## **Need for Cognition Scale**

For each of the statements below, please indicate whether or not the statement is characteristic of you or of what you believe. For example, if the statement is extremely uncharacteristic of you or of what you believe about yourself (not at all like you), please place a "1" on the line to the left of the statement. If the statement is extremely characteristic of you or of what you believe about yourself (very much like you) please place a "5" on the line to the left of the statement. You should use the following scale as you rate each of the statements below.

1	2	3	4	5
Extremely	somewhat	uncertain	somewhat	extremely
uncharacteristic of	uncharacteristic of		characteristic of me	characteristic of me
me	me			

1	I prefer complex to simple problems.
2	I like to have the responsibility of handling a situation that requires a lot of thinking.
3	Thinking is not my idea of fun.**
4	I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.**
5	I try to anticipate and avoid situations where there is a likely chance I will have to think in depth about something.**
6	I find satisfaction in deliberating hard and for long hours.
7	I only think as hard as I have to.**
8	I prefer to think about small daily projects to long term ones.**
9	I like tasks that require little thought once I've learned them.**
10	The idea of relying on thought to make my way to the top appeals to me.
11	I really enjoy a task that involves coming up with new solutions to problems.
12	Learning new ways to think doesn't excite me very much.**
13	I prefer my life to be filled with puzzles I must solve.
14	The notion of thinking abstractly is appealing to me.
15	I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
16	I feel relief rather than satisfaction after completing a task that requires a lot of mental effort.**
17	It's enough for me that something gets the job done; I don't care how or why it works.**
18	I usually end up deliberating about issues even when they do not affect me personally.

## **Understanding Mathematics/Computer Science Scale**

Make a check mark (x) on the appropriate blank to indicate your response to each item below.

	:	::		::		:	inferior
Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	7
at moving from a verbal des	cription of	of a proble	m to a prec	vise mathen	natical fo	ormulation/p	rogramming code.
2. I comprehend :		:	:	:	:	:	do not comprehend
Extremely							-
the progression of thought in	n the deve	elopment c	of mathema	tics/compu	iter sciei	nce.	
3. I am capable:		:	:	:		_:	incapable
Extremely 0	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
of thinking about mathemati	ics/comp	uter scienc	e issues fro	om multiple	e points o	of view.	
4. I am capable:	:	:	:	:		_:	incapable
Extremely	Quite	Slightly	Neutral	Slightly	Quite	Extremely	
of filling in the gaps in subtl	le descrip	otions of m	athematics	/computer	science i	ssues.	
5. I am able::							ble
Extremely Qui	te Sli	ghtly No	eutral Sl	ightly Q	uite E	xtremely	
to do independent thinking t	o solve n	nathematic	s/computer	science pr	roblems.		
6. I am capable:	:	:					in comoble
							incapable
Extremely							пісарабіе
Extremely of thinking creatively to solv	Quite	Slightly	Neutral	Slightly	Quite		псарабе
of thinking creatively to solv	Quite ve mather	Slightly matics/con	Neutral	Slightly nce probler	Quite ns.	Extremely	-
of thinking creatively to solv 7. I comprehend:_	Quite ve mather	Slightly matics/con	Neutral	Slightly nce probler	Quite ns.	Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely	Quite ve mather Quite	Slightly matics/con : Slightly	Neutral	Slightly nce probler	Quite ns.	Extremely	_do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/	Quite ve mather Quite /computer	Slightly matics/con : Slightly r science.	Neutral nputer scier : Neutral	Slightly nce probler : Slightly	Quite ns. : Quite	Extremely : Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/ 8. I am good:	Quite ve mather Quite compute	Slightly matics/con : Slightly r science. ;	Neutral puter scier Neutral	Slightly nce probler : Slightly	Quite ns. : Quite	Extremely : Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/	Quite ve mather Quite compute	Slightly matics/con : Slightly r science. ;	Neutral puter scier Neutral	Slightly nce probler : Slightly	Quite ns. : Quite	Extremely : Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/ 8. I am good:	Quite ve mather Quite /computer 	Slightly matics/con : Slightly r science.  ightly N	Neutral puter scier Neutral feutral S	Slightly nce probler : Slightly	Quite ns. : Quite	Extremely : Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/ 8. I am good:_ Extremely Qu at linking mathematics/comp	Quite ve mather Quite Computer ite S1 puter scie	Slightly matics/con : Slightly r science. ; ightly N ence topics	Neutral puter scier Neutral veutral veutral veutral S together.	Slightly nce probler : Slightly ightly Q	Quite ns. : Quite : Quite	Extremely : Extremely bac Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/ 8. I am good: Extremely Qu	Quite ve mather Quite Computer ite SI puter scie	Slightly matics/con : Slightly r science. ightly N ence topics :	Neutral puter scier Neutral eutral feutral S together.	Slightly nce probler : Slightly : lightly Q	Quite ns. : Quite :	Extremely : Extremely bac Extremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_Extremely the purpose of mathematics/ 8. I am good: Extremely Qu at linking mathematics/comp 9. I am sure:	Quite ve mather Quite 'computes ite SI te SIi	Slightly matics/con : Slightly r science. ; ightly N ence topics ; ghtly N	Neutral puter scier Neutral Neutral feutral together. eutral SI	Slightly nce probler : Slightly : lightly Qu	Quite ns. : Quite :_ ite E	Extremely :bac Extremely Extremely uns xtremely	do not comprehend
of thinking creatively to solv 7. I comprehend:_ Extremely the purpose of mathematics/ 8. I am good: Extremely Qu at linking mathematics/comp 9. I am sure: Extremely Qui	Quite ve mather Quite 'computer ite SI puter scie te SIi cs/compu	Slightly matics/con : Slightly r science. ; ightly N ence topics ; ghtly No	Neutral puter scier Neutral Neutral feutral feutral fogether. feutral	Slightly nce probler : Slightly: lightly Quightly Qu I have neve	Quite ns Quite	Extremely bac Extremely uns xtremely efore.	do not comprehend

of explaining mathematics/computer science concepts in writing.

Answer the following two questions if you have worked on a historical project in this course. In your opinion, what are the benefits of learning Mathematics/Computer Science from historical sources?

In your opinion, what are the drawbacks of learning Mathematics/Computer Science from historical sources?