

The Impact of a Strategy of Active Learning in the Critical Thinking of Second Intermediate Grade Students in the Arab Islamic History

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Abstract— This research aimed to investigate the impact of a strategy of Active learning in the critical thinking of second intermediate grade students in the Arab Islamic history to achieve that, the researchers choose randomly two groups of students from the second grade in Al Razi school in the Center of Al-Qadisseyia government in the academic year (2015-2016), the sample contained (60) students, (30) for each group experimental and control groups were equivalent in the variables (age, intelligence, achievement of history, the test of critical thinking).

The research tool, was the test of critical thinking built by the researchers contained (20) items in the final form with the skills identified by each of Watson & Klacer was calculated its validity and reliability ,(Cronbach 's Alpha) (0.88), the content was three chapters (III, IV, V) of history formal book, the researchers put (88) behavioral objectives according to Bloom taxonomy in cognitive domain with six levels (remembering, understanding ,applying ,analyzing, creative and evaluating), plans of the subject to be taught in the history and used by one of the researchers ,experiment started from Sunday, 21/2/2016 until Sunday, 17/4/2016.

After analyzing the results statistically using (SPSS) and (Microsoft Excel) showed the superiority of the students of the experimental group who studied according to a strategy of Active learning on the students of the control group who studied in the normal method in the test of critical thinking.

In the light of the results of research the two researchers recommended ,the possibility to use strategies of Active learning in the teaching of the history of the second grade intermediate have a positive impact in raising the skills of critical thinking of the students, as well as proposed to demonstrate the Active ness of strategies of Active learning in another variables, stages.

1-The Problem Of The Research

It is be known that the history from the subjects which students suffer from understanding and interact with them due to the demilitarization of the social terms in the curriculum be far from the minds of students. [1]

The problem of students to think and practice the skills of critical thinking are almost non-existent as some studies have indicated that there are deficiencies and weaknesses the critical thinking, especially at the intermediate stage studies [2] and [3], and these studies found that the normal modalities did not develop the ability of students to practice the skills of critical thinking in grade or outside it.

So it is necessary to search for the modalities of the most Active and which make the student is the core of the educational process is active navigates with his colleagues, to review the modalities of history teaching and educational modalities based on the participation of students seriously and psychological needs, education and social services for their participation in the educational process, and the need to go beyond the traditional methods that make the students only recipients but there must be increased activity and interaction of students with their colleagues and teacher.

Hence the problem of current research to the following question:

What is the impact of a strategy for Active learning in the critical thinking to students in second intermediate grade in the histo-

ry of the Arab Islamic?

2- The Importance of This Research

comes from the following:

1. the curriculum comprehensive consists of experiences of educational and social, cultural and scientific, planned school embraces students inside or outside it to enable them to acquire patterns of conduct or changed or amended in the desired direction by the exercise of all the activities necessary to learn experiences to help them in the completing their development by using good teaching strategies .

2. The importance of history in pertains to the study of the striking roots in the past to the themes of the present and future directions and render it advanced the past, but that history is an important measure of the progress of civilization to which the progress of any society in various aspects of life [4] .

3. The students have the primary role , to generate enthusiasm and activity of learning and it enjoys wide flexibility in the choice of method of instruction occasion where lead the way to promote the participation of students in the educational process, on the one hand and the achievement of the goals of learning from the other hand [5].

4. Active learning the pattern of the administration, including classroom supplies by the teacher within the row room and it thus

Valid skills and Active procedures used by the teacher, which makes the students will be able to acquire the skills and knowledge of certain trends that have the pleasure and the desire to learn, and the conclusion reinforces the points of the Chairperson and the ongoing work of learning in social areas allows the student a kind of freedom [6].

5. the strategy (Think .. Pair.. Share) one of the strategies for Active learning depends on the thinking and mutual cooperation among the members of the group and develop the skills of communication and participation in ideas a cooperative solution [7].

6. The collaborative learning strategy based on the division of the students to groups of varying capacities to learn from each other, and pursuant to the competitive nature and benefit students from sources and skills of their colleagues, enliven collaborative learning should be homogeneous groups [8], after briefing the researcher some of the studies dealt with each of the strategic separately as a study [9] and the study [10], in the view of the two researchers that it necessary to try to integrate strategies in one strategy is the strategy of (Think .. Pair.. Share within the cooperative groups), within the limits of the strategies for Active learning.

