

## **Effectiveness of Teaching History Using Imaginary Learning Strategy in Improving Historical Thinking Among The Tenth primary Grade students in Both Taibeh and Westieh Brigades in Irbid Governorate**

**Prepared by:**

**Dr. Johar Mousa Al- Nahar Mohidat**

Ministry of Education, a teacher in Educational Directorate of Both Taibeh and Westieh Brigades

### **Abstract**

The current study aimed to show Effectiveness of Teaching History Using Imaginary Learning Strategy in Improving Historical Thinking among the Tenth primary Grade students in Both Taibeh and Westieh Brigades in Irbid Governorate. The study followed quasi-experimental approach based on pre-post design. The study sample consisted of (48) male students of the tenth primary grade in Kufr Asad Secondary School for boys who were chosen the intentional method. The random assigning was used to distribute the sample into two groups: the experimental group (consisted of (24) male students) was taught using the imaginary strategy, and the control group (consisted of (24) male students) was taught using the ordinary method. To achieve the study objectives, the third study unit lessons (Modern History of Jordan) of the tenth primary grade in improving historical thinking among students according to the imaginary learning strategy were reformulated. To answer the study questions, a test to measure the historical thinking skills was used. The study results showed that there statistically significant differences in results of the pre-post historical thinking test for the post-application, and there was an effect of using the imaginary strategy in improving historical thinking skills among the tenth primary grade male students in Both Taibeh and Westieh Brigades.

**Keywords:** imaginary strategy, historical thinking, History subject, the tenth grade.

### **Introduction:**

Modern trends in teaching seek to provide proper conditions to cause the desired changes in the student's behavior in a comprehensive balanced way, and using teaching methods and strategies that improve different thinking, skills and values to the student in order to become positive in educational situations and the center of the learning-teaching process. But it is difficult to set a classification for these strategies and methods based on their preference in teaching. Using of a specific strategy in teaching a definite subject may has an effect in achieving specific outcomes in a definite study subject which the current strategy can't achieve in another study subject because of variance of the nature of the outcomes, the study subject and learning conditions( Muslim, 2015).

Social studies and history in particular also aim to teach students to solve problems and practice different kinds of thinking, create social personality among them, prepare them to understand their

society politically, economic, socially and culturally, improve their capacity to make decision and feel of national responsibility through providing various teaching strategies in educational situations that give them freedom in choosing learning methods and conduct activities that should achieve meaningful learning (Talafha, 2012).

Improvement of thinking skills is also one of History objectives. The study of History objective isn't to memorize historical information as a goal by itself, but it aims to acquire students historical thinking skills, criticism and interpretation of historical events. The students need to know little historical information and more understand of this knowledge that contribute in improving their different skills.

The imaginary learning strategy plays an effective role in improving thinking in general and the historical thinking in particular among students where imagination gives the subject which students know some of structural information that resembles with what may get from the direct sensory experience. This means that structural information which the imagined mental image includes affect students' judgments and their thinking methods of the same level which the direct sensory experience affect that subject (Al-Ameer, 2009).

It is difficult to determine a comprehensive concept for imagination, because there are mental applied processes fix data and reproduce them in different shapes, and therefore many definitions of imagination have emerged like Currie's definition (Currie, 2005) which points to that imagination is a purposeful mental activity which is represented by imagining things which exist and don't exist, depending on the past experiences passed by the individual which improve the present and develop the future based on the past experiences.

Some consider imagination as : it is purposeful mental process based on building new relations among past experiences where we predict previously, which means that imagination using the memory of the past and enlightened by the present in order to form a new mentality (Marian & Peter, 2006). Imagination also ensures to unleash ideas regardless the logic or factual connections. It is the highest and rarest level of creativity, and through it a new whole assumption is reached out (Husseini and Fakhro, 2002). (Decety, 2010) defined imagination by mental treatment of images when the original motivation is absent. It may be a creative imagination when recalling imaginary images that haven't been previously performed, or a classic imagination when recalling imaginary images that others have formed. (Nofal, 2008) defined it as a mental habit that enables an individual to generate several responses of specific motivations. This habit depends on transform motivations into mental images in mind based on a set of cognitive processes that enable it to practice the imagination process. The imagination strategy depends on six major foundations which are : Relaxation, concentration, sensory and physically awareness, then practicing imagination and expressing it by word or other things such as writing and drawing, in order that the student reach out the mediation stage through these internal imaginations and how to use them in his practical life. The foundations of imagination can be implanted through the following steps:

- Configuration:** a review of past experiences related to the new experience that wanted to be learnt.
- **Imagination:** a mentally treatment of information followed by preparing students for concentration, then the teacher's guidance to them based on sequenced steps to reach out the new experiences.

- **Discussion:** where students are discussed of what they have reached out of experiences resulted from the imagination process.

- **Additional activities:** enrichment procedures which reinforce students understanding, and they are may be shapes, report writing or role-play (Alkhawaldeh, 2011).

As shown before, there is a need to use the proper strategies in teaching different subjects, and from of them is teaching history which aim to a student how to learn, how to think, how to make the suitable decision and how he feels his social responsibility effectively through employing imaginary learning strategy which make students more effective in the learning process, and motivate their imagination and thinking in order to express the historical events through imagination and perception and improve their different skills which help them to adopt with updates and innovations in all domains of life. Through the latter, they change from the negative status into movement and activity, imagination, perception, realization, criticism, activate mind, practice mental activities, extract and present ideas and express opinions which help to acquire educational experiences effectively and form the integrated personality and improve high thinking skills such as historical thinking skills, decision- making skills and the sense of social responsibility (Kazim, 2011).

Since the importance of teaching history in improving historical thinking skills among students, and to make its study enjoyable, useful and effective, this study will identify the effectiveness of using imaginary learning strategy in improving historical thinking skills among the tenth primary grade students in both Taibeh and Westieh Brigades in Irbid Governorate.

### **The study problem and its questions:**

Many studies' results such as Alkhraisha and Alsafadi (2001), Also'ub (2003), Alsoyuf (2009),(Massran, 2010) and Alshamri (2016) pointed the low level of student' skills in historical thinking and their concentration on memorizing historical information resulted from their feeling of boredom because of receiving these information since they aren't related to historical events that the students experience.

The tenth primary grade was chosen in this study because it represents the end of the primary sage and beginning of the secondary stage. The tenth primary grade students represent a growing stage that enables them to acquire different thinking skills like the historical thinking. They are also exposed to make critical decisions to determine their life path which related to their educational path choice or their attitudes towards some social issues and form sensory of social responsibility.

The study problem can be defined by the following major question: **What is the effectiveness of teaching History using the imaginary learning strategy in improving historical thinking skills among the tenth primary grade students in both TAibeh and Westieh Brigades in Irbid Governorate?**

### **Importance of the study:**

The importance of the current study can be defined as follows:

1. This study is considered to be of the rare studies in the Arab environment which aims to use the imaginary learning strategy in teaching history to improve historical thinking skills among the tenth primary grade students in both TAibeh and Westieh Brigades in Irbid Governorate?

2. The current study will contribute in setting an educational and theoretical framework of the imaginary strategy as an effective teaching one in teaching history and the historical thinking skills among students in different educational stages.
3. The current study is expected to help teachers of history in Jordan to develop educational units based on improving historical thinking among students.
4. The study results may contribute in opening the door to researchers to conduct more studies about teaching history using the imaginary learning strategy and connect it to other variables.

**The study objectives:**

This study aims to identify the effectiveness of teaching History using the imaginary learning strategy in improving historical thinking skills among the tenth primary grade students in both TAibeh and Westieh Brigades in Irbid Governorate.

**Terms of the study:**

**The imaginary learning strategy:** it is a strategy of learning and teaching which uses the huge abilities of human mind in imagination and perceiving in the various learning subjects, help students to form a mental image related to the subject of learning and aims to enrich the curriculum through mental structure which depend on directed mental conception. This strategy includes the following steps : ( relaxation, concentrating, physically sensory, meditation and expressing and communication( Talafha, 2012, p 6).

