

Assessment-related affect in mathematics: Results from a quasi-experimental study

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Student affect is interwoven with cognition and achievement (Zan et al., 2006), so it is vital to understand how affective constructs develop and change. We conducted a quasi-experimental study in a university mathematics course to test the effects of an intervention (Riegel & Evans, in press) on promoting positive assessment-related affect in students (N = 379). Preliminary results from cross-sectional analysis of Time 1 (baseline) data indicate that students' exam-related self-efficacy is predicted by their prior achievement, gender, stress mindset, and emotions. In the analyses to be presented, we will focus on how students' assessment-related affect changed during the semester and its relationship with their academic performance.

References

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