Student Attitude in Mathematics Classrooms

Brookstein, A., Hegedus, S., Dalton, S., Moniz, R., & Tapper, J. (2011). Measuring student attitude in mathematics classrooms. *Dartmouth: Kaput Center for Research and Innovation in STEM Education, University of Massachusetts*.

23 Items
4 Dimensions

Deep affect: Positivity towards learning mathematics and school

I do not like school.
In middle school, my math teachers listened carefully to what I had to say.
I think mathematics is important in life.
In middle school, I learned more from talking to my friends then from listening to my teacher.
I like math.
I enjoy hearing the thoughts and ideas of my peers in math class.
Mathematics interests me.

Working collaboratively and related effect

I sometimes feel nervous talking out-loud in front of my classmates.
I do not like to speak in public.
When I see a math problem, I am nervous.
I do not participate in many group activities outside school.
I like to go to the board or share my answers with peers in math class.
I am not eager to participate in discussions that involve mathematics.
I feel confident in my abilities to solve mathematics problems.
In the past, I have not enjoyed math class.
I receive good grades on math tests and quizzes.

Working Privately

I enjoy working in groups better than alone in math class.
I prefer working alone rather than in groups when doing mathematics.
I learn more about mathematics working on my own.

Use of technology

I enjoy using a computer when learning mathematics.
When using technology for learning mathematics, I feel like I am in my own private world.
Technology can make mathematics easier to understand.
I am not comfortable using technology in math class.

5-point Likert Scale (0 ("Strongly Disagree") to 4 ("Strongly Agree"))
Cronbachs α:
Deep affect: positivity towards learning mathematics and school (α = .744), Working collaboratively and related effect (α = .716), Working privately (α = .702), and Use of technology (α = .637)