The Effectiveness of using Some Fun Learning Strategies in Teaching History in Developing Preparatory School Students Dimensions of Historical Sense and Humor Intelligence

A Thesis Submitted in Partial Fulfillment of the Requirements for the

M.A Degree in Education

(Curriculum and Instruction Department)

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1444‑ 2022

Summary of the Study

First: Introduction:

The current era is witnessing many developments in all areas of life; based on what the knowledge revolution has brought about, as society is now witnessing a widening of the gap between the educational needs of students and the huge amount of knowledge. Therefore, there is an increasing need to employ many effective means, methods, and strategies to reach the required learning and to use a variety of teaching strategies that will stimulate motivation, and involve learners in solving problems in a fun and enjoyable atmosphere.

Therefore, history was and still is a record of the events that humanity has experienced through the ages, and if every historical event has a temporal dimension related to the time of the event, and a spatial dimension related to the place of the event, then the historical sense has three basic dimensions: the temporal dimension, the spatial dimension, the human dimension, and each dimension among those dimensions has its components, which should be developed among students through the teaching of history (Fayza Ahmed Ahmed, Nour El-Huda Ahmed Mohamed Hassanein, Jamal Hassan El-Sayed Ibrahim, 2020, 446).

Studies have emphasized the importance of developing a sense of history and its dimensions, such as the studies of:

(Stapi, 2006) (Najfa Qutb Al-Jazzar, 2007), (Ramadan Fawzy Al-Muntaser, 2013), (Mona Mohamed Massad Al-Ghaweet, 2018), (Heba Saber Shaker Allam, Marwa Salah Anwar Al-Adawi, 2018) and (Shaima Mohamed Sayed Mahmoud (2019), (Fayza Ahmed Ahmed, Nour Al-Huda Ahmed Mohamed Hassanein, Jamal Hassan Al-Sayed Ibrahim, 2020), (Mustafa Zakaria Ahmed Al-Sahat, 2020) and (Mohammed Ibrahim Abdel Hadi Mohamed Salama, 2021)

There are many studies that emphasize the importance of humorous intelligence, including studies of:

(Hanan Abdel Sattar, 2005), (Teehan, 2006), (Smuts, 2009), (Fatima Moftah Faraj Al Falah, 2009), (Ho, Chik & Chan, 2011), (Sammy, 2011) and (Vaezi, Fallah, 2012) and (Inshirah Ibrahim Al-Mashrafi, Jannat Abdel-Ghani Al-Bakatoshi, 2012), (Hiyam Saber Sadeq Shaheen, 2014), (Rania Muhammad Abdo Qassem, 2015), (Alia Abdel-Moneim Ibrahim, 2016) and (Ibrahim Refaat Ibrahim, 2017) and (Hamdi Mohamed Yassin, Amira Abdel Hadi Mohamed, 2018), (Ahmed Hassanein Ahmed Hassan, 2018), (Ali Mohamed Gharib Abdullah, 2019) and (Mohammadi & Farnia, 2021)

Second: Problem of the Study:

The study problem was represented in the presence of weakness in the historical sense of the preparatory stage students. Besides, this was confirmed by the studies of: (Stapi, 2006) and (Najafa Qutb Al-Jazzar, 2007), (Ramadan Fawzy Al-Muntasir, 2013) and (Mona Muhammad Massad Al-Ghaweet, 2018) and (Heba Saber Shaker Allam, Marwa Salah Anwar Al-Adawy, 2018), (Shaima Mohamed Sayed Mahmoud, 2019), (Fayza Ahmed Ahmed, Nour El-Huda Ahmed Mohamed Hassanein, Jamal Hassan El-Sayed Ibrahim, 2020) and (Mustafa Zakaria Ahmed Al-Sahat, 2020) and (Mohammed Ibrahim Abdel Hadi Mohamed Salama, 2021)

There are also many studies that emphasize the importance of developing humorous intelligence, including studies of:

