



THE EFFECT OF CONCEPT CARTOONS ON ACADEMIC ACHIEVEMENT AND INQUIRY LEARNING SKILLS

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Abstract

The aim of this study is to determine the effects of concept cartoon supported learning activities on academic achievement about "Chemistry and Energy" and perception of inquiry learning skills. The sample of the study is 100 students attending to the 11th class of Amasya Social Sciences High School in 2015-2016 spring semester. As data collection tools Academic Achievement Test developed by researchers and Inquiry Learning Skills Perception Scale developed by Balım et. al. (2007) will be used. At the beginning of the study Inquiry Learning Skills Perception Scale will be used as pre-test. While the "Chemistry and Energy" unit will be studied with the aid of concept cartoons in the experiment group, it will be studied using the present curriculum in the control group. At the end of the study Inquiry Learning Skills Perception Scale will be used as post-test. The results will be analyzed using SPSS programme.

Keywords: Concept cartoon, chemistry and energy, perception of inquiry learning skills, academic achievement.