



The effect of the use of the Round Robin strategy in the acquisition of historical concepts among second-grade intermediate students in the history course of social writers

Rasha Alwan Mahoud

Maysan Education Directorate
rashaalwan520@gmail.com

ABSTRACT

The goal of the current research is to know (the effect of the Round Robin strategy in the acquisition of historical concepts among the second-grade students in history). The researcher chose the experimental approach, with partial control for two groups, one experimental and the other control, and selected a sample of second-grade female students from the Alkahl High School for Girls in Alkahl in Alkahl District in Maysan Governorate for the academic year (2021-2022), and randomly selected Division A to represent the experimental group of (40) students, and Division C to represent the (40) students, The researcher conducted an equivalence between the students of the two research groups in the following variables: intelligence test, time age calculated in months, social semester scores and the academic achievement of the parents. The researcher formulated behavioral goals, which reached (60) behavioral goals, and prepared teaching plans, where the number of plans reached (16) for the experimental group and (16) plan for the control group. The research goal also required the preparation of a test to acquire historical concepts of a type of multiple test consisting of (33) paragraphs, and the researcher used the following statistical methods: the test of two independent samples, a square KK2 and a coefficient of correlation of Pearson, the equation of the difficulty coefficient, the coefficient of excellence, and the equation of the effectiveness of false alternatives, and the researcher concluded after analyzing the results statistically superior to the student of the experimental group. The study of the history using the traditional method, the student of the subject and study The researcher came up with a set of conclusions, recommendations and proposals.

Keywords:

Round Robin strategy , acquisition of historical concepts

The first topic (Definition of research)

First: Problem of research

That the rapid developments in the field of schooling, which have reached education, have led to the necessity of considering education programs and plans by education workers to suit those developments. The textbooks are the basis of the educational process and have become more vulnerable to these changes. This change in the curriculum by the Ministry of

Education led to a shift in the teaching of history, as history was classified as a separate curriculum, but after the change, it became one of the so-called connected curricula, i.e. social writers, It is noted that this change added to the subject of history the welcome and facilitation by studying it by providing historical images and drawings in addition to training activities, but this change created some questions from teachers in the method of teaching these

curricula, and this indicates the adherence of educational workers to unusual teaching methods through what the researcher witnessed through records and teaching plans for female teachers, so the school must be prepared to prepare training to use new strategies and methods to teach female students in history, so a number of conferences were held that emphasized the use of modern methods and strategies in teaching, from these conferences These include the Third Scientific Conference of 2011 at the University of Mestanesiriyah .

The researcher believes that it is important to work with all the sophisticated strategies, methods and modern methods and to reduce the traditional methods of teaching because they are no longer sufficient to meet the needs of education. Therefore, the researcher saw the use of a modern strategy, which is the strategy of Round Robin ,which raises the level of understanding and thinking of students and their acquisition of historical information and concepts of that subject, and it is possible to highlight the problem of research by answering the following question:

Is there (the effect of the use of the strategy of Round Robin in the acquisition of historical concepts among second-grade intermediate students in the history course of the social writers).

Second: - The importance of research

In light of what the world is witnessing of rapid knowledge development that led to the abundance and accumulation of knowledge, it is necessary to find new learning methods that contributed to facilitating the ways of transferring them and improving the capabilities of learners, the reason that led to the increase in the work placed on government institutions, especially the educational institution. Abu Al-Hajj and Reconciliation, 2016: 15)

Education is the human industry, and since the task of education is to prepare individuals for life, and since life does not know stagnation and stability, it is necessary to work on the development of curricula as a means of education, and the teacher was only in the process of implementing the curriculum, he must be aware of the movement of development

in educational curricula and modern designs and strategies to be applied in education. (Attia, 2013 : 15)

Education means the comprehensive development of the individual and aims to adapt the individual to the society to which the individual belongs, and education is a continuous process that does not stop at a certain age. Awadi, 2021 :14)

Social materials are among the materials that work to achieve the integrated development of the personality of mental, psychological and social learners and play a role in education and scientific thinking. (Mohammed, 2016: 7) History is part of the social materials that Students study it, and shed light from the past on what is in the present, and it stands out in the roles of heroism, leadership, jihad, the struggle of peoples and the results of all that. (Khater and Sebetan, 2010: 9), so teachers must work on finding methods, methods and strategies that suit the importance of the scientific material, and work on activating mental skills and increasing information for students . The importance of this study comes from the fact that it highlights teaching according to (the strategy of Round Robin in the acquisition of historical concepts among second-grade intermediate students in history). It is a modern strategy that is based on active learning, and on learning theory. (Ambo Saidi, 2016: 548)

Active learning is where the learners are responsible for their learning, where they appear to be self disciplined, and are able to define their goals and evaluate their achievement. Active learning is concerned with building knowledge and processing information and concepts and interaction between students under the supervision of the school. (Ramadan, 2016 :28)

Concepts are one of the most important outcomes of science through which knowledge is arranged in the same sense. They are the organizing elements of any knowledge that is acquired, as the concepts help the learner to move mental growth, and increase her ability to use the main objectives of science, which are interpretation, judgment and prediction, which helps her in discovering and understanding the new. (Hamida et al., 2000: 240)

Among the above, the importance of the current research is highlighted as follows:

1. Provides information on a modern history teaching strategy and serves to guide education personnel towards the use of such a strategy .

