

AM-ME Research Group Meeting Agenda

Year 1 qualitative results group meaning making meeting (July 2023)

July 24, 2023. 1:00 to 4:00pm (CST)

Location: *[a meeting room in the school district's office]*

Remote option: *[zoom link]*

Meeting Objective:

- Based on student focus group and teacher interview results, create a shared understanding of the main components of Black and Latina/o students' math engagement.

Meeting Documents

- Slides
- Norms & Expectations
- Team Building: human bingo.pdf
- Activity: Analyze - Math Engagement Qualitative Results Meaning-Making (themes to categories)
- Exit ticket

Time	Item & Notes
20 minutes	<p>Welcome <i>Facilitated by: Alyssa</i></p> <ul style="list-style-type: none"> • Team building: human bingo.pdf <ul style="list-style-type: none"> ○ Walk around the room asking people the questions on the Bingo board. <i>Don't forget the online folks!</i> ○ Goal is to have names in five squares in a row. • Discuss and agree on our group norms and expectations.
10 minutes	<p>Survey Development Plan <i>Facilitated by: Sammy</i></p> <ul style="list-style-type: none"> • Overview how the AM-ME survey will be created (i.e., timeline of events).

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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

Adapted Measure of Math Engagement

<p>15 minutes</p>	<p>Qualitative Data Overview <i>Facilitated by: Alyssa</i></p> <p><i>*The information below is intentionally repeated from our Year 1 qualitative and quantitative results preview drop-in meeting (July 2023).</i></p> <ul style="list-style-type: none"> • What did we do to collect the data? <ul style="list-style-type: none"> ○ Who did we talk to? <ul style="list-style-type: none"> ♣ 8 math teachers and 50 students; present demographic information. ○ How did we talk to them? <ul style="list-style-type: none"> ♣ Online interviews and in-person focus groups. ○ What did we ask? <ul style="list-style-type: none"> ♣ Some example questions from the protocol. • How did we analyze the data? <ul style="list-style-type: none"> ○ What did the process look like? <ul style="list-style-type: none"> ♣ Transcribed the data into a written format --> removed identifiable information --> developed an initial set of themes --> identified initial themes in the data and new themes --> make meaning of the themes (we'll do this step together!) ○ Overview key definitions (“themes” and “make meaning”). • What did we find? (present a description accompanied by a quote for each of the categories below) <ul style="list-style-type: none"> ○ Most common student themes ○ Most common teacher themes ○ Least common themes ○ Differences between students and teachers ○ Differences between middle and high school students ○ Differences based on school diversity
<p>5 minutes</p>	<p>Break</p> <ul style="list-style-type: none"> • Stretch, go to the bathroom, grab more snacks.
<p>30 minutes</p>	<p>Math Engagement Qualitative Results Meaning-Making (themes --> categories) Activity, Part 1 - Group Themes <i>Facilitated by: Alyssa</i></p>

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	<p>Remember the grouping activity you did last time (Partner - what is math engagement activity.docx)? That was prep for the work we'll be doing today and tomorrow.</p> <ul style="list-style-type: none"> • We'll divide into 3 teams (each with 1-2 students, 1-2 teachers, and 1 researcher) • Give each group a digital placemat (Analyze - Math Engagement Qualitative Results Meaning-Making (themes to categories)) and 20 themes. <ul style="list-style-type: none"> ○ The themes came from our student focus groups and teacher interviews. Each little square (Post-it note) contains a theme, they are color coded by the frequency that they appear in our data. • As a group, your task is to group the themes into categories. For themes that go together, move them into a yellow square (bucket). <ul style="list-style-type: none"> ○ Each group has a handout of the 20 themes and short descriptions for each theme. If you need more information about any of the themes, ask one of us (researchers) and we can help you look up the quotes associated with a theme. ○ <i>Note, if you are unsure about a theme, you can put it in the "parking lot" box for the meantime.</i> ○ <i>Also note, if you think a theme doesn't make sense, you can put it in the "this is not related to math engagement" box.</i> • Once you have a grouping, write a "title" (bucket name) that is one to two words that describe the themes in the group as well as a one to two sentence description of how the group is related to math engagement. • If you have time, walk around the room and see what other groups did for their placements and definitions. Feel free to ask questions.
<p>20 minutes</p>	<p>Math Engagement Qualitative Results Meaning-Making (themes --> categories) Activity, Part 2 - Group Themes <i>Facilitated by: Alyssa</i></p> <p>Next, we have 20 additional themes for you to consider. Note that you can change your groupings if the ones you came up with last time no longer work well.</p> <ul style="list-style-type: none"> • Use the digital placemat provided to group the additional 20 themes. • Define the groups. Do any titles (1-2 words) need to change? Write 1-2 sentence definitions for any new groups and modify any existing definitions to ensure it matches the themes you've included.

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	<ul style="list-style-type: none"> • If you have time, walk around the room and see what other groups did for their placements and definitions. Feel free to ask questions. • If you need more information about any of the themes, ask one of us and we can help you look up the quotes associated with a theme.
5 minutes	<p>Break</p> <ul style="list-style-type: none"> • Stretch, go to the bathroom, grab more snacks.
20 minutes	<p>Math Engagement Qualitative Results Meaning-Making (themes --> categories) Activity, Part 3 - Group Themes <i>Facilitated by: Alyssa</i></p> <p>Next, we have the final 11 themes for you to consider. Note that you can change your groupings if the ones you came up with last time no longer work well.</p> <ul style="list-style-type: none"> • Use the digital placemat provided to group the final themes. • Define the groups. Do any titles (1-2 words) need to change? Write 1-2 sentence definitions for any new groups and modify any existing definitions to ensure it matches the themes you've included. • If you have time, walk around the room and see what other groups did for their placements and definitions. Feel free to ask questions. • If you need more information about any of the themes, ask one of us and we can help you look up the quotes associated with a theme.
20 minutes	<p>Math Engagement Qualitative Results Meaning-Making (themes --> categories) Activity, Part 4 - Reflection <i>Facilitated by: Sammy</i></p> <p>Each team will share their theme groupings and describe the themes within them. As each team is sharing their theme groupings, the other teams will take note of:</p> <ul style="list-style-type: none"> • What similarities you see • What differences you see and things you might change • Additional questions you have
5 minutes	<p>Break</p>

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	<ul style="list-style-type: none">• Stretch, go to the bathroom, grab more snacks.
30 minutes	<p>Math Engagement Qualitative Results Meaning-Making (themes --> categories) Activity, Part 5 - Create Final Theme Groups <i>Facilitated by: Sammy</i></p> <p>As one large group, we will work with a new placemat to capture the final theme groupings by placing theme groupings (and themes) that are similar across the three teams on the placement.</p> <ul style="list-style-type: none">• Discuss remaining theme groups (and themes) from each team and where they fit on the placemat:<ul style="list-style-type: none">○ Can any of these remaining themes or groupings be combined?○ Should any remaining groupings stay on their own?○ Do any new groupings need to be made?
5 minutes	<p>Closing <i>Facilitated by: Sammy</i></p> <ul style="list-style-type: none">• Overview of tomorrow: team building, review of today, quantitative data overview, group activity on survey refinement