It can be procedurally defined in this study as: the teaching strategy which a teacher uses in teaching his students in systematic steps to direct their minds to build mental images and concepts of information and ideas that they learn.

**historical thinking skills:** the researcher intends by it: applied, mental and personal skills that make students think historically and include how to understand and think carefully of ideas, events, concepts, major historical interpretation, ability to critically analyze the historical documents in the light of contexts, addressing questions, decision making and issuing judgments (Al-Ameer,2009,p 9).

**Tenth primary grade students:** students which their ages range between (15-16), who study in the tenth primary grade of the academic year 2019.

**Study limits and limitations:**

The study results are determined by the following:

**-Human limit:** the study includes male students in the tenth primary grade in both Taibeh and Westieh Brigades in Irbid Governorate.

**-Spatial limit:** the study was applied on the tenth primary grade students in Kufr Asad Secondary School for boys.

**-Time limit:** the study has been conducted at the beginning of the second semester of the academic year 2019.

**-Subjective limit:** the study restricted to show the effectiveness of teaching history using the imaginary learning strategy of the third study unit ( Modern History of Jordan) of the History book of the tenth primary grade in improving historical thinking skills among students.

### **Theoretical framework and related studies**

Julie who was pointed to in Hammouda (2009) thinks that imaginary learning achieves important elements of the improvement requirements among students. It helps them to develop social and historical concepts, improve trends and values and identify social problems and make the proper decision towards them. The importance of imaginary learning also lies in that it makes students more creativity and renew their thinking, and improve capacity among them to practice perception of how things and events would be in the future and how to be ready to face them when they happen. It can be said that: imaginary learning strategy is considered to be an important entry to improve historical imagination and social interaction, the ability to solve problems, make decision and sensory of responsibility.

(Decety, Jeannerod & Prablanc, 2010) define imagination as mental treatment of images when the original motivation is absent. It can be a creative imagination when recalling imaginary images that haven't been formed before, or imitative imagination when recalling imaginary images that others formed. (Nofal, 2008) defines it as a mental habit that enables an individual to generate several responses to specific motivations, and this habit depends on transforming motivations into mental images in mind according to asset of cognitive processes that enable him to practice imagination process.

(Galyeen, 1993, 123) defined imagination as: "a mental process by which the sensory images are treated and through it an individual interacts with imaginary travels through his imagination, and respond to what he imagines by forming different mental images". (Alshamari, 2016, p 21) defines it as: "the ability to see things with the mind, which means to form images and mental ideas then treat them". (Amer, 2008, 12) defines it as: "a mental process which establishes new relations among previous experiences that organizes them in images and shapes which an individual has no experience in them".

The researcher defines imagination in this study as the student's ability to imagine mental images of historical events or facts which are not available to his senses and doesn't see before, but he deals with them through his study to history as bare concepts and information.

### **2. Imagination Learning Strategy:**

The imaginary learning strategy plays an effective role in improving thinking in general and the historical thinking in particular among students, where imagination gives the subject which students know some of structural information that resembles with what may get from the direct sensory experience. This means that structural information which the imagined mental image includes affect students' judgments and their thinking methods of the same level which the direct sensory experience affect that subject (Al-Ameer, 2009).

(Altit, 2015, p 5) defined it as: "a learning-teaching process where the mind abilities are used in imagination and conception of different subjects and events, and helps a student to form a mental image related to learning subject".

It is procedurally defined as: everything that the learner does of procedures and activities that direct students to learning through specific steps that enable them to employ imagination skills and motivate them to think by building mental images of what they learn or study.

(Galyeen, 1993, 133) mentioned a set of steps to employ imagination in learning as follows:

**Configuration:** It is a review of past experiences related to the new experience that wanted to be learnt, and preparing them to start a new lesson.

**Relaxing:** To direct students to take a deep breath to have enough amount of oxygen to activate the imagination process.

**Concentration:** To motivate students to think deeply by explaining the task that wanted to be performed, and control the imagination process through employing all senses to form full detailed mental image about the subject that wanted to be imagined which contribute in forming new knowledge among students.

