Are Students More Engaged in a Science class that is Lab-Based versus a Lecture-Based Class?
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Many students are not motivated to participate in science classes. This action research project addressed whether lab-based classes would increase motivation to learn. The participants were 42 students in two 9th grade classes in an urban, public high school. In both classes, a lab-based unit on electricity was developed and taught. Data included pre and post unit questionnaires, attendance count before and during the unit, and an assessment rubric on the final product of the unit (creation of an informational brochure about electricity). Results showed that class attendance increased and excitement about the topic was noticeable. Assessment results were mixed. The teacher-researcher was convinced of the value of lab-based classes and will continue to develop lab-based units of study.