

STRUGGLING WITH MATH IN COLLEGE

STRUGGLING WITH MATH IN COLLEGE: NAVIGATING CHALLENGES AND FINDING SUCCESS

STRUGGLING WITH MATH IN COLLEGE IS A COMMON EXPERIENCE FOR MANY STUDENTS. WHETHER YOU'RE AN ARTS MAJOR SUDDENLY REQUIRED TO TAKE CALCULUS OR A BUSINESS STUDENT FACING STATISTICS FOR THE FIRST TIME, THE COMPLEXITIES OF COLLEGE-LEVEL MATH CAN FEEL OVERWHELMING. THE GOOD NEWS IS THAT THIS STRUGGLE IS NOT INSURMOUNTABLE. UNDERSTANDING WHY MATH BECOMES CHALLENGING AND DISCOVERING EFFECTIVE STRATEGIES CAN TURN FRUSTRATION INTO CONFIDENCE.

WHY ARE SO MANY STUDENTS STRUGGLING WITH MATH IN COLLEGE?

MATH IS A SUBJECT THAT BUILDS UPON ITSELF, AND GAPS IN FOUNDATIONAL KNOWLEDGE CAN QUICKLY SNOWBALL INTO BIGGER CHALLENGES. MANY STUDENTS ENTER COLLEGE WITH VARYING LEVELS OF PREPAREDNESS. SOME MIGHT HAVE HAD LIMITED EXPOSURE TO ADVANCED MATH TOPICS IN HIGH SCHOOL, WHILE OTHERS MAY HAVE FORGOTTEN CONCEPTS DUE TO LACK OF PRACTICE.

MOREOVER, THE TEACHING STYLES AND PACE IN COLLEGE DIFFER SIGNIFICANTLY FROM WHAT STUDENTS MIGHT BE ACCUSTOMED TO. PROFESSORS OFTEN COVER MATERIAL RAPIDLY, EXPECTING STUDENTS TO GRASP COMPLEX IDEAS INDEPENDENTLY. THIS SHIFT FROM GUIDED LEARNING TO SELF-DRIVEN STUDY CAN CATCH MANY OFF GUARD.

THE PSYCHOLOGICAL ASPECT OF MATH ANXIETY

ANOTHER CRUCIAL FACTOR CONTRIBUTING TO STRUGGLING WITH MATH IN COLLEGE IS MATH ANXIETY. THIS IS A FEELING OF TENSION OR FEAR THAT INTERFERES WITH MATH PERFORMANCE. IT CAN START EARLY IN LIFE AND GROW OVER TIME, LEADING STUDENTS TO AVOID MATH-RELATED SUBJECTS ALTOGETHER. WHEN ANXIETY KICKS IN, IT HAMPERS CONCENTRATION AND MEMORY, MAKING IT EVEN HARDER TO LEARN.

RECOGNIZING MATH ANXIETY AS A REAL AND COMMON ISSUE IS THE FIRST STEP TOWARD OVERCOMING IT. STUDENTS WHO UNDERSTAND THAT THEIR STRUGGLE IS NOT DUE TO LACK OF INTELLIGENCE BUT RATHER ANXIETY CAN APPROACH THEIR STUDIES WITH A HEALTHIER MINDSET.

EFFECTIVE STRATEGIES FOR OVERCOMING MATH CHALLENGES

EVEN IF YOU'RE CURRENTLY STRUGGLING WITH MATH IN COLLEGE, THERE ARE PRACTICAL STEPS YOU CAN TAKE TO IMPROVE YOUR UNDERSTANDING AND PERFORMANCE.

DEVELOPING A STRONG FOUNDATION

MATH CONCEPTS ARE INTERCONNECTED. A SHAKY GRASP OF ALGEBRA, FOR INSTANCE, CAN MAKE CALCULUS NEARLY IMPOSSIBLE TO FOLLOW. TAKING TIME TO REVIEW AND STRENGTHEN BASIC MATH SKILLS CAN PAY OFF TREMENDOUSLY.

CONSIDER REVISITING HIGH SCHOOL TEXTBOOKS, ONLINE TUTORIALS, OR MATH APPS THAT OFFER PRACTICE PROBLEMS. WEBSITES LIKE KHAN ACADEMY OR COURSERA PROVIDE FREE RESOURCES TAILORED TO VARIOUS SKILL LEVELS. THIS SELF-PACED REVIEW CAN FILL IN KNOWLEDGE GAPS WITHOUT THE PRESSURE OF CLASSROOM SETTINGS.

