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Elana Epstein* (eepstein@sjcny.edu), 155 W. Roe Blvd., Patchogue, NY 11772. *Blending Individual and Group Assessment: A Model for Measuring Student Performance.*

Two sections of a discrete mathematics class were taught using cooperative learning techniques. The students were randomly assigned into groups of three. Their final examination consisted of two parts. Part one was an individual and group blended examination where students worked in their groups and discussed questions, but each student had a different version of the examination. Part two was individual. The scores on these two parts were statistically similar. Students were given a questionnaire and two groups were interviewed to see how they rated blended assessment. The majority of students preferred the blended examination over an individual examination, but not everybody felt this way. Concerns about the blended examination such as time, fairness, and trouble concentrating were raised. (Received August 04, 2007)