

Strategies to Alleviate Test and Mathematics Anxiety

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The purpose of this study is to determine the effectiveness of two anxiety-reducing techniques in a seventh grade Tier 2 (average) mathematics classroom. Based on the work of Ford, Ford, Boxer, and Armstrong (2012), one of the techniques will be the use of humor. The other technique is the use of visualization (see Shobe, Brewin, & Carmack, 2005). Two classes will be used in the study, and the study will be broken into two rounds. In the first round, Class A will be introduced to the technique of humor, and Class B will be a control group. In the second round, Class B will be introduced to the technique of visualization and Class A will be the control group. Effectiveness of the techniques will be evaluated through the scores of the students' unit assessments. Students will take Likert scale evaluations throughout the study to provide qualitative data. Ultimately, this study seeks to determine whether either of the anxiety-reducing strategies actually lowered anxiety, was effective, or affected students' academic performance.

Information about the Author:

Clara Brandt is a senior middle-level education major. She plans to teach middle school math or science in the state of Washington after graduation. This study is being conducted in conjunction with her student teaching seminars. The interest in the project stems from her experience working with students who experience test and mathematics anxiety while at her student teaching placement.

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