

Students' Assignment Return Rates and Achievement: An Experimental Study Using Mobile Devices

Nassra Al-Banai¹, Ramzi Nasser², Khalid Sahyood³

^{1,2,3} Qatar University, College of Education, POBOX 2713 Doha, Qatar
¹nassraa@qu.edu.qa ²ramzin@qu.edu.qa, ³ks1100362@qu.edu.qa

Keywords: mobile devices, school assignment, frequent reminder, feedback, Qatar, mathematics

Abstract. This study determined whether mobile assignment prompts has improved student assignment rate-of-return and achievement in secondary school mathematics. Two groups were matched on achievements level and placed, in an experimental- high frequency mobile assignment prompt; and a second control group; receiving assignment in a traditional manner (in-class handouts). The second phase both groups received the frequent reminders and feedback on the assignment. The control and experimental groups were matched based on equal achievement and hence were randomly assigned either in the control or experimental groups. The findings showed that students in the experimental group who had a longer period of frequent assignment prompts with feedback, scored higher than those in the control group that had increased rate-of-return and higher math achievement scores. We underline the importance of classroom strategies in the improvement of student learning practices by engaging teacher and students with appropriate technologies. The strategies suggested in this study could be implemented in teacher daily school repertoire and could be generalizable to all schools in Qatar.