Train, Test, Send out the Best: Teaching styles and student achievement among military training

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**Introduction**

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**Data Analysis**

- H0: \( \mu \) Hands on Class = \( \mu \) Lecture Class
- H1: \( \mu \) Hands on Class \( \neq \) \( \mu \) Lecture Class

A T Test was performed to analyze the scores for both courses.

**Statistical Analysis**

**Results**

- A T Test failed to reveal a statistically reliable difference among the mean value of the average test scores that the hands on class has and the lecture class has
- The results failed to reject the null hypothesis
- The study failed to observe a difference in average score among all 9 exams between the two classes

**Literature Reviewed**

- Traditional means of teaching is lecture style
- Studies have shown that education has shifted from an instructor centered approach to a learner centered approach
- Student engagement is critical to the learning process; if a student is not showing that they are engaged researchers believe students are not learning
- Learning occurs when individuals are pushed beyond their understanding and skills of a subject
- Student learning styles are different and instructors must learn many techniques to be sure all students have the same opportunity
- Goal Theory identifies teaching as a focused practice or as a performance focused practice
- Research has shown that teaching styles are the most important factor in student achievement

**Sample T Test**

**Conclusion**

- This study challenges some of the literature that was presented
- Due to the criteria that must be taught no matter how the instructors formatted the lesson, hands on or lecture they had to get the information to the students in a manner they would understand

**References**