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Lori Carmack* (lacarmack@salisbury.edu), Salisbury University, Dept. of Mathematics and Computer Science, 1101 Camden Avenue, Salisbury, MD 21804. *Assigning Homework via Mixed Practice*. Preliminary report.

The study of learning and memory is an active area of research among cognitive scientists. In terms of retention and performance, many recent studies favor the concept of mixed practice (working on several related tasks during a single practice session) over blocked practice (working on only one task throughout a single practice session). Results of studies are compelling. Over the past several years, I have experimented with various ways of assigning online and handwritten homework based on the notion of mixed practice. This past semester was the most successful to date in that students actually liked the homework! In end-of-semester course evaluations, several students made comments such as “The mixed practice problems were very helpful.” In this paper, I will discuss various research results of controlled studies on mixed practice, and present in detail what I found to be an effective means of incorporating the idea into homework assignments at the collegiate level. (Received September 19, 2016)