing contextual interference is beneficial for learning novel motor skills*. Ph.D. Dissertation, Louisiana State University. [Available at <http://etd.lsu.edu/docs/available/etd-04042008-112837/>]
18. Leach, S.J. (2008). *A divided-attention timed stepping accuracy task as a procedural learning intervention improves balance and functional performance in healthy older adults*. Ph.D. Dissertation, Louisiana State University. [Available at <http://etd.lsu.edu/docs/available/etd-01132009-154823/>]

PH. D. DISSERTATIONS EXTERNAL EXAMINER / OUTSIDE READER

1. Kim, G.J. (2016). *Effects of attentional focus on motor training of the upper extremity using robotics with individuals after chronic stroke*. Ph.D. Dissertation, Dept. of Occupational Therapy, New York University.

PH. D. DISSERTATION EXTERNAL EXAMINER (International)

1. Chevalier-Girard, N. (1978). *The effects of image and label on the free recall of movement lists*. Ph.D. Dissertation, Department of Physical Education, University of Alberta, Edmonton, Alberta, Canada.
2. Johnson-Morgan, M. (2000). *Defining the experiential consumption of sport*. Ph.D. Dissertation, School of Business Administration, University of Queensland, Brisbane, Queensland, Australia.
3. Farrow, Damian (2002). *Expertise and the acquisition of perceptual motor skill*. Ph.D. Dissertation, School of Human Movement Studies, University of Queensland, Brisbane, Queensland, Australia.
4. Berry, Jason T. (2004). *Expert perceptual and decision-making skill: Identification, development and acquisition in a team invasion sport*. Ph.D. Dissertation, School of Human Movement Studies, University of Queensland, Brisbane, Queensland, Australia.
5. Mononen, K. (2006). *The effects of augmented feedback on motor skill learning in shooting*. Ph.D. Dissertation, Faculty of Sport and Health Sciences, University of Jyväskylä, Finland.

M.S. THESES DIRECTED

1. Husak, W. (1976). *The relationship among perceptual-motor ability, self-concept, and reading achievement in early elementary school children*. M.S. thesis, Texas A&M University.
2. Husak, P. (1976). *Self-actualization as it relates to sport participation*. M.S. thesis, Texas A&M University.
3. Newcomb, C.K. (1976). *Attitudes of female athletes toward their male and female coaches*. M.S. thesis, Texas A&M University.
4. Parks, P.F. (1978). *Different thresholds for linear positioning: Some implications for motor behavior research and theory*. M.S. thesis, Texas A&M University.
5. Eghan, T. (1983). *The interaction of knowledge of results as error correction and motivation in motor skill acquisition*. M.S. thesis, Louisiana State University.
6. Ko, Y.G. (1988). *Differential processing activities during the KR-delay and post-KR intervals during motor skill learning*. M.S. thesis, Louisiana State University.

UNDERGRADUATE HONORS THESES DIRECTED

1. Leu, J. W. (2005). *Effects of type of instruction on ground reaction forces in jump landing*. Undergraduate honors thesis, Louisiana State University.

EDITOR ACTIVITIES (RESEARCH JOURNALS)

Research Quarterly for Exercise and Sport

Editor-in-Chief, 1996-1999
Editorial board: Member, 1999-2003; Chair, 2002-2003
Section Editor, Motor Control and Learning Section, 1983-1989

Journal of Motor Behavior

Editorial board member, 1994 to present
Consulting Editor, 1990 to 1994

Revista de Psicología del Deporte [journal published in Spain]

Editorial board member, 1992 to present

Human Movement Science

Associate Editor, 1989 to 1996

Scandinavian Journal of Medicine & Science in Sport

International Advisory Board, 1990 to 1996

Science & Motricité (international journal of the Assoc. of Research in Physical Activities and Sports, France)

Scientific Committee member, 1993 to present

Skill Development

Editorial board member, 2005 to present

Quest

Guest Editor, Theme: "Communicating information to enhance skill learning," 1994, Vol. 46, No. 3.

