

THE EFFECT OF ROUND HOUSE STRATEGY ON ACADEMIC EDUCATION SUCCESS AND TIME MANAGEMENT FOR THE STUDENTS OF THE SCIENTIFIC FIFTH GRADE IN PHYSICS

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ABSTRACT OF THE RESEARCH

The goal of study is to detect the effect of round house strategy in education success and time management for the students of the scientific fifth grade in physics.

By testing the following two zero hypothesis.

- 1- There are no statistically significant differences at the level of significance of (0.05) between the average scores for the students of the experimental group and the average scores for the students of the control group in the education success test.
- 2- There are no statistically significant differences at the level of significance of (0.05) between the average scores for the students of the experimental group and the average scores for the students of the

control group in the time management test.

The experiment was implemented on students of scientific fifth grade in BADR ALRIYAHY secondary school for boys in annassiriyah city, the research sample was consist of (125) students who irregularly divided into experimental group (35) students and control group (36) students, both groups were equivalent in age, intelligence and the achievements in physics for the previous year at scientific fourth grade.

The researcher prepared the accessories of experiment to verify the research hypothesis. A deductive test has been made to verify the result by displaying it to a bunch of experts, the reliability, difficulty factor and distinguishing power were counted.

The experimental group had studied by the round house strategy and the control group had studied by the classic methods for one season and when the data was analyzed by (t-test) the

results showed statistically significant differences for the experimental group in the education and time management.

According to the results, the researcher will recommend to take care of the round house strategy and using it in teaching physics at preparatory stage.

CHAPTER ONE

Problem of research

The education and learning reality as it sounds in many educational strategies there is relative decreasing in scoring the aimed goals. In spite of the quantitative expanding in the numbers of students an obvious decreasing in their level has happened. The researcher attributes that to the weakness of methodology at the students in managing their time and life and using methods and technics for study as well as the poor attention for the student to make the success and superiority.

Teaching in the current shape is boring and routine and dominated by the paint of keeping and chanting. The schools and educational institutes have adopted this method which led to decreasing the scientific ability of students another reason is lacking of time management which is supposed to be managed with preparing the full preparations for the student to income the knowledge in all kinds. So we find out that the schools had adopted the method of keeping and chanting to know the quantity of information and the students have in their minds by making different kinds of tests. At the end the student will be unreactive despite passing to higher level. As a striving for the researcher to develop the education and time management for the students in the physics subject by using the strategy of ring house as a new educational method of the constructive education methods or the constructive theory which the strategy of ring house belong to . So the researcher had determined the main problem in the research in using the strategy of ring house in education and time management for the students of scientific fifth grade in physics.

The importance of the research

There is no doubt that the student is the point of the educational process according to the new methods and strategies for education, so the effort should be concentrated on expressing the goals of educational curriculum for understanding the concepts of education and creating the values and habits which the schools are looking forward to fulfill and this will be possible

only by using a various educational strategy and choosing the appropriate strategy has the most important effect in making the goals of the education. (Michele 30:2002).

AMBO SAEED and Al BALUSHI referred to that the nature of teaching science is different from the nature of teaching other subjects that the science hugely depends on involving the students in the scientific activities that they do a different kinds of scientific activities like observing, concluding and explanation etc. And we find that there are many reasons obligate the science teacher to use different methods especially the latest ones (AMBO SAEEDY and Al BALUSHI 77:2011).

As stated previously the round house strategy is a modern suggested by WANDERSEE and used it as opening strategy to act the subject , process and activities of science and it is considered as an example the student could link the information , determine the relationships, present explanations and describe subjects. (AL MAZROUH 13.12:2006).

The shape of round house is a 2 dimensional geometrical shape consist of a central circle divided by an optional line surrounded by seven sectors represent the concept construct for a part of knowledge, the seven sectors are using to partition the complex concepts or to order the sequences of events or to learn the steps of problem solution that means filling the shape beginning from 12 o'clock and clockwise (AL KAHELOT 3P2012).

AL SOURY has mentioned that it's know in the modern life that the art of planning and managing the time is one of the arts that needs a study and contemplation that the productive systems stands on the base of time management and good planning for it to obtain the common goal the increasing of production ability and increasing the level of performance for individuals and organizations (AL SOURY 9:2008).

Each of Alay and Kocak has referred to using the time and time management is a critical issue for individuals and organizations and the value of time management not in controlling the time itself but the methods that the people use to to improve their life (Alay and Kocak 9:2002).

The researcher believes that the education doesn't aim to accumulate information in the mind os learner as it doesn't aim to gain a certificate to improve the economic and social situation as a goal itself. The real goal for education is developing the mind of learner by the extracted

and useful scientific information which creates a fruitful education produce the knowledge not consume it.

