

AM-ME Research Group Meeting Agenda

November Drop-in Meeting

November 28 (Tues) OR 30 (Thurs), 2023

3:30 to 4:30pm (CST)

Location: [Zoom link]

Meeting Objectives:

- Discuss students' and teachers' feedback on the survey items.

Meeting Documents:

- Norms and Expectations
- Slides
- Exit Ticket

Time	Item & Notes
15 minutes	<p>Welcome & Team Building! <i>Facilitated by: Diane/Sammy</i></p> <p>We'll take turns responding to the following ice-breaker questions.</p> <ul style="list-style-type: none"> • Would you rather... <ul style="list-style-type: none"> ○ Learn a new language OR be able to talk to animals? Why? ○ Summer be too hot OR winter be too cold? Why? ○ Travel to the past OR travel to the future? Why?
20 minutes	<p>Review students and teachers' feedback on the survey items <i>Facilitated by: Diane/Sammy</i></p> <p><u>Why did we collect student and teacher feedback on the survey items?</u></p> <ul style="list-style-type: none"> • After we identified new themes about math engagement (i.e., the bucket activity) that we want to include in our new survey, we ended up with 73 items, some of which (35 out of the 73 items) we were unsure about the wording. • We collected students' and teachers' feedback on those 37 survey questions because we want to make sure that... <ul style="list-style-type: none"> ○ we are asking what we think we are asking. ○ different people understand the same question in similar ways.

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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

	<ul style="list-style-type: none"> • people will feel comfortable answering the question if it is on the survey. • people agree that the questions can help us better understand math engagement. <ul style="list-style-type: none"> • How did we collect the feedback? • We collected feedback for all 35 survey questions that we needed feedback on. • We collected feedback from 35 students from all 5 schools. • We collected feedback from 4 teachers from 2 schools. • For each question, we collected feedback from at least 8 people. <ul style="list-style-type: none"> • What did we learn? • No change needed (“good to go as is”) = 20 questions • Everyone agreed to delete = 2 questions <ul style="list-style-type: none"> ○ E.g., “My math teacher yells”: all understood what this question is asking, but they said that it’s not important for math engagement-- there are teachers who yell a lot, it’s not necessarily a bad thing. • Revised = 7 questions <ul style="list-style-type: none"> ○ E.g., “I feel a sense of accomplishment when I solve hard math problems” --> “I feel successful when I solve hard math problems” <ul style="list-style-type: none"> ▪ In students’ and teachers’ own words, feel a sense of accomplishment means feel successful, the latter of which is easier to understand. • Still unsure = 6 questions
<p style="text-align: center;">20 minutes</p>	<p>Discuss the survey questions that we still cannot decide <i>Facilitated by: Diane/Sammy</i></p> <ul style="list-style-type: none"> • I do just enough to get by --> do just enough to pass. --> I do just enough to get a C. --> ??? <ul style="list-style-type: none"> ○ DISCUSS: We want to be as specific as possible. But, some said passing is a C, some said it’s a D, some said the average is an A or a B. So, what is a letter grade that everyone will understand as “passing” in math? • <i>I am treated as if I am capable.</i> --> I am treated as if I am able to do math. <ul style="list-style-type: none"> ○ DISCUSS: On one hand, adding where this is coming from (e.g., “by my math teacher”) can make the question easier to understand. On the other hand, no matter where this message is coming from (e.g., by math teacher, by peers, by social media all together), it’ll all discourage you from engaging in math. • <i>My math teacher listens to my ideas and takes them seriously.</i> --> My math teacher asks me about my ideas. <ul style="list-style-type: none"> ○ DISCUSS: This question was part of teacher-student relationships, we wanted to understand how much teachers “share power” with

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	<p>students (e.g., does your teacher treat you with respect and give you a say?). Students and teachers seemed to understand this as specific to solving a math problem, though, so how can we revise it to be about teacher-student relationship?</p> <ul style="list-style-type: none"> • - • I think about how learning math can help me get a good job. • I think about how learning math can help me after I finish high school. <ul style="list-style-type: none"> ○ DISCUSS: When you think math is useful, you are more likely to engage, that’s why we have those two questions. Students thought that these two questions were very similar. But, the middle school students prefer “get a good job”, whereas the high school students prefer “after I finish high school”. We want the middle & high schools to have the same survey, so which one do we choose in this case? • People in my life... <ul style="list-style-type: none"> ○ motivate me to do well in math. ○ support me in math. ○ ... • Where do you get this type of support? (check all that apply: family members, friends, classmates, teachers, other school staff, people in my community) <ul style="list-style-type: none"> ○ DISCUSS: This is about “external supports”, which is a big thing that we heard from students. Support can look like many different ways, and can also come from different people. How do we ask all these without making the survey too long?
<p>5 minutes</p>	<p>Closing <i>Facilitated by: Diane/Sammy</i></p> <ul style="list-style-type: none"> • Next all-team AM-ME Research Group meetings: <ul style="list-style-type: none"> ○ December 12 (Tuesday) after school • Complete the exit ticket