



MASTER GURU

They play. They learn. They achieve!

Niagara University Study Finds Master Guru Excites Students and Increases Scores!

"...for pattern/function (performance standard), the group that used (Master Guru) performed significantly better than the group that did not use the software."

"Teacher data and the responses in student questionnaires indicated that both teachers and students thought MG helped them prepare for the math exam."

"... data from the teachers' interview indicates that one of the benefits of using this software that they observed was how it helped students develop their problem solving. One teacher states,

'I do think Master Guru increased the children's understanding of problem solving in particular. I like the fact that a lot of my kids had trouble deciding what operation to do based on a problem, for instance is this word problem asking me to add, subtract, etc. and I noticed that skill got better. I think Master Guru really helped with that. I saw a lot more kids think it out, whereas they seem to take a instant guess when we do it in class. After getting it wrong and after all the repetition they start to think.'"

"... teachers observed that the **students were excited** on the days they used the software. It was something they looked forward to and were enthusiastic about."

"One teacher explains,

'They didn't realize that they were actually learning something, but they were. I would say, "let's take a break, let's go play Master Guru" and they would be like 'woo-hoo!''

"... teachers indicated that the software exposed them to **different thinking skills and applying concepts in different way.**"

"One teacher described, 'I think it exposed the kids to a lot of different thinking skills. Sometimes when you are trying to teach the basics skills of math you don't get to those areas or application. I think there were a lot of random questions that you wouldn't think of doing with the kids. It exposed them to unique things. A lot of things you wouldn't get from just the book. Like the three dimensional shape figures, they really had to think about what we had learned and apply it in a picture.'"

"... reinforcement provided by the software offered a **source of motivation** for the students; even students that did not always experience success in regular classroom activities. One teacher explains,

'The frustration level is more in the classroom, with the computers they felt like they were challenging themselves. Even with the lower kids, they wanted to get more right, they had intrinsic motivation. I saw a lot of kids getting personal rewards, being proud of themselves. They weren't competing against their neighbor, it was for themselves. And I saw a lot of kids getting proud of themselves. There were a lot of personal rewards.'"