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**DISTANCE LEARNING, BLENDED LEARNING, E-LEARNING IN
MATHEMATICS (INCLUDING MOOC)**

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Digital technology has changed the possibilities of (mathematics) education. In particular the popularization of the Internet has created a new wave of distance mathematics education, such as online mathematics courses, in which there is only virtual contact between the teacher and their students. As the Internet has developed and became pervasive, it has also created many changes for the 21st century classrooms, with combinations of face-to-face and distance learning termed ‘blended learning’. The use of Internet as a digital library, or as a publisher for students and teachers, has transformed the meaning of face-to-face, distance and blended learning. New terms such as MOOC (massive open online courses) are invented every day, and old distinctions such as distance and face-to-face are put under scrutiny as “inverted classrooms” and social media such as Facebook change the nature of interactions in mathematics education. This survey team will study research in this area, from both a theoretically and practical standpoint.

It will address questions such as:

- How is the Internet becoming “an actor” in the classroom?
- Is the Internet becoming pervasive in the classroom or is it creating a new meaning to what we think of as a classroom?
- Will the internet eventually mean the end of classrooms as we know them?
- Has the internet changed how we think of initial and continuing teacher education?
- What are the cultural, economic and political questions to be aware of as different countries experience different degrees of internet driven changes in mathematics education?

The survey team welcomes information, references on these topics by the international community, which shall be addressed to the chair. Results of the survey will be published in an issue of ZDM Mathematics Education to appear before ICME-13.