

# ***Selected issues of feedback and motor learning***

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**II. Uluslararası Spor Psikolojisi Sempozyumu  
Izmir, 2001**

## *Overview*

- 1. Feedback and motor learning**
- 2. The reversal effect**
- 3. Meta-analysis: Feedback frequency**
  - 3.1 Method**
  - 3.2 Results**
- 4. Conclusion**

## 1. Feedback and motor learning

### 2. The reversal effect

### 3. Meta-analysis: Feedback frequency

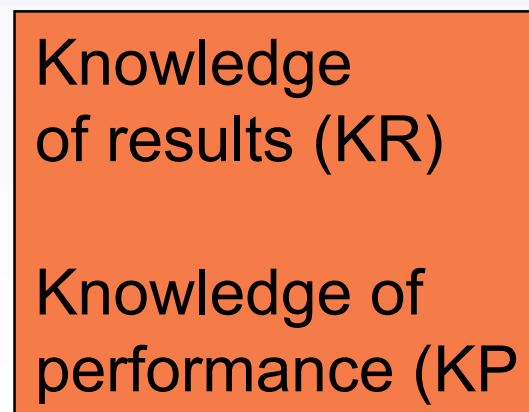
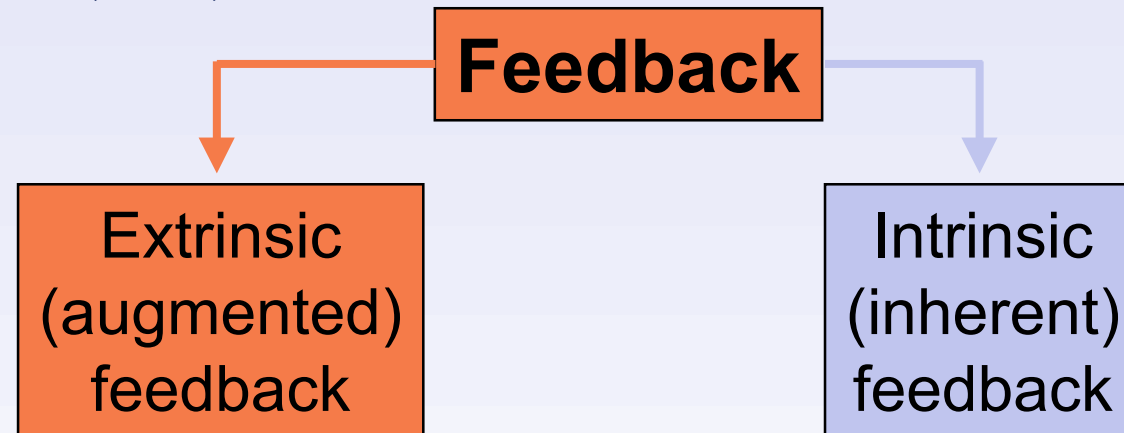
#### 3.1 Method

#### 3.2 Results

### 4. Conclusion

## Feedback

Schmidt, 1988, 424



Important research variables:

- Temporal aspects
- **Frequency/Schedule**
- Precision
- Sources of information



## 1. Feedback and motor learning

### 2. The reversal effect

### 3. Meta-analysis: Feedback frequency

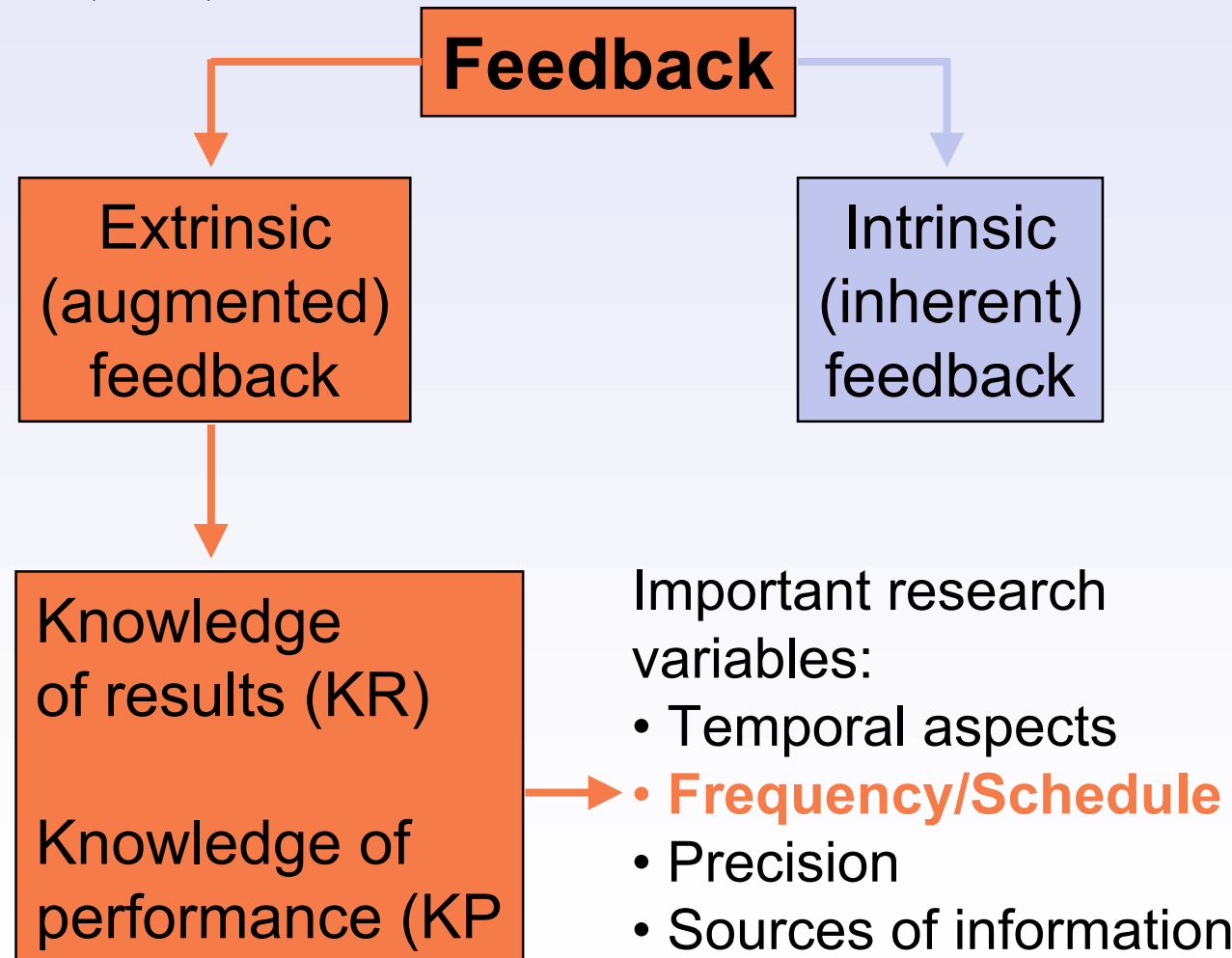
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## Feedback

