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Feedback



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Name for each kind of instruction one movement and one exercise, which is used within the scope of the type of business of your intended career!

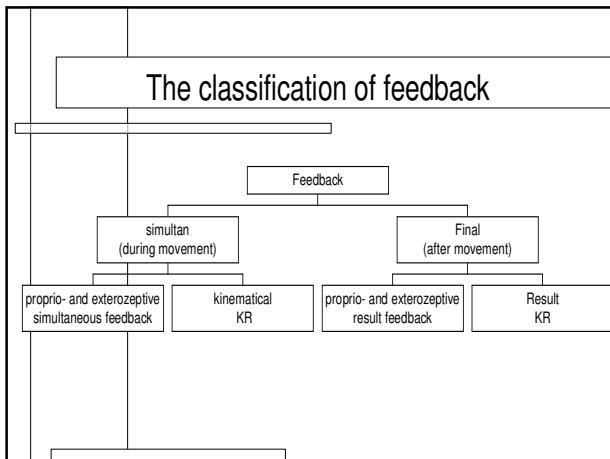
- primary school teacher: e.g.: throwing
 - verbal: metaphor „to throw over a wall“
 - demonstration: pupils as a model for throwing movement
 - guidance: visual aim mark and tactile support
 - auditory hint: to accompany hip-arm exertion with sounds

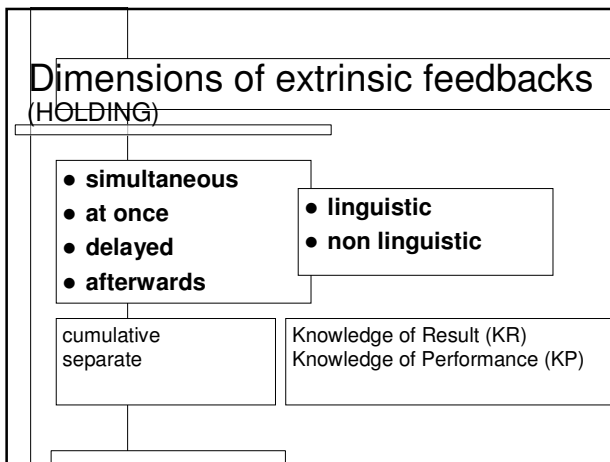
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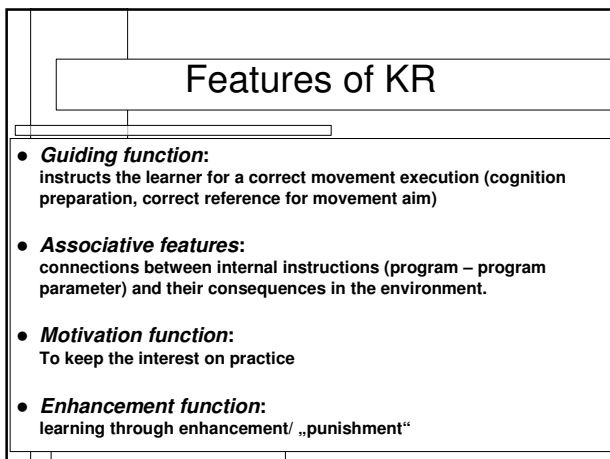
Feedback

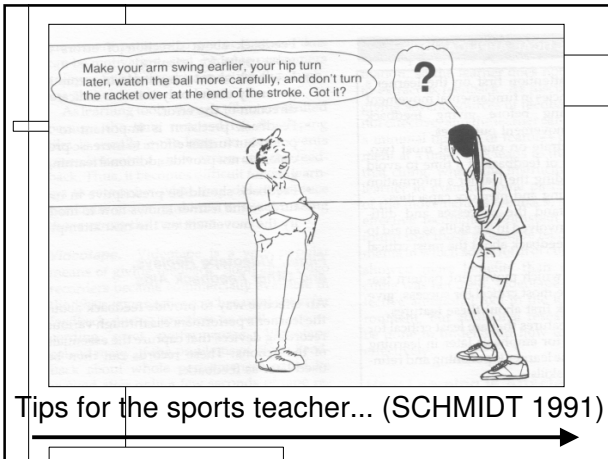


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... how to give feedback

- **Mix** positive reinforcement after successful trials with feedback about incorrect performance to keep motivation and interest alive.
- Concentrate on **one, at most two** detailed information, to match the capacity of the learner.
- Use **keywords, pictures and phrases**, to avoid long breathed explanations.

