

فاعلية برنامج تدريبي لتنمية مهارات التفكير الناقد

باستخدام إستراتيجية التعلم التعاوني

” دراسة شبه تجريبية على عينة من تلاميذ مرحلة التعليم الأساسي

في محافظة ريف دمشق ”

رسالة مقدمة لنيل درجة الدكتوراه في علم النفس

1432-1433 هـ

2011 - 2012 م

قائمة المحتويات

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140.....	:	
152.....	:	
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161.....	:	
165.....		

فهرس الجداول

45		(1)
49		(2)
71		(3)
89	(T-test)	(4)
89	(T-test)	(5)
90	(T-test)	(6)
108		(7)
108		(8)
109		(9)
110		(10)
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114		(12)
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119		(18)
121	(T-test)	(19)

125	(T-test)	(20)
128	(T-test)	(21)
131		(22)
132		(23)
135	(T-test)	(24)

فهرس الأشكال

85	(1)
124	(2)
127	(3)
130	(4)
137	(5)

فهرس الملاحق

165	.	(1)
167	.	(2)
168	" "	(3)
313	" "	(4)
321	.()	(5)
322	.()	(6)
323	.()	(7)
324	.	(8)
325	.	(9)
326	.	(10)
327	.	(11)
343	.	(12)
344	.	(13)
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الفصل الأول

مشكلة الدراسة وأهميتها

■ مقدمة.

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(240 2007

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(2 2004) "

(92-91 2007)

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(4 2002) "

Chen, 2008

McConnell, 2002 , Sosik & Jung, 2002)

. (2010

أولاً: مشكلة الدراسة وأسئلتها:

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(2007

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Chu, 2004)

. (Jacob, 2010 2009

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2001)

Yuan et al ,2007 2004

2003

2002

(Beachboard,2010

2003)

(Papadakis, 2008 ,Gray, 2006, Carmichael , 2006 2006

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ثانياً: أهمية الدراسة:

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ثالثاً: أهداف الدراسة:

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رابعاً: فرضيات الدراسة:

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خامساً: أسئلة الدراسة:

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سادساً: منهج الدراسة:

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سابعاً: مجتمع الدراسة وعينتها:

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ثامناً: متغيرات الدراسة وضبطها:

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تاسعاً: أدوات الدراسة:

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عاشراً: تعريف أهم مصطلحات الدراسة:

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حادي عشر: حدود الدراسة:

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2010/11/30 . 2010/10/13 (2011/2010)

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الفصل الثاني

الدراسات السابقة

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- المحور الأول: دراسات في تنمية التفكير الناقد باستخدام برامج تدريبية أو

إستراتيجيات متنوعة:

أ - الدراسات العربية

1 (2001) :

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(128) :

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2 (2001) :

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: (2002) 4

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: (2005) 7

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(62) :

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: (2007) 8

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(112) :

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: (2008) 9

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(70) :

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: (2009) 10

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(73) :

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ب - الدراسات الأجنبية:

1 (Astleitner,2002)

عنوان الدراسة: Teaching Critical Thinking on line

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(93) :

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: (Chu, 2004) 2

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Critical Thinking through Asynchronous On-line Discussions

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(26) (25) :

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: (Yuan et al,2007) 3

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Promoting Critical Thinking Skills Through Problem-Based Learning

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(23) :

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(Beachboard,2010)

4

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Critical-Thinking Pedagogy and Student Perceptions
of University Contributions to Their Academic Development

:

(2000)

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: (Jacob, 2010)

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Critical Thinking Skills in Online Mathematics

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(46)

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**المحور الثاني: دراسات في تنمية التفكير الناقد باستخدام إستراتيجية التعلم
التعاوني:**

أ - الدراسات العربية

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(68) :

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: (2006) 4

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(123) :

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ب - الدراسات الأجنبية:

(Bishop,2000) 1

USA Classroom Interaction :

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(300) :

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: (Vovides,2004) 2

Fostering critical thinking through online student collaboration across Universities

500

: (Gray, 2006) 3

Improving Critical Reading and Critical Thinking Skills: What is Effective Pedagogy in a College Learning Environment?

(40)

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: (Carmichael , 2006) 4

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Exploration of Critical Thinking in Environmental Subjects

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(30) (250) :

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: **(Deitz , 2007)** **5**

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Simulation-Enhanced Content Learning and Critical Thinking

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(700)

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: **(Papadakis, 2008)** **6**

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Improving participation and critical thinking of students using LAMS.

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(53)

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المحور الثالث: دراسات في أثر إستراتيجية التعلم التعاوني في عدد من المتغيرات:

أ - الدراسات العربية:

1 (2001) :

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(109) :

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(187) :

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: (2006) 7

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(84) :

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: (2007) 8

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(130) :

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: (2008) 9

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(64) :

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ب ـ الدراسات الأجنبية:

(Veenman et al , 2000) 1

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Cooperative Learning in Dutch Primary Classroom.

(363)

(69)

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(Peters,2002)

2

Use of critical interactive thinking exercises in teaching reproductive
physiology to undergraduate students

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: (Chen, 2005) 3

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Cooperative Learning, Multiple Intelligences and Proficiency: Application in College English Language Teaching and Learning.

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: **(Kayiran & Azoglu, 2007)** **4**

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The Effect of Cooperative Learning Method Supported by Multiple
Intelligences Theory on attitudes Toward Turkish Language Course and
Reading Comprehension Achievement.

الدراسة:

(117) :

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(Wheeler & McDonald,2008) **5**

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Using writing to enhance collaborative learning in engineering courses.

: **(Rae et al, 2008)**

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Collaborative Learning: A Connected Community Approach

(13)

التعليق على الدراسات السابقة وبيان موقع الدراسة الحالية منها:

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الفصل الثالث

التفكير والتفكير الناقد

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(2007 18) . "

1. مفهوم التفكير:

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(2004 180) .

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.(41 2001) "

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. (Presseisen,2001,47)

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.(15 2001) "

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(6 2003) "

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.(774 2004

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4 - (Overskeid,2000,361).

2. مستويات التفكير:

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. (2009) 2003 Marzano,2001) .

3. مفهوم التفكير الناقد:

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(Halpern)

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(Eniss) (61 2008)

(24 2006)

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" (7 2001) "

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(73 2007) "

2009) "

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4- معايير التفكير الناقد:

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(2009 2009 2008 2002 Paul,2001)

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(1)

	(Clarity)	1
	(Accuracy)	2
	(Precision)	3
	(Relevance)	4
	(Breadth)	5
	(Depth) العمق	6
	(Logic)	7
	(Significance)	8
	(Consistency)	9

	(Adequacy)	10
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5. مراحل التفكير الناقد:

(2009 2000) :

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6- مهارات التفكير الناقد:

:(Watson- Glasser,1991)

.(Halpern,1997)

.(Facione, 1998)

.(Beyer, 1999)

.(Ennis,2004)

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(Bailin)

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(Bailin, 1999, 275) "

7. تعليم التفكير الناقد:

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(2007 83) .

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(Ennis)

:(Infusion) :

(2005 37) .

:(Immersion) :

(22 2004)

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.(258 2007)

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(84 2007)

(36 2005)

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(2005 38) .

8. نماذج من البرامج العالمية في تعليم التفكير الناقد وتنميته:

1996) :

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1998

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(2009

2004

:" "

We are not alone: a classroom full of teachers.

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Increase Maximal Performance by Activating Critical THINKING.

(22)

: (Gregory)

(17 14)

: (Mary Mecker)

(Guilford)

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(Nova University)

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9. إستراتيجيات تدريس التفكير الناقد:

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(19 2008

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(Mcfarland Strategy) :

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() (39 2005).

(O, Reilly Strategy) :

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(Smith Strategy) :

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(Beyer Strategy) :

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. (2010

Beyer, 2002)

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10. أهمية تنمية التفكير الناقد:

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. (92-91 2007)

(238 2003)

.(29 2005)

2004)

.(20

.(239 2007)

11. البيئة الصفية المحفزة على التفكير الناقد:

(Klenz, 2003, Paul, 2003)

:

, Mulenburg& Berge, 2000)

.(2007 2007

Browne 2000, Ruland, 2000

الفصل الرابع

إستراتيجية التعلم التعاوني

(David Johnson & Roger
-1969)

" Johnson)
(1990

.(81-80 2006) "

1. تعريف إستراتيجية التعلم التعاوني:

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": (Slavin) :

. (306 2010) "

" :

(5-4)

.(151 2004) "

" :

. (22 2005) "

" :

.(10 2006) "

2. العناصر الرئيسية لإستراتيجية التعلم التعاوني:

Positive Interdependence :

.(2008 2008)

INDIVIDUAL Accountability :

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. (2006 2005

Face to Face Interaction :

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. (2008 2004

Social Skills :

2002 2001)

.(2006

Croup Processing :

2005 2003)

.(2005

3. أدوار المعلم في إستراتيجية التعلم التعاوني:

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2008 2006 2001)

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4- أدوار التلاميذ في إستراتيجية التعلم التعاوني:

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(2002 2005 2008)

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. (330 -329 2001

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5. نماذج إستراتيجية التعلم التعاوني:

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(Johnson Strategy) :

(2002 6 7) .

(Jigsaw Strategy) :

(4 5)

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(2006 61) .

(Croup Investigation Strategy) :

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.(78 77 2005

(The Structural Strategy) :

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.(23 2007)

(STAD) :

(Student Teams – Achievement Division Strategy)

(ornston)

(1980)

(Slavin)

(1990)

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(STAD)

(2006

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(STAD)

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6- وسائل تقويم إستراتيجية التعلم التعاوني:

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7. فوائد إستراتيجية التعلم التعاوني:

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2002 McConnell, 2002 , Sosik & Jung, 2002)
(Chen, 2010 2006 2003

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2001)
(Robertson, 2010 2008 2003 Eisenhower, 2002

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8. إستراتيجية التعلم التعاوني وتنمية التفكير الناقد:

(Paul)

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) " (52 2007 .