Schmidt, 1988, 424



1. Feedback and motor learning

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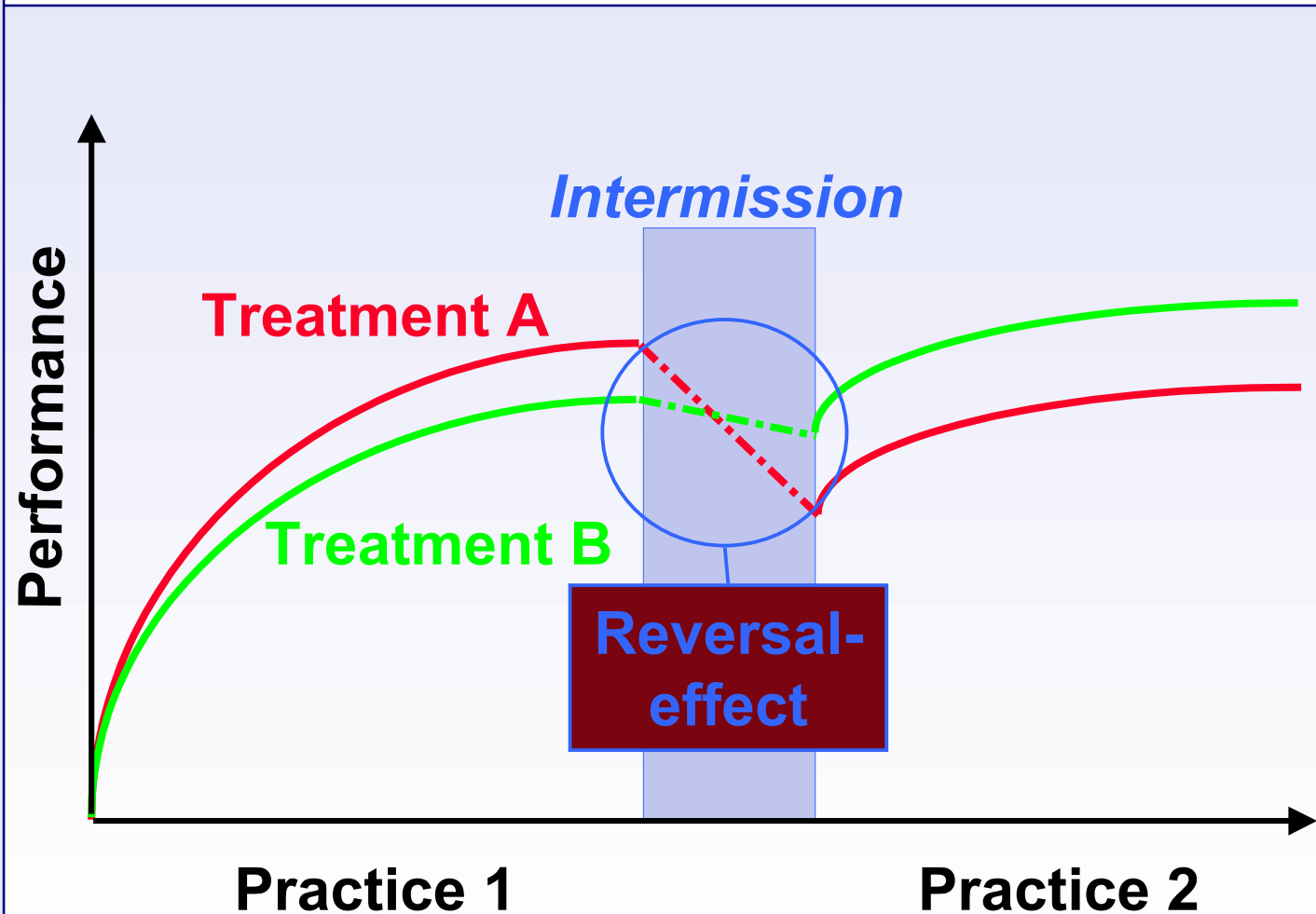
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## Reversal effect in motor learning



## ***Explaining the reversal effect: The guidance hypothesis***

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Schmidt, 1991

- Guidance function of extrinsic feedback in the acquisition phase
- Maladaptive short term corrections as an over-reaction
- Negative influence on processing of intrinsic feedback (→ missing consolidation of a reference of correctness)
- Fusion of extrinsic feedback and learning task

