
The Effect of Using Cooperative Learning in the Collection of Curriculum Material and a Book among Second-Year Students - Department of Educational and Psychological Sciences at the University of Basrah

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Abstract:

The state is concerned with education and its development, and committees are formed to develop educational curricula and teaching methods, and research centers for education, curricula, teaching methods, methods and examinations are established, despite the effort made by the Ministry of Higher Education through the development of curricula to become in a better picture, in interpreting the existing educational philosophy and achieving the planned educational goals. The desired goal, and given that teaching methods are an important component of the curriculum in achieving its goals, but the problem of the existence of traditional teaching methods that are still used in teaching and which have transformed the study materials into mere fragmentary information and facts of no value, and these methods do not fit the nature of the development taking place in the field of Teaching methods, especially the method of teaching curriculum and textbook, as it is the teacher's tool that he implements, and the learner's means to increase his ability and capabilities. Given that the researcher had taught a curriculum and a book for previous years, and the students' achievement was low, she saw an attempt to identify the impact of the use of cooperative learning in teaching a curriculum and a book on the achievement of the students of the second stage of the College of Education for Human Sciences at the University of Basra, and accordingly, the research problem is determined in the following question:

What is the effect of using cooperative learning on the academic achievement of second-year students in the curriculum and textbook material in the Department of Educational and Psychological Sciences at the College of Education for Human Sciences - University of Basra for the academic year 2017/2018?

the importance of studying :

Educators have paid increasing attention in recent years to appropriate methods and strategies that make the learner the focus of the teaching and learning process, and an effective contributor to achieving educational goals. One of the most prominent findings of studies and research in this regard is the cooperative learning method, which depends in teaching on urging learners to learn, raising their achievement performance, developing their skills and experiences and providing them with knowledge. In order to reach a good understanding of the subject matter, by increasing the effectiveness of the learner during the educational situation - my classroom learning (Nazzal, 2009, p. 337)

Cooperative learning has emerged as one of the modern teaching methods that aim to improve and revitalize the ideas of students who work in groups (Al-Azhar, 2015, pg. 3), and aims to link learning

with work and positive participation on the part of students. Therefore, this method received great attention, in order to use it as an alternative to the traditional method that leads to competition between learners instead of the spirit of cooperation, despite the multiplicity of scientific studies that showed the importance of using the cooperative learning method instead of traditional competitive learning (Al-Shaya, Shaya Saud, 2007, p. 2).

Many researchers interested in education emphasize the high effectiveness of cooperative learning, as cooperative learning increases students' motivation and ability to think critically, and by emphasizing team work, it takes a further step by taking social relationships between students into consideration and the sustainability of these relationships in stimulating learning (Shaheen, 2010, pg. 59).

The need for achievement is one of the most important needs in the life of a human being. Murray believes that individuals are motivated to achieve and achieve success in various tasks, not for the sake of obtaining reinforcement or reward, but rather for the sake of achievement or achievement in itself (Al-Zogoul, 2007, p. 225).

Academic achievement is one of the most important educational topics that occupied many researchers and educators, so visions differed in the concept of academic achievement due to its association with many variables, some of which are cognitive, some emotional and motivational, and some are skill (kinetic), and its importance in the success of the student and the follow-up of his educational career. The concept of school learning is closely related to the desired outcomes of learning or educational goals (Ahmed, 2010, 89).

And most of the literature, books and sources that the researcher has reviewed are concerned and emphasizes the use of the cooperative learning strategy in teaching academic subjects, which has great effectiveness in developing methods of teaching these subjects, as well as the positive impact on the achievement that students obtain in these subjects, especially curriculum and book, due to its importance (Aziz (2010, 24) as the curriculum is the teacher's tool that he implements, and the learner's means to increase his ability and capabilities, and this is what leads us to talk about the learner's need for a curriculum that meets his needs and increases his experiences and skills, and that the learner is the focus of the educational process, as confirmed by recent studies and theories (Saleh , and others, 2018, 11), so the researcher decided to study the impact of the cooperative learning strategy on the achievement of second-year students in a curriculum and a book.

Search objective:

The current research aims to identify the effect of using cooperative learning in the collection of a curriculum and a book for students of the second stage, the Department of Educational and Psychological Sciences at the College of Education for Human Sciences at the University of Basra.