UTILIZING CAMPUS RESOURCES

MOST COLLEGES OFFER NUMEROUS RESOURCES DESIGNED TO SUPPORT STUDENTS STRUGGLING WITH MATH. THESE MIGHT INCLUDE TUTORING CENTERS, STUDY GROUPS, OR MATH LABS STAFFED BY KNOWLEDGEABLE ASSISTANTS.

DON'T HESITATE TO SEEK HELP EARLY. ATTENDING OFFICE HOURS, JOINING PEER-LED STUDY SESSIONS, OR WORKING WITH A TUTOR CAN CLARIFY CONFUSING TOPICS AND REINFORCE YOUR LEARNING. SOMETIMES, JUST DISCUSSING PROBLEMS ALOUD HELPS SOLIDIFY UNDERSTANDING.

ADOPTING PRODUCTIVE STUDY HABITS

HOW YOU STUDY MATH CAN BE JUST AS IMPORTANT AS HOW MUCH YOU STUDY. PASSIVE READING OR HIGHLIGHTING OFTEN ISN'T ENOUGH FOR A SUBJECT THAT REQUIRES ACTIVE PROBLEM-SOLVING.

TRY THESE APPROACHES:

- **PRACTICE REGULARLY:** WORK ON PROBLEMS DAILY RATHER THAN CRAMMING BEFORE EXAMS.
- **UNDERSTAND, DON'T MEMORIZE:** FOCUS ON WHY FORMULAS WORK, NOT JUST WHAT THEY ARE.
- **BREAK PROBLEMS DOWN:** DIVIDE COMPLEX QUESTIONS INTO SMALLER, MANAGEABLE PARTS.
- **TEACH OTHERS:** EXPLAINING CONCEPTS TO CLASSMATES CAN DEEPEN YOUR COMPREHENSION.

CHANGING YOUR MINDSET ABOUT MATH

A MAJOR BARRIER FOR MANY STUDENTS STRUGGLING WITH MATH IN COLLEGE IS THEIR OWN MINDSET. BELIEVING YOU'RE "JUST NOT A MATH PERSON" CAN BECOME A SELF-FULFILLING PROPHECY. HOWEVER, RESEARCH SHOWS THAT MATHEMATICAL ABILITY IS NOT FIXED; IT CAN BE DEVELOPED WITH EFFORT AND PERSISTENCE.

EMBRACING A GROWTH MINDSET

ADOPTING A GROWTH MINDSET MEANS VIEWING CHALLENGES AS OPPORTUNITIES TO LEARN RATHER THAN INSURMOUNTABLE OBSTACLES. CELEBRATE YOUR PROGRESS, NO MATTER HOW SMALL, AND REMIND YOURSELF THAT STRUGGLE IS PART OF THE LEARNING PROCESS.

WHEN YOU ENCOUNTER DIFFICULT PROBLEMS, INSTEAD OF FEELING DEFEATED, TRY TO SEE THEM AS PUZZLES WAITING TO BE SOLVED. THIS POSITIVE ATTITUDE CAN REDUCE ANXIETY AND INCREASE MOTIVATION.

MANAGING STRESS AND BUILDING CONFIDENCE

COLLEGE LIFE BRINGS MULTIPLE STRESSORS—CLASSES, SOCIAL LIFE, PERHAPS WORK OR FAMILY RESPONSIBILITIES. THESE PRESSURES CAN COMPOUND DIFFICULTIES WITH MATH.

INCORPORATING STRESS-RELIEF TECHNIQUES SUCH AS MINDFULNESS, EXERCISE, OR ADEQUATE SLEEP CAN IMPROVE YOUR COGNITIVE FUNCTION AND EMOTIONAL RESILIENCE. ADDITIONALLY, SETTING ACHIEVABLE GOALS AND TRACKING YOUR IMPROVEMENT CAN BUILD CONFIDENCE OVER TIME.

LEVERAGING TECHNOLOGY TO AID MATH LEARNING

TECHNOLOGY HAS TRANSFORMED HOW STUDENTS APPROACH LEARNING MATH. FROM APPS TO ONLINE CALCULATORS, THERE ARE TOOLS DESIGNED TO MAKE MATH MORE ACCESSIBLE.

HELPFUL MATH TOOLS AND APPS

MANY STUDENTS FIND VISUAL AND INTERACTIVE RESOURCES PARTICULARLY USEFUL. GRAPHING CALCULATORS, EQUATION SOLVERS, AND STEP-BY-STEP TUTORIAL APPS CAN AID COMPREHENSION.

