

# AM-ME Research Group Meeting



Adapted Measure of Math Engagement Research Group,  
October 7

Child Trends.

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# Agenda & objectives

- Dissemination Updates
- Team Building
- Coding Activity
- Making Meaning Activity

# Welcome



## Norms and Expectations

Review norms and expectations.



## Updates on Dissemination

Let's discuss updates on dissemination!

# Group Norms



# Dissemination Updates

## Products for Year 2:

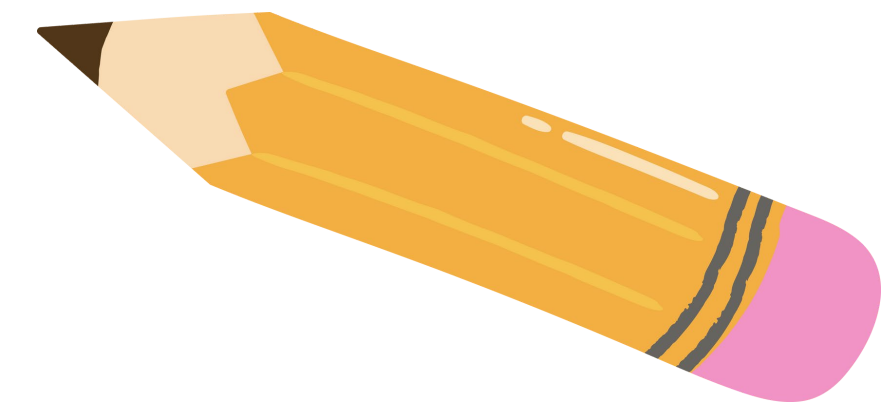
- Updating professional development slide deck for Year 2 findings (In progress!)
- Updated infographic on what we learned (Almost done!)
- Blog on high engagement for Black and Latino students (Done and posted soon!)
- Summary of survey results
- Refined project page (need 2 teachers and 2 students)

# Team Building



# Drawing Activity

- Pair up! One person in each pair will be the “Describer” and the other will be the “Drawer.” Sit back-to-back or facing away from each other.
- In this activity, the Describer will describe a simple image to the Drawer without saying what the image is (e.g., don’t say “Draw a house” but say “draw a square with a triangle on top”).
  - Images could be of animals, plants, or fruits/veggies.
- The Drawer cannot ask questions and should draw purely what you hear from the Describer.
- You will have five minutes before the Drawer reveals their art to the Describer. Did they get the image correct?!
- Switch roles and start again!



# Qualitative Analysis Overview



What is coding?

Let's review what we know about qualitative analysis!

# Spring 2023 Data Collection

## Interviews

- **8 math teachers**
  - 4 in middle school, 4 in high school
  - 7 identify as White, 1 as Non-White
  - 5 identify as female, 3 as male
  - 7 have been teaching 10 or more years, 1 less than 10 years
- Lasted between **25 and 45 minutes** .
- Took place online afterschool in May and June 2023.
- Participants each received a \$50 gift card for their time.

## Focus Groups

- **50 students** total (between 4 and 7 students per focus group in 9 focus groups)
  - 68% in middle school, 32% in high school
  - 48% identify as female, 52% as male
  - 66% like math, 14% are indifferent, 20% don't like math
- Lasted between **45 and 90 minutes** .
- Took place in middle and high schools directly after school in May 2023.
- Participants each received a \$50 gift card for their time.

# Fall 2023 Data Collection

## Interviews

- **9 math teachers**
  - 5 in middle school, 4 in high school
  - 9 identify as White
  - 7 identify as female, 2 as male
  - 8 have been teaching 10 or more years, 1 less than 10 years
- Lasted between **25 and 45 minutes** .
- Took place online afterschool in November and December of 2023.
- Participants each received a \$50 gift card for their time.

## Focus Groups

- **35 students** total (between 4 and 10 students per focus group in 5 focus groups)
  - 60% in middle school, 40% in high school
  - 46% identify as female, 54% as male
  - 74% like math, 3% are indifferent, 23% don't like math
- Lasted between **45 and 90 minutes** .
- Took place in middle and high schools directly after school in November 2023.
- Participants each received a \$50 gift card for their time.

# Spring 2024 Data Collection

## Focus Groups

- **57 students** total (between 4 and 9 students per focus group in 10 focus groups)
  - 54% in middle school, 46% in high school
  - 43% identify as female, 55% as male
  - 84% like math, 5% are indifferent, 11% don't like math
- Lasted between **45 and 90 minutes** .
- Took place in middle and high schools directly after school in April 2024.
- Participants each received a \$50 gift card for their time.

# Qualitative Data Analysis Overview

1. Collect qualitative data
2. Gather all the focus group data into one place
  - a. We use Dedoose, an analysis software.
3. Code the focus group data
  - a. Coding is the process of labeling and organizing your data in such a way that you can then identify themes in the data, and the relationships between these themes.
4. Find insights from the data

# What is coding?

When you code data, you are labeling it so that you can more easily organize it and identify themes and the relationships between them.

