

# Effects Of Instructional Materials On Students

Before today's teachers are ready to instruct the intellectual leaders of tomorrow, they must first be trained themselves. Information and communication technology can greatly increase the effectiveness of this training and also aid teachers as they seek to bring the latest technological advancements into their own classrooms. The Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies explains the need to bring technology to the forefront of teacher training. With an emphasis on how information and communication technology can provide richer learning outcomes, this book is an essential reference source for researchers, academics, professionals, students, and technology developers in various disciplines.

Effects of Instrumental Materials on Student's Academic Performance. Social Studies in Selected Secondary Schools in Nigeria

Bachelor Thesis from the year 2015 in the subject Sociology - Children and Youth, grade: 2.1, course: Adult Education, language: English, abstract: The aim of this study is to find out the effect of instructional materials on students' academic performance in social studies in Etung Local Government Area of Cross River State. The researcher formulated three research questions to direct the study after a review of relevant and related literature in chapter two. The investigator, in his design, adopted

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the descriptive survey design which studied samples of both large and small populations to discover the relative incidence. The population of study was JSS two students of 2013/2014 session who were used for the random sampling technique. The instrument for data collection was a fifteen-item questionnaire and information coded therein was analyzed using the simple percentage. From the analysis some results were arrived at and based on the results and findings, recommendations were made:

1. The public should be aware of the uses of instructional materials which will aid in the understanding of social studies;
2. Emphasis must be placed on instructional materials in order to inculcate the spirit of learning social studies; and finally, government and non-governmental agencies should assist in the provision of instructional materials for effective teaching and learning of social studies in secondary schools.

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly fields of teaching and curriculum. The fields includes those working on the theory, design and evaluation of educational programs at large. University faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.

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Master's Thesis from the year 2013 in the subject Pedagogy - Nursery Pedagogy, Early Childhood Education, grade: 4.00, , language: English, abstract: The specific objectives of this study were to: examine the availability of functional play facilities, establish frequency of learners' participation in PE as time tabled in ECDE, investigate teacher's approach of teaching play activities and investigate the challenges encountered in teaching of play activities in ECDE. A descriptive survey design was adopted. The study was guided by the social interaction theory of Vygotsky, as cited by Christie & Roskos. The target population was derived from all the 417 public ECDE canterers in Pokot County. The respondents were sampled using stratified, simple random and purposive sampling and a sample size of 90 teachers and 16 head teachers was obtained. Questionnaires, observation, and interview schedules were used as instruments of data collection. Data obtained from pilot testing was analysed to test for reliability and validity. The data obtained was analysed using both descriptive and inferential statistics which involved measures of central tendency, measures of dispersion and Pearson Correlation and presented using charts and tables. The study findings indicated that 68,7 percent ECDE Centres had inadequate playgrounds and furthermore 62.5 percent ECDE centres are not provided with instructional materials required. Similarly, ECDE Centres use PE time for other activities.

Notwithstanding, teachers do not engage and participate with the children in the playfields. Teachers faced several challenges such as lack of adequate play facilities in schools. The study recommended that the government should conduct in service courses for teachers on the importance of the need to use play activities. It is hoped that, this study will provide valuable insights to education stakeholders on the factors influencing the implementation of play activities in ECDE

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curriculum. Teachers will benefit from the study in that; they are likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges of curriculum implementation.

One of the basic principles that underpin the learning sciences is to improve theories of learning through the design of powerful learning environments that can foster meaningful learning. Learning sciences researchers prefer to research learning in authentic contexts. They collect both qualitative and quantitative data from multiple perspectives and follow developmental micro-genetic or historical approaches to data observation. Learning sciences researchers conduct research with the intention of deriving design principles through which change and innovation can be enacted. Their goal is to conduct research that can sustain transformations in schools. We need to be cognizant of research that can inform and lead to sustainable and scalable models of innovation. In order to do so, we need to take an inter-disciplinary view of learning, such as that embraced by the learning sciences. This publication focuses on learning sciences in the Asia-Pacific context. There are researchers and young academics within the Asia-Pacific Society for Computers in Education (APSCE) community who are concerned with issues of conducting research that can be translated into practice. Changes in practice are especially important to Asian countries because their educational systems are more centralized. That is why there is a need to reform pedagogy in a more constructivist and social direction in a scalable way.

Instructional materials are a key means to achieving the goals of science education—“an enterprise that yields unique and worthwhile benefits to individuals and society. As states and districts move forward with adoption and implementation of the Next

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Generation Science Standards (NGSS) or work on improving their instruction to align with A Framework for Kâ€"12 Science Education (the Framework), instructional materials that align with this new vision for science education have emerged as one of the key mechanisms for creating high-quality learning experiences for students. In response to the need for more coordination across the ongoing efforts to support the design and implementation of instructional materials for science education, the National Academies of Sciences, Engineering, and Medicine convened a public workshop in June 2017. The workshop focused on the development of instructional materials that reflect the principles of the Framework and the NGSS. This publication summarizes the presentations and discussions from the workshop.

