

THE EFFECT OF JIGSAW, GRUP INVESTIGATION, READING-WRITING-PRESENTATION TECHNIQUES ON THE DEMOCRATIC ATTITUDES OF THE ELEMENTARY SCHOOL STUDENTS

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Abstract

The aim of the study is to determine the effect of the jigsaw, group investigation and reading-writing-presentation techniques, which are used in cooperative learning, on the development of elementary students' democratic attitudes. The sample of study consists of 92 6th-class students in total, studying at three different classes of Sabancı Primary School in the second half semester of the 2012-2013 academic year. The teaching of the unit "Democracy's Adventure" in the social studies course to the research group was carried out by using the mentioned methods and techniques in a five weeks period. In the study with control ungrouped pre-test/post-test experimental design, the data were collected through the "Democratic Attitude Scale" developed by Ural (2010). According to data from the scale applied to the research groups, the pre-test scores, group investigation and reading-writing-presentation groups had a significantly higher democratic attitude level than the jigsaw group; whereas, according to the post-test scores, the jigsaw and reading-writing-presentation groups had a significantly higher democratic attitude level than the group investigation group. According to the results, the use of jigsaw technique in social studies courses for the acquisition of democratic attitude is especially recommended.

Keywords: Cooperative learning, jigsaw, group investigation, reading-writing-presentation, democratic attitude