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Anticipatory Sets as a Method of Engagement in College Mathematics Classes.

Many young adults start their college journey only to find that they are unable to fulfill their dreams due to the inability to pass general education requirements in mathematics. The pass rates on college entry exams and post-college licensure tests for math content is below the benchmarks set for these exams. Contributing to the problem is the inability to engage students and make connections between the subject and real life applications. One class of entry level college statistics students were taught using an anticipatory set while another class served as a control group. To assess the effectiveness of this method, a quasi-experimental comparison group pre-test/post-test design was implemented utilizing two intact groups of students from Siena Heights University. Gain scores on pre-post tests were used as measures of achievement and an attitude instrument was used to determine changes in attitude. The use of an anticipatory set in the lesson was used as the treatment for the experimental group. (Received September 20, 2016)