

Mathematics:

Deepening Understanding: Perceptions of Success

Strands:	<i>Number Sense</i>	<i>Algebra and Functions</i>	<i>Measurement</i>	<i>Geometry</i>	<i>Mathematical Reasoning</i>
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AFTER COMPLETING THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- The research concerning children’s success in math and their own (and others) attributions and beliefs about learning mathematics (*Standards 1 & 4*)*
- How their experiences learning mathematics may affect the way in which they help engage children with math (*Standards 1 & 6*)*

Students will be able to:

- Gather sources for and prepare a research paper about children’s success in mathematics and attributions and beliefs about learning mathematics (*Standard 6*)*
- Discuss implications of research about children’s success in math and related attributions and beliefs (*Standards 1 & 6*)*
- Reflect on their own experiences learning math (*Standards 4, 5, & 6*)*
- Consider how their own experiences affect how they support young children’s development in mathematics (*Standards 4, 5, & 6*)*

*See Appendix A

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Before you start

There has been some interesting research done regarding the relationship between how children think about the source of success in math (talent versus effort) and their actual success. You might find some examples of this research to stimulate discussion prior to assigning this activity.

Deepening understanding



Slide 2

Ask students to write a review of research regarding the relationship between children's success in mathematics and their attribution of that success to effort and/or talent. This could be focused either on children's attributions or parents' attributions. Each student could find one study to describe or, depending on the level of prior exposure to research studies, develop a particular question on the topic for a more extensive literature review.

Ask students specifically to look for cultural and/or gender differences that influence that attribution.

Ask them to discuss implications for working with young children as they develop math skills and knowledge related to the foundations.