**Physical and sensory awareness:** employ all of the senses to know and discover things.

**Imagination:** In this stage the student is able to form several static or moving imaginary images of the learning subject where his thinking has the capacity to control imagination process and express it by word or by other things such as writing and drawing, so that the student reach out the mediation stage through the internal imaginations and how to use them in the educational situation. The foundations of imagination can be implemented through the following steps:

**Express and communication:** The teacher can employ them to transfer information into students thinking and store it to encourage them to express their experiences by drawing, writing, movement or talking.

**Mediation:** The student reaches out the maximum extent of mental imagination process which he performs.

**Discussion:** Students are discussed of what they have reached out of experiences resulted from the imagination process.

**Extra Activities:** They are enrichment procedures that reinforce students' understanding and they can be drawing shapes, report writing or role-play (Talafha, 2012).

### **Historical Thinking**

(Wineburg, 2004) thinks that the history subject helps to improve historical thinking skills among students because it is based on reconstruct previous historical events through collecting, criticizing and distinguishing historical information, distinguish between facts and opinions, evaluate evidence, Issue judgments and make decision in the light of them. (Atef, 2015, 13) defines historical thinking as :” The capacity to perform processes concerning the historical subject in a way that motivates thinking such as describe and interpret historical events, the ability to use historical resources, imagine historical situations, clarification of false and wrong explanations, understand historical situations and discover historical evidence, deduction, understand historical evidence, link between reasons and results, issue judgments and decision-making”.

( Hasan, 2006, 16) also defined it as :” The student’s capacity when studying history subject to deal with the historical subject starting from collecting it from its primary and secondary resources and deduct what it includes of historical facts. The process contains student’s practice of some mental processes which are represented by historical understanding, time and spatial thinking in the historical thinking, historical interpretation and analysis, historical search and investigation, show

historical opinion and fact, issue of judgments and decision- making of related historical events where they should be supported by logical historical evidence”.

The researcher defines historical thinking in this study as : the historical understanding, time thinking, spatial thinking, historical interpretation, historical analysis, historical search and investigation, issue of judgments and decision-making that help students to understand history well through passing historical facts that the tenth primary grade book in Jordan includes, reading history in a different way from those who have written it, reach out correct opinions through analysis, interpretations and explanations and reach out results, mediation of Jordan past events and connect them with the present and judge with or against them and discover their effects.

### **Related Studies:**

Many studies have been conducted concerning imagination in teaching. Among these studies, the study of ( Arwan,2010) which has been conducted in the UK that aimed to show the effect of studying history using imaginary learning strategy at the level of students' understanding of the historical events and their level of achievement in history. The study sample consisted of (50) students who were distributed equally into two groups, the first one is experimental that was taught history by imaginary learning, and the second by the ordinary method. After the pre-post measurement was applied, the study results showed that the students' understanding of historical events who were taught by imaginary learning was improved higher than those who were taught by the ordinary method.

( Rabey, 2010) conducted a study in USA aimed to show the importance of using imaginary learning in teaching history and geography. The study depended on many historical novels and events which were used in some schools for a while. The study revealed that during the period when historical novels that contain both historical imagination and factual events have been set in order to be employed to understand facts, analyze events and predict the future, and it also revealed that historical imagination motivates students to think indirectly of historical events.

(Kazim, 2011) conducted a study aimed to measure the effect of using the imaginary learning strategy in improving historical thinking skills and achievement among the first medium grade students in Diyala in history subject. The study sample consisted of (72) male students distributed randomly into an experimental group consisted of (36) male students that was taught using imaginary learning, and a control one consisted of (36) male students taught by the ordinary method. The results showed an effect of using the imaginary learning strategy in improving historical thinking skills and achievement for the experimental group students.

