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**Betty Mayfield\*** ([mayfield@hood.edu](mailto:mayfield@hood.edu)), Dept. of Mathematics and Computer Science, Hood College, 401 Rosemont Ave., Frederick, MD 21701, and **Kerry J Strand** ([strand@hood.edu](mailto:strand@hood.edu)), Dept of Sociology and Social Work, Hood College, 401 Rosemont Ave, Frederick, MD 21701. *The effect of unconventional teaching strategies on college women's attitudes and persistence in mathematics.*

Significant gender differences persist in the election of mathematics courses and math-related majors in college. Recent research suggests that part of the blame lies with conventional pedagogical approaches and that alternative approaches – emphasizing practical applications, collaborative problem-solving, and group work – make mathematics more understandable and appealing to all students, particularly women. By means of questionnaires administered to 355 traditional-age female college students, we examine the relationship between alternative teaching strategies in high school math classes and two categories of outcome variables: math-related attitudes and math-persistence in college. Multivariate analysis shows that experience with "female-friendly" pedagogy is positively related to students' math-related attitudes and that these attitudes predict math-persistence in college. However, our data also indicate that alternative teaching strategies have no discernible direct effect on students' choices of mathematics courses or of math-related majors in college. (Received October 02, 2000)