University of Bahrain
College of Education
Department of Curriculum & Instruction

The Effects of the 5E Learning Cycle Model on Seventh Grade Students' Achievements of Science in the Kingdom of Saudi Arabia

Submitted by:

Abdullah Mohammad Abdullah Al-Bishi

Supervised by

Prof. Khalil Ebrahim Shubbar
Professor of Science Education

A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of Master of Education (Science Curriculum Development)

November 2012
Abstract

This study was aimed at identifying the effect of using the 5 E-learning Cycle Model on the achievement of the seventh grade students compared with the achievement of their peers who use traditional methods, and to examine the impact of the interaction between their achievement levels and the teaching method.

The subjects were 64 seventh grade students selected randomly from among 109 students, assigned to two groups: experimental (n=32), and control (n=32).

Data were analyzed using the statistical package for social sciences (SPSS).

The study has come to the following conclusions:

- There are statistically significant differences at the (0.05) level among the mean scores of the experimental group students who use the 5 E-learning cycle model and the control group students who use the traditional teaching methods based on lectures and explanations at the level of the achievement test total score.

- There are statistically significant differences at the (0.05) level in the mean scores of the experimental group students who use the 5 E-learning cycle model attributed to the achievement level (high, average, low) at the level of the achievement test total score.

- There are no statistically significant differences at the (0.05) level among the achievement scores of the students attributed to the interaction between the teaching method (5e-learning cycle &
traditional method) and the students' mono-achievement level (high, average, low) at the level of the achievement test total score.

The study put forward a number of recommendations:

- It is necessary to implement the 5E-learning cycle model in teaching scientific concepts.
- Science content should include situations allowing teachers to use adopt the 5 E-learning cycle model.
- Training teacher in using the 5 e-learning cycle model.

The study also suggested a number of related studies.