

Contextual interference effect in perceptual-cognitive skills training

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Abstract

Introduction: The contextual interference (CI) effect predicts that a random order of practice for multiple skills is superior for learning compared to a blocked order. We report a novel attempt to examine the CI effect during the acquisition and transfer of anticipatory judgements from simulation training to an **applied sport** situation. **Method:** Participants were required to anticipate tennis shots under either a random or blocked practice schedule. Response accuracy was recorded for both groups at pre-test, during acquisition, and on a 7-day retention test. Transfer of learning was assessed through a field-based tennis protocol that attempted to assess performance in an **applied sport** setting. **Results:** The random practice group had significantly higher response accuracy scores compared to the blocked group on the 7-day laboratory retention test. Moreover, in the transfer to an **applied sport** situation the decision times of the random practice group were significantly lower compared to the blocked group. **Conclusion:** The CI effect was found to extend to the training of anticipatory judgements through simulation techniques. Furthermore, we demonstrate for the first time that the CI effect increases transfer of learning from simulation training to the **applied sport** task, highlighting the importance of using appropriate practice schedules during simulation training.

Key words: anticipatory judgement; practice structure; perceptual learning; video simulation; **transfer of learning**

Introduction

Paragraph Number 1 The key consideration when designing practice activity is the retention and transfer of learning from that activity to real-world performance (4). The manner in which practice activity is organized can affect the performance, learning, and transfer of the skills being practiced. The contextual interference (CI) effect predicts that practice scheduled in a random order (high CI) leads to more errors during practice, but superior learning and transfer of skill, when compared to practice scheduled in a blocked order (low CI) (31). A key skill possessed by expert performers in many domains is the ability to anticipate upcoming events (for a review, see 38). However, researchers have yet to examine the effect of practice order on the performance, learning, and transfer of anticipatory judgements. In this paper, we examine the CI effect during the practice of anticipatory judgements and its transfer to applied sport performance in a dynamic, temporally constrained task involving tennis.

Paragraph Number 2 The CI effect has been extensively examined in a variety of motor learning tasks (25). Shea and Morgan (31) had participants practice three patterns of a simple barrier knockdown motor task under a blocked (e.g., AAA-BBB-CCC) or random (e.g., ACB-BCA-CAB) schedule of practice. After acquisition, participants completed retention tests in which half the trials were administered in a blocked order and the other half in a random order. Two transfer tests involving different barrier knockdown tasks were included. During the early acquisition trials, the blocked practice group had a significantly faster total movement time compared to the random group, indicating superior performance during practice. However, on the retention and transfer tests, the random practice group had a significantly faster total movement time compared to the blocked group, indicating superior learning and the CI effect (31). The CI effect has been replicated in many studies examining

motor skill tasks across various contexts as described in several review articles (e.g. 20, 25, 28).

Paragraph Number 3 Two main theories have been forwarded to explain the CI effect. First, the reconstruction hypothesis proposes that random practice orders lead to interference between the tasks being practiced causing them to be forgotten in the short-term. As a consequence, participants are required to reconstruct an action plan in order to execute each attempt at a new task, promoting more memorable internal representations for the tasks. In contrast, in blocked practice orders the same task is practiced on consecutive trials and the same action plan used, removing the need to reconstruct an action plan each time (30). Second, the elaboration hypothesis proposes that a random practice order promotes more memorable representations through greater comparative and contrastive analyses between the tasks compared to the repetitive nature of blocked practice (32). While both these theories differ in regards to the mechanisms that underpin the CI effect, they both attribute the robust finding to the greater cognitive effort and increased neural activity that occurs during random, as opposed to blocked practice (9, 18, 24).

Paragraph Number 4 In most domains, performance involves perceptual-cognitive skills, such as anticipatory judgements and decision making, as well as motor skill execution. Perceptual-cognitive skill refers to the ability of performers to search, identify, process, and integrate environmental information with existing knowledge and current motor capabilities to facilitate the selection of appropriate responses (26). Anticipation is the ability to recognize the outcome of the actions of other athletes prior to those actions being executed (38). Researchers have reported that experts are superior to novices based on their perceptual-cognitive skills in a range of domains, including law enforcement (37), medicine (6), the military (36), and sport (39). Moreover, perceptual and cognitive skills can be trained using simulation methods (8). For example, Smeeton, Williams, Hodges and Ward (33)

investigated the relative effectiveness of video-based simulation training combined with various instructional techniques for enhancing anticipatory judgements in tennis. Participants viewed videos of tennis shots occluded at ball-racket contact and were required to predict shot direction. The training groups improved their anticipatory judgement performance from pre- to post-test compared with a control group, and these skills transferred to quicker decision times in a field-based transfer test (see also, 1).

