

The Effect of Analogy Strategy in Science Teaching on Scientific Concepts acquisition and Basic science Processes Skills

"A Semi Experimental study Among the 5th grade Students in Jordan"

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Abstract

The purpose of this study was to investigate the effect of analogy strategy in science teaching on Scientific Concepts acquisition and Basic science Processes Skills Toward Science Among the 5th grade Students in Mafraq. In order to achieve the purpose of the study, the researcher utilized concept acquisition test and Basic science Processes Skills test, and a teacher guide was prepared to help teachers in teaching according to the analogy strategy. A Purposful sample of (64) female students were selected from Balaam basic school in mafraq governorate educational directorate during the second semester 2007/2008. Subjects were assigned to two groups: the first consists of (32) females, taught by using analogy, and the second consists of (32) females, taught by the ordinary method. To Answer the study questions, the tools were applied before and after the experiment. Analysis of covariance was used to analyse the data . The results of the study revealed that there was a statistical significant difference between the means of the two groups of the study on the concept acquisition test in favor of the experimental group, and there was a statistical significant difference between the means of the two

groups of the study on the Basic science Processes skills test in favor of the experimental group.

Keywords: Analogy Strategy, Scientific Concepts Acquisition, Basic Science Processes Skills

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