Extended Summary

The Effect Of Cooperative Learning Methods On 6th-Grade Students’ Academic Success In Social Studies Course

Elif MERAL, Ufuk ŞİMŞEK

Introduction

The essential aim of the current education system is to educate students so as to be able to keep up with the changing conditions in the world, think independently, have an improved sense of responsibility and gain abilities to use the knowledge and skills throughout their lives. (Doymuş, Şimşek and Şimşek 2005). In order to make this aim come true, there have been profound changes in the approaches dominating the education in the century (Gümüş and Buluç, 2007). These profound changes that took place in the field of education have affected the learning-teaching process as regards the structure and mechanism deeply and have notably changed the content and the presentation of teaching programs (Özden, 1999).

Behaviorist approach which centers the teacher and foresees the learning process accordingly has often used teacher centered teaching strategies, and methods and methods related to it. Constructivist approach gives student prominence due to the philosophy on which it depends and accordingly requires method and methods which are student centered. One of the teaching approaches that could be used in this regard is collaborative learning approach (Gümüş and Buluç, 2007).

According to Cooper and Mueck (1990), it is a student centered rather than teacher centered learning method in which students play the active role. According to Slavin (1988); collaborative learning as a concept includes teaching methods in which students work in groups of 2 to six students and group adequacy is rewarded in different ways.
Objective of the Study

Objective of the study is to detect the influence of the Jigsaw (combining), Group Research Methods and programmatic method on the academic success of the middle school 6th grade students.

Research Method

In this study pre test – posttest design method with control group was used. In this model groups are formed through unbiased assignment. Groups tested before and after the experiment. Pretests being found in the model help the similarity levels of the groups to be known before the experiment and posttest results to be corrected accordingly. However, the fact that the testing before the test is notably separated from each other makes the interpretation of the comparisons more difficult (Karasar, 2011).

Sampling of the Study

The sampling of this study consists of 60 students of sixth grade going on their education in 2013-2014 education years, in three different classes of a middle school in Köprüköy County (Erzurum).

Data Collecting Tool

In the study, a multiple option academic success test (AST) including the attainments of the unit, The Sources of our Country, in the 6th grade Social Studies Book has been prepared by the researcher in order to measure the academic success of the students.

Analysis of the Data

AST pretest and posttest points of the Experiment and Control group’s students have been analyzed through ANOVA and ANCOVA.

Conclusion

According to the AST pretest and posttest results applied on study groups, there is not a notable difference between the pretest – posttest Jigsaw points of the students taking part in experiment group and the students taking part in Group Research, and there is a notable difference between the two experiment groups and the control group.

Elif Meral, Ufuk Şimşek