

1125-A5-2076      **Filippo Posta\*** ([filippo.posta@gcu.edu](mailto:filippo.posta@gcu.edu)), 3300 W Camelback Rd, Room 16-323, Phoenix, AZ 85017. *A Blended Approach to Homework Design Promotes Critical Thinking.*

The use of online platforms to assess students in Mathematics has provided two fundamental benefits for learners: immediate feedback and content availability. These benefits have generated substantial pedagogical challenges. Immediate feedback can promote a trial and error culture that prevents true understanding. Similarly, content availability can lead learners to the search for the “perfect example” instead than building a solution from some theoretical foundations. In addition, the use of e-assessment technology in mathematics classrooms is promoting isolation and apathy toward group activities. To limit these three consequences of e-assessment, a blended approach was used to create formative assessment that mixes online work with original and personalized classroom/group projects. The presentation outlines this blended approach and includes a data driven discussion of its effects. (Received September 19, 2016)