

Discuss the role of feedback in the learning of physical skills

Strictly speaking, feedback is a processing term referring to information coming from within the system rather than information coming from the outside world. Feedback is now generally referred to as all the information in its various forms that a performer receives as a result of movement (response produced information). When a performer is taking part in physical activity in any shape or form information is fed back into the system either during the activity or after the activity.

Feedback can come in a number of ways. The main ones are; Positive Feedback, Negative Feedback, Intrinsic Feedback, Extrinsic feedback, Terminal Feedback, Concurrent Feedback, Knowledge of performance and Knowledge of results.

Positive Feedback - When a skill is performed correctly giving a successful outcome. The player then knows what to repeat for the next time that they do that particular action. This can get them aroused and the player is then more motivated. This type of feedback is essential for beginners. An example of this would be if a basketball player performs a good jump shot and the coach tells them that it had good technique.

Negative Feedback - This is more than just picking out a weakness in the players game. It includes what the player should do to correct the fault. This feedback must be used carefully because it can easily de-motivate the player, to a player who is well developed in their sport this type of feedback is vital to tune their techniques. E.g. a coach telling a basketball player that their lay-up is not correct but they should be placing the ball in the square.

Extrinsic Feedback - This is feedback from another person. E.g. teacher, coach, friend or someone watching you and telling you how you are performing.

Intrinsic Feedback - This is feedback that comes from the performer to see how the skill was performed. E.g. a badminton player assessing their serve after it has gone into the net again.

Terminal Feedback - This is feedback that is given after or even before the player's performance. E.g. a coach analysing the player's game and giving feedback on it. This also strengthens the schema in the memory.

Concurrent Feedback - This is gathered during the performance of the skill, this maybe extrinsic- a coach shouting information or intrinsic- the feel of the movements.

Knowledge of Performance - Knowledge gained through feedback, coach video or self-analysis about their performance and technique.

Knowledge of results - Results given to the performer, which can be analysed and compared to previous performances. E.g. number of passes made in basketball and number of passes that went astray.

As a footballer feedback is vital for me to compete at any standard. I feel that many different types of feedback are useful when I am training at football. The main types of feedback used by my coach are positive feedback and negative feedback. I feel that when he uses the positive I feel more motivated and that I am doing things correctly that only need minor adjustments. When negative feedback is used I feel slightly de-motivated but this makes me want to succeed even more and get things right that I am doing incorrectly. When analyzing my football I use knowledge of results. I look at my performance during the game, either by a video or being told by someone else (extrinsic feedback) and also note down the number of goals and assists I make. Over the season I keep this to compare it to a fellow teammate or my last year stats to see how I perform overall each season. This feedback is important to see how I am doing at the time.

Guidance is an important way of giving feedback. It can be given and/or received in three ways. Visually, Verbally and Manually, also known as mechanically.

When football is being taught all three types of guidance is needed for the performer to acquire the skills correctly. If the body is in the incorrect position for example, then the coach would use a mechanical type of guidance to correct the body shape so it was in the right position. Also in the situation the coach would use visual guidance to show the learner what would be the correct way of doing the action. If the coach thought that the player was doing the skills correctly then they would use verbal guidance just to tell them a slight fault so then they can correct it quickly without having to start the process again. I feel that the most negative type of guidance is the mechanical guidance. This is because if it is used too much then the player may feel de-motivated and could lose interest by constantly being maneuvered in how to succeed in the skills.

The four areas that are needed to make up a schema is; Initial conditions. E.g. position of the ball in relation to your feet Movement. Requirements or parameters. E.g. how much power is needed for each type of shoot or pass. Outcome of the movement. E.g. how far the ball traveled. Sensory consequences. E.g. how the shoot/pass felt, to far? To Short? These examples all apply to football.

Some of this information can then be stored in the long-term memory. It can be used to relate to other skills that can be used in the game of football.

A basketball player when shooting knows what it is expected to feel like and he/she compares the information supplied by their senses. This is why when confronted with a new situation the performer can make an attempt at the skill, based on the schema, and through practise will quickly improve. This will then help them get to the standard of their other skills. The skilled performer relies on the variety of schema that they have encountered, in other words, their experience.

By rewarding the player they can remember the skill action they used to complete the skill and this will go into the long-term memory and used later in the game and be performed at a higher level. While negativity will develop a fear of failure and create a tense unpleasant practise atmosphere.

If a player relies too much on feedback then this is a bad thing. They are closing themselves off from self-assessment and doing things for themselves. If feedback is withdrawn then they cannot cope and play on their own and they do not gain the feeling of assessing their own progress.

The role of feedback with the learning of skills of skills should follow the six learning theories. The first is that the key components of the behaviouristic perspective are stimulus (S) and response (R). The S-R theory is based on the concept that learning involves the development of connections or bonds between specific stimuli and responses. The second is that in classical conditioning, drill and habit are very important elements of every lesson. The third is that in operant conditioning, drill and habit are very important elements of every lesson. The forth is that the teacher or coach must try to produce feelings of satisfaction to give strong reinforcements (law of effect). The fifth is Hull's drive theory links motivation to the strengthening of the S-R bond. The sixth is Cognitive theories suggest that performers must be able to understand events. The concept of 'insight' is a major aspect of cognitive theories.

Everybody benefits from different types of feedback, when you are competing in a sport you need to know what kind of feedback motivates you and what de-motivates you. This is then not only useful to you as the player but also useful to you're coach to be able to teach you the skills.

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