

Abstract

A typical assignment consisted of practice problems requiring the knowledge covered in the immediately preceding lesson. Students only need to apply formula or knowledge they have just learnt and it is known as blocked practice, which students do not need to choose an appropriate strategy to tackle. An alternative approach is known as interleaved practice, which involves the rearrangement of problems from the course. It provides students an opportunity to choose an appropriate strategy based on the problem characteristics. In the current study, 52 university students participated in an 8-days online study of chemistry about the mole concept. 26 of them received interleaved practice and the rest received blocked practice. Compared with blocked practice, interleaved practice gave higher post-test scores ($d = 1.92$).