

The impact of a strategy for effective learning in the critical thinking to students in grade average in the history of the Arab Islamic

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Abstract : The research aims to know the impact of a strategy for effective learning in the critical thinking to students in grade average in the history of the Arab Islamic to achieve this chose two researchers design two sovereign chose randomly (lots) a sample of students in grade average in medium El Razi of the Center for the preservation of the academic year (2015-2016) with choir ii, formed the study sample of (60) students by (30) called for each group وكافنا statistically researcher between the students of the two groups in a number of variables are (age timetable, artificial intelligence, former collection of history, the test of critical thinking,



With regard to the research tool, the mayors of the two researchers to build research tool was tested to reflect critic be the final form of the (20) a paragraph to the skills identified by each of Watson , Klaceracritic reflection was calculated virtual honesty and sincerity of the construction, the utilization factor of discrimination and the difficulty of this test either test flat has exhumed in a manner (Alpha Cronbach)where the (0.88), and identified the article scientific three chapters last (III, IV, V) Non-traditional goals according to the classification of the bloom six levels (knowledge, understanding and application installation and analysis, calendar), where the number of goals (88) a target of behavior promising teaching plans of the subjects to be taught in the history and also studied at one of the researchers of the two sets of experimental research والضابطة himself starting from Sunday, 21/2/2016 until Sunday, 17/4/2016.

After analysing the statistical results using (10. Spss) and program (Microsoft Excel) showed the superiority of the students of the Pilot Group who studied according to a strategy for effective learning to the students of the control group who studied in the normal manner in the test of critical thinking.

In the light of the results of research recommended two researchers to the possibility of the use of strategies for effective learning in the teaching of the history of the second grade average have a positive impact in raising the skills of critical thinking for students of the

students, as well as proposed a study to demonstrate the effectiveness of strategies for effective learning in another variables ولمراحل another seminar.

Problem of the Research

It is known that the history of the articles which suffers students to understand and interact with them due to the demilitarization of the social terms in the curriculum be far from the minds of students. (Khedr,10:2006(

The problem of low capacity 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 capacities and critical thinking, especially at the intermediate stage study (Al Alousi, 2005) and the study (Al Fatlawi in 2012), and reached these studies to the usual modalities followed لا تنمي 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 effective and which make the student is the axis of the educational process is active navigates with his colleagues ومدرسه, 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 بتفاعلهم students with their colleagues and with the teacher.

Hence the problem of current research to the following question:

What is the effect of a strategy for effective learning in the critical thinking to students in grade average in the history of the Arab Islamic?)

Importance of the Research

The importance of education and of seeking to achieve the goals set, it also eliminate the gap between theory and practice, that education cannot achieve its objectives only through the channels of the most important of which is the sublime approach, and that the curriculum comprehensive consists of experiences of educational and social, cultural and scientific planned وتهيؤها school scholarships for its students to carry بتعلمها inside or outside the school 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 completion of their development, built a series of existing curricula to solve the problems of students and continues to work from the primary stage to the stage of the university and the curriculum is based on the continuous renovation of the building on the experiences of scientific evidence and the requirements of the educational process (Solomon & Sue, 2005,13)

It is these curricula social, which is an important hub for the students because of the clear impact on their lives, social means to organize the relations between individuals and society and it also helps to achieve this goal and focuses the teaching of social development on knowledge transfer and the development and changing trends and use skills that would change the conduct affecting the quality of life of the sarcastic comedy. (Khedr,21:2006)

History in a broad sense is concerned with the last year starting from the composition of the fullness of until the present time, 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 , (كاتوت,184:2009), that the teacher is no longer just a hive based on the delivery of information to students as the primary role is to generate enthusiasm and activity of the students 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 (Al-hariri,313:2016)

