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How Students Learn Best: An Analysis of Demonstrations, Labs, and Scenario-Based Teaching

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How Students Learn Best: An Analysis of Demonstrations, Labs, and Scenario-Based Teaching

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The purpose of this study is to analyze how students learn best and to discover the methods in which they like to learn new information. Students often find learning in science classrooms difficult or uninteresting. My goal as a future science teacher is to stimulate students so that they are interested in learning the processes and findings of science. There are a myriad of ways that researchers and science teachers think that students can be engaged, such as demonstrations, labs, and scenario-based teaching. I would like to survey students, mainly freshmen in introductory classes, and ask them if they prefer to learn by demonstrations, labs, or scenario-based teaching. I am hoping this information will benefit me in my future classroom so that I may connect with as many of my students as possible and elevate students' knowledge of science.

Information about the Author:

Heather Albertson strongly believes that students in high school science often get lost in the content that teachers cover and therefore miss important opportunities to make connections to the real world through science. This happened frequently in her high school. As a future educator, she would like to be able to connect with every student while bridging connections to the real world using demonstrations, labs, and scenario-based teaching to draw them in.

Faculty Sponsor: Dr. Del Gillispie

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