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## **Large Scale Student Evaluation of Mathematics Learning Support**

**Day 2 – Parallel V (14.00-14.45)**

In this paper an overview will be given of the student evaluation on Mathematics Learning Support (MLS) which was issued to Higher Education Institutions (HEIs) in Ireland by the Irish Mathematics Learning Support Network (IMLSN) in 2011. A total of 1633 first year students from 9 different HEIs completed the anonymous questionnaire. The rationale behind the student evaluation and the development and distribution of the questionnaire will be discussed. The logistics of data collection, input and analysis will be considered. The main outcomes of the data analysis will be highlighted and some specific findings elaborated on, including:

1. A fear of mathematics and lack of knowledge, which usually act as a barrier to engagement with MLS for traditional learners, actually serve as an incentive for adult learners to seek help.
2. Students' perceptions of the impact of MLS on retention, confidence, performance and their ability to cope with mathematics. The results are very positive regarding the impact of MLS.
3. The reasons why students do not engage with MLS and their suggestions as to what would encourage them to avail themselves of the free help available.