

The Effect of Using the Generative Learning Model on Correcting Alternative Conceptions and Developing Deductive Thinking Skills of Second Cycle of Basic Education Students

Abstract

The problem of the present research was represented in the alternative perspectives of first year preparatory pupils about the geographical concepts which affected their achievement in these concepts. Moreover, there was a weakness in their deductive thinking skills. Thus, the aim of the present research was to identify the effect of using the generative learning model in correcting the alternative perspectives of some geographical concepts and developing the deductive thinking of first year preparatory pupils. The researcher prepared geographical concept test, and a deductive thinking test. The research results proved that there was a significant statistical difference between means of scores of the experimental group pupils and control group pupils in the post administration of the geographical concept test, and the deductive thinking test in favour of the experimental group. There was also a significant statistical difference between means of scores of the experimental group pupils in the pre-post administration of the geographical concepts test, and the deductive thinking test in favour the post administration. This indicates the effectiveness of the generative learning model in correcting the alternative perspectives of some geographical concepts and developing the deductive thinking of first year preparatory pupils.

Keywords: The generative learning Model-alternative Conceptions-Geographic Concepts-Deductive thinking