

DISCUSS THE ROLE OF FEEDBACK IN THE LEARNING OF SKILLS

“Feedback is the final part of the information processing system, which received during or following a movement, to notify the performer about the effectiveness of the response. In order to learn and develop skills, feedback and guidance are necessary. It also required knowledge of result and knowledge of performance.” **Sport and PE, Kevin Wesson**

In this essay I will discuss how important the role of feedback is in the learning of skills and what different kinds of feedback can be used to help a person to learn these skills.

Feedback can give us information about the quality of a performance or a certain technique. There are many different types of feedback a athlete can use in the learning of skills, some are better than others. The different types of feedback are:

Extrinsic, Intrinsic, Positive, Negative, Terminal, Concurrent, Knowledge of Performance

Before discussing the role of feedback it is important to know what all of these different feedbacks are

Extrinsic Feedback

Extrinsic feedback is the feedback given by an outside performer. Teachers and coaches can both give extrinsic feedback as well as older peers.

Intrinsic Feedback

obviously the opposite of extrinsic, intrinsic feedback comes from within the performer. The performer will have his own feelings on how he believed he performed the skill or technique

Positive Feedback

positive feedback is a must for a performer, it boosts morale for a performer to know he has performed a skill correct. This is what positive feedback is telling the performer where he is correct. It is essential for learning as if the performer knows he did an action correct he will know not to change it if another part of the skill was wrong. If this is not given the performer may believe it is the part of the skill he is doing correct that he needs to change. Beginners in a sport are always given positive feedback

Negative feedback

Negative feedback as well as telling a performer he has done something is wrong is how he can improve this and what steps he should make to do so. This is a must so performers can know what they are doing wrong but too much of negative feedback and see motivation levels drop.

Terminal

This type of feedback is mainly done after or before a performance. For example a Rugby Coach giving information in the changing rooms before the match

Concurrent feedback

Gathered during the performance of skill. A coach gives concurrent information during a game. For example in football when a manager is shouting information onto the pitch as the game is being played

Knowledge of performance

An example of this can be a Basketball coach telling his team what went wrong and what went right after a game and telling them how to improve on the performance, this however, can be both extrinsic and intrinsic.

Knowledge of results

This feedback is the score or time you completed your activity. Just as a 1500m athlete will be given his time for him completing the results.

Feedback is essential now for performers to do well. For many the best type of feedback comes extrinsically as many people who use feedback on themselves (intrinsically) are either too critical or not harsh enough. This poses a problem as the whole point of feedback is to improve skill and motivate and by being too harsh motivation levels will inevitably drop whilst if being too soft on you a skill will never be improved to above a satisfactory level, It is vital that all feedback given is understood by the performer to improve their skills. This means people such as coaches have a big part to play and must make sure they are neither too negative nor too positive either. A balance needs to be there. If a coach picks up on too many small errors then confidence and motivation levels will drop too much. This puts more pressure on the coach to get it right. This is the negative effect of both positive and negative feedback.

For example a big error would be giving the ball away in your own half in football, this would need both negative feedback and Knowledge of performance feedback. As the performer would have to know that this was wrong and needed correcting as soon as possible and knowledge of performance feedback to talk about it after the game so the performer knows where to go from there. This is a positive side of the negative feedback and the performer would be happy because he knows where he has gone wrong. However, if a coach was to use these two feedbacks on a small error like missing a tackle deep in the opponents half then using that kind of feedback for a small and costless error will de-motivate the player as he feels he did not make a big mistake to earn such negativity

This makes it such important to use positive feedback as using one without the other will have bad effects. Positive feedback is essential for motivation and confidence while taking part in an activity.

One other motivation type of feedback is Terminal Feedback. This is the information given before the activity is played. It should be all positive getting the performer focused on the task ahead. Terminal is also feedback after the activity. This shouldn't be too harsh, as the performer will know by intrinsic feedback how well they did straight after the activity.

As like all feedbacks Concurrent feedback can have both plus and negative sides to it. This is giving/shouting information to you during an activity. Such as American Football where instructions are shouted on through the head guards, It is important the coach does not demotivate the performer by doing this but raises his game instead. This can be done by shouting positive feedback to a player and then telling him what you expect from him in the activity.

'Responses followed by reward tend to be repeated, while those that are not (or that are punished), tend not to be repeated'

 (*Thorndike's law of effect* 1914) **sport and PE (Kevin Wesson)**

This highlights the benefit of positive feedback which along with Knowledge of performance and Negative has to be the three best types of feedback to give a performer as they all play a big role in improving that persons skill level. The positive gives the motivation and confidence to try and strive to improve the school and the negative lets the performer know what's wrong with the skill so he can correct this and the knowledge of performance fills in the performer with what he needs to know and if he has any problems how they can deal with it. This knowledge will be both positive and negative. Without Feedback skills will never be learnt above an average way and without these three types of feedback skill will

never be learnt to a almost perfect level.

In conclusion feedback if used properly can be a great thing for a performer to learn new and improve skill to a higher level. By using it properly there has to be a balance or else feedback will not work properly and not have the same effect. However, if the balance is right then a performers motivation will be high and skill will be improved making it essential for a performer to have.

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