ملخصات بحوث العدد 57 لشهر يناير 2015م من مجلة دراسات عربية في التربية
وعلم النفس التي تصدرها رابطة التربويين العرب

بحث 1

"فعالية استراتيجية مقتارة في ضوء نظرية التعلم المبتدئ إلى جانب الدماغ على التحسين ومهارات التفكير البصري والكتابة الذاتية المدركة لدى طالبات المرحلة الإعدادية"

مستخلاص البحث:
هدف البحث إلى الكشف عن فعالية استراتيجية مقتارة في ضوء نظرية التعلم المبتدئ إلى جانب الدماغ على التحسين ومهارات التفكير البصري والكتابة الذاتية المدركة لدى طالبات المرحلة الإعدادية، وتم بناء استراتيجيات مقتارة في ضوء نظرية التعلم المبتدئ إلى الدماغ، واحترقت وحدة (الهندسة والقياس) من مقرر الرياضيات للصف الأول الإعدادي واعاد دليل التدريس وأوراق عمل للطلاب ذوي جانب أيسر غير مبتن (طلاب جانب أيمن مسيطر + نص في عدد طلاب الجانبين معاً)، كما أعاد دليل دروس أخر وأوراق عمل أخرى للطلاب ذوي جانب أيمن غير مسيطر (طلاب جانب أيمن مسيطر + نص في عدد طلاب الجانبين معاً)، كما اعتاد أداء الفصل، هي اختيار التحصيل الرياضي واختيار مهارات التفكير البصري، وقياسية، استخدم نهج التجريبي حيث أخترت مجموعة تجريبية بتح坏事 عدد بالإضافة إلى مجموعة تجريبية أخرىれた حيث مجموعة بالتأكيد مما يناسب متقدم السالبة، وطبقت أداء الفصل على المجاميعين قليلاً وبناءً وبأي تحديث البحث فعالية التدريس بالاستراتيجية المقترحة في ضوء نظرية التعلم المبتدئ إلى جانب الدماغ، لتنمية التحصيل الرياضي، وتوفر القدرة على الانتظار الذاذة المدركة لدى طالبات المجموعة التجريبية، وأوصى البحث بتوظيف التطبيقات التربوية لنظريات الدماغ ذو الجانبين في تحسين نتائج التحصيل الرياضي.

بحث 2

أثر التقويم التكويني في تدريس مقرر استخدام الحاسوب في التعليم على التحصيل والاحتفاظ بالتعلم لدى طالب المستوى السابع بكلية الشريعة وأصول الدين

الخض:\nهدف البحث إلى تحقيق أثر التقويم التكويني في تدريس مقرر استخدام الحاسوب في التعليم على التحصيل والاستفادة بالتعلم لدى طالب المستوى السابع بكلية الشريعة وأصول الدين، في مقرر استخدام الحاسوب في التعليم بالتعليم المستمر في كلية الفقه، والأدب، وأصول الدين 1433 هـ - 2012، 20 في كلية الدراسات العليا بالعربية، الموسيقا، وتحقيق ذلك، استخدم النهج التجريبي، على غرار قصيدة قمعها (37)، من مجموعتين مختلفتين: التجريبي (19) طالبًا، درس الموضوعات المحددة، وفق التقويم التكويني، وضريبة (19) طالبًا درس الموضوعات نفسها، وفق طريقة حضارية. وفي نهاية ثلاثة الأسابيع من تدريسها (12 حضارية - 50 دقيقة)، تم التطبيق الوعياء والمشروع (الاحتفاظ بالتعلم) لتحقيق التحسين على المجاميعين بتقترح وزمي (17) يومًا، وقد أسفرت النتائج عن وجود فرق دال إحصائياً عند مستوى (0.05) بين متوسطي درجات طلاب
The Effect of Formative Evaluation in Teaching the Course of Using the Computer in Instruction on Achievement and Learning Retention of the Seventh Level Students at the College of Shariah and Deen Asool

Abstract:

This paper aimed at investigating the effect of formative evaluation in teaching the course of Using the Computer in Instruction on the achievement and learning retention of the seventh level students at the College of Shariah and Deen Asool. Using quasi-experimental design, the sample consisted of (37) students, enrolled in the course of Using the Computer in Instruction during the Summer Term 2012 at the College of Education, King Khalid University, Saudi Arabia. The sample was divided into two equivalent groups: An experimental group including (18) students studying the assigned units using formative evaluation, and a control group including (19) students studying the same units using the lecture method. At the end of three-week teaching sessions (12 lectures, 50 minutes each), an achievement test was administered twice (17 days between the two applications) for both groups to measure the sample's achievement and learning retention. The results of the study revealed that there were statistically significant differences at (0.05) between the means of both groups in the immediate and delayed achievement test in favor of the experimental group. Also, the effect size was large in both applications. In light of the results, some recommendations and suggestions were presented.

