Abstract

This study investigated the effectiveness of computer-supported Math instruction on ninth graders’ task orientation and disruptive behaviors. Subjects were 40 students enrolled in two classes, each of which was randomly selected as the experimental and control group. The former was given instructions including animations, games, interactive drill-and-practice programs, and video documentaries while the latter was given with traditional media. The same questionnaire was administered before and after the intervention as pretest and posttest. Although both groups received better scores on the posttests, ANCOVA analyses failed to produce significant differences between adjusted posttest scores for both task orientation and disruptive behaviors.

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