Research hypothesis:

In order to verify the objective of the research, the following null hypothesis was formulated:

There is no statistical significance at the significance level (0.05) among the average scores of the experimental group students who are studying

According to the method of cooperative learning, and among the students of the control group who study according to the usual method in collection.

search limits :

1 - Students of the second stage in the morning in the College of Education for Human Sciences / Department of Educational and Psychological Sciences - University of

Basra for the academic year 2017-2018.

2- First semester 2017-2018.

3- Curriculum material and book (Chapter One Concept of Curriculum - Chapter Two Foundations of Curriculum Building) Written by:

Kazem Karim Al-Jabri, and others, first edition 2011.

Define terms:

Cooperative learning:

Cooperative learning is defined as a method of teaching and learning in which students are divided into small groups, each of which includes different levels of achievement, and students of one group cooperate in a common goal or goals.

(Khidr, 2006, p. 254).

Cooperative learning:

It is defined as: the way in which students learn with each other and all participate in learning concepts and carrying out the required experiments, and obtaining help from each other and not from the teacher, and work is within heterogeneous groups in achievement, and the role of the teacher is limited to giving a general idea of the lesson. Providing assistance when needed, inspecting the educational groups, giving feedback to the groups, and evaluating the learning process (Al-Shammari, 2016, 721)

Procedural definition of cooperative learning:

Procedurally cooperative learning is defined as organizing the second stage students in the Department of Educational and Psychological Sciences at the College of Education for Human Sciences into small, heterogeneous teams, each consisting of (3-6) male and female students. The members of each team learn from each other directly cooperatively, with responsibility In achieving the educational objectives related to the subjects of their subject assigned to them, the teacher exercises the role of supervisor and guide for the performance of these teams.

Collection:

Jabelin defines it as: a specific level of achievement, or proficiency in school work, measured by teachers, or by prescribed tests (Al-Hamwi, 2010, p. 180).

The achievement is measured procedurally by the students' grades at the end of the first semester of the year 2017/2018 for the achievement test in a curriculum and a book that was applied after the end of the experiment.

Chapter II

Theoretical background and previous studies

The current study was concerned with investigating the effect of cooperative learning on the achievement of second stage students in a curriculum and a book in the Department of Educational

and Psychological Sciences - College of Education for Human Sciences - University of Basra. This chapter consists of two parts: a theoretical background, and previous studies, where the previous studies and researches that the researcher has reviewed and related to the field of this study are presented.

First, a theoretical background

It has become clear to us, by reviewing the literature of educational research, that the student who is fully involved in what he learns learns more, better, and more effectively than others who receive information passively and do not contribute to it (Al-Sarayra, et al., 2009, p. 103).

The concept of cooperative learning.

Cooperative learning is a type of learning that includes sensory and motor exercises in social activity and interaction, in which individuals teach each other.

The goal of cooperative learning is the group's mastery of skills, methods, or assignments. Each individual in the group is responsible for mastering his own skill on the one hand, and the group's mastery of the skill on the other (Afaneh, 2007, p. 26).

Principles of cooperative learning:

Roger Johnson and David Johnson put forward five basic principles for judging cooperative learning:

1- Positive interdependence: is that each individual in the group assumes two responsibilities, the first is that the individual makes an effort to

He learns the educational material and the second is to make an effort to help the members of his group to learn.

2- Direct encouraging accreditation: by encouraging students to reinforce each other's efforts by encouraging and praising the efforts of each member of the group
the group .

3- Individual assistance: It is important for the group members to know which one of its members needs help

To raise the level of his achievement (Al-Huwaidi, 2005, p. 257).

4- Interpersonal relationships and small group skills: Each student should encourage his colleagues in the group to

Participation, discussion and difference of opinion with others, within the limits of decency, decency and order.

5- Group work: Students should be able to evaluate the work of their group, and if it is going
Correctly or not (Saada, 2011, p. 155).

Foundations of cooperative learning:

1- Defining the goal of the cooperative group in a clear and easy-to-understand manner for all members of the group.

2 - Defining the tasks of each member of the group accurately, so that he knows what is required of him and the time required to achieve it.

3 - Determining the mechanisms of work so that there is a group leader and a rapporteur for it so that the process can be carried out smoothly and in a highly systematic manner.

(Al-Mawla, 2016, p. 294).

