1086-B5-1555   **Michael A. Posner*** (`michael.posner@villanova.edu`). *A Hybrid of Online Assessment and Graded Homework: The Challenges and Impacts on Student Engagement and Learning.*

How do we get our students to learn? According to Lovett and Greenhouse in their article "Applying Cognitive Theory to Statistics Instruction," we need to do a better job of allowing students to practice the techniques from the classroom ('time on task') and to provide real-time feedback as they solve problems. Mastery-based learning, competency- or standards-based grading, and proficiency-based assessment and reassessment of learning outcomes (PARLO) systems all require repeated assessments of material with feedback to foster student learning. Active learning techniques and flipped classrooms address this problem, but most of us cannot transform to such a model in one semester, let alone (it sometimes feels like) in one career. How can you achieve these goals with the competing demands on our time, be they other courses, research papers, or family life?

I have experimented with a hybrid system of online, algorithmically generated problems where students are allowed to resubmit as many times as they want along with 1-2 open ended problems that require higher order comprehension. I will share the technological challenges of employing such a system as well as the findings from this classroom study. (Received September 23, 2012)