

Guidance and feedback on performance



UNTAMED
EDUCATION

3.4 Skill acquisition and psychology

Intrinsic Feedback

Negative

Mechanical

Extrinsic Feedback

Guidance and feedback on performance

Visual

Verbal

Guidance

Manual

Positive



Guidance and feedback on performance

1. Types of guidance

- ▶ **Guidance** is a way of giving **information** to a performer.
- ▶ It assists in **learning** a skill or refining a performance.
- ▶ There are four different types:
 - i. **Visual**
 - ii. **Verbal**
 - iii. **Manual**
 - iv. **Mechanical**



2. Visual (Guidance you can see)

- ▶ Watching **someone else perform** the skill on a video, in a picture or in real life. This can be motivating, inspiring and informative.
- ▶ Copying someone you **admire** is **stronger** than someone you don't so **role models** are powerful demonstrators.
- ▶ It is useful for all levels of performer especially **young** and **inexperienced** performers.
- ▶ When teaching a skill through **demonstration** it is important that the learner is paying **full attention**, has the ability to copy the skill and is **motivated** to repeat it.
- ▶ Suitable for learners at the **cognitive** stage of learning.



3. Verbal (Guidance you can listen to)

- ▶ This is when someone **describes** the skill.
- ▶ The **performer** hears the guidance.
- ▶ Coaches are able to give **instant feedback** that meets the individual's needs.
- ▶ **Higher-level performers** are able to respond more readily than





Guidance and feedback on performance

inexperienced performers.

- ▶ However, this type of guidance can be boring and often **complex** tactics or skills are hard to **describe**.
- ▶ Coaches are able to give instant feedback that meets the individuals needs.
- ▶ Suitable for performers at the **associative** or **autonomous** stage of learning.

4. Manual (Guidance you can feel)

- ▶ This involves a coach **physically guiding** you through the skill. It allows the performer to feel the movement **safely**.
- ▶ They move the body into **position** and **support** them in the skill. This is effective for beginners or learners at the **cognitive** stage of learning.
- ▶ However, it can be **demotivating** as the performer may not feel they are performing the skill themselves and it may feel different without the manual guidance.



5. Mechanical (Guidance you can feel)

- ▶ The use of **aids** or **objects** to assist in the skill learning process.
- ▶ These are used in **high risk** skill learning found in Gymnastics or Trampoline.
- ▶ It allows the performer to learn **without fear**.
- ▶ However, the equipment is often expensive and the performer may rely on the aid.
- ▶ This guidance is suited to performers at the **cognitive** or **associative** stage of learning.





Guidance and feedback on performance

6. Feedback

- ▶ The brain is also constantly **receiving feedback** from all the senses this helps to improve and refine the skill learnt. There are different types of feedback:

Intrinsic Feedback – Comes from inside.

- ▶ This feedback from the body's own **sensors**, seeing the ball fly when you hit it, hearing the sound of contact on the ball, feeling the contact on the ball.
- ▶ This feedback is most useful to performers at the **associative** or **autonomous** stage of learning.

Extrinsic Feedback - Comes from outside.

- ▶ There are two types of extrinsic feedback;
 - ▶ **Knowledge of Results** - Seeing you scored. Tells you the outcome of your actions.
 - ▶ **Knowledge of Performance** - Your coach tells you that you need to open out of the somersault earlier in diving. Tells you how well you have performed.
- ▶ This is most suited to performers at the **cognitive** stage of learning.

Positive

- ▶ Used to **motivate** the athlete and let them know what they are doing correctly.
- ▶ However, it may make the athlete feel the performance was more positive than it actually was.



Negative

- ▶ Used to inform the athlete about an **incorrect** movement and what they must do to correct it.
- ▶ It can be demotivating and overuse can leave athletes not knowing what to focus on.

