**Research Article Summary**

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The research performed in this study built on other sports related behavioural studies to investigate the efficacy of different forms of feedback on physical performance (Deshmukh et al.). For some background, a variety of studies have maintained similar premises to demonstrate the effectiveness of different kinds of feedback for various sports. One study provided the context for Deshmukh et al. (2022) by identifying feedback-based interventions for sports research. Of these feedback-based interventions, Deshmukh et al. (2022) focus on verbal and video feedback together based on conclusions from previous studies that suggested combining feedback-based interventions improve sports skills (Deshmukh et al. 2022). Motivation for this study stems from similar research performed prior to this study. Which has not provided substantial evidence for the efficacy of one form of feedback over the other or in tandem or neither (Deshmukh et al. 2022).

The study was performed with three participants of beginner to intermediate skill level in dance. Three dance skills were chosen to test the efficacy of 1) video feedback and 2) verbal feedback, with the third skill as the control. The participants were asked to perform a baseline test to determine which of the three dance skills the participants struggled with the most. The skill that had the lowest score and required the most improvement was trained with video feedback, and the skill with the second-lowest score received training with verbal feedback. The variable being tested was the percentage of correct steps from the task analysis performed correctly. Where the task analysis was a dance teacher’s assessment of the participant’s completion of the aforementioned dance skills. The study was not concerned with evaluating mastery of the skills, instead it was focused on if the participants made improvements based on the task analysis and how they made these improvements (through video or verbal feedback or both).

Research for this study was performed in sessions that occurred once every week for 10 to 20 minutes (Deshmukh et al. 2022). No additional rehearsing or practicing was allowed for the participants (Deshmukh et al. 2022). For the verbal feedback sessions, the researcher would tell the participant to perform the skill that was to be tested, followed by immediate coaching through verbal feedback. This was repeated twice. For the video feedback sessions, the same steps were carried out, but with video feedback interventions in between skill executions. For the control test, there was no feedback whatsoever.

The study concluded with varying results, demonstrating that feedback means and efficacy are somewhat. For instance, verbal feedback was most effective for one participant, whereas video feedback was most effective for another. Additionally, the third participant demonstrated that the two interventions were equally as effective (Deshmukh et al. 2022). However, for all of the participants, verbal feedback was deemed the most effective (Deshmukh et al. 2022). If anything, the Deshmukh et al. (2022) study demonstrates some correlation between interventional feedback and improvement with sports skills, specifically dance skills. Regardless of video or verbal feedback, each participant improved in the skill that they were being tested on. Perhaps an important conclusion from the study is that mode of feedback may not be important, but having at least some feedback is important for improving physical skills.

**References**

Deshmukh, S. S. (02/2022). *A comparison of verbal feedback and video feedback to improve*

*dance skills*. American Psychological Association. doi:10.1037/bar0000234