

1145-L1-1494

Sun Young Ban* (sunnyban8@gmail.com). *The Influence of Technology on Mathematics Anxiety in Developmental Mathematics Courses*. Preliminary report.

This study investigated the influence of technology on students' mathematics anxiety in the developmental mathematics classroom in an urban community college. The participating students (n=185) were recruited for this study: Half of whom were in lecture classrooms without using technology, and other half of whom were in inquiry-based learning classrooms with technology such as google classroom, online educational software, or other open educational resources over the academic 15-weeks. The overall findings were that there was a significant difference between two different instructions in measuring students' mathematics anxiety. This study concludes with a discussion how the use of technology including WeBWork, cloud-based apps and other open educational resources impacts students' mathematics anxiety, and demonstrates whether technology integration in an inquiry-based learning classroom supports students learning in developmental mathematics courses in an urban community college. (Received September 22, 2018)