



**CALIFORNIA STATE SCIENCE FAIR  
2014 PROJECT SUMMARY**

<b>Name(s)</b> <b>Jennifer L. McDonnal</b>	<b>Project Number</b> <b>S0419</b>
<b>Project Title</b> <b>Testing Teaching Styles</b>	
<p style="text-align: center;"><b>Abstract</b></p> <p><b>Objectives/Goals</b> This project attempted to find a thorough and efficient method for teaching writing.</p> <p><b>Methods/Materials</b> To perform this experiment, 572 middle school students (22 classrooms) were divided into 3 groups by classroom (lecture, collaboration, and control), each of which were exposed to either 10 minutes of a specific teaching style or no teaching style (control). The lecture group was presented with a lecture on how to write and organize a research paper, and the collaboration group divided into teams to complete an activity on the same topic (Appendix 1). Then each student (including the control group) was given a test to gauge their knowledge of the topic (Appendix 2), and the scores of these tests were compared.</p> <p><b>Results</b> Average Percent Correct by Teaching Style: Control -- 53.25% Collaboration -- 60.26% Lecture -- 58.50%</p> <p><b>Conclusions/Discussion</b> The difference between the average scores for the lecture group and the collaboration group are not statistically significant and therefore do not support the hypothesis.</p>	
<b>Summary Statement</b> This project attempted to find a thorough and efficient method for making sure students master their basic writing skills through an exploration of two different teaching styles: collaboration and lecture.	
<b>Help Received</b> None	