1125-N1-939 **Daniel Visscher*** (davissch@umich.edu), Department of Mathematics, 2074 East Hall, 530 Church St., Ann Arbor, MI 48109-1043, and **Nina White** (whitenj@umich.edu), Department of Mathematics, 2074 East Hall, 530 Church St., Ann Arbor, MI 48109-1043. *Math Anxiety in an Interactive Mathematics Classroom.*

According to previous research, pre-service elementary teachers have some of the highest levels of math anxiety among college students. The instruments used in these studies include items such as "Watching a teacher work an algebraic equation on the blackboard", or "Listening to a lecture in math class". The courses we teach for pre-service elementary school teachers follow an active and inquiry-based learning format. In class, students work on solving problems in groups, they present their solutions, and they evaluate the arguments that their peers present. Because the kinds of items above fail to capture much of the mathematical work students may be anxious about in an active learning and interactive classroom, we developed new Likert-scale questions to measure anxiety around doing mathematics of this kind.

In this talk, we present a set of math-practice themed items to supplement a standard MARS-based instrument, and we report on a validation study of the resulting instrument. We hope this will expand the notion of what constitutes math anxiety, and that it will also help to generate ideas about how to address math anxiety among pre-service elementary teachers at a time that the structure and meaning of math class is also shifting. (Received September 13, 2016)