Art/Math Synthesis Project - Wolfson Campus

Description of project:

The Art/Math Synthesis project was taught by Bernard Mathon and Marilyn Gottlieb-Roberts during Fall 2005-1 and Spring 2005-2. Faculty infused art into the math curriculum and vice versa, although students were not enrolled in both classes as in a traditional learning community. Not all of the students took advantage of the curricular linkages, however the math attitude survey was administered to all students in the classes.

Art/Math Synthesis Pilot 2005-1 - Math Attitude Survey Results

	PreTest Survey		PostTest Survey		Pre/Post Dif.
	N	Mean	N	Mean	
Control Group (ARH 2050/2051)	39	2.10	17	2.86	*0.76**
Study Group (ARH 1000)	17	2.67	18	1.91	*-0.76**
Study Group (MGF 1107)	30	2.45	17	2.41	*-0.04*
MGF/Control Dif.		*0.35*		*-0.45*	

* $p < .05$

Art/Math Synthesis Pilot 2005-2 - Math Attitude Survey Results

	PreTest Survey		PostTest Survey		Pre/Post Dif.
	N	Mean	N	Mean	
Control Group (ARH 2050/2051)	44	2.16	40	2.15	*-0.01*
Study Group (ARH 1000)	53	2.16	39	2.26	*0.10*
Study Group (MGF 1107)	27	2.32	26	2.07	*-0.26**
MGF/Control Dif.		*0.16*		*-0.09*	

* $p < .05$

Results :These results are too varied and even contradictory to make any real inferences about the effectiveness of the art/math synthesis project. The project was not implemented as a true learning community and a limited number of students took both classes, which may have affected these results. It is also possible that the Math Attitude Survey is not an appropriate instrument to detect the impact of this project.

For future terms , it might be helpful to include a math control group - survey students in another MGF1107 class without the infusion of art. It would also be helpful to find other ways to measure the impact, such as course grades, classroom exams or projects, success in subsequent math courses, etc. However, these indicators will be most useful if a sufficient number of students take both classes and can be separated in evaluation.

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