From the above mentioned we could determine the importance of the research as following

- 1- To provide the teaches oh physics with a new methods and strategies could be used in teaching the physics as an attempt to improve the education and time management to gain the goals .
- 2- To provide the library and the concerning in education with the searching information about this strategy in teaching physics
- 3- To get interest for the planners of the physics curriculum to include a lot of physical terms according to it.

Objective of the Research

The research aims to the following.

- 1- The effect of round house strategy in education for the students of the scientific fifth grade in physics.
- 2- The effect of round house strategy in time management for the students of the scientific fifth grade in physics.

Hypothesis of the research

To achieve the objectives of the research two zero hypothesis has been formed:

- There are no statistically significant differences at the level of significance of (0.05) between the average scores for the students of the experimentation group and the average scores for the students of the control group in the education test.
- There are no statistically significant differences at the level of significance of (0.05) between the average scores for the students of the experimentation group and the average scores for the students of the control group in the time management test.

Limitation of the research

- 1- Students of scientific fifth grade in the secondary schools which belong to the directorate of education in Dhi Qar province \ anassiriyah city for the year 2011-2012.
- 2- The curriculum of physics book for the first semester for scientific fifth grade edition of 2011.

Definition of terms**A- Strategy.**

- Hassan and zaynab have defined it as:

“A group of teaching process previously chosen by the teacher or teaching designer which are been planned to use during teaching to achieve the education goals as more sufficient as possible and according to the existing ability “

(Hassan and zaynab 40:2003)

- Al Sultany has defined it as.

“The total of logical and organized movements which the teacher do inside the classroom” (Al Sultany 109:2004)

B- Round house strategy

- Al Juneih has defined it as.

“knowledge strategy to learn the subjects of science that the skills of subject will be graded from the most public and collective to the skills with less collective with using a illustrative images or equations of symbols” (Al Juneih 27:2001).

- Mccarteny and Figg have defined it as.

“a map for visible story based on knowledge concept been designed to consolidate the long time memory, that requires from the learners to construct the knowledge by using a conscious visual links to take the place of the classic process like keeping and remembering for a hollow contents, and the learner has to draw a diagram for the relations of concepts a icons in sequent way “ (Mccarteny and Figg 2010)

C- Academic achievements

- Melhem has defined it as

“it’s the amount of what someone been taught “ (Melhem 206:2009)

- Umar has defined it as.

“ the highest grade the student could get and it would be considered as the record which the he could reach to and this record was validated or observed by the teacher during a determined time “ (Umar 15:2004)

- Khalid has defined it as.

“the scores that the student get in the exam of the semester end “ (Khalid 2136:2012)

D- Time management

- Ubaidat has defined it as.

“All the activities and works that the school principal do to get the educational goals during a determined time “ (Ubaidat15:20040)

- Alukaily has defined it as.

”the self-power at the student or out help from (parents or teachers) to draw a time diagram which each of the performance of the student and his social and amusing activities are equal) even if this planning was for a day or week or month or one year “ (Alukaily 43:2009)

Chapter two**The Theoretical Background**

AMBO SAEED and Al BALUSHI referred to that the shape of round house helps to develop the following intelligence.

- 1- Lingual intelligence for the learners through the discussion among then in designing the shape
- 2- Logical and mathematical intelligence through brainstorming which the learners will make to include link the thoughts in the seven sections inside the shape.
- 3- The locative visual intelligence which could be developed by using this shape that is because the shape makes the scientific information concerning the scientific concepts a visually organized could be seen and thus simplify the information and recalling it.
- 4- The personal intelligence would be developed at the learners when they make a designing for the shape as a cooperative groups.(AMBO SAEED and Al BALUSHI 488:2011)

Importance of round house for the teacher

The round house strategy has a huge and essential importance for the teacher as following.

- 1- A tool for a good planning for teaching.
- 2- Interesting entrance in teaching .
- 3- A guide and help for the learner to organize his thoughts and get sequence for the subject and illustrative images.
- 4- A way to recognize the wrong concepts and imaginations at the learner and to correct them.
- 5- Helps in creating an educational environment for discussion among students.

- 6- Appropriate to apply the activities and experiments on it. (Al Juneih 167:2011)

The role of the student according to the round house strategy

Each of Ward and Wandersee determined the role of the student in the strategy of round house depending on the following points.