SOME POPULAR OPTIONS INCLUDE:

- **WOLFRAM ALPHA:** PROVIDES DETAILED SOLUTIONS AND EXPLANATIONS FOR A WIDE RANGE OF MATH PROBLEMS.
- **PHOTOMATH:** ALLOWS YOU TO SCAN HANDWRITTEN OR PRINTED PROBLEMS AND SEE STEP-BY-STEP SOLUTIONS.
- **DESMOS:** AN INTERACTIVE GRAPHING CALCULATOR IDEAL FOR VISUALIZING FUNCTIONS AND DATA.
- **KHAN ACADEMY:** OFFERS COMPREHENSIVE VIDEO LESSONS AND EXERCISES ACROSS MATH TOPICS.

USING THESE TOOLS STRATEGICALLY—NOT AS SHORTCUTS BUT AS LEARNING AIDS—CAN ENHANCE YOUR UNDERSTANDING AND PROBLEM-SOLVING SKILLS.

WHEN TO CONSIDER ADDITIONAL SUPPORT

SOMETIMES, DESPITE YOUR BEST EFFORTS, STRUGGLING WITH MATH IN COLLEGE PERSISTS. IF YOU NOTICE ONGOING DIFFICULTIES EVEN AFTER TRYING VARIOUS STRATEGIES, IT MAY BE HELPFUL TO EXPLORE FURTHER SUPPORT OPTIONS.

ACADEMIC ACCOMMODATIONS AND COUNSELING

MANY INSTITUTIONS PROVIDE ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES OR SPECIFIC CHALLENGES. ACADEMIC COUNSELING CAN HELP IDENTIFY UNDERLYING ISSUES AND CONNECT YOU WITH RESOURCES TAILORED TO YOUR NEEDS.

ADDITIONALLY, COUNSELING SERVICES CAN ASSIST WITH ANXIETY OR STRESS MANAGEMENT, WHICH OFTEN PLAY A SIGNIFICANT ROLE IN ACADEMIC PERFORMANCE.

CHANGING YOUR COURSE PATH

IN SOME CASES, STUDENTS DISCOVER THAT THEIR PROGRAM'S MATH REQUIREMENTS ARE NOT ALIGNED WITH THEIR STRENGTHS OR CAREER GOALS. IT'S IMPORTANT TO EVALUATE WHETHER CONTINUING IN A PROGRAM WITH HEAVY MATH DEMANDS IS THE BEST OPTION.

TALKING TO ACADEMIC ADVISORS ABOUT COURSE SUBSTITUTIONS, ALTERNATIVE PATHWAYS, OR EVEN SWITCHING MAJORS CAN OPEN DOORS TO MORE FULFILLING AND MANAGEABLE ACADEMIC JOURNEYS.

NAVIGATING COLLEGE MATH CHALLENGES IS CERTAINLY DEMANDING, BUT WITH THE RIGHT MINDSET, SUPPORT, AND STRATEGIES, IT'S ENTIRELY POSSIBLE TO MOVE FROM STRUGGLING TO SUCCEEDING. REMEMBER, MANY STUDENTS SHARE THIS EXPERIENCE, AND SEEKING HELP IS A SIGN OF STRENGTH, NOT WEAKNESS. IF YOU'RE CURRENTLY FACING DIFFICULTIES, TAKE SMALL STEPS EACH DAY, AND GRADUALLY, MATH CAN BECOME A SUBJECT YOU NOT ONLY HANDLE BUT MAYBE EVEN ENJOY.

FREQUENTLY ASKED QUESTIONS

WHAT ARE COMMON REASONS COLLEGE STUDENTS STRUGGLE WITH MATH?

COMMON REASONS INCLUDE GAPS IN FOUNDATIONAL KNOWLEDGE, MATH ANXIETY, LACK OF EFFECTIVE STUDY STRATEGIES, INSUFFICIENT PRACTICE, AND SOMETIMES EXTERNAL FACTORS LIKE STRESS OR TIME MANAGEMENT ISSUES.

HOW CAN I IMPROVE MY MATH SKILLS IF I'M STRUGGLING IN COLLEGE?

IMPROVING MATH SKILLS INVOLVES CONSISTENT PRACTICE, SEEKING HELP FROM PROFESSORS OR TUTORS, JOINING STUDY GROUPS, UTILIZING ONLINE RESOURCES, AND FOCUSING ON UNDERSTANDING CONCEPTS RATHER THAN JUST MEMORIZING FORMULAS.

ARE THERE SPECIFIC STUDY TECHNIQUES THAT HELP WITH COLLEGE-LEVEL MATH?