7. Critical thinking skills is overlap with the skills of other thinking Logical and analytical citation this means that critical thinking can be a student of many of the skills as thorough and installation, calendar, therefore, is one of the most types of thinking in terms of the attention of intellectuals and educators for its importance in the life of the Student And community of the mentality of the complex needs more expertise disaster [11].

3- The Aim Of The Research

The research aims to investigate the effectiveness of the strategy of Active learning on the critical thinking of students of second intermediate grade in the Arab Islamic history.

4- The Hypothesis Of The Research

There is no statistical significant difference at the level of (0.05) between the average of the experimental group students who have been taught by using Active learning and the average of the control group students who have been taught in the normal method in the critical thinking.

5- The limitations

the current research limits were :

- Students of second intermediate grade in the governmental schools in the directorate of Diwaniyah.
- The Book of Arab Islamic history of the second grade, (27th) edition (2014), chapters III, IV and V
- The second semester of academic year (2015-2016).
- Strategy of (Think-Pair-Share within the cooperative groups)

6- The Terms

1-Active learning:

Giving the opportunity to the students adequate for learning fully to reflect on the content and ideas). [12]

Or -The learning by doing based on hands-on experience, argues that active learning motivates “students to participate mentally, by whatever method works, also describes active learning as “anything course-related that all students in a class session are called to do other than simply watching, listening and taking notes.[13]

2-Critical Thinking

- The ability to use higher-level thinking processes to search for meaning in an action or event. Benjamin S. Bloom (1956) and his colleagues defined the “higher levels” of thinking to be application, analysis, synthesis, and evaluation. [14]

- The thinking which depends on the analysis and screening and selection of the student to information with a view to distinguish between sound ideas and misconceptions. [15]

7- Theoretical Background

Active learning

Active learning as a concept dates back centuries ,who further developed the concept over the following two decades. Briefly, Revan's refers to active learning as reflection on experience and states that learning is achieved through focusing on problems in a social context , i.e. managers learning from each other and enhancing learning through interaction and shared experiences.

More recently, instructional activities involving students in doing things and thinking about what they are doing.” The concept of active learning continues to evolve over time.

The traditional classroom lecture has been a dominant teaching method in business schools for decades Current assessments of this technique show potential for improvement to this long-standing tradition. In fact, a number of business schools employ participant centred and case-based learning. These methods are especially popular in graduate programs (i.e. MBA curriculum). Increasing competition among business schools.

Action learning is highly reflective . Keeping the ideas of these scholars in mind, perhaps active learning is really best thought of as a “student-involved learning continuum.” At the low end of the spectrum there must be some involvement other than simply listening; at the extreme end of the spectrum, students are fully engaged

in the learning process, exploring and applying ideas on their own. At this high end of the active learning continuum, it is posited that greatest learning benefits can be achieved. It is believed that in this setting students will be able to achieve the highest levels of learning - that is, they are able to synthesize and evaluate. Thus, active learning is thought of as a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement.

critical thinking

According to the definitions, critical thinking demands high levels of abstract and logical thinking as well as commitment and attitudes or habits of mind to fulfil the standards and principles of good critical thinking. For the purposes of the study, our conceptualization of critical thinking specifically focused on its multi-dimensional interrelated cognitive nature This augurs well for the critical thinking abilities on which the Watson-Glaser Critical Thinking Appraisal that was used in the context of this research focuses, namely: (1) drawing inferences from factual statements, (2) recognizing assumptions in a series of assertive statements, (3) interpreting whether conclusions are warranted or not, (4) determining if conclusions follow from information in given statements, and (5) evaluating arguments as being strong and relevant or weak and irrelevant.