- 1- Determine the purpose of constructing a round house.
- 2- Determine the main thoughts which will be found out and design the shape on it.
- 3- Writing the title by using link words like (from) and (and)
- 4- Writing the purpose of designing the shape of round house in the bottom of the paper that the shape will be drawn on or on another paper.
- 5- Partition the central thought related with the concept into seven section may two more or two less .
- 6- Writing the information about each one of the sections by using words ,drawings and symbols easy to remember and recall.

The importance of the round house strategy for the student:

The importance of the round house strategy for the student that it helps in.

- 1- Link the new knowledge for the student with the old one in the knowledge construction.
- 2- Simplify the learning the concepts related to the subject and confirm it in the mind of the student that making it easy to remember.
- 3- Develop the thinking, this would be clearly seen in the ability of the student to build the shape of the round house.
- 4- Organize the scientific material and make a detailed abstract for the general contents.
- 5- Represent the scientific material with icons and images help the student to clarify it.

The previous studies

- 1- The study of **Ward** and **Wandersee** for the students of the intermediate grade as it explained the effect of the round house strategy in the science subject and trying to explain the bare concepts and scientific principles which helps the student for deeper understand for concepts to reach the education with meaning of complex scientific subjects through the sections of diagrams using in the round house to achieve the goals of the study, the two researchers have used the experimental method on a sample of (19) male and female students in the intermediate grade , concerning the used tools the researchers have designed achievement test of scientific concepts and note card as they made a private interviews for the students from the sample .

The researchers discovered the fact of the importance of linking the old experience related with the subject of study and the information they will have get. As well the good skills for students of drawing the shape of the round house increasing the level of getting use of science and their choosing for visual symbols helped them to acquire the scientific concepts.

2- The study of AL MAZROUH (2005)

This research aimed to represent the strategy of the round house and show the bases of it was based on then to know its effectiveness in developing the beyond knowledge skills and academic achievements for the students in the secondary grade the research aimed too to know the effects of reaction between the strategy of round house and mind capacity to develop the skills of beyond knowledge and academic achievements for the students in the secondary grade . the research depended on the experimental style and using one of the semi experimental which known as the before and after measurement for the unequal control group the independent changes represent each of teaching methods (the strategy of round house to the classic methods) and the mind capacity (high to low).the beyond knowledge skills and academic achievements represent the changes. And the sample of the research consists of to classes of the second class in one of the schools to represent a class for the experimental group and the other class represents the control group.

The tools of research were awareness measurement for beyond knowledge skills and achievement test they were made by the researcher in addition to the translated crossed shapes test for **Jahn Beskaleony**.

The data treated by the statistical package by counting and analysis Variance bidirectional .and the results showed the effectiveness of round house strategy in the beyond knowledge skills and academic achievements for the students also showed that there was no effect for the reaction between the strategy of round house and mind capacity beyond knowledge skills and academic achievements for the students.

3- The Study Of (Emrish And Keser And Yeshilyurt And Orak :2010)

The goal of this study is to know the effect of the strategy of round house on the the academic achievements for the students of seventh grade in the unit of power and movement in science and technology, the researcher used both of semi experimental method and construct method on a random sample consist of (327) students from four schools in turkey ,the sample was

divided into two experimental groups (138) and one control group (189) and for achieving the goal of study the researchers prepared a test and counting program and questionnaire to know the opinions of the students about the strategy. About the statistical method the researchers have used (t-test). The results of the researched showed the existence of differences in the average of scores in the test of after gaining and the experimental group which refers to the effectiveness of the strategy of round house in the academic achievement.

4- The Study Of Kareem and Alshaybany (2011)

The goal of this study is to know the effect of the strategy of round house in acquiring the biological concepts for the female students of scientific fourth grade.

To perform this goal the researchers have chosen the experimental design with equivalent groups which include two groups: the experimental group and control group and the researchers have determined (100) students from the science fourth grade from a school was chosen on purpose (Altaleaa secondary school for girls) and randomly a class was chosen to represent the experimental group which studied according to the round house strategy they were (30) students and the class B represent the control group which studied according to the classic methods they were (26) students and the researchers balanced between the two groups of experiments (the study sample) statistically by recording the changes: the time age, intelligence and the previous scores in biology. The researchers have determined the science subjects in the second semester in 2010-2011 for biology it includes the last six chapters in the book of biology for fourth grade which the researchers have studied by their selves.

The goals of this study were (261) behavioral objectives according to the classification of behavioral objectives, the researchers made (26) teaching plans for the control group and (26) teaching plans for the experimental group. Concerning the tool of research a test was made by the researchers for acquiring the biological concepts consists of (87) test articles from the kind of multi options with four alternatives then make the test counts. They made count for validity, reliability and the effectiveness of the alternatives and distinguish factor.

