

Supplementary File S1. Excluded studies with exclusion reason.

Reference	Reason
Aiken, C. A., Fairbrother, J. T., & Alami, A. (2012). The effects of self-controlled video feedback on the basketball set shot. <i>Journal of Sport & Exercise Psychology</i> , 34, S64–S64.	2
Aiken, C. A., Fairbrother, J. T., & Post, P. G. (2012). The effects of self-controlled video feedback on the learning of the basketball set shot. <i>Frontiers in Psychology</i> , 3.	3
Ali, A., Fawver, B., Kim, J., Fairbrother, J., & Janelle, C. M. (2012). Too much of a good thing: Random practice scheduling and self-control of feedback lead to unique but not additive learning benefits. <i>Frontiers in Psychology</i> , 3.	3
Andrieux, M., Boutin, A., & Thon, B. (2015). Self-control of task difficulty during early practice promotes motor skill learning. <i>Journal of Motor Behavior</i> , 48(1), 57–65.	3
Avenanti, A., Ossmy, O., & Mukamel, R. (2017). Short-term motor-skill acquisition improves with size of self-controlled virtual hands. <i>PLoS One</i> , 12(1).	3
Banos, J. A. C., Tran, A. Q., Aisner, T., & Salvadora, L. T. (2015). Effects of self-controlled feedback on the acquisition of a balance task. <i>Journal of Sport & Exercise Psychology</i> , 37, S28–S28.	2
Barros, J. A. C., Yantha, Z. D., Carter, M. J., Hussien, J., & Ste-Marie, D. M. (2019). Examining the impact of error estimation on the effects of self-controlled feedback. <i>Human Movement Science</i> , 63, 182–198.	3
Carter, M. J., & Ste-Marie, D. M. (2016). An interpolated activity during the knowledge-of-results delay interval eliminates the learning advantages of self-controlled feedback schedules. <i>Psychological Research</i> , 81(2), 399–406.	3
Carter, M. J., & Ste-Marie, D. M. (2017). Not all choices are created equal: Task-relevant choices enhance motor learning compared to task-irrelevant choices. <i>Psychonomic Bulletin & Review</i> , 24(6), 1879–1888.	3
Carter, M. J., Smith, V., Carlsen, A. N., & Ste-Marie, D. M. (2017). Anodal transcranial direct current stimulation over the primary motor cortex does not enhance the learning benefits of self-controlled feedback schedules. <i>Psychological Research</i> , 82(3), 496–506.	3
Chiviacowsky, S., & Wulf, G. (2002). Self-controlled feedback: Does it enhance learning because performers get feedback when they need it? <i>Research Quarterly for Exercise and Sport</i> , 73(4), 408–415.	3
Chiviacowsky, S., & Wulf, G. (2005). Self-controlled feedback is effective if it is based on the learner's performance. <i>Research Quarterly for Exercise and Sport</i> , 76(1), 42–48.	3
Chiviacowsky, S., & Wulf, G. (2012). Self-controlled feedback: The importance of confirming good performance. <i>Journal of Sport & Exercise Psychology</i> , 34, S78–S78.	2
Chiviacowsky, S., de Medeiros, F. L., Kaefer, A., Wally, R., & Wulf, G. (2008). Self-controlled feedback in 10-year-old children. <i>Research Quarterly for Exercise and Sport</i> , 79(1), 122–127.	3
Chiviacowsky, S., Wulf, G., & Lewthwaite, R. (2012). Self-controlled learning: The importance of protecting perceptions of competence. <i>Frontiers in Psychology</i> , 3.	3
Chiviacowsky, S., Wulf, G., & Zachry, T. (2004). Self-controlled feedback is effective if based on the learner's performance. <i>Journal of Sport & Exercise Psychology</i> , 26, S55–S55.	2

