

## **Allowing Learners to Choose: Self-Regulated Practice Schedules for Learning Multiple Movement Patterns**

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Skill acquisition studies have shown enhanced learning when participants are in control of their learning environment (Janelle, Kim, & Singer, 1995; Chiviakowsky & Wulf, 2002). Known as self-regulation, allowing learners to control or structure their learning environment has shown to facilitate skill learning. Because most skill acquisition studies of self-regulation have investigated augmented feedback, it is not known whether learners can effectively self-regulate their practice schedule when required to learn multiple tasks. The purpose of this study was to investigate the learning effects of self-regulation when participants are given the opportunity to choose which task, among multiple tasks, to practice for each trial during practice. Twenty novice participants were randomly assigned to either a self-regulated or yoked condition. Participants were required to learn a three-keystroke pattern with three different relative time structures. Those in the self-regulated group chose one of the three relative time structures before each trial; those in the yoked group were not allowed to choose. While the self-regulated group exhibited lower absolute error scores than the yoked group during a 24-hr serial transfer test, results showed no significant differences. During acquisition, the self-regulated participants chose tasks in an order that most closely resembled a blocked practice schedule.