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فاعلية استراتيجية الفصل المعكوس في تدريس الجغرافيا لتنمية بعض مهارات قراءة
الخريطة وأبعاد التفكير الإيجابي لدى تلاميذ الصف السادس الابتدائي

**The Effectiveness of Flipped Classroom Strategy in Teaching
Geography in Developing some Map Reading Skills and Positive
Thinking Dimensions of Primary Stage Students**

إعداد

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Research Abstract

The current study aimed to identify the effectiveness of flipped classroom strategy in teaching Geography in developing some map reading skills and the dimensions of positive thinking. Sample of the study included a number of (76) sixth year primary students in Abu Bakr Al-Sedeek and Alfky school in Yousif Al-Sedeek educational administration in Fayoum. The sample was divided into two groups, one experimental (38 students) from Abu Bakr Al-Sedeek School , and the other one is a control group (38 students) from Alfky school . For achieving the purposes of the study, a list of map reading skills was designed, in addition to a list of the dimensions of positive thinking. Also, the flipped classroom environment was designed based on the (ADDIE) model, and according to this environment, the two units (the Desert Environment) and (the Coastal Environment) taught to sixth year primary students, were redesigned. The measurement tools included a map reading skills test and a scale for measuring the dimensions of positive thinking. The tools were administered to a pilot group to test them for reliability. The experiment of the study was conducted during the second semester in the academic year (2020-2021). Results of the study showed that the flipped classroom is effective in enhancing the study sample's map reading skills. Significant differences (at 0.01 level) were found between the control and experimental group in the post administration of the map reading skills test, in favor of the experimental group. Results of the study also showed that the flipped classroom is effective in enhancing the study sample's positive thinking skills. Significant differences (at 0.01 level) were found between the control and experimental group in the post administration of the positive thinking skills scale, in favor of the experimental group. The study came up with a group of recommendations and suggestions related to the teaching and learning of social studies in different stages of education including: (1) designing training programs for in-service teachers in using the flipped classroom strategy, and in teaching map reading skills and the dimensions of positive thinking, and (2) including teaching and learning strategies (in teacher preparation programs) based on the active participation of the learner.

Keywords: *flipped classroom-map reading skills-positive thinking*