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(Slavin)

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(68 2006

(2009 Joyce & Weil,2004 2000)

2007)

. (2008 2008

(51 2007)

.(225 2003)

2003 2001)

(2006

(We are not alone: a ("
(Nova University)

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classroom full of teachers).

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الفصل الخامس

منهج الدراسة وإجراءاتها وأدواتها

أولاً : منهج الدراسة:

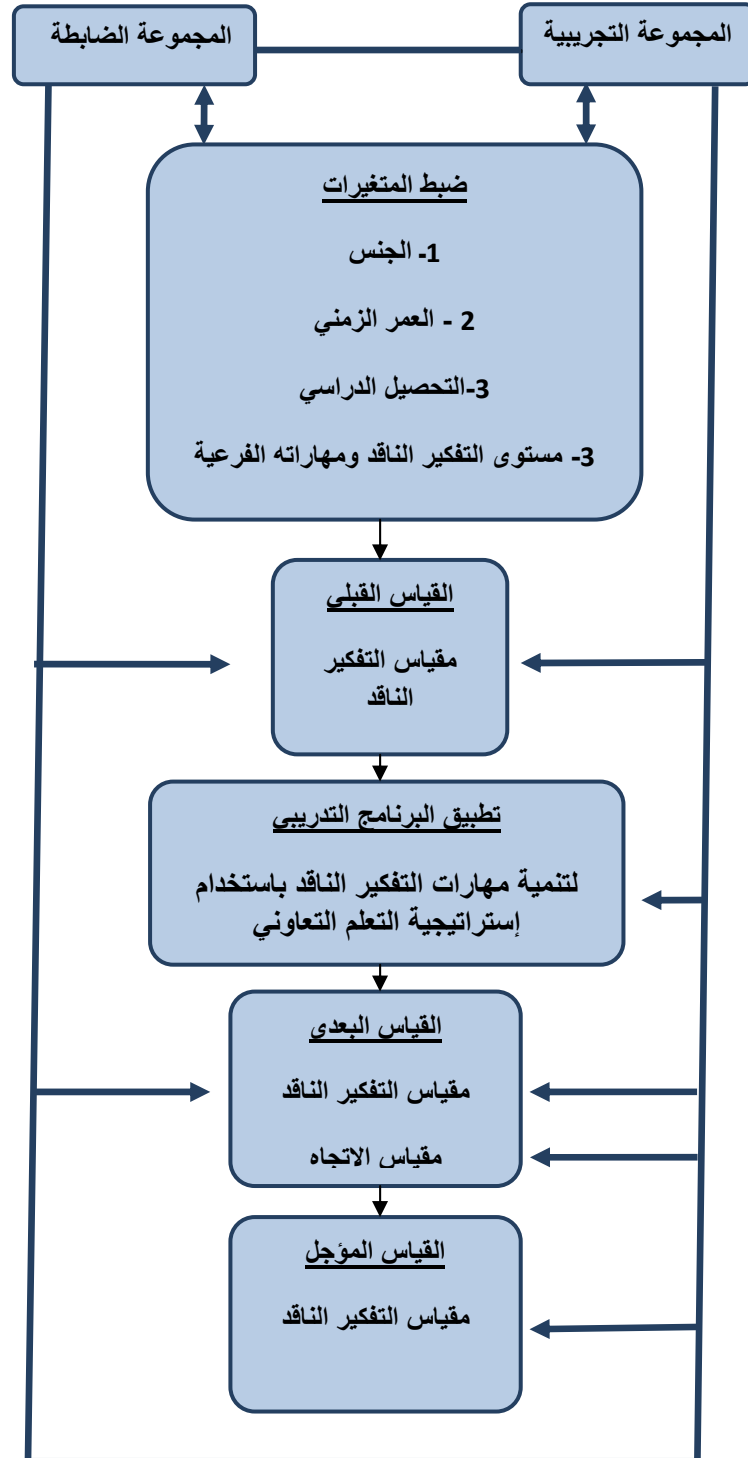
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(28 2006) ."

(196 2003)

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ثانياً: مجتمع الدراسة وعينتها:

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(Biaget)

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(209 2004) . " (20)

ثالثاً: متغيرات الدراسة وضبطها:

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(T-Test)

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	0.400	48	0.849	0.475	13.3	25	
				0.520	13.2	25	

(48)

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(11 2003)

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(t- test)

	0.984	48	-0.020	69.752	298.84	25	
				69.893	299.24	25	

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(t- test)

	0.475	48	-0.720	1.824	3.08	25		
				1.710	3.44	25		
	0.936	48	-0.080	1.805	3.44	25		
				1.711	3.48	25		
	0.898	48	-.129	1.100	4.72	25		
				1.091	4.76	25		
	0.744	48	-0.328	1.369	4.04	25		
				1.214	4.16	25		
	0.914	48	-0.109	1.354	5.00	25		
				1.241	5.04	25		
	0.566	48	-0.578	3.553	20.28	25		
				3.778	20.88	25		

(0.05) (0.566) (48) (-0.578)

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(48) (-0.720) :
(0.05) (0.475)

()

(48) (-0.080) :
(0.05) (0.936)

()

(48) (-0.129) :
(0.05) (0.898)

()

(48) (-0.328) :
(0.05) (0.744)

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(48) (-0.109) ::
(0.05) (0.914)

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رابعاً: أدوات الدراسة:

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4-1 البرنامج التدريبي المقترح:

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1 - الأداء التعاوني: باستخدام جدول معايير العمل الجماعي المشار إليه سابقاً.

