

Beginning to Build the Initial AM -ME



Adapted Measure of Math Engagement Research Group,
July 25, 2023



Agenda

YESTERDAY

- Team Building
- Survey Development Plan
- Qualitative Data Overview
- Math Engagement Meaning-Making Activity

TODAY

- Team Building
- Quantitative Data Overview
- What Exists, What is New, What Needs to Go Activity
- Closing

Team Building



Get to know each other

Create space to get to know the members of the AM-ME Research Group.



Group Norms

Remind ourself of our group norms.

Team Building Activity

How we want to have fun together

We'll break into two groups (students and teachers) and we'll brainstorm ways we can have fun together as a research group.

1) What activities would you like to do together in the Bloomington/Minneapolis/St. Paul area?

2) What food would you like to have at meetings?

After brainstorming, we'll ask you to rank top choices in your small groups.

Group Norms



Yesterday Review



Meaning Making Activity

Review and finish (if needed) yesterday's Meaning Making Activity.



Reflection on Final Groupings

We will reflect on our decision for the final theme groupings.

Final Theme Reflection

- Is there anything that is surprising to you?
- What are you unsure about?
- Which of these theme groups is the MOST important to include in the survey?
- Which of these theme groups is the LEAST important to include in the survey?



BREAK

Quantitative Data



What did we find?

Questions that students rated themselves highest on. Questions that students rated themselves lowest on.



And what are we doing next?

An example of what our next steps could look like.



What did we find?



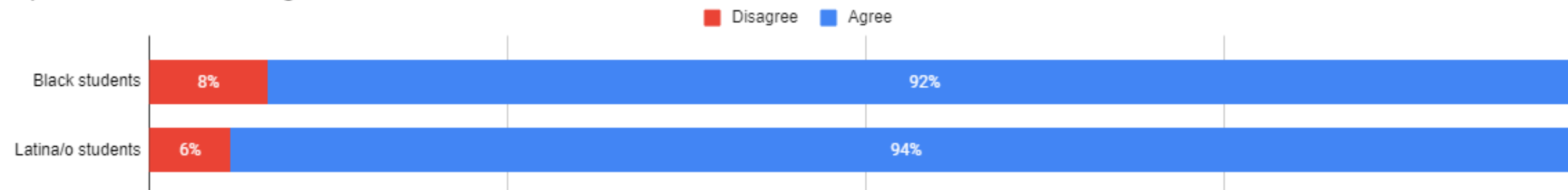
Reminder!

We got data from students using the "old" math engagement survey.

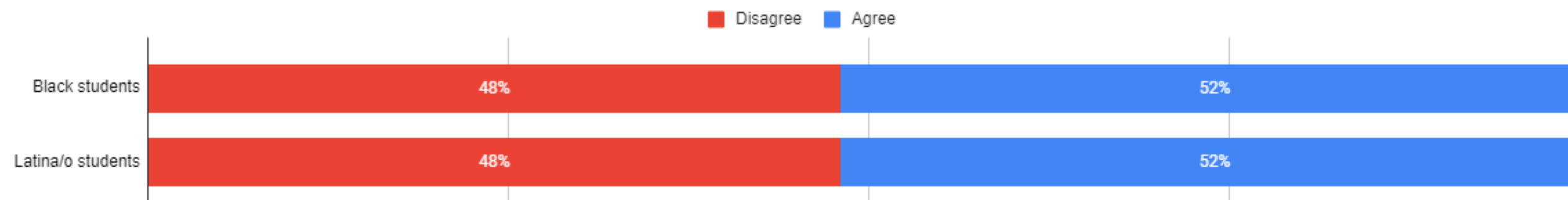
Responses to the survey questions are intended to help us understand how much **students are engaged, or not, in math class.**

Researchers use students' survey responses to understand how much they are engaged in math.

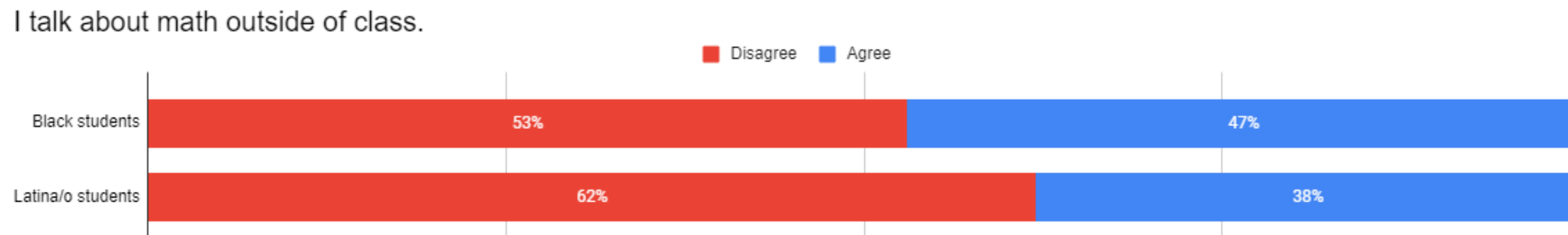
I put effort into learning.



I feel frustrated in math class.

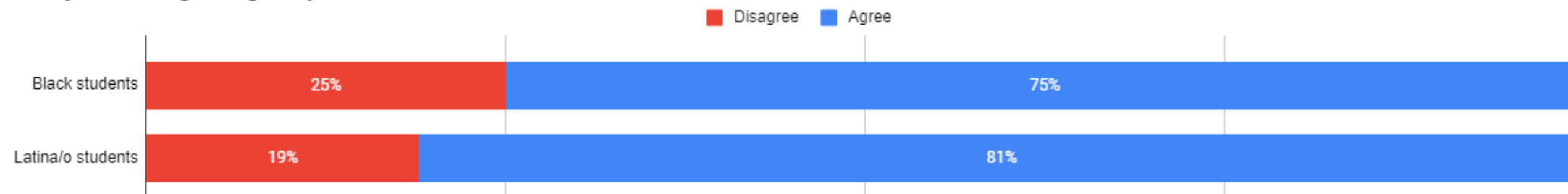


But..... what if the questions don't make sense for your particular situation?



Or if the questions are unclear to start with?

I do just enough to get by.



What if the survey is missing important parts of math engagement?

**Positive
teacher -
student
relationships**

**Extended
family or
community
supports**

**Technology
resources**

**Feels
judged**

**Impacts of
COVID-19**



BREAK

What Exists, What is New, What Needs to Go Activity



Part 1

Connecting survey questions to theme groupings.



Part 2

Reflection.

Part 1 & 2 - Reviewing

We'll split into the same three teams as yesterday. Each group will have a spreadsheet with the "old" Math and Science Engagement Survey (MSES) questions.

Spend 30 minutes, refer to your pre-work notes, discuss and come to a consensus about the following questions for the survey questions:

- Are any of the questions unclear or do not make sense?
- How would you make questions more clear?
- Should any questions be removed?



BREAK

Part 3 - Reflection (20 minutes)

We will now start to work as one large group.

Each team will share a summary of their feedback on the survey questions. **How the survey questions relate to our theme groupings? What theme groupings do not have survey questions associated with them?**

- As each team is sharing the ways they connected survey questions to theme groupings, the other teams will take note of:
 - Similarities to their connections
 - Differences to their connections
 - Any questions they have

Closing



Feedback for Us

Let us know what you liked and what you hope is changed for the next meeting.



Next Meeting

- August 16 (Wednesday) 1:00 - 4:00pm

Stay Connected



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