Computer-assisted teaching and mathematical learning in Down Syndrome children

Explores the extent to which computer-assisted teaching facilitates the learning of basic mathematical concepts and skills in children with Down Syndrome (DS). Two groups of DS children were trained in the teaching of counting and cardinality abilities and concepts on the same material. One, taught by using mathematical multimedia software, the other learned using pencil-paper-based tasks. Both groups were evaluated before and after training sessions. The multimedia group showed a higher performance on a variety of tasks and measures, suggesting a clear relation between teaching method and mathematical learning in DS children. Findings are discussed theoretically and applied relevance.

Bibliographic Reference

Association between physical environment of secondary schools and student problem behaviour

The article examines various aspects of school physical characteristics relating to problem behaviour among students. An attractive physical environment will be associated with less truancy, cigarette, alcohol, and marijuana use, whereas a negative physical environment will be associated with higher levels of these behaviours. Results indicate that students are sensitive to schools' ambience and that the association of various aspects of the school's physical environment with students' problem behaviours is greater for 10th-grade students than for 8th- and 12th-grade students. The implications of these findings for school policies and practices are discussed.

Bibliographic Reference