Instrument Pilot Test of Expert Survey to Measure Alignment between Assessment Items and Pre-K-12 GAISE Framework

Rini Oktavia

An instrument pilot test of a survey to gather opinion of experts in statistics and statistics education about the alignments between assessment items and Pre-K-12 GAISE Framework was conducted during mid-October and mid-November 2011. Thirty assessment items were included in the survey that asked the experts to align the items with the level of statistical education suggested by Pre-K-12 GAISE Framework. In this talk we will discuss the results of the pilot survey.

Mathematical Knowledge for Teaching English Language Learners

Aaron Wilson

The creation and pilot-testing of a survey instrument useful for measuring a new construct, MKT-ELL, mathematical knowledge for teaching English language learners, will be discussed. After a brief review of the pertinent educational literature and statistics, details concerning the guiding principles for design of the survey items, the results of the pilot testing and plans for full administration of the survey are given.

Mathematics Class Creativity Climate

Michelle A. Schrauth

Mathematicians appreciate not only the beauty within the structure of mathematics but also recognize the creativity required to be successful in the field. Creativity, or innovation, is also highly valued in the business world. This presentation will discuss an instrument intended to measure grade four students’ perceptions on the frequency of use of strategies that may foster creativity in their mathematics classes.
Inverted Classroom

Robert W. Jaster

To implement an inverted classroom in College Algebra I provided students with online lecture videos. This increased the amount of time available in class for active learning. I then designed and administered a survey to my students to discover their perceptions and degrees of engagement with various elements of the classroom.

Bilingual Mathematics Teacher Education Survey

Carlos A. Mejia Colindres

The proposed survey research seeks to describe the background of bilingual (Spanish/English) mathematics teachers as a first step to understand its relationship with students’ mathematics gains, and also to establish important relationships between some of the variables involved.