

As part of this course you have been asked to complete surveys before the course has started and again after it is completed. The current survey is the second of these two surveys.

This survey will not affect your grade: Your teacher will not see your answers before grades are submitted and your personal information will be removed before the data is analyzed. It will take you about 10 to 15 minutes to complete the survey.

This survey is part of a broader research program which aims at improving mathematics learning and teaching. This particular survey is focused on understanding students' attitudes and beliefs about learning mathematics. We appreciate your contributions towards this important research program.

By participating in this survey, you agree with the following:

I agree to participate in the survey, which is being conducted by Drs. Julian Fleron, Philip Hotchkiss, Christine von Renesse, Volker Ecke, and Kenneth Rath. I understand that this participation is entirely voluntary; I can withdraw my consent at any time while taking the survey.

The following points have been explained to me (during the classroom discussion before signing the paper informed consent form):

- 1. The reason for the research is to improve teaching and learning.*
- 2. The procedure is as follows: respond to both surveys, both at the beginning and the end of the semester.*
- 3. The results of this participation will be confidential and will not be released in any individually identifiable form.*

Thank you for your candid responses!

SECTION 2

For this survey, we call a "mathematician" somebody who spends much of his/her professional day engaged in doing mathematics. This may be in industry, government, or universities and colleges.

Q26. Can you name one mathematician who is still alive and describe what you think he/she does?

- Yes
- No

If yes, name the person and give a name for what he/she does.

Q27. Can you name or describe a famous unsolved or recently resolved problem in mathematics?

- Yes
- No

If yes, give it a name or describe it.

Q28. How many active mathematicians do you think there are in the world?

- Almost none
- Just a few (less than 1,000)
- A moderate number (between 1,000 and 10,000)
- A significant number (between 10,000 and 1,000,000)
- Many (between 1,000,000 and 10,000,000)
- A whole lot (more than 10,000,000)

Q29. Can you name or describe a historically important, generally accepted belief or theory that was changed through mathematical thinking?

- Yes
- No

If yes, give it a name or briefly describe it.

Q30. Can you name or describe a surprising mathematical aspect of, or idea in, your personal environment that you have noticed outside of your mathematics class?

- Yes
- No

If yes, give it a name or briefly describe it.

SECTION 4

How have you changed in the following areas due to your participation in this course?

	Increased a lot	Increased a little	No change (stayed high)	No change (stayed low)	Decreased a little	Decreased a lot
Q64. My ability to think and reason more effectively has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q65. My ability to express myself clearly when talking has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q66. My ability to express myself clearly in writing has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q67. My ability to read and understand mathematical problems (i.e., what the problem is asking, not just how to solve it) has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q68. The likelihood that I will read mathematics papers or books has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69. The likelihood that I will talk about mathematics with others outside of a math class has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q70. The likelihood that I will go to a talk or watch a video about mathematics not associated with a math class has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q71. My curiosity about the world around me has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q72. My awareness of how I approach and solve problems has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q73. My sense of empowerment as a learner has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q74. My confidence in my ability to take responsibility for my own learning has...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q75. I think I will remember this class 10 years down the road.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Q76. Having taken this class, how hesitant would you be to sign up for another math class?

- Very hesitant
- Somewhat hesitant
- Not at all hesitant

Q77. Did you enjoy taking this class?

- Yes, very much
- Yes, somewhat
- Neutral
- No, not much
- No, not at all

What is your gender?

- Female
- Male
- Other

What is your racial/ethnic background? (choose all that apply)

- African American or Black
- Asian
- Hispanic, Latino, or Chicano
- Native American or Alaska Native
- White
- Other (please specify): _____

What is your class?

- Freshman/First Year
- Sophomore/Second Year
- Junior/Third Year
- Senior

Thank you for completing this survey.