Paragraph Number 5 Some researchers have examined the CI effect using perceptual-cognitive tasks, although they did not investigate how the CI effect transfers from training to the real-world. Del Rey and colleagues (10, 11) investigated the CI effect using an anticipatory judgement task involving predicting the arrival of moving lights at a final lamp. In retention and transfer tests, a random practice group had significantly lower error when anticipating the arrival of the lights to the final lamp when compared to the blocked group, supporting the CI effect. In contrast, Memmert, Hagemann, Althoetmar, Geppert and Seiler (27) used a more applied badminton simulation task to investigate the CI effect in anticipatory judgements, but did not find the classic CI effect. Participants sat in front of a computer screen that showed temporally occluded video footage of a player performing overhead badminton shots to different court locations. Participants were required to predict where the shuttlecock would land on an image of a badminton court, which was also on the computer screen. In six training sessions, one group received the occluded landing locations in a blocked practice order, whereas the other groups received the occluded landing locations in a random practice order. In training, feedback was provided after each trial, whilst learning was assessed in a post-test and a seven-day retention test. There were no differences in the accuracy of anticipatory judgements between random and blocked practice groups across acquisition, post-test, and retention. One possible explanation for this finding concerns the design of the representative task. A simplistic response to a small visual display was used in

the task, both of which are thought to limit the expert advantage (Williams & Grant, 1999).

Researchers have suggested that the coherence of a representative task with its real world

version is vital for the appropriate processing to take place and, thus, decreasing the

coherency of the task creates constraints on processing (12). Representative task design

currently involves the use of large screens that allow life-size images to be projected,

showing dynamic rather than static images. They allow the performer to complete a response

that is the same, or as similar as possible, to that produced in the actual performance

environment (4). The other possible explanation for the lack of group differences is that

participants only practiced anticipatory judgements of the badminton overhead stroke, but to

different landing locations. By definition, CI is the scheduling of practice for a number of

different skills, not a single skill (30). Research is needed to examine how practice should be

structured during perceptual-cognitive skills training requiring a complex movement response

to a number of different skills on a large screen upon which life-size video is projected.

Paragraph Number 6 The retained transfer of learning from practice to real-world performance should be the key consideration when designing practice. No researchers have examined how practice should be structured during simulation training so that the skills transfer more effectively to real-world performance, despite the widespread use of this method (8). For example, Helsdingen and colleagues (15, 16) showed the CI effect extended to complex police judgement tasks that involved prioritizing the urgency of different case descriptions. The random practice group was significantly more accurate at solving cases compared to the blocked group in a post-test. A transfer test was included in this study, but it was another simulation task in which only the structural and surface features differed from the training tasks, rather than a transfer to a real-world task. Consequently, there is a need to extend the research to judgements in an applied setting so as to extend the theory and verify the translational value of such interventions.

Paragraph Number 7 We examine the CI effect in simulation training of anticipatory judgements in a temporally constrained task in tennis and the retention and transfer of this ability to applied sport performance in the field. Anticipatory judgements of three different tennis skills were practiced across an acquisition phase in either a random or blocked practice order, with learning being measured across pre-, retention, and transfer tests. The three skills being anticipated were the forehand groundstroke, forehand smash, and forehand volley. It is expected that participants would improve the accuracy of their anticipatory judgements as a result of the training protocol and that this improvement would transfer to the field. In line with the CI effect, it is hypothesized that the blocked practice group will have more accurate anticipatory judgements during the acquisition phase compared to the random practice group. In contrast, the random practice group will have more accurate anticipatory judgements compared with the blocked practice group in the retention tests and in the transfer to a field-based protocol, indicating superior learning of the skills.