2 - تقويم المرحلة موضع التدريب: من خلال ما يأتي:

-

ثانياً: التقويم في نهاية كل جلسة تدريبية: ويشمل ما يأتي :

1 - تقويم الأداء التعاوني : من خلال ما يأتي:

- تقويم المدربة لأداء التلاميذ باستخدام نموذج ملاحظة أداء التلميذ في المجموعات التعاونية.

(انظر الملحق رقم (10))

- تقويم التلميذ لنفسه باستخدام نموذج التقويم الذاتي للتلميذ (انظر الملحق رقم (9))

2 - تقويم الأداء على المهارة موضع التدريب: من خلال ما يأتي:

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2.4 : مقياس التفكير الناقد :

(Watson- Glasser)

(60 2009)

(Blattner &Frazier,2002,62)

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Inference (15)

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Interpretation (15) 2

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Deduction (15) 3

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Recognition of Assumption (15) 4

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Evaluation of Arguments (15) 5

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%90		4
%95		5
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			0.744	8		
0.01	0.000	9.045	0.000	2		
			0.500	9		
0.01	0.000	9.550	0.000	4		
			0.726	9		
0.01	0.000	10.801	0.000	3		
			0.516	6		
0.01	0.000	17.725	0.447	5		
			0.000	6		
0.01	0.000	8.977	0.928	9		
			1.380	7		

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(8.977 17.725 10.801 9.550 9.045 110182)

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0.804		1
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0.913		3
0.640		4
0.733		5
0.684		6

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	0.78	0.647		1
	0.79	0.667		2
	0.91	0.835		3
	0.57	0.410		4
	0.69	0.538		5
	0.63	0.468		6

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(0.91 -0.57)

(0.835

($\alpha \leq 0.05$)

((11))

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3 ـ 4 : مقياس الاتجاه نحو البرنامج التدريبي:

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Akubiro, 2004 , Berrg, 2003

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(Kayiran & Azoglu,

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	0.00	2.30	-11.28	0.33	12.66		
				0.61	18.42		
	0.00	2.36	-8.91	0	14		
				3.66	21.5		
	0.00	2.57	-11.27	0.25	5.75		
				0.33	10.33		
	0.00	2.30	-5.63	5.33	35.66		
				6.14	45.14		

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(-5.63 -11.27 -8.91 -11.28)

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(0.90

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0.82	0.90	0.82	
0.90	0.94	0.90	
0.78	0.85	0.75	
0.86	0.86	0.80	

خامساً: خطوات تطبيق الدراسة:

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2010/10/14		2 /		

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2010/10/17

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(90)

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2010/10/20		(2)	2
2010/10/24			3
2010/10/27			4
2010/10/31			5
2010/11/3			6
2010/11/7			7
2010/11/10			8
2010 /11/14			9
2010 /11/15			10
2010/11/21			11
2010/11/24			12

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2010/11/29		2 /		
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سادساً: الأساليب الإحصائية المستخدمة في الدراسة:

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(t- Test)

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الفصل السادس

تحليل النتائج ومناقشتها

(spss)

أولاً: نتائج القياس البعدي:

الفرضية الأولى :

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(t- test)

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(t- test)

0.01	0.000	48	-14.039	1.630	3.36	25		
				1.222	9.08	25		
0.01	0.000	48	-14.169	1.658	3.60	25		
				1.294	9.56	25		
0.01	0.000	48	-11.051	1.225	4.40	25		
				2.072	9.72	25		

0.01	0.000	48	-9.108	1.428	4.04	25		
				2.548	9.36	25		
0.01	0.000	48	-15.698	1.369	4.96	25		
				1.083	10.44	25		
0.01	0.000	48	-26.208	3.593	20.36	25		
				3.902	48.16	25		

(0.000) (48) (-26.208)

()

(48.16)

(20.36)

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(48) (-14.039) : (0.000)

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. (3.36) (9.08)

(48) (-14.169) : (0.000)

()

. (3.60) (9.56)

(48) (-11.051) : (0.000)

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. (4.40)

(9.72)

(48)

(-9.108)

:

(0.000)

)

(

(9.36)

. (4.04)

(48)

(-15.698)

:

(0.000)

()

. (4.96)

(10.44)

)

