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## عمادة الدراسات العليا

نموذج رقم (١٥)

### ثالثاً: قرار لجنة المناقشة (\*)

الحمد لله رب العالمين والصلاة والسلام على النبي الأمين.. وبعد:

ففي يوم الأربعاء بتاريخ ٢٠/٢٠/١٤٢٩هـ الموافق: ٢٧/٠٢/٢٠٠٨م، اجتمعت اللجنة المشكلة لمناقشة الطالبة:

**أميمة بنت محفوظ محمد أمين**

في أطروحتها لرسالة الماجستير المعنونة بـ "فاعلية استراتيجية تبادل الأدوار في تنمية التفكير الناقد، والتحصيل،

والاحتفاظ بمادة التاريخ، لدى طالبات الصف الثاني الثانوي بالمدينة المنورة"

وبعد مناقشة علنية للطالبة من الساعة ٩:٠٠ إلى الساعة ١٠:٠٠... الرجاء وبعد المداولة والمناقشة،

اتخذت اللجنة القرار التالي:

قبول الرسالة والتوصية بمنح الدرجة.

قبول الرسالة مع إجراء بعض التعديلات، دون مناقشتها مرة أخرى. (١)

استكمال أوجه النقص في الرسالة، وإعادة مناقشتها. (٢)

عدم قبول الرسالة.

رابعاً: تعقيبات أخرى:

واللجنة إذ تقرر ذلك، توصي الطالبة بتقوى الله في السر والعلن، والحمد لله رب العالمين.

التواقيع		
عضو	عضو	مقرر اللجنة
أ. د. أحمد بن جابر أحمد السيد	د. مبارك بن سعيد حمدان	أ. د. فوزية إبراهيم دمياطي

(١) في حالة الأخذ بهذه التوصية يفوض أحد أعضاء لجنة المناقشة بالتوصية بمنح الدرجة بعد التأكد من الأخذ بهذه التعديلات في مدة لا تتجاوز ثلاثة أشهر من تاريخ المناقشة، ومجلس الجامعة الاستثناء من ذلك بناء على توصية لجنة الحكم ومجلس عمادة الدراسات العليا.

(٢) في حالة الأخذ بهذه التوصية يحدد مجلس عمادة الدراسات العليا بناءً على توصية مجلس القسم المختص موعد إعادة المناقشة، على ألا يزيد ذلك على سنة واحدة من تاريخ المناقشة الأولى.

(٣) في حالة الاختلاف في الرأي لكل عضو من أعضاء لجنة الحكم على الرسالة حق تقديم ما له من مرثيات مغايرة أو تحفظات في تقرير مفصل إلى كل من رئيس القسم وعميد الدراسات العليا، في مدة لا تتجاوز أسبوعين من تاريخ المناقشة.

(٤) يعبأ من قبل مقرر اللجنة ويوقع من بقية الأعضاء.

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Watson and Glaser

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(Dotson,2001 ) ."

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(Watson and Glaser ) :

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**Effectiveness :** -

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Strategy : -

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Dotson) : Pairs-check:

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. (Dotson) (Dotson,2001

.Critical Thinking : -

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( Beyer.1985.p276 )

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**Achievement :**

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**Retention :**

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(Slaivn)

(Johnson & Johnson)

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( Adams)

.( Adams,1996,p50) ."

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.( Reardon, Nodrland ,1994,p108) ."

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(JASCE)

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" (Candler)

.( Candler,2006)."

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( JASCE)

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Round/ Table /Round Robin

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Think/pair/Share.

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Questioning Strategies :

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Know-Want to Know-Learned –K-W-L

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Fish Bone.

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Heads Numbering.

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Webbing.

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Timelines/Sequence Charts :

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Concept Mapping Stratgies:

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Six Hats Thinking :

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Jigsaw:( )

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Round/ Table /Round Robin

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: (Kagan,1992) ( - )

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Think/pair/Share.

