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Fred Peskoff* (fpeskoff@aol.com), Borough of Manhattan Community College, Department of Mathematics, 199 Chambers Street, New York, NY , and **Leonid Khazanov** (lkhazanov@bmcc.cuny.edu), Borough of Manhattan Community College, Department of Mathematics, 199 Chambers Street, New York, NY. *Coping With Mathematics Anxiety in College: An Analysis of Successful Strategies For Precalculus.*

The authors designed a survey in which precalculus students and faculty rated a comprehensive set of math anxiety coping strategies in terms of frequency of use and helpfulness. Each strategy fell into one of three categories. Approach strategies involved the active learning of mathematics and included behaviors such as asking questions in class, setting aside extra study time before an exam, or using additional books, websites, or other resources (including tutors). Avoidance strategies involved taking a temporary break from studying in order to "feel better." Systematic relaxation or physical exercise are examples. Although they do not involve the direct learning of math, avoidance strategies provide the emotional replenishment necessary for subsequent successful learning. Social support strategies involve sharing experiences with others (such as peers or counselors) so that one does not feel alone. The authors found that both faculty and students deemed approach strategies as the most beneficial. In addition, students who were less anxious tended to use approach strategies more than students with high math anxiety. The authors have conducted numerous math anxiety workshops for students in addition to training seminars for faculty based upon this work. (Received September 19, 2007)