

Investigation of the Effect of Teaching Thinking and Research Lesson by Cooperative and Traditional Methods on Creativity of Sixth Grade Students

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Abstract : The present study investigates the effect of teaching a Thinking and Research lesson by cooperative and traditional methods on the creativity of sixth-grade students in Piranshahr province. The statistical society includes all the sixth-grade students of Piranshahr province. The sample of this studytable was selected by available sampling from among male elementary schools of Piranshahr. They were randomly assigned into two groups of cooperative teaching method and traditional teaching method. The design of the study is quasi-experimental with a control group. In this study, to assess students' creativity, Abedi's creativity questionnaire was used. Based on Cronbach's alpha coefficient, the reliability of the factor flow was 0.74, innovation was 0.61, flexibility was 0.63, and expansion was 0.68. To analyze the data, t-test, univariate and multivariate covariance analysis were used for evaluation of the difference of means and the pretest and posttest scores. The findings of the research showed that cooperative teaching method does not significantly increase creativity ($p > 0.05$). Moreover, cooperative teaching method was found to have significant effect on flow factor ($p < 0.05$), but in innovation and expansion factors no significant effect was observed ($p < 0.05$).

Keywords : cooperative teaching method, traditional teaching method, creativity, flow, innovation, flexibility, expansion, thinking and research lesson

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