عنوان فارسی مقاله:

ارتباط نگرش ها و دستاوردهای علمی دانش آموزان مقطع متوسطه درمورد علوم با تکرار سخنرانی های معلم و یادگیری دانش آموز - محور که توسط دانش آموزان گزارش شده است

عنوان انگلیسی مقاله:

Associations of Middle School Student Science Achievement and Attitudes about Science with Student-Reported Frequency of Teacher Lecture Demonstrations and Student-Centered Learning

توجه!

این فایل تنها قسمتی از ترجمه میباشد. برای تهیه مقاله ترجمه شده کامل با فرمت ورد (قابل ویرایش) همراه با نسخه انگلیسی مقاله، اینجا کلیک کنید.
DISCUSSION/IMPLICATIONS

Without over emphasizing the results of this study, they were consistent with previous findings about the importance of student-centered instruction in learning (Odom et al., 2007, 2011). The effect sizes were medium for the previous studies and low for the current study, but the overall trend was the same. The size and diversity of the current student sample population and the detail of SAISv.3 items lend support for the generalizability of our results on the impact of different science-learning activities on science achievement. As reported in Table 3, there was a strong positive association of attitudes toward science and frequency of student-centered teaching practices with science achievement. Table 5 is graphically represented in Figure 1, providing the adjusted post-test mean for each frequency of occurrence of teacher demonstration items. When the frequency of watching teachers do experiments or show experiments increases, there is a drop in adjusted post-test mean, seven points and five points, respectively. Figure 2 graphically represents attitudes about science for each frequency of occurrence of teacher demonstration items. There is no significant relationship between student attitudes and teacher science demonstrations.