

1135-B5-2128

Tharanga M. K. Wijetunge (tharanga.wijetunge@lyon.edu) and **Kirthi Premadasa*** (kirthi.premadasa@uwc.edu). *How do students select questions in a math exam?* Preliminary report.

When instructors set math exams for their students, they do not necessarily follow an order in which the questions are presented in the exam. As a result, for example more difficult problems could be presented at the beginning of the exam and easier questions towards the end, sometimes causing students to run out of time when the students simply follows the order of the exam. In this light, it is important to find out whether there are any popular practices among students as to the order in which they typically answer questions in math exams. Do students simply answer the questions in the way they are presented or do they reflect on the questions prior to answering, and answer in the ascending order of difficulty? Is it also possible that students answer questions in a random order? Answers to these questions can be key in providing interventions towards improving student success in math exams. Our study asks the research question “How do students select questions in a math exam?” The study was carried out in several sections ranging from intermediate algebra to calculus at two liberal arts colleges in Wisconsin and Arkansas. We will present the results of this study as well as possible implications on these results on student success. (Received September 25, 2017)