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Pon. Solai Pandian

The combined instructional training (CIT) group received both instructional training, computer assisted instructional training and traditional instructional training 10 minutes each (total 20 minutes) followed by self practice for 40 minutes duration with the assistance of the investigator. The computer assisted instructional training (CIT) and combined instructional training (CIT) were selected as independent variables and the criterion variables playing ability and cognitive knowledge were selected as dependent variables and the selected dependent variable were assessed by coach's rati Yamauchi, Laura Gabriela, "Effects of multimedia instructional material on students' learning and their perceptions of the instruction" (2008). Retrospective Theses and Dissertations. 15324. <https://lib.dr.iastate.edu/rtd/15324>. LITERATURE REVIEW Introduction Use of Technology-based Instruction Effects of Technology-based Instructional Methods on Students' Learning Effects of Technology-based Instructional Methods on Students' Perceptions Hypotheses of the Study. CHAPTER III. METHODOLOGY Study Design Sample Measurement Instruments Instructional Material Content Data Collection and Analysis. CHAPTER IV. instruction and traditional instruction supplemented with computer-assisted instruction. The results may not generalize to other developmental mathematics courses, such as pre-algebra. Several sources indicate that colleges and universities should offer developmental mathematics courses with computer-assisted instruction. Standards developed by the American Math Computer-mediated learning in mathematics and universal instructional design. In J. L. Higbee (Ed.), Curriculum transformation and disability: Implementing universal design in higher education (pp. 115-125). The effects of computer-assisted instruction on students' achievement in Taiwan: A meta-analysis. Computers and Education, 48(2), 216-233. Madden, M., & Jones S. (2002, September 15).