Keywords: Formative Evaluation, Achievement, Learning Retention, Computer Education.
Developing some of Cognitive Thinking Skills and Habits of Mind by Using Visual Thinking Networks for Teaching Science among Preparatory Stage Students.

Abstract

This research aimed at developing some cognitive thinking skills and mind habits of the first year prep stage students. The researcher prepared a Teacher's Guide to teach the Unit of "Variation and Adaptation in Living Creatures" in Science of the first year prep stage students during the first term 2013-2014 by the use of Visual Thinking Networks. Cognitive Thinking Skills Test, Mind Habits Scale were also prepared. The tools were pre-post applied to both the experimental group (37) students and the control group (36) students at El Ghar Joint Prep School. The Science experimental group teacher taught the class using Visual Thinking Networks after training him and the control group teacher taught the class using the traditional method. The results of the study indicated that Visual Thinking Networks had a great effect on developing cognitive thinking skills and mind habits of the first year prep stage students.

Key Words: Cognitive thinking skills, Mind Habits, Visual Thinking Networks.
The effectiveness of micro-teaching in developing teaching skills of students in Field Education in Ha’il University and attitudes towards it

Abstract:

This study aimed at determining the effectiveness of micro-teaching in the development of teaching skills among the students of field education in Ha’il University and their attitudes towards it. The study population consisted of all students (n=223 students) in field education in the College of Education in Ha’il University during the first semester of the academic year 2012/2013. The study sample was selected from the whole population in a random manner. The total number of the sample was (50) students representing various disciplines (Arabic, Islamic Education, Science, Math, and Computer). Reliability coefficient of the tool of the study was (0.83) which is appropriate for the purpose of the study. The results of the study revealed that the teaching performance of the students was poor. The study also showed a statistically significant difference between the mean score of the students before and after using micro-teaching in favor of the post administration. On the other hand, the study revealed no statistically significant differences due to the cumulative rate while there was statistically significant differences in favor of certain disciplines (Science and Mathematics) concerning warming up and classroom management skills. The results also indicated the students’ positive attitudes towards the use of micro-teaching. The study recommended the following: Building a micro-teaching lab in Ha’il University to train students of field of education on the use of some general skills. Including a practical component in specialized teaching methods that aims at training the student teachers in practicing some teaching skills in the area of specialization.

Keywords: Micro teaching, teaching skills, specialization, academic supervision.

"Use thinking maps for the development of achievement and some visual thinking skills among students in the Faculty of Specific Education"

Abstract:

The impact of the use of thinking maps for the development of achievement and some visual thinking skills among students of the third year specialization of Art Education, Faculty of Specific Education. The study depended on the Experimental approach using sing experimental design with a tribal dimensional experimental and control groups. On applying research tools; including an achievement test and visual thinking skills test to determine in each of the achievement and some visual thinking skills among students. In the design Course, the research found that there were statistically significant differences between the mean scores of students in the experimental group and control group in each of the achievement and some visual thinking skills for the experimental group. As well as there were statistically significant differences between the mean scores of students in the experimental group between both pre and post applications for the post in each of the achievement and some visual thinking skills. The study had a number of recommendations. One of them is including thinking maps as a teaching strategy in teacher preparation programs at faculties of qualitative education and also holding workshops to train teachers on this strategy.
The attitude towards mental illness among a sample of male and female students in the University of the Northern Borders and its relationship to some variables

Abstract:

This study aimed at investigating the attitude towards mental illness among a sample of male and female students of the University of the Northern borders. The study also aimed at identifying the differences in the attitude towards mental illness in the light of some variables: sex, scientific specialization, and academic level. The study used a Scale of Attitude towards Mental Illness prepared by the researcher. The study sample consisted of 425 male and female students enrolled in the University of Northern Borders during the academic year 1434/1435. The statistical methods used included the arithmetic mean, the standard deviation, "T" test, and One-Way ANOVA. The results indicated that the attitude of male and female students about mental illness was neutral. In addition, there were statistically significant differences between males and females in the attitude towards mental illness in favor of the female students and those in the literary disciplines. However, there was no statistically significant difference in the attitude towards mental illness attributed to the academic year.

