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Wes Maciejewski* (wes@math.ubc.ca), 1984 Mathematics Road, The University of British Columbia, Vancouver, BC V6T 1Z2, Canada. *Do we know how students view mathematics and how they study it?*

It has long been known that the way a student views the subject they study affects the approach they take to studying the subject. This, in turn, affects their performance in the subject. It seems, then, that the improvement of student outcomes not only requires addressing the approach a student takes to study, but also their view of the subject. But do math instructors actually know how their students view math? This presentation will report results from a series of surveys intended to explore this question. Students in a variety of classes across all four undergraduate years completed the Conceptions of Mathematics Questionnaire (CMQ) and the Revised, Two-factor Study Process Questionnaire (SPQ). Instructors completed the CMQ as well, but were first asked to form an image in their minds of their archetypal student and respond to the survey as they think this student would. These instructor CMQ results were compared to the student average responses and a significant disconnect was found. As a second component to this study, SPQ scores were found to exhibit an interesting correlational structure with course grade that varied by course year. In this talk, I will present these results and explore implications for practice. (Received September 16, 2014)