

Essay Example

“Discuss the role of feedback in the teaching and learning of physical skills”

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When we play sport we are given many different types of feedback by different people and they come in different forms. The main types are:

- Positive Feedback
- Negative Feedback
- Intrinsic Feedback
- Extrinsic feedback
- Terminal Feedback
- Concurrent Feedback
- Knowledge of results
- Knowledge of performance

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 demotivate 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 players performance. E.g. a coach analysing the players 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 performance-Results given to the performer which can be analysed and compared to previous performances. E.g. number of pass made in basketball and number of passes that went astray.

As a golfer feedback is vital for me to compete at quite a high standard. I feel that many different types of feedback are useful when I am training for golf. 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 demotivated but this makes me want to succeed even more and get things right that I am doing incorrectly. When analysing my golf I use knowledge of results. I look at my score card and also note down the number of puts I had, the greens in regulation I hit and the number of fairways I hit. Over the year I keep this to compare it to an average to see how I perform on each occasion I play a round of golf. 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/received in three ways.

- Visually
- Verbally
- Manually/mechanically

When golf is being taught all three types of guidance is needed for the performer to acquire the skill/shot correctly. If the body is in the incorrect position or the swing plain is not parallel then the coach would use a mechanical type of guidance to correct the body shape and swing plain. 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 shot correctly then they would use verbal guidance just to tell them a slight fault so then they can correct is quickly without having to start the shot process again. E.g. if a player had set up to hit a drive and his hands were not far enough forward then the coach would advise the player to push hands forward. I feel that the most destructive type of guidance is the mechanical guidance. This is because if it is used too much then the player may feel demotivated and could loose interest by constantly being manoeuvred in how to play the stroke.

The four areas that are needed to make up a schema

- Initial conditions. E.g. weight of the club and position of the ball in relation to your feet
- Movement requirements or parameters. E.g. how much back swing and how much follow through is needed for each type of shot.

- Outcome of the movement. E.g. how far the ball travelled.
- Sensory consequences. E.g. how the shot felt, thin? Fat?

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

“Recognition schema also incorporates the fourth item of information stored, sensory consequences. The recognition schema is thought to guide movement production by comparing expected sensory consequences with the actual consequences.”

(Schmidt 1975)

A basketball player when shooting knows what it is expected to feel like and he/she compares the information supplied by their senses. Hence 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. Then they can 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.

“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)

“It is possible for a negative comment to be perceived as a reward or reinforcer by a child who thrives on attention, this attention can be positive or negative”.

(Thorndike’s law of effect 1914)

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.

In the future I can see myself using the same types of guidance, but I will try different types of feedback such as

- **Faded Feedback “where relative frequency is high in early practise and diminishes later in practise. This can adjust feedback scheduling, proficiency level and improvement rate”.**
- **Bandwidth Feedback “this is where feedback is delivered only is errors occur outside a range of correctness. This type of feedback is**

a by-product. It eliminates trial to trial corrections to change the action and has positive reinforcement for the movement”.

(EPE lecture notes 1981)

These types will suit my style of learning in order for me to improve at learning different sports.

Source list

www.public.asu.edu- Types of feedback

www.v-i-n-e.co.uk – Schema theory

<http://curriculum.calstatela.edu> - Thorndike’s theory

Edexcel text book- Types of feedback.

PE notes (Walden 2001)- Types of feedback and guidance.