REVIEWER-RELATED ACTIVITIES

Research Journals

Regular reviewer for: *Journal of Motor Behavior*
Research Quarterly for Exercise and Sport

Ad hoc reviewer for: *Australian Journal of Science and Medicine in Sport*
Child Development
Cognitive Development
Human Movement Science
Human Performance
International Journal of Sport Psychology
International Journal of Sport Sciences and Coaching
Journal of Applied Sport Psychology

Journal of Experimental Psychology: Applied
Journal of Experimental Psychology: Human Perception and Performance
Journal of Experimental Psychology: Learning, Memory, and Cognition
Journal of Gerontology
Journal of Sport & Exercise Psychology
Journal of Sports Sciences
Journal of Teaching Physical Education
Kinesiology Journal (Croatia)
Medicine and Science in Sports and Exercise
Neuropsychological Rehabilitation
Neuropsychology
Perceptual and Motor Skills
Psychological Reports
Psychological Research
Quarterly Journal of Experimental Psychology: Human Experimental Psychology
Quest
Scandinavian Journal of Medicine & Science in Sport
Sport Science Reviews
The Sport Psychologist

Reviewer of Proposals for New Book

Houghton-Mifflin
Human Kinetics
McGraw-Hill
Prentice-Hall
W.B. Saunders

Reviewer of Book Editions

Sage: Review of Locke, Silverman, & Spirduso (2010). *Reading and understanding research* (3rd ed.), for preparation of 4th edition.

Reviewer of Edited Volumes

Psychology of Motor Behavior and Sport-1978, selected papers presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, 1978.
First edition of *Basic Stuff in Motor Learning*, AAHPERD Publications, prior to revision for second edition, 1985.
Article “Motor Control,” submitted to *Encyclopedia of Human Behavior*, published by Academic Press (1993).
Chapter 2: “Motor Learning” in Mohnsen, B. (1998). *Concepts of Physical Education: What Every Student Needs to Know*. Reston, VA: NASPE Publications. [Reviewed chapter (October, 2001) prior to revision for second edition.]

Reviewer of Presentations Submitted for Research Meetings

Research Consortium sessions at the AAHPERD Annual Convention: 1980, 1985, 1991, 1992, 1997, 1998
National Association of Sport and Physical Education presentations at the AAHPERD Annual Convention: 2003
Research Council sessions at the annual meeting of the Southern District of AAHPERD: 1980, 1981, 1987, 1989, 1998
Motor Control section for the annual meeting of the American College of Sports Medicine – 1989
Research presentation submissions for “Dance and the Child International” Congress, Copenhagen, Denmark – 2015

Reviewer of Research Grants and Fellowships

NATO Collaboration Research Grant Proposal, 1986.
NSF research grant proposals: 1987, 2001.
Fulbright Fellowship applications, 1987, 1990.
Research Professor proposal, Teachers College, Columbia University, 1991.
Idaho Board of Education, 1992.
Natural Sciences and Engineering Research Council of Canada, 1993.
NIH Post-Doctoral Fellowship Award: 1995.
NIH-NIMH FIRST Award: 1995.
Fund for Scientific Research, Belgium: 1999.
Research Council, Catholic University of Leuven, Belgium: 1999, 2002
AAHPERD Research Consortium Grant Program: 2001
Hampton Research Fund, University of British Columbia, Canada, 2001, 2003

University Grants Program, Hong Kong University, China, 2005

OFFICES AND COMMITTEES IN PROFESSIONAL ORGANIZATIONS

International Association of Applied Psychology (IAAP)

Sport Psychology Division
Executive Committee Member (North American Representative) (1994-1997)
Representative on the Scientific Program Committee for the 1998 International Congress

International Society for Sport Psychology (ISSP)

Member, Managing Council (1985 - 1993)
Chair, Awards Committee of the Managing Council (1989 - 1993)
Member, Awards Committee of the Managing Council (1986 -1989)
Member, International Promotions Committee of the Managing Council (1985 - 1993)

