Self-controlled learning of the forehand topspin stroke in table tennis
1 Introduction: Self-Controlled learning

2 Method: Participants, Task, and Procedure

3 Results

4 Discussion
Self-Controlled Learning

Learners control their Learning Process actively!

- Metacognitive
- Cognitive
- Behavioral
- Motivational
- Emotional

Using of Learning Strategies!
1. Benefits of Self-Controlled Learning during the Learning of a complex Motor Skill?

2. Individual Preferences in Self-Controlled Learning?
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Participants
N = 52 Students (men = 32, women = 20) without experience with the task

Task
Forehand Topspin Stroke
• Accuracy (Target Zone)
• Form (Experts Rating)
Experimental Groups and Procedure

Introduction  Method  Results  Discussion

PRACTICE CONDITION

Preferred (Instruction)

Non-Preferred (Variability of Practice)

SELF-CONTROLING

yes  no

SC+  YO+
n=13  n=13

SC-  YO-
n=13  n=13

Pretest ➤ Practice Phase ➤ Early Retention ➤ Late Retention
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Figure 1. Accuracy Scores of the Experimental Groups during Practice and Retention. ER = Early Retention; LR = Late Retention.
Figure 2. Form Scores of the Experimental Groups during Practice and Retention. ER = Early Retention; LR = Late Retention.
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• Self-Controlled Learning has a beneficial Effect on Learning a complex Motor Skill

• Individual Preferences seem to be irrelevant for the Effectiveness of Self-Controlled Learning

• „Higher“ (cognitive, motivational) Processes

• Opportunity to use individual (=more tailored) Learning Strategies
Finally ...

Thank you for your attention !!!