1. Feedback and motor learning

2. The reversal effect

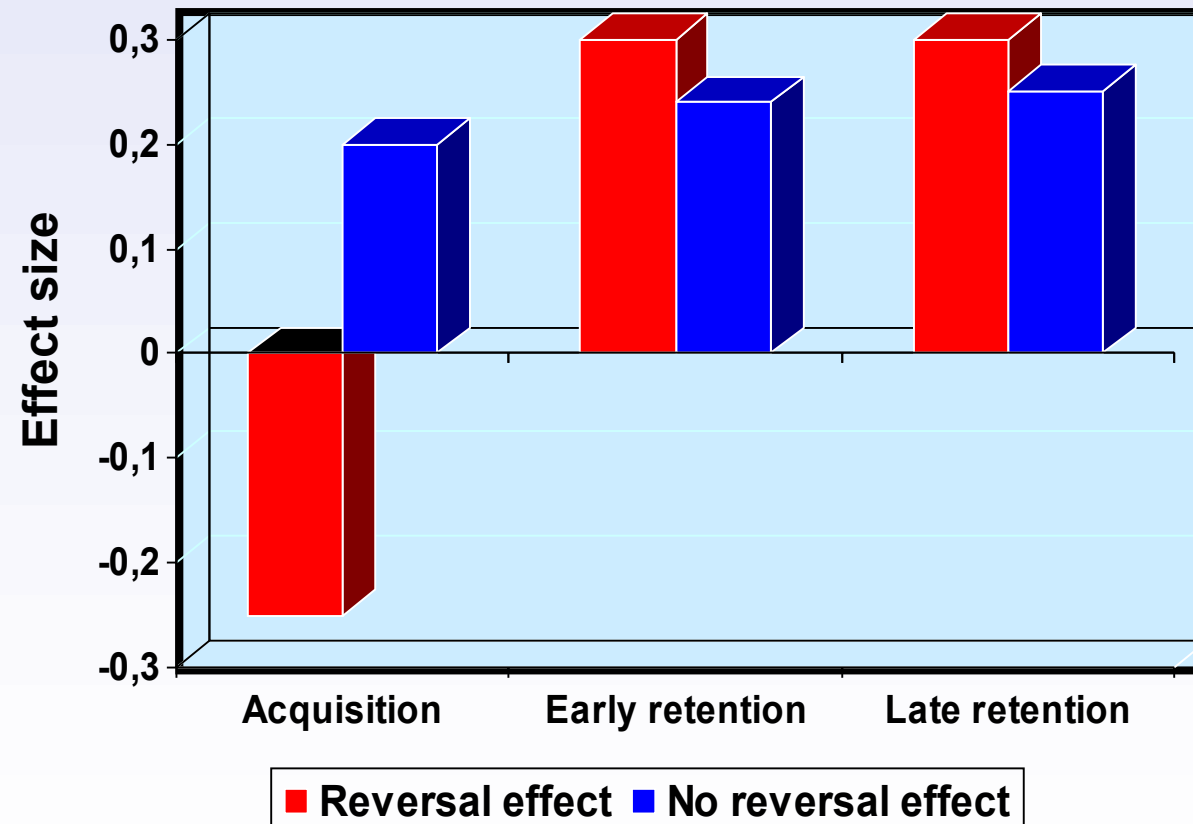
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## *Reversal effect in terms of effect sizes*



## **Meta-analysis and effect size**

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2. The reversal effect

3. **Meta-analysis:**  
**Feedback**  
**frequency**

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### **Definition of meta-analysis**

The statistical analysis of a large collection of analysis results from individual studies for the purpose of integrating the findings

(Glass, 1976, 3)

### **Definition of effect-size**

The standardized mean difference between a treatment group and a control group in terms of an outcome variable

(Schwarzer, 1989, 3)



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## ***Meta-analysis of feedback frequency***

### Purpose of the Meta-analysis:

- Exploring the importance and robustness of the reversal effect
- Testing of potential moderator variables

### Method:

- Sample: 40 studies with 72 effect sizes
- Procedure:
  - ⇒ Identification of relevant studies
  - ⇒ Coding of study characteristics
  - ⇒ Computation of effect sizes
  - ⇒ Data analyses (global and moderators)