National Academy of Kinesiology

Secretary-Treasurer (1994-1996)
Chair, Publications Committee (1988-1990)
Member, Awards Committee (1991-1993)
Chair, Awards Committee (1992)
Member, Directory of Specialists Presidential Committee (1995-1997)
Chair, Memorials Committee (1997-2000)
President-Elect (2001-2002)
President (2002-2003)
Past-President (2003-2004)
Chair, Committee on the Documents of Governance (2004-2005)

North American Society for the Psychology of Sport and Physical Activity (NASPSPA)

President (1985-1986); President-elect (1984-1985); Past President (1986-1987)
Secretary-Treasurer (1978-1982)
Member, Nominations Committee (1977, 1989, 1990)
Member, Annual Conference Program Committee (1981, 1990, 1992)
Chair, Nominations Committee (1986)
Member, Nominations Committee (1989, 1990)
Member, Ad hoc committee on future directions (1988-1989)
Member, Distinguished Scholars Selection Committee (1992, 2002)
Member, Motor Control and Learning Program Planning Committee (1997)
Member, Ad hoc committee on executive director recommendation (2001)

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

Member, Research Consortium Committee on Completed Research in HPERD (1979-1984)
Member, Research Consortium Committee on Research Writing Awards (1984-1985)
Member, Research Consortium Credentials Committee (1991-1992)
Chair, Research Consortium Distinguished Lectures Committee (1997-1998)
Member, Research Consortium Distinguished Lectures Committee (2001-2002, 2005-2006)
Member, Research Consortium committee to review proposals for AAHPERD Research Grant Program (2001)

Southern District Association of AAHPERD

Chair, Research Council (1986-1987); Chair-elect (1984-1986); Past Chair (1987-1988)
Member, Scholar of the Year Selection Committee (1986-1987, 1991-1992, 1992-1993)

Texas Association for HPERD

Chairperson, Research Section (1977-1978)

National Youth Sports Coaches Association

Member, Board of Directors (1985-1988)

