

İlköğretim Sosyal Bilgiler Dersinin Öğretiminde Bilgisayar Destekli Öğretimin Erişkiye Etkisi

The Effect of Computer Assisted Instruction on Achievement in Teaching of Social Studies Lesson in Primary Education

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Abstract

Background/Problem Statement: There should be some academical and techno-logical progresses in educational studies because of the rapid development. Since traditional applications are dominant in public schools implemented methods include plenty of effort. As a result of integration of computers to educational setting the concept of computer assisted instruction has been revealed. The studies imply that computer assisted instruction effect the success of students more than traditional instructions, it appeals their interests and also it yields self-feedback comparing to the traditional instruction. Thus it was thought that the study of "the effect of computer assisted instruction on social studies education" would be beneficial for the development of this area.

Purpose of Study/Research Question: in this study, the effect of computer assisted instruction on 7th grade students' achievement in social studies lessons was investigated. The essential question investigated is that "Is there any significant difference between traditional classroom and computer assisted instruction classroom with respect to achievement?".

Methods: This study based on experimental method was carried out in Yavuz Selim Primary School and Dr. Sedat-Dr. Melahat Baran Primary School during the 2004-2005 academic year in Sungurlu, Çorum. While forming the experimental and control groups, some variables such as students' genders, numbers, their average degrees while passing the 6th classes, their average marks in social studies lesson at the end of the educational year of the 6th classes and the results of the pre-tests were taken into

consideration. Computer assisted instruction is applied to the experimental group, traditional instruction which is teacher-centered and lecturing method is given to the control group. The data collected is obtained from 15 knowledge, 15 comprehension, 10 application, totally 40 questions from a multiple choice-test. Mean, Standard deviation, t-test were used to analyze the data.

Findings and Results: Experimental group is more successful with respect to the levels knowledge, comprehension, and application. At the end of the study, it is determined that computer assisted instruction in teaching social studies is more effective for acquiring knowledge, comprehension and application level behaviors than traditional instruction.

Conclusions and Recommendations: New studies can be carried out in primary and secondary education in different subjects, lessons, class and school levels. New projects can be started to develop and pervade the computer assisted instruction. In-service training should be necessary for the teachers to use computers effectively and also they need hardware and software.

Keywords: Computer assisted instruction, traditional instruction, teaching of social studies, social studies

