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Jessamyn Minners. *Student-Use of Internet Resources in Undergraduate Mathematics Courses.*

Internet resources to support the learning of mathematics and the completion of mathematics homework have developed significantly in the last decade; students today are studying and completing homework in entirely new ways. Most instructors teaching today learned mathematics without access to these resources. Reflection on one's own experience with learning mathematics is an important component of instructional decision-making. Without experiences using these resources as students, instructors lack important data to inform instructional design. Research in this area is sparse, primarily because these resources are so new and are constantly developing. This talk will present results from a study conducted in Summer 2019 which examined which resources students are using and how they are using these resources for mathematics learning and homework completion. Data informing results from this study include student surveys, video- and audio-recordings of semi-structured, task-based interviews, and Livescribe pen-casts collected from Calculus II and College Algebra students. This talk will conclude with a discussion of implications from these results for instructional design, assessment, and best practices for student-use. (Received September 17, 2019)