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Spring houseware Fair

Oct 20-23,
2012
Hongkong
Autumn
houseware Fair



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2012
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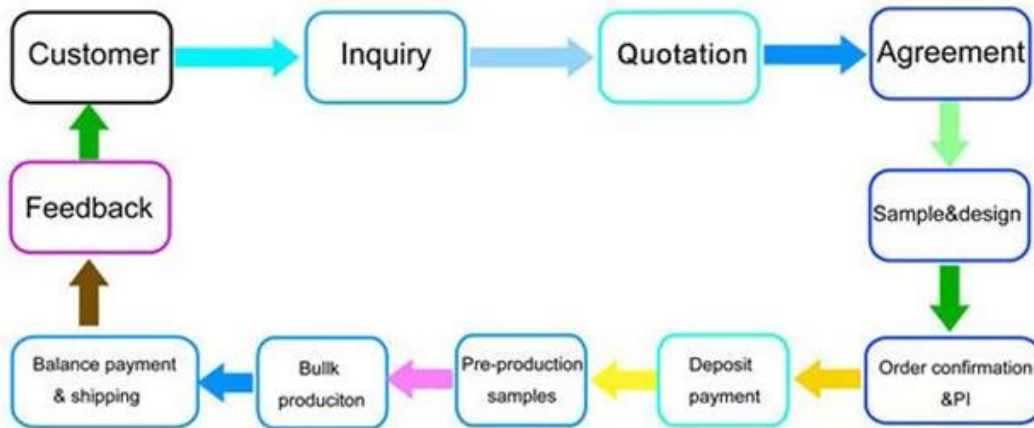


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1. Introduction

The purpose of this study is to investigate the effect of the use of a computer-based simulation on the learning of the concept of the area of a triangle. The study was conducted with a group of 30 students in a primary school. The students were divided into two groups: a control group and an experimental group. The control group used a traditional method of learning, while the experimental group used the computer-based simulation. The results of the study showed that the experimental group had a significantly higher understanding of the concept of the area of a triangle compared to the control group. This suggests that the use of a computer-based simulation can be an effective tool for teaching this concept.

2. Methodology

The study was conducted using a quasi-experimental design. The participants were 30 primary school students, aged between 8 and 10 years. They were divided into two groups: a control group (15 students) and an experimental group (15 students). The control group was taught the concept of the area of a triangle using a traditional method, while the experimental group was taught using a computer-based simulation. The data was collected through a pre-test and a post-test, and the results were analyzed using a t-test.

3. Results

The results of the study showed that the experimental group had a significantly higher understanding of the concept of the area of a triangle compared to the control group. This was evident from the post-test scores, which were significantly higher for the experimental group than for the control group. The t-test results showed a significant difference between the two groups, indicating that the use of the computer-based simulation had a positive effect on the learning of the concept.

4. Conclusion

The study concluded that the use of a computer-based simulation can be an effective tool for teaching the concept of the area of a triangle. The experimental group, which used the simulation, showed a significantly higher understanding of the concept compared to the control group, which used a traditional method. This suggests that the use of technology in the classroom can enhance the learning experience and improve student outcomes.

5. References

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6. Appendix

The appendix contains the pre-test and post-test questions used in the study. The pre-test questions were designed to assess the students' initial understanding of the concept of the area of a triangle, while the post-test questions were designed to assess their understanding after the intervention. The questions were identical for both the control and experimental groups.

7. Acknowledgements

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9. Declaration of Interest

The authors declare that they have no conflict of interest in this study.

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