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Ediger,2002)

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(Scientific Literacy)

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Jarvis& Rennie,1996 Furio &Viches &Guisasola,2002

.(Laugksch, 1999

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- Science For All Americans - _____ :

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.(Schibeci &Lee, 2003)

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(systems) (Conceptual Themes)

(constancy , change, and scale)

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(Science, Technology & Society) **STS**

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(Process)

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.(Gaskell, 2003

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(Constructivism)

(McCaslin & Parks ,2002 Mcginnis & Simmons,1998)

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.(Courson & Zembal ,2002

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(Scientific Knowledge)

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(Basic Science Processes) :

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(Measuring)

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(Predicting)

(Communicating)

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(Using Numbers)

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.(Edigar,2000

(Integrated Science Processes)

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 (Defining Operationally) (Interpreting Data)
 Controlling) (Formulation Hypotheses)
 (Experimenting) (Variables
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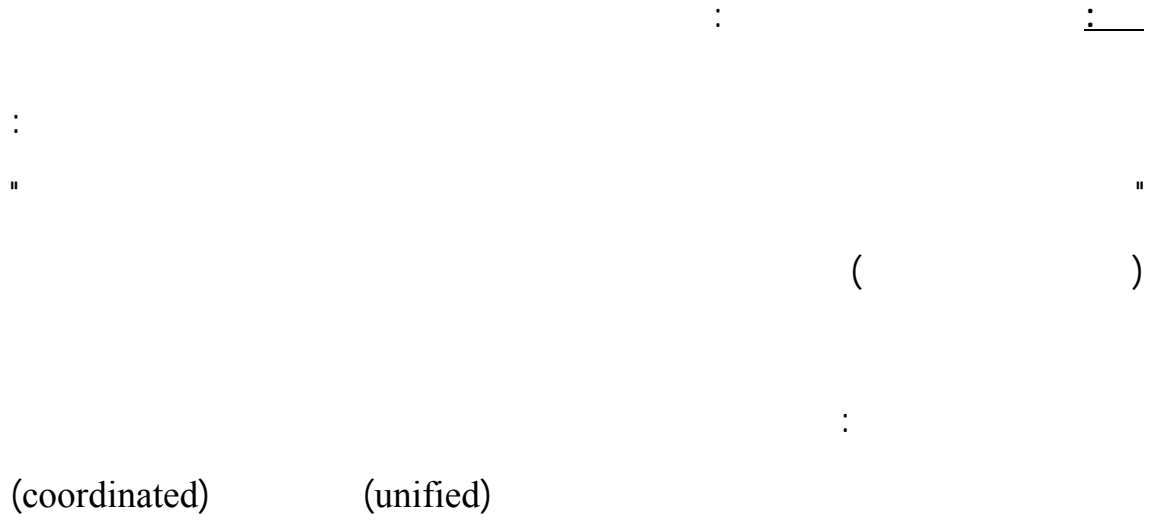
(Manual Skills) () (Scientific Skills)
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(Scientific Interests)

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(Carvalho & Basso, 2002)



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(Gayford,2002)

(Sequence)

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(descriptive)

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"Less is more"

.(Radford,1998)

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(Illustrative Lab)
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.(Freedman,1997

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(Parks & Stefanou 2003) " "

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(Ba & Marten & Diaz , 2002) "

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(Ba & Goldenberg & Anderson, 2002) "

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(Newton & Blake & Brown, 2002) "

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(Furio et al 2002)

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(Independent groups T- test)

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(one way ANOVA)

(Repeated Measure ANOVA)

(Scheffe Test)

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(Sidak test)

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(Sidak test)

(Repeated Measure ANOVA)

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Carvalho,W,Basso.(2002); .2001

Dlamini,Betty et al.(1996); Edigar,Marlow.(2000), Edigar,Marlow.(2002);
() Fisher,D et al (1999) ; Furio et al (2002); Gaskell, J.(2003)

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(Repeated Measure design)