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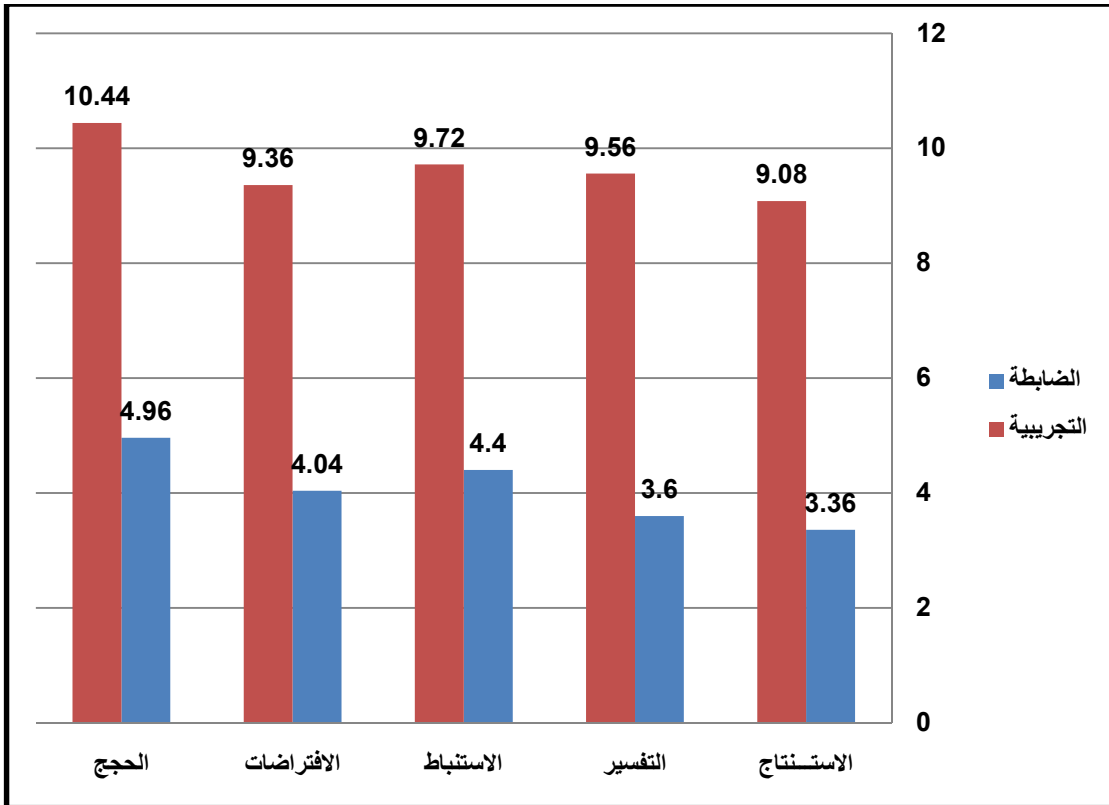
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الفرضية الثانية :

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(t- test)

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0.932	0.01	0.000	24	-12.624	1.710	3.44	25		
					1.222	9.08	25		
0.951	0.01	0.000	24	-15.056	1.711	3.48	25		
					1.294	9.56	25		
0.924	0.01	0.000	24	-11.859	1.091	4.76	25		
					2.072	9.72	25		
0.894	0.01	0.000	24	-9.769	1.214	4.16	25		
					2.548	9.36	25		
0.963	0.01	0.000	24	-17.368	1.241	5.04	25		
					1.083	10.44	25		
0.985	0.01	0.000	24	-27.963	3.778	20.88	25		
					3.902	48.16	25		

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(0.000) (24) (-27.963)

((48.16) (20.88)

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(24) (-12.624) :

(0.000)

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(48.16)

.(20.88)

(24) (-15.056) :
(0.000)

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(9.08)

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(24) (-11.859) :
(0.000)

() ()
(9.72)

