

1116-Q5-907 **Lori Carmack*** (lacarmack@salisbury.edu), Dept. of Mathematics and Computer Science, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21804. *Assigning Homework via Interleaved 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 interleaved practice (working on several related tasks during a single practice session) over blocked practice (working on only one task during a single practice session). Results of studies are compelling. In two of my Fall 2015 courses, I formally conducted a study to investigate whether assigning homework sets that are generated using the notion of interleaved practice (the assignments consist of problems from many different sections of the text as opposed to just one section) has an impact on student learning and retention. Participating students were randomly assigned interleaved homework for roughly one half of the semester, and traditional homework for the other half. In this paper, I will discuss results of several studies on interleaved practice, then present the details of my investigation, including data analysis of exam and homework performance. (Received September 15, 2015)