

Effectiveness of Interleaved Practice in the Achievement of Grade 8 Students in Mathematics in Chatham Middle School, North Carolina, USA

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Abstract

This study was confined in determining the effectiveness of interleaved review in improving the performance of students in mathematics. The topics were limited to the following: Number System and Equations, Functional Reasoning, Geometry and Statistics and Probability. This research was limited to 8th grade classes at Chatham Middle School, North Carolina, USA for the school year 2023-2024 which was conducted between April 22nd and June 4th, 2024 (Quarter 4). The pretest and posttest and the interleaved practice reviewers covered topics from First Quarter to Fourth Quarter while the blocked practice reviewers concentrated only on topics of the current unit. In addition, the study used the End-of Grade Assessment as supporting data in interpreting the scores in the posttest; and the quizzes in the middle of intervention in understanding the effects of interleaved and blocked practice in learning retention. After the intervention period, IR class performed explicitly better (Very Satisfactory) than BR class (Satisfactory) in the overall performance in the posttest. Both classes were rated “Satisfactory” in their combined mean scores. In contrary to the popular studies cited in this research about interleaved practice that justified its’ effectiveness compared to traditional blocked practice with great margins, it was proved that there was no significant difference in the posttest scores between the blocked review class and interleaved review class groups. However, after a week of delay, more students from IR class passed the state test in Math compared to BR class.

Keywords: Interleaved practice, Blocked practice, testing; reviews, achievement