The Learning Environment

- the learning environment
  - nature of the skill (open, closed, gross, fine, discrete, serial, continuous, self-paced, externally paced)
  - the performance elements (decision-making, strategic and tactical development)
  - practice method (massed, distributed, whole, part)
  - feedback (internal, external, concurrent, delayed, knowledge of results, knowledge of performance)

- design a suitable plan for teaching beginners to acquire a skill through to mastery. The plan should reflect:
  - appropriate practice methods for the learners
  - the integration of relevant performance elements
  - an awareness of how instruction may vary according to characteristics of the learner
  - how feedback will be used as learners progress through the stages of skill acquisition

Feedback

- For athletes to develop and improve, they must receive regular and meaningful feedback about their performances and skills.

- There are several ways that feedback can be classified:
  - Source of feedback
  - Timing of feedback
  - Type of feedback

Source of feedback

- **Internal** feedback is perceived by the athlete themselves through their senses and own reflections. This can be in the moment as the athlete 'feels' the quality of a movement (kinaesthetic sense or joint proprioception awareness that accompanies refined motor patterns) or from reflections on a performance afterwards.

- **Internal feedback** occurs as a normal consequence of performing a skill.
- It embodies feelings, together with sensory information such as seeing the ball and hearing the sound of a ball hitting the bat.
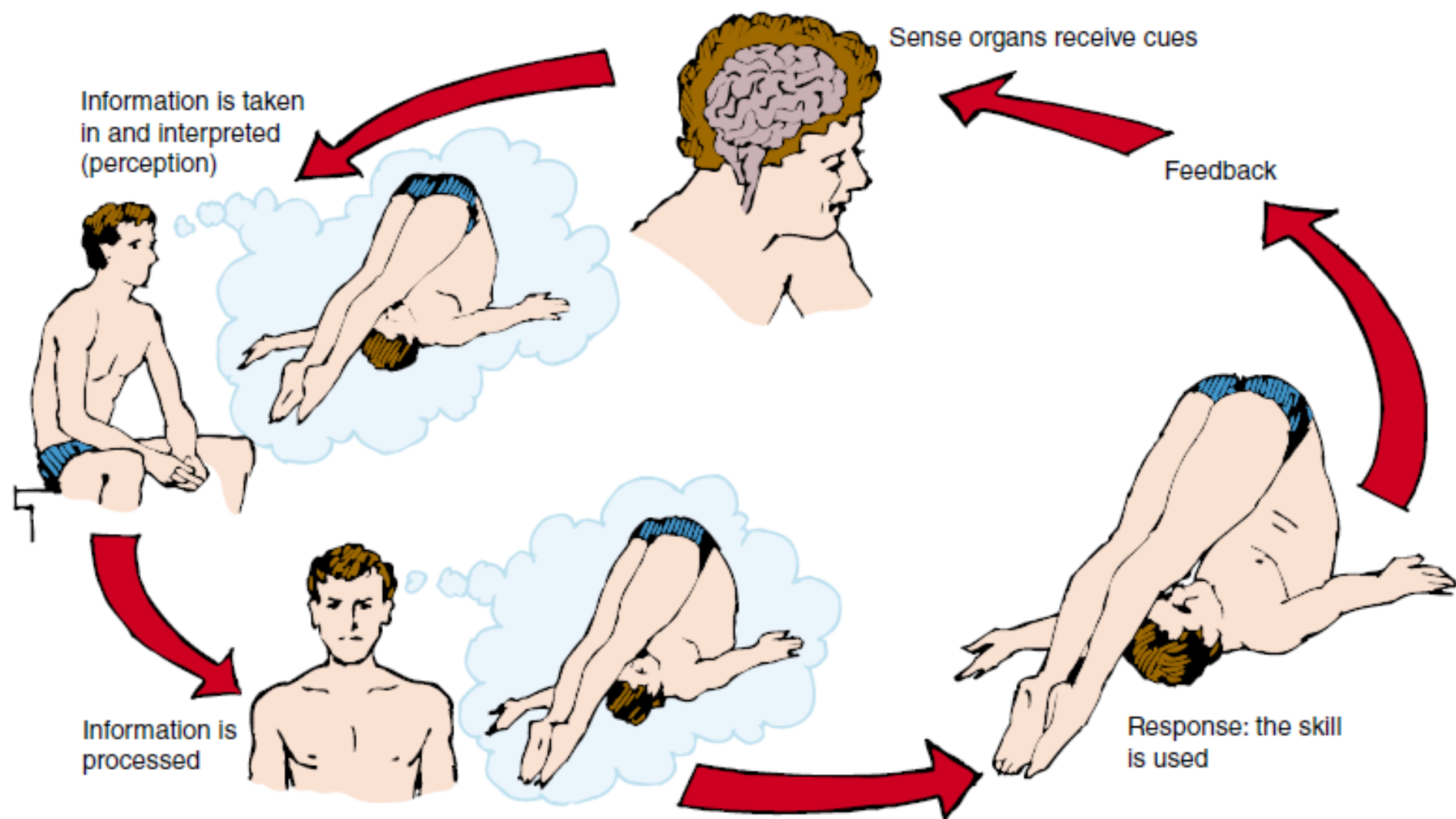
Figure 8.23: How internal feedback functions