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Imogene & Schuir 1996

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: Questioning Strategies : -  
: (Schuir,1995) ( )

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Know-Want to Know-Learned –K-W-L - - -

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"Cempbell,H.B,Ruptic,c.&Northwick,L.,1998)  
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:Fish Bone. " -

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(Cempbell,H.B,Ruptic,c.&Northwick,L.,1998)  
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(Student Team Learning)  
(STAD)

(Group Investigation)

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(Jigsaw)

(TGT)

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Traditional Classroom Learning Group :

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Cooperative Learning Group :

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( Johnson,Johnson&Holubec,1993)

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**:Pairs- Check :**

Pairs-Check"

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( Roger Skinner)

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.(Kagan 1994 p XI )

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Jigsaw

Kagan

Kagan

.(Kagan 1994 p XI )."

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.(Kagan, 2006,p3) ."

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STAD

.(Kagan 1994 p xlll )."

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. ( Nakagaw ) . "

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( Kenneth ) "

. ( Kenneth L, Sheldon, 1994 ) .

Kagan

Kagan

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(Kagan , 2003) ."

**: (Spencer Kagan)**

Kagan

(PIES)

P=Positive interdependence

I=Individual Accountability

E=Equal participation

S=Simultaneous Interaction

(Kagan , 2002) .

Kagan

: Timed pair Share \*

:Team Interview \*

: Numberd Heads Together \*

( ) : / :Boss/Secretary : \*

( ) : mix-N-Match \*

.(Kagan , 2002) . )

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.( Kagan , 2002):

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Kagan

.( Kagan , 2000)."

Kagan

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(kagan, 2003 ) .

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:( Kagan , 1994 , p10:8 )

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.( Kagan , 1994 , p10:8 ) ."

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**:Kagan**

.(Fortenberry,1998) ( Nakagaw) Fortenberry Nakagaw

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Acceptance of Diversity

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Johnson & Johnson

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(p96,102-105 1992) Sharan& Sharan

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"( Mayer,1983,a)

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" (Rasemarie, 1988 )(John, Barell)

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"(Robert, Solso,1988 )

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" (Paul,1995,2) -

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" : (Simon& Kaplan,1989) -

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" : ( Modre&Parker,1994 ) -

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" (7,p.407) -

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: ( MEYER,1991) -

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(John Dewey,1938,p90)

(Jones) "

(Dumke,1980)

(Jones)

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.(Jones,1996)

( Lipman,1995)

( Fasko )

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" ( Fasko ,2003,p96) "

.( Adams,1996, p39)."

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.( Fasko,2003) ( )

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(Wilén & Philips, 1995, p35,38 )

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(Marty,1983,p11)

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.( Adams,1996, p44

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: ( Beyer ,1995)

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:Dispositions

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:Criteria

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:Point of views

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: (Jones ,1996)

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(Adams)

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.( Adams,1996 ,p43) "

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Binker, and Kreklau (1990)

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:(Binker, Kreklau, 1990)

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( Watson and Glaser)

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Is Cooperative Learning a Valuable Instructional Method for Teaching Social Studies to Urban African American Students? : ( Michael C, et .al ,2002) -

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: ( Dotson,2001 )

Cooperative Learning Structures Can Increase Student Achievement

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.( Dotson ,2001).

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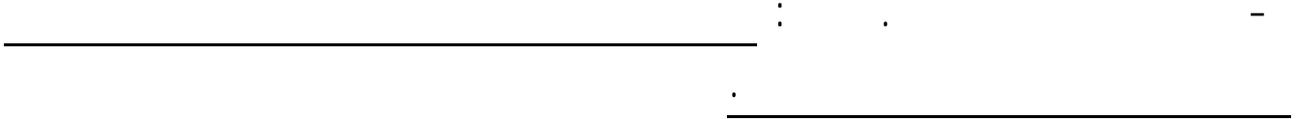
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(Stacey Lee,1999)

The Effects of Cooperative Learning on the Social Studies Curriculum.:

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.(Judith R, *et.al.*,1996)

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Effects of Cooperative Learning among Hispanic Students in Elementary Social Studies

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: (Gokhale ,1995)

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Collaborative Learning Enhances Critical Thinking

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( Judith R, Gene E ,1994)

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Enhancing Social Studies Achievement among Hispanic Students Using Cooperative Learning Work Groups.

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( Jay, Charles,1994) -

Arts and Science/School of Education: A Cooperative Approach to the :  
Teaching of Introductory Geography.