YES, TECHNIQUES SUCH AS ACTIVE PROBLEM SOLVING, SPACED REPETITION, TEACHING CONCEPTS TO OTHERS, BREAKING DOWN COMPLEX PROBLEMS INTO SMALLER STEPS, AND REGULARLY REVIEWING NOTES CAN ENHANCE UNDERSTANDING AND RETENTION.

WHAT RESOURCES ARE AVAILABLE FOR COLLEGE STUDENTS WHO FIND MATH DIFFICULT?

STUDENTS CAN ACCESS TUTORING CENTERS, ONLINE PLATFORMS LIKE KHAN ACADEMY OR COURSERA, MATH WORKSHOPS, OFFICE HOURS WITH INSTRUCTORS, AND PEER STUDY GROUPS TO GET ADDITIONAL HELP AND SUPPORT.

HOW DOES MATH ANXIETY AFFECT PERFORMANCE, AND HOW CAN IT BE MANAGED?

MATH ANXIETY CAN CAUSE STRESS AND HINDER COGNITIVE FUNCTION, LEADING TO POOR PERFORMANCE. IT CAN BE MANAGED THROUGH RELAXATION TECHNIQUES, POSITIVE SELF-TALK, GRADUAL EXPOSURE TO MATH PROBLEMS, AND SEEKING PSYCHOLOGICAL SUPPORT IF NEEDED.

IS IT POSSIBLE TO SUCCEED IN COLLEGE MATH COURSES EVEN IF I STRUGGLED WITH MATH IN HIGH SCHOOL?

ABSOLUTELY. WITH DEDICATION, USING AVAILABLE RESOURCES, IMPROVING STUDY HABITS, AND ADDRESSING ANY GAPS IN KNOWLEDGE, MANY STUDENTS OVERCOME PAST DIFFICULTIES AND SUCCEED IN COLLEGE-LEVEL MATH.

ADDITIONAL RESOURCES

STRUGGLING WITH MATH IN COLLEGE: UNDERSTANDING THE CHALLENGE AND NAVIGATING SOLUTIONS

STRUGGLING WITH MATH IN COLLEGE IS A COMMON EXPERIENCE THAT AFFECTS A SIGNIFICANT PORTION OF STUDENTS ACROSS DISCIPLINES. DESPITE THE WIDESPREAD ASSUMPTION THAT MATH DIFFICULTIES ARE LIMITED TO THOSE PURSUING STEM FIELDS, THE REALITY IS THAT MANY COLLEGE STUDENTS FACE HURDLES IN MATHEMATICAL COURSES REGARDLESS OF THEIR MAJOR. THIS CHALLENGE NOT ONLY IMPACTS ACADEMIC PERFORMANCE BUT CAN ALSO INFLUENCE STUDENTS' CONFIDENCE, RETENTION RATES, AND FUTURE CAREER OPPORTUNITIES. IN THIS ARTICLE, WE DELVE INTO THE ROOT CAUSES OF MATH STRUGGLES IN HIGHER EDUCATION, EXAMINE THEIR IMPLICATIONS, AND EXPLORE EFFECTIVE STRATEGIES AND RESOURCES THAT CAN HELP STUDENTS OVERCOME THESE OBSTACLES.

THE PREVALENCE OF MATH CHALLENGES AMONG COLLEGE STUDENTS

UNDERSTANDING THE SCOPE OF DIFFICULTY STUDENTS ENCOUNTER WITH COLLEGE-LEVEL MATH IS ESSENTIAL. ACCORDING TO A 2022 REPORT BY THE NATIONAL CENTER FOR EDUCATION STATISTICS, APPROXIMATELY 40% OF STUDENTS ENROLLED IN INTRODUCTORY COLLEGE MATH COURSES FAIL OR WITHDRAW AT LEAST ONCE. THIS STATISTIC UNDERSCORES THE PERSISTENT NATURE OF MATH STRUGGLES AND SIGNALS THE NECESSITY FOR INSTITUTIONAL SUPPORT AND PERSONAL INTERVENTION.

MATH COURSES SUCH AS CALCULUS, STATISTICS, AND ALGEBRA OFTEN SERVE AS GATEKEEPERS IN MANY DEGREE PROGRAMS, PARTICULARLY IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) MAJORS. HOWEVER, NON-STEM STUDENTS, INCLUDING THOSE STUDYING BUSINESS, SOCIAL SCIENCES, AND HUMANITIES, ALSO FACE CHALLENGES DUE TO REQUIRED QUANTITATIVE REASONING OR STATISTICS CLASSES.