1. Feedback and motor learning

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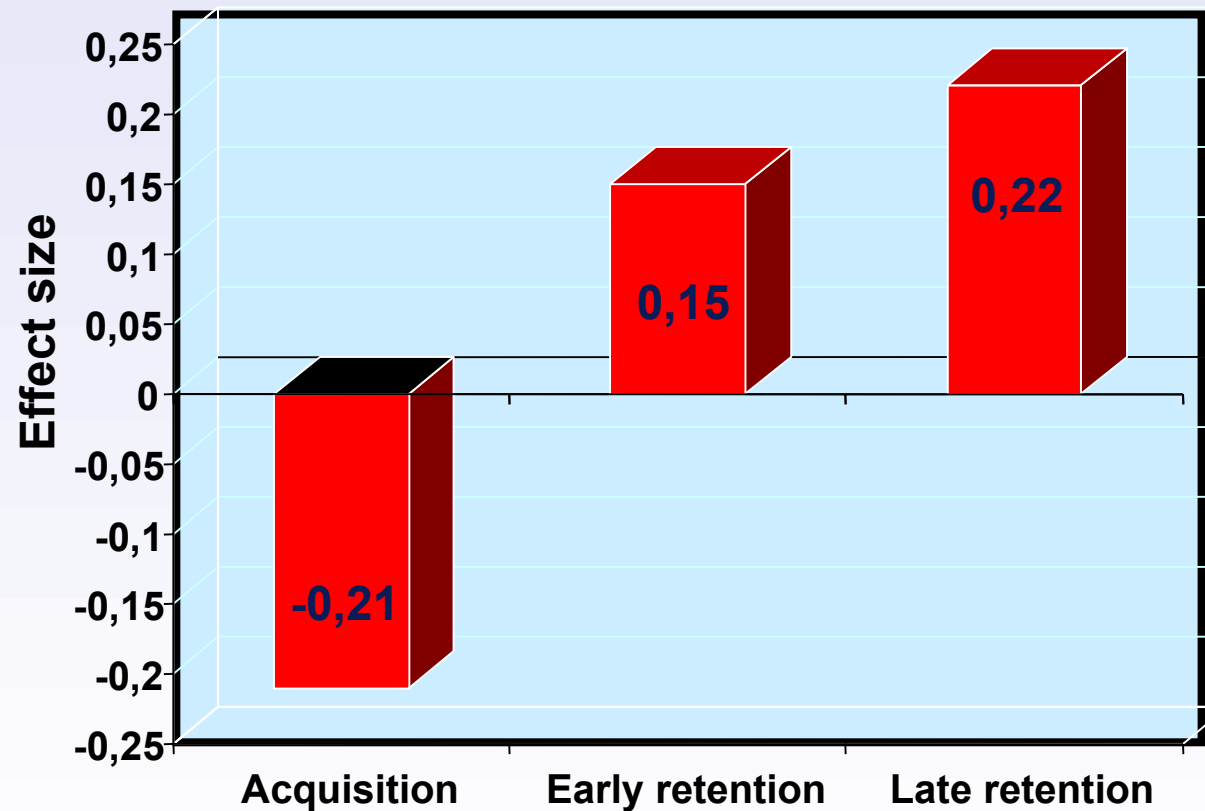
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## Results of the global analysis



Cohen (1992): 0,20 low effect  
0,50 moderate effect  
0,80 strong effect

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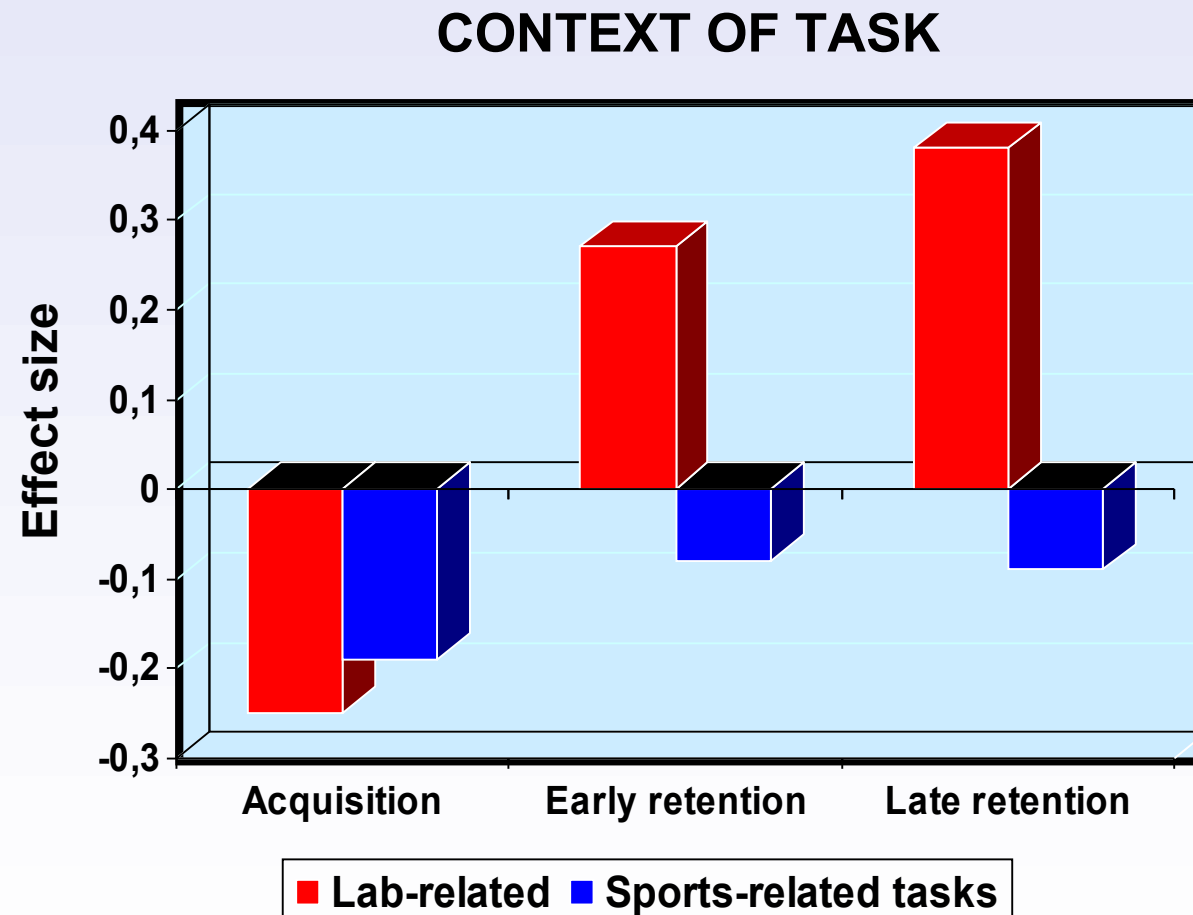
3. Meta-analysis: Feedback frequency

