Let's Get Mixing With Interleaving

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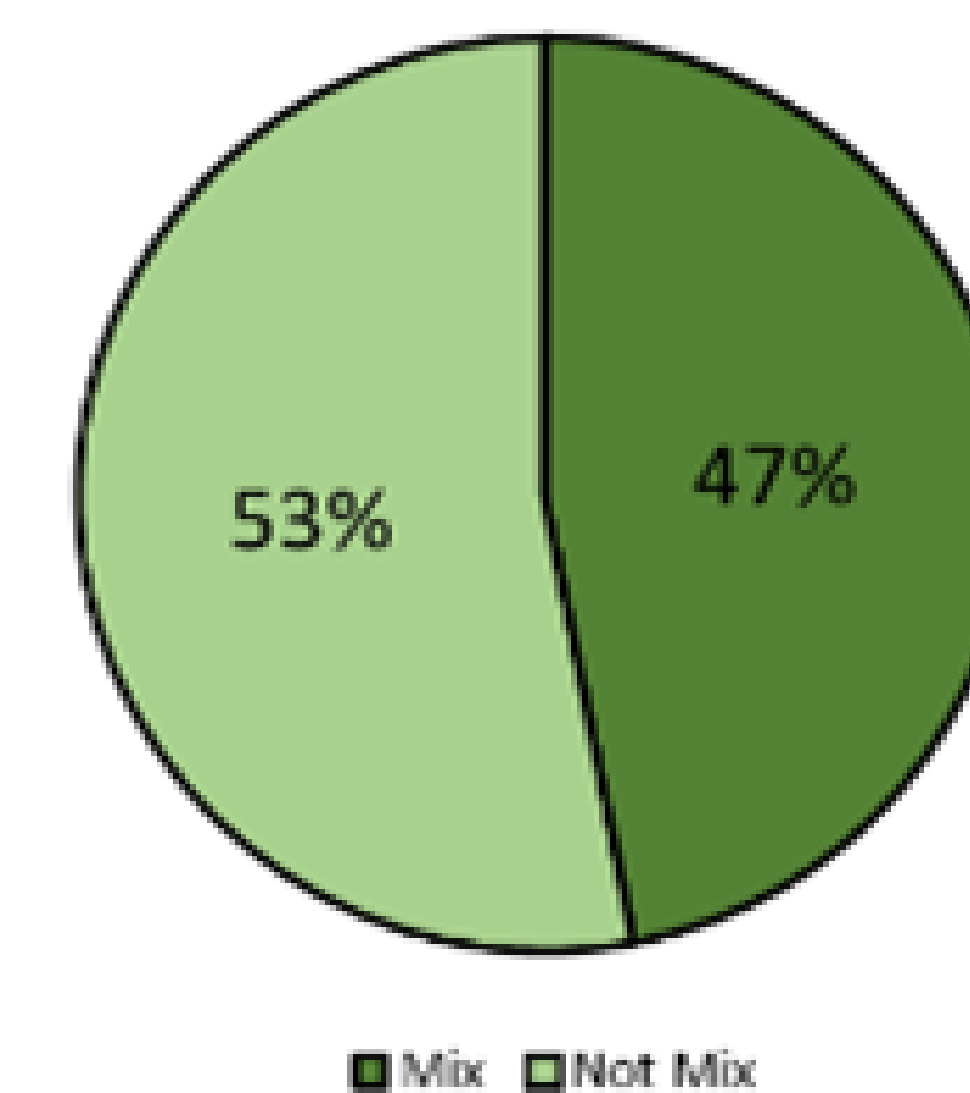
Introduction

Research has shown that interleaving has robust effects on learning and retention (Birnbaum et al., 2019). Interestingly, no research has examined whether benefits of interleaving extent to key-term definition, which is a common type of to-be-learned information across many academic disciplines. The goal of the current research was to examine if using interleaving as a strategy facilitates the learning of **key-term definitions**.

