

Mathematics Questionnaire

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

1. I am good _____:_____:_____:_____:_____:_____ bad
Extremely Quite Slightly Neutral Slightly Quite Extremely

at moving from a verbal description of a problem to a precise mathematical formulation.

2. I am superior _____:_____:_____:_____:_____:_____ inferior
Extremely Quite Slightly Neutral Slightly Quite Extremely

at moving from a verbal description of a problem to a precise mathematical formulation.

3. I understand _____:_____:_____:_____:_____:_____ do not understand
Extremely Quite Slightly Neutral Slightly Quite Extremely

the progression of thought in the development of mathematics.

4. I comprehend _____:_____:_____:_____:_____:_____ do not comprehend
Extremely Quite Slightly Neutral Slightly Quite Extremely

the progression of thought in the development of mathematics.

5. I am able _____:_____:_____:_____:_____:_____ unable
Extremely Quite Slightly Neutral Slightly Quite Extremely

to think about mathematics issues from multiple points of view.

6. I am capable _____:_____:_____:_____:_____:_____ incapable
Extremely Quite Slightly Neutral Slightly Quite Extremely

of thinking about mathematics issues from multiple points of view.

7. I am able _____:_____:_____:_____:_____:_____ unable
Extremely Quite Slightly Neutral Slightly Quite Extremely

to fill in the gaps in subtle descriptions of mathematics issues.

8. I am capable _____:_____:_____:_____:_____:_____ incapable
Extremely Quite Slightly Neutral Slightly Quite Extremely

of filling in the gaps in subtle descriptions of mathematics issues.

9. I am able _____:_____:_____:_____:_____:_____ unable
Extremely Quite Slightly Neutral Slightly Quite Extremely

to do independent thinking to solve mathematics problems.

10. I am capable _____:_____:_____:_____:_____:_____ incapable
Extremely Quite Slightly Neutral Slightly Quite Extremely

of doing independent thinking to solve mathematics problems.

11. I am able _____:_____:_____:_____:_____:_____ unable
Extremely Quite Slightly Neutral Slightly Quite Extremely

to think creatively to solve mathematics problems.

12. I am capable _____:_____:_____:_____:_____:_____ incapable
Extremely Quite Slightly Neutral Slightly Quite Extremely

of thinking creatively to solve mathematics problems.

13. I understand _____:_____:_____:_____:_____:_____ do not understand
Extremely Quite Slightly Neutral Slightly Quite Extremely

the purpose of mathematics.

14. I comprehend _____:_____:_____:_____:_____:_____ do not comprehend
Extremely Quite Slightly Neutral Slightly Quite Extremely

the purpose of mathematics.

15. I am good _____:_____:_____:_____:_____:_____ bad
Extremely Quite Slightly Neutral Slightly Quite Extremely

at linking mathematics topics together.

16. I am superior _____:_____:_____:_____:_____:_____ inferior
Extremely Quite Slightly Neutral Slightly Quite Extremely

at linking mathematics topics together.

17. I am sure _____:_____:_____:_____:_____:_____ unsure
Extremely Quite Slightly Neutral Slightly Quite Extremely

that I can handle mathematics concepts I have never seen before.

18. I am confident _____:_____:_____:_____:_____:_____ _____ unconfident
Extremely Quite Slightly Neutral Slightly Quite Extremely

that I can handle mathematics concepts I have never seen before.

19. I am able _____:_____:_____:_____:_____:_____ _____ unable
Extremely Quite Slightly Neutral Slightly Quite Extremely

to explain mathematics concepts in writing.

20. I am capable _____:_____:_____:_____:_____:_____ _____ incapable
Extremely Quite Slightly Neutral Slightly Quite Extremely

of explaining mathematics concepts in writing.

Answer the following two questions if you worked on a historical project in this course.

In your opinion, what are the benefits of learning mathematics from historical sources?

In your opinion, what are the drawbacks of learning mathematics from historical sources?