

Class Size And Instruction

INFLUENCE OF TEACHING APPROACHES AND CLASS SIZE ON UNDERGRADUATE MATHEMATICAL LEARNING

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Abstract: An issue for many mathematics departments is the success rate of precalculus students. In an effort to increase the success rate, this quantitative study investigated how class size and teaching approach influenced student achievement and students' attitudes towards learning mathematics. Student achievement and their attitudes toward learning mathematics were compared across four treatments of a precalculus course. The four treatments were (a) traditional lecture-based structure, (b) lecture-based structure with a reduced class size, (c) instruction that engaged students in problem solving, and (d) instruction that included opportunities for small collaborative groups. The achievement of students engaged in problem solving was significantly higher than the

We examine what the research says about whether class-size reduction has a levels, curriculum, days/hours of instruction, and testing and accountability. Although experimental results indicate that smaller classes promote higher achievement in early elementary school, the broader literature on class-size effects. Although experimental results indicate that smaller classes promote higher achievement in early elementary school, the broader literature on class-size effects is. Class Size. Class size refers to the number of students in a given course or classroom, specifically either (1) the number of students being taught by individual teachers in a course or classroom or (2) the average number of students being taught by teachers in a school, district, or education system. In a report, "Class Size and Public Policy: Politics and Panaceas," the quality of instruction and teachers' ability to manage the demands of. Effects of Class Size and Instruction on Kindergarten Achievement. Carolina Milesi. University of Wisconsin-Madison. Adam Gamoran. University of Wisconsin -. They found that reduced class size induces teachers to devote less time to group instruction and more time to individual instruction. In addition, they discovered. Mr. Jones, a passionate teacher relying mostly on direct instruction and lecture, sees his class size fluctuate between 20 and 31 every semester. This paper reports on the effect of class size on teaching in English primary schools of pupils aged 7-11 years, called Key Stage 2 (KS2). Data are drawn from. At the lower secondary level, class sizes differ significantly among OECD countries. Class size, together with students' instruction time, teachers' teaching time. class size effect is likely due to a higher quality of instruction in small classes and not due to. Keywords: class size, teacher experience, student achievement. 4 ballot would go even further, lowering average class sizes to 25 for grades more-tailored instruction in smaller classes probably isn't the. Class sizes seem to increase every year, through the combining of course sections into a few large sections or through class size creep, from. that the effects of class size on pupils' classroom engagement are more important than those on teaching. In the English CSPAR research, a connection with. The review assesses the different measures of class size and how they affect the results, and also whether other variables such as teaching methods are taken.

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