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Field Experimentation

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( Dotson,2001)

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Judith R.*et.al* 1996)

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( Judith R.*et.al* 1996) ،

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( Judith R.*et.al* 1996) ،  
( Gokhale ,1995)

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( Judith R, Gene E,1994)

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(Michael C *et.al.*,2002).

( R.*et.al* 1996  
Lee,1999)

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( Gokhale ,1995)

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( Stacey Lee,1999)

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(M aheady ,1991)

( Judith R, Gene E,1994)

( Judith R.*et.al.* 1996)

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( Gokhale ,1995)

(Jay, Charles,1994)

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.( Michael C *et.al.*2002) ,

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(Jay,Charles,1994)

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(Gokhale ,1995)

( Michael C *et.al.*,2002) , ,

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Computer-mediated critical doing history project

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Effects of Teaching Critical Thinking Skills on the Critical Thinking Ability, Achievement, and Retention of Social Studies Content by Fifth and Sixth Graders

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: (Chiodo & Sai , 1997) , -

Secondary School Teachers Perspectives of Teaching Critical Thinking in Social Studies Classes in the Republic of china

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(Catrina R *et.al.*, 1999 )

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Improving Critical Thinking Skills in Secondary Math and Social Studies Classes.

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The Role of Innovative Teaching Methodology and Learning Styles on Critical:

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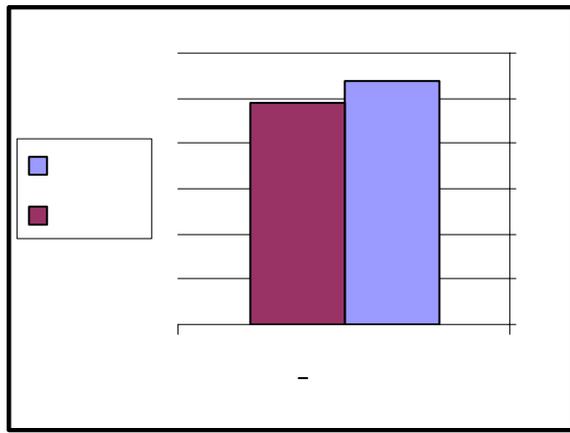
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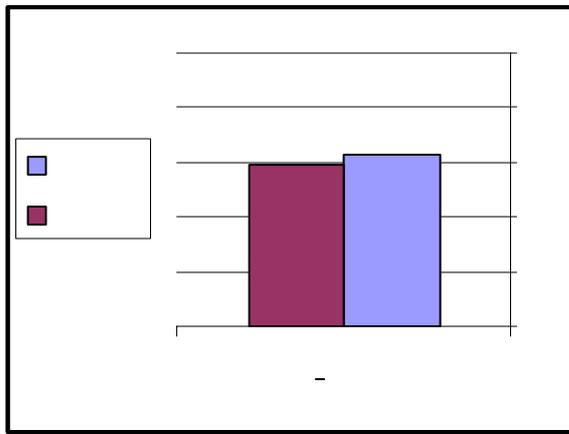
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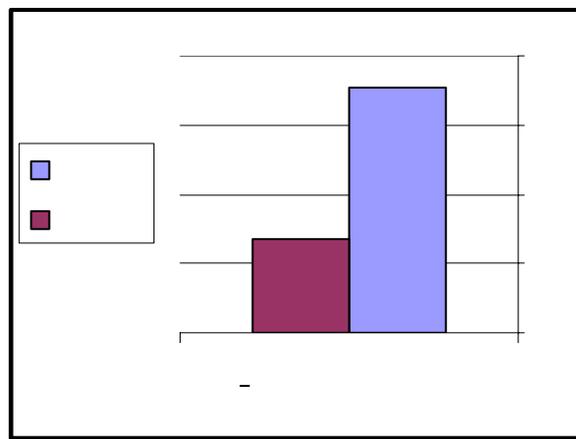
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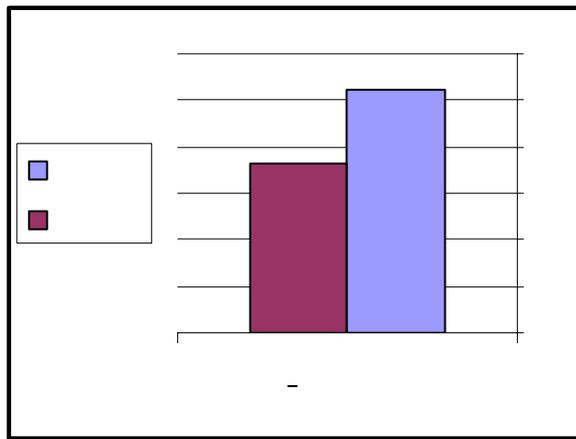
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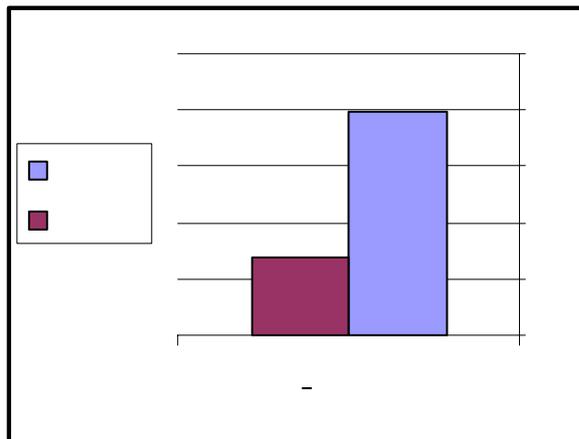
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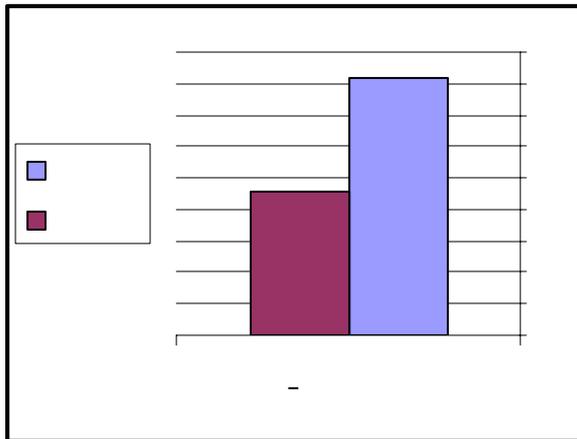
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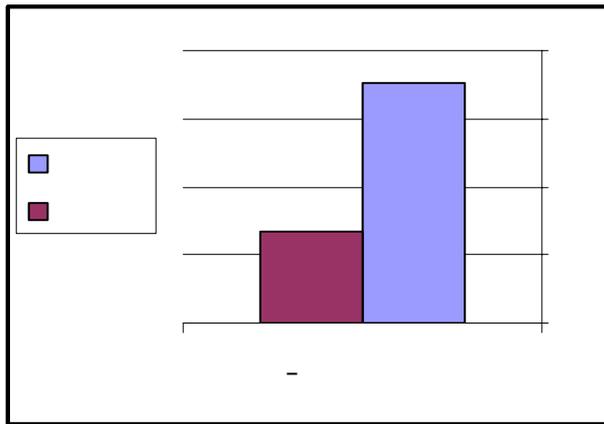
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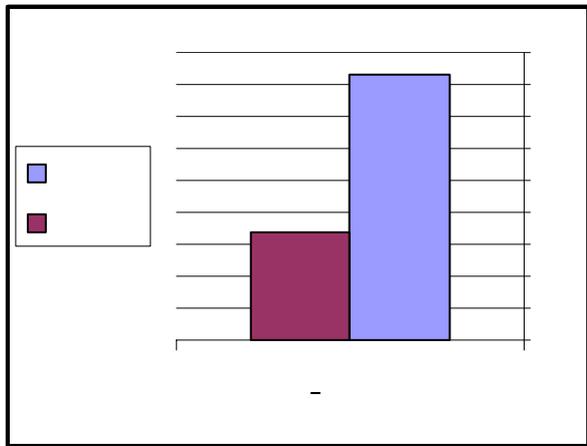
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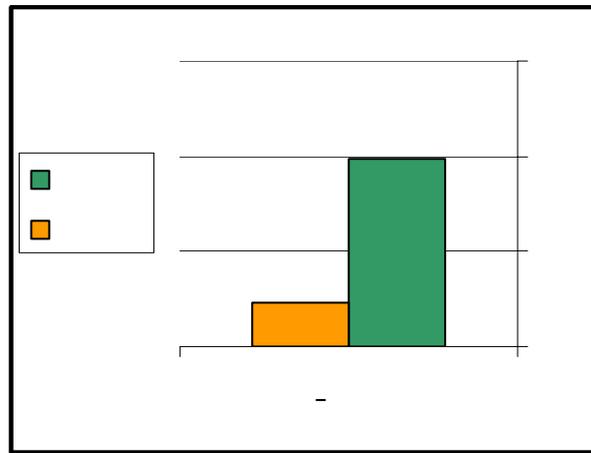
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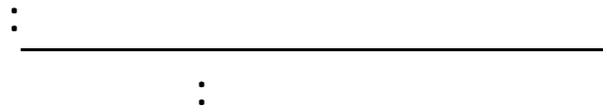
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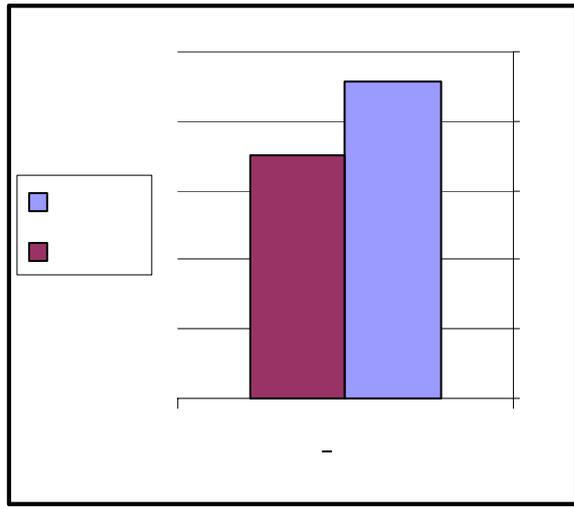
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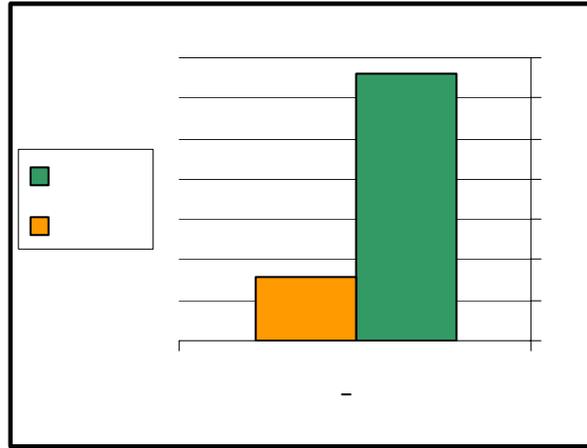


