

Attitudes and Perceptions Survey, Math 104, 184 and 110, 2010-09

#		Math 104	Math 184	Math 110
	Number of responses	412	370	186
2	An obstacle to learning math is having to memorize all the necessary information.	2.98	3.27	3.30
3	When I am solving a math problem, I try to predict what would be a reasonable answer.	3.72	3.59	3.62
4	It is useful for me to do lots and lots of problems when learning math.	4.18	4.13	4.18
5	After I study a topic in math and feel that I understand it, I have difficulty solving problems on the same topic.	2.92	3.32	3.39
6	Knowledge in math consists of many disconnected topics.	2.62	2.82	2.90
7	When I solve a math problem, I find an example that looks like the problem given and follow the same steps.	3.93	4.05	4.12
8	I find that reading the text in detail is a helpful way for me to learn math.	3.12	3.01	3.11
9	There is usually only one correct approach to solving a math problem.	2.11	2.20	2.22
10	I'm satisfied if I can do the exercises for a math topic, even if I don't understand how everything works.	2.67	2.76	2.77
11	I cannot learn math if the teacher does not explain things well in class.	4.06	4.29	4.27
12	I do not expect math formulas to help my understanding of the ideas; they are just for doing calculations.	2.66	2.81	2.90
13	I study math to learn things that will be useful in my life outside of school.	3.29	3.03	2.88
14	If I get stuck on a math problem on my first try, I usually try to figure out a different way that works.	3.85	3.65	3.67
15	Nearly everyone is capable of understanding math if they work at it.	3.78	3.61	3.70
16	Understanding math means being able to recall something you've read or been shown.	3.19	3.28	3.24
17	To understand math I talk about it with friends and other students.	3.65	3.66	3.46
18	If I am stuck on a math problem for more than five minutes, I give up or get help from someone else.	2.94	3.25	3.11
19	If I don't remember a particular formula needed to solve a problem on a math exam, there's nothing much I can do to come up with it.	2.81	3.03	3.14
20	In doing a math problem, if my calculation gives a result very different from what I'd expect, I'd trust the calculation rather than going back through the problem.	2.16	2.16	2.23
21	In math, it is important for me to make sense out of formulas and procedures before I can use them correctly.	3.92	3.82	3.69
22	I enjoy solving math problems.	3.35	2.91	2.89

23	Mathematical formulas express meaningful relationships among measurable things or amounts.	3.68	3.49	3.54
24	Learning math changes my ideas about how the world works.	3.12	2.78	2.81
25	To learn math, I only need to memorize solutions to sample problems.	2.01	2.07	2.05
26	Reasoning skills used to understand math can be helpful to me in my everyday life.	3.64	3.46	3.51
28	It is a waste of time to understand where math formulas come from.	2.37	2.55	2.54
29	I find carefully analyzing only a few problems in detail is a good way for me to learn math.	3.27	3.22	2.92
30	I can usually figure out a way to solve math problems.	3.48	3.18	2.98
31	School mathematics has little to do with what I experience in the real world.	3.16	3.30	3.33
32	There are times I solve a math problem more than one way to help my understanding.	3.43	3.27	3.05
33	Being good at math requires talent.	3.30	3.45	3.55
34	It is possible to explain mathematical ideas without using equations.	3.30	3.35	3.42
35	To understand math, I sometimes relate my personal experiences to the topic being studied.	2.71	2.46	2.38
36	When I am solving a math problem, if I can see a formula that applies I don't worry about the underlying concepts.	2.98	3.08	3.28
37	If I get stuck on a math problem, there is no chance that I will figure it out on my own.	2.40	2.66	2.72
38	When learning something new in math, I relate it to what I already know rather than just memorizing it the way it is presented.	3.59	3.50	3.48
39	I avoid solving math problems when possible.	2.77	3.08	3.09
40	To prepare for a math test, I only need to memorize solutions to examples.	1.87	1.87	1.90
41	I think it is unfair to expect me to solve a math problem that is not similar to any example given in class or the textbook, even if the topic has been covered in the course.	3.40	3.73	3.62