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Yevgeniya Rivers* (yrrivers@newhaven.edu), Department of Math & Physics, 300 Boston Post Rd, West Haven, CT 06515. *How is growth mindset and metacognitive self awareness linked in developmental math students?* Preliminary report.

Introductory level college math students have been studied with regard to metacognition and mindset assessment in separate settings but have only been minimally investigated as necessarily accompanying variables. In particular those investigations have focused primarily on K – 12. In one study in the community college setting, while there seemed to be no effects on pass rates, a mindset intervention in intermediate algebra courses resulted in lower dropout rates (6.8 percent) as compared to a control group (11.6 percent) (Kosovich 2014). Research into performance on international measures of achievement have shown that, “schools in other countries that score significantly lower . . . including England and the United States of America, frequently base their schooling practices upon ideas about ability that have now been shown to be incorrect.” (Boaler, 2013). This study - which was initiated in the Spring 2017 term with 558 students - was designed to investigate how developmental math students perceive their test performance in comparison to their actual performance and if this correlates with their mindset assessment profile. The outcome of the study will determine whether and what kind of a mindset intervention should be implemented. (Received July 25, 2017)