ABSTRACT
This present study explored the effects of junior high school students' mathematics study achievement and mathematics learning attitude integrated by Idealist Digital Courses. The study adopted the quasi-experimental designs with the nonequivalent pretest-posttest designs. The subjects were two intact classes of 56 students in 7th grade in a junior high school in Changhua. One class was randomly assigned as the experimental group, taught via Idealist Digital Courses; the other, the control group, taught through the traditional lectures. The content of courses being taught was Linear Equation in One Variable, and the teaching process lasted for four weeks. A post-test was administered right after the respective instruction. Some important results were found: first, significant difference was found between the two groups on mathematics study achievement, and the high- and mid-achievers in the experimental group significantly outperformed those in the control group; no significant difference was found between low-achievers in the two groups. Second, no significant difference was found between the two groups on mathematics learning attitude. Third, the experimental group had positive attitude toward the learning of Linear Equation in One Variable via Idealist Digital Courses, especially the high-achievers.

Keywords: Idealist Digital Courses, study achievement, learning attitude

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