Cooperative Learning Steps:

- 1 - The teacher sets the educational goals expected to be achieved.
- 2 - Divide the students into heterogeneous groups of (3-5) individuals.
- 3 - Rely on logical and deductive thinking in solving the presented problems.
- 4 - Sitting in circles for interaction between group members.
- 5 - The teacher sets the tasks and experiences in light of the predetermined goals.
- 6 - Each group presents the end of learning a report or a solution to the problem at hand (Zayer, 2012, p. 285).

The teacher's role in cooperative learning

Setting goals :

There are two types of goals that the teacher needs to set before the beginning of the lesson:

The first type: the academic goal, and this type must be clear and specific at the correct level of the students, as well as match the correct level of guidance based on an intellectual or mental analysis of the task.

The second type: is the goal of social skills, which explains or separates the interpersonal skills among a small group of students that will be focused on during the lesson (Al-Baghdadi, 2005, p. 64).

The role of the teacher is in cooperative learning by planning and preparing for it well, organizing and managing the class effectively, organizing educational-learning tasks and activities, conscious observation of the participation of all members of the same group in these activities and tasks, and directing students' work towards achieving the desired educational goals (Salama, 2009, p. 169).) .

Then comes the most important role of the teacher, as he re-presents the knowledge that each group is assigned to lead, as some students do not master safe learning through the teacher who has an interesting style of presentation and a high ability to understand the students of the subject through effective use and use of learning resources (Tawalbeh, 2010 , p. 333).

Roles of group members in cooperative learning:

- 1 - Reciter: He reads the assignment aloud to the group.
- 2 - Recorder: records the group's answers and discussions.
- 3- Inspector: Makes sure that all members of the group understand their work.
- 4 - Material collector: delivers materials to students, collects materials from students, puts materials in files, and delivers assignments.
- 5- Course: presents the group's performance to the class's students and presents projects as well.
- 6- Monitor: monitors the noise level of the disturbance in the group (Al-Obaidi, et al., 2006, p. 65).

Collection:

Al-Tahsees in language: Al-Tahseel is defined as: the thing happened, it happens, and the achievement distinguishes what happens.

Academic achievement is technically defined: according to Al-Khalili, it is: the final result that shows the level of the student, and the degree of his progress in what he is expected to learn.

It is defined as: educational achievement or academic achievement of the subject, which means reaching a certain level of proficiency in study, whether in school or university, and this is determined by standardized tests or teacher reports or both (Ahmed, 2010, 89-90).

Academic achievement means: all that a student acquires as a result of methodological experiences, with the exception of physical growth, emotional development and moral behavior. To evaluate these aspects, achievement tests (oral and written) and performance tests are used.

Achievement readiness means: the student's ability to learn. This ability is recognized through written aptitude tests. The achievement tests are considered the most important measuring tool used by the teacher in assessing the students' school achievement, and they are a selected sample of the educational outcomes to be measured to know the degree to which the student possesses these outcomes (Gharbia, 2008, pp. 61-62). Acquisition means what the learner has acquired from the information or skills he has been trained on

(Al-Kubaisi, 2007, p. 107).

The concept of achievement is one of the concepts that receives great attention in educational institutions, and encourages students to achieve outstanding, and is defined as achievement, or efficiency of performance in a specific skill or set of knowledge, or it is the acquired knowledge or the developing skill in various fields of study (Allam, 2006). , p. 55).

The importance of academic achievement in the educational process:

Academic achievement is of great importance in the educational process, as it is one of the most important educational outcomes that students seek.

Academic achievement is one of the important areas that have received the attention of parents and educators, as it is one of the educational goals that seek to provide the individual with science and knowledge that develop his awareness and make room for his personality to grow in a healthy way. Academic achievement helps in obtaining descriptive information that shows the extent to which students have obtained directly from the content of the academic subject. It also aims at information that will give an indication of the arrangement of dogs in the experience for the group (Ahmed, 2010, 93).

Curriculum:

Manhaj language: a word taken from the verb Nahj, Nahaj, Nahaj, and it is mentioned in the Al-Wajeez dictionary: "Nahj al-Tariqa - Nahha: clarify and clarify, and Nahj al-road: between it and take it. Study, education curriculum, and the like.

Curriculum idiomatically: It means (the racetrack) in which the competitors compete to reach the winning point. The concept of the curriculum in foreign language dictionaries has continuously developed, as the word Curriculum means the university's curriculum, and it was mentioned in the Education Dictionary as: a set of courses or study materials required for graduation, or obtaining a scientific degree in a major field of study, such as Social subjects curriculum, or mathematics curriculum (Al-Jabri, 2011, 5-6).