2- A test for the acquisition of historical concepts is presented, and this study comes as a scientific step, revealing the picture to the curriculum developers in the Ministry of Education to promote the use of modern teaching methods in the teaching of history.

Third: - Aim of Research

The current research aims to: (Recognize the effect of using the strategy of Round Robin in the acquisition of historical concepts among second-grade intermediate students in the history course of the social writers).

Fourth: - Research Hypothesis

There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students who study history in the strategy of Round Robin , and the average scores of the control group students who study the same subject according to the usual method of acquiring concepts.

Fifth: Research Limitation

Sample of second-grade intermediate students in one of the government secondary schools affiliated with the Missan Directorate of Education, which is Alkahl High School for Girls for the second semester of the academic year 2021-2022.

Sixth: - Defining the terms of the study

Round Robin Strategy

Defined by:

❖ Revealing alternative perceptions, sharing ideas, strengthening listening skills, and fitting the preparation stage of the lesson . (Ambo Saidi , Al-Hosniya : 2016, 482)

❖ A strategy that suits the preparation stage to discover tribal or wrong concepts among students, and helps to develop the skills of critical thinking and arranging the work of the group. Shammari,2011 :105)=

❖ **Procedural definition**

The procedural steps followed by the researcher in teaching history from the social book for the last three chapters (fourth, fifth and sixth) in which the students are divided into quadrilateral

groups, distributing papers to each group in order to write questions and answers to them, then asking a hyperbolic question that includes several answers, and each learner writing answers to them and passing them to her colleague in the group and finally discussing ideas with the school (researcher).

3. Acquisition:

Formulating knowledge through internal mental processes such as organizing and reorganizing experience, according to a structure perceived by the learner and the process of coding and giving it a distinctive character.(Qatami, 2000: 392)

Procedural Definition ofAcquisition:

The ability of the students of the research sample to define, distinguish and apply the historical concepts contained in the subject covered in the study experience, and this ability is measured by the test of the acquisition of historical concepts prepared by the researcher.

4-Concepts: Defined by:

❖ A mental image of a set of characteristics expressed by a word, term, or symbol(Tatti,2004: 46)

❖ An intuitive idea that cannot be defined in terms, but can be inferred from the types of behavior that should be formed through its existence. (Alwan et al., 2014: 85)

Procedural definition of concepts: A set of information or category of the facts in the topics of history in the book of Societies for the second intermediate grade, which share certain characteristics that the researcher seeks to communicate to the students she has nominated and to acquire them.

The second topic (theoretical aspects and previous studies)

Round Robin

One of the active learning strategies whose idea is to ask the school is one question for the group and each student participates in any addition to the answer or part of it and gives the paper to the next student until the episode is completed and the turn is back on her again, provided that she does not repeat the answer of her colleague (Alyassen, 2014,95) (Ambo Saidi and Huda, 2016 :548). He sees (23: Kaleigh, 2013) as a cooperative strategy, in which the learners are divided into small groups, (6-4) and the school

gives a multiple question answers, and then each student shares her answer or give her idea and record it, and so on in a circular way until all students share their ideas. This strategy can be used to produce unfamiliar side ideas so that each student builds on the ideas of her colleague by recording their ideas in one paper after another. Some researchers described it as a brainstorm as students are around a table in an academic discussion, working to generate ideas about a particular topic or question. (Janelle Cox, 2020:2)

Steps to implement the Round Robin strategy:

- 1- The school divides the students into quad or quintet groups.
- 2- Asking them a complex question, and each learner to answer part of the question, when her turn comes in an audible voice.
- 3- The answer is either oral or written, and the student listens to the question well, and thinks of all the appropriate answers. (Embo Saidi and Huda, 2016: 552)
- 4- Pass one piece of paper or clip to the students of each group to write their answers on it.
- 5- The role can be returned to a learner in order to complete the episode and solve the question on time.
- 6- The school discusses the answers reached by the groups. (Abdul Salam, 2021: 52)

The role of the school in the strategy of Round Robin :

- 1- Receiving circulars at the beginning of the lesson to the students, as they relate to the need to listen to the questions and their participation in answering them, and the school asks questions on the blackboard or paper and distributes them to the groups.
- 2- Ask the learners to think about the problem, and order the first student to record her opinion or idea within the specific activity sheet.
- 3- After the first student finishes registering her idea, she is asked to pass the same paper to the second student until she turns to all the students in the group.
4. Orders the learners to present answers and ideas to everyone. (Sabri, 2018 :455)

Advantages of Round Robin strategy

1. Easy and simple to apply, and useful for expressing ideas and opinions.

2- It can be applied for all stages of study and for all curricula and educational materials, and contributes to building personal and social relations between the learner. (Abdussalam, 2021: 58)

