The impact of project-based learning on mathematics and reading achievement of 7th and 8th grade students in a South Texas school district

Date
2014-02-24

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Abstract
The study examined the impact of Project-based Learning on reading and mathematics achievement of 7th and 8th grade students. Project-based learning deviates from the customary school practices and is an innovative strategy used in the curriculum to engage students in solving authentic problems for deeper learning experiences. The association between a student's participation in PBL and achievement in reading and mathematics shows that PBL does make a difference and would likely hold up to the demands of accountability.

URI
http://hdl.handle.net/1969.6/508

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The impact of computer-based technology on student achievement in the classroom was the subject of this review of the literature. The studies examined encompassed the content areas of English, mathematics, social studies and science. The student sample consisted of 950 5th grade students from the 18 school sample. However, it can be assumed that schools with AR emphasize reading skills to begin with, so these schools may do better than those without even if they did not use the software. South Eastern School District was ranked 194th out of 498 Pennsylvania school districts in 2013 by the Pittsburgh Business Times. The ranking was based on the last three years of student academic achievement on the PSSA results on: reading, writing, math and science. The PSSAs are given to all children in grades 3rd through 8th and the 11th grade in high school. Adapted examinations are given to children in the special education programs. 2012 - 235th [9]. In 2012, the Pittsburgh Business Times reported an Overachievers Ranking for 498 Pennsylvania school districts. South Eastern School District ranked 453rd. The paper describes the ranking as: "a ranking answers the question - which school districts do better than expectations based upon economics?"