Student confidence in mathematics – pre- and post-support

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Learning Development university lecturers are charged with supporting students who find mathematics “challenging” but who need to study mathematics – and pass it – as part of the requirements of their non-specialist-mathematics courses. In order to measure both the success of the students who seek assistance through Learning Development and the possible effects of the support, the students’ levels of confidence in mathematics were studied, comparing their confidence pre- and post-support. Students’ mathematics confidence was studied in two different aspects: firstly, their levels of confidence in mathematics overall and secondly, their levels of confidence in the various topics for which they were seeking support through Learning Development. Did their level of confidence in a topic change after a support session and, perhaps more importantly, did their overall level of confidence in mathematics change over a period of support?