

PERSEVERANCE IN PHYSICAL EDUCATION: THE ROLE OF POSITIVE FEEDBACK



Kwif#lmt#rfo#bfot#ba#pfofof#o#f#ffufis

Department of Movement and Sports Sciences, Ghent University
Department of Developmental, Personality and Social Psychology, Ghent University

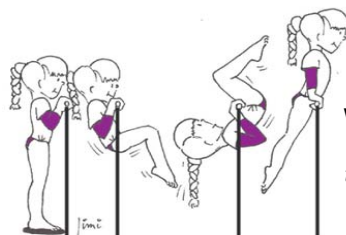
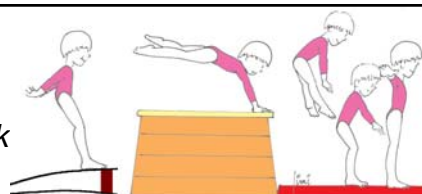


INTRODUCTION



Well done

neutral positive feedback



Well done, you're very talented

talent positive feedback

Well done, you tried really hard and I appreciate your effort

effort positive feedback

Mueller & Dweck, 1998



Intro

**Aim**

Investigate the impact of **effort praise** versus **talent praise** on **perseverance after failure**

**Aim 2**

Is this effect **similar** for **all children**, independent of their **actual motor competence**

METHOD

Participants

4 schools
176 children (44.3% boys)
Mean age 10.61 (SD = .75, range
9-13)

Procedure**Day 1 pre-experimental**

- Actual motor competence

Procedure**Day 2 experimental****Standard instruction**

We're going to practice some exercises children of your age are capable of executing

**TRIAL 1 – success**

2 x coordination
2 x object control



METHOD

Example easy exercises object control & coordination



INTRODUCTION



Well done

neutral positive feedback

Well done, you're very
talented

talent positive feedback

Well done, you tried really hard and I
appreciate your effort

effort positive feedback

Mueller & Dweck, 1998

METHOD

Participants

4 schools
176 children (44.3% boys)
Mean age 10.61 (SD = .75, range 9-13)


Procedure

Day 1 pre-experimental

- Actual motor competence


Procedure

Day 2 experimental




Standard instruction

We're going to practice some exercises children of your age are capable of executing




TRIAL 1 – success

2 x coordination
2 x object control




Positive feedback


3 conditions




TRIAL 2 – failure

2 x coordination
2 x object control






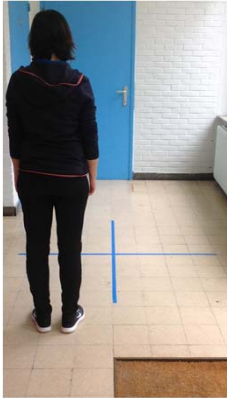


1. Positive person oriented feedback (talent)
Well done, you're really talented
2. Positive task oriented feedback (effort)
Well done, you tried really hard and I appreciate your effort
3. Positive neutral feedback (control)
Well done



8

METHOD

Example easy exercises object control & coordination

Example hard exercises object control & coordination

9

METHOD

Participants

4 schools
176 children (44.3% boys)
Mean age 10.61 (SD = .75, range 9-13)


Procedure

Day 1 pre-experimental

- Actual motor competence


Procedure

Day 2 experimental




Standard instruction

We're going to practice some exercises children of your age are capable of executing




TRIAL 1 – success

2 x coordination
2 x object control




Positive feedback

3 conditions




TRIAL 2 – failure

2 x coordination
2 x object control




Negative fb

That was not good at all, it was a whole lot worse than other children of your age



FREE CHOICE

Participation (yes/no)
Challenge (easy/difficult)
Duration (0-3 min)



Debrief

1. Positive person oriented feedback (talent)
Well done, you're talented!

2. Positive task oriented feedback (effort)
Well done, you tried really hard and I appreciate your effort


3. Positive neutral feedback (control)
Well done

10

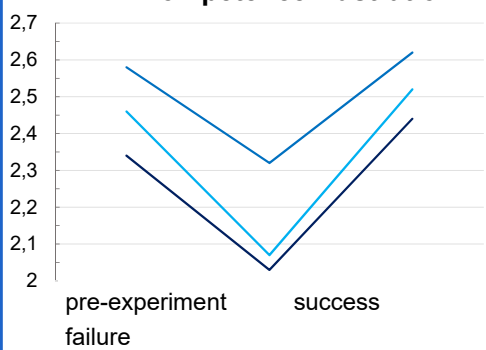
RESULTS

01

Did our experimental manipulation work?

