

Presentation of Master's Project

Classroom Voting in Contemporary Mathematics

By

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“I hate math,” “I’ve never been good at math,” “Thank goodness this is the only math class that I have to take.” These are the common comments that instructors of lower level math courses hear from their students when asked to respond to the question “how do you feel about math.” With this in mind, an alternative instruction method seemed appropriate to try in Contemporary Mathematics, Math 107.

With my overarching goal of providing a positive learning environment and fostering a more positive attitude about math, my next step was to determine the best way to utilize a new instruction method: classroom voting. In this way, my project became two-fold: developing a test bank of voting questions and supporting math achievement through a more positive attitude towards math. Challenges included the proper implementation of the question/answer instruction process, designing the multiple-choice voting questions and their corresponding answers, and collecting the necessary quantitative and qualitative data to support my findings.

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