



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

WHITLOWE R. GREEN COLLEGE OF EDUCATION

Doctoral Defense Announcement

ABSTRACT

Using Anchored Instruction to Increase Educational Performance and Ultimately Reduce Recidivism: A Causal Comparative Study.

(April 2014)

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Dissertation Chair: Douglas Hermond, Ph.D.

Dissertation Co-Chair: Tyrone Tanner, Ed.D.

The education achievement of the correctional population is significantly lower than the general population. It is therefore important to provide members of the prison population with the education and skills necessary for reentry into society given that they will at some point be released. More than half of the individuals formerly incarcerated return to prison within three years of their release (Tolbert, 2003). Many supporters of correctional education would like to see a more cost efficient method for providing education to incarcerated offenders.

The purpose of this study was to determine the impact anchored instruction has on correctional students' achievement in a computer assisted classroom. A causal-comparative quantitative research method was utilized to answer the questions guiding this study.

Approximately 60 schools located throughout the state of Texas within the Windham School District participated in the study. The researcher employed a random sampling technique to

select 2,000 participants. The variables of interest were methods of instruction and student achievement. Norm referenced assessments, including the Test of Adult Basic Education, was used as instruments. Chi-square and factorial analyses of variance determined if there were significant differences in the scores of students who received anchored instruction and those who did not.

Anchored instruction (AI) is the theoretical basis upon which this research was centered. AI is a paradigm for technology-based instruction that is built on a general model of problem solving.

The research questions were:

1. How does anchored instruction effect the academic growth in TABE test scores of correctional students?
2. How does anchored instruction effect the academic growth in TABE test scores of correctional students in different age groups?
3. How does anchored instruction effect the academic growth in TABE test scores of correctional students of different races?
4. How does anchored instruction effect the academic growth in TABE test scores of male and female correctional students?
5. What effect, if any, does anchored instruction have on GED results?
6. What effect, if any, does anchored instruction have on recidivism?

The results revealed that anchored instruction had positive impact on student achievement; however, it was not the most effective method of instruction. Students exposed to a combination of computer assisted and face to face instruction showed the greatest gains and had the highest GED success rate.

Date: Friday, April 11, 2014

Department: Educational Leadership and Counseling

Time: 1:00 PM

Location/Room: 240 Delco

Dissertation Chair: _____

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