Extended Summary

The Effects of Animation Supported Environmental Education on Achievement, Retention of Ecology and Environmental Attitude

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Human beings always failed to recognize the damage they caused to the nature and the environment starting with the very first ages in history. Even after they got aware of it, they ignored this damage for ages. However, today, the damage has increased to such a great extent that it cannot be disregarded or ignored. Thus, modern societies have tried hard to make their individuals conscious of environmental protection and of related problems either in written or in oral form. Even if all possible precautions are taken in such areas as technology, law, politics and economy to solve environmental problems, it is a clear fact that environmental problems can never be solved unless a sustainable society is formed and unless important changes occur in people’s life styles (Selvi, 2007). Therefore, in the international society in recent years, it has now been approved that it is important to inform people about the environment and about environmental problems via effective, environmental, lifelong education (Atasoy and Ertürk, 2008). In literature, there are a number of definitions of environmental education that will raise individuals’ awareness to avoid the environmental problems caused by today’s conditions and to have a clearer environment. Dooms (1995) defines environmental education as the process of developing the attitudes, values, knowledge and skills to understand and protect their environment and their biophysical surroundings.

Animations are used to present the content of a certain subject to students. According to Akçay et al. (2003), animations can visualize and concretize abstract concepts and thus increase students’ attention, and perception and comprehension. In addition, animations make the invisible micro world visible and allow us to see long functional processes in a
short time. Rotbain et al. (2008) suggest using computer animations in education that allow rich and appropriate visualizations related to dynamic processes which mostly make it difficult to understand the information via direct instruction. For the methods and techniques used in educational studies, use of current technologies that make the individual active will not only help make permanent the behavioral changes that the individual is expected gain affectively and cognitively but also allow synthesis and application of these changes to other situations. In this respect, the present study investigated the influence of animation-supported learning approaches on teacher candidates’ levels of achievements, retention of ecology and environmental attitude.

The study was conducted with 87 second-grade students attending the Department of Elementary School Teaching at Ziya Gokalp Education Faculty at Dicle University in 8 weeks in the Fall Term of the academic year of 2010-2011. In the study, the posttest experimental design with a control group was applied. In line with the purpose of the present study, two different scale was used. One of was ‘Environmental Attitude Scale’ developed by Tuncer, Ertepınar, Tekkaya ve Sungur (2005). And the other one developed by researcher is called “Ecology Achievement Test”.

As a result of the study, it was found out that experimental group students ecology achievement was higher than control group. One of the important findings of the study obtained at the end of the applications was that the retention of ecology test scores of the experimental group students were significantly higher than those of the control group students. And last findings showed that there was no statistically significant difference between the experimental and control groups with respect to the environmental attitude.

Citation Information