Questions from the first half of the feedback slides

1. What is the difference between task-intrinsic, and task-extrinsic feedback? Give an example of each.
2. What is the difference between knowledge of performance and knowledge of results? Again, give an example of each.
3. Give an example of a situation in which feedback would be essential for learning.
4. Why is it that feedback that may enhance learning might be better if it were withheld, according to the slide suggesting that “sometimes it may enhance learning”?
5. What performance and retention findings gave rise to the guidance hypothesis (when comparing a 100% feedback group to, say, a 20% feedback group)?

Questions from the second half of the feedback slides

1. What is the purpose of the small and simple paradigm?
2. What does it mean to say that feedback is prescriptive?
3. What is blocking and what are maladaptive short term corrections?
4. How does the Lee & Carnahan experiment demonstrate that the bandwidth feedback effect is more than just a relative frequency effect?
5. Summarize the findings from Smith, Taylor & Withers, 1997.
7. How might the Wulf, McConnel, Gartner & Schwartz, (2002) paper (soccer chipping) explain the difference between the results of the two papers referred to above?
8. Is the only difference between the 2 sets of cues offered in the Wulf, et al. (2002) really just a change in focus of attention? That is, do you see any difference in the amount of imagery used in the cues?