

Developmental Mathematics Students' Anxiety, Mindset, and Performance in Algebra

Alyssa Lawson, *California State University, Los Angeles* and *University of California, Santa Barbara*

Eyob Demeke, *California State University, Los Angeles*

This article explored the impact of students' mindsets and math anxiety on their performance in developmental mathematics courses, as well as the change in these aspects over time. The research showed that both mindset and mathematics anxiety were correlated to performance on a mathematics test. Yet, although students' test scores on the algebra readiness test increased significantly, there was little change in either mindset or math anxiety from the beginning of the course to the end of the course. This article helps bring to light the importance of focusing on how factors, such as mindset and math anxiety, may play a role in developmental mathematics education.

Keywords: algebra, developmental mathematics, math anxiety, mathematics mindset



Alyssa Lawson is a doctoral candidate in the Psychological and Brain Sciences department at the University of California, Santa Barbara. She received her BA in psychology from Chapman University and her MA in psychology from California State University, Los Angeles. Her research focus is on understanding cognitive aspects of learning and how to incorporate technology into instruction to benefit learners.



Eyob Demeke is an assistant professor of mathematics at California State University, Los Angeles. He studied mathematics and philosophy at a small liberal arts college, Westminster College in Fulton, Missouri. In addition to mathematics and thinking about students' learning of mathematics, he enjoys playing ping-pong.