

VERBAL & VISUAL FEEDBACK IN SKIING TEACHING



Reference: Effects of augmented verbal and visual feedback on efficiency in skiing teaching; Martínez, J. C. et al. 2016

What is it?

Feedback as a crucial element which affects:


1. Students learning
2. Developing skilled performances
3. Teachers competencies & interventions

Objectives

- A) Compare two strategies of ski teachers' training.
- B) Verify whether the model is efficient in the ski teaching setting, making the students achieve higher levels of learning in specific skills.


What they did

1. Teachers were divided into two groups (G1 + G2).



Group 1
Teachers received verbal feedback about their behavior

VS



Group 2
Teachers received verbal + graphical feedback about their behavior

VS

Group 3 – Control Group

2. 15 teaching trials per teacher were performed.
3. Teachers behavior during teaching trials was compared to the model and reported back to them verbally and/or graphically.



Model of categories which define quality feedback

1. Specificity
2. Affectivity → positive > negative
3. Direction → individual > group
4. Objective → technical > affective
5. Position → visible
6. Channel → verbal + visual
7. Moment → immediately after/during task
8. Comprehension
9. Precision



Model as benchmark for comparison

Measuring



Systematic observation 1: writing down the occurrence frequencies of the feedback in different categories.

Diary: For teachers to compare the numerical data with their thoughts.

Systematic observation 2: measuring the students learning during a motor test.

Measures were taken in three phases: 1. baseline 2. treatment 3. retention (3 weeks after treatment).

What they found

TEACHERS APPROXIMATION TO THE MODEL

Teachers of G2 were most effective and scored higher points in the model categories than those in G1 or the control group.

STUDENTS LEARNING

Students of G2 scored highest in the motor test followed by G1 students and then those of the control group.



Summary

When the skiing teachers received verbal feedback complemented with visual, they gave the same type of feedback to their students, and, in turn, the students' learning was better than when they only received verbal feedback.