

SUMMARY

EXAMINING THE IMPACT OF LEARNING OBJECTS IN SECONDARY SCHOOL

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Learning objects are operationally defined in this study as interactive web-based tools that support the learning of specific concepts by enhancing, amplifying, and/or guiding the cognitive processes of learners. Many learning objects offer visual aids to help guide learners. Very few studies have systematically evaluated the effect of learning objects in secondary school classrooms. The vast majority of studies have focused on higher education. The current study examined the impact of learning objects from the perspective of 850 students and 27 teachers (50 classrooms) of science, mathematics, or social science. The results suggest that teachers typically spend one to two hours finding and preparing for learning object based lesson plans that focus on the review of previous concepts. Both teachers and students are positive about the learning benefits, quality, and engagement value of learning objects, although teachers are more positive than students. Student performance increased significantly, almost 30%, when learning objects were used in conjunction with a variety of teaching strategies. It is reasonable to conclude that learning objects are a viable teaching tool in a secondary school environment.

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