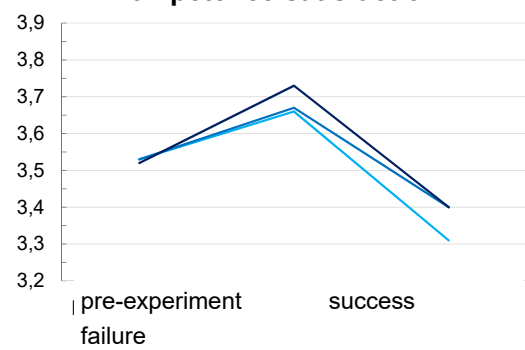


Competence frustration



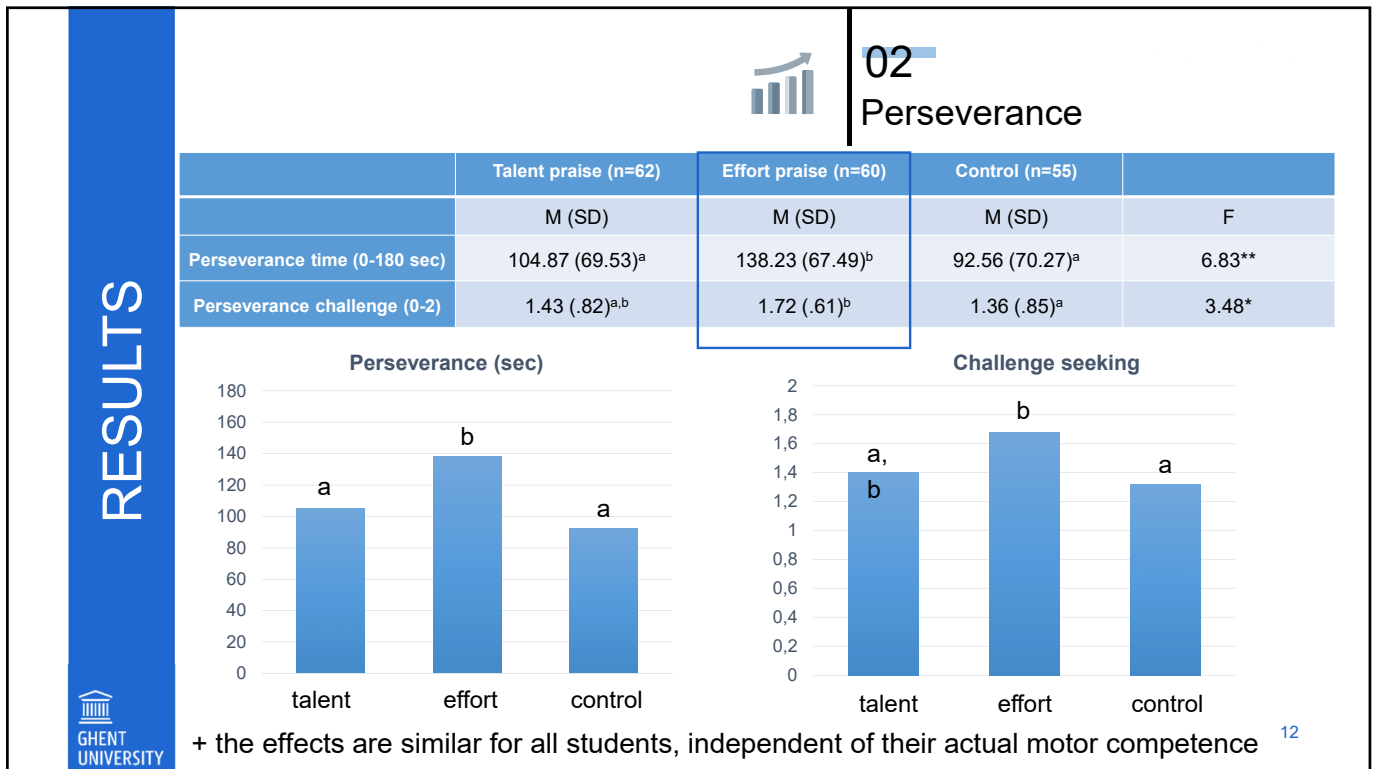
Group	pre-experiment failure	success
Talent	~2.58	~2.62
Effort	~2.45	~2.52

Competence satisfaction



Group	pre-experiment failure	success
Talent	~3.55	~3.40
Effort	~3.55	~3.30

11



CONCLUSION

**Aim 2**

Is this effect **similar** for **all children**, independent of their **actual motor competence**

**02**

- Effects were independent of actual motor competence
- Every pupil benefits from effort feedback perseverance (duration & level of difficulty)

TAKE HOME



Well done

neutral positive feedback

Well done, you're very talented

talent positive feedback

Well done, you tried really hard and I appreciate your effort

effort positive feedback

ACKNOWLEDGEMENTS

Julie Galle

PhD student

Julie.Galle@ugent.be

*Department of movement and sport sciences
research group sports pedagogy*

 Ghent University
 @ugent
 Ghent University

