

Effects of Problem-Based Learning On Junior High School Students ' Learning Attitude, And Problem-Solving Skills About G

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ABSTRACT

This study investigated the influence of a particular instruction, problem-based solving, on promoting learning attitude and problem-solving skills for the eight grade students, sixty-two eight grade students participated in the study. Variables of interest were student ' learning attitude and problem-solving skills, student ' reported use of problem-based solving for learning from eight weeks problem-based solving activities. A nonequivalent pre-test, post-test, follow-up test control group design was employed. The finding showed a statistically significant interaction of problem-based solving for learning attitude and problem-solving skills. For all outcome variables, the PBL group showed significantly greater gains from pre-test to post-test and follow-up test than the control group. The findings have implications for both practice and research.

Keywords : problem-based learning、 learning attitude、 problem-solving skills

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