Chiviawosky, S., Wulf, G., de Medeiros, F. L., Kaefer, A., & Tani, G. (2008). Learning benefits of self-controlled knowledge of results in 10-year-old children. <i>Research Quarterly for Exercise and Sport</i> , 79(3), 405–410.	3
Couvillion, K. F., Bass, A. D., & Fairbrother, J. T. (2019). Increased cognitive load during acquisition of a continuous task eliminates the learning effects of self-controlled knowledge of results. <i>Journal of Sports Sciences</i> , 38(1), 94–99.	3
Davis, J., Hendrick, J. L., McGinnis, P. M., & Buckenmeyer, P. J. (2011). Effects of self-controlled feedback on learning the squat. <i>Journal of Sport & Exercise Psychology</i> , 33, S66–S67.	2
Dong-Youn, L. (2022). Changes in golf swing learning training using positive or negative self-control feedback. <i>Journal of Sport & Exercise Psychology</i> , 44, S35–S35.	2
Fairbrother, J. T., Laughlin, D. D., & Nguyen, T. V. (2012). Self-controlled feedback facilitates motor learning in both high and low activity individuals. <i>Frontiers in Psychology</i> , 3.	3
Fairbrother, J. T., Meisterjahn, R. J., & Jensen, P. R. (2010). The effects of self-controlled feedback and error estimation on motor skill learning. <i>Journal of Sport & Exercise Psychology</i> , 32, S76–S76.	2
Fairbrother, J., Bass, A., von Lindern, A., & Couvillion, K. (2018). Different degrees of choice influence self-controlled feedback effects on motor learning. <i>Journal of Sport & Exercise Psychology</i> , 40, S49–S49.	2
Ferreira, B. P., Malloy-Diniz, L. F., Parma, J. O., Nogueira, N., Apolinário-Souza, T., Ugrinowitsch, H., & Lage, G. M. (2019). Self-controlled feedback and learner impulsivity in sequential motor learning. <i>Perceptual and Motor Skills</i> , 126(1), 157–179.	3
Figueiredo, L. S., Ugrinowitsch, H., Freire, A. B., Shea, J. B., & Benda, R. N. (2018). External control of knowledge of results: Learner involvement enhances motor skill transfer. <i>Perceptual and Motor Skills</i> , 125(2), 400–416.	3
Fischman, M. G. (2015). On the continuing problem of inappropriate learning measures: Comment on Wulf et al. (2014) and Wulf et al. (2015). <i>Human Movement Science</i> , 42, 225–231.	3
Fu, H. J., Liu, J., & Sheu, F. R. (2010). Self-controlled performance feedback and learning of an open motor skill. <i>Research Quarterly for Exercise and Sport</i> , 81(1), 37–37.	2
Ghanati, H. A., Letafatkar, A., Shojaedin, S., Hadadnezhad, M., & Schöllhorn, W. I. (2022). Comparing the effects of differential learning, self-controlled feedback, and external focus of attention training on biomechanical risk factors of anterior cruciate ligament (ACL) in athletes: A randomized controlled trial. <i>International Journal of Environmental Research and Public Health</i> , 19(16).	3
Gonin, M., Hatfield, B., & Shea, J. B. (2017). Self-controlled feedback: When and why subjects ask for feedback. <i>Journal of Sport & Exercise Psychology</i> , 39, S133–S133.	2
Goudini, R., Ashrafpoornavaee, S., & Farsi, A. (2019). The effects of self-controlled and instructor-controlled feedback on motor learning and intrinsic motivation among novice adolescent taekwondo players. <i>Acta Gymnica</i> , 49(1), 33–39.	3
Hemayattalab, R., Arabameri, E., Pourazar, M., Ardakani, M. D., & Kashafi, M. (2013). Effects of self-controlled feedback on learning of a throwing task in children with spastic hemiplegic cerebral palsy. <i>Research in Developmental Disabilities</i> , 34(9), 2884–2889.	3