(Hanan Abdel-Sattar, 2005), (Teehan, 2006), (Smuts, 2009), (Fatima Moftah Faraj Al-Falah, 2009), (Ho, Chik & Chan, 2011), (Sammy, 2011) and (Vaezi, Fallah, 2012) and (Inshirah Ibrahim Al-Mashrafi, Jannat Abdel-Ghani Al-Bakatoshi, 2012), (Hiyam Saber Sadeq Shaheen, 2014), (Rania Muhammad Abdo Qassem, 2015), (Alia Abdel-Moneim Ibrahim,

2016) and (Ibrahim Refaat Ibrahim, 2017) (Hamdi Mohamed Yassin, Amira Abdel Hadi Mohamed, 2018), (Ahmed Hassanein Ahmed Hassan, 2018), (Ali Mohamed Gharib Abdullah, 2019) and (Mohammadi & Farnia, 2021)

Third: Questions of the Study:

The aim of the study is to answer the following main question:

What is the effectiveness of using some interesting learning strategies in teaching history to develop the dimensions of historical sense and humorous intelligence among preparatory school students?

The following sub-questions are derived from the main question:

1- What are the dimensions of the historical sense that need to be developed for the preparatory stage students?

2- What are the dimensions of comic intelligence that need to be developed for preparatory school students?

3- What is the effectiveness of using some interesting learning strategies in teaching history to develop the historical sense of preparatory stage students?

4- What is the effectiveness of using some interesting learning strategies in teaching history to develop comic intelligence among preparatory school students?

5- What is the relationship between historical sense and humorous intelligence?

Fourth: Objectives of the Study:

The aim of the search is to:

1- Recognizing the effectiveness of using some interesting learning strategies in teaching history to develop the historical sense of preparatory stage students.

2- Recognizing the effectiveness of using some interesting learning strategies in teaching history to develop the comic intelligence of preparatory stage students.

3- Revealing the correlation between historical sense and humorous intelligence by using some interesting learning strategies.

Fifth: Importance of the Study:

The importance of the study is due to the fact that it may be useful in:

1- Providing history teachers and mentors in the basic education stage with interesting learning strategies in the field of history teaching, which helps to change the traditional methods used in teaching this subject.

2- Activating the role of the student in the educational process, so that he becomes more positive and effective in the learning process.

3- Teachers and researchers can benefit from the historical sense test, the humorous intelligence test, and the teacher's guide that will be prepared.

4- Developing the teaching of history by paying attention to non-stereotypical strategies in teaching.

5- Directing the attention of those working in the field of history teaching to the importance of developing a sense of history in teaching.

6- Directing the attention of those working in the field of history teaching to the importance of developing humorous intelligence in teaching.

7- Contributing to providing objective tests to measure historical sense and humorous intelligence that can be the beginning of standardized tests.

8- Helping those in charge of preparing, planning, and developing history curricula through strategies, methods, means and ways of evaluating interesting learning to guide them when developing history decisions.

Sixth: Limitations of the Study:

This study is limited to:

1- Topic Limits: The unit "Islamic Caliphate in the time of the Umayyads and Abbasids and models of independent states" is one of the

units of the social studies book scheduled for the second year of preparatory school in the second year of basic education in the second semester, and it is considered a political unit filled with many events.

- Dimensions of historical sense (temporal sense, spatial sense, human or human sense)

- Dimensions of humorous intelligence (humor production, humor appreciation, humor and meeting the pressures of daily life, self-enhancing humor)

2- Spatial Limits: the application of the research was limited to Omar Al-Khouli School for Basic Education in the Ibshaway Educational Administration in Fayoum Governorate. This is due to the availability of the necessary capabilities for the application.

3- Time Limits: The research experience was applied in the second semester, for the academic year 2021/2022.

4- Human Limits: A group of second year preparatory school students, Omar Al-Khouli School for Basic Education, Ibshaway Educational Administration, Fayoum Governorate.

Seventh: Study Tools:

The study tools are:

a) Educational tools including:

1- Student activities brochure (prepared by the researcher)

2- Teacher's guide (prepared by the researcher)

b) Measuring instruments, including:

1- The historical sense test (prepared by the researcher)

2- Scale of humorous intelligence (prepared by the researcher)

Eighth: Hypotheses of the Study:

The aim of the study is to verify the validity of the following hypotheses:

1- There is a statistically significant difference between the mean scores of the experimental group students in the pre and post applications of the historical sense test in favor of the post application.