Methods

Participants

Paragraph Number 8 On the basis of previous perceptual research (7, 33) and taking into account the difficulty in recruiting and keeping participants over an extended period of time, we estimated that nine participants per group were required for this study. Participants were 18 intermediate-level, junior tennis players, who were divided into either a blocked practice group ($n = 9$; M age = 12.9 years, $SD = 1.6$) or a random practice group ($n = 9$; M age = 13.2 years, $SD = 1.6$). Participants in the two groups were matched by ensuring no between-group differences in prior tennis experience, the numbers of hours per week they currently played tennis, their laboratory pre-test accuracy scores, their field pre-test accuracy, and their field pre-test decision time (see Table 1). Separate independent t -tests on each of these variables showed no between-group differences (all t 's < 1). Written informed consent

was obtained from the participants and their parent or legal guardian prior to participation and these documents were stored in the research department of the lead institution. The experiment was conducted in the country of residence and designed in accordance with the 1964 Declaration of Helsinki. Ethical approval was obtained from the lead institution's research ethics committee.

Test and Training Film Construction

Paragraph Number 9 Test and training films were developed for the simulation. Films were made for a pre-test, three training sessions, and a 7-day retention test. Video clips of tennis shots were edited using Adobe Premier CS5 software (San Jose, USA). Each clip began with a black screen and the trial number. Each film clip consisted of one of three intermediate level tennis players (age: M age = 19.7 years, SD = 1.2; M tennis experience = 8.7 years, SD = 1.2; M tennis hours per week = 6.3 hours, SD = 1.5) on the other side of the net of a standard indoor tennis court. The clips involved the ball arriving at the player from an off-camera feeder player, who was one of the two other players, the player moving to the ball, swinging the racket, and hitting the ball back over the net using a pre-defined shot. The video was filmed from a central position on the baseline of the tennis court at a height of 1.5 m to match the opponent's point of view. Shots were selected for the test film footage when they satisfied three criteria: 1) the ball fed to the player went over the net in a central area so that the player returning it performed similar body movements for each stroke; 2) the returned ball had to be struck cleanly by the player with the speed of return replicating a game situation; and 3) the returned ball had to bounce in the intended target location.

Paragraph Number 10 Players executed three offensive tennis shots: 1) forehand groundstroke; 2) forehand smash; and 3) forehand volley. These three shot types were selected as researchers have demonstrated that when a player executes them in an attacking manner it promotes the greatest need for anticipatory judgements by their opponent (34). The

shots were played to one of four locations on the opponent's side of the court: 1) left front; 2) left back; 3) right front; and 4) right back. The three skills (groundstroke, volley, smash) have distinct *invariant characteristics*, so that certain elements of the skill are relatively fixed, such as movement patterns. However, variations are possible within the skills, such as the speed and height of ball flight, which are described as the *parameters* of the invariant skill (30). For example, Hall, Domingues, and Cavazos (13) demonstrated the CI effect in a baseball-hitting task using three invariant skills or pitches (fastballs, curveballs, and change-ups) received in either a blocked or random practice order. Within the three different types of pitches, the parameters varied somewhat, such as the speed and height of each pitch. In our study, the blocked and random schedules of practice were created using the three different relatively invariant skills, as per the majority of other research in this area (e.g., 13, see also 14, 23), and not by the different parameters within a skill (e.g., 27).

Paragraph Number 11 For the test and training clips, the video occluded at three points that were selected based on previous research examining anticipatory judgements in sport (17, 34). The occlusion points were 80 ms after ball racket contact, at ball-racket contact (0 ms), and 80 ms before ball racket contact. At the occlusion point, the screen went black and the phrase 'respond' appeared in large font, which allowed 3 seconds for the participant to respond before the next trial number appeared. Each trial lasted approximately 9 seconds. Across the pre-test ($n = 108$ trials), three training sessions ($n = 72$ trials per session), and 7-day retention test ($n = 108$ trials) the shot type, shot landing location, and occlusion condition were balanced so there was an equal number of each condition. To ensure that the structure of practice in the pre and retention test did not favour either of the groups, both a blocked and random practice structure (54 trials in each) was used, which was counterbalanced across participants. For the blocked practice group, the three skills (groundstroke, volley, smash) were completed so that in each practice session all trials of one

shot were completed before moving on to all trials for the next shot, with the order of the three shots being counterbalanced across participants. The server, end location of the shot, and occlusion point used varied across these blocks. For the random practice group, the quasi-random order meant that the same tennis shot was not played more than twice in a row. In the 7-day retention test, 50% of the clips were repeated from the pre-test and 50% were new clips. These new clips were used to ensure that participants were not completely familiar with the clips after completing the pre-test. The level of difficulty of the clips was kept constant between-tests. The old and new clips were balanced equally across both the blocked and random conditions.

Apparatus and Procedure

Paragraph Number 12 The experiment consisted of a pre-test in both the laboratory and field, three laboratory-based training sessions separated by seven days between each session, and a 7-day retention test in both the laboratory and field settings. All sessions were completed alongside the regular tennis training sessions of the participants. It was arranged with the coach that no other anticipation training would occur during the study period.

Paragraph Number 13 Laboratory pre-test and retention test. Figure 1a presents an overhead illustration of the experimental setup. Participants stood 4 m from the centre of a large portable projection screen (2.74 x 3.66 m; Cinefold Projection Sheet, Draper Inc., Spiceland, IN, USA) on which the test films were back projected (Hitachi CP-X345, Yokohama, Japan). The size of the image approximated the proportions normally experienced in game situations when participants are positioned on the baseline of the court. Participants were required to respond to the onscreen shot by moving to one of four markers that were 1 m from them in four directions corresponding to the four locations where the ball would bounce. The players held a tennis racket and were required to simulate a return shot.

Hand notation was used to record the movement response from each trial. The laboratory pre-test and the 7-day retention test took approximately 15 minutes each to complete.

Paragraph Number 14 Field pre-test and retention test. Figure 1b presents an illustration of the experimental setup for the field test. Participants were required to respond to shots played by an opposing intermediate level tennis player (age: M age = 22 years, M tennis experience = 7 years; M tennis hours per week = 4 hours) on a standard indoor tennis court. The player was not part of the laboratory test or training film. The shots performed by the player were the same three as used in the laboratory test films. A second skilled tennis player who projected the ball to the player was positioned slightly off court to the right of the participant. Upon receiving the feed ball, the player on court was required to execute each shot to one of the four locations used in the film on the participant's side of the court. The lead experimenter briefed the feeder and player on which shots to be performed across the tests so that each skill was counterbalanced for all participants. There were 36 trials for each participant in the field-based protocol, which were divided into two sets of 18 trials. In one set, participants received the shots in a blocked order in which all trials on one skill were completed before starting all trials on the next skill. In the other set, they received the shots in a random order in which no shot type was repeated more than twice in a row. The order of presentation of the two sets was counterbalanced across participants. Any shots that did not reach the intended target or failed to go over the net were not used as a trial. Any trials in which this occurred were repeated at the end of the session, where they were placed in their respective practice orders.

Paragraph Number 15 Participant responses were filmed using a video camera (Canon XM-2, Tokyo, Japan) with wide-angled lens at a sampling frequency of 50 Hz. The camera was located behind and to the left of the participant. It recorded the moment of ball-

racket contact and the movements of the participant. The field pre-test and the 7-day retention test took approximately 15 minutes each.

Paragraph Number 16 Training phase. The training phase consisted of three laboratory sessions that occurred once each week over a 3-week period between the pre and the 7-day retention tests. Participants watched two presentations of the same shot during each trial. First, the video footage occluded at one of the three time points and they were required to respond to the anticipated location of the ball bounce, as in the pre and retention tests. Second, the same video clip was shown in full enabling the participants to view the ball flight and shot outcome in terms of where on the court the ball bounced. No verbal instructions were given regarding the information on screen or participant movements and responses. Each training session consisted of 72 trials and took approximately 15 minutes to complete. The 72 trials consisted of 24 trials of each shot, with each shot equally divided into the three occlusion points and four locations.

Paragraph Number 17 Dependant measures and statistical analysis. For the laboratory tests and training, response accuracy (RA) was the primary dependent variable. Responses were deemed as being accurate when the movement response of the participant was to the same location as the bounce of the ball on the participant's side of the court. Data from the laboratory and field were analyzed separately. In the field, both RA and decision time (DT) were recorded. DT was defined as the time period from ball-racket contact by the opponent to the initiation of movement by the participant (ms). The movement initiation of the participant was used as their response. Movement initiation was defined as 'the first frame where there was an observable and significant lateral motion to the right or left of the racket, the hips, the shoulder or the feet, which was made in order to move to the future location of the next strike' (34; p.822). Movement initiation in tennis usually occurs during or just after a player executes a split-step/landing sequence (35). Responses initiated prior to ball

contact received negative values. Footage of the field tests were analyzed through Adobe Premier CS5 software. A participant from each group dropped out from the field post-test due to an injury and a time scheduling issue, so they were excluded from the field test data set. Inter- and intra-observer reliability measures were obtained for DT by using intraclass correlation techniques (see 3) on the data from two participants (144 trials), one from each group. The obtained correlation coefficients for the inter- (.938) and intra-observer (.876) measures demonstrated the reliability of the data analysis.

Paragraph Number 18 RA across training sessions was analyzed using a 2 Group (random, blocked) x 3 Training (training 1, training 2, training 3) x 3 Occlusion (80 ms before, ball-racket contact, 80 ms after) mixed-design analysis of variance (ANOVA), with repeated measures on the last two factors. To examine learning in the laboratory, RA was analyzed using a 2 Group (random, blocked) x 2 Test (pre, retention) x 3 Occlusion (80 ms before, 0 ms, 80 ms after) mixed-design ANOVA, with repeated measures on the last two factors. The Bonferroni *post hoc* procedure was used for any significant within-participant main effects. The Tukey HSD *post hoc* procedure was used for any significant interactions. Performance on the field-based protocol was analyzed using a factorial multivariate analysis of variance (MANOVA) in which group (blocked, random) was a between-participant variable, test (pre, retention) was the within-participant variable, and RA and DT were the dependent measures. Planned comparisons were carried out to compare the performance of both groups on each dependent measure, respectively. The alpha level for significance was set at $p < .05$ for all tests and partial eta squared (η_p^2) was used as a measure of effect size.

Results

Training

Paragraph Number 19 Figure 2 shows RA across the two groups on the three training sessions. A 2 Group x 3 Training x 3 Occlusion ANOVA revealed no main effect for

group in RA during acquisition, $F(1, 16) = .10, p = .76, \eta_p^2 = .01$. There was a significant improvement in RA across the training phase, $F(2, 32) = 10.25, p < .01, \eta_p^2 = .39$. Tukey HSD *post hoc* analysis indicated that RA in the third training session ($M = 54.8\%, SD = 4.8$) was significantly higher than in the first training session ($M = 47.1\%, SD = 3.4$), $p < .01$. However, RA in the second training session ($M = 51.2\%, SD = 7.4$) was not significantly different from either of the other two training sessions, all $p > .05$. Figure 3 shows RA at each occlusion point from the three training sessions. There was an occlusion main effect, $F(2, 32) = 153.38, p < .01, \eta_p^2 = .91$. *Post hoc* analysis indicated that RA in the trials occluded 80 ms after ball-racket contact ($M = 66.6\%, SD = 6.6$) was significantly higher than in trials occluded at ball-racket contact ($M = 48.2\%, SD = 5.5$) and 80 ms before ball-racket contact ($M = 38.7\%, SD = 3.0$), $p < .01$. Furthermore, RA on trials occluded at ball-racket contact was significantly greater than on trials occluded 80 ms before ball-racket contact, $p < .01$. No interaction effects were observed.

Laboratory Pre- and Retention Test

Paragraph Number 20 Figure 2 shows RA across the two groups on the pre-test and 7-day retention test. A 2 Group x 2 Test x 3 Occlusion ANOVA revealed no main effect for group, $F(1, 16) = 2.90, p = .11, \eta_p^2 = .15$. However, RA significantly improved from pre-test ($M = 50.9\%, SD = 6.9$) to retention-test ($M = 67.5\%, SD = 6.9$), $F(1, 16) = 113.74, p < .01, \eta_p^2 = .88$. There was also a significant Group x Test interaction, $F(1, 16) = 6.03, p = .03, \eta_p^2 = .27$. *Post hoc* revealed no significant difference in RA in the pre-test between the blocked ($M = 50.5\%, SD = 8.6$) and random group ($M = 51.2\%, SD = 5.6$). However, in the retention test, the random group ($M = 71.7\%, SD = 5.3$) had a significantly higher RA compared to the blocked group ($M = 63.3\%, SD = 6$).