- **External** feedback is received from outside sources.
- It includes various forms of external information, such as suggestions from the coach, video replays, judges' scores and race results.
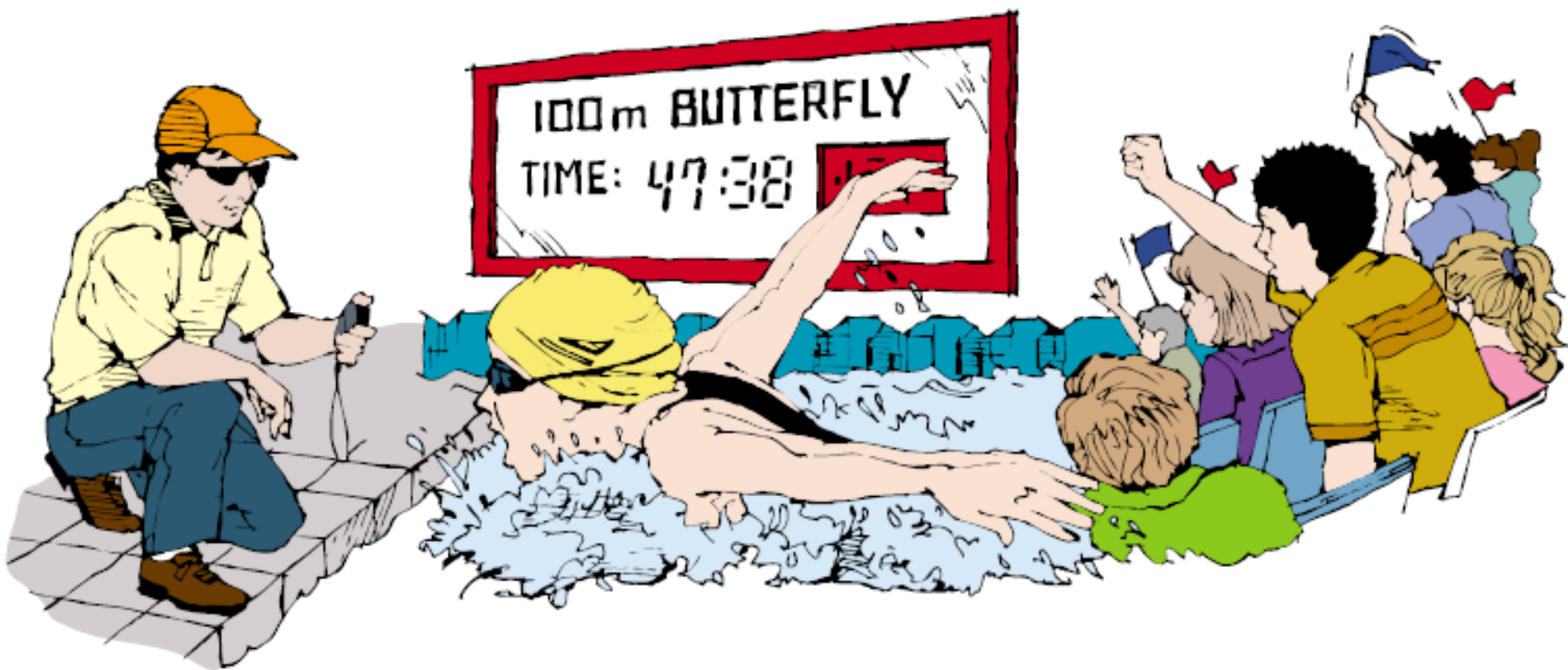
Figure 8.24: Some forms of external feedback

Timing of Feedback

- **Concurrent** feedback is received as the skills is performed and relates to the athletes kinaesthetic sense of what a successful movement should 'feel like'. It could also relate to a player that adjusts their movement based on changing defensive positions (touch player decides to dummy and run if a defender moves out of position).

- **Delayed** feedback is received after the skill or performance. This is often from external sources (a coach's debrief or video analysis).

Types of Feedback

1. **Knowledge of results:** This is based on the success of a skill or movement (Did the conversion go through the goals?)

2. **Knowledge of performance:** This relates to the quality of a skill or movement, regardless of result. This is generally viewed as more important and elite athletes are able to do this internally (Basketball shot felt great!)