CONFERENCES, SYMPOSIA, & PANELS

1. Symposium organizer and director, "The Child in Sport: A Symposium on Readiness and Effects", Milwaukee, Wisconsin, April, 1976.
2. Invited Panelist, "Teaching Motor Learning", at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Ithaca, New York, May, 1977.
3. Symposium director, "Motor Learning: The State of the Science in Texas", at the annual meeting of the Texas Association of HPERD, Dallas, Texas, December, 1977.
4. Symposium organizer and moderator, "Current status and future projections of youth sport research", at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Tallahassee, Florida, May, 1978.
5. Symposium organizer and moderator, "Conceptual approaches to the study of motor behavior", at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Boulder, Colorado, May, 1980.
6. Organizer and director, Conference on Memory and Control in Motor Behavior, at Louisiana State University, Baton Rouge, Louisiana, February, 1982.
7. Program chair, Neuro-Behavioral Sciences Program, Olympic Scientific Congress, Eugene, Oregon, July, 1984.
8. Moderator, Symposium on "Modification of Games and Sports for Various Age, Maturity, and Skill Levels", at the Olympic Scientific Congress, Eugene, Oregon, July, 1984.
9. Chair, Institute on Youth Sports, a one-day institute held at the annual meeting of the National Parks and Recreation Association, Orlando, Florida, October, 1984.
10. Panelist, "Child abuse and sports" on Florida style, a daily talk show on WMFE-TV, Orlando, Florida, October 12, 1984.
11. Organizer and moderator, Symposium on "Application of Motor Learning Research to Teaching Physical Education" for the Sport Psychology Academy at the annual meeting of the American Alliance for HPERD, Atlanta, Georgia, April, 1985.
12. Chair, responsible for organizing Research Section meetings at the annual meeting of the Southern District Association of AAHPERD, Winston-Salem, North Carolina, February, 1986.
13. Chair, for Keynote address session, AIESEP International Congress, Madrid, Spain, July, 1988.
14. Moderator, session on "The name for the undergraduate major," at the annual meeting of the American Academy of Physical Education, Boston, Massachusetts, April, 1989.
15. Symposium organizer and moderator, "Cognitive processes in motor skill learning and control," at the Seventh World Congress in Sport Psychology, Singapore, August, 1989.
16. Chair, for Keynote address session, Seventh World Congress in Sport Psychology, Singapore, August, 1989.
17. Invited guest, daily talk show, "Bon dia, Rio Grande," RBS-TV, Santa Maria, Brazil, Oct. 1, 1990.
18. Organizer and moderator, Symposium on "Modeling and External Feedback as Sources of Information in Motor Skill Learning," Asilomar, California, June, 1991.
19. Organizer and moderator, Symposium on "Skill Acquisition Problems in Sport," 8th World Congress on Sport Psychology, Lisbon, Portugal, June, 1993.
20. Invited panelist, "Future perspectives for the physical activity and sport sciences," at the World Congress on Physical Activity and Sport Sciences, Granada, Spain, November, 1993.
21. Organizer and moderator, Symposium: A Workshop on Writing Manuscripts for Research Journals, at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, Reno, NV, April, 1998.
22. Invited panelist, "AAHPERD Writers' Forum: Writing for Journal Publication," at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, San Diego, CA, April, 2002.
23. Invited participant: "A laboratory experience for bimanual coordination," in the Workshop "Teaching Undergraduate Motor Learning: Sharing Our Passion and Our Strengths," at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, New Orleans, LA, April, 2004.
24. Invited panelist, "AAHPERD Writers' Forum: Writing for Journal Publication," at the annual convention of the American Alliance of Health, Physical Education, Recreation, and Dance, New Orleans, LA, April, 2004.
25. Organizer of two-day program for annual meeting of the American Academy of Kinesiology and Physical Education (AAKPE), "Movement and mobility: Essentials for daily living." Oak Brook, IL, September, 2004. [Proceedings published in April, 2005 issue of *Quest*]
26. Invited panelist, "The effective use of feedback in teaching golf," presentation at *Golf Magazine* Top 100 Teacher Retreat, Pinehurst, NC, March, 2005.
27. Organizer and instructor, "Motor learning and control: Theory and application to orthopedic physical therapy." 10.5 hr teaching module for NYU Clinical Residency Program in Orthopedic Physical Therapy, NYU Physical Therapy Dept., June, 2011.
28. Organizer and instructor, "Motor learning and control: Theory and application to orthopedic physical therapy." 10.5 hr teaching module for NYU Clinical Residency Program in Orthopedic Physical Therapy, NYU Physical Therapy Dept., June, 2012.

27. Organizer and instructor, "Motor learning and control: Theory and application to orthopedic physical therapy." 10.5 hr teaching module for NYU Clinical Residency Program in Orthopedic Physical Therapy, NYU Physical Therapy Dept., June, 2013.
28. Organizer and instructor, "Motor learning and control: Theory and application to orthopedic physical therapy." 10.5 hr teaching module for NYU Clinical Residency Program in Orthopedic Physical Therapy, NYU Physical Therapy Dept., June, 2014.
29. Organizer and instructor, "Motor learning and control: Theory and application to orthopedic physical therapy." 10.5 hr teaching module for NYU Clinical Residency Program in Orthopedic Physical Therapy, NYU Physical Therapy Dept., June, 2015.
30. Moderator, two research paper presentation sessions, Dance and the Child International 13th Congress, Copenhagen, Denmark, July, 2015.

RESEARCH PAPER PRESENTATION SECTION MODERATOR

1. Moderator of a research presentation session of the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Austin, Texas, May, 1976.
2. Moderator of a research presentation session on "Motor Memory" at the International Congress on Physical Education, Trois-Rivieres, Quebec, Canada, June, 1979.
3. Moderator of a research presentation session of the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Asilomar, California, May, 1981.
4. Moderator of a research presentation session on "Knowledge of Results" at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, British Columbia, Canada, June, 1987.
5. Moderator of a research presentation session on "Human motor behavior: Development and teaching" at the AIESEP International Congress, Madrid, Spain, July, 1988.
6. Moderator for 2 sessions of invited addresses and free papers at the Olympic Scientific Congress, Seoul, Korea, September, 1988.
7. Moderator of a research presentation session on "Strategic behavior and special populations" at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Houston, Texas, May, 1990.
8. Moderator of a research presentation session on "Motor control" at the annual meeting of the Psychonomic Society, New Orleans, Louisiana, November, 1990.
9. Moderator of a research presentation session on Motor Learning, at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Pittsburgh, June, 1992.
10. Moderator of a research presentation session on "Learning, attention, and emotion", at the meeting of the International Association of Applied Psychology, the 23rd International Congress of Applied Psychology, Madrid, Spain, July, 1994.
11. Moderator of session for a keynote address by Ann Gentile, at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, St. Charles, IL, June, 1998.
12. Moderator of presentation session "Professional Linkages" at the annual meeting of the American Academy of Kinesiology and Physical Education, Tucson, AZ, September, 2006.

