

Abstract

The abstract should be in the form of a brief and concise statement of the main results or points of view of the paper, without demonstrations and with a minimum of formulae. It should not exceed 100 words and should be compressed, if possible, into a single paragraph. It should be written in the third person. The abstract should be type-written and in a form suitable for immediate publication in the MONTHLY.

An Iowa study of factors related to instructor effectiveness in first semester calculus based on criterion test with a skills subtest and a concepts subtest. No ~~significant~~ differences in instructor effectiveness were found on manipulative skills. On concepts, instructors with MA+45 or more had greater adjusted student achievement than instructors with only an MA (.05). A similar result was found for instructors with 70 or more graduate hours in mathematics over those with 10-29 hours (.05). Instructors with 6-9 years of college teaching were more effective on concepts than those with 20 or more years (.05). Instructors whose interests included research were more effective on concepts than those with only a teaching interest (.01). No differences based on the number of articles published or the type of institution were found.

Association of America, ~~Year~~
Member of the Mathematical

Iowa City, Iowa 52240

Address: University School

Institution: University of Iowa

Presented by Henry S. Kepner, Jr.

Name of Author: Gertrude Verboorn

Time: 52 minutes.

Category

with Instructor Effectiveness in

Title of paper: Factors Associated

ABSTRACT OF PAPER

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MATHEMATICAL ASSOCIATION OF

MATHEMATICAL ASSOCIATION OF
AMERICA, INC.
ABSTRACT OF PAPER

Title of paper: Factors Associated
with Instructor Effectiveness in

Calculus

Time 25 minutes.

Name of Author: Gerardus Vervoort
Presented by Henry S. Kepner, Jr.

Institution: University of Iowa

Address: University School

Iowa City, Iowa 52240

Member of the Mathematical
Association of America: Yes No

Abstract

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An Iowa study of factors related to instructor effectiveness in first semester calculus based on criterion test with a skills subject and a concepts subject. No significant differences in instructor effectiveness were found on manipulative skills. On concepts, instructors with MA-4's or more had greater adjusted student achievement than instructors with only an MA (0.02). A similar result was found for instructors with 10 or more graduate hours in mathematics over those with 10-29 hours (0.02). Instructors with 6-9 years of college teaching were more effective on concepts than those with 20 or more years (0.02). Instructors whose interests included research were more effective on concepts than those with only a teaching interest (0.01). No differences based on the number of articles published or the type of institution were found.