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Jaitner, D., & Mess, F. (2019). Participation can make a difference to be competitive in sports: A systematic review on the relation between complex motor development and self-controlled learning settings. <i>International Journal of Sports Science & Coaching</i> , 14(2), 255–269.	1
Jalalvand, M., Bahram, A., Daneshfar, A., & Arsham, S. (2019). The effect of gradual self-control of task difficulty and feedback on learning golf putting. <i>Research Quarterly for Exercise and Sport</i> , 90(4), 429–439.	3
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Jaquess, K. J., Lu, Y., Ginsberg, A., Kahl, S., Lu, C., Ritland, B., ... Hatfield, B. D. (2020). Effect of self-controlled practice on neuro-cortical dynamics during the processing of visual performance feedback. <i>Journal of Motor Behavior</i> , 53(5), 632–643.	3
Jaquess, K. J., Lu, Y., Iso-Ahola, S. E., Zhang, J., Gentili, R. J., & Hatfield, B. D. (2019). Self-controlled practice to achieve neuro-cognitive engagement: Underlying brain processes to enhance cognitive-motor learning and performance. <i>Journal of Motor Behavior</i> , 52(5), 544–557.	3
Jaquess, K., Lu, Y. Z., Ginsberg, A., Lu, C., Ritland, B., Oh, H., ... Hatfield, B. (2019). Effective processing of performance feedback during self-controlled practice. <i>Journal of Sport & Exercise Psychology</i> , 41, S35–S35.	2
Jimenez-Diaz, J., Chaves-Castro, K., & Morera-Castro, M. (2021). Effect of self-controlled and regulated feedback on motor skill performance and learning: A meta-analytic study. <i>Journal of Motor Behavior</i> , 53(3), 385–398.	1
Kaefer, A., Chiviacowsky, S., Meira, C. d. M., & Tani, G. (2014). Self-controlled practice enhances motor learning in introverts and extroverts. <i>Research Quarterly for Exercise and Sport</i> , 85(2), 226–233.	3
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Kok, M., Komen, A., van Capelleveen, L., & van der Kamp, J. (2019). The effects of self-controlled video feedback on motor learning and self-efficacy in a physical education setting: An exploratory study on the shot-put. <i>Physical Education and Sport Pedagogy</i> , 25(1), 49–66.	3
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Makki, R., Abdoshahi, M., & Ghorbani, S. (2021). Effects of self-controlled knowledge of performance on motor learning and self-efficacy: A kinematic study. <i>Biomedical Human Kinetics</i> , 13(1), 187–196.	3
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McRae, M., Patterson, J. T., & Hansen, S. (2015). Examining the preferred self-controlled KR schedules of learners and peers during motor skill learning. <i>Journal of Motor Behavior</i> , 47(6), 527–534.	3
Model Demonstration on Learning a Complex Gymnastic Routine. (2021). <i>Acta Kinesiologica</i> , S1.	3
Moghani, M. K., Zeidabadi, R., Kaseb, M. R. S., & Borujeni, I. B. (2021). Mental fatigue reduces the benefits of self-controlled feedback on learning a force production task. <i>Perceptual and Motor Skills</i> , 128(5), 2398–2414.	3
Munro, A., & Herrington, L. (2014). The effect of videotape augmented feedback on drop jump landing strategy: Implications for anterior cruciate ligament and patellofemoral joint injury prevention. <i>The Knee</i> , 21(5), 891–895.	3
Nunes, M. E. d. S., Correa, U. C., Souza, M. G. T. X. d., Basso, L., Coelho, D. B., & Santos, S. (2019). No improvement on the learning of golf putting by older persons with self-controlled knowledge of performance. <i>Journal of Aging and Physical Activity</i> , 27(3), 300–308.	3
Patterson, J. T., & Lee, T. D. (2010). Self-regulated frequency of augmented information in skill learning. <i>Canadian Journal of Experimental Psychology / Revue Canadienne de Psychologie Expérimentale</i> , 64(1), 33–40.	3
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Sadowski, J., Niżnikowski, T., Mastalerz, A., Łuba-Arnista, W., & Biegajło, M. (2021). The effect of self-controlled and experimenter-controlled frequency of model demonstration on learning a complex gymnastic routine. <i>Acta Kinesiologica</i> , S1.	3
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St. Germain, L., Lelievre, N., & Ste-Marie, D. M. (2019). Variations in observation frequency in a self-controlled learning environment do not modulate learning of a pirouette en dehors. <i>Journal of Sports Sciences</i> , 37(18), 2106–2113.	3
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Wulf, G., Shea, C., & Lewthwaite, R. (2010). Motor skill learning and performance: A review of influential factors. <i>Medical Education</i> , 44(1), 75–84.	1
Ziv, G., Lidor, R., & Levin, O. (2022). Providing choice of feedback affects perceived choice but does not affect performance. <i>PeerJ</i> , 10.	3
Shahbaz, R., Saemi, E., Doustan, M., Hogg, J. A., & Diekfuss, J. A. (2024). The effect of a visual illusion and self-controlled practice on motor learning in children at risk for developmental coordination disorder. <i>Scientific Reports</i> , 14(1), Article 12414.	3
Drews, R., Pacheco, M. M., Bastos, F. H., & Tani, G. (2024). Self-controlled feedback in motor learning: The effects depend on the frequency of request. <i>Journal of Motor Behavior</i> , 56(5), 555–567.	3

Note: 1. Literature review (n = 7). 2. Meeting abstract (n = 14). 3. Not enough data feedback (n = 51).