The results showed by using statistical package for social science (SPSS-10) and program of (Microsoft excel) that there was superiority for the students of experimental which studied the strategy of round house to the students of control group which studied the classical method in testing acquiring the biological concepts and to analysis the result by (t-test) in treating the results statistically.

E- Indications and significant of the previous studies

The previous studies are different from the current research as showing in the figure No (1) that the current research had a sample of (71) in the secondary school and the independent changes were the strategy of round house and the sequent changes were the acquiring test and the measurement of time management it was in Iraq.

Figure No (1)

Study	Gender	Sample Number	Class Grade	Independent Change	Sequent Change	Experiment Place	The Year
Ward And Wardersee	males females	19	intermediate	round house	academic achievement	USA	2002
Mazrouh	females	443	secondary	round house	skill beyond knowledge	KSA	2005
Emrish & Keser & Yeshilyurt & Orak	males females	327	4 th grade	round house	academic achievement	TURKEY	2009
Kareem And Alshaybany	Females	100		round house	concepts acquiring	IRAQ	2011

Chapter three

1- The experimental design

The design of the two experimental groups for after test among the experimental design with partial setting as the individuals of research society in every school were distributed on the classes as shown in figure No (2)

Figure No (2)

Group	Independent Change	Sequent Change
Experimental	Strategy of round house	Academic achievement and time management
Control	Classic methods	

Alhur alriyahy secondry school for boys in annasiriyah city was chosen as the headmaster of the school showed his cooperation to make the research it also contains (3) classes for scientific fifth grade they were (125) students ,(42) students in A class ,(42) students in B class,(41) students in C class. and randomly B class was chosen to be the experimental group and class C to be the control group and the students who failed the last year in the same grade were terminated because they had a previous experience . this made the experimental group just (35) after terminating (7) students and the control group just (36) after terminating (5) students.

Note: termination was just statistically.

F- Equivalence

1- The time age in months.

The ages of students were counted in months for 1\10\2012 from the record of the school and then the counting average and standard deviation for the students of the two groups were extracted by using (t-test) and there was no statistically significant differences at the level of significance of (0.05) and figure No (1) showing this .

Figure No (1)

Group	Students number	counting average	standard deviation	Counted T	Scheduling T	Freedom degree	statistically significant
experimental	35	199.99	7.11	0.995	1.98	69	No significant
control	36	201.8	8.42				

2- Intelligence

Raven test was chosen to measure the intelligence degree for the students of the research sample for what it has of validity and because it is appropriate for environment in Iraq and could be applied for huge number at the same time. (Aldabagh 33-32: 1983).

The test was made to the two groups in the research then the count average and standard deviation were extracted for each group by using (t-test) to detect the significant of differences between two groups the result was no statistically significant differences at the level of significance of (0.05 as shown in figure No (2).

Figure No (2)

Group	Students number	counting average	standard deviation	Counted T	Scheduling T	Freedom degree	statistically significant
experimental	35	39.8	5.8	1.563	1.98	69	No significant
control	36	37.5	6.7				

3- Marks (scores) in physics at scientific fourth grade

The scores of the two groups in physics at the scientific fourth grade in the last year from the records of the school. By these scores the count average and standard deviation were extracted for each group and by using (t-test) they detected that no statistically significant differences at the level of significance of (0.05 as shown in figure No (3).

Figure No (3)

Group	Students number	counting average	standard deviation	Counted T	Scheduling T	Freedom degree	statistically significant
experimental	35	63.58	16.52	0.621	1.98	69	No significant
control	36	65.86	14.73				

G - Research accessories

1- Research accessories

The scientific material of the first five chapters was chosen (directions, line movement, movement laws, capacity, power and momentum) from the book of scientific fifth grade year 2012-2013.

2- Identification of behavioral purpose

The behavioral purposes were determined and they were (142) according to Blooms classification (knowledge , understanding ,applications and analysis) and been seen by a bunch of experts in physics and education and teaching strategies.

3- According to the contents of the subjects that were chosen for research purposes .they made (36) teaching plan for both of the two groups and it been seen by a bunch of experts in physics and education and teaching strategies.

H – Tool of research

He made an acquiring test depending on the contents of the first five chapters of the book and the behavioral purposes in many levels.

1-1- Testing map

The researcher made a testing map which represents the subjects of the experiment material as the first five chapters of the book and the behavioral purposes according to the classification of Bloom.

1-2- Forming the test articles

The articles of test were formed in objective construction because it has an acceptable level of validity and objectivity and they were (40) articles were technically and lingual well checked as well it contained the research material and the researcher has made an instruction about how to answer the articles of test.