Stages of the Round Robin strategy

It includes the stage of generating ideas, the stage of clarifying ideas, the stage of categorizing ideas, where similar information is collected in one list, and the stage of evaluating ideas, i.e. testing and evaluating ideas. (Al-Lahibi, 2019: 876)

Conceptual framework

Concept characteristics: Concepts have a number of characteristics, including:

- 1- Few in number when compared to the facts, as the concepts are more stable, the facts are subject to change and modification, the concepts help to link many of the facts to each other.
- 2 - More used, and can be used a lot in the interpretation of phenomena and in the face of some situations.
- 3- Easy, as it is memorable quickly. (Olives, 2001: 79)

Learning and acquiring concepts

The process of acquiring concepts begins from the earliest childhood, as it is based on perceptual perception and observing the learner of what is surrounded by things and people, and depends on the processes of generalization and discrimination. (Boutros Hafez, 2004: 22)

Measuring Concept Acquisition

- 1- Discovering the concept through the application of the three acquisitions: discrimination, classification, and generalization.
- 2- The learner's ability to determine the verbal significance of the concept.
- 3 - Applying it in educational situations.
4. Use it to solve problems.
- 5- The work of the concept is not in different generalizations or scientific hypotheses. (Zeytoun, 2001: 81)

Second: -Previous studies

Previous studies of the Round Robin strategy:

1-Adigun Study(2016)

This study aimed to find out (the effect of the loop enrollment strategy in the academic

achievement of high school students of chemistry in the state of Osong, Nigeria, and the researcher adopted the semi-experimental design of the same pre-test and post-test and represents the research sample of males and females, numbering 160, and the research included two tools: the achievement test and a teaching guide for teachers on the use of the strategy, and after analyzing the data, the results showed the superiority of the experimental group over the control group in the achievement test.

2- Al-Azzawi Study (2018)

This study aimed to find out (the effect of the Round Robin strategy in the achievement of fifth grade primary students) who are studying in the government primary schools for boys belonging to the Directorate of Education of Diyala Governorate, and from which the researcher intentionally chose the schools of Baldriz District, which number (10 schools), and the research experiment was applied to a sample of fifth grade primary students in the Jordan Primary School for Boys in the second semester of the academic year (2017-2018). The sample was randomly selected from among the schools of Baldriz District, which reached (32) pupils with (4) exclusions

Students failing by (32) students in Division A and (31) students in Division B were randomly selected to represent the experimental group that studied the strategy of Round Robin, and Division (B) to represent the control group that studied the topics of history in the traditional way, and after applying the achievement test and correcting the answers and processing them statistically.

3- Bassem Sabri Study (2018)

This study aimed to know (the effect of the Round Robin strategy in social studies on the development of lateral thinking skills among primary school students), and the research tools

were identified in the list of lateral thinking skills, the student's handbook and the teacher's guide to the economic activities unit in Egypt formulated according to the enrollment strategy, and the testing of lateral thinking skills and the preparation of the list of lateral thinking skills, and the preparation of the student's handbook and the teacher's guide for the unit. The research experiment was conducted using the experimental method, and the experimental design with two equal groups, experimental and control (pre and post test) at Sidi Omar Elementary School in Qena at random. The number of students of the experimental group is about (48) students, and the students of the control group are about (49) students

*** - Balancing between previous studies and the current study:**

The researcher conducted a balance between the previous studies and the current study with (goal, place of study, sample size, subject, stage, research tool, statistical means, results).

Section III (Research Procedures)

I. Research Methodology

The researcher used the experimental approach, as it is considered the most accurate and closest scientific research methods to solve problems in a scientific and educational theoretical and applied way. (Melhem, 2001: 288)

II. Experimental Design

Experimental design is a work plan to carry out the experiment, and the experiment means: planning the conditions and factors surrounding the studied phenomenon, and then observing what happens. (Abdul Rahman and Adnan, 2007: 488)

Therefore, the researcher chose a partially tuned design for two equivalent groups, one of which is experimental and studied according to the strategy of Round Robin, and a control group that studies in the traditional way. As shown in the following table:

group	The independent variable	Measuring instrument	Dependent variable
Experimental group	annular recording	Acquisition test	(Acquisition)
The control group	I Traditional method	Historical Concepts	Historical Concepts

III. The research community and its nomination

Identifying the research community is one of the main tasks in educational research, and means the people who constitute the subject of the study, on which the researcher seeks to generalize the results related to the studied problem (Al-Dulaimi and Saleh, 2014 :81). The sample is defined as a molecular group of a community with common characteristics (Ghabari et al.,2015: 222) .The current research community consists of intermediate second

graders who study in the day secondary schools of the Missan Directorate of Education/in Missan Governorate/Al Khulail District for the academic year 2021-2022. The research sample included (80) female students from the second intermediate grade of Al Khulail Girls High School, as Division A was chosen to represent the experimental group of (40) female students, and Division C was randomly selected to be the control group of (40) female students, as shown in the following table:

group	Section	Number
Experimental group	A.	40
Control group	c)	40
Totals		80

IV. Equivalence of the two research groups

Before the beginning of the actual teaching, the researcher based on the equivalence of the two research groups statistically in a number of variables that may affect the experiment and the accuracy of its results. These **variables are:** -

