

ChatPDF Hero

Learn how to talk to your PDFs and save time in your studies and work



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📌 1. What is ChatPDF?

It's an artificial intelligence tool that lets you chat with any PDF file. Just upload the document and ask anything about it.

📌 2. What is it for?

Perfect for:

- Studying scientific articles
- Reading reports
- Creating automatic summaries
- Preparing for exams and tests

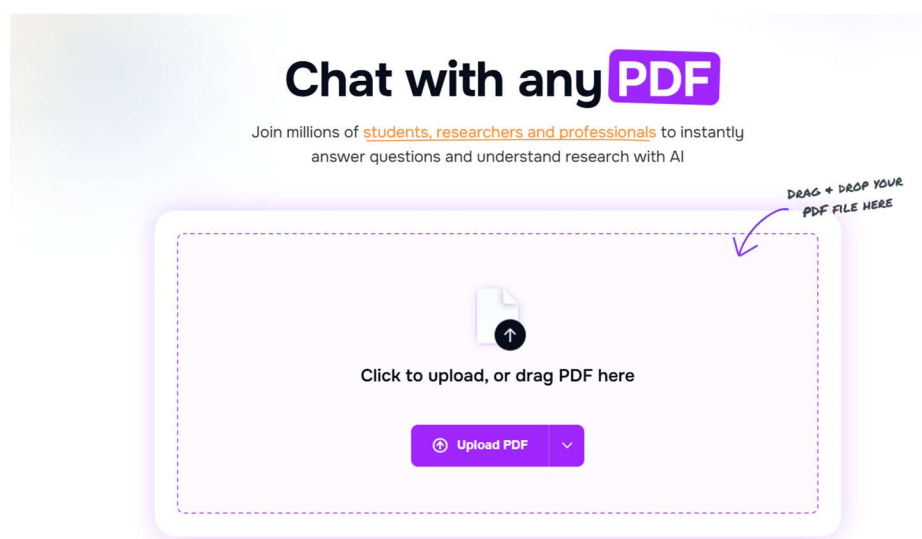
📌 3. How to access and create an account

Visit: <https://www.chatpdf.com>

You can use it without an account, but creating a free one allows you to save history and access old files.

📌 4. How to upload a PDF

1. Click "Upload PDF".
2. Select the file from your computer.
3. Wait for the system to process it.



5. How to chat with your PDF

After uploading:

- A summary will automatically appear
- Use the chat field to interact with the content

Examples: “Summarize this article”, “What does section 3 say?”, “What are the main findings?”

2010 Frequent external-focus feedback enhances... 1 / 7 Q Chat

Frequency in Psychology

Frequent external-focus feedback enhances motor learning

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Summary: The present study examined the hypothesis that feedback inducing an external focus of attention enhances motor learning if it is provided frequently (i.e., 100%) rather than less frequently. Children (10 to 12 years old) practiced a soccer throw-in task and were provided feedback about movement form. The feedback statements, provided either after every 100% or every third (33%) practice trial, were similar in content but induced either an external focus (body movement related) or external focus (movement-effect related). The results demonstrated that learning of the movement form was enhanced by external-focus feedback after every trial (100%) relative to external-focus feedback after every third trial (33%) for internal-focus feedback (100%, 33%), as demonstrated by immediate and delayed transfer tests without feedback. There was no difference between the two external-focus feedback groups. These findings indicate that the attentional focus induced by feedback is an important factor in determining the effectiveness of different feedback frequencies. We argue that the informational properties of feedback cannot sufficiently account for these and related findings, and suggest that the attentional role of feedback be given greater consideration in future studies.