Paragraph Number 21 Figure 3 shows RA at each occlusion point on the pre-test and 7-day retention test. There was an occlusion main effect, $F(2, 32) = 70.63, p < .01, \eta_p^2 = .82$.

Post hoc analysis indicated that RA was significantly higher in the trials occluded 80 ms after ball-racket contact ($M = 70.7\%$, $SD = 5.8$) compared to trials occluded at ball-racket contact ($M = 58.0\%$, $SD = 8.2$) and 80 ms before ball-racket contact ($M = 48.8\%$, $SD = 7.7$), $p < .01$. Moreover, RA on trials occluded at ball-racket contact was significantly greater than on trials occluded 80 ms before ball-racket contact, $p < .01$. There was a Test x Occlusion interaction, $F(2, 32) = 5.01$, $p < .01$, $\eta_p^2 = .24$. *Post hoc* revealed that that in the pre-test, RA was not different between trials occluded at ball-racket contact ($M = 47.7\%$, $SD = 9.9$) compared to trials occluded 80 ms before ball-racket contact ($M = 42.8\%$, $SD = 8.7$). However, in the retention test, RA was significantly higher on trials occluded at ball-racket contact ($M = 68.4\%$, $SD = 9.0$) compared to trials occluded 80ms before ball-racket contact ($M = 54.8\%$, $SD = 10.8$). The Group x Test x Occlusion interaction was not significant.

Field Pre and Transfer Test

Paragraph Number 22 Figure 4 shows the RA and DT across the two groups on the pre-test and 7-day retention test. The results of the MANOVA used to analyze performance on the field-based protocol with RA and DT as the dependent measures are presented in Table 2. Planned comparisons indicated that there was no significant difference in RA or DT between-groups at the pre-test, all $p > .05$. Furthermore, in the retention test, no significant difference was found for RA between the blocked ($M = 88.5\%$, $SD = 7.0$) and random group ($M = 88.0\%$, $SD = 3.3$), $F(1, 14) = .03$, $p = .86$, $\eta_p^2 = .02$. However, there was a significant difference for DT in the retention test, $F(1, 14) = 7.19$, $p = .02$, $\eta_p^2 = .34$. The random group ($M = 98$ ms, $SD = 89$) had a significantly faster DT in the retention test compared to the blocked group ($M = 238$ ms, $SD = 118$) and the pre-test, suggesting greater transfer of learning.

Discussion

Paragraph Number 23 We investigated the CI effect on the acquisition of anticipatory judgements in a dynamic, temporally constrained environment. Furthermore, we reported a novel attempt to examine whether the structure of practice during simulation training affects the transfer of these skills to an **applied sport** setting. Specifically, we investigated the effects of a random and blocked schedule of practice on the acquisition, retention, and transfer of anticipatory judgements in tennis acquired through simulation training. The main **hypothesis** of the CI effect was that in the laboratory-based protocols the random group would demonstrate significantly greater improvements in judgements from the pre- to retention test compared to the blocked group. Our data provided evidence for the CI effect as the random group demonstrated significantly more accurate judgements in the 7-day laboratory-based retention test compared to the blocked group and the pre-test. These data provide support for previous research investigating the CI effect with motor and perceptual-cognitive skills (10, 11, 15, 16, 31). However, the finding contradicts those of Memmert et al. (27), who did not provide any support for the CI effect in this domain. Therefore, the current findings provide the first indication that the structure of practice affects the acquisition of anticipatory judgements during simulation training.

Paragraph Number 24 It was **hypothesized** that in a transfer test to an **applied sport** situation the random group would demonstrate more accurate and faster anticipatory judgements when compared to the blocked group. In the 7-day transfer test, while RA did not differ between groups, participants in the random group had significantly faster DT compared to the blocked group and the pre-test, indicating superior learning. The lack of between-group difference in RA in the transfer tests may be because scores were relatively high across all field tests. In the field-based protocol, participants had access to all of the ball flight information, providing an advantage over the laboratory where vision of ball flight was not available due to the occlusion paradigm. However, findings for DT indicate that the training

intervention led to earlier cue use and this transferred onto the field, as both groups reduced their DT significantly. Furthermore, the data suggest that the random group were better able to learn early cue usage than the blocked group, as they made significantly faster anticipatory judgments in the field-based protocol. Data provide novel evidence that the CI effect transfers from simulation training to an **applied sport** setting. Our findings provide support for previous literature (13) and extend current understanding by showing that principles from the motor skills literature regarding the CI effect apply to simulation training to improve anticipatory judgements (8).