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(24) (-9.769) :
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(24) (-17.368) :
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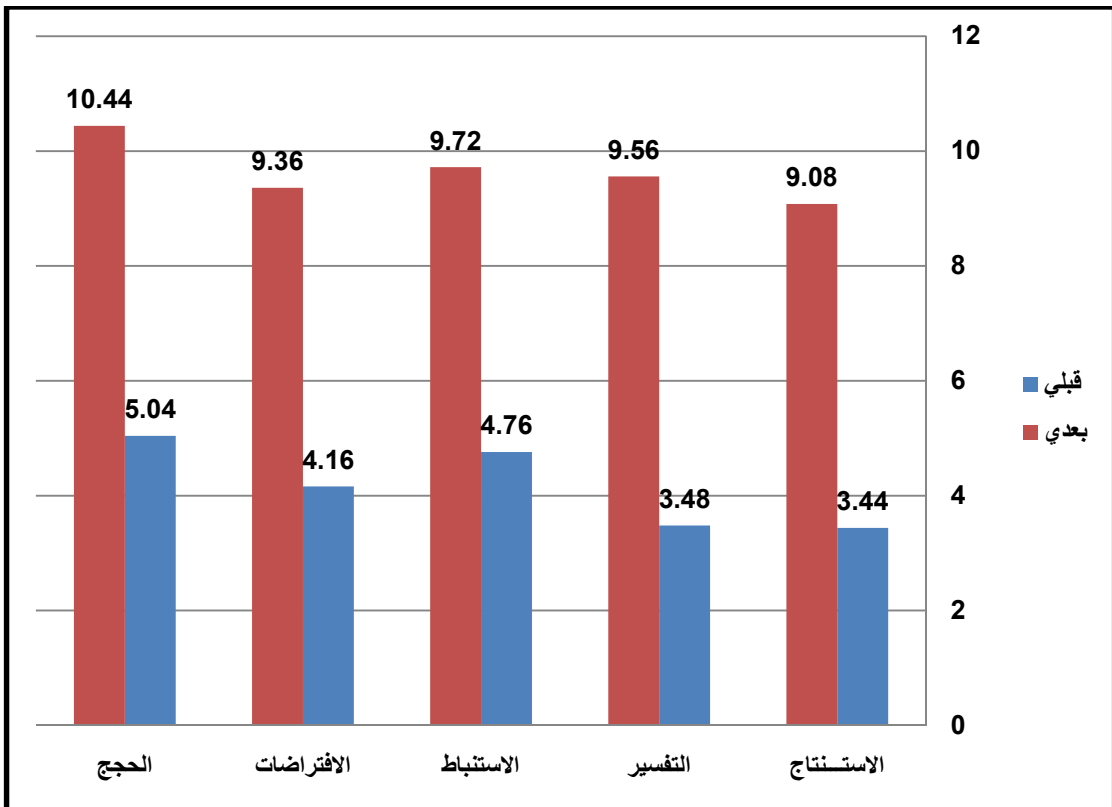
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(0.985 0.962 0.893 0.924 0.951 0.932)
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الفرضية الثالثة :

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(t- test)

	0.549	24	-0.609	1.824	3.08	25		
				1.630	3.36	25		
	0.745	24	-0.330	1.805	3.44	25		
				1.658	3.60	25		
	0.335	24	0.984	1.100	4.72	25		

				1.225	4.40	25		
	1.000	24	0.000	1.369	4.04	25		
				1.428	4.04	25		
	0.862	24	0.176	1.354	5.00	25		
				1.369	4.96	25		
	0.915	24	-0.107	3.553	20.28	25		
				3.593	20.36	25		

(0.05)

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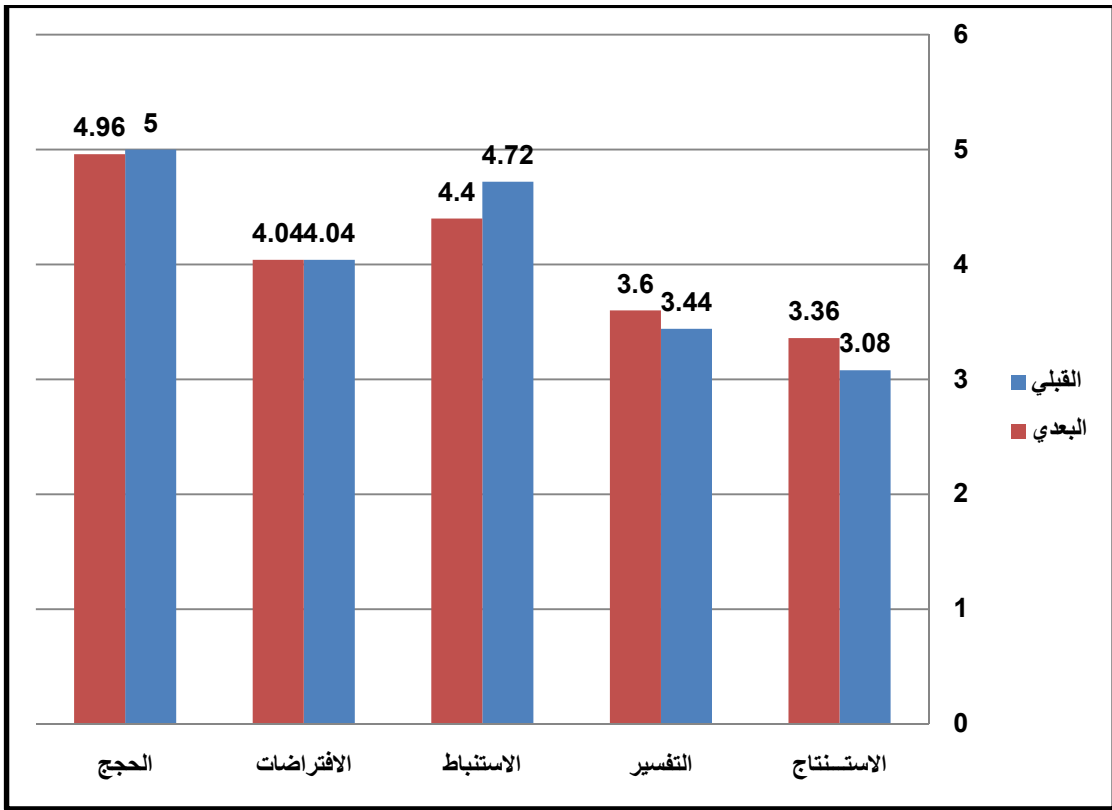
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نتائج السؤال المتعلق بالاتجاهات نحو البرنامج التدريبي:

