EFFECTS OF ACTIVITY BASED LEARNING ON CONCEPTUAL UNDERSTANDING OF FRACTIONS; A STUDY BASED FROM SEVENTH GRADERS IN JAFFNA EDUCATIONAL ZONE

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This study examined Effects of Activity Based Learning (ABL) on Conceptual understanding of Fraction. This study was undertaken with the participation of students in seventh grade consisting of 136 students from four mixed schools in Jaffna Educational Zone. It was hypothesized that if ABL is an effective method, then it would improve students' achievement. The null hypothesis is that achievement unchanged when tested after ABL. A pre-test was conducted to the seventh graders to have an understanding about their prior knowledge regarding fractions which would be used for dividing them into two equal groups. Two groups (experimental and control) of seventh graders from each school were used. Control group was taught by lecture based traditional instruction while the experimental group was taught by ABL method. The study was carried out during the first term of academic year 2015. After the completion of teaching 8 periods (8×40 minutes), a post test was held. Data were collected using teacher's survey, focus group discussion, classroom observation, pretest and posttest. Data collected were analyzed quantitatively by using graphs and t-test and qualitatively by triangulation. The p value obtained by analyzing data using t-test was found to be less than 0.05, showing students in the experimental group did better than the control group.

The students learn more actively in the ABL methodology than in conventional methodology. Therefore, it is concluded that the Activity-based learning methodology is effective for Conceptual understanding of fractions.