

Mixed Method Study

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“I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work.”

Deidre Norman

### Reference

Berkowitz, T., Schaeffer, M. W., Maloney, E. A., Peterson, L., Gregor, C., Levine, S. C., & Beilock, S. L. (2015). Math at home adds up to achievement in school. *Science*, 350( 6257), 196-198. Retrieved from <http://science.sciencemag.org/content/350/6257/196>

### Summary

In this mixed method study, researchers considered the relationship between mathematics achievement in first-graders and parents reading numerical story problems at home. Utilizing the Bedtime Learning Together (BLT) app, parents read passages to their children and together answered five questions ranging in difficulty and topics. The researchers split the families into math and reading and gave them applications to use. The results showed that students' mathematical achievement increased due to engagement with specific mathematics. For the mathematics group, the more time students spent with their family on mathematics the higher their mathematical achievement. Research also concluded that engaging in mathematics helps severe a link between parents' high math anxiety and children's low math achievement. Overall, students achieved mathematics success in class and help high-math-anxious parents interact with their students.

### Implications

The parental anxiety of mathematics influences students' interactions with the subject. This study enforces that help at home can alleviate anxieties for both parents and students alike. As a teacher, I can recommend interactive mathematics applications that can help students at home.