

Introduction

Every student learns differently, whether they are in elementary school or in college. As educators and future educators, it is important to try to accommodate teaching methods in relation to the students' preferred way of learning.

In this study, we surveyed Kent State University students in order to see if there is a correlation between teaching/learning methods (i.e. lecture, class discussion, and hands-on research) and academic student performance.

Methods

In order to conduct research with this survey, we had to undergo Institutional Review Board approval by applying, taking assessments, and receiving a Collaborative Institutional Training Initiative certificate.

Afterwards, we distributed a paper survey to our instructors and peers asking a series of questions relating to the instructor's teaching method, the student's preferred learning method, and how the instructor's method impacts the student's performance in the classroom. We then compiled multiple choice data on a Microsoft Excel spreadsheet.

Teaching Methods in Relation to Performance in a Classroom

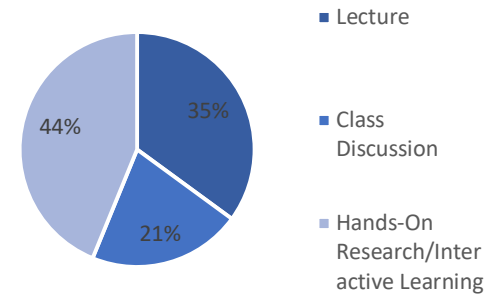
Date: _____ Subject: _____
 Major: _____

Carefully read each question and circle the most fitting answer. If needed, add your own response in (d) and elaborate.

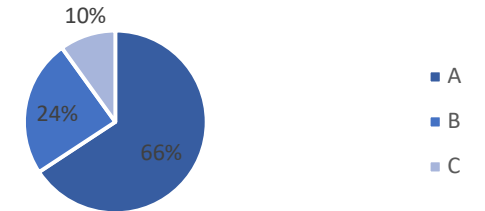
1. What is your preferred teaching method?
 - a. Lecture
 - b. Class discussion
 - c. Hands-on research/interactive learning
 - d. _____
2. How does your preferred teaching method benefit your learning?

3. What are the drawbacks of the other teaching methods for your learning?

Preferred Learning Method



Grades In Class



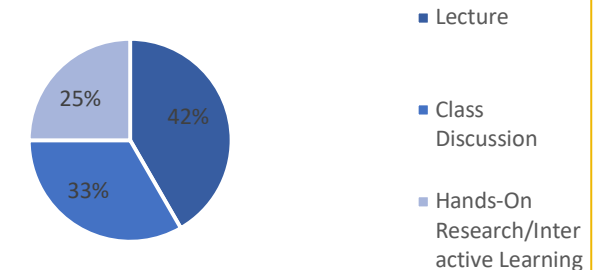
Conclusions

In our surveys, students have explained that with hands-on research and interactive learning, they are able to get a real world connection to the content and what it means. With this method, students are actively learning, meaning that they are invested in the content. Additionally, it helps them with their future careers, which is why it is the most popular learning method for students.

Lectures, however, are not as effective according to students. They claim that they are easily "distracted and bored" and there is "little guidance within the classroom". Class discussions are also not effective due to their lack of full class participation, which is a common occurrence in classrooms.

A combination of all three methods, however, is essential in order to create a successful learning environment.

Preferred Teaching Method



Acknowledgements

Director of COF Math at KSU

Jenya Soprunova

Sponsors

Choose Ohio First
 Kent State University

Sources

Santrock, J. W. (2009) *Educational psychology*. New York, NY: McGraw-Hill.