



# **MATH ANXIETY REDUCTION**

**A Workbook**

• Robert D. Hackworth  
H&H Publishing Co., Inc.

# Math Anxiety Reduction

**Anne Ely Ludington**

## **Math Anxiety Reduction:**

*Math Anxiety Reduction* Robert D. Hackworth,1982    *Math Anxiety Reduction* Robert D. Hackworth,1992    **Math Anxiety Reduction Using Cooperative Learning Techniques** Laura R. Abuzalaf,2003    **Measuring the Effect of Anxiety Reduction Techniques on Math Anxiety Levels in Students Enrolled in an HBCU College** Marie Mikael Husni,2006

The purpose of this quasi experimental study was to determine whether the use of anxiety reduction and mathematics study skills techniques incorporated in a Basic Math course would lower students math anxiety and increase achievement in African American students enrolled in a Historically Black College This study was limited to only African American students enrolled in two sections of Basic Math at Rust College in Holly Springs Mississippi one control class 33 students and one treatment class 33 students One professor the researcher taught the same lectures and used traditional methods of teaching in both classes In the treatment class the teacher used anxiety reduction and math study skills techniques such as collaborative learning journal writing learning activities relaxation instructions and test taking skills over an eight week period Identical math content was covered in both sections Achievement was measured by the Rust College Placement Exam and mathematics anxiety was measured by administering the Math Anxiety Rating Scale after each class test The obtained results indicated a significant reduction in anxiety p 000 and a significant increase in achievement p 000 for the treatment group Additionally a significant difference in gender was indicated for anxiety p 019 but not for achievement p 779 for the treatment group

*Math Anxiety Reduction Programs in Selected Collegiate Institutions in the State of Virginia* Kari A. Dueball,1981    **Math Anxiety Relief for Nearly Everyone** W. Charles Paulsen,2012-03-01 This is a survey book for people wanting to learn the language of Science Technology and Engineering and is intended to complement traditional text books in Mathematics It puts the fun back into mathematics by demystifying confusing symbols and terminology think of this book as your personal journey leading to an eventual understanding of calculus using everyday language to introduce new concepts in small manageable steps Illustrations are in black white grayscale

**Identification & Reduction of the Number of Situations Causing Mathematics Anxiety** Anne Ely Ludington,1985    **Math Attack** Marilyn Curtain-Phillips,1999-01    **A Mathematical Anxiety Reduction Project** Sharon Dietsch Crumpton,1977    **Growing Mathematical Minds** Jennifer S. McCray,Jie-Qi Chen,Janet Eisenband Sorkin,2018-09-03 Growing Mathematical Minds is the documentation of an innovative bi directional process of connecting research and practice in early childhood mathematics The book translates research on early mathematics from developmental psychology into terms that are meaningful to teachers and readily applicable in early childhood classrooms It documents teacher responses and conveys their thoughts and questions back to representative researchers who reply in turn In so doing this highly useful book creates a conversation in which researchers and teachers each bring their expertise to bear their communication about these topics informed by the thinking commitment and experience of both groups helps us better understand how developmental

psychology can improve math teaching and how math teaching can in turn inform developmental science. The book bridges the gap between research and practice helping teachers to adopt evidence based practices and apply cutting edge research findings and prompting developmental researchers to consider their work within the framework of practice. *Growing Mathematical Minds* identifies and elucidates research with profound implications for teaching children from three to eight years so they develop foundational math knowledge and skills positive attitudes toward math and basic abilities to think mathematically.

**Resources in Education**, 1985    **Winning at Math** Paul D. Nolting, 2002 Every student must pass math courses to graduate. Doing well in math can both increase your career choices and allow you to graduate. *Winning at Math* will help you improve your math grades quickly and easily. The format of *Winning at Math* has been revised to make it easier to read and it contains much more proven math study skills techniques. The chapter on test anxiety has been expanded to assist students with math anxiety not just test anxiety. From publisher's description: *Proceedings On Responsive & Resilient Quality Education* Dr. Rosamma Philip,    *The Effect of the Use of Math Anxiety Reduction Techniques on the Attrition Rate of Students in a Community College Algebra Course* Kathryn H. Voit, 1983

**A Personalized Approach to Mathematics Anxiety Reduction Among College Students** Eugenia Elaine Fitzgerald, 1984    *Lessening Mathematics Anxiety* Dawn Marie Roden, 2015

**Strategies for Reducing Math Anxiety. Information Capsule** Christie Blazer, 2011

Approximately 93 percent of Americans indicate that they experience some level of math anxiety. Math anxiety is defined as negative emotions that interfere with the solving of mathematical problems. Studies have found that some students who perform poorly on math assessments actually have a full understanding of the concepts being tested however their anxiety interferes with their ability to solve mathematical problems. Researchers believe that implementation of strategies to prevent or reduce math anxiety will improve the math achievement of many students. This Information Capsule summarizes strategies that teachers parents and students can use to prevent or reduce math anxiety.

**Effects of Intervention on Reduction of Math Anxiety of Secondary School Students** Mary A. Martin, 2018 This study sought to identify whether targeted interventions produce a statistically significant reduction in student math anxiety which methods are most effective in reducing student math anxiety and whether effective methods differ according to academic achievement level.

The interventions applied consisting of curricular design classroom practices and instructor behaviors were as follows: 1 use of unit outlines 2 incorporating review work 3 collaborative groupwork 4 perceived instructor empathy 5 concepts explained in various ways 6 out of class 1 1 aid 7 content made relevant 8 positive reinforcement from instructor peers. The research was performed in an Algebra 1 classroom of a public high school containing 64 students over the course of 1 semester 18 weeks. A presurvey and postsurvey measured students math anxiety levels while all 8 interventions were applied continuously throughout the semester. Pre and post anxiety levels semester grades and supplementary postsurvey questions regarding students opinions on intervention effectiveness produced the statistically significant result that targeted interventions do

reduce math anxiety However when grouped according to achievement level this result only holds for those students defined by high academic achievement Overall the most effective intervention methods were a caring instructor an encouraging learning environment and mixing in review work throughout the semester Keywords math anxiety intervention academic achievement remediation Three Methods of Reducing Math Anxiety in Women Ellen Themes,1982 **The Reduction of Math Anxiety Through the Use of Technology** Kathleen Garrett Selenis,2002

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