2- There is a statistically significant difference between the mean scores of the experimental group and the control group in the post application of the historical sense test in favor of the experimental group.

3- There is a statistically significant difference between the average scores of the experimental group students in the pre and post application of the comic intelligence test in favor of the post application.

4- There is a statistically significant difference between the average scores of the experimental group and the control group in the post application of the comic intelligence test in favor of the experimental group.

5- There is a positive, statistically significant correlation between the scores of the experimental group students in the historical sense test and the humorous intelligence test.

Ninth: Methodology of the Study:

The research used the following two methods:

1- Descriptive Approach: to review previous studies related to research variables, and prepare the theoretical framework and research tools and materials.

2- Experimental Approach / Quasi-Experimental Approach: the two-group system (experimental, control), which depends on the pre and post measurement of the effectiveness of using some interesting learning strategies in developing the historical sense and humorous intelligence among the second year preparatory students, where it is taught to the control group in the usual way of teaching while studying to the experimental group with some fun learning strategies.

Tenth: Procedures of the Study:

First: extrapolation of previous Arab and foreign research and studies that dealt with enjoyable learning, historical sense, humorous intelligence, and theoretical framework work.

Second: To answer the first question, the researcher will follow the following steps:

1- Preparing an initial list of appropriate dimensions of historical sense that need to be developed for the second year preparatory students.

2- Presenting the list to a group of arbitrators in the field of curricula and methods of teaching social studies to express their opinions and suggestions on the list and assess its validity.

Third: To answer the second question, the researcher will follow the following steps:

1- Preparing an initial list of the appropriate dimensions of comic intelligence that need to be developed for the second year preparatory students

2- Presenting the list to a group of arbitrators in the field of curricula and methods of teaching social studies, and their scientific control.

3- Preparing the student's brochure and presenting it to a group of arbitrators for scientific control.

4- Preparing the teacher's guide and presenting it to a group of arbitrators specialized in curricula and methods of teaching social studies for scientific control.

Fourth: To answer the third and fourth questions, the researcher will follow the following steps:

1- Preparing the historical sense test and presenting it to the arbitrators and controlling it scientifically.

2- Preparing the comic intelligence test and presenting it to the arbitrators and controlling it scientifically.

3- Choosing a group of students in the second year of preparatory school in one of the schools in Fayoum Governorate.

4- Applying the tests of historical sense and humorous intelligence to the students of the research group in a pre-existing manner.

5- Teaching the selected unit to the students of the experimental unit using the fun learning strategy, while the same unit is taught to the control group in the usual way.

6- Applying the tests of historical sense and humorous intelligence to the students of the research group as a posterior application.

7- Monitoring and statistically processing the results.

8- Interpretation of the results.

9- Make recommendations and suggestions.

Eleventh: Study Terms:

1- Learning Fun:

Learning Fun is defined as the student's acquisition of knowledge and skills in ways that achieve fun, suspense, happiness, increase motivation, student participation, increase their attention and enhance the emotional aspects of learning, which positively affects the emotional development aspects of students (Abdulrahman Al-Hashimi, 2019; 13)

It is also defined as: "Learning for Fun: is an educational orientation that aims at the active participation of learners in the formation and formation of educational experiences, due to the realization of feelings of pleasure in the learners' enjoyable experiences, and perhaps achieving pleasure is the most obvious priority for learners and perhaps more than the priority of achieving academic goals at the beginning of learning is for fun, but with the learners' integration into educational experiences for fun, the academic goals are achieved in a way that is more accommodating to the learner" (Ibrahim Refaat Ibrahim, 2017, 12)

The researcher defines procedurally learning fun as:

It is part of active learning that consists of effective strategies that seek to teach the unity of the Islamic caliphate in the time of the Umayyads and Abbasids and models of the independent state in ways that achieve fun and suspense to develop a sense of history, and humorous intelligence.