FACTORS CONTRIBUTING TO MATH DIFFICULTIES IN COLLEGE

SEVERAL INTERRELATED FACTORS CONTRIBUTE TO WHY STUDENTS STRUGGLE WITH MATH IN COLLEGE:

- **FOUNDATIONAL GAPS:** MANY STUDENTS ENTER COLLEGE WITHOUT A SOLID GRASP OF HIGH SCHOOL MATH CONCEPTS. INCONSISTENT MATH EDUCATION QUALITY AND LACK OF REINFORCEMENT LEAD TO KNOWLEDGE GAPS THAT BECOME APPARENT IN COLLEGE-LEVEL COURSES.
- **MATH ANXIETY:** PSYCHOLOGICAL BARRIERS SUCH AS ANXIETY AND FEAR OF FAILURE CAN IMPAIR A STUDENT'S ABILITY TO LEARN AND PERFORM IN MATH. STUDIES REVEAL THAT MATH ANXIETY AFFECTS UP TO 50% OF COLLEGE STUDENTS TO VARYING DEGREES.
- **PACE AND RIGOR OF COLLEGE MATH:** THE ACCELERATED NATURE OF COLLEGE COURSES OFTEN DEMANDS RAPID ASSIMILATION OF COMPLEX CONCEPTS. THIS PACE CAN OVERWHELM STUDENTS WHO ARE STILL CONSOLIDATING FOUNDATIONAL SKILLS.
- **TEACHING METHODS:** TRADITIONAL LECTURE FORMATS MAY NOT CATER TO DIVERSE LEARNING STYLES. STUDENTS WHO BENEFIT FROM INTERACTIVE OR APPLIED LEARNING APPROACHES MIGHT FIND CONVENTIONAL TEACHING LESS EFFECTIVE.
- **LACK OF SUPPORT RESOURCES:** LIMITED ACCESS TO TUTORING, STUDY GROUPS, OR ACADEMIC ADVISING CAN EXACERBATE DIFFICULTIES, ESPECIALLY FOR STUDENTS BALANCING WORK, FAMILY, AND ACADEMIC COMMITMENTS.

IMPLICATIONS OF STRUGGLING WITH MATH IN COLLEGE

THE CONSEQUENCES OF CHALLENGES IN MATH EXTEND BEYOND GRADES. ACADEMIC STRUGGLES IN MATH COURSES CAN DELAY GRADUATION AND INCREASE DROPOUT RATES, PARTICULARLY IN STEM FIELDS WHERE MATH COMPETENCY IS CRITICAL. MOREOVER, STUDENTS WHO STRUGGLE OFTEN EXPERIENCE DIMINISHED SELF-ESTEEM AND MOTIVATION, WHICH CAN SPILL OVER INTO OTHER ACADEMIC AREAS.

EMPLOYERS ACROSS VARIOUS INDUSTRIES INCREASINGLY SEEK CANDIDATES WITH QUANTITATIVE SKILLS, MAKING MATH PROFICIENCY VITAL FOR CAREER READINESS. HENCE, OVERCOMING MATH DIFFICULTIES IS NOT MERELY AN ACADEMIC CONCERN BUT A PROFESSIONAL IMPERATIVE.

COMPARING MATH STRUGGLES ACROSS DEMOGRAPHICS

RESEARCH INDICATES DISPARITIES IN MATH PERFORMANCE RELATED TO SOCIOECONOMIC BACKGROUND, RACE, AND GENDER. UNDERREPRESENTED MINORITIES AND FIRST-GENERATION COLLEGE STUDENTS FACE DISPROPORTIONATELY HIGHER RATES OF MATH

COURSE FAILURES. THIS DISPARITY OFTEN TRACES BACK TO INEQUITIES IN PRIOR EDUCATIONAL OPPORTUNITIES AND ACCESS TO PREPARATORY RESOURCES.

GENDER DIFFERENCES HAVE ALSO BEEN NOTED, WITH FEMALE STUDENTS REPORTING HIGHER LEVELS OF MATH ANXIETY DESPITE SIMILAR PERFORMANCE LEVELS TO THEIR MALE PEERS. ADDRESSING THESE DISPARITIES REQUIRES TARGETED SUPPORT SYSTEMS AND INCLUSIVE TEACHING PRACTICES.

STRATEGIES TO OVERCOME MATH STRUGGLES IN COLLEGE

WHILE THE CHALLENGES ARE SIGNIFICANT, NUMEROUS STRATEGIES HAVE PROVEN EFFECTIVE IN HELPING STUDENTS NAVIGATE MATH DIFFICULTIES IN HIGHER EDUCATION.

