

Getting Better at Getting Better

Using Sound Pedagogy & Principles of Skill Acquisition

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Learning

A silhouette of a person performing a handstand on a high bar against a bright sky with clouds and a sun flare. The person is positioned in the center-left of the frame, with their body inverted and arms gripping the bar. The background is a clear blue sky with scattered white clouds. A bright sun flare is visible in the upper right corner, casting rays across the sky. The overall scene conveys a sense of physical achievement and mental focus.

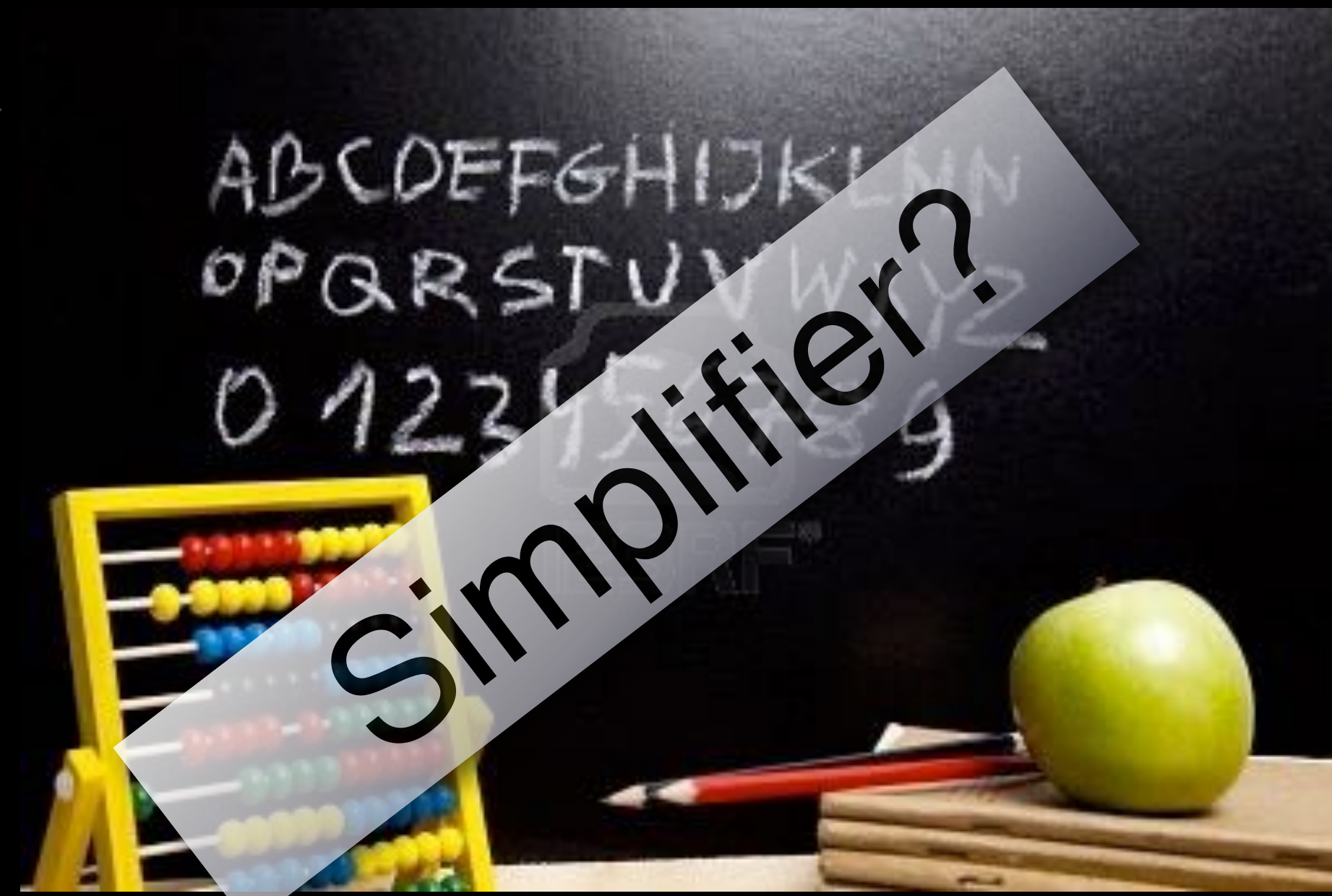
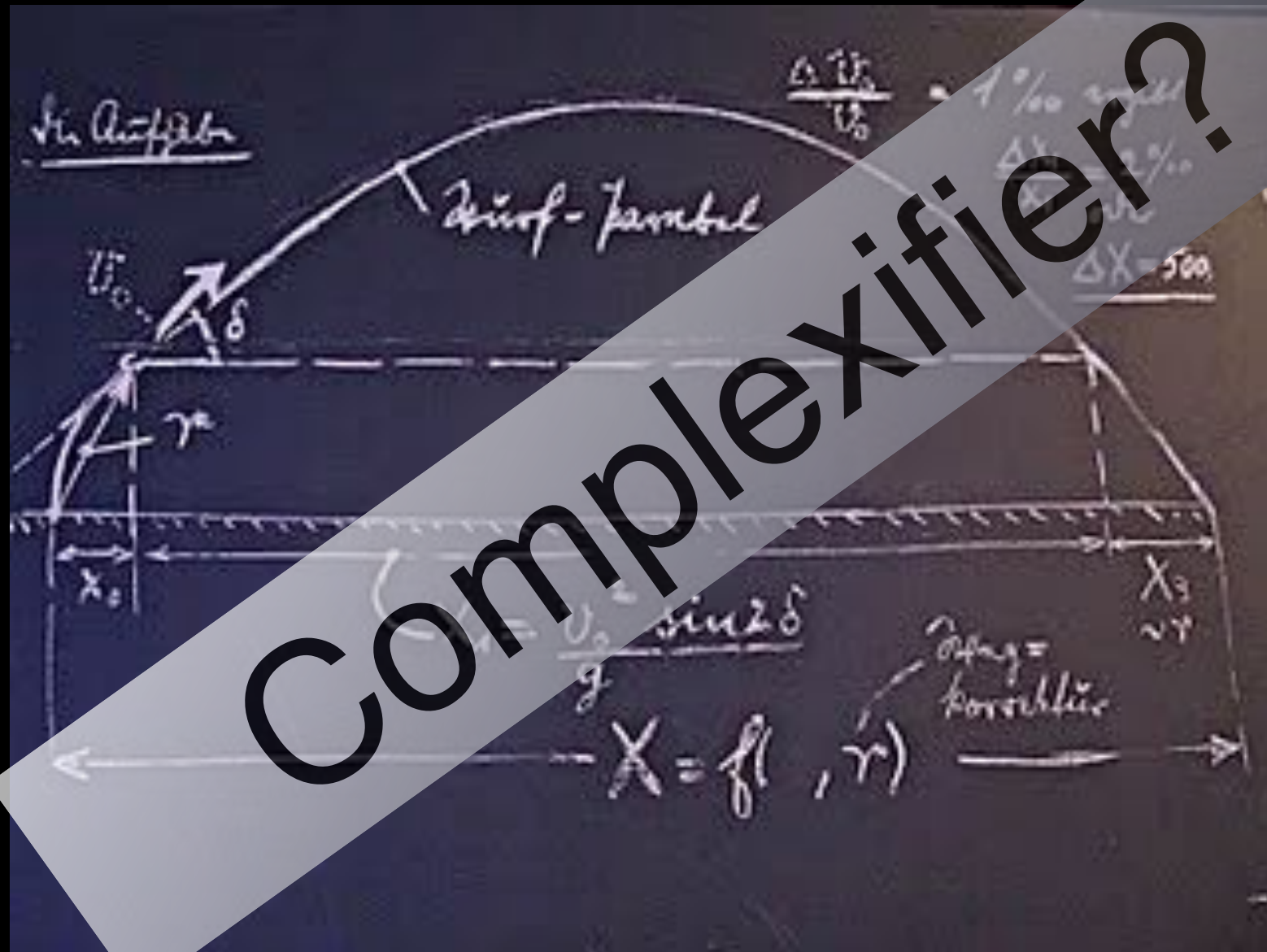
“Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.” Leonardo da Vinci

The Coaching Process

The process of coaching is principle driven, with a foundation in pedagogy, supported by science , forged in experience, proven & tested in the competitive arena.



