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Insight for Output

The W I R concept - Feedback Learning

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- Our approach
- How we think about learning?
- Sportspsychological facts about feedback learning
- How these facts can be used by skiing instructors
the W I R - concept
- Some examples / videos
- Discussion

- We were not satisfied with the output of our feedback processes
- Students seemed to be dependent on our feedback – instead of knowing themselves about the quality of their movements



- We looked for sport psychological data about feedback
- We developed the W I R – concept / additional method to develop skiers abilities (not the one and only new religion)

Who can see the cow?





- What and how we learn depends on our experiences.
→ learning is a very individual process (“I do it – don’t you see”)
- Language does not transfer reality – it gives orientation



In each feedback process we are challenged to make this orientation useful to our athletes



- Feedback is a target - actual comparison
- Feedback has effect on:
 - Performance
 - Motivation
 - Emotional state
- The success of feedback – processes strongly depends on the interaction between coach and athlete.
- 1/3 of the feedback processes have a negative impact on the learning performance

What is the key quality
for successful feedback
in learning processes?

- We want to trigger self monitoring processes in our athletes
- But how? What should we say to get this process started?
- Does a movement correction like “bend your knees” or “lean a little more forward” provoke a self monitoring process?

the **W I R** concept

“W I R” is the german expression for “we”

It describes the process how coach and athlete work together to improve the movement.

W - "Watching"

- In a first step, the students and the instructor find their common language. Therefore the students have to perform simple tasks in order to develop awareness for particular parts of their body and motion elements, which are required for the right skiing technique like arms, shoulder respectively leaning forwards/backwards, inwards/outwards, bending the knees etc.
 - The aim is then to find a common scale by watching each other doing various tasks; e.g. leaning inwards at the maximum (-2) up to leaning outwards at the maximum (+2).

I - "Inside view"

- After students and instructor defined the scales for several technical motion elements and thus have developed a common language, it is important to find out how the students experience their own motions according to the scales. They start to develop an "inside view" and the common language helps them to precisely explain how they experience their performance.

R - "Reflection"

- Now the process of learning and improving starts. According to the feedback principle "inside view before outside view" the students and the instructor can work together towards achieving the ideal technique.
- Following the W I R-concept and the feedback principle "inside view before outside view" students become explorers over their own motions. At the same time the instructor acts as an explorative partner who assists the student by providing an outside view and Know How.

After finding a common language, which helps us to orient within the most fundamental movements of skiing we search for the inside view of the athlete.

When I know what I´m doing, I can do what I want.

When the athletes know what they do, they can turn the spotlight on certain changes in their movements.

What is new for the instructor?

- Spending a lot of time for creating a common language
- Instead of traditional correction – giving awareness exercises to the students
- Asking for their inside view – and then working with both realities

- What is the main mistake?
- What scale would you suggest for creating a common language?
- Which awareness exercise would you give your athlete?

Video 1

Video 2

DISCUSSION