CONSULTING, PROGRAM REVIEWS, WORKSHOPS, ETC.

1. Member of the Visiting Committee of the Southern Association of Colleges and Schools for an accreditation review of Waxahachie High School, Waxahachie, Texas, October, 1974.
2. Consultant, Hattiesburg Area Youth Sports Advisory Council, Hattiesburg, Mississippi, July, 1976.
3. Consultant, Texas City Independent School District (Texas), In-Service Workshop for Elementary Physical Education, August, 1976.
4. Conducted movement education workshop for Bryan, Texas, kindergarten teachers, May, 1977.
5. Clinician for the Coach Certification Program of the United States Wrestling Federation at a coach certification clinic at the University of Iowa, Iowa City, Iowa, July, 1980.
6. Sport psychology consultant for the National Youth Sports Coaches Association, West Palm Beach, Florida, 1980 to 1988.
7. Clinician at the Annual Youth Football Coaches Clinic, conducted session on "Psychology in Youth Sports", Baton Rouge, Louisiana, July, 1986.
8. Invited speaker at Youth Sports Seminar, Baton Rouge, Louisiana, November, 1988.
9. Invited speaker at the Baton Rouge Kid's Baseball Clinic, Baton Rouge, Louisiana, February, 1989.
10. Expert consultant, legal case, Lafayette, Louisiana, 1989.

11. Invited speaker for workshop session on psychological aspects of being involved in physical activity, National Dance Week Workshop, sponsored by In The Company of Dancers, Baton Rouge, 1990.
12. External member of Program Review Panel for Kinesiology Department, San Francisco State University, San Francisco, California, May, 1998.
13. Consultant for the Pre-Primary age curriculum of the American Ballet Theatre for its national training curriculum, June, 2012.
14. External member of Program Review Panel for Department of Kinesiology, Health, & Sports Studies, Wayne State University, Detroit, Michigan, January, 2015.

UNIVERSITY SERVICE

New York University

Department of Physical Therapy

Member of 2 Search Committees (2007 – 2008): 1 tenure-track assistant professor; 1 clinical assistant professor

Department of Communicative Sciences and Disorders

Member of personnel review committee (2007 – 2008; 2008 – 2009; 2010 – 2011; 2011-2012)

Louisiana State University

University Program Review Council [Responsible for internal-external reviews of all academic degree programs]

Member (2002 – 2007)

University Program Review Panels

School of Music (Fall, 2004) – panel chair

Department of Chemistry (Spring, 1997) – panel member

Department of Petroleum Engineering (Spring, 1998) – panel member

Department of Management (Spring, 2001) – panel member

Faculty Senate

Member (1981-1982)

Admissions, Standards, and Honors Committee (1979-1982; Chair: 1981-1982)

Graduate School

Graduate Council, Member (1991 - 1997)

Promotion and Tenure Committee (1993, 1994, 1995)

Graduate Education Study Group (2003)

College of Education

Dean's Advisory Committee (Texas A&M: 1977-1978)

Scholarship Committee (1979-1982)

NCATE Review Committee on Faculty (1981-1983)

College Development Committee (1982-1987; Chair: 1983-1984)

Courses and Curricula Committee (1984-1986)

Improvement of Instruction Committee (1984-1985)

Graduate Advisory Council (1988-1990, 1992-1995; Chair: 1989-1990, 1992-1995)

Strategic Planning Committee (1990-1991)

