Videotaped Modeling With and Without Verbal Cues

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Dissertation submitted to the Graduate Faculty of Virginia Polytechnic Institute and State University in partial fulfillment for the degree of

DOCTOR OF PHILOSOPHY

In

Curriculum and Instruction

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August 2004

Blacksburg, Virginia

Keywords: Modeling, Tennis, Cues
The purpose of this study was to investigate the use of videotaped modeling of a tennis skill with and without verbal cues. Eighteen female players from two NCAA Division III colleges served as the subjects for the study. The players were randomly assigned to one of two groups. Both of the groups viewed a modeling videotape which contained a 56-second clip of a female professional hitting forehand groundstrokes looped seven times. Group One’s tape included verbal cues on balance, posture, and contact point. Group Two’s tape did not contain verbal cues. Both of the groups were pre-tested on power, performance, trait confidence, and state confidence before viewing the modeling tape six times. Then they were post-tested on the same measures and given a qualitative questionnaire. They were also asked a follow-up question in interview format. The qualitative analyses revealed that Group 2 subjects were unable to articulate the concepts of balance, posture and contact point as well as Group 1. Group 1 was better able to articulate these concepts with a higher percentage of participants answering the qualitative questionnaire consistent with the relevant verbal cues for balance, posture, and contact point. The results of this study indicate that tennis coaches should consider adding verbal cues when using videotaped modeling to enhance its effectiveness.
I will begin by thanking my committee members. First, I would like to thank my committee chair, Dr. Richard Stratton. Thank you for being extremely supportive throughout this process and for answering my countless e-mails. I would also like to thank Dr. Jim Krouscas, Dr. Jon Poole, Dr. Mike Moore, and Dr. Kerry Redican. Thank you all for your patience, wisdom, and guidance.

Thank you to the tennis players who participated in the study. Thanks to Kaysie Smashey who served as the model for the study. There are many other individuals who helped me in various ways along the way. The list includes Kelly Morrison, DD Mack, Heather Somers, Chrissy Pearson, Beth Schwartz, Barbara Evans, John Abell, Cecil Jackson, Denise Jackson, and Michelle Cunningham.

I would like to thank Christine Davis and Paul Wardlaw. Chris and Paul listened to me and helped me think clearly. Thanks for our many conversations.

My friends in Virginia and beyond have been great listeners. They include Tegan Acree, Valerie Cushman, Frank Dunn, Gaynelle Hart, Alice Haynes, Carolyn Sarson, Codi Scarbrough.

Lastly, I need to thank my family. My mother and father, Annette Fredenburgh and Milton Rowland, have offered 29 years of unconditional love and unwavering encouragement. A thank you goes to my stepfather, John Fredenburgh, for his support over the last 15 years. (Thanks for making me get out of the car when we visited Kenyon many years ago!) Thanks to my brother, Rich Rowland, for being a positive force in my life. A thank you also goes to my grandmother, Agnes St. Pierre, for always encouraging me.
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