Keywords: focus of attention, knowledge of performance, motor

INTRODUCTION

Feedback is one of the major factors in the process of motor skill learning (typically referred to as knowledge of results or knowledge of performance in the literature). Therefore, it is not surprising that research related to how augmented feedback functions, and how it can be optimized to facilitate learning, has a long history. After early discussions on the subject (e.g., Thorndike, 1911, 1927), and more systematic inquiries in the 1950s (e.g., Atkinson and Shiffrin, 1954; Shiffrin et al., 1959), another resurgence in interest was seen in the mid 1980s, inspired by Schmidt et al. (1983) influential review of the literature and their theoretical ideas regarding the informational role of feedback. Another 30 years later, it may be opportune to take a fresh look at this important variable. In the past few years, it has become clear that learning is not simply a function of the task information provided to the learner, but that it is subject to a variety of social-cognitive-affective influences (Levinson and Wolf, 2010) – that may also, intentionally or unintentionally, be conveyed through feedback. For instance, aside from the volume or accumulation of information about the task that feedback provides, its valence may also affect learning. In the present study, our goal was to examine whether the effect of feedback frequency might be explained through its impact on the induction of beneficial or detrimental performance strategies or movement control in the form of feedback regarding attentional focus. Attentional focus is one variable that has consistently been shown to affect motor learning (see Wolf, 2007), perhaps in part due to its influence on the performer's cognitive-affective state. We were particularly interested in how the focus of attention induced by the feedback would interact with the frequency of its delivery.

The “guidance hypothesis” proposed by Schmidt et al. (1984), clearly addressed the informational role of feedback. The basic tenet of the guidance idea is that the information provided by feedback guides the learner to the correct movement pattern, facilitating performance during practice. Yet, frequent feedback (e.g., feedback after every trial) is assumed to have negative effects on learning. Specifically, learners are thought to become dependent on the feedback and neglect the processing of intrinsic feedback. Furthermore, frequent feedback is believed to result in excessive variability in performance (“maladaptive short-term corrections”) and to prevent the learning of a stable movement pattern. In contrast, a reduced relative frequency of feedback supposedly allows learners the opportunity to process their own intrinsic feedback, making them relatively independent of the augmented information, and promotes greater movement stability.

Numerous studies have been conducted to examine the effects of different types and schedules of feedback (for reviews, see Schmidt, 1991; Swinnen, 1996; Wolf and Shea, 2001). Methodologically, research examining the assumptions of the guidance hypothesis has provided us with a better understanding of how feedback functions. Wolf and Shea (2004) termed this “the good” of the feedback literature. However, they also pointed out that not all findings were consistent with the guidance view (“the bad”), and that a theoretical framework to guide future research was lacking (“the ugly”). Some of the findings inconsistent with the guidance view have come from studies examining one of the most popular feedback manipulations, namely, the relative frequency of feedback. Several studies have demonstrated learning advantages of practice conditions with a reduced feedback frequency, compared to 100% feedback (e.g., Wolf and Schmidt, 1988; Wittman and Schmidt, 1990; Nicholson and Schmidt, 1991; Weeks and Fordham, 1994). However, a number of other studies failed to replicate these findings (e.g., Sparto and Stammers, 1992; Thelen and Blandin, 1993; Sparrow, 1995; Whitworth and Lee, 1997; Lai and Shea, 1998; Wolf et al., 1995). Based on their review of the literature, Wolf

Good to see you, Frederic!

This research focuses on how the frequency and type of feedback can improve motor learning, particularly in children practicing a soccer throw-in task.

- Feedback that encourages an external focus of attention (on the effects of movement) enhances learning when given frequently.
- Learners demonstrated better performance after receiving feedback every trial compared to receiving it every third trial or focusing internally on their movements.
- The type of feedback significantly influences learning outcomes, suggesting a need for more focus on how attention is directed during practice.

I'm ready to help you explore this further!

Summarize this paper

What were the main findings regarding external versus internal focus of feedback?

How does feedback frequency affect learners' dependence on feedback in motor tasks?

Ask any question...

Ask here

6. Tips for better use

- Ask clear questions
- Use keywords
- Break long questions into smaller ones
- Ask direct questions about sections or specific tables

7. Practical applications

- ✓ Students: summaries, quick reviews
- ✓ Exam candidates: reading laws and notices
- ✓ Professionals: analyzing reports and contracts
- ✓ Academics: critical reading of articles

8. Cautions and limitations

- May not interpret complex charts or tables well
- Files with many images might cause errors
- Always double-check the answers before using them for important purposes

9. Alternatives to ChatPDF

- Humata.ai
- PDF.ai
- AskYourPDF

10. Conclusion + bonus

With ChatPDF, you save time, understand texts better, and study more efficiently.