Example data:

*I feel like I'm more engaged because of the **expectations**, like, my friends and, like, **family hold for me** .*

Example codes (themes) in the data:

**Friend expectations**

**Family expectations**

# Coding Activity



# Coding Activity

In pairs you will practice coding:

- Spend 5 minutes reading the focus group transcript excerpt.
- Spend 5 minutes jotting down codes (or themes) you see in the data (words) on Post-it notes. You can place the notes on your desk.
- Along with the other pair that looked at the same excerpt, review each other's codes. You'll have 10 minutes to review and discuss. Be sure to write down codes you hear from the other group and place those notes on your desk as well.
- Back in your pair, reread the focus group transcript excerpt and apply your codes. You can use highlighters and pens to do this. You'll have 20 minutes.

*It is totally okay to not get through the entire transcript! This is practice. We'll also have some time after the break to wrap up if we need to.*

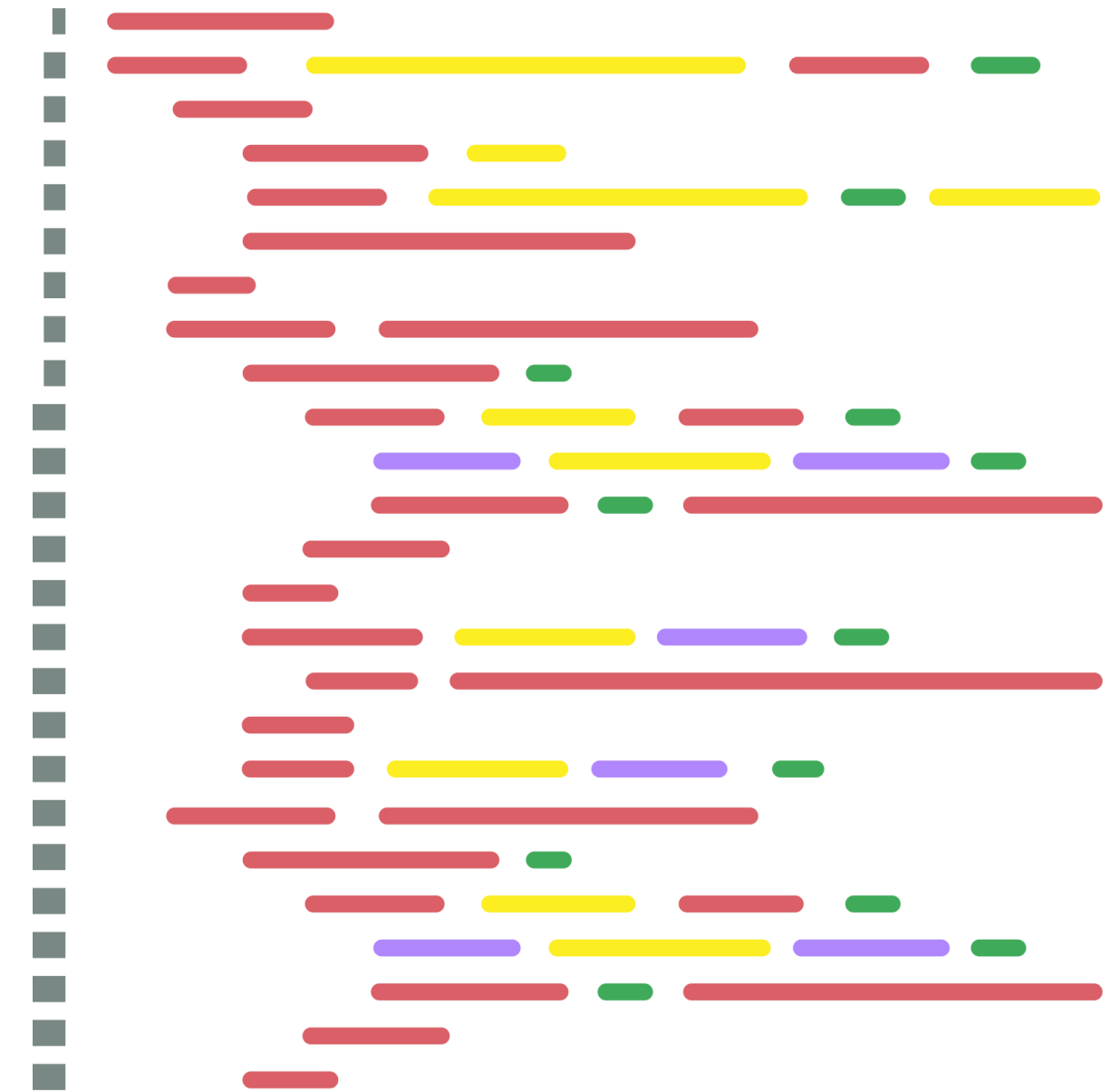


Break



# Coding Activity Wrap Up

We have 10 minutes as a placeholder to wrap up work on coding your transcript if you feel like you need it.



# Meaning Making Activity



# Meaning Making Activity

When you've identified a list of codes (themes), you then want to make meaning of them.

In your group you will practice making meaning of a group of themes:

- Read through all the themes.
- Start organizing or grouping them together. Which themes are related? You'll have 10 minutes to organize your themes into buckets.
- We will give you survey items related to the themes you found.
- Read the survey items and compare them to your themes. As you review, ask yourself some of these questions:
  - What is missing?
- What do I want to know more about?

# Closing



## Overview of next steps

Discuss what you can expect from us for next steps.



## Next meeting

We plan to have our next meeting in early November.



## Exit Ticket

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

# 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>.