| TOPIC A | TOPIC B | TOPIC C | TOPIC A | TOPIC B | TOPIC C | TOPIC A | TOPIC B | TOPIC C |

Results
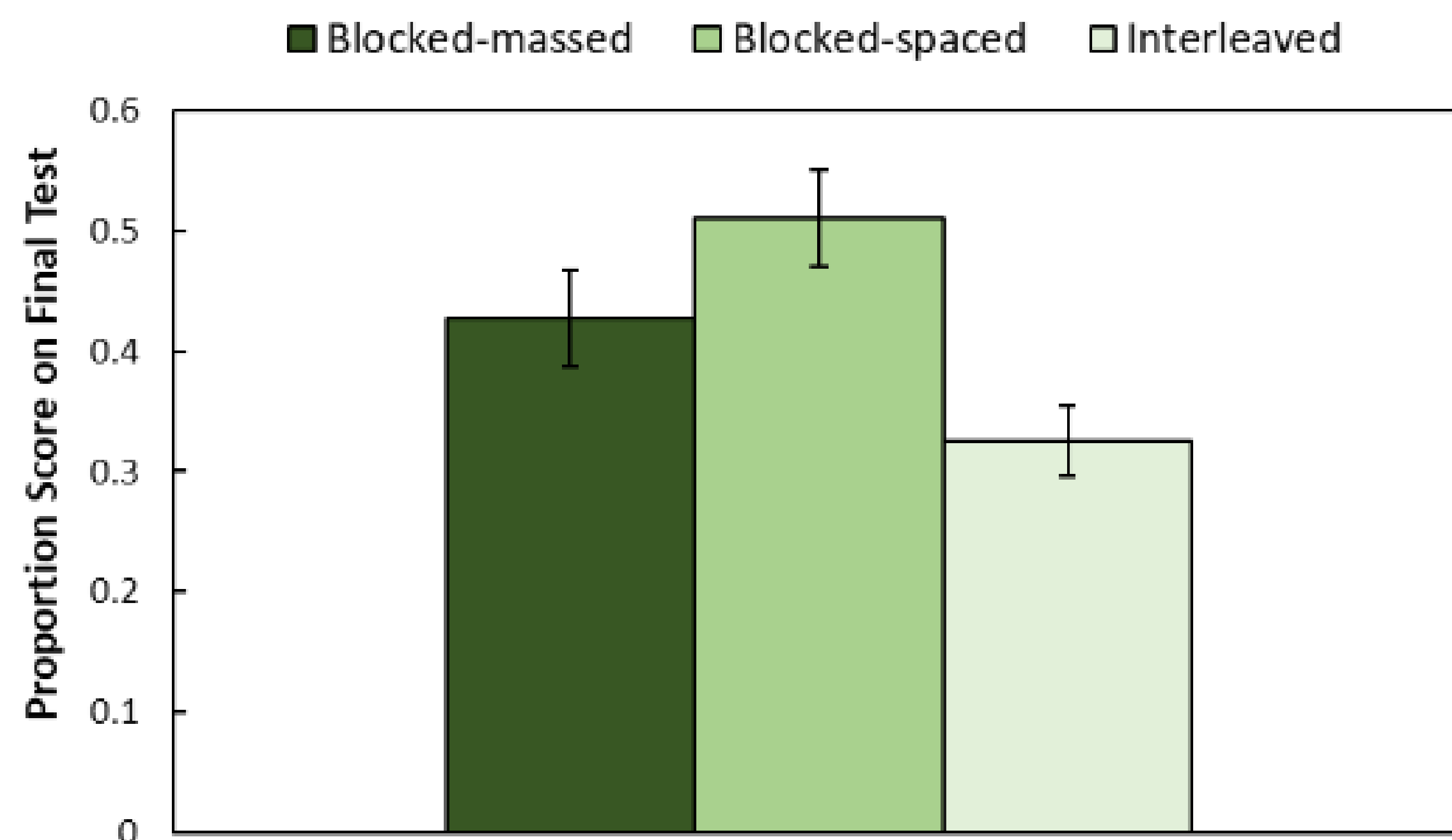
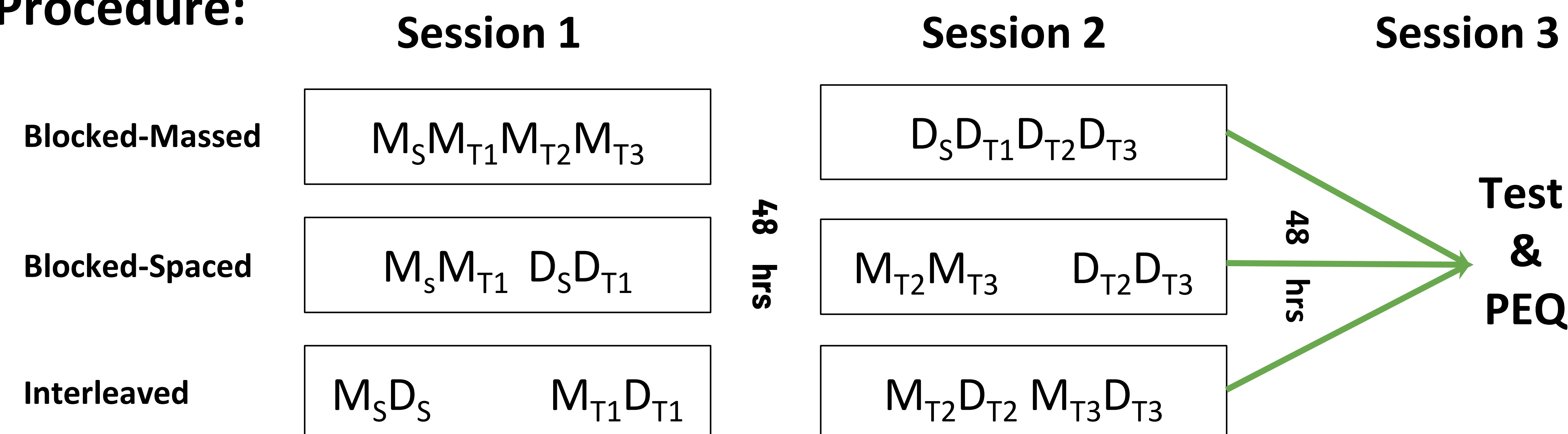How would you study the flashcards?

- Mix
- Not Mix

Methods

Participants: 144 undergraduates from NDSU

Design: Blocked-Massed, Blocked-Spaced, and Interleaved, manipulated between-subjects

Materials: 12 key-term definitions (6 memory and 6 development)

Procedure:

	Session 1	Session 2	Session 3
Blocked-Massed	$M_S M_{T1} M_{T2} M_{T3}$	$D_S D_{T1} D_{T2} D_{T3}$	
Blocked-Spaced	$M_S M_{T1}\ D_S D_{T1}$	$M_{T2} M_{T3}\ D_{T2} D_{T3}$	**Test & PEQ**
Interleaved	$M_S D_S\ M_{T1} D_{T1}$	$M_{T2} D_{T2}\ M_{T3} D_{T3}$	

48 hrs

48 hrs

Conclusions

Results showed no benefit of using interleaving to learn key-term definitions

Future research may consider:
- Replication
- Practice performance levels
- Necessary amount of similarity of to-be-learned information

Acknowledgements

Birnbaum, M. S., Kornell, N., Bjork, E. L., & Bjork, R. A. (2013). Why interleaving enhances inductive learning: The roles of discrimination and retrieval. *Memory & Cognition*, *41*(3), 392-402.