

ABSTRACT

THE EFFECT OF TEACHING THE UNIT CALLED “THE SOURCES OF OUR COUNTRY” OF 6th GRADE SOCIAL SCIENCE LESSON THROUGH ‘CONCEPT MAPPING’ ON THE SUCCESS OF THE STUDENTS

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The terms and concepts in education are of great importance in terms of identification of various fact and phenomena. Therefore, terms and concepts gain more importance in teaching social science lessons and its contents. Concepts are the building blocks of information. In particular, the effectiveness of concept mapping in teaching social science and geography which require the organization of numerous concepts and knowledge cannot be ignored. The aim of this research is to determine the effect of teaching the unit called “the sources of our country” of 6th grade social science lesson through ‘concept mapping’ on the success of the students. The research is in the experimental model in order to reveal the effectiveness of concept mapping in teaching social science. The sample of the study consists of 30 students studying in Şehit Cafer Secondary School in Germencik in Aydın. The students are informed about concept mapping beforehand in order for the research to be conducted effectively.

For this purpose, 17 concepts are selected from the unit called “Our Country’s Sources” of 6th grade social science lesson. An achievement test consisting of 40 questions related with these concepts is prepared. This test is administered to the students of 7th grade in Şehit Cafer and Himmət Condur Secondary Schools; in Toplam 176 students in both schools. After that, the validity and reliability analysis are conducted. According to the analysis results, 32 questions are found valid and reliable. 32 questions which are found to be valid and reliable is administered to the 6th grade students in Şehit Cafer Secondary School as a readiness test. Determining the level of readiness, the teaching through concept map and comprehension of the above mentioned concepts are aimed.

The post-test is applied to the experimental group after the unit “Our Country’s Sources” is conducted in the experimental group throughout 6 months depending on the lesson plan which is prepared in accordance with the concept mapping technique. At the end of the analyses, regarding pre-test and post-test results comparison, the significance is found to be in favor of post-test.

According to the data obtained the study, an increase in the level of students’ learning the concepts is observed. The data obtained shows that the technique of concept mapping is efficient and effective in teaching geographical concepts.

KEY WORDS: Social Studies, Concept, Map.