How do you coach?



Quality

**A Measure of
Perfect!**

Practice

Don't try to replicate the event, distort it!



Distort the Game!

How do you do that in the throws?

Different texture surface in the ring

Inclines - Slant boxes

Javelin - Three step throws in sand

Throw with non dominant arm

Random weighted implements

Note: Make sure you have a specific objective

Concepts to Make Practice Better

Stay Curious

Combine experts knowledge with a child's eyes and enthusiasm

Find the edge between domains and operate there

Sticky Learning

To get better we **MUST** operate at the edge of our abilities, well outside our comfort zone

In fact we must become comfortable with being uncomfortable all the time

Concepts to Make Practice Better

Interleaving

Mix and match skill with a purpose.
This will stimulate different parts of the brain.

Concepts to Make Practice Better

Spacing

Learn a new skill - take some time to forget it!

They must struggle to recall the skill - this results
in deeper learning

Concepts to Make Practice Better

Desirable Difficulties

Learn a task with some struggle

Make learning in short term more challenging and frustrating

Result - Better deep learning

Concepts to Make Practice Better

Quizzing

Concepts to Make Practice Better

Talk less!

Concepts to Make Practice Better

Fault/Reason/Correction

Coach the Correction

Short feedback loop - Correct Immediately

Concepts to Make Practice Better

Correct Don't Critique

Find the Fault

Focus on the solution not the problem

Instructions/Directions

Emphasize what to do

Specific

Concrete

Sequential

Observable



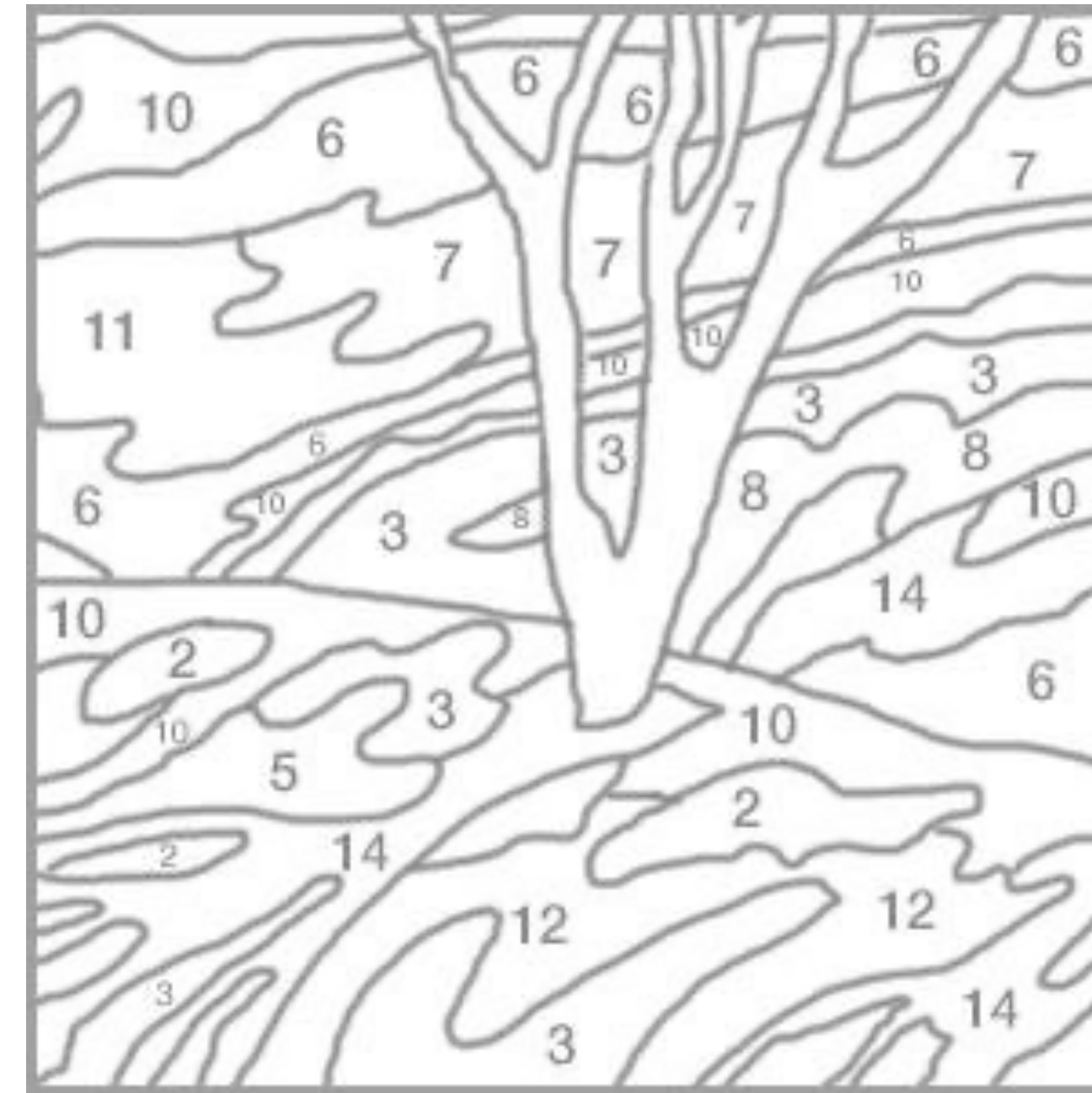
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Routine