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25	10	13	2	0	0	1	
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25	14	9	2	0	0	7	
25	9	14	2	0	0	10	
25	19	5	1	0	0	13	
25	14	8	3	0	0	15	
25	11	11	3	0	0	19	
25	10	13	2	0	0	2	
25	14	7	4	0	0	5	
25	16	6	3	0	0	8	
25	10	14	1	0	0	11	
25	13	7	5	0	0	14	
25	13	8	4	0	0	16	
25	9	13	3	0	0	18	
25	15	9	1	0	0	20	
25	10	14	1	0	0	3	
25	10	11	4	0	0	6	
25	10	14	1	0	0	9	
25	13	11	1	0	0	12	
25	8	16	1	0	0	17	

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						%		
175	93	67	15	0	0		7	
%100	%53.14	%38.28	%8.57	%0	%0	%		
200	100	77	23	0	0		8	
%100	%50	%38.5	%11.5	%0	%0	%		
125	51	66	8	0	0		5	
%100	%40.8	%52.8	%6.4	%0	%0	%		
500	244	210	46	0	0		20	
%100	%48.8	%42	%9.2	%0	%0	%		

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Kayiran & Azoglu, 2006

Chen, 2005 2003

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ثانياً : نتائج القياس المؤجل:

الفرضية الرابعة:

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	0.265	24	1.141	1.222	9.08	25		
				1.241	8.96	25		
	0.425	24	0.811	1.294	9.56	25		
				1.447	9.48	25		
	1.000	24	0.000	2.072	9.72	25		
				1.948	9.72	25		
	0.327	24	1.000	2.548	9.36	25		
				2.574	9.28	25		
	0.425	24	0.811	1.083	10.44	25		
				1.075	10.36	25		

	0.265	24	1.141	3.901	48.16	25		
				3.894	47.80	25		

(0.05) (0.265) (24) (1.141)

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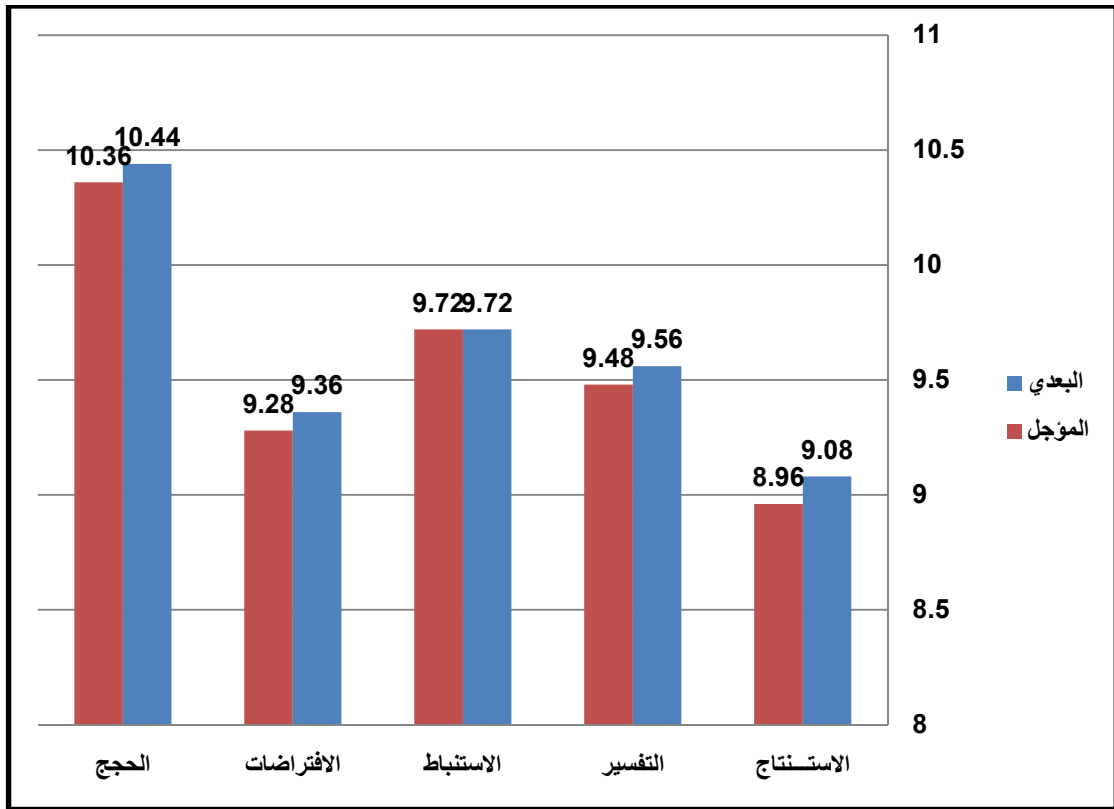
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ملخص الدراسة

أولاً: الملخص باللغة العربية:

عنوان الدراسة:

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تحددت مشكلة الدراسة في الأسئلة الآتية:

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ثانياً: الملخص باللغة الإنكليزية:

Abstract:

Effectiveness of a Training Programme to Develop Critical Thinking Skills using Collaborative Learning Strategy.