(Talafha,2012) conducted a study aimed to show the effect of using the imaginary strategy in teaching history subject on improving creative thinking and trends towards the subject among the sixth primary grade students in Jordan, and also show the relationship between creative thinking and trends among students in the light of using the imaginary strategy in teaching. The study sample consisted of (60) male students of the sixth primary grade. The random assignment was used to distribute the sample into two groups : an experimental group consisted of (31) male students who were taught using the imaginary strategy, and a control group consisted of (29) male students who were taught by the ordinary method, To achieve the study objectives, the lessons of Abbasid Age

unit in the sixth primary grade book were reformulated based on the imaginary strategy, a measurement for trends towards history subject was prepared and (Torrance) measurement for creative thinking the verbal image (A) was used. The results showed that there were statistically significant differences in improving fluency, flexibility and originality abilities and the creative thinking ability for the experimental group. There were also statistically significant differences in improving trends towards history subject for the experimental group and for the experimental group. There was a positive significant associated relationship between students grades in the creative thinking measurement and trends measurement. The study recommended to adopt the imaginary strategy in teaching as it contributes in improving creative thinking among students, and the need to including history curricula in some texts and activities based on imagination as it excludes boredom and routine that usually accompanying history lessons.

(Abu Orabi, 2014) conducted a study to investigate the effect of Eisenkraft Model in achievement and improvement of historical thinking skills among the tenth primary grade students in history subject in Jordan. To achieve the study objectives, the researcher prepared an achievement test in the unit (Jerusalem history and civilization) of the tenth primary grade book, and a test to measure historical thinking skills among students. The study sample consisted of (85) male students of Ein Al-Bbasha schools distributed into two groups: experimental and control. The study results revealed that there were statistically significant differences between arithmetic means of the study individuals performance on the post-test due to the variables of teaching method and gender and interaction between them for the experimental group students. There were statistically significant differences between arithmetic means of the study individuals performance on the historical thinking skills post-test due to the variables of teaching method and gender and interaction between them for the experimental group students using Eisenkraft Model.

(Al-Saeed, 2015) conducted a study aimed to measure effectiveness of the directed imaginary strategy in teaching history on improving historical thinking skills and trend towards the subject among the preparatory stage students in Egypt. The researcher adopted the experimental approach, and a list of historical thinking skills was built, a measurement of some historical thinking skills and a trend measurement for students' trend towards history subject. The study sample consisted of (70) students of the first preparatory grade in Banha educational Directorate in Al Qalyubia Governorate, distributed into groups: experimental and control. The control group was taught the study unit (From our wonderful civilization) of the social studies curriculum using the directed imagination strategy, while the control group was taught by the ordinary method the same unit. The study concluded that there was a statistically significant difference between the arithmetic means of both experimental and control groups students' grades in the post-application of the historical thinking skills measurement for the experimental group grades that was taught using the directed imagination strategy.

There was a statistical significant difference between means of the both experimental and control group students' grades in the post-application of the trend measurement towards the subject for the experimental group grades that was taught using directed imagination strategy. There was a statistical significant difference between means of the experimental group students' grades in pre-post application for historical thinking skills measurement for the post-application grades. There



was a statistical significant difference between means of the experimental group students' grades in the pre-post application of trend measurement for the post-application grades.

(Sluiman, 2016) conducted a study aimed to show effectiveness of a suggested teaching program based Smith Strategy in improving historical thinking skills of the first secondary grade students in a selected unit of the history book related to the first secondary grade in Syrian Arab Republic. The study sample consisted of (183) male and female students of the first secondary grade distributed to four sections in two schools which were selected intentionally; the experimental group consisted of (92) male and female students, and the control group consisted of (91) male and female students. To achieve the study objectives a list was derived which includes historical thinking skills, a test of directed historical thinking skills of the study sample was designed and a teaching program based on Smith Strategy was prepared. To apply the procedures of intended teachers training on using the program based on Smith Strategy. The researcher applied the pre- test and post-test of historical thinking skills on the study sample where the selected single experimental group was taught according to Smith Strategy and the control group was taught by the ordinary method. The study results showed that there was a statistical significant difference in improving historical thinking skills among students due to the teaching method in the post-test for the experimental group. There were no statistical significant differences between means of the experimental group students' grades in the pre-test and post-test of the historical thinking skills due to the variable of teaching strategy. There was a statistical significant difference between means of both experimental and control group students' grades in the post-test of the historical thinking skills due to the variable of teaching strategy for the experimental group students' grades in the post-test.

