

THE UNIVERSITY OF SOUTH ALABAMA
COLLEGE OF EDUCATION

EFFECTS OF COMPUTER ASSISTED INSTRUCTION IN SELECTED GRADUATE
STUDENTS

BY

John Paul Jones

A Research Study

Submitted to the Graduate Faculty of the
College of Education
in partial fulfillment of the
requirements for the degree of

Educational Specialist

in

The Department of Special Education
December 2000

Approved:

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B.S., Harvard, 1995
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ABSTRACT

(SEE CURRENT VERSION OF GUIDE FOR PREPARING THESES AND DISSERTATIONS)

Jones, John Paul. Ed.S., University of South Alabama, December 2000. Effects of Computer Assisted Instruction in Selected Graduate Students. Chair of Committee: Terry G. Cronis, Ed.D.

The abstract starts here and continues. This portion is double-spaced.

CHAPTER I
INTRODUCTION

Type an introductory paragraph explaining what this chapter contains

Background of the Study

Type text here.

CHAPTER II
REVIEW OF THE LITERATURE

You should have an introduction paragraph here to introduce the reader to the chapter.

Historical Development

Start this portion of the review—————

CHAPTER III

METHOD

In this chapter I describe the procedures used in effecting the following steps of the study_____

(Note the use of I as recommended by APA)

This chapter should be written such that any of your peers could replicate your research procedures without asking any questions.

CHAPTER IV

RESULTS

You should construct a paragraph or so to introduce the reader to this chapter. It may seem redundant. —————

Descriptive Data

The means and standard deviations for selected demographic variables are presented in Table 1 by level of computer experience. —————

Table 1

Descriptive Statistics of Demographic Variables by Level of Computer Experience

Characteristic	High			Low		
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>
Age	11.3	.45	23	11.4	.47	24
IQ	102.5	5.78	23	101.6	6.88	24
Income	32045.5	1285.1	23	3189.3	1356.70	24

Note. Age and IQ taken from student's school records. Estimate of income from direct contact with parent.

Analysis of Research Questions

Research question one. An independent samples *t* test was conducted with level of computer experience (high/low) as the independent variable and math scores on my

teacher made test as the dependent variable. As predicted the students classified as high computer experience ($M = 78.43$, $SD = 12.22$) scored higher than those classified low ($M = 68.50$, $SD = 10.49$), $t(45) = 2.99$; $p = .004$. The eta square index indicated that 17% of the variance of the math variable was accounted for by whether a student was high or low on computer experience. Figure 1 shows the distributions of the two groups.

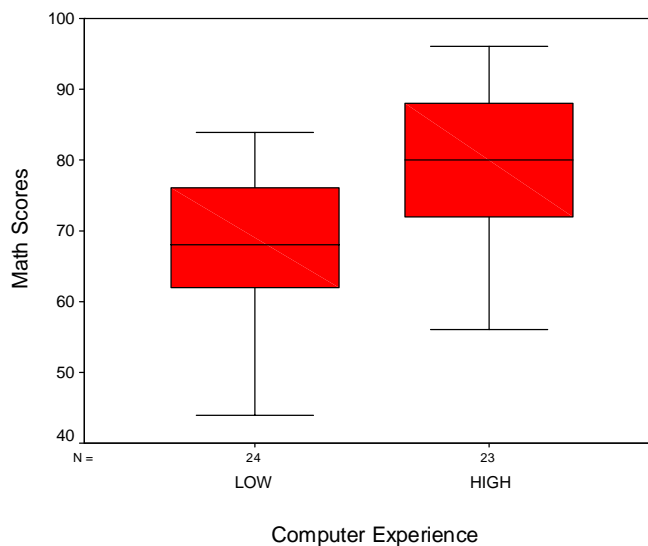


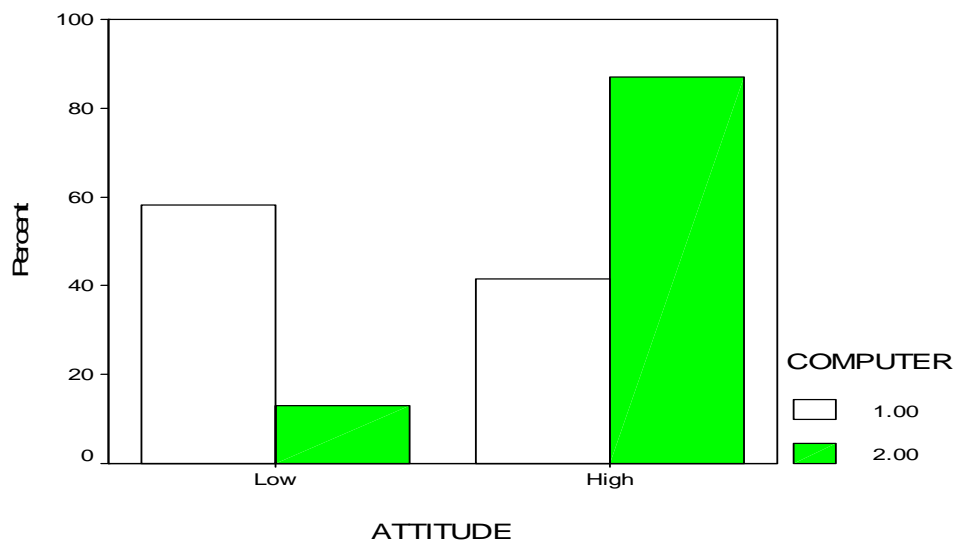
Figure 1. Boxplots of computer experience and math scores.

Research question two. A two-way contingency table analysis was conducted to evaluate whether there was an association between computer experience (high, low) and attitude (high, low). The results are presented in Table 2. Computer experience and attitude were found to be related, Pearson $\chi^2(1, N = 47) = 10.43$, $p = .001$, Cramér's $V = .47$. Students who rated themselves high on computer experience tended to have higher attitudes than those students who rated themselves low on computer experience. Thus a student high on computer experience is approximately 9 times more likely to have a good attitude than one low on computer experience. Figure 2 is a graphic display of the relationship.

Table 2

Two-way Contingency Analysis of Computer Experience by Attitude

		Computer Experience			
		LOW	HIGH	Total	
ATTITUDE	LOW	Count	14	3	17
		% within Computer Experience	58.3%	13.0%	36.2%
		Std. Residual	1.8	-1.8	
	High	Count	10	20	30
		% within Computer Experience	41.7%	87.0%	63.8%
		Std. Residual	-1.4	1.4	
Total	Count	24	23	47	
	% within Computer Experience	100.0%	100.0%	100.0%	

*Figure 2. Clustered bar chart of attitude by computer experience.*

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Type a paragraph to introduce this chapter.

Summary

Type our summary being certain to relate your results to your review of literature. How do your results agree or disagree with the established literature?

REFERENCES

REFERENCES

- Cronis, T. G. (1998). *Attitudinal research*. Mobile: Basic Vanity Press.
- Dempsey, J. V., & Litchfield, B. C. (2000). In U. R. Smart (Ed.), *Computers in instructional design* (pp. 34-45). Prichard: Advanced Vanity Press.
- Gilley, W. F. (1999). Interaction effects in the use of computers with graduate students. *Journal of Nonsense*, 25, 123-131.
- Hopkins, W. S. (1985). *Attitudes of pre certification science teachers after a semester of abuse*. Unpublished doctoral dissertation, University of Lower Cognitive Matters, Dauphin Island.

APPENDIX A

Computer Attitude Scale

Computer Attitude Scale

(a copy of the attitude instrument goes here)