UTILIZING CAMPUS RESOURCES

MANY COLLEGES OFFER A RANGE OF SUPPORT SERVICES DESIGNED TO ASSIST STUDENTS STRUGGLING WITH MATH:

- **TUTORING CENTERS:** PEER OR PROFESSIONAL TUTORING PROVIDES PERSONALIZED ASSISTANCE TO CLARIFY CONCEPTS AND SOLVE PROBLEMS.
- **MATH LABS:** DEDICATED SPACES WHERE STUDENTS CAN WORK ON ASSIGNMENTS WITH ACCESS TO INSTRUCTORS AND TECHNOLOGY TOOLS.
- **ACADEMIC ADVISING:** ADVISORS CAN HELP STUDENTS SELECT APPROPRIATE COURSES AND DEVELOP STUDY PLANS THAT ACCOMMODATE THEIR LEARNING PACE.

ENGAGING WITH THESE RESOURCES EARLY AND CONSISTENTLY CAN MAKE A TANGIBLE DIFFERENCE IN ACADEMIC OUTCOMES.

ADOPTING EFFECTIVE STUDY PRACTICES

STUDENTS WHO STRUGGLE WITH MATH OFTEN BENEFIT FROM RESTRUCTURING THEIR STUDY HABITS:

1. **ACTIVE LEARNING:** INSTEAD OF PASSIVELY READING TEXTBOOKS, STUDENTS SHOULD ENGAGE IN PROBLEM-SOLVING, GROUP DISCUSSIONS, AND TEACHING CONCEPTS TO PEERS.
2. **REGULAR PRACTICE:** MATH PROFICIENCY IMPROVES WITH CONSISTENT PRACTICE AND INCREMENTAL CHALLENGES RATHER THAN LAST-MINUTE CRAMMING.
3. **UTILIZING TECHNOLOGY:** EDUCATIONAL APPS, ONLINE TUTORIALS, AND INTERACTIVE SIMULATIONS CAN COMPLEMENT CLASSROOM INSTRUCTION AND CATER TO DIVERSE LEARNING STYLES.

ADDRESSING MATH ANXIETY

SINCE EMOTIONAL FACTORS SIGNIFICANTLY IMPACT MATH PERFORMANCE, STRATEGIES TO MANAGE ANXIETY ARE CRUCIAL:

- **MINDFULNESS AND RELAXATION TECHNIQUES:** PRACTICES SUCH AS DEEP BREATHING AND MEDITATION CAN REDUCE STRESS BEFORE AND DURING EXAMS.
- **POSITIVE REINFORCEMENT:** CELEBRATING SMALL SUCCESSES HELPS BUILD CONFIDENCE OVER TIME.
- **COGNITIVE BEHAVIORAL APPROACHES:** COUNSELING SERVICES MAY OFFER TECHNIQUES TO REFRAME NEGATIVE THOUGHT PATTERNS RELATED TO MATH.

INNOVATIONS IN MATH EDUCATION TO SUPPORT STRUGGLING STUDENTS

EDUCATIONAL INSTITUTIONS ARE INCREASINGLY ADOPTING INNOVATIVE APPROACHES TO REDUCE BARRIERS IN MATH LEARNING:

ADAPTIVE LEARNING PLATFORMS

ADAPTIVE SOFTWARE TAILORS INSTRUCTION TO INDIVIDUAL STUDENT NEEDS, PROVIDING PERSONALIZED PRACTICE AND FEEDBACK. THESE TOOLS CAN IDENTIFY SPECIFIC WEAKNESSES AND ADJUST CONTENT DIFFICULTY ACCORDINGLY, PROMOTING MASTERY AT AN INDIVIDUALIZED PACE.

FLIPPED CLASSROOM MODELS

BY DELIVERING LECTURES THROUGH VIDEOS OUTSIDE OF CLASS AND DEDICATING IN-PERSON TIME TO PROBLEM-SOLVING, FLIPPED CLASSROOMS ENCOURAGE ACTIVE PARTICIPATION AND IMMEDIATE FEEDBACK, WHICH CAN BENEFIT STUDENTS WHO STRUGGLE WITH TRADITIONAL TEACHING METHODS.

COLLABORATIVE LEARNING

GROUP WORK AND PEER INSTRUCTION FOSTER A SUPPORTIVE LEARNING ENVIRONMENT WHERE STUDENTS CAN ARTICULATE THEIR REASONING, LEARN FROM OTHERS, AND REDUCE THE ISOLATION OFTEN ASSOCIATED WITH MATH STRUGGLES.