1.Chronological age in months

The researcher obtained information about the ages of the students of the research sample

through the school card and in cooperation with the school administration. The researcher used the t.test for the purpose of identifying the differences between the ages of the students of the two research groups. The results showed that there are no statistically significant differences between the experimental and control groups in age as shown in the following table:

TheGroup	Sampl e size	The Medium TheM The Account	The onlypersersi in The Standar	Lost Values		Degree al-Hurriya	Significance at level 05
				The TheCalc ulated	The TheTabu lar		
Experimen tal	4.0	149,55	4.01	.086	1,99	78	Statistically insignificant
aFor female officer	4.0	149,47	3,82				

2- Parents' academic achievement:

The researcher obtained information on the academic achievement of the parents of the students of the research sample through the school card, in cooperation with the school administration, after unloading the data,

calculating the frequencies and employing a square K. It was found that there are no statistically significant differences between the experimental and control groups in the variable of the parents' achievement as shown in the following table:

group	Sample size	Elementary education only	Intermediate Secondary	Institute Diploma Bachelor	Two square ks (k2)		Freedom degree	Statistical Significance At the level of 05
					Calculated	Spreadsheet		
The Experimental	40	19	8	13	2,493	5,99	2	Not Statistically Significant At the level of 05
The office	4	2 2 2	1 1	7				

3- Maternal academic achievement: The researcher obtained information on the academic achievement of the mothers of the research sample through the school card, in cooperation with the school administration, and after unloading the data and calculating the

frequencies, and by employing a square K. It was found that there are no statistically significant differences between the experimental and control groups in the variable of parental achievement as shown in the following table:

The Group:	Sample size	Elementary and under	Intermediate Secondary	Institute, Diploma, Bachelor	Two square ks (k2)		Freedom degree	Statistical significance at the level of 05
					The Calculated	A Tabular		
Experimental	40	17	1 x 2	11	717,0	5,99	2	Statistically significant at the level of 05
The officer.	40	20	1 x 2	8				

4-IQ Test:

For the purpose of achieving the equivalence of the two groups in the intelligence variable, the researcher used the Raffin test for successive rated matrices, as this test is characterized by being non-verbal, and can be applied to large groups of individuals (Dabbagh, 1983: 31). The researcher applied the test consisting of sixty questions and after the data was emptied, it became clear that the two groups are identical in the intelligence test, as the arithmetic mean of the experimental group was (35.5238) with a standard deviation of (13.1814) while the control group reached the arithmetic mean of

(33.1526), and the standard deviation was(10.5211).

5- Half-year grades in the subject of Social:

Mid-year scores were obtained from the school management records of the study sample students. The arithmetic mean was (82.55557) and the standard deviation was (20.05772). The calculated value was (0.769297) for the experimental group, while the control group was the arithmetic mean(69.6484) and standard deviation (28.8650).

V. Research requirements

They include:

1. Research Sample

Sample B was the middle second grade students in Al Kahl High School for Girls in Maysan Governorate, and in a random withdrawal method, the researcher chose a division (A) to represent the experimental group whose students will be exposed to the independent variable (Round Robin strategy), and a division (C) whose students will be exposed to the dependent variable (the traditional method).

2- **Educational aids:** The researcher used the blackboard, pens and topics of the textbook, white papers, map of the Arabian Peninsula.

3- **The duration of the experiment:** It was uniform and equal for the two research groups, starting on 1/3/2022 and ending on 1/5/2022 .

4. **Determination of the scientific subject:** Before starting the application of the experiment and consulting the school of the subject, and in accordance with the individual curriculum and its time series in the social book to be taught for the second intermediate grade for the academic year 2021-2022, as the scientific subject was the fourth, fifth and sixth chapter in the history of the social book.

5. Formulation of behavioral goals

It means describing a specific behavior that can be observed and measured and the learner is able to perform it at the end of the classroom activity. (Mohammed, 2016 :35)

The researcher formulated (75) goals based on the general objectives of history and analysis of the content of the topics to be studied in the experiment, namely, chapters IV, V and VI in the subject of drafting and completion of the content of the subject, the researcher presented it to a group of experts and specialists in history and methods of social teaching, and in the light of their opinions and proposals, she deleted (15goals) and also modified some paragraphs, thus becoming a number of objectives after deletion and modification in their final form (60 goals).

6. Preparation of school plans

They are pre-existing perceptions of the attitudes and teaching procedures by which the school and its students are able to achieve certain educational goals. (Gamil, 2007: 23), as the teaching plans for the topics of the history course were prepared from the Social Book and

according to the strategy of Round Robin for the students of the experimental group, and according to the traditional method of the students of the control group, where the number of teaching plans became (16) plan for the experimental group and (16) plan for the control group, and samples of the plans were presented to a group of experts and specialists in teaching methods to indicate their views on their suitability for the teaching method and the content of the material, and after taking into account the suggestions and opinions of the arbitrators, the plans became in their final form.