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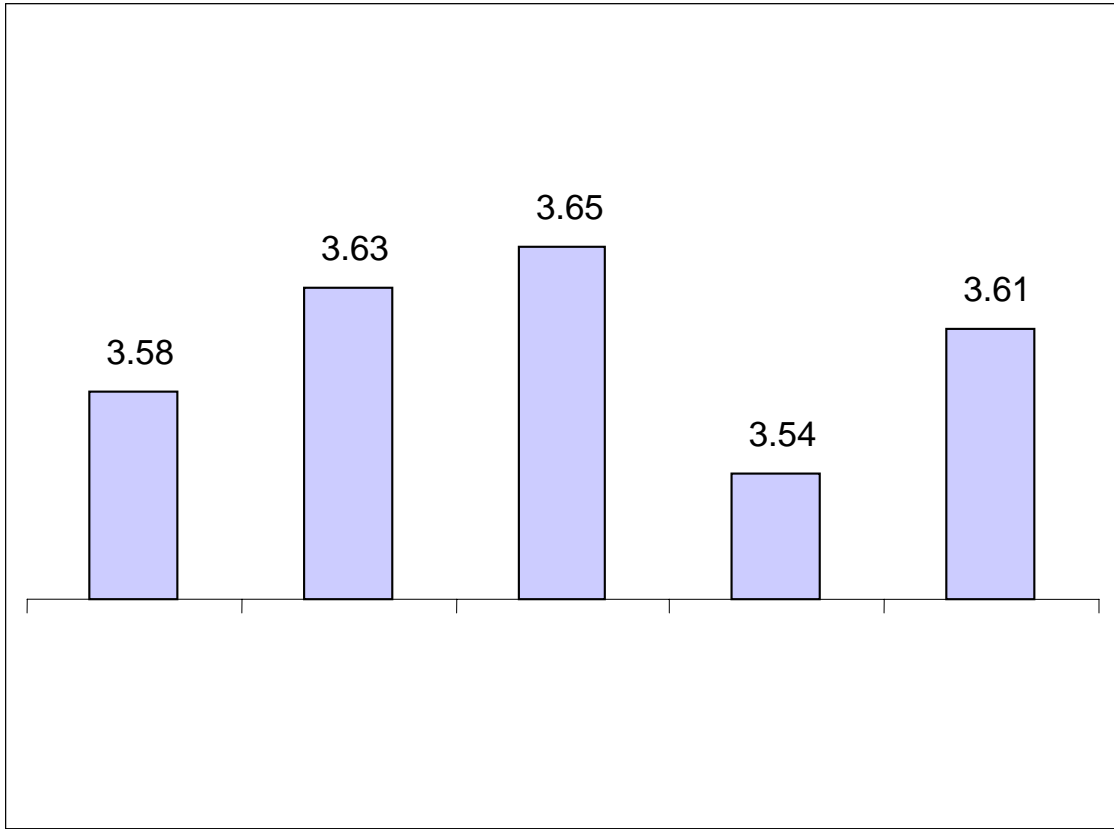
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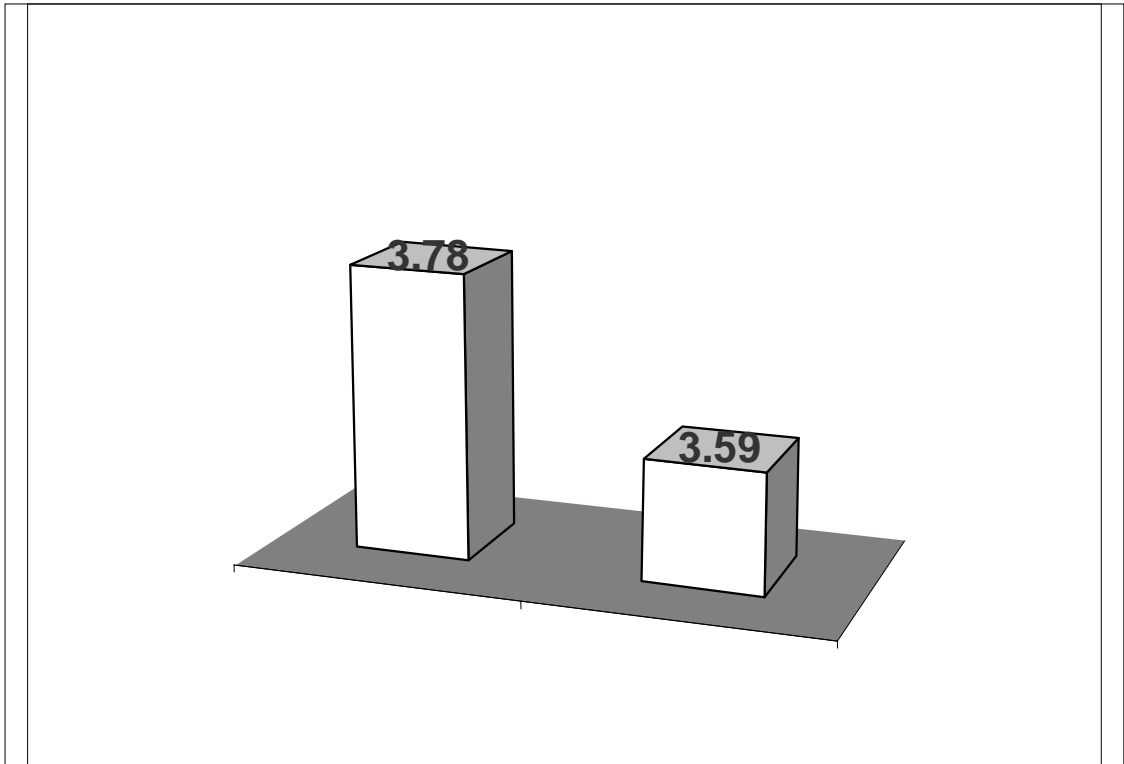