The traditional concept of the curriculum:

It is customary to consider the curriculum as a synonym for the subject. In many schools, the term curriculum refers to a set of courses offered to students (Shehata, 2008, 16).

It was defined as "all the courses that are presented to the learner, and the teacher is asked to present them to the student by explanation and indoctrination, and the role of the student is to memorize and recite."

The modern concept of the curriculum:

It is defined as: “a set of educational, cultural, social, sports and technical experiences that the school prepares for its students inside and outside the school with the aim of ensuring their comprehensive development in all aspects and adjusting their activities in accordance with the required educational goals to the best of their abilities.”

It is also defined as: “Any study, activity or experience that the school supervises to impart to learners and with guidance from it inside or outside the classroom (Al-Muzaffar, 2021, 28).

From this we conclude that the modern approach is characterized by the following:

1. Objectives: They are derived from the learner's characteristics and tendencies and are formulated in the form of behavioral objectives.
2. Learning domains: concerned with integrated cognitive, emotional, and psychomotor development.
3. The role of knowledge: knowledge aims to help the learner to adapt to the natural and social environment.
4. Curriculum content: The curriculum consists of educational experiences that students or students must learn to reach the goals.
5. Teaching methods: Teaching methods indirectly play a role in solving problems through which the learner can access knowledge.
6. The role of the teacher: his role focuses on helping students or students to discover knowledge.
7. The role of the learner: He has the main role in the learning process, so he must perform all educational duties.
8. Learning resources: They are diverse, including films, books and other media.
9. Individual differences: creating the appropriate conditions for the student's learning according to his abilities.
10. The role of the evaluation: the evaluation aims to know that the students have reached the educational goals in all fields.
- 11 . School Relationship: Great interest in the school's relationship with the family and the environment.
- 12 . The nature of the curriculum: The course is part of the curriculum and it has flexibility, can be modified and takes care of the way students think and skills and develop them and make the curriculum compatible with the learner.
- 13 . All those who have influence and who are affected must participate in the planning of the curriculum (Al-Rabee, 2016, 22).

Principles of building the curriculum:

The foundations of the school curriculum mean: those philosophical, social, psychological and cognitive components or pillars that should be taken into account when initiating the process of planning, building, designing or engineering the school curriculum (Saada, 67, 2014).

Curriculum components:

The components of the curriculum are: objectives, content, learning activities, and evaluation, all of which are linked to organic and logical relationships. At the beginning of each curriculum, unit or topic, there are general and specific educational goals, and these goals require different information and knowledge according to the type of skill or ability, and from here specialists choose the so-called content (i.e. methodological knowledge) and to translate the goals and content into tangible skills,

educators tend to choose and develop activities Learning and its experiences, where the teacher after the students evaluates the extent of their learning or the extent to which the objectives of the curriculum have been achieved (Al-Qadas, 2014, 81).

Second: previous studies

The researcher reviewed many previous studies that dealt with research on the effect of cooperative learning on academic achievement. She found some studies that combined the two variables of research (cooperative learning and achievement), but she did not find a study that dealt with a curriculum, a book, and the study stage (second stage - College of Education).), so we will present the closest studies to the research variables.

1: Ahmed study 2008

The research aims to know the effect of using cooperative learning according to the strategy of small groups on achievement in school health for fourth-grade students at the Teachers' Preparation Institute. The Arabic language and social studies to be the control group, numbering (11) students, studied in the usual way. The research experiment took one semester, the second semester of the 2006/2007 academic year. The researcher prepared an objective and multiple-choice achievement test in school health, with a total of (30) items. The researcher used the t-test in the statistical analysis, and the results showed that there was no statistically significant difference between the average achievement scores of the experimental group students who studied in the cooperative learning method and the students of the control group who studied in the usual way (Ahmed, 2008, 214).

2: Nazzal Study 2009

The study aimed to identify the effect of using the cooperative learning method on the achievement and retention of information (by learning) the general teaching and training methods course among female students of Al-Quds Open University who registered the course for the first semester of the academic year 2003/2004. The research sample included (30) students from the program The educational professions and at the third year level were randomly distributed into two equal groups, one of which was experimental and the other a control. Test (T) and test (G). The results showed the superiority of the students of the experimental group in achievement as well as in retaining information (by learning) over the students of the control group (Nazzal, 2009, p. 335).

