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Implications for learning transition level mathematics using a distance delivery model. Preliminary report.

Athens State University requires mathematics and computer science majors to take an undergraduate level discrete mathematics course. This course serves as the transition mathematics course for abstract algebra, introductory analysis, geometry, etc. During the summer of 2009, the mathematics department debuted a blended format of the course that included online instruction and online assessments with major examinations proctored on campus. The blended sections have since become an expected part of the curriculum by students, but have only been offered to supplement the number of traditional sections, not to replace them. Based on a sample size of 193 students, this paper reveals no significant difference between the performance of traditional versus blended students. This paper also indicates where improvements for the blended format may be required and students' perceptions of the benefits and disadvantages of the blended format for a transition mathematics course. (Received July 25, 2011)