

*

: (27)
 (16)
 (25)
 (165)
 (56)
 (65) : (80)
 .(75)

.(2000)

(1996) :

)

(2003

(2005)

.2010/5/11

2009/4/2

*

/

(2008)

(2005)
:

(1988)

(Cooper, 1999)
:

(2009)

(2000)

(2001)

(Essex, 1996)

(Frodeseh, 2001)

)

(2004

(1988)

(Eggen & Kauchack, 2004)

(2005)

()

)

(2008) (2006

(1999)

(1999)

(Gagne & Wager, 1992)

WoolFolk,)

(1995

(Forrester & Reinhard, 2000)

(Messer & Mohamod Ali, 1996)

Epstein &) (Waite et, al., 2003)

(Lazaruz, 2002

Pug)

.(2009) (Alee, 2001

(90)

.(2008)
(2003)

(2002) (2004)

(10)
(5) (5)

(42)
:

(2005) :

(2000) (15 10 5)
(60)

)

(...) (4)

(40)

(1988)

(1872) (McCrorry, 2000)

(99)

:

(1983)

(1988)

(4)

()

(150)

(30)

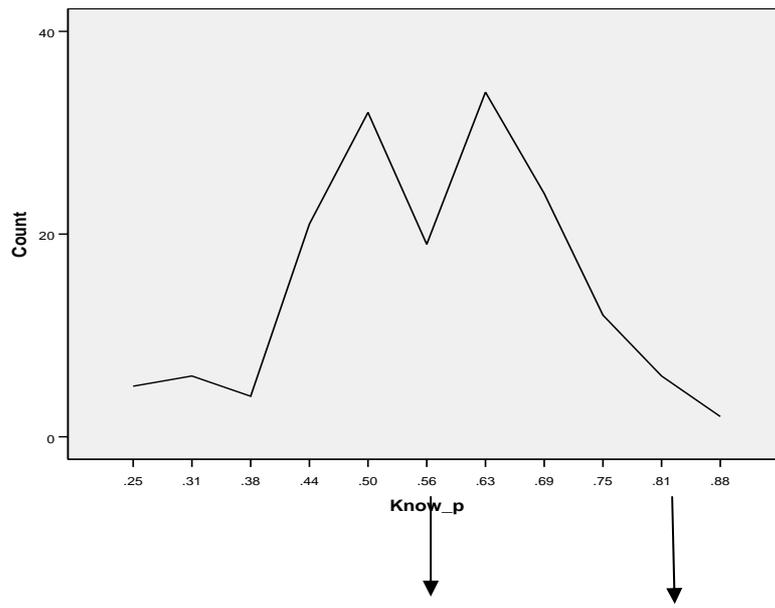
(24)

: (75)
 .(25) (18.75)
 -6
 .() ()
 (T - Test) -7
 (KR20)
 .(Bonferroni) .(0.85)
 " : :
 () : : -1
 ") : : :1-1
 .(1)) : : .(
 : : :2-1
 .(:
 .(1) :
 :

(1)

()

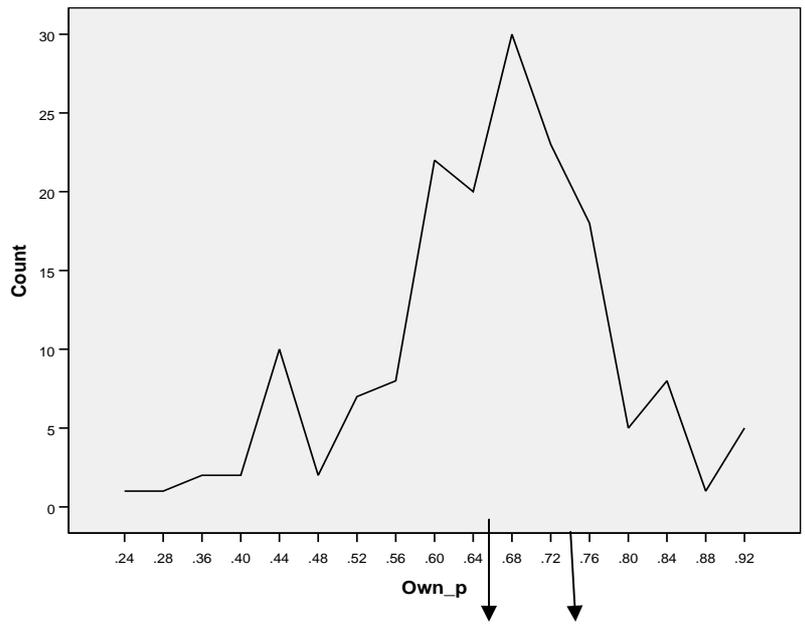
0.34	0.861	1	16
0.34	0.860	2	8
0.35	0.85	3	14
0.40	0.79	4	2
0.41	0.78	5	3
0.43	0.75	6	6
0.47	0.67	7	10
0.47	0.66	8	9
0.49	0.57	9	11
0.50	0.52	10	5
0.49	0.43	11	4
0.49	0.40	12	7
0.45	0.28	13	12
0.48	0.26	14	1
0.41	0.21	15	13
0.36	0.15	16	15
0.13	0.56		



(1)
()
(56)
(1)
(80)
(2)
(75)
(65)
(2000)
(2002)
(1983)
(2) (1)
(2)

(2)