As shown in this study the previous studies that dealt with historical thinking skills among students, it was so important to review the previous studies that dealt with the variables of this study either through the followed approach, objectives, measurement of the study and through inducting many related studies, it becomes clear that most of the studies dealt of a specific domain of imaginary learning and historical thinking; they didn't study the relation between them clearly. Some of these studies used other teaching strategies to improve historical thinking skills among students. This study is distinguished from other studies through its attempt to identify effectiveness of using imaginary learning strategy in improving historical thinking skills among the tenth primary grade students which gives the current study a kind of uniqueness comparing to other researches and studies. It is also the first study according to the researcher's knowledge, which dealt with this subject. The researcher benefited from the previous studies , literature and measurements to determine the study plan and approach and selecting the study tool and statistical treatment methods.

## **Method and procedures:**

### **The study approach:**

The quasi-experimental approach was used to measure effectiveness teaching history using the imaginary learning strategy in improving historical thinking among the tenth primary grade students in both Taibeh and Westieh Brigades in Irbid Governorate.

**The study society:**

The study society consisted of all of the tenth primary grade male students in the directorate of education of both Taibeh and Westieh Brigades in Irbid Governorate.

**The study individuals:**

Kufr Asad Secondary School for boys was chosen intentionally because four classroom sections of the tenth primary grade were available in addition to school facilities that are essential to apply the study. The study sample consisted of (48) male students distributed to two sections which were chosen randomly of the tenth primary grade sections at school. It was distributed randomly into two groups: the experimental group which was taught, using imaginary learning, the study unit, and it was section (A) that consisted of (24) students, and the control group which was taught using the ordinary method which was section (C) and consisted of (24) students.

**The study tool:**

To achieve the study objectives, the researcher prepared the study tool which is (Historical Thinking Measurement) as follows:

1. Revision of the educational literature related to the study subject where the researcher checked many resources, references, books and related studies.
2. After the previous revision, the researcher prepared the study measurement.
3. The measurement was presented to a committee of arbitrators who are specialized in curricula and teaching of Jordanian University professors reached out (6) arbitrators. The researcher asked them to give their opinions about the study tool concerning the items belonging to their domains, and linguistic clarity, where all of the observations were taken into consideration in adjusting the study items and tools domains.
4. Preparation of the historical thinking measurement in the light of the list of historical thinking skills. It consisted of (20) items distributed to two measurements: (historical time sequence, historical comprehension and understanding, historical interpretation and analysis, historical research).
5. Verifying validity and reliability of the measurement through presenting them to a group of specialists in curricula and teaching of Jordanian university professors.
6. Teaching the third educational unit (Jordan Contemporary History) of the tenth primary grade history book according to requirements and procedures of teaching history using imaginary learning.

Measurement validity of historical thinking:

**Validity of the arbitrators:**

The historical thinking measurement was verified by validity of the arbitrators where the measurement was presented to (8) arbitrators who are among Jordanian universities professors of curricula and teaching methods, and a number of history teachers and supervisors in Directorate of Education of Irbid. They are asked to give their opinion about the historical thinking measurement items in terms of their suitability to the study objectives, the item belonging to its domain and

linguistic clarity. According to the arbitration results, most of the measurement items were reformulated, some of the items were integrated together and some were transferred to other domains. In the light of the arbitrators' observations the researcher relied on agreement proportion of (85%) and more to accept an item, and the arbitrators' agreement percentage on the measurement was considered to be logical and valid criterion.

### Structural validity of the historical thinking measurement:

To extract structural validity indicators of the historical thinking measurement, the measurement was applied to a pilot study consisted of (20) students out of the study individuals, and (Pearson Correlation) was counted between each item and the domain that it belongs to and the measurement as a whole as shown in table (1).