8- A strategy of Active learning

Active learning has multiple strategies in some books up to (180) a strategy, including the operations of knowledge learning above the knowledge base, the two researchers in this search some strategies:

(collaborative learning) and (Think-Pair-Share)

Collaborative Learning: learning strategy includes group training in collective activity and interactive aims to accustom students to collective action and cooperation among them to accomplish the task, and each one of them the task of helping others to learning achievement required thus student should be an official to learn the rest of the group not only learned, one of the most important Muslim women collaborative learning that students should be passive recipients, and that this type of learning more than the academic achievement of productivity and motivation of learning [16]

Think-Pair-Share

This is one of the strategies which support the diversification of teaching and learning in the one where used to activate the students from the prior knowledge of the situation of education, arouse students both individually and then every two students in the discussion of the reflections and is a logical sequence successively depend on several stages so as not to start a step but the end of the previous step this strategy adopted in the first class on the student, who should be the focus of the educational process, and is an ap-

propriate strategy for the teacher and student [17]

9- The Strategy (think-Pair-Share participated within the cooperative groups):

Strategy has the major steps proposed are:

- Students are divided into groups (5-6) students.
- Teaching Students within the groups by giving them the opportunity to reflect the singular.
- give an opportunity to the student to reflect with his colleague in the same group.
- To give a chance to the group per participating thinking.
- The assessment of the students in the end of the lesson individually.

10- The Procedures

The experimental design used in this search, as shown in figure (1)

The Group	Parity	The independent variable	The variable
experimental	Age intelligence previous information critical thinking	Strategy of Active learning	Critical Thinking
control		Normal method	

Figure (1) The experimental design

11- The Research Population and Sample

The current research population was the students second intermediate grade in morning governmental Schools in the center of Al-Qadisiya governorate in the academic year (2015- 2016), a sample of (60) students was chosen randomly in Al Razi schools, which contains six groups , Group (A) as experimental(30) students and (C) as control (30) , the two groups equivalence was in some variables, age, intelligence, previous information, critical thinking) there were no differences between the two groups in these variables.

12- Research Procedures

The researchers used subjects of chapters (3rd , 4th, 5th) from the book of the Arab Islamic history of the second grade,(88) behavioral aims ,has been formulated on according to the six levels of Bloom's classification of knowledge, (16) study plan put for both groups by the strategy of Active learning for experimental group and according to the normal manner for students of the control group, plans, aims arbitrated by specialists in education and teaching methods of history to know the extent of the relevance of the purpose for which the prepared for it in the light.

13- Research Tool

Critical Thinking Test

The two researchers built the test (20) Items, and make sure the validity ,discrimination coefficient (0,59 -0,81), difficulty coefficient(0.40 - 0.60) and reliability by Cronbach's Alpha (0.88).

The test consisted in the final form (20) items (4) the positions of all the capacity of the capabilities of the critical thinking, every situation has a (3) of alternatives .

The experiment started on 21/2 /2016 teaching groups on a weekly basis in accordance with the plans prepared for each group, on 17/4/2016 , the experiment ended.

SPSS and Microsoft Excel used for data analyzing to find : averages, standard deviation, t-test Chi- square, difficulty coefficient ,discrimination coefficient, the Active ness of the wrong alternatives, Cronbach's Alpha.

14- The Result

Table (1), showed that the value of (Sig.) < (0.05) , and value of t-test (10,453), largeer than the Tabular value of (2) at df (58) and the level of (0.05), that means existence of statistical significance in favor of the experimental Group in the test of critical thinking,, the null hypothesis should be refused

Table (1) t.test for two independent groups of critical thinking test

Group	df	N	Mean	t	Sig.
Exper.	58	30	31.2667	10.453	0.000
Control		30	18.6333		

15- Conclusions

In light of the results of the search , conclusion can be as follows:

- The Active ness of the teaching and learning strategy Active in critical thinking compared in the usual manner.
- The strategies for Active learning makes the role of students positive and active in the lesson, discussion and the exchange of ideas.

16- Recommendations

in light of the results of the research, researchers recommend the following:

- Depending the strategies of Active learning in teaching history in the intermediate stage.
- The need of teachers training on modern strategies especially strategy of Active learning.
- Establishing suitable classrooms to help teachers to teach in accordance with the strategies for Active learning.

17- Proposals

Completion of the research, the two researchers put several proposals as follow:

- studying the effectiveness of Active learning on the other variables such as the development of other types of thinking as scien-

tific or creative thinking or indicative thinking.

- Studying the effectiveness of Active learning on the stages of other seminars such as the preparatory stage, taking the other variables into consideration.

- Similar studies with other academic materials as physics or chemistry and mathematics.

- Preparing training program for teachers and students of the colleges of education, basic education, especially the advanced stages on strategies for Active learning.

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