STRUGGLING WITH MATH IN COLLEGE REMAINS A MULTIFACETED CHALLENGE, BUT AN INCREASING AWARENESS OF ITS CAUSES AND CONSEQUENCES IS DRIVING THE DEVELOPMENT OF EFFECTIVE INTERVENTIONS. THROUGH A COMBINATION OF INSTITUTIONAL SUPPORT, PERSONAL EFFORT, AND INNOVATIVE PEDAGOGICAL STRATEGIES, STUDENTS CAN TRANSFORM THEIR RELATIONSHIP WITH MATH AND UNLOCK ACADEMIC AND PROFESSIONAL OPPORTUNITIES THAT HINGE ON QUANTITATIVE SKILLS.

[Struggling With Math In College](#)

struggling with math in college: Bahamian Students' Experiences with Mathematics in American Universities and Colleges Nikki Rochelle Cleare, 2011 This longitudinal, qualitative, multi-case study examines the mathematical experiences of three Bahamian students pursuing science degrees in American universities and its relationship to their previous mathematical experiences in their Bahamian high schools. Drawing on cultural psychology and sociocultural theories of learning, this study found that the relationship between the academic preparedness of the participants on their experiences with collegiate mathematics is not limited to subject content only. The lessons learnt from the implied curriculum also play a role in their experiences with

collegiate mathematics. Of the three participants, two have had to learn/develop techniques for studying because they had not been sufficiently challenged in their previous environments to do so. Each of the cases also highlights some powerful constructs needed for success in mathematics and at least two emphasize making connections between concepts, procedures, manipulatives/tools and multiple approaches when solving problems. This study contributes to an emerging area of research on student persistence in college-level mathematics courses as well as to the ongoing discussions in mathematics education regarding the role/importance of conceptual understanding and how to promote it. The study makes visible some of the ways in which students' post-secondary experiences with mathematics are shaped by their perception of their mathematical preparation, thus providing a basis for discussions of possible curricular change in the Bahamas. It also suggests that issues such as confidence and school/teacher expectations of students may play a role in the development of conceptual understanding.

struggling with math in college: Community College Mathematics Brian Cafarella, 2022-06-29 This book explores the rich history of community college math with a specific focus on gatekeeper math classes. Gatekeeper math classes include courses such as college algebra, introduction to statistics, and all developmental math classes. For community colleges, successful completion of these classes is imperative for student retention. This book presents a decade-by-decade analysis of the history of community college mathematics. The author employs a mix of conceptual, empirical, and quantitative research. The empirical research stems from interviews with 30 community college faculty members from seven community colleges. From the 1970s to the pandemic in the early 2020s, the book explores math curricula as well as trends, initiatives, teaching practices, and mandates that have impacted community college math. The positives and negatives of such trends, initiatives, and mandates are presented along with suggestions on how to apply such knowledge going forward. The author addresses the key questions: How can we build a future model for community college gatekeeper math classes that is both successful and sustainable? Additionally, how can we learn from the past and the present to build such a model? This book will be ideal for students in graduate programs focusing on community college leadership or developmental education leadership as well as all those hoping to improve success rates in community college mathematics programs.

struggling with math in college: Teaching Learners Who Struggle with Mathematics Helene J. Sherman, Lloyd I. Richardson, George J. Yard, 2019-03-07 Highly regarded by instructors in past editions for its sequencing of topics and extensive set of exercises, the latest edition of *Abstract Algebra* retains its concrete approach with its gentle introduction to basic background material and its gradual increase in the level of sophistication as the student progresses through the book. Abstract concepts are introduced only after a careful study of important examples. Beachy and Blair's clear narrative presentation responds to the needs of inexperienced students who stumble over proof writing, who understand definitions and theorems but cannot do the problems, and who want more examples that tie into their previous experience. The authors introduce chapters by indicating why the material is important and, at the same time, relating the new material to things from the student's background and linking the subject matter of the chapter to the broader picture. Building proficiency in learning mathematics by tailoring instruction to students' specific misconceptions and learning needs is the backbone of this indispensable text, written for K-8 pre- and inservice teachers, as well as tutors. An important theme is that long-term retention is based on a strong conceptual foundation of numeracy and on a well-designed learning environment. Each chapter deals with a different mathematics topic, including whole numbers, fractions, decimals, as well as time and money. Chapters also include examples of error patterns and specific, well-defined strategies and activities for diagnosis, prescription, and remediation. New to this edition is a chapter devoted to English language learners. The complexities of language barriers are delineated along with reasons that students struggle with learning English and mathematics at the same time. An audio file of common mathematics terms translated from English into most-often spoken languages by ELLs can be accessed at www.youareamathperson.com. Outstanding features: • Response to

