

Feedback Class 1F & Schedules 484 MOTOR Cyphon
Week 8 - Part 2 OCT 11 2017 WED Phoenix

● LAB Report #2 Due FRI OCT 13 11PM
LINE GRAPH

● Practice Part Prac vs whole Practice

484 MOTOR OCT 11

diff forms of feedback at diff stages of Motor Lg
1) to give FB or not 5 practical considerations for Feedback

2) what info to give

3) how much to give

4) how precise

5) how often

INTR V. EXTRINSIC FB

DEF = INFO ABOUT MVMT OC

INTRINSIC = sensory FB from within your own body

EXTRINSIC = FB from coach, instructor, video
serves to supplement naturally avail
inherent sensory INFO

when you swing at a tennis ball, you

Feel hips, shoulders, arms moving

See racket travel

See hear feel ball contact

See hear where the ball travels

did you sense what u thought u were going
to

MVMT
REL-INFO

AUGMENTED

FB

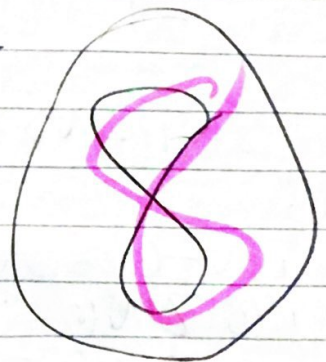
B, V, AFT

INHERENT

FB

OBSERVN

INSTRUCTION



● External FB BY MVMT = show learner what to do
before learner tries it themselves
if work w/ kids, have a peer demo
instead of adult

Extrinsic FB BY MOUNT

Instruction: instruct the learner on what they have to do

EXTERNAL FOCUS OF ATTENTION

DURING

Concurrent = tell them what to * adjust while they are doing the skill

* Guidance = physically guide them during the movement

* Hand-over-hand feedback know + respect personal boundaries

AFTER

Movement outcome = knowledge of PERF

INFO about the MOVEMENT pattern the learner just made

GOAL OR

Knowl of Results

Knowl PERF (body moving) INFO about the Success with the Respect to the

Knowl Results

ANNC

GOAL

Give Examples

POS ARM

PERF

Results

Shooting arrows at target
bowling
driving a car
throwing a ball

PHYSICAL
TECHN.
FORM AVOID
OUTTERS
NO ACCIDENTS
FORM

Score
Score
alive or not
DIST
whether
rec'r
catches

FX of EXTRINS FB Follow-through

MOTIV-0 = enthusiastic about trying again

ENERGIZING = if PERF was deteriorating w/o FB

Discouraging = only FB heard about what wrong

INTRINS + EXTRINS FB, it can generate new knowledge & help develop muscle memory helps direct learner's ATTEN.

(-) too much EXTRINS FB (-) lead to dependency

TOO MUCH

- for learner to think about
- learner becomes more dependent on EXTRINS FB

NOT ENOUGH

- learner doesn't know how to make the appropriate corrections
- learner becomes UNMOTIVATED

FREQUENCY of FB

- 0% FB = never give FB (0 trials) INTRINS ONLY
- 25% FB every 4 trials (25 trials)
Learner using 75% INTRINS FB
- 50% " " 50% (50 trials)
- 100% FB after every trial (100 trials)
MINIMAL INTRINS
Dependency on EXTRINS.

"FADED" FB

INSTRUCTOR gives FB relatively FREQ at first

When to give FB:

