

## APENDICE 1: Estudios identificados pero excluidos del metaanálisis

### **No presentan un diseño experimental**

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- Shea, C. H., Wright, D. L., Wulf, G., & Whitacre, C. (2000). Physical and observational practice afford unique learning opportunities. *Journal of Motor Behavior*, 32(1), 27–36.
- Wrisberg, C. A. (1991). A field test of the effect of contextual variety during skill acquisition. *Journal of Teaching in Physical Education*. Retrieved from <http://psycnet.apa.org/psycinfo/1993-11440-001>
- Wulf, G., Shea, C., & Lewthwaite, R. (2010). Motor skill learning and performance: a review of influential factors. *Medical Education*, 44(1), 75–84.

### **No incluyen un grupo de práctica en bloque o aleatoria, o no evalúan una destreza motriz**

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- Maas, E., & Farinella, K. A. (2012). Random versus blocked practice in treatment for childhood apraxia of speech. *Journal of Speech, Language, and Hearing Research*, 55(2), 561–578.
- Wulf, G., Hörger, M., & Shea, C. H. (1999). Benefits of blocked over serial feedback on complex motor skill learning. *Journal of Motor Behavior*, 31(1), 95–103.

### **No presentan información suficiente para el cálculo del Tamaño de Efecto (promedio o desviación estándar)**

- Boutin, A., & Blandin, Y. (2010). Cognitive underpinnings of contextual interference during motor learning. *Acta Psychologica*, 135(2), 233–239.
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- Feghhi, I., Abdoli, B., & Valizadeh, R. (2011). Compare contextual interference effect and practice specificity in learning basketball free throw. *Procedia-Social and Behavioral Sciences*, 15, 2176–2180.
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- Giuffrida, C. G., Shea, J. B., & Fairbrother, J. T. (2002). Differential transfer benefits of increased practice for constant, blocked, and serial practice schedules. *Journal of Motor Behavior*, 34(4), 353–365.
- Green, S., & Sherwood, D. E. (2000). The benefits of random variable practice for accuracy and temporal error detection in a rapid aiming task. *Research Quarterly for Exercise and Sport*, 71(4), 398–402.
- Han, D.-W., & Shea, C. H. (2008). Auditory model: Effects on learning under blocked and random practice schedules. *Research Quarterly for Exercise and Sport*, 79(4), 476–486.
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- Kruisselbrink, L. D., & Van Gyn, G. H. (2011). Task characteristics and the contextual interference effect. *Perceptual and Motor Skills*, 113(1), 19–37.
- Lee, T. D., & Magill, R. A. (1983). The locus of contextual interference in motor-skill acquisition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 9(4), 730.
- Lee, T. D., Wishart, L. R., Cunningham, S., & Carnahan, H. (1997). Modeled timing information during random practice eliminates the contextual interference effect. *Research Quarterly for Exercise and Sport*, 68(1), 100–105.
- Lin, C.-H., Fisher, B. E., Wu, A. D., Ko, Y.-A., Lee, L.-Y., & Winstein, C. J. (2009). Neural correlate of the contextual interference effect in motor learning: a kinematic analysis. *Journal of Motor Behavior*, 41(3), 232–242.
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