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فاعلية استخدام برنامج كورت فى تنمية التحصيل والتفكير الناقد فى الأحياء لدى طلاب المرحلة الثانوية فى ليبيا

رسالة مقرمة من

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١٤٣٤ هـ - ٢٠١٣ م



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رسالة ماجستير

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١٤٣٤ هـ - ٢٠١٣ م

شكر

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شكر وتقدير

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مستخلص الدراسة

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Summary

Name: Fawzia Nasr Amohamed El – Ghanany

Title: Effectiveness of CORT thinking program in Developing Achievement and thinking in Biology among Secondary Education Students in Libya

The main objective of this study is to identify the effectiveness of CORT thinking program in developing Achievement and Critical thinking in Biology among secondary education students in Libya.

- The female researcher prepares a teacher Guide for teaching the 6th unit “the Nervous system in Mammals” and the 7th unit “the sensory organs in animals” included the biology text book taught to the 2nd grade students at secondary schools in Libya, the school year 2011/2012, with accordance with CORT thinking program, student’s activities book – to follow up activities conducted by students during teaching pursuant to CORT thinking program – and student’s work card.
- The researcher prepares the study’s tools as represented by achievement test with all its different levels: Remembrance, understanding, Application, as well as a critical thinking test with all its different skills: “knowledge of assumptions, interpretation, evaluation of evidences, induction and deduction.

- The study's sample consists of a total number of (82) boys and girls chosen from among the 2nd grade students studying at secondary schools. Those students are equally divided between two groups, one is experimental and the other is control. So the experimental group contains (41) students and the control group contains the other remaining (41). Students, pretests and posttests are administered to both groups.

The results reached by the study:

Those results can be shown as follows:

1. There are statistically significant differences at (0,01) N level between the average scores obtained by the experimental group students taught by CORT thinking program and the average scores obtained by the control group students taught by the traditional method. This is based upon the results obtained from the achievement posttest administered to measure different cognitive levels of students such as remembrance, understanding and application. Those difference tilt in favor of the experimental group students.
2. There are statistically significant differences at (0,01) N level between the average scores obtained by the experimental group students taught by CORT thinking program and the average scores obtained by the control group students taught by the traditional method. This is based upon the results obtained from critical thinking

posttest administered to measure different critical thinking skills such as knowledge of assumptions, interpretation, evaluation of evidences induction and deduction. Those differences tilt in favor of the experimental group students.

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