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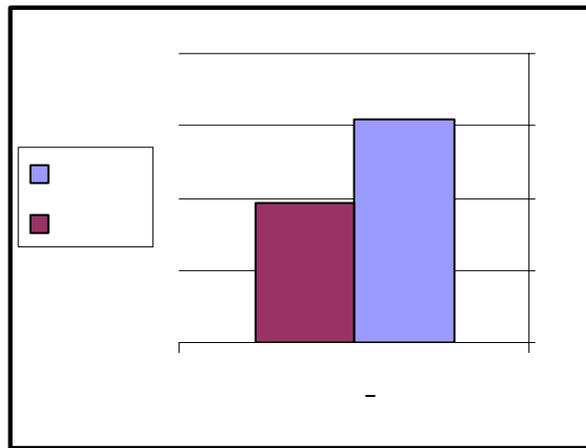
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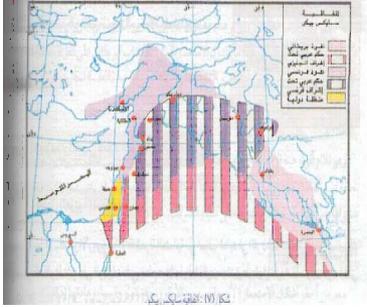
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إمامة كمال العجوي  
وزارة التربية والتعليم  
إدارة العامة للتربية والتعليم بمنطقة المدينة المنورة  
(بنات)