**Table (1) Correlation coefficient between items of domains of the historical thinking measurement and the measurement as a whole**

	Correlation with the same domain	Correlation with the measurement as a whole	Correlation with the same domain	Correlation with the measurement as a whole
Item Number	Correlation coefficient between items historical time sequence and the same domain and the measurement as a whole		Correlation coefficient between items of domain of historical understanding and comprehension and the same domain and measurement as a whole	
1	**0.42	**0.31	**0.84	**0.65
2	**0.55	**0.34	**0.72	**0.69
3	**0.53	**0.52	**0.63	**0.56
4	**0.57	**0.55	**0.61	**0.55
5	**0.62	**0.61	**0.74	**0.66
	Correlation coefficient between items of domain of historical interpretation and analysis and the same domain and measurement as a whole		Correlation coefficient between items historical research and the domain itself and measurement as a whole	
Item Number	Correlation with the same domain	Correlation with the measurement as a whole	Correlation with the same domain	Correlation with the measurement as a whole
1	**0.42	**0.31	**0.63	**0.56
2	**0.55	**0.34	**0.61	**0.55
3	**0.53	**0.52	**0.74	**0.66
4	**0.57	**0.55	**0.57	**0.55
5	**0.62	**0.61	**0.67	**0.61

\*accepted significant Correlation coefficients at the level of ( $\alpha \leq 0.05$ )

\* accepted significant Correlation coefficients at the level of ( $\alpha \leq 0.01$ )

- As shown in the table, correlation coefficients between items and domains of historical thinking measurement were more than (0.40), and with the measurement as a whole were more than (0.30), and all of them were statistically significant at the level of ( $\alpha \leq 0.05$ ). This indicates that there was a strong correlation coefficient of the items and their domains with the measurement as a whole which were accepted coefficients to apply the study.

### **Reliability:**

The correlation coefficient was applied by Method of internal consistency based on (Chronbach alpha) to the pilot sample which reached out (20) students where it ranged from (0.71 – 0.88) of the measurement domains, and (0.86) for the measurement as a whole where these values considered to be suitable to apply the study.

Method of grades estimation:

A triple measurement was used to estimate the study individuals' responses degree on items and domains of the study tools which was a degree of (low, medium, high), where the low degree was given (1) degree, the medium (2) degrees and the high (3) degrees.

The following criterion was used to judge the degree of items and domains and for the measurements as a whole:

- If the arithmetic mean value of the item or the domain is less than or equals (1.33), the item degree or domain is (low).
- If the arithmetic mean value of the item or the domain between (1.34 – 2.67) , the item degree or domain is (medium).
- If the arithmetic mean value of the item or the domain is higher than or equals (2.67) , the item degree or domain is (high).

The study used the experimental approach based on the style of the quasi-experimental design since it was applied to two groups: the experimental group, which is a group of students that was taught using the imaginary learning strategy, and the control group, which is the group of students that was taught by the ordinary method. And therefore, the research design of the current study includes the following variables:

First: the independent variables: teaching method (an experimental variable) which has two levels:

- Internal learning
- The ordinary method

Second: the dependent variables, which are: historical thinking skills.

### **Statistical processes:**

The arithmetic means and standard deviations were used in addition to (ANCOVA) in order to isolate variance in means of students' grades on the pre-application of the historical thinking measurement based according to teaching method, and to extract differences indication in means of students degrees on the post-application of the measurement.

**Presentation of the study results and their discussion:**

**-The results related to answer of the first question:** What is the effectiveness of teaching History using the imaginary learning strategy in improving historical thinking skills among the tenth primary grade students in both TAibeh and Westieh Brigades in Irbid Governorate?

To answer the first question, the arithmetic means and standard deviations of the experimental group students (that was taught using the imaginary Strategy), and the control group (that was taught by the ordinary method) were extracted on the items of pre-historical thinking measurement and post-historical thinking measurement. The results were as shown in table (2).