Computing Education Committee (1990-1992)

College Policy, Planning, and Resource Allocation Committee (1993-1999)

College Personnel Committee (1996-1997; 2001-2002; 2006 to present)

Distinguished Dissertation Selection Committee (1998-1999)

Ad hoc Advisory Committee to the Dean for Promotion and Tenure (2001)

Dean's Advisory Committee (2006 - 2007)

Department of Kinesiology

Coordinator, Graduate Program (1988-1996; 1999 - 2007)

Coordinator, Motor Behavior graduate concentration (1978-1981; 1989 - 2007)

Director, Motor Behavior Laboratory (1978 - 2007)

Graduate Faculty Committee (1978 - 2007)

Tenured Faculty Committee (1980 to present; Chair: 1992-1993)

Curriculum Committee (1978-1982; 1986-Chair, 1980-1981, 1986-1988)

Human Subjects Committee (1981-1984)

Advisory Committee (to the Chair) (1988 to 1996; 1998 - 2007)

COMMUNITY SERVICE

Member, Board of Trustees, Baton Rouge Ballet Theatre (2001 to 2007)

EXTERNAL REVIEWER FOR PROMOTION AND TENURE

I have served as an external reviewer for individuals seeking promotion and/or tenure at the following universities (number of different individuals or reviews is noted in parentheses):

Bowling Green State University, Bowling Green, Ohio (2)

California State Polytechnic University, San Luis Obispo, California (1)

Columbia University, Teachers College, New York City, New York (2)

Drexel University, Philadelphia, Pennsylvania (1)

Florida State University, Tallahassee, Florida (1)
Georgia State University, Atlanta, Georgia (1)
Iowa State University, Ames, Iowa (1)
Ithaca College, Ithaca, New York (1)
Lakehead University, Thunder Bay, Ontario, Canada (1)
McMaster University, Hamilton, Ontario, Canada (1)
Miami University, Oxford, Ohio (1)
New Mexico State University, Las Cruces, New Mexico (1)
Oakland University, Rochester, Michigan (1)
Oregon State University, Corvallis, Oregon (1)
Penn State University, University Park, Pennsylvania (2)
Simon Fraser University, Burnaby, British Columbia, Canada (3)
Southern Illinois University, Carbondale, Illinois (2)
Texas A&M University, College Station, Texas (6)
University of British Columbia, Vancouver, Canada (2)
University of California at Davis, Davis, California (1)
University of Colorado, Boulder, Colorado (3)
University of Florida, Gainesville, Florida (2)
University of Georgia, Athens, Georgia (1)
University of Houston, Houston, Texas (2)
University of Illinois, Urbana-Champaign, Illinois (3)
University of Illinois at Chicago, Chicago, Illinois (3)
University of Iowa, Iowa City, Iowa (1)
University of Maryland, College Park, Maryland (1)
University of Massachusetts, Amherst, Massachusetts (2)
University of Memphis, Memphis, Tennessee (1)
University of Minnesota, Minneapolis, Minnesota (1)
University of North Carolina at Greensboro, Greensboro, North Carolina (2)
University of Pittsburgh, Pittsburgh, Pennsylvania (1)
University of Southern California, Los Angeles, California (1)
University of Texas, Austin, Texas (1)
University of Virginia, Charlottesville, Virginia (1)
University of Waterloo, Waterloo, Ontario, Canada (1)
University of Western Ontario, London, Canada (2)
University of Windsor, Windsor, Ontario, Canada (1)
University of Wisconsin, Madison (1)
Wayne State University, Detroit, Michigan (1)
Wilfrid Laurier University, Waterloo, Ontario, Canada (1)

DISSERTATION

The effect of the length of and activity during the post-knowledge of results interval on the acquisition of a serial-motor skill.
Ph.D. dissertation, Program in Educational Psychology, Florida State University, Tallahassee, Florida, 1974. (Microform Publications, University of Oregon, Microfiche Number BF 295, 152.334) [Supervisory committee: Robert N. Singer, chair; Robert M. Gagné; Joseph Grosslight; Harold Fletcher; Robert Tennyson]