



İLKÖĞRETİM 4. SINIF FEN VE TEKNOLOJİ DERSİ ÖĞRETİMİNDE UYGULANAN JIGSAW VE GRUP ARAŞTIRMASI TEKNİKLERİNİN ÖĞRENCİLERİN AKADEMİK BAŞARILARI ÜZERİNE ETKİSİ ¹

Murat Sancı
Palandöken Mustafa Kemal İlköğretim Okulu
Sınıf Öğretmeni
Erzurum

Yrd. Doç. Dr. Durmuş Kılıç
Atatürk Üniversitesi
Kazım Karabekir Eğitim Fakültesi
Sınıf Öğretmenliği Anabilim Dalı
Erzurum
dkilic@atauni.edu.tr

Abstract

The aim of the study is to determine the effects of Group Study, Jigsaw Techniques and conventional teaching methods that are used in cooperative learning method in the fourth grade primary education students' who have taken science and technology course academic achievement and these students' views about these techniques.

The students were randomly divided into an experimental group I with 16 students, experimental group II with 16 students and a control group with 13 students. Among the cooperative learning techniques, Group Study Technique was used to the experimental group I, Jigsaw Technique was applied to the experimental group II and the conventional teaching methods were used in the control group.

According to these findings, group study and jigsaw techniques, in the fourth grade primary education science and technology course, appear to be more effective than conventional teaching methods and group study technique seems to be more effective than jigsaw technique.

Key Words: Cooperative Learning, Group Study Technique, Jigsaw Technique, Student Views, Academic Achievement.

¹ Bu çalışma Atatürk Üniversitesi Sosyal Bilimler Enstitüsü İlköğretim Anabilim Dalı Sınıf Öğretmenliği Bilim Dalında savunulan "İlköğretim 4. Sınıf Fen Ve Teknoloji Dersi Öğretiminde Uygulanan Jigsaw Ve Grup Araştırması Tekniklerinin Öğrencilerin Akademik Başarıları Üzerine Etkisi" adlı yüksek lisans çalışmasından yararlanılarak oluşturulmuştur.