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Cues	Notes	
	Introduction	
	• Universities in South Africa have used blended learning since 2015-16	
Do urban universities have a similar struggle with blended learning? Is it only restricted to the South African context?	 Rural universities struggled with blended learning due to limited resources 	
Keywords: COVID-19 impact, shift to remote learning	COVID-19 forced a shift to fully remote online education	
	Digital transformation in education accelerated due to the pandemic	
	Research Purpose	
What about instructors' experiences and perspectives?	• Students' experiences with online education in undergraduate mathematics during the pandemic	
	Methodology	
Mixed methods	Data from questionnaires and interviews	
	 Case study of two undergraduate mathematics classes 	
	Results	
	Pre-COVID: Blended learning was limited at rural universities	

Benefits: easy to revisit the lecture; timed	Microsoft Teams: Convenient for
feedback on the assessments	recording and revisiting lectures
	Blackboard: Timed assignments and e-assessment methods
	 Challenges: Cheating in e- assessments, network issues, adjustment to online learning
Challenges: cheating, network issues, and	
adaptation to digital learning tech	<u>Discussion</u>
	Digital transformation in education is crucial
	Online education to complement traditional learning
	 Importance of adapting to digital tools and methodologies
	• Future: Potential for continued use of online education post-pandemic

Summary

The article discusses the shift from blended learning to fully remote online education in South African universities due to COVID-19. It highlights the challenges faced by rural universities and the acceleration of digital transformation in education. The study focuses on students' experiences with online learning and assessment in undergraduate mathematics, using Microsoft Teams and Blackboard. Despite challenges like cheating and network issues, the importance of digital tools and the potential for continued online education are emphasized.