3: Al-Hadawi study 2013

The research aims to identify the impact of the use of cooperative learning on academic achievement and achievement motivation. The research was conducted on a sample of fourth-grade students of middle school, amounting to (59) students divided into an experimental group and a control group for each group of 28 students. The researcher chose the subject of home economics to apply her experience. The researcher rewarded the research sample in The achievement variable and age, and the data was treated using the T-test for two independent samples. The researcher reached results that the students of the experimental group outperform the students of the control group in the achievement test. As for the achievement motivation test, the hypothesis was rejected that there were no significant differences between the two groups (Al-Hadawi, 2013, p. 36).

4: Al-Humairi study 2014

The aim of the research is to know the impact of the cooperative learning strategy and historical documents on the achievement of the female students of the Institute of Teacher Development in the

subject of modern and contemporary history for the Arab countries. (60) female students, with 20 students per group, the three groups were rewarded with their chronological age and subject grades for the past year. The researcher prepared an achievement test consisting of (50) test items of the multiple choice type. After analyzing the research results and treating them statistically using the T-test for two independent samples, it became clear that there are significant differences. A statistic between the average achievement scores of the students of the three research groups and for the benefit of the students of the first experimental group who studied history using the cooperative learning strategy on the second experimental and control group (Al-Hamiri, 2010, p.

5: Muhammad's study 2015

The study aimed to know the effect of using the cooperative learning method in the achievement of fourth-grade literary students in history on a sample of fourth-grade literary students for the first semester of the 2014/2015 academic year. For girls, Al-Masra School for Girls was randomly selected, then Division A was chosen to represent the experimental group and Division B for the control group. The number of the research sample members was (72) students, with 30 students for the experimental group and 32 students for the control group. After excluding the repetitive students, the number of the research sample became 62 students. The two groups were equalized. With age and previous academic achievement in the subject of history, the researcher prepared the research tool, the achievement test, the number of its paragraphs was (20) paragraphs of the type of multiple choice. The researchers used the t-test, chi-square and Pearson correlation coefficient. The results of the research found: There are statistically significant differences between the scores of the experimental group that studied according to the cooperative learning method and the scores of the control group that studied in the usual way in the achievement test in favor of the experimental group (Mohammed, 2015, pg. 3).

Discussing previous studies:

1 - Research design

The experimental designs varied in terms of the number of their groups, some of them amounted to (3) groups as in the study of Al-Hamiri, 2010, and they amounted to (2) groups as in the study of Ahmed 2008, the study of Nazzal 2009, the study of Al-Hadawi 2013, the study of Muhammad 2015, as well as the current research.

2 - goal

Some previous studies aimed to know the effect of using cooperative learning on dependent variables as well as achievement, such as measuring achievement motivation as in the study of Al-Hadawi 2013, and measuring information retention (by learning) as in the study of Nazzal 2009, while the study of Ahmed 2007, and the study of Al-Hamiri 2010, And the study of Muhammad 2015 is the achievement variable only, as well as the current research.

3 - The school stage

The study stage in each of Al-Hadawi's study was 2013, and Muhammad's study 2015 was the fourth grade of middle school, while Ahmed's study was 2007, and Al-Hamiri's study 2010 was the Institute of Teachers Preparation, while Nazzal's 2009 study was a university study, as well as the current research.

4 - Sample

The number of the research sample in Ahmed's 2008 study was (31) students, in Nazzal's study in 2009 (30) students, in Al-Hadawi's study in 2013 (59) students, in Al-Hamiri's study in 2014 (60)

students, and in Muhammad’s 2015 study (72) students, in When the number of the current research sample was (48) male and female students.

5 - Study subject

The subject of school health was chosen in Ahmed’s 2007 study, and general teaching and training methods in Nazzal’s 2009 study, home economics in Al-Hadawi’s 2013 study, modern and contemporary history of the Arab countries in Al-Hamiri’s study 2014, as well as history in Muhammad’s 2015 study, while the subject was Methodology and a book in the current research.

6- Statistical means

The t-test, arithmetic mean, standard deviation, and correlation coefficient were used in all previous studies, including the current research.

7 - Results

Most of the previous studies agreed that there were statistically significant differences, in favor of the experimental groups that were taught in the cooperative learning method or some of its strategies, compared to the usual method, with the exception of the study of Ahmed 2007. There was no statistically significant difference between the mean scores of the experimental group students and the average scores of the control group students, either. With regard to the current research, there are statistically significant differences in favor of the experimental group that studied in the cooperative learning method compared to the control group that studied in the usual way on the post-achievement test.

