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Thesis Title	The Impact of Klausmeiers & Merrill Tennysons Strategies in Acquiring & RETAINING Concepts by the Intermediate CLASS FEMALES' Student in Islamic Education		
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Abstract

Since the Islamic education is one of the constituents of the curriculum in the regular schools in Iraq , & since it has an influence in giving the generations the good features & behavior , as it protects them from the cultural invasion that comes from the out side , it should be given its due concern & priority in the process of putting it channels taught in school , & in constructing its goals & procedures & methods of presenting it to students . it has been proved that the traditional way of teaching is not enough to fulfill the community ambitions , to teach students the good qualities & to build the religious restraint . therefore , it is important to search for the methods & procedure that have an indirect influence in planting the values & trends that fulfill the ambition of the pedagogical institutions .

The researcher has entered the domain of teaching design & its samples to choose two strategies which are effective in giving students the concepts in the different scientific domain because teaching today concentrates on the main & principal concepts of the subjects more than concentrating on the structures of knowledge as it is the main unit in constructing knowledge .

The researcher has chosen the intermediate school girl students to apply the experiment because this stage is important in constructing the concepts in the students mind . the sample consists of (90) students from the second intermediate school distributed in three groups : (30) students in the first experimental group , (31) students for the second experimental group & (29) students for the controlled group .

To fulfill the aim of the study (finding out the influence of Klausmeier's & Merrill Tennyson's strategies in acquiring the concepts & maintaining them in the Islamic education) , the researcher has made six hypotheses , the first three state that there is no statistical difference in the mean of the students' achievements in three groups in the test of concept acquisition . the other three state that there is no statistical difference in the mean of the students' scores in the three groups in the test of concept maintenance .

To achieve the aim of the research & to verify its hypotheses, the researcher has designed behavioral objectives & has put teaching plans for the subjects of Islamic education book for the second intermediate school . also , she has prepared a test for the acquisition & maintenance of the concepts according to the test plan that consists (80)items (objective) . the test has been shown to a group of experts & its stability has been calculated by the half-division method . the result has been corrected by using Spearman Brown's equation in which the stability coefficient is (0.79) .

After applying the test & correcting it , the statistical treatment for the students' marks in the three group , by using the discrepancy analysis & Sheffe's equation for the post comparisons ,has shown that there is a statistical difference between the three groups . the second experimental group has surpassed the other two groups in both tests , concept acquisition & concept maintenance .

The researcher states that the reason behind surpassing the two experimental groups over the controlled is the discrepancy of the teaching procedures included in both strategies like presenting the behavioral objectives at the beginning of the lesson , using the strategy of using or not using examples , & using the feed back . in addition , girl students are the pivot of the teaching process & their role is positive & vital , the teaching procedures require that students should pay attention since they are to follow & infer reasons & causes .

Arranging the material of learning according to the importance of contents has a positive influence on acquiring & maintain knowledge , that the presentation of the main concepts (that need a precise observation) allows that student to concentrate on the material , acquire it & finally main it , unlike when it presented according to the logical sequence in the book & according to the traditional methods . another reason is presenting the material from the whole to the part & from the rule to explaining the examples .

The surpass of the second experimental group , taught by using Merrill

Tennyson's strategy , over the first group , taught by using Klausmeier's strategy can be explained as follows : the procedures followed in teaching the concept according to Klausmeier's strategy state that the teacher has to define the concept , its features , the reasons of belonging & not be longing & to present the excuses without any previous explanation of how to get the reasons & causes , & this make the learner in Klausmeier's lesson confront a big challenge that might confuse him & make him concentrate on finding the reasons & causes rather than concentrating on acquiring & maintaining the concept . in this case ,the learner's ability to acquire & maintain is less than that in Tennyson's lesson in which the teacher explains the concepts' name its definition & present the examples & non examples & also trains the student how to infer & find the reasons or excuses for the belonging & not belonging of the example . in that case the learner will be more powerful in innovation & more relaxed in learning . also , the teacher in this case explain in a way that keeps the information in the mind more than that in Klausmeier's strategy in witch the learner stands before something obscure knowing nothing about it & about making inferences & finding reasons & causes .

The researcher has found that the learner can not learn acquiring & maintaining the concept through the traditional methods in which the learner is listener or a reiterate .

In addition , presenting the examples & non examples is one of the powerful procedures that increase acquisition & maintenance process .

Moreover , these two strategies suit the learner's cognitive growth in the intermediate stage & train the learner's mind to make inferences & generalization & other mental processes .

The researcher has recommended inserting these strategies in the curriculum with in the dimensions of methods of teaching the Islamic education in the department that teach this subject in the colleges of education & teachers . another point is reconsidering the textbook & making it include more details about the different Islamic concepts & their critical features & more training that include the strategy of example & non- example . also one should pay attention to the book of education Islamic heritage & making then within the education programs to give students an idea what was recommended by the Muslim Arab scientists what can be considered recent in the western schools .

The researcher has suggested conducting a study to evaluate the level of the teachers' performance in applying the procedures of the two strategies according to a program in this respect & conducting a descriptive study to measure the teachers' mastery of the teaching procedures according to it & their mastery of the subjects of designing teaching & what has been emanated like samples & teaching strategies

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