

1116-A5-282

Filippo Posta* (filippo.posta@gcu.edu), 3300 W Camelback, CHSS 16-323, Phoenix, AZ 85255, and **Jonah Beaumont**. *e-assessment and learning: the relationship between take-home and proctored assessment*.

There is a paradigm shift on knowledge delivery and learning assessment in Math courses. Technology-based educational systems are now the norm from lower to higher learning Institutions. These systems have obvious advantages: cater to a technology savvy student population, provide immediate feedback to the user, automate most of the grading, and allow for asynchronous assessment. In addition, e-assessment provides educators with a large variety of data that can be used for a more in depth analysis than grading. In this study, we collected data over a period of three semesters from a College Algebra course. We analyzed the relationship between proctored and non-proctored assignments with respect to studying habits and knowledge retention. We focused on the effects of on-line Math apps and Math content to determine best practices that encourage productive learning habits and discourage unproductive ones. This data analysis led to interesting results that have been applied to improve the set-up of the e-assessment platform. Our presentation will showcase the results of our data analysis and a comparison of learning outcomes between the old e-assessment setup versus the one stemmed from the results of the data analysis. (Received August 21, 2015)