

# Unit 1 Posttest Plato Web Answers Geometry

Instructor Annual Editions Resources in Education Peter Norton's Essential Concepts THE Journal Friendship and Moral Education Community Psychology Te Gr5 Theme1 Trofeos 2003 Te Gr5 Theme3 Trofeos 2003 An Analysis of At-risk Student Achievement in a Plato Credit Recovery Course Karen L. Freiberg Peter Norton Ronald F. Reed John A. Scileppi HSP HSP Robert Gordon

Instructor Annual Editions Resources in Education Peter Norton's Essential Concepts THE Journal Friendship and Moral Education Community Psychology Te Gr5 Theme1 Trofeos 2003 Te Gr5 Theme3 Trofeos 2003 An Analysis of At-risk Student Achievement in a Plato Credit Recovery Course *Karen L. Freiberg Peter Norton Ronald F. Reed John A. Scileppi HSP HSP Robert Gordon*

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friendship and moral education introduces both educators and philosophers to a unique international blend of philosophy education and children philosophy for children has often been touted as a critical thinking skills program but it is much much more by tracing the roots of philosophy for children and by explaining its emergence in the social philosophical and educational context of the second half of the twentieth century the authors tease out how and why philosophy for children is grounded in the ideals of moral education and friendship

1 an overview of community psychology 2 the ecological model person in context 3 prevention 4 crises and coping 5 social support and self help 6 consultation 7 program evaluation 8 community change the politics of intervention and empowerment 9 strategies for change 10 the changing face of community in the information age 11 the future of community

psychology training for the twenty first century

abstract the purpose of this quantitative study was to determine if there is a difference between the posttest scores of credit recovery students and the posttest scores of students taught in a traditional classroom the independent variable is defined as technology usage specifically the plato learning program for over age at risk children the dependent variable is high school students academic success as measured by posttest differences during attempts to recover course credit the academic performances of eligible students who choose to participate as well as eligible students who choose not to participate in a credit recovery program were examined this study consisted of 298 students from five high schools enrolled in grades 9 12 in a large urban district in the southeast part of the country that had previously or were currently failing at least one core subject in the fall or spring the sample is limited to students who qualified for the plato credit recovery program based on failing grades the district has a population of about 4 000 students who annually participate in the credit recovery program this study used ancova to determine pretest posttest mean score differences two way chi square was utilized to determine instructional preferences by gender level of significance was set at the 05 level the findings of this study indicated that no statistically significant difference existed between the posttest scores of credit recovery students and those of students taught in a traditional classroom however 94 of plato students who attempted to recover credits were successful in gaining the credits needed for promotion this indicates that plato is a viable option for students who wish to regain lost credit for graduation only students who did not complete all assigned modules failed to receive credit based on survey results respondents favored plato instruction to traditional instruction the results of the two way chi square analysis demonstrated that there is no significant difference between the preferences of males and females when comparing their observed and expected counts it was concluded that further study would be needed to determine the most effective means for providing academic assistance to at risk high school students

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