Intervention (RTI) model underpins discussions of differentiating instruction. • Mathematics content reflects components of the Common Core State Standards Initiative for Mathematics and the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics. • Case studies and student examples promote a sound understanding of learners' varied cognitive, behavioral, and physical needs. • Discussion questions challenge readers to think more deeply about the application and utility of concepts related to the error patterns. • Step-by-step directions for interactive instructional classroom games and activities are provided to extend and enrich teaching and learning.

struggling with math in college: Math Anxiety—How to Beat It! Brian Cafarella, 2025-06-23 How do we conquer uncertainty, insecurity, and anxiety over college mathematics? You can do it, and this book can help. The author provides various techniques, learning options, and pathways. Students can overcome the barriers that thwart success in mathematics when they prepare for a positive start in college and lay the foundation for success. Based on interviews with over 50 students, the book develops approaches to address the struggles and success these students shared. Then the author took these ideas and experiences and built a process for overcoming and achieving when studying not only the mathematics many colleges and universities require as a minimum for graduation, but more to encourage reluctant students to look forward to their mathematics courses and even learn to embrace additional ones Success breeds interest, and interest breeds success. Math anxiety is based on test anxiety. The book provides proven strategies for conquering test anxiety. It will help find ways to interest students in succeeding in mathematics and assist instructors on pathways to promote student interest, while helping them to overcome the psychological barriers they face. Finally, the author shares how math is employed in the "real world," examining how both STEM and non- STEM students can employ math in their lives and careers. Ultimately, both students and teachers of mathematics will better understand and appreciate the difficulties and how to attack these difficulties to achieve success in college mathematics. Brian Cafarella, Ph.D. is a mathematics professor at Sinclair Community College in Dayton, Ohio. He has taught a variety of courses ranging from developmental math through pre-calculus. Brian is a past recipient of the Roueche Award for teaching excellence. He is also a past recipient of the Ohio Magazine Award for excellence in education. Brian has published in several peer- reviewed journals. His articles have focused on implementing best practices in developmental math and various math pathways for community college students. Additionally, Brian was the recipient of the Article of the Year Award for his article, "Acceleration and Compression in Developmental Mathematics: Faculty Viewpoints" in the Journal of Developmental Education.

struggling with math in college: Breaking Barriers Brian V. Cafarella, 2021 The fact college students often struggle in mathematics is not new. They exhibit a great deal of anxiety, dislike, and overall disinterest. Quantitative data displaying abysmal student success rates are widely available and shared. This book explores the complexity surrounding the issue of student difficulties in community college math. Though much quantitative research focuses on the faculty experiences and perspectives regarding methods and practices, the author puts the focus on students' experiences. The book presents the results of a study focused on students who struggled in mathematics. Though their experiences varied, they all entered community college with a great deal of disgust and anxiety toward mathematics courses and requirements. These impressions and attitudes create barriers to success. However, all the students eventually succeeded in fulfilling their college-level mathematics requirement. The author presents these students' experiences prior to entering community college, what led to both success and failure in their math courses, and the common themes leading to success and failure. Through these student responses, the author assists readers in gaining a better understanding of the community college student who struggles in math and how to break students' community college math barriers to success. TABLE OF CONTENTS Preface 1. Math is a Four-Letter Word 2. The Framework for Developmental and Introductory College-Level Math 3. The Study, Settings, and the Participants 4. Prior Experiences in Math 5. Attempting Math and Community College 6. Navigating the First Developmental Math Course 7. Math Pathways and Completing

Developmental Math 8. The End of the Rainbow 9 I Need More Math...Now What? 10. Lessons Learned in the Aftermath Appendix A: Analyzing the Results and Ensuring Accuracy Appendix B: Pre-Algebra and Introduction to Algebra Course Content Appendix C: Stand-Alone Quantway 1 and Statway 1 Course Content Appendix D: Elementary Algebra (all half semester) Content Appendix E: Intermediate Algebra Content Appendix F: Lead Questions for Student Participants Appendix G: Lead Questions for the Lester Community College Faculty Index BIOGRAPHY With 21 years of experience in mathematics education and 17 years as a community college math professor, the author has instructed courses from developmental math through calculus. He has served as Chair of the Developmental Math Department and Assistant Chair of the Mathematics Department at Sinclair College, Dayton, Ohio. He received the Jon and Suanne Roueche Award for Teaching Excellence and the Ohio Magazine Excellence in Education Award. His published research focuses on faculty viewpoints regarding pedagogical practices as well as conceptual research concentrating on developmental math. His article, Acceleration and Compression in Developmental Math: Faculty Viewpoints, was awarded Article of the Year by the Journal of Developmental Education.

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