Erika Wittenborn* (erika.wittenborn@wgu.edu), Heather Rosenblatt (heather.rosenblatt@wgu.edu), Hilda Black (hilda.black@wgu.edu) and Neil Starr (neil.starr@wgu.edu). Addressing Mindset, Pacing, Comprehension, and Persistence in Online Self-Paced Mathematics Classes. Preliminary report.

How can we design online mathematics courses to assist students in getting started, developing good study strategies, staying engaged, and persisting through setbacks? What resources need to be developed for students and faculty members to address the fixed mindset and/or math anxiety with which many students, particularly non-traditional learners, enter online mathematics courses? This session seeks to answer these questions by presenting the findings of a year-long research project conducted by several mathematics faculty at Western Governors University. The study collected qualitative data from students, faculty mentors, enrollment counselors, and mathematics faculty on barriers to student success and ideas on how to address these barriers. The findings and proposed solutions will be presented in this session. (Received September 16, 2019)