Paragraph Number 25 In line with the CI effect, we **hypothesized** that during the acquisition phase the blocked group would have more accurate anticipatory judgements compared to the random group. However, contrary to this **hypothesis**, RA was not significantly different between the two groups during the three acquisition sessions. These data contradict the majority of previous researchers who have investigated the CI effect (25, 28). However, some researchers have reported a lack of difference between blocked and random practice groups during acquisition, but have still found the **hypothesized** differences in the retention and transfer phase (i.e. 16), somewhat contradicting the “typical” CI effect (20). **A possible explanation for this finding is that the three invariant tennis skills contained variable parameters, such as shot location. Other researchers in both applied (13) and laboratory-based settings (23) have examined blocked and random schedules of practice that contain variable parameters, as opposed to constant parameters. Similar to our study, they have shown a lack of differences between practice groups across acquisition, whereas the random practice group is superior in retention and transfer when compared to the blocked practice group.**

Paragraph Number 26 The two main theories forwarded to explain the CI effect are the forgetting/reconstruction hypothesis (21, 22) and the elaboration/distinctiveness

hypothesis (31). They both predict greater cognitive effort during random compared with blocked practice, either prior to or after skill execution, respectively. Another theory is that random practice conditions lead to greater cognitive effort and increased neural activity across practice simply because the task changes often when compared to blocked practice (9, 18, 24). Anticipatory judgements are a perceptual-cognitive process that sometimes may not involve constructing an action plan and executing a motor skill, so the advantage of random practice in these cases may be explained by the elaboration hypothesis. Alternatively, anticipation in sport may be related to the embodiment of actions, which suggests motor regions of the brain activate via the mirror neuron system when observing a movement (29). Furthermore, the mere knowledge of an upcoming movement is suggested to excite the motor system through a resonant mechanism, enabling people to anticipate, rather than react to others actions (19). Therefore, for experienced tennis players who have the necessary motor skill to perform the observed strokes, anticipation may not just be a perceptual-cognitive process (5). The anticipated opponent action might resonate within the individual's own motor system, activating an action plan for completing that skill (2). If so, then random practice would be **hypothesized** to lead to greater cognitive effort through reconstructing actions plans when compared to blocked practice (21, 22). Further research is required to reveal the underlying cognitive mechanisms that lead to the CI effect in anticipatory judgments, perhaps by comparing between skilled participants, who have fine-tuned motor-resonance systems, and novice participants, who do not.

Paragraph Number 27 In summary, we report novel data to suggest that the robust CI effect in perceptual-motor skills extends to the development of perceptual-cognitive skills through simulation training and to the transfer of these skills to an **applied sport** setting. A random practice schedule during simulation training resulted in improved anticipatory judgement accuracy on a 7-day retention test in the laboratory when compared to a blocked

schedule of practice. Furthermore, the positive changes in anticipatory judgement transferred to a field-based condition where the random schedule of practice resulted in faster DT in the field during the 7-day transfer test compared to a blocked schedule of practice. Overall, the findings support previous researchers (31) by demonstrating that a random schedule of practice leads to superior learning compared to a blocked schedule of practice and extends this principle to the training of anticipatory judgements through a video simulation technique.

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Figure Captions

Figure 1. The experimental set up used in (a) the laboratory based protocol and (b) the field based protocol.

Figure 2. Mean (and standard deviation) response accuracy percentage (RA; %) in the laboratory pre-test, training 1-3, and 7-day retention tests for the blocked and random group. * $p < .05$.

Figure 3. Mean (and standard deviation) response accuracy percentage (RA; %) in the laboratory pre-test, training 1-3, and 7-day retention tests for footage occluded 80ms prior to ball-racket contact (-80), at ball-racket contact (0), and at 80ms after ball-racket contact (80).

Figure 4. Mean (and standard deviation) response accuracy percentage (RA; %) and decision time (DT; ms) in the field pre-test and 7-day transfer tests for the blocked and random group. * $p < .05$.