**The Effect of Using Screen casting, Lab Instruction and Traditional Lecture Student’s Academic Achievement in Statistics**

**Said T. El Hajjar**

Abstract

This paper is a description of an experimental study conducted on three groups of pupils enrolled in a statistical course, Business Statistics, at Ahlia University in the Kingdom of Bahrain. Pupils were taught via three distinct teaching methodologies. Teaching methods included internet application problems, Lab sessions, and face to face methods of instruction. A one-way ANOVA was used to compare groups’ academic achievement scores. The results point out that there was a statistically significant difference in academic achievement for those who learned via lab sessions, when compared to those who learned via internet applications and traditional face to face methods of instruction.