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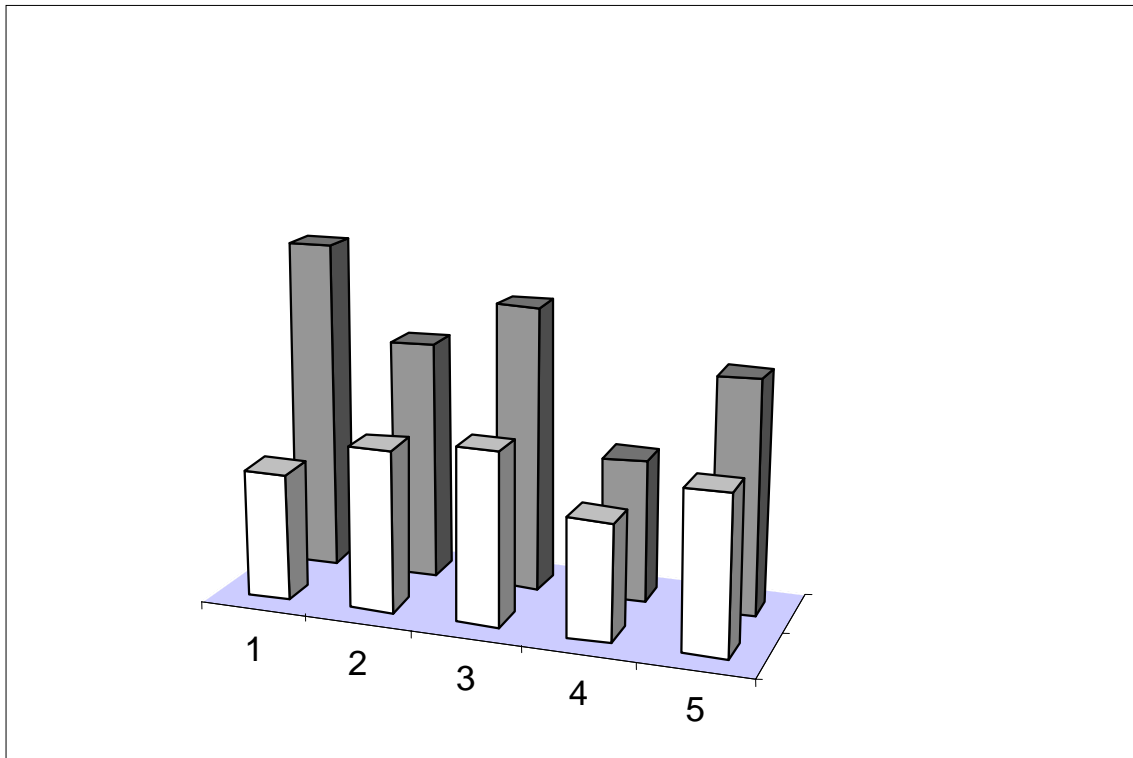
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