

ACADEMIC ACHIEVEMENT IN TEACHING PRACTICES BASED ON METACOGNITIVE STRATEGIES: EXAMPLE OF SCIENCE

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Abstract

This study has been carried out in order to determine the effects of teaching practices based on metacognitive strategies on the academic achievement of the students in the learning outcome "Grouping living beings according to their similarities and differences by giving examples." of Science Lesson Curriculum. In the study, a lesson plan based on metacognitive strategies has been prepared and applied to the experimental group; teacher-centered teaching method (lecture, question-answer) has been applied to the control group. Experimental method with pretest-posttest control group has been used to derive the average achievements of the classes. Working group of the study consisted of a total of 40 students in the 5th grade. The duration of the study has been three weeks, four times a week. The data obtained as a result of the research have been collected by the academic achievement test prepared by the researcher. Pre-test has been applied to the participating groups before the study, and post-test has been applied after the experimental process. Data analysis has been done by SPSS program, arithmetic mean, standard deviation, percentages and t-test has been used in statistical analysis. As a result of research; it has been found that the students of the experimental group where teaching applications based on metacognitive strategies have increased the science achievement.

Keywords: Science lesson, metacognition, metacognition strategy.