

# Alpine Compare and Contrast Review

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## EXAMINER COMPARE AND CONTRAST GOALS:

1. Maximize candidate's time to present information on any given topic or compare and contrast demonstrations.
  - Create a list of open ended "starter questions"
  - Create Compare and Contrast skiing scenarios
2. Develop open ended questions from the National Standards Professional Knowledge categories.
  - Terminology
  - Teaching concepts
  - Skills concept
  - Equipment
  - Physics of skiing
  - Biomechanics
  - Turn mechanics
  - Industry knowledge
3. Working *in the moment* of what the candidate is observing and communicating.
4. Have more insight into the different ways Compare and Contrast can be used throughout the day.
5. Be able to demonstrate skiing tasks effectively and clearly for candidates.

## EXAMINER AND TRAINER OBSERVATIONS

### What worked well?

- The ability to see the differences clearly from the examiners skiing demonstrations.
- All of the tasks have common movements and differences that can test or assess the candidate's knowledge of how the five fundamentals are applied to create each.
- The ability to setup scenarios in a controlled environment.
- The visuals help the candidate focus their attention to specific observations such as tool snow interaction, body part specifics, phase of a turn, turn shape, D.I.R.T (direction, intensity, rate, timing).
- Framing questions that were not too broad but still open ended.
- A great training aid. Not just for exam purposes.
- It engages all the candidates throughout the day.

## What were some challenges?

- Making sure the skiing demonstrations were clear as possible.
- Framing questions that were not too broad but still open ended enough.
- Figuring out how to recover when candidates were not “seeing” what we were showing.
- The set up. Examiners need to be on the same page to ensure the candidates have a very clear picture of **What** is to be analyzed and discussed.
- Being sure the candidate is responding from and speaking from his/her conviction or are they speaking based on a group discussion.
- Time can be a challenge for the set up. Maximize candidate time minimize examiner time.
- Demonstrate ineffective skiing vs. effective skiing or inefficient vs. efficient.
- Ensuring conditions are optimal for the task chosen.
  - Examples:
    - Choosing a good line of sight
    - Allowing enough time to demonstrate
    - Allowing each candidate to demonstrate their knowledge
    - All get an equal chance to talk first throughout the day

## How can implementation of this concept be improved?

- Have a list of topics compiled that have worked well and can be used as a starting point.
- Compile a list of C&C skiing pairings that worked well.
- Be very clear in the set up to help alleviate trepidation from the candidates.
- Working in groups helps reduce anxiety, be sure to rotate leaders and specifically ask questions to hesitant candidates.
- Be sure candidates take turns evaluating ski/snow interaction and body parts specifics.

## SAMPLES OF SKIING OPTIONS AND SAMPLE QUESTIONS

### Compare & Contrast Skiing Demonstration Smorgasbord

- Short radius braking turns (short swing) vs. short radius round gliding turn
- Stem turns vs. wedge christie
- Banking vs. combined inclination and angulation
- Wide parallel stance vs. narrow parallel stance
- Tall stance vs. low stance
- Open parallel turns with round shape vs. open parallel with J shape or traverse
- Short swing with upper body rotation vs. short swing with lower body rotation

- Extension of both legs at initiation vs. extension of new outside leg and shortening of inside leg at initiation (parallel turns)
- Leg steering vs. upper body rotation
- Narrow parallel stance skiing over the top of bumps vs. wider parallel stance skiing in the troughs
- Medium radius turns, skis on edge immediately vs. medium radius turns, skis on edge after fall line
- In parallel turns, extending vertical (popping) at initiation vs. extending into the direction of travel
- Whole body turning vs. legs turning under a stable and quiet upper body

### Sampling of Open Ended Questions

1. When you hear the terms Tactics and Technique, what are some examples of how these terms are applied in our skiing and teaching experiences?
2. Sample questions that are based on the Five Fundamentals.
  - a. Example: What are ways of **How** a skier can control the relationship of the center of mass (C.M.) to the base of support to direct pressure along the length of the skis?
3. How do you know when a skier is carving or skidding?
4. How do you know when a skier is balanced to the outside ski?
5. What phase of the turn was the pressure to the skis the greatest?
6. What are ways we might turn our feet/skis across the hill?
7. What do you see in the ski performance when.....?
8. What do you see in the body movements when.....?
9. How do you know when a skier is using too little or too much edge?
10. When someone is putting their skis on edge immediately before the fall line in a medium radius turn, what body movements do you see happening to effectively accomplish this?