Teaching is applied side to learn it is our mutual obligation only effective if planned in advance, any had been designed in a way the Organization decision 10/21, learning by rote by stimulating activity aims for a great deal of knowledge and the application of the facts and procedures and to provoke learning to include interactive acts between students and teachers, and a system of planned work thus leading to learn students in various additional armor plates,(Watkins and other, 2007,10)

effective learning derives its philosophy of global variables and local contemporary, effective learning is to meet such variables and reconsider the roles of student and teacher, which call for the transfer of the focus of attention from the teacher to the student and the student is the

axis of the educational process and thus emphasizes learning link the lives of students and realities and needs it learning from the student preparations and capabilities (Prince, 2004,4)

And adopt effective learning the pattern of the administration, including classroom supplies by the teacher within the row room and it thus Valid skills and effective 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 (Burgess&Imogen, 2005,68), the strategy (Think .. Pair.. Share) one of the strategies for effective learning and depends on the thinking and mutual cooperation among the members of the group and develop the skills of communication, where the teacher to divide the row to small groups pose the question them Think students each other and are sharing opinions to answer the agreement and thus give the student opportunity for reflection and reflection and review before being answered and then cooperation and participation in ideas a cooperative solution (olive trees,568:2007)

And 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 (FUNCINPEC) Allam,900:2015), after briefing the researcher some of the studies dealt with each of the strategic separately as a study (El-zohairy2013) and the study (Al Jabouri2013), 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 effective learning.

Is critical thinking think more types of thinking about the importance of general social history, because the critical thinking skills is overlap with the skills of other thinking كالمنطقي analytical والتأملي والاستدلالي 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 ومافيه community of the mentality of the complex needs more expertise disaster (Atiya,157:2015(

Objective of Research

The research aims to identify: the effectiveness of the strategy for effective learning in the critical thinking to students in grade average in the history of the Arab Islamic.

Hypothes of Research

There is no statistically significant difference at the level of (0.05) between the average scores of the experimental group students who have been taught by using effective learning and the average score of the control group students who have been taught in the ordinary method in the in critical thinking.

limitations of Research

Only the current search:

- students in grade average intermediate and secondary schools in the governmental day of the directorate of the upbringing of Diwaniyah (center).
- The Book of Arab Islamic history the second grade average, edition (27) of 2014, the formation of a committee from the Ministry of Education, the General Directorate of the curricula, chapter III, IV and V
- The second semester of the year (2015-2016).
- Strategy (Think .. Pair.. Share within the cooperative groups)

The Terms

Effective learning: He knew each of:

- (Rudasill,2011) :(That giving the opportunity to the students adequate for learning fully to reflect on the content and ideas) .(Rudasil , 2011: 75)
- He knew the two researchers procedural: that the participation of students of the Pilot Group positive in the topics they study, which enjoyed a high degree of freedom and privacy by questions to ask and receive the answers from the other groups under the auspices of the Teacher.

Critical Thinking: He knew each of:

- Mr Al-Shuwaish (2012): 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. (Al-Shuwaish,50:2012)

- procedural definition: is a measurement of the capacity of the students of the two sets of research on the proper response to the positions contained in the Test prepared by researcher containing five skills: assumptions, interpretation and evaluating the arguments and extrapolate the conclusion which reflected in degrees obtained students pilot groups. والضابطة

The Conceptual framework

Afternoon effective learning and the end of the twentieth century increased attention by the beginning of the twenty-first century as one of the educational trends and psychological contemporary positive impact on education within the rooms including classroom supplies and abroad by students in schools and universities (Huda, 2015: 25). (امبوسعيد)

The foundations for effective learning

1. The involvement of the students in the selection of the labor law.
2. Allow students to self-administration and to promote an atmosphere of tranquillity and fun during the learning.
3. The diversity of sources of learning and the use of teaching strategies based on the student.
4. The availability of the continuum from all directions between teachers and students.
5. Arrangement of students session to fit the theme.
6. Strengthening in the appropriate time.

Learn all students, according to the self-speed and to assist them in the same understanding and discover the strengths and weaknesses. (Adams, 2011, 19)

The objectives of effective learning:

(1) the professionalization of the students thinking skills to the Supreme Court and the solving of problems and enable them to be applied in learning and life.

(2) to increase the ability of students to understand the knowledge and meaningless, and received.

