INTRODUCTION

- How math anxiety changes depending on math lane
- Self-doubt and anxiety about math can lead to avoidance of math, ultimately leading to lower performance in math
- Panic, confusion, and helplessness felt when working on math tasks can exacerbate this effect

RESEARCH METHODOLOGIES

- I conducted a study of how feelings toward math, specifically math anxiety, change throughout different math courses.
- I asked Ms. Thomas, the librarian, to send out my survey to all Paly students through Schoology.
- Collected qualitative data from the survey
- Code and summarize data into themes

DATA AND FINDINGS

- 100 students filled out survey
- Most respondents in various algebra and geometry level courses (fewer calc)
- Students’ opinions of math in school were heavily based upon personal successes and achievements in class
- Relationships with math have more often than not grown worse or moved in a negative direction as respondents moved through school
- Many students utilize tutors, friends, or parents for math help

CONCLUSIONS AND ANALYSIS

- Feelings towards math classes change as the difficulty of the course changes. As the course material becomes increasingly difficult to understand, students become douphot of their math abilities leading to a negative view on their classes.
- Based on the gathered data, there are several factors affecting students’ views on math, however, the top factor is their teacher. Teachers are the driving force of any class, and math classes are no different. Students and teachers should communicate more often to make sure they are on the same page.

IMPLICATIONS AND NEXT STEPS

- People’s relationship with math changes throughout their math career
  - Greater the math difficulty, typically more negative the relationship
- Find ways to reduce negative feelings in math courses
  - Have all math teachers implement an anonymous student feedback form

ACKNOWLEDGEMENTS / REFERENCES

Special thanks to Ms. McDaniel for helping make this project possible.

Works Cited: