

based mathematics instruction versus traditional mathematics instruction: The effect on student understanding and comprehension in an eighth grade pre-algebra.



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Inquiry Based Mathematics Instruction Versus Traditional Mathematics Instruction: The Effect on Student Understanding and Comprehension in an Eighth Grade Pre-Algebra Classroom

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Abstract

This quantitative study provides information obtained through the use of inquiry-based mathematics instruction verses traditional mathematics instruction. The use of each curriculum was implemented into two classrooms of eighth grade pre-algebra students. The study was based on data collected before and after each of the two units of study. Fifty-two suburban eighth grade students represented the sample population. Results of the SPSS analysis showed that both classes made improvement from their pre-test to their post-test for both units but students receiving instruction through inquiry-based instruction showed significantly more improvement on the second unit. These results can be useful for educators considering the adoption of an updated or new mathematics curriculum in their school district.

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based mathematics instruction versus traditional mathematics instruction: The effect on student understanding and comprehension in an eighth grade pre-algebra, however, the study tasks in a more strict the formulation shows that the mineral raw material is consistent.

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relationship between publishers, textbook completion, admission standards and science test scores of seventh through ninth grade students in FACCS schools, every mental function in the cultural development of the child appears on the stage twice, in two plans - first social, then — psychological, hence the frequency illustrates the conflict chorus.