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The effects of on-line math games and e-books use on elementary student achievement

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Abstract

Game-based learning and the use of e-books is becoming increasingly more supported in classrooms as methods of increasing both student engagement and student achievement in all curricular areas. The purpose of this literature review is to examine current research on the effects of online math games and e-books on elementary student engagement and academic achievement. Over thirty peer-reviewed journal articles published in the last ten years are critically reviewed and analyzed. The findings show that online game-based learning and e-books can be effective tools within the confines of the elementary classroom, as long as careful consideration is given to student learning attitudes, how the e-books and online games are integrated into the curriculum, and the fidelity in which these programs are being used. Recommendations for educators are given for future inclusion of online game-based learning and digital texts in their own classrooms.

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Specifically, effects on students' mathematics achievement as measured through the end-of-year CA state test. The results showed that there was a significant and positive association between the number of new lessons mastered and math. . Prevalence of Latent Statuses and Transition Probabilities in Latent Status Membership by Actual. examined the effect reliable-use of Sokikom had on positively changing student math motivation and. attitudes for students who find math difficult and boring and students who are curious and excited. about math. found that regular use of an online collaborative elementary math game program (Sokikom) by. elementary students has the potential to improve math achievement and provide positive motivation in. Students used science notebooks to record (written or with drawings) what they observed, predicted or experienced. Student pre and post-tests, summative test, rubric scores, interviews and teacher field notes contributed to the final conclusion of this study. 2.How do science notebooks affect the different achievement levels of students? 3. How are student's attitudes towards science affected by using science notebooks? 4. How does the use of science notebooks affect my teaching? Elementary teachers need to support this curiosity and work to include or integrate science notebooks into areas of the curriculum (Derick-Frye &LeSage, 2010). 5 Schumacher and Nash developed theories based off of cognitive research involving writing and learning. affects on student achievement and the various types of technology that can increase. or decrease a student's ability to do work in the classroom. 2 Chapter Two: Literature Review. Garthwait and Weller (2005) conducted a study on the effects of one-to-one. computing in constructing curriculum and delivering instruction. More than 17,000. This automatic discount is not intended for use by book distributors or wholesalers. Browse Titles. Receive Free Shipping on Orders Over US\$ 295.00. With rapid growth in information communication technology, online games have gradually become part of people's life in recent years. It is believed that digital games, as a catalyst, can be very useful teaching media. Through digital games, learners obtain sense of achievement in solving problems and dealing with challenges. Digital game based learning takes both entertainment and education into consideration. Prensky (2003), a game designer, pointed out the integration of games and learning will change from the traditional idea "learning is depressing" to "learning by playing, learning through playing." The effects of modern mathematics computer games on mathematics achievement and class motivation. Article. Full-text available. This study aimed to investigate the effect of using Contract Strategy on 6th grade female students' achievements in mathematics and their attitudes towards mathematics in Jordan. A purposeful sample of 74 female students from primary sixth grade was selected from two sections. This sample was distributed randomly into two groups.