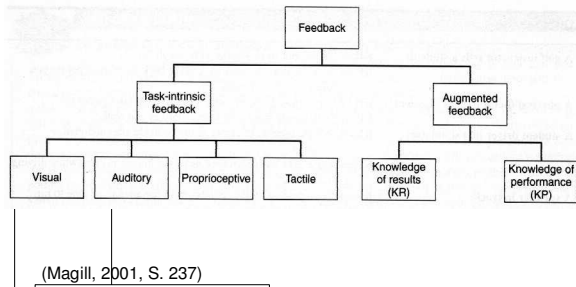
... what kind of feedback

- Decide, which movement criteria is the most important for success and, at first, give only feedback to this one.
- Abandon the less important aspects to the subsequent learning process.
- Advert at first on the significant deficiencies of the movement before you provide knowledge of result.
- Compare parts of the exercise with movement patterns, well known by the learner (e.g. „a jump like a kangaroo“)
- Name explicitly the dynamic aspects of the exercise (important for the parameterisation of the movement)

... when to give feedback

- Earlier or later is less crucial – if there is enough time, let the learner do the first appreciation himself (>5s)
- After the feedback let also time for consideration and process (>5s)
- There should not be any movement task between a trial and feedback
- In the first learning phase as often as possible (till 50%) – later less often (learner gains experiences himself)
- Reduce the feedback through the use of reduced feedback frequency, cumulative feedback and Bandwidth- Feedback.

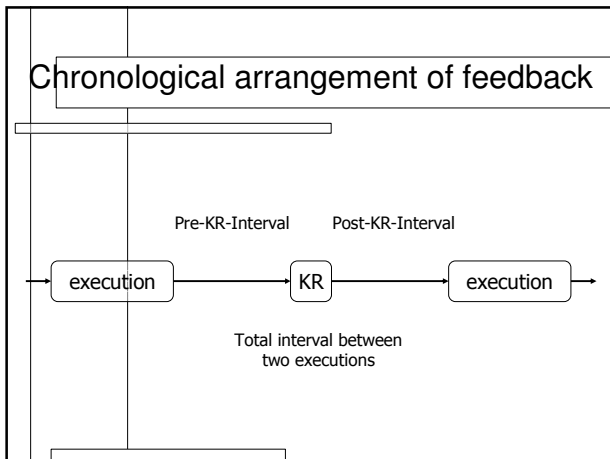
Types of feedback

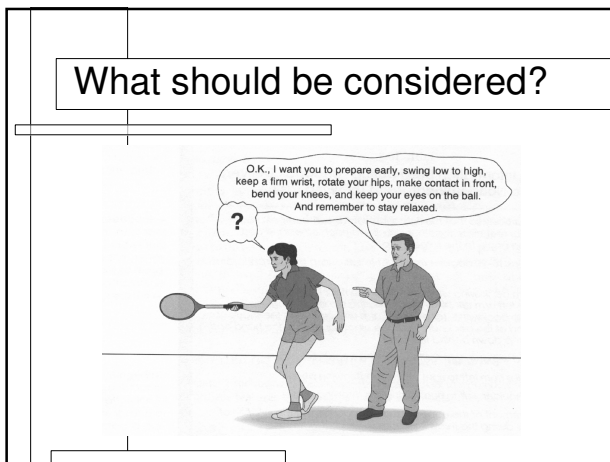


How important is Augmented Feedback?

The necessity of result feedback depends on the character of of movement to learn and the learning ambience.

- Is there sensory feedback available?
- Is the self perception of sensory feedback sufficiently trained?
- Is an enhancement of a movement, already good commanded, still expected without external feedback?





Some tips for realisation

Knudson und Morrison (2002, S. 132 f.) describe the following hints for donation of Augmented Feedback:

1. Give not too much feedback.
2. It should be specific.
3. Do not wait too long.
4. Phrase a feedback positive.
5. Give feedback often, especially with beginner.
6. Use key words, metaphor, pictures a.s.o..
7. Use different descriptions.

→ **The „didactical right“ of the tutor is demanded!**

Summary + exercise

- Describe for every tip to „Augmented Feedback“ of Knodson and Morrisson (2002) one example which is applied within the scope of the type of business of your intended career!

Frequency and disposition

- Feedback frequency
- Steady planned in advance or at random feedback gabe or as well systematical reduction („fading“)
- „bandwidth-KR“
→ feedback only then, if execution is out of tolerance range.
- Summative feedback
→ Additional feedback only after a defined number of trials.

Information content of feedbacks

- Qualitative („correct“, „false“, „good“, a.s.o.) vs. quantitative („too high“, „10 cm too high“, a.s.o.) Feedback?
→ quantitative feedback seems to be only advantageously in the later learning process.
- Feedback of faults or target value orientated information?
→ target value orientated additional feedbacks are shown to be mostly superior.

... capacious classes?

- In a large class, try to increase the number of feedback: feedback for many pupils, therefore for every pupil at less trials.
- Use assistance, trainees or better athletes to let feedback issued.



... may the exercise succeed!

Features of feedback

- Error correction
(reduction of actual – target discrepancies)
- Motivation and Activation
(maintenance of interest in task solution)
- Enhancement
(“reinforcement” and “reproach”)

Example No. 1



Example No. 2



Example No. 3