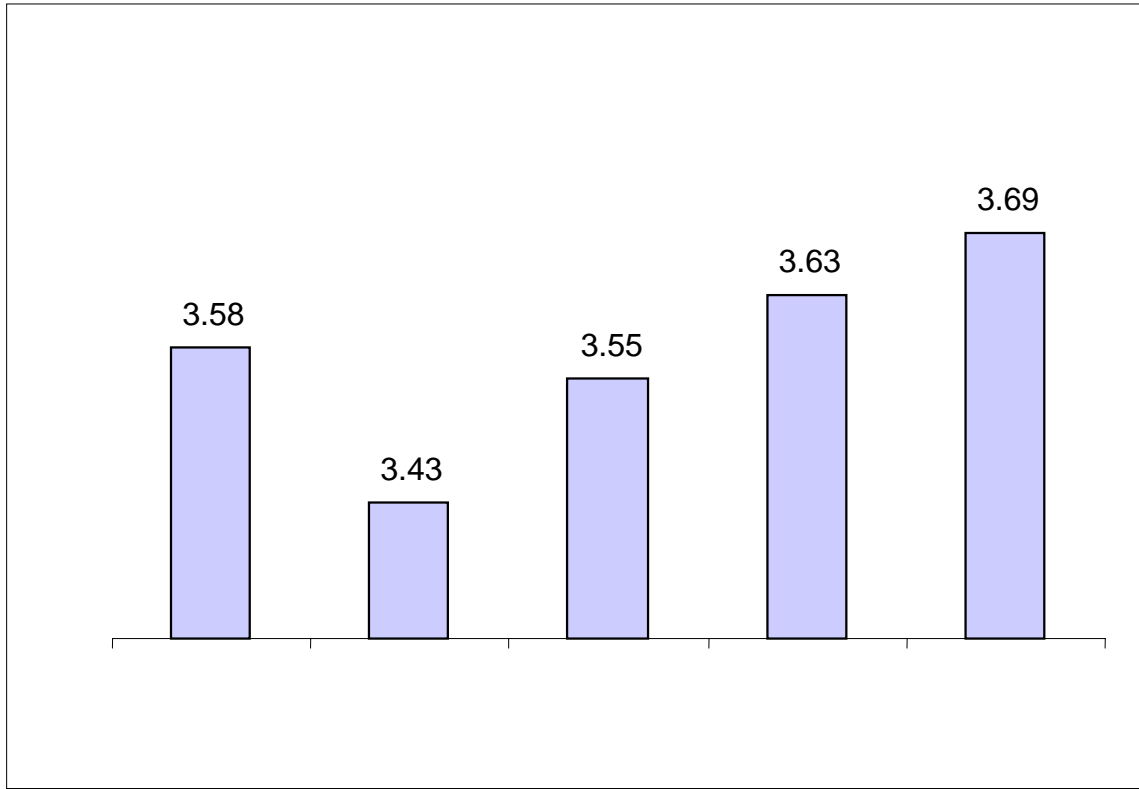
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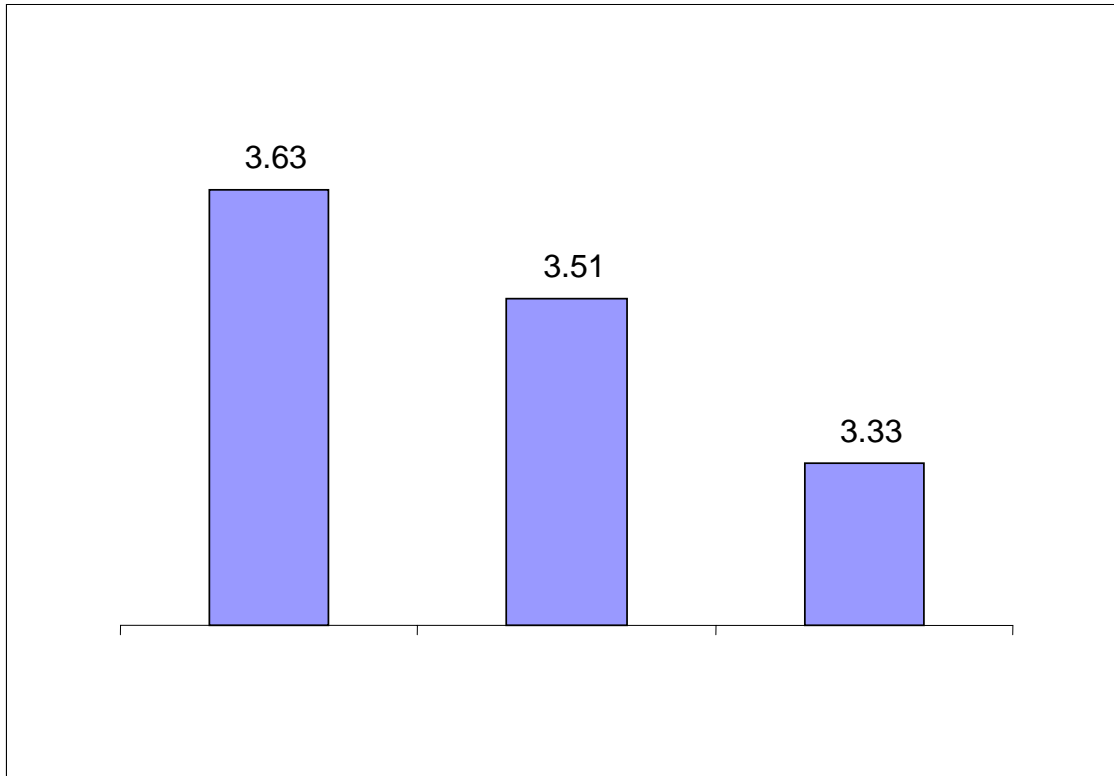
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