Key words: The Attitude towards mental illness.
Alternative conceptions in rhetorical concepts among third graders at the secondary stage in Al-Taif.

Abstract:

The problem of the study is identified in the weakness of students' perception of rhetoric concepts, and the existence of alternative scenarios for many of them, in addition to the scarcity of studies that reveal perceptions that take prescription stability and permanence, and the reasons for it, and the treatment of this problem lies in the answer to the main question: what alternative conceptions in rhetorical concepts among students in the third grade of secondary in Taif? The study aimed at identifying alternative concepts of rhetoric and their sources. The researcher used the descriptive method to identify the alternative concepts in rhetoric. Two tools were designed: content analysis tool to analyze the rhetorical concepts included in the Rhetoric book assigned to the third graders at the secondary stage during the first semester, and a diagnostic test to diagnose those perceptions. After checking the validity and reliability of the tools, they were used. The diagnostic test was administered to a sample of 68 students from the third grade at the secondary stage. The results of the study indicated the following: there were some alternative conceptions in rhetorical concepts related to Albayan Science ranging from (58.8%) to (86.8%); indicating that these alternative conceptions are common among the students. There were some alternative conceptions in rhetorical concepts related to Budaia Science ranging from (66.1%) to (73.6%); indicating that these alternative conceptions are common among the students.

Sources of alternative conceptions in rhetorical concepts were: the used textbook (37.4%), the teacher (30.79%), the surrounding linguistic environment (18.46%), the Internet (5.89%), and finally the media (4.76%) respectively. In the light of the outcome of the results study the recommendation is to diagnose alternative conceptions in rhetorical concepts before teaching them, and develop the capacity of teachers to explore the students' conceptual structure through the use of effective methods such as tests and structured interviews to detect and perceptions.

The extent to which quality management and time management are applied by self-management schools' female principals in Riyadh
Abstract:

The study aimed at investigating the extent to which quality management and time management are applied by self-management schools’ female principals in Riyadh. The study sought answering the following questions: To what extent is quality management applied in self-management schools in Riyadh from the perspective of schools’ female principals? - To what extent is quality management applied in self-management schools in Riyadh from the perspective of schools’ female principals? - What is the relationship between quality management and time management in self-management schools in Riyadh? - Are there any statistically-significant differences at the (α<0.05) level between responses of the study sample responses concerning their estimation of the extent to which quality management is applied in self-management schools in Riyadh due to study level and years of experience? - The study used the descriptive method and the correlation method. A questionnaire was used as a means of answering the questions of the study. It was administered to a sample of 50 self-management school female principals in Riyadh. The study reached the following results: First: Self-management female principals believed that quality management was highly applied as the general arithmetic mean was (3.79) out of (4) and the standard deviation was (0.48). Second: Self-management female principals believed that time management was highly applied as the general arithmetic mean was (3.86) out of (4) and the standard deviation was (0.41). Third: There was a statistically significant direct correlation at the level (0.01) between quality management and time management in self-management schools in Riyadh. This means that whenever quality management in self-management schools increases, time management increases in turn. Fourth: There was no statistically significant difference between arithmetic means of study sample responses concerning their estimation of the extent to which quality management and time management were applied in self-management schools in Riyadh due to the study level and years of experience.

Abstract:

Compulsive buying disorder and its relationship to some other mental disorders

Compulsive buying disorder (CBD) is one of the mental disorders which raised controversy concerning its classification. Different labels have been given for this disorder; depending on the cultural and social considerations. Therefore, the nature of compulsive buying has been viewed differently according to the different perspectives. Compulsive buying disorder occurs in the adolescence stage or the beginning of the twenties. This disorder is considered a psychological chronic disorder. It is synchronous with many disorders specially anxiety, mood disorders drugs abuse, and eating and personality disorders.

This study aimed at finding out the relationship between the compulsive buying disorder and some other psychiatric disorders. The study sample consisted of 88 female students from King Saud University. Scale of Compulsive Buying (prepared by the researcher) and a checklist of symptoms shortcut (SCL 90), (prepared by Al-Moharib & Al-Nuaim, 1424) were used after verification of reliability and validity. The results indicated that...
there was a statistically significant relationship at the (0.01) level between the compulsive buying disorder and some other psychiatric disorders: general anxiety, depression, obsessive compulsive disorder, phobic anxiety, somatization, psychotic, paranoia and hostility.

Key words: Compulsive buying, Compulsive shopping, Comorbidity.