1-3- Test validity

The test was seen by a bunch of experts to tell the opinions in how the test has covered the contents and how it measured the knowledge levels in addition to their opinions about validity of the test articles and how good they were .the test articles were validated by the experts in 80%.

1-4- Applying the test on the test sample.

To make sure of the psychometrical options for the test and for counting the difficulty factor, distinguish power, effectiveness of alternatives, reliability factor and the elapsed time in answering. The researcher has applied the test on a sample from the students of fifth grade consist of (50) students from Amar Bin Yasser secondary school.

1-5- The statistical analysis for the test articles.

- difficulty factor for the article

The difficulty factor was counted and it was between (0.82-0.36) and it is an acceptable value

- effectiveness of alternatives

After counting effectiveness of alternatives it was noticed that the wrong alternatives have attracted more students from the low group comparing with the high group.

- test reliability

Test reliability was counted depending on (Kuder - Richardson formulas -20) and it was (0.86) and it was an acceptable value.

- Measurement of time management. the researcher used an existed measure to manage the time which was made by the researcher (Abo Asaad 2009) which includes (30) articles with three alternatives before each article (agree, not interest, not agree)

I – Application of experiment.

The experiment began in the first semester for the year 2012-2013

- 1- IQ was made in 07\10\2012
- 2- The formal teaching began in 10\10\2012
- 3- The acquiring test was made in 02\01\2012
- 4- The measurement of time management was made in 03\01\2012

J – The statistical methods

- 1- T-test (Alkubsy 118-2010)

- 2- Equation of article distinguishing (Auda 288-1998)
 3- Equation of article difficulty (Alhety &Alsoofy 66-2002)
 4- Equation of wrong alternatives effectiveness (Auda 291- 1998)
 5- Equation of kuder and Richardson 20 (Al Imam and others 25-1988)

Chapter four

1- Display results

To verify the first hypothesis of research then apply the (t-test) to know the differences significance in the scores of the acquiring test for the two groups the experimental and control as shown in figure No (4).

Figure No (4)

Group	Students number	counting average	standard deviation	Counted T	Scheduling T	Freedom degree	statistically significant
experimental	35	32.8	9.56	4.753	1.98	69	significant
control	36	20.55	12.22				

In the figure No (4) we see that the value of counted T was (4.753) and it was higher than the value of scheduling T (1.98) so the zero value will be rejected ,this proves the existence of the statistically significant differences between the groups of research.

To verify the (T) hypothesis of research then apply the (t-test) to know the differences significance in the scores of the acquiring test for the two groups the experimental and control as shown in figure No (5)

Figure No (5)

Group	Students number	counting average	standard deviation	Counted T	Scheduling T	Freedom degree	statistically significant
experimental	35	82.6	10.7	6.417	1.98	69	significant
control	36	65.8	11.6				

In the figure No (5) we see that the value of counted T was (6.417) and it was higher than the value of scheduling T (1.98) so the zero value will be rejected ,this proves the existence of the statistically significant differences between the groups of research.

2- Interpretation of the results

In the figure No (4) concerning the first hypothesis about existence of statistically significant differences between the experimental group (which study according to the strategy of round

house) and the control group (which study in the classic methods) in the changes of the acquiring test .

That might be imputed to.

- 1- The strategy of round house had an effect on fixing the information in the minds of students.
- 2- The strategy of round house had a role in organizing the scientific knowledge .
- 3- The strategy of round house had decreased the differences among the students and increased their reaction with the teacher
- 4- The strategy of round house helped to increase the motivation at the students towards the subject because it was a new teaching style unknown before for them.

From the figure No (5) concerning the second hypothesis about the existence of statistically significant differences between the experimental group (which study according to the strategy of round house) and the control group (which study in the classic methods) in the measurement of time management. this might be imputed to.

- 1- The strategy of round house has contributed in time management.
- 2- The strategy of round house has contributed in making the best results.
- 3- The strategy of round house has contributed in increasing the speed of doing the homework.

3 – Recommendations

The researcher recommends the followings.

- 1- Necessity of using The strategy of round house in teaching physics in the secondary grade
- 2- Necessity of regarding the strategy of round house in teaching physics by the physics teachers.
- 3- To attach the physics guide book for the scientific fifth grade for the strategy of round house.

3 – Suggestions

To complete the current research the researcher suggests the followings:

- 1- The effect of the round house strategy in the academic achievements for different levels of education.
- 2- The effect of the round house strategy in acquiring physics concepts and developing the skills of beyond knowledge

- 3- Study the effectiveness of the round house strategy in the special schools

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