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## *Results of the moderator analyses*



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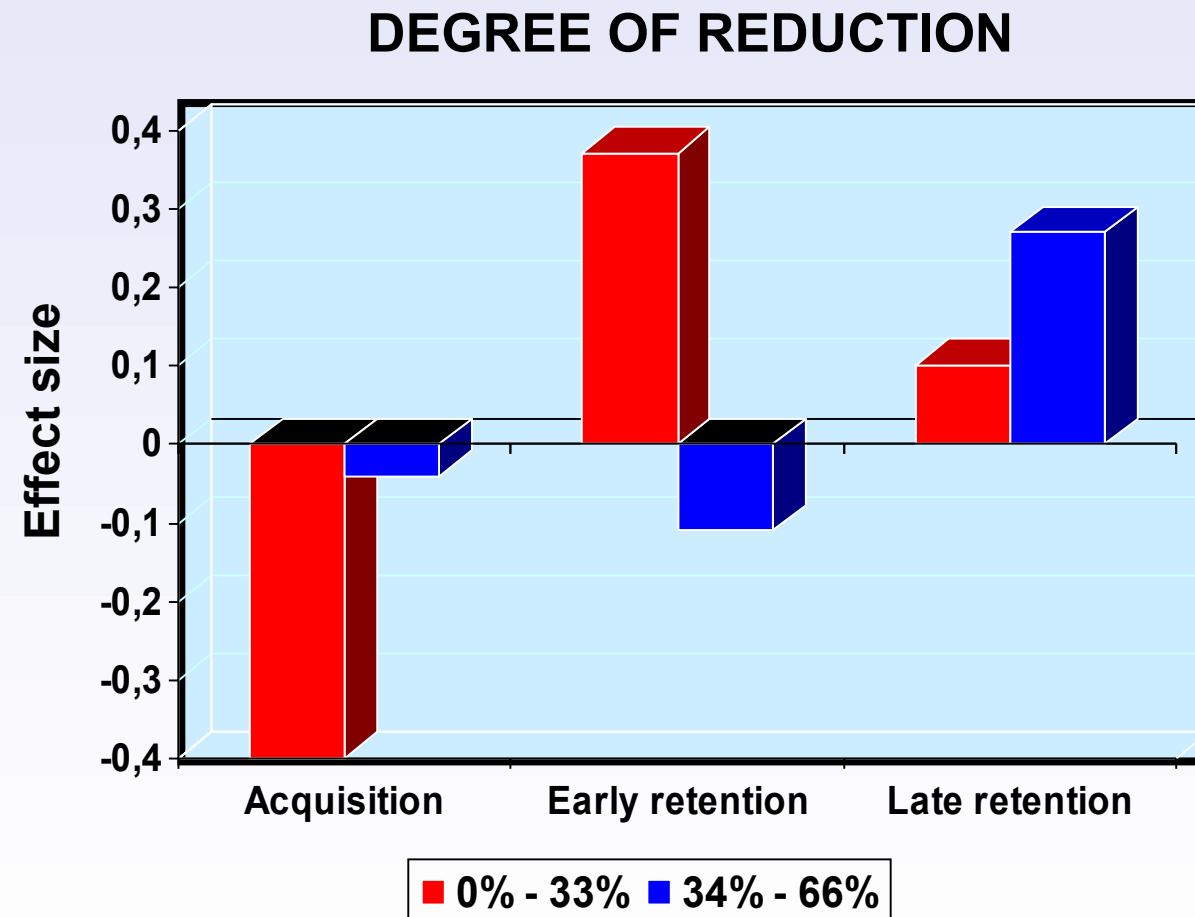
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## Results of the moderator analyses