This handbook of collected papers is intended to aid in the achievement of sex equity in education, and in society through education. It is divided into six parts, each with a separate editor (or editors) and contains the following chapters: (1) Examining the Achievement of Sex Equity in and through Education (S. S. Klein, and others); (2) Economic Considerations for Achieving Sex Equity through Education (G. Harvey, E. Noble); (3) Sex Equity as a Philosophical Problem (M. Greene); (4) The New Scholarship on Women (S.K. Biklen, C. Shakeshaft); (5) Facts and Assumptions about the Nature of Sex

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Differences (M.C. Linn, A.C. Petersen); (6) Educational Equity and Sex Role Development (C.G. Schau); (7) Administrative Strategies for Institutionalizing Sex Equity in Education and the Role of Government (P.A. Schmuck, and others); (8) Strategies for Overcoming the Barriers to Women in Educational Administration (C. Shakeshaft); (9) The Treatment of Sex Equity in Teacher Education (D. Sadker, M.Sadker); (10) Sex Equity in Testing (E.E. Diamond, C.K. Tittle); (11) Sex Equity in Classroom Organization and Climate (M.E. Lockheed); (12) Sex Equity and Sex Bias in Instructional Materials (K.P. Scott, C.G. Schau); (13) Increasing the Participation and Achievement of Girls and Women in Mathematics, Science, and Engineering (E.K. Stage, and others); (14) Sex Equity in Reading and Communication skills (K. P. Scott, and others); (15) Sex Equity in Social Studies (C.L. Hahn, J. Bernard-Powers); (16) Sex Equity in Visual Arts Education (R. Sandell, and others); (17) Sex Equity in Physical Education and Athletics (P.A. Geadelmann); (18) Sex Equity in Career and Vocational Education (H.S. Farmer, J.S. Sidney); (19) Achieving Sex Equity for Minority Women (S. Lewis); (20) Gifted Girls and Women in Education (B.J.A. Gordon, L. Addison); (21) Rural Women and Girls (S.A. Rosenfeld); (22) Educational Programs for Adult Women (R.B. Ekstrom, M.G. Marvel); (23) Educational Equity in Early Education Environments (S. Greenberg); (24)

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Improving Sex Equity in Postsecondary Education (K. Bogart); and (25) Summary and Recommendations for the Continued Achievement of Sex Equity in and through Education (S. S. Klein, and others). Data and recommendations are presented on 17 tables. A list of editors and major authors is included. (BJV)

Representations of gender in learning materials convey an implicit message to students about attitudes towards culturally appropriate gender roles for women and men. This collection takes a linguistic approach to exploring theories about gender representation within the sphere of education and textbooks, and their effects on readers and students within an international context. In the opening section, contributors discuss theories of representation and effect, challenging the conventional Althusserian model of interpellation, and acknowledging the challenges of applying Western feminist models within an international context. Following chapters provide detailed analyses focusing on a number of different countries: Australia, Japan, Brazil, Finland, Russia, Hong Kong, Nigeria, Germany, Qatar, Tanzania, and Poland. Through linguistic analysis of vocabulary associated with women and men, content analysis of what women and men say in textbooks, and discourse analysis of the types of linguistic moves associated with women and men, contributors

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evaluate the extent to which gendered representations in textbooks perpetuate stereotypical gender roles, what the impact may be on learners, and the ways that both teachers and learners interact and engage with these texts.

Acquisition of higher education by secondary school teachers has implications on teaching and learning in secondary schools. The study set out to determine the perceived effects of teachers' acquisition of higher degrees on teaching and learning. Specifically it investigated the perceived effect of teacher's acquisition of higher degrees on the use of instructional methodologies, instructional materials, students' assessment and performance. The study was carried out in public secondary schools in Kakamega Central district of Kenya. It used descriptive survey design. The results were presented in form of frequency tables, pie charts and bar graphs. The study findings as opined by respondents showed that acquisition of higher degrees by secondary school teachers' affected the use of instructional media and students' assessment. It also revealed that there is a relationship between a teacher's higher academic qualification and student's academic performance. However the study showed that higher education does not affect the use of instructional methodology.

All parties participating in the research supported the idea of providing adolescent immigrant students with printed instructional materials containing native language support in all academic subject areas, which would require a collective effort of educators in the fields of



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science, mathematics, social studies, language arts as well as special education teachers.

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