7-Preparing the test of acquiring historical concepts

The test is a measurement tool in an organized way to determine the level of students' acquisition of information in a previously learned subject. (Al-Bawi and Ahmed, 2013 : 108)

The test is one of the most important means to know the extent of the learner's understanding of what she studied, and this type of tests represents a number of paragraphs, and each paragraph has a number of alternatives, which may range from (3-5) alternatives, and one of these alternatives is true and the other alternatives are wrong, and it is one of the best objective tests, as it measures higher mental goals. (Muhammad, 2016 : 221)

The acquisition test was prepared in the last three chapters of the history course of the social book for the second intermediate grade according to the content of the course and the behavioral objectives after the researcher identified and read the pages in order to define the concepts and paragraphs and analyze the content, as the number of historical concepts reached (11) concept after that the researcher drafted the test paragraphs that measure the levels of Bloom (remembering, understanding, application), where the number of test paragraphs reached (33) paragraphs of the type of the test from multiple alternatives . In order to confirm the validity of the test, the researcher did **two ways:**

A- Apparent honesty: The researcher prepared the test paragraphs and presented with a list of historical concepts to a group of experts and specialists in methods of teaching social

subjects, and asked them to estimate the extent to which each paragraph measures the goal for which it was prepared, and in light of what came from the opinions of the arbitrators, some test paragraphs were modified, after which I used The box of Kay is a statistical means to know the acceptance rate of each paragraph of the test by the experts, as the results showed the acceptance of all paragraphs, and thus the test became valid to measure the acquisition of historical concepts among the sample students, as the percentage of experts' acceptance of the paragraphs was between (100% to 80%).

B- The content validity : The validity of the content is verified by observing and examining the test items and ensuring that each of those paragraphs measures one of the objectives to be measured, and this has been proven through the preparation of the researcher's table of specifications, to ensure that all test items represent the content of the subject and behavioral goals, and thus the test is valid to measure the acquisition of historical concepts among students.

C- The construction validity: The researcher verified the validity of the construction by finding internal consistency, as well as finding the relationship between the vertebrae scores and the total score of the test, so the researcher used the dot coefficient of correlation, to show the relationship of the paragraph to the total result, when one of the two variables is discontinued by the two classification (0,1) and the other is continuous. All correlation coefficients were statistically significant when compared to the tabular value of (0.10) at a significance level of (0.05) and with a degree of freedom of (218). Thus, all (33) test paragraphs were retained.

VI. Statistical analysis of test paragraphs

In order to achieve the research procedures carried out by the researcher, it is necessary to analyze the study data statistically after collecting them in order to improve the quality of the test by revealing the difficult, easy paragraphs and reformulating it (Badri and Najm, 2014 :31).

Procedures for the statistical analysis of test items

They include:

- a. **Paragraph difficulty factor:** The researcher applied the difficulty factor law to each of the test paragraphs, which found that their value ranged between (0.35 - 0.66) and most of the sources indicate that the test paragraph is acceptable if its difficulty factor ranges between (0.20 - 0.80), while the paragraphs below 0.20 and above 0.80 require amendment, deletion or replacement, and thus all the test paragraphs are valid in terms of difficulty.

B- The strength of the distinction of paragraphs: After applying the special equation to calculate the strength of the distinction of paragraphs, the researcher found that the strength of its distinction ranges from BN (0.56 - 0.33) and that the paragraph whose coefficient of

- b. **discrimination** exceeds (0.22) and more is acceptable and distinct, so all paragraphs are valid in terms of the coefficient of discrimination.

- c. **Effectiveness of the wrong alternatives:** After arranging the responses of the students to two groups at a minimum, it was found that the wrong alternatives had attracted more students from the lower group than from the upper group. This indicates their effectiveness in attracting and after examining the responses of the learners about each of the alternatives of the paragraph and when using the formula of the effectiveness of the wrong alternatives for each of the test paragraphs and found them to be (-0.5, -0.43), that is, they are effective and meet the conditions in the effectiveness of the alternatives.

D- Internal consistency: The results of the internal consistency of the test paragraphs through the correlation coefficient were (0.21-

0.84) as the researcher used the dot correlation coefficient for the test paragraphs.

E - Test stability: The reliability of the acquisition test was calculated using the Kowder-Richardson equation (20) .Because the stability extracted by this equation works to calculate the scores for each of the test paragraphs as well as the homogeneity of each of the test paragraphs as a whole (Back ,2002: 354), the coefficient of stability calculated in this way is (0,83).

Reconnaissance trial of the test

To ensure the validity of the test, and to know the time spent in the answer, the difficulty of its paragraphs and the strength of discrimination, the researcher applied the test to a sample of second-grade intermediate students of the Khansa, and their number was about (100) students. After the application, the average response time was (40) minutes according to the average test time

Applicability

Final version of the Concept Acquisition Test

The final form of the test consisted of (11) historical concepts, each concept includes three

Section IV (Presentation and Interpretation of Results)

First: The **research hypothesis:** To verify the validity of the results of the first zero hypothesis, and after applying the test to the students of the experimental and control research groups and correcting the answers, and after analyzing the results, it became clear that the average grades

of the experimental group students who studied the history

objective paragraphs of the type of the test with three alternatives, and then the number of paragraphs became (33) items that were given one degree on the correct answer and zero degree on the wrong answer, so the total score ranged between (0-33) degrees ,where the researcher applied the test on 24/4/2022, corresponding to Sunday.