0.27	0.92	1	1
0.27	0.91	2	16
0.32	0.88	3	13
0.33	0.87	4	17
0.36	0.84	5	7
0.39	0.81	6	3
0.40	0.80	7	15
0.40	0.80	7	14
0.41	0.78	9	25
0.42	0.76	10	6
0.44	0.73	11	23
0.44	0.72	12	4
0.45	0.71	13	21
0.45	0.70	14	2
0.46	0.69	15	10
0.47	0.66	16	22
0.48	0.61	17	5
0.49	0.58	18	20
0.49	0.55	19	18
0.50	0.51	20	19
0.48	0.38	21	11
0.46	0.53	20	12
0.50	0.51	0.21	19
0.48	0.38	22	11
0.45	0.29	23	9
0.38	0.17	24	24
0.32	0.11	25	8
0.12	0.65		



" :

"

T -)

(2002)

(3)

(Test

(3)

.(1988)

()

" :

.(4)

)

(

(3)

(T - Test)

0.62	163	0.48	2.18	9.14	
			1.99	8.93	
0.96	163	0.05	2.85	16.42	
			3.96	16.39	

(4)

	F					
0.604	0.61	3	8.61	2.87		
		161	746	4.63		
0.003	4.83	3	129	43.11		
		161	1436	8.92		

(4)

(BonFerroni)

.(5)

(5)

(BonFerroni)

*					15.51
					16.92
*					15.36
					17.42
					16.41

*

:

(5)

-1

()

-2

()

-3

(3) (21)
2000

2004 : 2 2000

2009

2000

1983

(3) (5) (5) (2)
2002

2001

2008 - 1999

: 1 : 1

1996 2005 : 1

2004

: 4 1999

(1) (5) www.al- 2008 Jazirah.com.sa/356273/ar4.Htm.

Cooper, James, M. 1999. Classroom teaching skills sixth ed. Bosten Houghton Mifflin Company. 2003

Eggen, P. & Kauchak, D. 2004. Educational psychology windows on classroom (6th ed) Columbus, OH: prentice hall. 2006 : 1

Epstein, M, L, Lazarus, A. D. Cavano, T. B., Mathews, K, A, Epstein, B B., & Brosvic, G. M. 2002. Immediate Feed Back Assessment Teachnigue Promotes Learning and Corrects in Accurate First Reponses, psychological Record, 52 (2) 1988 : 2005

Essex, Christopher. 1996. Teaching Creative writing in the Elementary School (Eric DocumentReproduction Service No, ED391182). (5) (18)

Forester, D. Anne & Reinhard, Margaret. 2000. The learner's way: Brain – Based Learning in action Canada. Portage & Mainpress. (18)

Frodesen, J. 2001. Grammar in writing in M. Celce Munrcia. (Ed). Teaching English as a second on Foreign Language (233 – 248). Hein Le & Heinle. : 2009 (5)

Gagne, R, M., Briggs, J. L & Wager, w.w. 1992. Principles of Instructional Design (4th ed) N.Y: Hott, Rine hart & Winston. 2003 : 2 2005

McCorory, James. 2000. The effect of Requisite study of computer assisted Instruction Elaborative feedback on Learning Effectiveness and Efficiency. Dissertation

- Waite, W. M., Jackson, M.H., and Diwan, A. 2003. The conversational classroom, proceedings of the 34th ACM Siquse. Technical on computer science education (SIGCSE 2003) Reno Nevada. PP. 27 – 131. wake forest University class-inhan.www. <http://classinhand.wfuiedn>.
- WoolFolk, Anita. 1995. Educational Psychology Allyn and Bacon, Boston. U.S.A.
- Abstract international, 60 (7).
- Messer, D. J & Mohamed Ali, M. H. 1996. Using Computer to help Pupils Tell the times, Feedback Necessary ? Retrieved Dec. 2002.
- <Http://search.epnet.com/direct.asp?an=9102280384&db=aph>.
- Pug Alle, K. 2001. Using Communication to develop students Mathematical literacy. Mathematics Teacher in the Middle School, 6 (5).

The Extent to Which Social Studies Teachers Determine the Types of Feedback and the Degree of their Skill to Use Them

*H. Obaidat, M. Tarawneh, K. Atyyat and K. Al-Ghazo**

ABSTRACT

This study aimed at identifying the extent to which social studies teachers know the types of feedback and the degree of skill they fare to use. To achieve the that, the researchers prepared an achievement test of 16 items measure the level of knowledge and to check its validity and reliability and an educational testing position of 25 items was prepared to see to wish degree they possess oh ability skill of using the feedback and them checking again its validity & reliability. The sample of the study consists of 165 teachers who teach social studies at Ma'an & Tafeileh Directorates of Education. The following results were founds: the extent of knowledge of social studies teachers was 56% which is lower than the acceptable level 80% the degree that social studies teachers acquire the skills to use feedback is 65%, which is lower than the acceptable level 75%. Also, the results shows that there is no significance differences between knowledge level and the acquitting degree due to the qualification degree.

The results showed that there is no statistically significant differences regarding the extent of knowledge due to specialization variable. But it showed there is a statistically significant differences due to the acquiring of feedback skills due to specialization variable for the benefits of social studies teachers.

The researchers recommended to held courses to train social studies teachers to enable the of feedback and hew to use it.

Keywords: Extent & Knowledge, Social Studies Teachers, Acquiring Degree, Skills & Using Feedback.

* Al-Husein Bin Talal University, Ma'an, Jordan. Received on 2/4/2009 and Accepted for Publication on 11/5/2010.