(3) The development trends of the students to learning and encourage them to explore the attitudes and values.

(4) the development of internal gifted students have motivating and learning.

(5) encouraging the participation of students in the development of learning objectives and achievable to assume responsibility for their learning.

(6) acquire the skills of interaction and communication and cooperation with others.

(7) Facilitate the learning over students with the experiences of the process linked to the real problems in their lives.

(8) enable students to work creatively (Hewitt, 2008,46)

The role of the educated in effective learning

Can Define the roles of effective student, The Active summarizes) in the educational situation including:

initiate activities in the making, bears responsibility for the learned, it accepts the conduct of activities the desire of longing because it operates ما يود work.

Bears Responsibility for the adoption of the resolution and is looking for several ways to solve the problems facing it.

He feels he is in control of the information and owned in the sense that they become part of the structure of the knowledge base.

Controls the learning process work is a self-motivated and learn what he wants. يتعلمه.

Organize itself and his effective Martinho Ximenes Belo, known to be the individual and collective duty.

Know the importance of time spent regulated according to the requirements of the work completed its work on time.

That effective student can choose the appropriate way to view the work and report-writing on its work.

The student is an influential learner can identify the strengths and weaknesses which it منتهيء to discuss points of weakness and strength to his colleagues and teachers.

He trusts his abilities disclose enthusiastic to work success lead self-confidence, in turn, lead to feel satisfied longing to discover the unknown. (Farghali,31:2015)

The role of the teacher in the effective learning

✚ that the role of the teacher is effective as follows:

✚ training students on linking the thinking of ways ودافعيتهم learning, and the process of adjusting the ideas.

✚ Training students to develop themselves, learning processes and learning activities.

- ✚ Find opportunities to learn of the meaning and meaningful through show students tendencies of learning and growth and responsibility for learning challenged.
- ✚ Encourage the students to exploit their abilities effectively, to avoid the negative impact on the attitudes of the learning such as nothing but boredom and fear of failure and withdrawal.
- ✚ The provision of flexible atmosphere of affirmative action which shows the student faces إنفعالاته appropriate support and respect for and appreciation of the feelings of the unique لخصائصه origin of colleagues and adults. (العفون, 2012:31)

A strategy for effective learning

that effective learning multiple strategies in some books 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 (Baines and other, 2009,21)

Think..Pair..Share

This is the strategy 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 appropriate strategy for the teacher and student alike as it is working to overcome two problems:

- when the question in the row room, the number of students who answer it usually limited, and sometimes no answers, in often, 4-5) students are about 70% of the activities required of the entire row.
- after raising the question, the teacher is expected (1-2) seconds before being named the students, once the student starts to answer depends upon the rest of the students to submit their answers (Kojak and others, 142:2008)

The Strategy (think زوج participated within the cooperative groups):

In which students are divided into cooperative groups examine article strategy زوج thought participated in each of 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.
- .5The assessment of the students in the end of the lesson individually

That critical thinking, I mean, in the assessment of the issues underlying assumptions in order to access the provisions of or trends backed by including support, as an essential element in all educational environments and that it is necessary to have the skills of critical thinking to each student completes his secondary school because they help to solve the problems and that the Community has the skills of its critical thinking are the most thought success in various aspects of life consistent with the spirit of the question and research and to expand students' horizons the knowledge base and pushing them to move toward areas of scientific wider than working on the richness of the أبنيتهم increase the knowledge base and the quality of learning.)Leach, 2011, 19(

The most important global standards to reflect critic

- there is a set of criteria should be available in the critical thinking to perform the required tasks and achieve its objectives in an effective manner, including:

- Clarity is a clear idea of the most important criteria for critical thinking, cannot understand the idea that were not clear, and clarity for understanding.
- Health or truth: the clarity of the idea is not a proof on their health, it is therefore the criteria for critical thinking validity and reliability of the idea.
- Accuracy: means defining the idea in a scientific manner without increase or decrease or address the issue properly.
- Link: intended to the extent of the interdependence of inputs and assumptions and judgments subject thinking or problem raised for discussion.
- Depth: I mean in greater depth the issue in a way that responds to the complexity of the problem or the case and addressing superficial manner.
- Widening: is the consideration of the topic from all corners to configure the background of knowledge.
- Logic: I mean, inferred resolution logical inference فالمنطقية in critical thinking means to organize and prioritize ideas and linking them in a manner to perform the gloss clear.
(Atiya,159:2015)

Literature Review

First: studies dealt with effective learning

1Study (director Ali Ardawi, 2009): In Iraq aimed to know the impact of effective teaching in the collection of female institute parameters, sample,78 requesting distributed on two experimental officers, the study used experimental design, and use the researcher **تحصيلياً test**

2. **Study (Al Jabouri, 2013):** In Iraq aimed to know the impact of active learning in educational attainment of the engineering thinking to the students the second row average, reached the sample (71) requesting distributed on two experimental officers, the study used experimental design, and used the collection test and testing of engineering thinking .The results showed superior in educational attainment of the engineering thinking in favor of the Pilot Group.

Secondly: studies dealt with the critical thinking

The study (Al-otaibi, 2007): In Saudi Arabia aimed to know the impact of the use of some parts of the program of the famous El Corte in the development of the skills of critical

thinking and to improve the level of educational achievement among a sample of secondary school students in the city of Riyadh, the sample (40) distributed to two groups, the study used experimental design and used to test the skills of critical thinking and testing of learning.

The study (Al Fatlawi, 2012): In Iraq aimed to know the impact of the strategies and learning cycle of five organizations and developed in the collection and development of critical thinking, sample (106) students distributed on three clusters, the study used experimental design also used the higher grades than test and testing of critical thinking.

Procedures of the Research

Use the two researchers experimental approach in this search, and chose two researchers pilot design of a partial control of clusters, المتكافئين officer experimental) with dimensional test for measuring critical thinking as shown in figure (1

The Group	Parity	The independent variable	The variable
Pilot Phase	The time age intelligence previous information critical thinking	A strategy for effective learning	Critical Thinking
The Officer		Normal manner	

The form of (1) the pilot design research

Research Sample and Population

Determine the current research students the second row average in Middle Schools (morning study) in the center of Al-Qadisiya governorate in the academic year (2015- 2016), and chose the two researchers randomly (lots) Medium El Razi among schools, which contains six people of indiscriminate placement of the Division (a) Pilot Group and the Division (C) as a female officer after the exclusion of failing students of the previous year, the number of the

students of the two groups (60), (30) students each group, had been rewarded by the two groups in some variables, and (the time age, artificial intelligence, previous information, thinking the former critic) there were no differences between the two groups in these variables.

Research Procedures

The article scientific in chapters (3, 4, 5) from the book of the Arab Islamic history the second grade average, has also been formulated, the target of behavior on according to the six levels of the classification of bloom of knowledge, and the two researchers (16) study plan for both groups by the strategy, effective learning) pilot group and according to the normal manner with respect to the students of the control group, and plans, objectives and behavioral a group of arbitrators in education and the modalities of the teaching of history to know the extent of the relevance of the purpose for which the prepared for it in the light of the experts carried out some of the necessary amendments.

Search Tool

Critical Thinking

Replace the two researchers test depending on building the five (know assumptions, interpretation, calendar arguments, extraction, Conclusion), the formulation of positions and paragraphs of the test the test involved (20a Paragraph) by (4) the positions of each sub-test, as well as the preparation of instructions for students shows how to answer the test paragraphs with giving an illustrative example for the ability of the capabilities of the test, to facilitate the answer, and make sure the veracity of virtual test to introduce a number of arbitrators in the field of education, psychology and teaching methods, some of which was amended in the light of their views and to retain the paragraphs which obtained agreement (80%) or more, have also been confirmed the veracity of the construction of the test to determine the characteristics of the test tested as follows:

the coefficient of discrimination: for calculating the utilization factor of discrimination of the paragraphs of the test use the two researchers from the equation of the results showed that the value of the coefficient of discrimination Amend the test ranged between (59.0-0.81) so

the paragraphs of all test highlighted the fact that distinguish transactions, all of them were more than (0.20) (Melhem,239:2012)

-Coefficient of difficulty: after that, according to the two researchers coefficient of difficulty of each paragraph of the test had found that ranges between (0,54-0,67) This is the rate is acceptable because it is located within the range set by the plume (Bloom) and acceptable values (0.20 - 0.80) (Alken,2007,91).