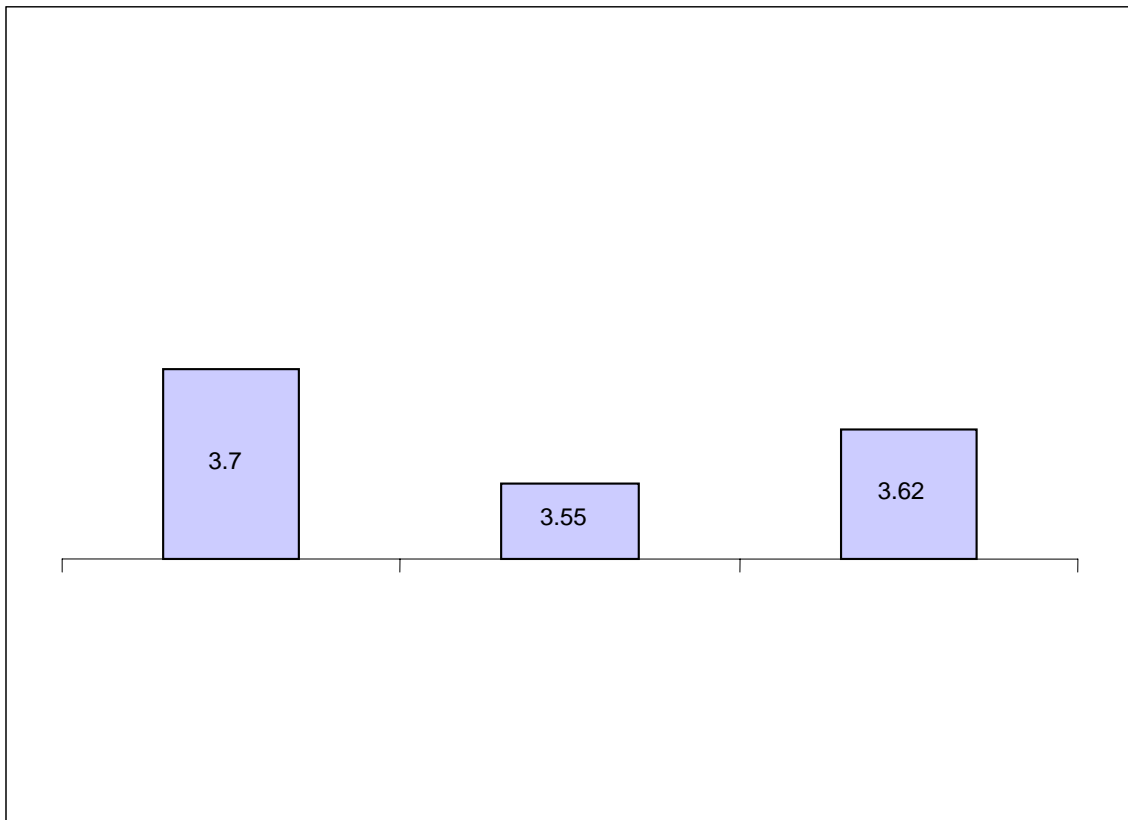
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جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2005/12/5