Repetition

Refinement

Explicit Learning



Motor skill learned with an internal focus with concurrent specific knowledge about the skill performance.

Less resilient under psychological and physiological fatigue and tend to interfere with normal autonomic processing of the motor schema.

Less durable or robust when a fast response is needed

Implicit Learning



External focus of attention (focus on movement effect)

Verbal feedback & direction is minimal

Realize task and find a solution to get it done

Learners are active participants in the process

Understand difference between learning & performance

Instructional Phases	Performance	Learning
Convey Information ↓	Always demonstrate Lots of instruction	Infrequently
Structure Practice ↓	Blocked/constant practice	Random/variable practice
Provide Feedback	Often and detailed	Infrequent and descriptive

THE CREATIVE PROCESS

START



END



Chaos

Communication and Feedback

No one tells them what to do - no instruction.
They figure it out!



Innovation

Adaptability

There are multiple solutions to the same movement challenge
They are all correct!



Emergence

It all stems from the environment
No limits!

Pedagogical Considerations

Use experiences & Activities **APPROPRIATE** to the athlete's development level

The challenge is to match content and training to the athletes ability level

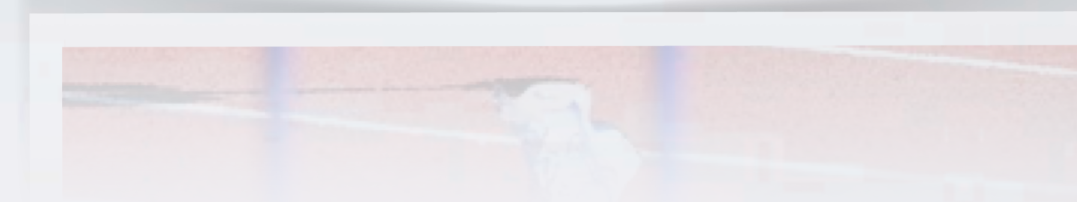
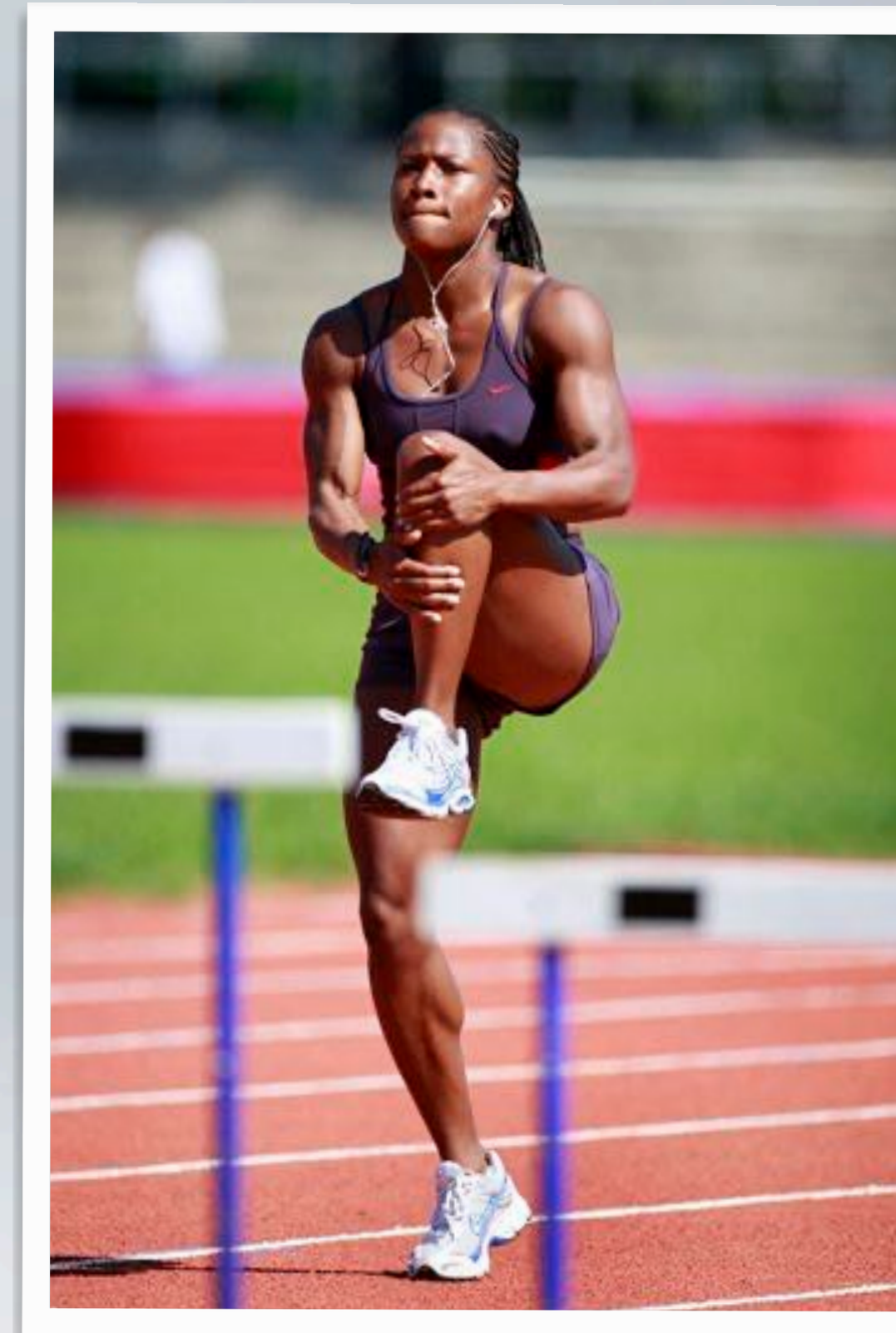
Drills \neq Skills

Drill with a purpose

Be precise & exact

Be prescriptive to meet individual needs

Focus on **need to to**,
as opposed to **nice to do**



Progression

Whole - Part - Whole

Stable/Predictable >>> *Unstable/Chaotic*

Give the athlete increasingly complex movement problems to solve

Competence

Confidence



“Set up your throw with control from the back, speed in the centre and be strong at the front. If you get the first part right, a little bit like a triple jumper setting up the various phases, then it puts you in the best position to be balanced and in a good rhythm for the rest of the throw.”



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