

An Analysis of the Effectiveness of Computer-Assisted Instruction on Student Achievement in Differing Science Content Areas

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Abstract : This meta-analysis compared the mathematics achievement of students who received either traditional instruction or traditional instruction supplemented with computer-assisted instruction (CAI). From the 27 conclusions, an overall mean effect size of 0.236 was calculated, indicating that, on average, students receiving traditional instruction supplemented with CAI attained higher mathematics achievement than did 59.48 percent of those receiving traditional instruction per se.

Keywords : CAI, science, meta-analysis, traditional

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