Optimizing Skill Development in Golf Putting: An Investigation of Blocked, Random, and Increasing Practice Schedules

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Abstract : This study investigated the effects of practice schedules on learning and performance in golf putting, specifically focusing on the impact of increasing contextual interference (CI). University students (n=7) were randomly assigned to blocked, random, or increasing practice schedules. During acquisition, participants performed 135 putting trials using different weighted golf balls. The blocked group followed a specific sequence of ball weights, while the random group practiced with the balls in a random order. The increasing group started with a blocked schedule, transitioned to a serial schedule, and concluded with a random schedule. Retention and transfer tests were conducted 24 hours later. The results indicated that high levels of CI (random practice) were more beneficial for learning than low levels of CI (blocked practice). The increasing practice schedule, incorporating blocked, serial, and random practice, demonstrated advantages over traditional blocked and random schedules. Additionally, EEG was used to explore the neurophysiological effects of the increasing practice schedule.