معالي وزير التربية والتعليم العالي المحترم
رام الله

الموضوع : تسهيل مهمة الطالبة / صفاء محمد محمود بخيتان (رقم تسجيل 10351653)

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الى توزيع استبيان على المشرفين والمعلمين للمرحلة الاساسية في مدارس محافظات الضفة الغربية
الحكومية التي عنوانها :

(تقديم مناهج العلوم الفلسطيني للمرحلة الأساسية من وجهة نظر المعلمين والمشرفين)

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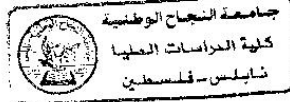
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مع وافر الاحترام ،،،

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**An-Najah National University
Faculty of Graduate Studies**

**The Evaluation of the " New Palestinian Sciences Curriculum" for
Students at the Elementary School Level from Supervisors
and Teachers View in Government Schools Located in
the Northern Governates of the West Bank.**

**Prepared by
Safa' Mohammad Mahmud Bkheitan**

**Supervised by
Prof. Afnan Darwazi**

*Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Curriculum & Methodology, Faculty of Graduate Studies, at
An-Najah National University, Nablus, Palestine.*

2006

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For
Prof. Afnan Darwazi

Abstract

This study aimed to evaluate the new Palestinian curriculum for the elementary school level, which is from the first grade to the tenth grade, from the supervisors and teachers view in government schools located in the northern governates of the West Bank, in the scholastic year 2005-2006 by answering the following questions:

- 1- What is the effectiveness of the new sciences curriculum for the elementary school level as seen by supervisors and teachers in government schools located in the northern governates of the West Bank?
- 2- What are the differences that are statistically significant in the evaluation of the new sciences curriculum using the criteria of: objectives, contents, activities, evaluations, and the relationship between sciences curriculum and each of technology and society?
- 3- Are there any differences that are statistically significant in the evaluation of the teacher to the efficiency of the new sciences curriculum and that of supervisors?
- 4- What are the differences that are statistically significant in the evaluation of the new sciences curriculum in the variables of gender, years of

experience, academic specialization, scientific qualifications, and the level of school teaching?

5- What are the issues that should be taken into consideration in the new sciences curriculum in future developments, from the point of view of teachers and supervisors represented in the study sample?

In an attempt to answer these questions, a sectional randomly selected sample of teachers at government schools in the northern West Bank governates was chosen, in the districts of Nablus, Jenin, Qabatiah, Tulkarem, Qalqiliah, and Salfet. The study sample consisted of (399) teacher distributed as follows: (206) male teachers, (193) female teachers, and (28) supervisors divided as (17) male supervisors and (11) female supervisors. The sample represents (24%) of the original educator population contacted.

A questionnaire was developed for the purposes of the study. It consisted of (73) items, scaled on Likert scale (5 degrees scale), to measure the efficiency of the new sciences curriculum on five domains: objectives, contents, activities, evaluation, and the relationship between curriculum and each of technology and of society.

The questionnaires were collected, and analyzed by using descriptive analysis, frequency tables, percentages tables, and one way ANOVA, and (F) tests. The study resulted on the following conclusions:

1- The teachers and supervisors evaluations of the new sciences curriculum was (3.60) degrees out of five, that is (72.1%). This shows that supervisors' evaluation of the curriculum was (3.78) or (75.76%), which is higher than that of teachers which were (3.59) or (71.88%), with a statistical significant of ($\alpha=0.038$).

2- The teachers and supervisors mean average on each criteria are as follows: educational activities (3.65) which is (73%), contents of the curriculum (3.63) or (72.7%), sciences and technology and society (3.61) which is (72.1%), objectives (3.58) or (71.56%) and finally evaluation methods (3.54) or (70.8%).

3- Repeated ANOVA analysis using the (F) test showed that there are differences that are statistically significant on the level($\alpha = 0.000$), also the results of the ANOVA and Sidak tests showed differences that are statistically significant on the level ($\alpha = 0.05$) Between objectives and educational activities, the differences are in favor of educational activities; and between contents of the curriculum and the objectives, the differences are in favor of contents, and between educational activities and evaluation methods in favor of educational activities; and between contents and evaluation methods in favor of contents.

3- ANOVA using (F) test showed differences that are statistically significant on the level ($\alpha = 0.05$). In evaluation of the new sciences curriculum on the light of the variable of specialization in favor of (other than mentioned) that is, of teachers holding degrees in specialization other than in physics, chemistry, and biology; and in the variable of scientific qualifications in favor of teachers holding less than a B.A., and for the variable of level of teaching in favor of elementary school teaching level.

4- The (F) test did not show any differences that are statistically significant on the level ($\alpha = 0.05$) in the evaluation of the new sciences curriculum on the criteria in relation to the variable of gender, or years of teaching experience.

5- The educational improvements that must be implemented in the sciences curriculum for basic level students as seen by the teachers and supervisors in the northern districts of the West Bank are:

- Considerations of individual differences between students.
- To take into consideration student's own academic ability.
- To increase the number of sessions or to reduce the volume of educational material.
- The results will be evident in future studies.