

EFFECT OF COOPERATIVE LEARNING MODEL ON SCIENCE AND TECHNOLOGY LABORATORY PRACTICES LESSON

Res. Assist. Yasemin KOÇ
Atatürk Üniversitesi
Kazim Karabekir Education Faculty
Department of Primary Science Education
Erzurum, TURKEY

Res. Assist. Seda OKUMUŞ
Atatürk Üniversitesi
Kazim Karabekir Education Faculty
Department of Primary Science Education
Erzurum, TURKEY

Bilge ÖZTÜRK
Atatürk Üniversitesi
Kazim Karabekir Education Faculty
Department of Primary Science Education
Erzurum, TURKEY

ABSTRACT

Laboratories are the settings which provide facilities enabling students and teachers to gain unique experiences that are hard to get in other ways. Science lessons learned through experiments improve students' motivation and enable them to learn science persistently. What is important in science learning is that students face a wide variety of materials in conducting science laboratory processes. Using these materials in laboratories requires a high degree of readiness. At this point, it is very important to determine which method we will apply to students and with which approach we can improve their success. The aim of this study is to demonstrate the effect of learning together model which is used in implementation of cooperative learning model on academic success, attitudes towards the lesson of students who attend the science and technology laboratory lesson. Sample of the study consists of a total 43 students from two classes in second – grade in the department of primary school teaching who attended the science and technology lesson during 2010 – 2011 academic year. With the method of cluster sampling, one class was determined as experiment group and the other as control group. Learning together method used in the implementation of cooperative learning model was applied to experiment group and proof based method used in traditional laboratory applications was used for control group. Data were gathered with data collecting instruments called Prior Knowledge Test (PKT), Experiment Achievement Test (EAT), Experiment Retention Test (ERT) and Science and Technology Lesson Attitude Scale (STLAS). Data analyze showed a significant difference favor of experiment group between control and experiment groups in view of academic success, retention of knowledge and attitudes towards science.

Key Words: Cooperative Learning Model, Learning Together Method, Proof Based Method, Retention of Knowledge, Science and Technology Laboratory.