2- Historical Sense

(Najfa Qutb al-Jazzar, 2007, 3) defined the historical sense as "a sense of the events of the past and the events of the present together, and that this sense is what makes the writer write with a sense, and also endows him a degree of intense awareness of his position and place across time and among his contemporaries".

Nietzsche also defined the historical sense as "a feeling that pushes the individual to search for the origin, and to go back to take a historical look at the essence of the thing. Through this return, it revealed tricks all forms of deceive that distorted the initial entity. This means that it cares for all details of the phenomenon, thus defining the validity of the discourse and judge for or against it." Quoted from (Jamal Mufreh, 2002, 279)

While the researcher defines the historical sense procedurally as:

Developing students' historical and internal feeling and the ability to perceive the past and present together, face future challenges, link between time and place, and feel the internal emotions of historical figures in the unity of the Islamic caliphate at the time of the Umayyads and Abbasids, and models from the independent states using some interesting learning strategies. Thus, it is measured by the historical sense test prepared by the researcher. .

3- Humor Intelligence:

We quote: (Ahmed Hassanein Ahmed Hassan 633, 2018-634) (Ahmed Attia, 1947) who defines it as "a general temperamental readiness that colors the thinking of its owner and directs him to everything that may provoke laughter".

As (Hisham Awad, 1997) defines it as "that innate psychological faculty that is a joking joke that affects the human sense through laughter and its stimuli, that is, it is an innate talent.

While (Swanson, 2013) defines it as the student's ability to express his style in funny and entertaining ways and communicate with others in fun and humorous ways, and humor that attracts the admiration of his colleagues.

Quoted from: (Ali Muhammad Gharib Abdullah, 2019, 102)

The researcher defines humorous intelligence procedurally as:

A set of dimensions that help the second preparatory grade student in producing and appreciating humor, and the ability to perceive and express the funny aspects of situations, through the method of self-enhancing humor, through activities prepared for the unity of the Islamic caliphate at the time of the Umayyads and Abbasids and models from independent countries. It is measured by the humorous intelligence scale prepared by the researcher.

Twelfth: Results of the Study:

- There is a statistically significant difference between the mean scores of the experimental group students in the pre and post applications of the historical sense test in favor of the post application.

- There is a statistically significant difference between the mean scores of the experimental group and the control group in the post application of the historical sense test in favor of the experimental group.

- There is a statistically significant difference between the average scores of the experimental group students in the pre and post application of the humorous intelligence test in favor of the post application, while the first dimension (humour production) considered the effect as weak, and the fourth dimension (self-enhancing humor) considered the effect was medium.

- There is a statistically significant difference between the mean scores of the experimental group and the control group in the post application of the humorous intelligence test in favor of the experimental group.

- There is a positive, statistically significant correlation between the scores of the experimental group students in the historical sense test and the humorous intelligence test.

Thirteenth: Study Recommendations:

In light of the results of the research, the researcher recommends the following:

1- The importance of including learning for fun in building the scientific content of social studies in all educational stages to develop the skills of the social studies curriculum and the dimensions of historical sense.

2- The possibility of formulating a history course for second year preparatory school students according to interesting learning strategies, including exercises and activities that develop different dimensions of historical sense and humorous intelligence.

3- The importance of training social studies teachers to plan and implement some interesting learning strategies to teach social studies.

4- The necessity of training social studies teachers to develop the dimensions of the historical sense through learning for fun and the new technological methods.

5- Paying attention to exercises and questions that develop the dimensions of humorous intelligence and historical sense, through exercises that are attached to the textbook, tests and exams.

Fourteenth: Suggestions of the Study:

In light of the study results, the following research ideas were suggested:

1- The effectiveness of using some interesting learning strategies in developing historical concepts and temporal sense among primary school students.

2- The effect of using some interesting learning strategies in improving critical thinking skills and humorous intelligence in different academic levels

3- The effectiveness of a training program for history teachers based on interesting learning strategies for developing the dimensions of historical sense and humorous intelligence.

4- A proposed program based on the activities of humorous intelligence in teaching social studies to develop social communication and attitude towards the subject among primary school students.

5- The effectiveness of using some interesting learning strategies in teaching history to develop historical thinking skills and humorous intelligence among preparatory school students.