

1077-VA-931

Jerry C Obiekwe* (accessx@uakron.edu). *An Alternative Approach to Assessing Instructional Effectiveness: Implications to Teaching and Learning Undergraduate Mathematics.*

More than eighty percent of the job description of mathematics instructors is teaching, particularly in either two or four year colleges; and yet assessing the effectiveness of it is still elusive. The most prevalent approach is the student evaluation instrument that students complete at the end of each semester regarding their classroom experiences with their instructors. Questions have been raised whether the instrument is measuring student satisfaction or teaching effectiveness. Cognitive Holding Power Questionnaire could present an alternative approach to evaluating quality teaching.

Cognitive Holding Power Questionnaire (CHPQ) is an instrument that was developed and validated in Australia (Stevenson, 1990). It is used to measure the effects of learning settings on students. The instrument has two dimensions. Essentially, students tend to choose which order they want to apply to their learning depending on the learning settings or the parameters of the instructional methodology of the teacher.

This paper examines the construct and the predictive validity of the instrument from the American perspective. The results will be discussed in this presentation along with the implications of teaching and learning undergraduate mathematics. (Received September 14, 2011)