

Use practical examples to show how a coach uses feedback to help a performer to learn a skill?

Feedback is an very important part in our information processing models as it compares our own performances with what we actually intend to do. Feedback occurs as a result of the movement we make and is the link between outputs into input.

Feedback is very important to performers as it allows the performer to recognise if the skill they have done is to perfection, or if certain parts of the skill need to be improved. Feedback can come in many different forms; *Intrinsic Feedback* is feedback from the internal proprioceptors about the feel of the movement. For example, when a football player strikes at goal he will be able to feel if he made good enough contact with the ball to generate enough power. Another example could be whether of not a tennis player moves his racket in time to get enough top spin on the ball. Intrinsic feedback can also come 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.

Another type of Feedback is *Extrinsic Feedback*. This is feedback from external sources such as a teacher or coach. It is mostly received by the visual and auditory systems and is used to augment intrinsic feedback. I believe that this type of feedback is very important to beginners, as they are limited to their use of intrinsic feedback as they may not know what the perfect execution feels like. A good example of extrinsic feedback is the coach tells the performer how he is performing during or after the game. This can improve the performance of the player.

Intrinsic and Extrinsic feedback categorises into 4 different forms; *Terminal, Concurrent, Positive and Negative*. *Terminal* feedback is received after the movement has been completed. It is mostly given immediately after the move has been completed, but can be given for example at the next training session. This type of feedback is extrinsic, e.g. a coach analysing the players game and gives feedback on it the next day. This also strengthens the schema in the memory.

Concurrent Feedback is either intrinsic feedback received during the movement, usually from the proprioceptors and kinaesthesia, for example a batsman finding the middle of the bat. This type of feedback can also be extrinsic, for example a swimmer might be getting told to keep their arms closer to their ears as they follow through by a coach when performing backstroke.

Positive Feedback is obviously when a skill is performed correctly giving a successful outcome and a positive feedback. 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. It can either be intrinsic or extrinsic. Negative feedback is more than just picking out a weakness in the player's 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. By rewarding the player they can memorize 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 negative feedback will develop a fear of failure and create a tense unpleasant practice 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.

Feedback is often referred into two different forms; *Knowledge of Results* and *Knowledge of Performance*. *Knowledge of Results* is feedback about the outcome of our movement and is mostly extrinsic. It will probably come from a coach, teacher or team mate actually seeing the result, for example did the ball go into the basket. This feedback is essential in skill learning, especially in the early stages. Knowledge of results can be both positive and negative and is being important in improving the next performance of the movement. *Knowledge of performance*

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concerns the actual movement itself and the quality of it. It is normally from an external source but can be internally from the kinaesthetic awareness. A coach or teacher may talk to the performer and give them information about their success and why they were successful, as well as improvements.

All of the different types of feedback are examples of how a coach can give information back to the performer. However, there are factors which a coach might have to consider determining which type of feedback he will have to use. For instance if the performer is a beginner, the coach could use positive feedback so that if they do the skill correctly they will remember the correct feelings of how to do the skill. If the performer was in a race then the coach would give terminal feedback after the race had finished otherwise it would be very unlikely that the performer will be taking in other information from his surroundings whilst in the race.