الرقم : ٤٧ / ٢٧  
التاريخ : ١١ / ٤١ / ١٤٤٧ هـ  
المشروعات :

**وحدة الدراسات والبحوث التربوية**

**المكرمة / مديرة المدرسة الثانوية الرابعة**  
الثانوية الخامسة عشرة

**السلام عليكم ورحمة الله وبركاته**

تقوم الطالبة / **أميمة محفوظ محمد أمين** ، الطالبة بمرحلة الماجستير بإجراء دراسة علمية بعنوان "فاعلية استراتيجية تبادل الأدوار في تنمية التفكير الناقد والتحصيل والاحتفاظ بمادة التاريخ لدى طالبات الصف الثاني الثانوي بالمدينة المنورة"، وتحتاج إلى تطبيق الدراسة على عينة من طالبات الصف الثاني الثانوي بمدرستكم.

نأمل منكم تسهيل مهمة الباحثة والتعاون معها في تطبيق الدراسة. علماً بأن التطبيق سيكون خلال العام الدراسي ١٤٢٧/١٤٢٨ هـ.

مشغوة

**شاكرين لكم حسن تعاونكم.....**

**مديرة إدارة الإشراف التربوي**  
١١ / ٤٢  
**د. نوره سليمان البقاوي**

وزارة التربية والتعليم  
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## **Abstract**

**Title :** The Effect of Strategic switch of roles in The development of critical thinking and Achievement and retention In history for Second grade students of secondary in Al madinah Al munawwarah

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**Supervisor by :** Prof .Fawziah Bent Ibrahim Dumiasi

The objective of this research to know the Effect of strategic switch of roles in the development of critical thinking and Achievement and retention ,In history for Second grade students of secondary in Al madinah Al munawwarah . Research has been applied on a random sample hit (64) student , from Second grade students secondary in Al madinah Al munawwarah for the academic year (1427-1428 H) , It was a curriculum based erect on the quasi experimental design sets (experimental group and curb group) , The applied to them before test and after test , And it took time applied research experiment 4 weeks . Included search tools are test grades from Prepared researcher and test critical thinking from Aloutsen and Which emend on environment Saudi Dr.Farouk Abdel-Salam and Dr.Mamdouh Mohammed Suleiman 1402 H / 1982 M , And used in the statistical treatment , SPSS program ,and to calculate the factor of stability has been the use of Equalization " Kuder-Richardson " , and stability factor retail Halftone , and the (T, test) to know the results of the collection and critical thinking Consists of the following skills (knowledge assumptions, interpretation, evaluation of the discussions, inference, conclusion) . And research has reached the following results :

1 - There is a difference is statistically significant at the level (0.01) among middle grades students of the pilot group (which examined by switch roles) and grades students of the control group (which examined the traditional manner) in the distance application to test critical thinking a whole and each of its components subsidiary for the benefit of the pilot group.

2 - There is a difference is statistically significant at the level (0.01) among middle grades students of the pilot group (which examined by switch roles) and grades students of the control group (which examined the traditional manner) in test grades for the benefit of the pilot group

3 - There is a difference is statistically significant at the level (0.01) among middle grades students of the pilot group (which examined by switch roles) and grades students of the control group (which examined the traditional manner) in test distance deferred (retention) for the benefit of the pilot group

In these results obtained a number of recommendations and suggestions foremost:

In these results obtained a number of recommendations most important concern by the planners curriculum in the content of history so as to ensuring information and concepts that Provide an opportunity for students to think and switch roles. And training of teachers and supervisors of social courses to use different teaching strategies for the development of critical thinking.

Preparation of studies in social materials on the thinking in general and critical thinking in particular. And the implementation of studies is a comparison between Kajan strategies and other cooperative learning strategies.

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A dissertation Submitted in partial Fulfillment of the Requirements for the(Master)Degree in Education Curricula and Methods of Teaching Social Sciences

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