

Using Graphic Organizers with Scriptural Text: Ninth-Grade Latter-Day Saint (LDS) Students' Comprehension of Doctrinal Readings and Concepts.

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Using Graphic Organizers with Scriptural Text: Ninth-Grade Latter-Day Saint (LDS) Students' Comprehension of Doctrinal Readings and Concepts

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Date of Award:

8-2011

Document Type:

Dissertation

Degree Name:

Master of Education (MEd)

Department:

Education

Department name when degree awarded

Education

Advisor/Chair:

Cindy D. Jones

Scholarly Communication

Scholarly Communication

435-797-0816

Research Data

Research Data

435-797-2632

Research Data Management Services
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Abstract

This study investigated the effect of instruction that included graphic organizers on seminary students' ability to understand scriptural text and doctrinal concepts. The study involved 209 ninth-grade student participants. The participants were divided by class into two treatment groups. Participants in the treatment group received instruction using graphic organizers with the standard curriculum, while the comparison group received instruction using only the standard curriculum. Different measures were employed to measure the effectiveness of the graphic organizers intervention: (a) a multiple-choice test of LDS doctrinal concepts, (b) identifying doctrines and principles in text test; and (c) a student self-report. Results of the ANOVA for the multiple-choice test indicated no significant difference between instructional groups for ability to recall facts from the text, $F(1, 205) = 1.60, p = .21, \eta^2 = .02$. Results of the text test for identifying doctrines and principles, measuring traits learned while studying the Doctrine and Covenants to a different set of doctrinal concepts, also indicated no significant differences between groups, $F(1, 196) = 1.93, p = .17$. The results for the student self-report were positive; most students felt confident about their ability to comprehend the text but were slightly less confident about their ability to identify doctrines from the text. The participants in this study were generally positive about using graphic organizers. Results of this study indicated that the use of graphic organizers did not significantly impact students' ability to identify doctrines in scriptural text or to learn concepts from scriptural text.

Comments

This work made publicly available electronically on September 10, 2018.

Recommended Citation

Potter, Mark D., "Using Graphic Organizers with Scriptural Text: Ninth-Grade Latter-Day Saint (LDS) Students' Comprehension of Doctrinal Readings and Concepts." *Theses and Dissertations*. 1027.

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