Statistical means

1. T-test
- 2- Kai Square
- 3- Verbal binary correlation coefficient
- 4.Difficulty of the paragraph
5. Paragraph discrimination coefficient
- 6.Effectiveness of faulty alternatives.

course in the strategy of Round Robin and the average grades of the control group students who studied the same material in the traditional way and when using the statistical test for two independent samples to know the significance of the statistical difference between the two research groups, it became clear that

there is a statistically significant difference in the level of significance

group	Size Sample	A theAverage MyAccount	Onlyperverts Normative	Lost Values		Degree Freedom	a a For th significance Z at the leve of of
				The TheCalcul ated	The TheTab ular		
The TheExpe rimental	40	29,12	2.91	8,261	1,99	78.	Function Statistically.
The... theoffice r.	40	22,00	4,60				

(0.05 degrees) for the students of the experimental group, as it was the calculated value of the scales. The following table proves that.

Thus, it rejects the zero hypothesis that there are no statistically significant differences at the level of 0.05 between the mean scores of the experimental group's students who studied history with the ring-record strategy and the mean scores of the control group's students who studied the same material in the traditional way in the test.

II. Interpretation of the results

The results showed that there are statistically significant differences between the experimental and control groups in the acquisition test, and this means that the teaching is superior to the strategy of conducting the workshop on teaching in the usual way. In light of those results, the researcher attributes the reason for this to the following points:

1-Using the steps of the Round Robin strategy increased the attention of learners, and also made them more willing to receive information, and the Round Robin strategy helped reduce mental routine.

2- The students were made the focus of the educational process inside the classroom, and helped the learners to generate and develop ideas and acquire information easily.

3- Helped the students' freedom of expression without fear or hesitation.

III. Conclusions: In the light of the findings, the researcher showed a set of conclusions, including:

1- The study confirmed that the use of the Round Robin strategy contributes to raising the scientific level of female learners

2. Their success depends on the extent of interaction and communication between the school and the learners in the classroom.

3 - Expanded the thinking and perception of the learners.

IV. Recommendations: In the light of the findings, the researcher recommended the following:

1. Organizing educational courses and seminars to train educational personnel in accordance with modern strategies.

2. The need for history teachers to pay attention to the process of learning historical concepts and using modern and effective methods and strategies that help learners to easily acquire and develop them.

3. Preparing classrooms with the necessary teaching aids to teach the subject with modern strategies.

V. Suggestions: To complement the current research, the researcher suggested:

1. Conducting similar research at other levels of education and on both sexes

2. Establishment of a study similar to the current study in other subjects

3- Conducting a similar study in other variables.

References :

1- Abu Al-Haj, Suha Ahmed and Reconciliation, Hassan Khalil (2016) **Strategies for Active Learning**, 1st Edition, Dibono Center, Dubai, UAE.