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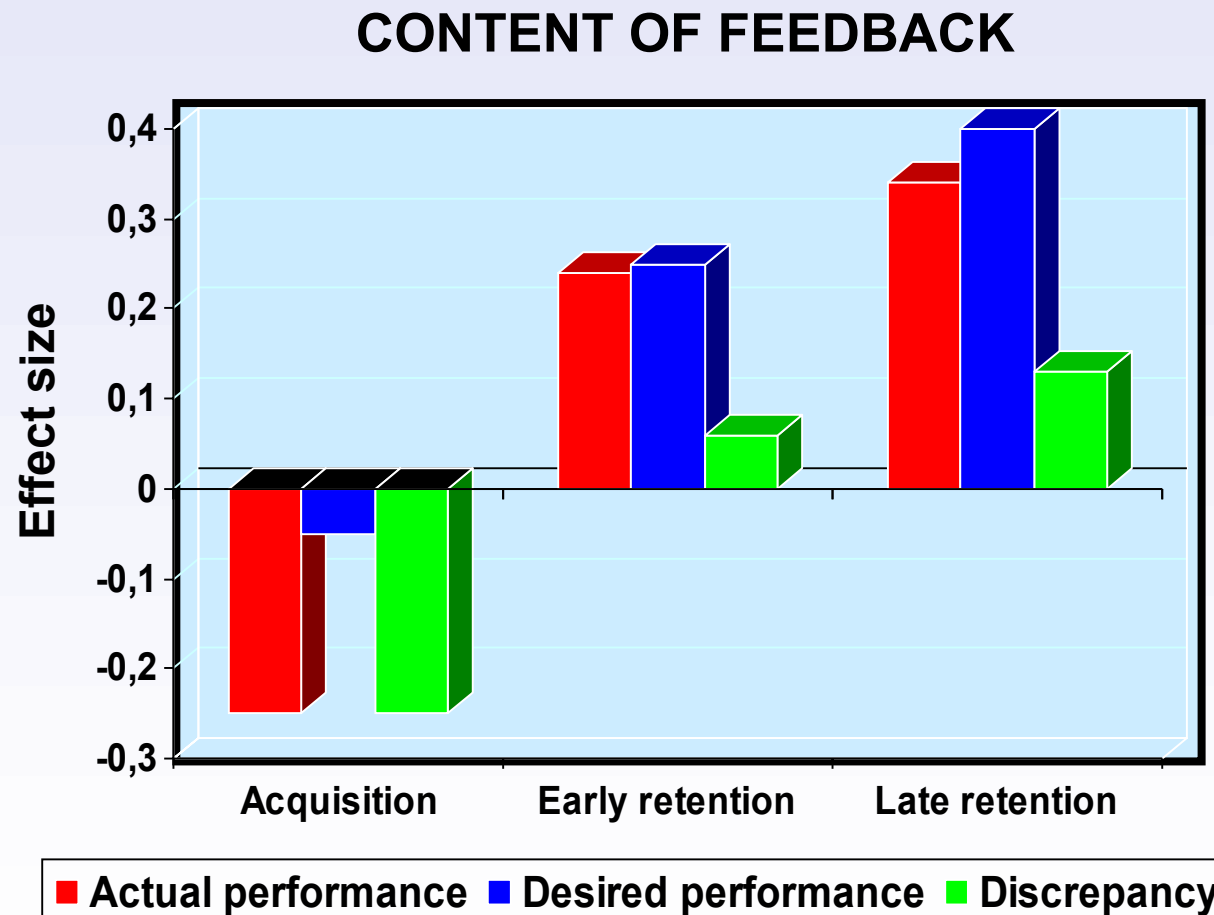
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## Results of the moderator analyses