Evidence Test: for verification of the test flat critical thinking, use two researchers way,Alpha (كرونباخ) used to find evidence substantive paragraphs and substantive session, as it stood at 63,813 (0.88) index was flat very good if between (0.80 -0,90 ()Everitt,2003:101)

The test consisted of the final form of the (20) Optional position (4) the positions of all the capacity of the capabilities of the critical thinking, every situation has a (3) of alternatives prepared by the two researchers and the degree of macro-test (20) the degree of the least degree of tested (0).

The application of experience: Researcher started (Zaid Elwan) application of the experience of the members of the two sets of research on Sunday21/2 (2016 teaching classes on a weekly basis in accordance with the plans prepared for each group, with continued teaching to Sunday approved 17/4/2016

statistical means: Use the two researchers statistical bag of Social Sciences (10-Spss) and program (Microsoft Excel) in the calculation of the : arithmetic average, standard deviation, t-test square, Kay, coefficient of difficulty of the two tests, the utilization factor of discrimination, the effectiveness of the wrong alternatives, Alpha laboratories.كرونباخ

The presentation of the findings and conclusions and recommendations and proposals
view results: provided zero premise that (there is no difference with statistical significance at the level of an indication (0.05) between the average degrees of students of the Pilot Group who study strategies for effective learning and the average degrees of students of the control group who are studying in the usual manner in the critical thinking.)

To verify the authenticity of this hypothesis intentionally two researchers to calculate the arithmetic average value, T-shirts and the degrees of the two sets of research in the test of critical thinking as indicated in the following table:

(4)the results of the test (t.test لعينتين (independent research groups in the test of critical thinking

The Group	القيمة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	عدد الطلاب	دلالة الاحصائية عند مستوى 0,05
	الجدولية	المحسوبة					
دالة	2	10,25	58	4,30	31,26	30	التجريبية
				7,32	18,6	30	الضابطة

It appears from the table (4) that the arithmetic to extremes of the students of the Pilot Group equal (31,26) while the group officer equal (18.6) and value, t-shirts and calculated (10,25), the largest of the Tabular trend value of (2) When the degree of freedom (58) and the level of an indication (0.05), which means that there is a difference of statistical significance in favor of the Pilot Group in the test of critical thinking, thus rejects zero premise and accepts the alternative hypothesis

Conclusions

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

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

Recommendations

in the light of the results of the research, accumulated recommends the following:

- The adoption of strategies for effective learning when teaching material of history in the intermediate stage.
- The need for the training of teachers of social materials on modern strategies especially strategy (thought. زواج. participated cooperative learning.)

- Encourage the supervisors of the jurisdiction of the court over the use of the teachers of social materials modern strategies that have proven successful experiment with during their visits to schools.
- The creation of classes seminar halls, provision of furniture and educational means to help teachers to teach in accordance with the strategies for effective learning.
- The inclusion in the curricula of the modalities for the teaching of the history of the students of the faculties of education, basic education strategies and modalities with modern methods in the teaching process, including strategies for effective learning.

Proposals

- An update of the research suggests two researchers several proposals as follows:
- The study of the effectiveness of effective learning in the other variables such as the development of other types of thought such as mens rea, scientific or creative thinking or indicative thinking.
- The study of the effectiveness of effective learning in the stages of other seminars such as the preparatory stage, taking into account the other variables into consideration.
- Similar studies for the current study in the articles of the other seminars as physics or chemistry and mathematics.
- The preparation of a training program in-service teacher training and students of the faculties of education, basic education, especially the early stages ending on strategies for effective learning.

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