

Effect of Using Active Learning In Academic Achievement on the Course of Yarns and Textile Compositions (Study on Students College of Education Afif)

Wifag Sabir Ali

Faculty of Education -Afif

Shagra University ,KSA.

Einas Ibrahim Ali Mousa

Faculty of Education -Afif

Shagra University ,KSA.

Abstract

The study aimed to identify the effectiveness of using active learning strategies in academic achievement of the learn of textile yarns and textile compositions , to achieve a purpose of the study the applied experimental method was used on a sample of shaqra University students College of education Afif specialization in the clothing and textile academic year 2015-2016 , for measuring academic achievement the test was applied before and after using active learn strategy, and to verify the veracity of the test was showing to number of specialists and based on their observations and recommendations and proposals have been put to the test in its final form. the results of the study showed the effectiveness of using Active learning strategies in academic achievement, depending on the results of the study researchers set a number of recommendation.

Keywords: Active learning , academic achievement , yarn , textile

1. Introduction

in order to raise the efficiency of student by using teaching methods, depending on devoted attention from the Ministry of education to do the training courses on modern teaching strategies for a large number of teachers, in order to overcome traditional ways inefficient teaching that make thinking lows, which confirmed by the Ministry of education in its report (2004-2014) researchers noticing that the studies and research in the field of teaching strategies would mostly focus on theoretical method . so that, the goal of this research is to detect the effect of active learning strategies in academic achievement for students of textile and clothes of education college Afif by apply the modern teaching strategies.

2. Objectives of the Study

know extent of the effectiveness of using active learning strategies in academic achievement of students in yarns and textile composition course.

3. Statement of the Problem

The research helps to identify the effectiveness of using active learning strategies by teachers , also the results of this study may help in designing teaching programmes and develop the teaching strategies .

4. Rreview of Related Literature

4.1. Strategies

methods of teaching which are selected by the teacher or the system of teaching designer , and he planned for use it during the teaching , to achieve the objective of teaching as effectively by available possibilities, and (zietoon, 2001).

(Gindeel, 1992) said that the strategy is method of public or private teaching interlaced , suitable for training position, which can achieve the objectives that position with less potential, and the finest level possible.

(Brown, 1985) see that the strategies are specific ways for solve problem or do a task . the scientific process to achieve a particular goal , and is also detailed plan to control specific information.

As defined by Al-maily are serial and procedural steps performed by the teacher into the classroom , comprehensive, flexible and sensitive to the nature of learners, and representing reality of what is happening in the classroom from the exploitation of the possibilities available, to achieve the output of teaching (Al-maily,1433).

From the above we can say that the strategy is a long-term plan, which includes a set of pre-planned procedures, and for doing specific tasks, in order to achieve certain objectives in accordance with the available potential.

4.2. Active Learning

Al-Shafi'i (2011) said: method of learning that students do most work , and use their minds effectively and studying ideas well, and are working to resolve the problems and apply what they have learned, leading to rapidly understand and enjoy their activities.

Defined by Al-shammari (2012) the techniques helps students to work more than just listening to a lecture or presentation submitted by the teacher to his students, the students will practicing a variety of operations such as: the discovery and mental skills such as: critical thinking and reflection over the cognitive and scientific skills.

4.3. College Of Education Afif

one of the colleges of Education belong to shaqra University of the Saudi Arabia in Afif Province.

4.4. The course of the yarns and textile compositions :

It is concerned with the study of yarn types and different methods of yarn manufacture, and compositions of different textile study and disadvantages and advantages of fabrics produced from each type of textile compositions.

4.5. Active learning strategies:

With the explosion of the enormous knowledge we observe these days, no longer passive learning environment which was based on the transfer of information and knowledge from the teacher to the student to memorize and remember when requesting sufficient to deal with this vast amount of information that change and grow very quickly. from Here it was essential to the development the educational process and interest in active learning.

Active learning strategies covering a wide range of activities involved in essential elements which urges students to practicing and think about the things which learned , from Here it was essential to the development the educational process and interest in active learning.

Active learning strategies covering a wide range of activities involved in essential elements which urges students to practicing and think about the things which learned (Al-shammari , 2012) .

followed Al-dlimi and Al-hashimy (2008), said : a set of procedures and practices by the teacher in the classroom to reach outputs depending to the objectives that have been put.

4.6. Standard of Selection Teaching Strategies:

Motawi (1998) mentions many of Standard of Selection Teaching Strategies like :

- Consider individual learners differences.
- Ensure positive learner activity
- join the learner with knowledge sources .
- suitability of the goals sought to be achieved .
- Suitability of content.
- Link learner and learning material with environment and society.
- Achieve joy and learning pleasure-
- Dissemination of intimacy and mutual respect between teacher and learners.
- Overcome learning difficulties-

4.7. Teaching strategy components :

(zietoon, 2003) said : components of strategy of teaching are as follows:

4.7.1 .Teaching goals:

- put plan by the teacher, and follow it along taught.
- Examples and exercises and issues to reaching goals.
- Educational climate and organizational classroom.
- learner responses caused by stimuli that are regulated by the teacher and planned.

