

## ***Instructor immediacy and motivation for mathematics learning***

Erin E. Williams, University of Arizona

Jerry Dwyer, Texas Tech University

Sonya Sherrod, Texas Tech University

### ***Abstract***

The relationships between instructor immediacy, verbal and nonverbal, and students' motivation for mathematics learning were investigated. Participants were 198 students enrolled in Calculus II courses in a state-supported college located in the Southwestern United States. During the last three weeks of a spring semester, participants completed a questionnaire comprised of three instruments that measured instructor verbal immediacy, instructor nonverbal immediacy, and student motivation. Results indicated that instructor verbal immediacy and nonverbal immediacy were moderately correlated with student motivation in mathematics. Findings invoke instructors of freshman and sophomore level mathematics to make simple modifications in their verbal and nonverbal interactions with students to positively impact student motivation in mathematics.



*Erin Williams received both her master's degree in mathematics, focusing on undergraduate education, as well as her PhD in mathematics, studying complex dynamics, from Texas Tech University. She remains interested in research in both fields. Erin is currently an instructor at the University of Arizona, where she is involved with online course development for business calculus.*

*Jerry Dwyer is a professor of*

*mathematics and director of the STEM*

*Center for Outreach, Research & Education at Texas Tech University. He has worked extensively in the area of computational mathematics, and in recent years he has focused on issues of mathematics education, including service learning and the mathematical education of teachers.*



*Sonya Sherrod holds a master's degree in mathematics and a PhD in curriculum and instruction. She is currently teaching mathematics at Texas Tech University to prospective elementary and middle school teachers. As a Mathematics Intervention Facilitator (MIF) in the REFLECT project, Sonya's role is to provide constructive feedback to middle school and high school teachers on the mathematics content in their delivered curriculum.*