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The effects of migration to a blended self-paced format for a remedial pre-college algebra mathematics course.

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Summary: Approximately 30% of students entering West Virginia University (WVU) are not ready for college mathematics. The WVU Department of Mathematics has been tasked with remediating these students and has worked over the last decade to find the most efficient way to teach the Pre-College Algebra Workshop; the prerequisite course students must complete (if unable to test into college mathematics) to enroll in College Algebra. The course was originally delivered as a traditional lecture and was later migrated to a self-paced hybrid format and has been recently redesigned. In this paper we describe three structures of the course over a six and a half year period and present student success data. We look not only at how students perform in the Pre-College Algebra Workshop but also in their subsequent mathematics courses after having completed the different versions of the Pre-College Algebra Workshop in which they were enrolled to determine the efficacy of programmatic changes.

Classification: D45 H15 I15 D75

Keywords: college algebra preparation; pre-college courses; remedial teaching; teaching methods; instructional modes; self-paced hybrid format; experience reports; research; educational diagnosis; success rates; performance; evaluation; computer as educational medium; independent study; workshop; post-secondary education