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Megan McCarthy
Illinois Wesleyan University

Leah Nillas, Faculty Advisor
Illinois Wesleyan University

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HANDS-ON MATHEMATICS: DOES IT AFFECT STUDENTS’ ACHIEVEMENT?

Megan McCarthy and Leah Nillas*
Educational Studies Department, Illinois Wesleyan University

As mathematics education is constantly changing, it is important for teachers to update their teaching styles accordingly. This study concerns the teaching strategies of algebra teachers and the effectiveness of these styles. Specifically, the research objective is to determine if the use of hands-on mathematics in a high school algebra classroom affects students’ achievement. Data was collected from two high school algebra classrooms through student and teacher surveys. One classroom was taught traditionally while the other implemented hands-on mathematics in the classroom. It is expected that this research study will benefit mathematics teachers and preservice teachers in implementing teaching styles that promote students’ achievement.