**Table (2) The arithmetic means and standard deviations of the students' degrees in both experimental and control groups on pre-historical thinking measurement and post-historical thinking measurement.**

Group	Number	Pre-test		Post-test	
		Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation
Experimental	24	31.55	10.67	35.06	10.67
Control	24	30.45	9.56	29.69	9.77

Arithmetic means in table (2) pointed to a virtual variance among the students' raw degrees in both experimental and control group in the post-application of the historical thinking measurement. This variance is statistically controlled using (ANCOVA). There was a virtual variance among the students' raw degrees in both experimental and control group in the post-application of the historical thinking measurement skills of (35.06) and standard deviation of (10.67), while the arithmetic mean of the experimental group students' degrees on the historical thinking measurement was (29.69) and standard deviation of (9.77), which means there was a virtual variance in the arithmetic mean between the two groups on historical thinking measurement of (5.37). To identify whether this variance is of statistical significant at the level of ( $\alpha \leq 0.05$ ). To statistically isolate the variances between the two groups of the post-application, the researcher used (ANCOVA) and the results were as shown in table (3)

**Table (3)The results of (ANCOVA) of the experimental and control group students' degrees on the historical thinking measurement**

Source of variance	Sum of squares	Freedom Degrees	Mean of squares	Counted "F" Value	Significant Level of
Pre-measurement	5280.46	1	5280.46	373.61	0.000
Group	281.45	1	281.45	19.91	*0.000
Error	805.61	45	14.13		
Whole	6518.93	47			

\*statistically significant at the level of ( $\alpha=0.05$ )

As shown in table (3) there was a statistical significant difference between means of students' degrees in both experimental and control groups of the historical thinking post- application. The counted " F" value was (19.91) which a statistical significant value at the significant level of ( $0.05 \geq \alpha$ ), which means that there were statistical significant differences in improving historical thinking skills among students due to teaching strategy (imaginary strategy, the ordinary method).

To set the variance value in means of students' degrees of both experimental and control group on historical thinking post-application skills, the adjusted arithmetic means resulted from isolation of the pre-performance of students from their post-application were extracted . The results were shown as in table (4).

**Table (4) The adjusted arithmetic means of students degrees in both experimental and control groups after isolation of the effect of the pre-test.**

Group	Adjusted Mean	Standard Error
Experimental	34.56	0.68
Control	30.22	0.70

The results of adjusted arithmetic means of the students' grades in both experimental and control group on selecting historical thinking skills after isolation of the effect of pre-test pointed to that the difference was for the experimental group students (taught using the imaginary strategy) where the arithmetic mean reached out (34.56) which is higher than the adjusted arithmetic mean of the control group (taught by the ordinary method) that was (30.22). So, it can be said the use of the imaginary method in teaching history subject leads to improving historical thinking skills among the tenth primary grade students in both Taibeh and Westieh Brigades in Irbid Governorate. The result can be interpreted in that the educational activities that accompanied the imaginary strategy such as the story mode and role-play helped to acquire students skills and knowledge by a way characterized by enjoyment through motivating students to deal with exercises and activities without restricted to a specific answer away from the Style of narration and indoctrination which contributed in enriching students' experiences and helped them to express their ideas and views under variance of perspectives. The nature of the tools and teaching aids used in the study such as computerized CDs in configuration process, notebooks of drawing and composition and library stories in the fourth step of the imaginary strategy which was the step of extra activities provided motivation among students and motivated their mental capacities. They allowed them to practice educational activities cooperatively and unleash their ideas. The imaginary process which the students practiced increased their abilities to realize the educational situation then deal with it in integrated method by linking the new concepts with the previous ones. In addition to, communication among students while practicing educational activities led to exchange information and ideas among them which led to increase ability to generate ideas.

This result agreed with many studies results which showed the effectiveness of the imaginary strategy in improving ability on historical thinking among students (Kazim, 2009; Arwan, 2010; Talafha, 2012 and Sulaiman, 2016).

## **Recommendations**

Based on the results that the study has concluded, the researcher recommended the following:

- Directing educational institutions attention to the need to adopt the imaginary strategy in teaching since it contributes in improving thinking among students in the primary stage in particular.
- The need to include history curricula some texts and activities based on imagination since it excludes boredom and routine that usually accompanied history lessons.
- Advise teachers to pay attention to activities and aids that activate imagination among students.
- Conducting a similar study to the current one includes other dependent variables such as: critical thinking and motivation towards history subject.

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