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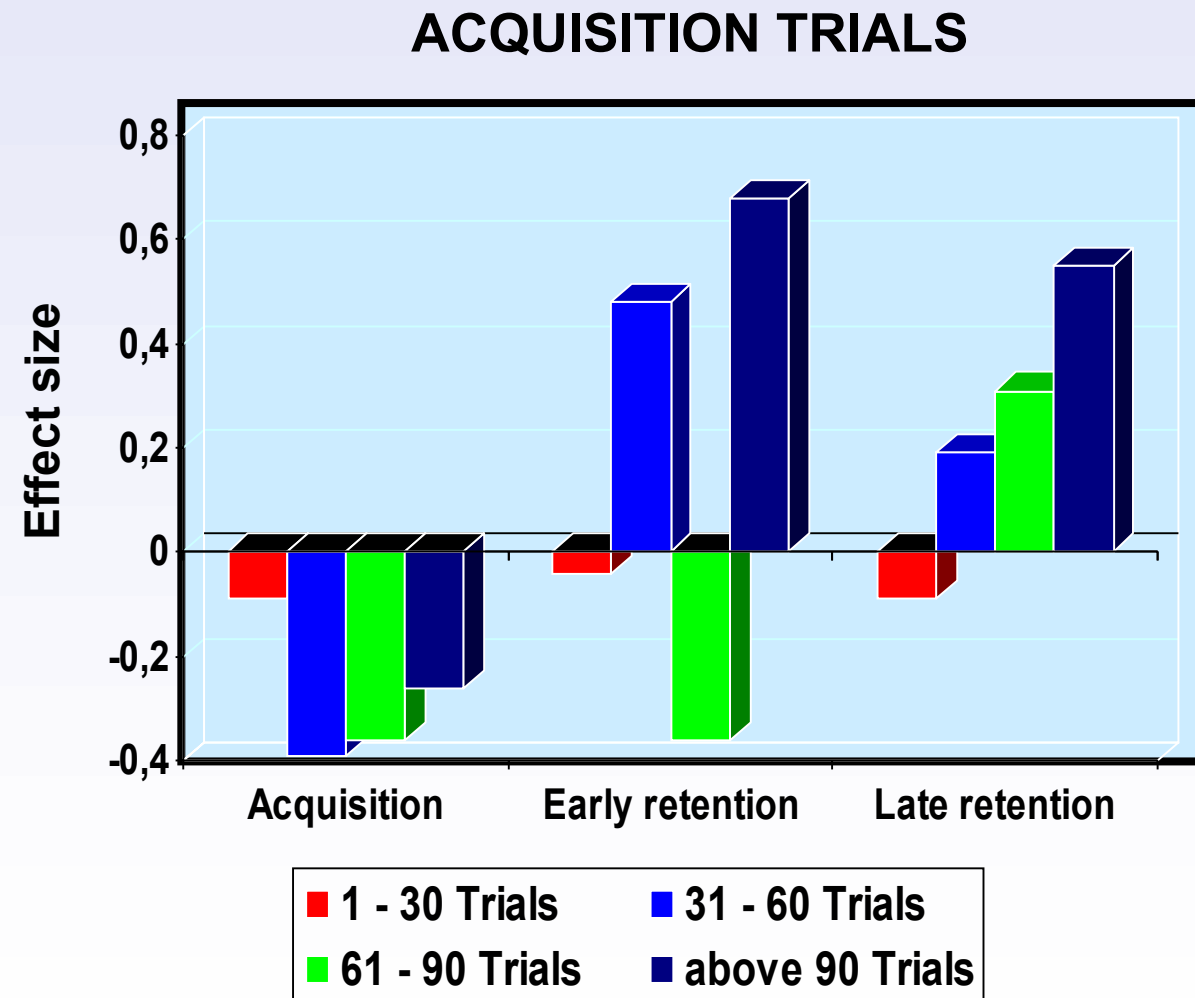
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## Results of the moderator analyses



## **Conclusion**

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- **Reversal effect:**

Extremely inconsistent phenomenon;  
may be a methodological artefact

- **Moderators:**

Context of task

Degree of reduction

Content of feedback

Amount of practice (acquisition trials)

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**Thank you !**