And for active learning strategies focused on student effort and activity in the learning process, it is from modern education for teaching learners how to learn (Abdulsalam ,1421), a result appeared a lot of active learning strategies that can be applied in teaching including:

4.7.2. Discovery strategy : organize information in a way that enables the learner to go beyond the information you learned it (Al- khalifa and Motawi ,1436).

4.7.3. Survey strategy: using a variety of activities which help learners to reach knowledge himself (AL- khalifa and Motawi ,1436).

4.7.4. Brainstorming strategy: a discussion group that relies on quick thinking without preset to generate the largest number of diverse innovative ideas , replied automatically and open discussion , without criticism , to find from these ideas that include solutions for specific problem , pre-selected, then sifting through these ideas and choose the appropriate ones in the specific criteria (Al-Shafi'i , 2011).

4.7.4 Strategy concept maps: (Novak ,1990) defined as a tool for knowledge representation, and are read from top to bottom, the most generally at top, and less general and more specific at the bottom.

4.7.5. Cooperative learning strategy : Sabri (2009) said : it is one of the methods of teaching and learning in small groups by maximum six people, which means small heterogeneous group do effectively cooperate to achieve the desired goal in any academic or social ,which benefits to them as community or individually of educational and non-educational purpose , more and better if their do it individually.

4.7.6. Strategy role-playing: Al-Khalifa and Motawi (1436,) said : it includes automatic representation method for position tutorial by two or more under the guidance of the teacher, and from the fact the position prepare by learners , everyone from actors do the role according to feeling , the learners who are not doing either representation they are performing the role of observers and critics, and after the representation they do discussion.

4.7.7. pairing teaching strategy: all of Al-hayaly and Al-hindi (2011, p. 902) said :the idea of this strategy is learner teaching other learner who needs help, given the appropriate level of explaining learner level of presumption.

4.7.8. The strategy of educational games: a form of games prepare according to plans and programmes of education , their tools and supplies are set up and exercise by teachers then directing pupils to exercise it to achieve the specific objectives (Al-khfag , 2010).

5. Methodology of The Research :

The experience were as follows:

- 5.1. pre- exam : tested before applying active learning strategies for both experimental and control groups to see the level of academic achievement for the members of the Groups .
- 5.2. Teaching the course: applied active learning strategy to the experimental group and continued , study for (6 weeks , 3 hours per week).
- 5.3. post-exam : after 6 weeks of study, researchers applied test to experimental group and control group.
- 5.4. The test answer degrees collection: the researchers collection grades for conducting statistical processors.
- 5.5. The statistical anal

6. Field of the Study :

The search field is apply active learning strategies (discovery, survey, brainstorming, concept maps, collaborative learning, peer teaching, educational games) . on a sample of shaqra University students College of Education Afif specialty clothing and textile level fifth .This program was applied in the first semester of the year (2015- 2016).

8. Tools : examination sheet.

To achieve stability and validity of the tool, split half method (Spearman and Brown correlation coefficient) was used with.

Table No “1” Validity and Reliability of the tool

| Reliability Coefficient | Self honesty Factor |
|-------------------------|---------------------|
| 0.88 | 0.94 |

9 . Analysis and Interpretation of the Results :

“SPSS” program was used to manipulate the data statistically, the arithmetic mean and standard deviation for the answers, also T-test.

9.1. Analysis and Discuss the performance of the experimental group and control group in the pre-exam

Table No (2) the performance of the experimental group and control group in the Pre-exam

| Comparison Groups | Members Number | Mean | Standard Deviation | Freedom Degrees | P - value | Interpretation | Results |
|--------------------|----------------|---------------|--------------------|-----------------|--------------|----------------|----------------|
| Experimental Group | 8 | 16.495 | 3.518 | 7 | 0.875 | No function | No differences |
| Control Group | 8 | 16.725 | 2.033 | | | | |

The above table shows that there are no significant differences in arithmetic mean of the experimental group and the control group , because the probability value equal (0.875) and it is bigger than (0.05), which indicating that differences between the two groups do not have statistical significance, and this confirms the similarity of the two groups at academic achievement level.

9.2. Analysis and Discuss the Performance Of The Experimental Group and Control Group in The Post-exam

Table No(3) The Performance Of The Experimental Group and Control Group in The Post-exam

| Comparison Groups | Members Number | Mean | Standard Deviation | Freedom Degrees | P -value | Interpretation | Results |
|-------------------|----------------|--------|--------------------|-----------------|--------------|----------------|-------------------|
| 14.15 | 8 | 14.150 | 3.906 | 7 | 0.041 | function | Differences Found |
| 11.375 | 8 | 11.375 | 2.779 | | | | |

The above table shows that there are significant differences between the experimental group arithmetic mean and the control group arithmetic mean , the experimental group had increased their level of achievement after the experiment and the excellence in achievement came as a result of the application of active learning strategies, which underscores the positive impact on student achievement in yarns and textile compositions.

10. Conclusion

After the application and use of active learning strategies to improve the academic achievement of students of clothing and textiles, College of education Afif course yarns and textile compositions the results showed the effectiveness of using active learning strategy.

11. Recommendations:

from the findings the researcher recommends the following:

- 1- recommend use active learning strategies to improve the academic achievement of students.
- 2- Do a similar study on using active learning strategies in education.
- 3- Do Further studies on the use of active learning strategies in teaching and the development of thinking in students.

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