2. Al-Shammari, Mashi bin Mohammed (2011), **Strategies in Active Learning**, 1st Edition, Saudi Arabia.
- 3- Embo Saidi , Abdullah bin Khamis and Huda bint Ali Al-Hosniya (2016), **Strategies for active education 180 Strategies with applied examples**, Dar Al-Masirah for Publishing, Distribution and Printing, Jordan .
- 4 -Ambu Saidi, Abdullah bin Khamis and Al-Hosniya, Huda bint Ali(2015), **Strategies for Active Learning**, Amman, Dar Al-Masirah.
- 5- Al-Bawi, Majid Ibrahim and Ahmad, Obaid Hassan (2013), **The effectiveness of a proposed program in the collection and development of awareness**, Amman.
- 6-Al-Badri, Tariq and Najm, Suhaila (2014), **Statistics in Educational and Psychological Hittite Curricula**, 2nd Edition, Dar Al-Thaqafa, Amman.
- 7-BTaras, Hafez(2004), **Developing Concepts and Skills for Preschool Children**, Dar Al-Masirah, Amman, Jordan.
- 8-Jamal, Abdul Rahman Abdel Salam (2007) **Teaching methods of social subjects**, Dar al-Mahajah, Jordan.
- 9-Al-Jubouri , Subhi Naji Abdullah et al. (2011), **Strategies and Methods of Teaching Social Subjects**, 1st Edition, Basic Education Library, Baghdad – Iraq.
- 10.Hamida, Imam Mukhtar(2000), **Teaching Social Studies in General Education**, Zahra Al Sharq Library, Amman.
- 11.Al-Dabbagh, Fakhri(1983), **Raven's Test of the Codified Successive Matrix of Iraqis**, Mosul University Press, Mosul.
- 12.Al-Dulaimi, Issam Hassan and Saleh, Ali Abdul Rahim(2014), **Scientific Research**, Dar Al-Radwan, Oman.
- 13-Ramadan, Manal Hassan(2016), **Strategies for Active Learning**, 1st Edition, Dar Al-Akademiyoun, Amman.
- 14-Zeitoun, Hassan Hussein(2001) **Teaching Design Systemic Vision**, The World of Books, 2nd Edition, Qa e.
- 15-Sabri, Bassem (2018), **The effect of the Round Robin strategy in teaching social subjects on the development of some lateral thinking skills among primary school students** , published research, Faculty of Education in Qena, University of the South of the Valley.
- 16.Al-Tayti, Muhammad Hamad(2004), **Developing Creative Thinking Capacities**, 2nd Edition, Dar Al-Masirah, Amman.
- 17-Abdul Rahman, Anwar Hussein and Adnan Haqi Zankah (2007), **Methodological patterns and their applications in the humanities and applied sciences**, Baghdad.
- 18Abdelsalam, Muhammad (2021), **Strategies for Active Learning**, Al-Nour Library, Dar Al-Kotob.
- 19- Al-Azzawi, Nabil Ahmed(2018), **The effect of using the strategy of Round Robin in the achievement of fifth grade primary students in the subject of social studies**, Master thesis, Faculty of Basic Education/Diyala University.
- 20.Attia, Mohsen Ali(2013), **Modern Curriculum and Teaching Methods**, 1st Edition, Dar al-Mahaj, Amman.
- 21.Scientific, Ethical and Critical Thinking, 1T., Safa Publishing and Distribution House, Amman, Jordan .
- 22-Alwan, Youssef Fadil and Saad, Ahmed Abdel Zahra and Muhammad, Youssef Faleh(2014), **Scientific Concepts and Educational Strategies**, 1st Edition, Books House, Amman.
- 23-Al-Awadi, Morteza Ra 'ad(2021), **Foundations of Education**, 1st Edition, Dar Al Salam Library, Najaf Ashraf.
24. Ghabari, Thaer Ahmad and Abu Shaera, Khalid Muhammad and Abu Shandi, Youssef Abdel Qader(2015), **Qualitative Research in Education and Psychology**, 1st Edition, Arab Society Library, Amman.
- 25.Katami, Yusef and Katami(2000), **Psychology of Classroom Learning**, 1, 1 Dar Al-Shorouk, Amman.
26. Al-Lahibi, Ahmed Khalil(2019), **The Effect of the Cyclical Succession Strategy on the Acquisition of Islamic Concepts for Second Intermediate Students in Islamic Education**, published research, University of Mosul, Iraq.
- 27.Muhammad, Shaker Jassim(2016), **Social Materials, Curriculum, Methods and Methods of Teaching**, 1st Edition, Dar Al-Sadiq Foundation, Iraq (Babylon).
- 28.Mulhem, Sami Muhammad (2001), **Research Methods in Education and Psychology**, Dar al-Masirah, Amman.

29. Nasri, Thiab Khater and Sebitan, Fathi Thiab (2010), **Social Teaching Methods and Methods**, Dar Al-Janadriyah, Amman.

30- Kaleigh, Q (2013). Cooperative Strategies. Paper presented at Alt conference. Retrieved April 7, 2017.

31- Anelle Cox is an education writer, How to Use the Round Robin Discussion Teaching Strategies.

32- Alyassen, W.S. (2014) Cooperative Learning in the EFL Classroom" International Academic Conference Proceedings, Vienna, Austria.

strategy on Students, Effects of Round Robin Teaching 4-Adigun, F. A. (2016) Chemistry in Osun State Nigeria Achievement in Senior Secondary School Academic Nigerian Educational Research and Development Council, Abuja, Nigeria.

A daily plan for teaching the topic (Madinah) to the students of the experimental group according to the strategy of Round Robin .

School: Alkahl High School for Girls
Subject: Social (Date)

Grade and Division : Second Intermediate (A)
Subject/Migration to the City

First: - **Behavioral objectives:**

A-The field of knowledge:

Making the student able to:

- 1- You know Al-Madinah Al-Munawarah.
2. Explains the migration of Muslims to the city.
- 3- The name of the city of Yathrib shall be explained by this name.
4. The location of Madinah is marked on the map of the Arabian Peninsula.
- 5- Remember the advantages of the city of Yathrib.
- 6- The multiplicity of works of the Prophet Muhammad (R) in Medina.
7. The texts of the document presented by the Prophet Muhammad in Medina are clear.

B: - Emotional Domain:

Hear a lot when the school explains the important historical position of Madinah
Shows interest in the character of the Prophet Muhammad.

C- Skills field:

1. Demonstrates readiness to map the Arabian Peninsula with Madinah as its capital.

Second: - Educational aids: -

Blackboard, colored pens, blackboard summary, map of the Arabian Peninsula, papers to write the answer for the experimental group

Third: - Teaching methods: -

I will use the steps of the Round Robin strategy.

Fourth: - Preamble (2-5 minutes)

For the purpose of preparing students' minds for the subject of the lesson, mention the previous lesson for students so that they are in a state of mind and emotion ready for the next lesson and start the lesson saying :

In the previous lesson, we dealt with migration to Abyssinia and asked the students the following questions:

1- Where is Abyssinia?

2- Why did the Muslims migrate to Abyssinia?