A Para-empirical Study on a Sample of Students from Basic Education in Damascus-rural Governorate

Research Problem & Questions:

The problem of this research was focused on the following questions:

- 1-What is the effectiveness of a training programme to develop the critical thinking skills using collaborative learning strategy in a sample of 8th graders basic education in official schools in Damascus-rural Governorate?
- 2- To what extent the members of the sample (experimental group) were able to maintain the results of training after a period of time elapsed (almost a month)?
- 3 -What are the tendencies the students have (experimental group members) towards this programme after finishing its implementation?

Importance of this Research:

This research is marking its importance because of the following points:

- 1- It sheds light on the nature and definition of the critical thinking and its skills.
- 2- The study makes available an applied model suggested for a training programme that aims at developing the skills of critical thinking in members of 8th graders basic education sample.
- 3- The study showed clearly the effectiveness of using collaborative learning strategy in teaching skills of critical thinking and developing them in the Syrian contexts. Thus encouraging applying it in the regular classrooms.
- 4- The study provides a training programme with a prospect to implement it in the Syrian schooling context via the normal teachers after undergoing a training on the activities and the methods of applying them.
- 5- The people in charge and who are responsible in the Syrian Ministry of Education may make use of implementing this programme and use the outcomes following its application in designing other training programmes to develop the critical thinking skills. Then enrolling this area of work as an independent component of the curricula, therefore achieving integration with

the current move towards developing critical thinking through other subjects.

- 6- Relative novelty of the study where it is considered to be one of earliest locally - to the best of knowledge of the researcher- that tackled developing the critical thinking skills using collaborative learning strategy. Thus bringing along more value and new issues in the field of training on critical thinking.
- 7- The researchers in future and the students of Education Colleges may make use of the training programme and other study tools together with the results summed allowing them to open new potentials in scientific research in this field.

Purpose of the Study:

This study has aims to be achieved as follows:

- a- Design and develop a training programme to prosper and develop critical thinking skills using collaborative learning strategy and verifying its validity and possibility to be used in the contexts of Syrian schools.
- b- Verifying the effectiveness of the proposed training programme in developing the skills of critical thinking in a sample of 8th graders / basic education in the official schools of Damascus-rural Governorate
- c- To determine and define the extent to which the students can maintain and keep the results and outcomes of the training programme after the laps of one month following implementation.
- d- Detection of the trends in students regarding the proposed training programme after implementing it.

Assumptions of the Study:

The basic premises of this research were verified at ($\alpha= 0.05$) which were as follows:

- 1- There were no statistically significant differences among averages of the control group members and the averages scored by the experimental against the scale of critical thinking and its sub-skills directly after applying the training programme.

- 2- There were no statistically significant differences among averages of the control group members and the averages scored by the experimental against the scale of critical thinking and its sub-skills (pre-test) and their averages in (post-test).
- 3- There were no statistically significant differences among averages scored by the control group against the scale of critical thinking and its sub-skills (pre-test) and their averages in (post-test).
- 4- There were no statistically significant differences among the averages scored of the control group against the scale of critical thinking and its sub-skills (pre-test) and their averages in (post-test) after a month time has elapsed following the application of training programme (postponed measuring).

The Community of Research and the Sample:

The community of research included a (358) of 8th grade students/ basic education in two schools- official education in Damascus-rural Governorate who are enrolled in the 1st semester of the school year 2010-2011. The sample of research was composed of 50 members (students) and were chosen on purpose who were divided equally on two groups "control & experimental" 25 member s for each one of both groups.

Variables of the Study and Control:

A- Independent Variable:

The training programme to develop critical thinking skills using collaborative learning strategy the researcher designed ad hoc.

B- Correlated Variables:

- The critical thinking and the subsidiary degrees for each one of the following skills: (induction, interpretation, deduction, assumption knowledge, assessment of pleas).
- the trends in students regarding the proposed training programme

Tools of the Study:

- 1- A training programme to develop critical thinking skills using collaborative learning strategy designed by the researcher.
- 2- The Watson & Glasser scale of critical thinking was used after doing what is needed to make sure of credibility

3- Orientation scale on the training programme the researcher designed.

Results of the Study:

The results of the research has indicated the following:

- 1- Effectiveness of the programme in developing critical thinking in general and sub-skills ((induction, interpretation, deduction, assumption knowing, assessment of pleas).
- 2- Continuity of the effectiveness of the proposed training programme in even after the elapse of one month almost following the end of this programme. This was clear via students of the experimental group having kept the results of the training in the programme after a month following the implementation.
- 3- Most students of the experimental group showed positive tendencies in a clear way towards the proposed training programme regarding (contents, strategy of implementation, its benefits).