

The Effectiveness of Using Bybee's Constructivist Learning Model in Manipulating Some Philosophical Misconceptions of Secondary Stage students and their Attitudes towards Philosophy

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Abstract

The problem of that research is that secondary stage students have some misconceptions about philosophy. This is due to traditional methods of teaching that transformed philosophy into disconnected and useless pieces of information. This led to students' unwillingness to study philosophy because it failed to reflect its intended goals.

So, the current study aimed at finding out secondary stage students' misconceptions about philosophy and determining the effectiveness of Bybee's constructivist learning model in manipulating these misconceptions and enhancing their attitudes towards philosophy. Results of the study showed that there are statistically significant differences between mean scores of the control and experimental group in the post



administration of the *philosophical concepts test* and the *scale of attitudes towards philosophy*, **at (0.01) level**, in favor of the experimental group. Results also showed that there is a positive correlative relationship between the development of philosophical concepts and students' attitudes towards philosophy. These results confirm the effectiveness of Bybee's constructivist learning model in manipulating secondary stage students' misconceptions and enhancing their attitudes towards philosophy.