Today we will be studying migration to Madinah.

Fifth: Display (35 minutes)

The school is required to do the following steps:

- **The first step/dividing the students into groups:** where they are divided into eight groups, each group consists of four students and their seating is in a circular shape and a paper is given to each group to record their information on.

- **The second step/hyper-question:** The school asks one hyper-question (requiring multiple answers) to the students so that each group has its own question different from the other group.

* **-The first question addressed to the students of the first group:**

The question is, what city is Yathrib? After the school asks the question, it asks the students to answer with a clear voice and gives them a period of time to think about the question and then identifies the student who will answer.

- **The first student:** The city of Yathrib is a large oasis characterized by fertility of its soil, abundance of its water and then (the student notes it in the paper of her group and gives it to the second student in the group).

- **The second student:** It is surrounded by harrat from all sides, where it is bounded to the east by Harrat and Iqam, and to the west by Harrat Al-Wabra and then (the student writes it in the paper for her group and gives it to the third student in the group).

- The **third student**: The city of Yathrib is also bordered from the north by the famous Jabal Uhud, which is located eleven kilometres away from it, and from the southwest by Jabal Ayyr (the student then writes it down in the paper for her group and gives it to the fourth student in the group).

- The **fourth student**: She had a different answer than the rest of her colleagues in the group, and the answer will be discussed in the third step of the strategy steps. After the students finish the answers, the school thanks them and urges them to have more answers in the next questions, and then the school discusses their answers whether the answers are correct or wrong.

* **-The second question addressed to the students of the second group:**

The question is, why is Yathrib called that? After the school asks the question, it asks the students to answer with a clear voice and gives them a period of time to think about the question and then identifies the student who will answer.

- **The first student**: Smith Yathrib according to Yathrib bin Qanya bin Irm bin Amael (then the student writes it in the paper of her group and gives it to the second student in the group).

- **The second student**: Some say that her name is taken from the omentum in the sense of corruption or education, i.e. guilt (then write it down in the paper for her group and give it to the third student in the group).

- **The third student**: The Prophet (R) also called the city (Tiba) and then (write it down in the paper for her group and give it to the fourth student in the group).

- **The fourth student**: The first person to visit Yathrib, the Amalekites, the Jews from Beni Qurayzah, Beni Al-Nadir, Buddhal and other Arabs, and then write it down in the paper on her group and give it to the fourth student in the group.

Bilad El-Cham After the students finish the answers, the school thanks them and urges them to have more answers in the questions Next, the school discusses whether the answers are correct or wrong.

* **-The third question addressed to the students of the third group:**

The question is, what did the Prophet do in the city, Yathrib? After the school asks the question, it asks the students to answer with a clear voice and gives them a period of time to think about the question and then identifies the student who will answer.

- **The first student**: The first work done by the Prophet in the city to build the Prophet's Mosque is then (the student notes it in the paper of her group and gives it to the second student in the group).

- **The second student**: The second work done by the Prophet Muhammad is brotherhood and then(write it down in the paper for her group and give it to the third student in the group).

- **The third student**:The messenger also concluded the covenant document and then (write it down in the paper for her group and give it to the fourth student in the group).

- **The fourth student**: He also urged the messenger to jihad and then (write it down in the paper for her group and give it to the fourth student in the group). After the students finish the answers, the school thanks them and urges them to have more answers in the next questions, and then the school discusses their answers whether the answers are correct or wrong.

In the event that there is a question that has one answer and not a hyperbolic, the school uses the question-and-answer method and then (write it down in the paper for its group and give it to the fourth student in the group). For example

Q4 Why are the people of Yathrib named after the Ansarites?

The student: - For their support of the new religion of God and his noble Messenger (R)

Q5/How was the construction of the Prophet's Mosque?

The student: - The building of the mosque was modest, as it was built of milk and stones, and its pillars were from the trunks of palms, and its roof was from the paper and its mattress gravel and sand.

Q6/What is the purpose of the Covenant document in Madinah?

The student: - This document aimed to spread tranquillity and security throughout the city and to ensure freedom of religion and worship and

to participate in its defense if it is subjected to external aggression.

Q7 Why is the Prophet Muhammad a brother among immigrants and supporters?

Student:- This is because it dissolves the nerves of ignorance. Diet and association is the bond of religion and not the bond of blood and lineage.

Q8\ Why did Prophet Muhammad(R) take the initiative to build the Prophet's Mosque?

The **student:** - This is because of the Muslim rituals, including their connections with God Almighty.

Step 3: - Discussion (3 minutes)

In this step, students present the information that has already been recorded in the answers sheet for each group in front of the class and discuss it collectively so that each group has a representative who presents the answers for their group . As for the role of the school, it clarifies some mysterious things, assesses the answers of students, encourages students, and adjusts the class and the time allocated to each group .

Sixth: Calendar(2-5 minutes)

To find out what has been achieved, the school asks the following questions:

Q1/What is the city of Yathrib?

Q2/What is the work of the Prophet Muhammad(pg)?

Seventh: - Homework

Giving a new lesson to the next lesson from (Badr Crusade p124 to Trench Crusade p127)