Chapter III

Research Methodology and Procedures

This chapter deals with the procedures that were followed to achieve the goal of the research, which are the experimental design, the research community and its sample, and its tools that were used in collecting data and the statistical methods used.

Experimental design:

The researcher chose two equal groups, the first is experimental and the second is control, the members of each group are chosen at random, the two groups do not conduct a pre-test, and the first group is subject to the experiment (the independent variable), and the experiment is withheld from the second group, and after the end of the experiment period a post-test is conducted for the two groups, with the aim of knowing the effect of The experiment on the first group (Al-Khayat, 2011, p. 132).

Scheme No. 1 illustrates this.

dependent variable	independent variable	the group
Achievement test (after me)	Achievement test	Experimental
	the usual way	the exact

striped (1)

Experimental design for research

Research community and sample:

The research community consisted of all students of the second stage - Department of Educational and Psychological Sciences in the College of Education for Science

Humanity - University of Basra for the academic year (2017-2018), numbering (48) male and female students

They are divided into one division. The researcher divided the division into two groups: (A, B), and the number is (A).

(24) male and female students, and (b) (24) male and female students, and group (A) was chosen by random assignment.

To represent the experimental group that is taught according to cooperative learning, and group (B) to represent the control group

It was confirmed that there were no failed students in both groups, and Table No. (1) illustrates this.

Table (1)

The number of students in the two research groups

the group	The number of group members	Division	s
Experimental	24	a	1
the exact	24	b	2
	48	total	

The equivalence of the two search groups:

Before commencing the research, the two groups of research were statistically equivalent in the chronological age variable in months

The researcher on the chronological age of the students of the two research groups from the Registration Department at the College of Education for Human Sciences - University of

After that, the ages were converted into months and the data was processed statistically using the two-sample t-test

The results showed that the calculated t-value is less than the tabulated t-value, which indicates an equivalence

The two groups in this variable are as in Table (2).

table (2)

The results of the T-test for the students of the two research groups in the chronological age variable

Statistical significance at the 0.05 . significance level	VALUE T		deviation normative	SMA	No. of student	the group Experimental
	tabular	calculated				
Not statistically significant						the officer

						the exact
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Search supplies:

Defining the scientific material: The scientific material included the first chapter (the concept of the curriculum) and the second chapter (the foundations of building the curriculum).

Formulating behavioral goals:

Behavioral goals occupy an important place in the teaching process. They are a cornerstone for lesson planning. When preparing the test, the researcher must focus on a basic and important step that lies in defining the behavioral goals, or what is known as the learning outcomes that were planned before starting the teaching process. Learning outcomes through the formulation of those objectives in a specific and clear procedural formulation away from ambiguity and generalization (Al-Rimawi, 2017, 56)

The researcher formulated the behavioral objectives based on the analysis of the content of the material covered by the experiment according to the cognitive domain

Distributed on the six levels of Bloom's classification (remember, comprehension, application, analysis, synthesis, and evaluation).

The researcher presented these objectives in their initial form to a group of experts and specialists in the field of education and curricula

Teaching methods to express their opinions and observations regarding their suitability to the level of the objective you measure, and their coverage of the subject content.

The objectives were considered valid as they obtained an agreement percentage (80-100%) from the experts' opinions.

Preparation of plans: Teaching plans were prepared, a sample of which was presented to a group of experts and specialists in the field of

Teaching, and it was approved, and thus it was approved in teaching the subject.

search tool:

Since the research adopted the experimental method, the best way to verify the goal and hypothesis of the research is:

The researcher prepared the achievement test: for the scientific material approved in the experiment for the second stage - section

The educational and psychological sciences that the researcher studied in the first semester (2017-2018), which was used to measure

The achievement of the research sample students in a curriculum and a book for the six levels of Bloom (remembering - understanding - application - analysis -

Structure - Evaluation) The test consisted of (20) items (Appendix).

Validity of the test:

To ensure the apparent sincerity of the test, which is meant by the general appearance of the test in terms of vocabulary, how it is formulated, and the extent of its clarity, as well as dealing with the test's instructions, accuracy, degree of clarity, objectivity, and the extent of the test's suitability for the purpose for which it was set (Al-Azzawi, 2008, 94) the test was presented to a group of

arbitrators from Those with expertise and competence in educational and psychological sciences (Appendix), and all paragraphs were approved without any amendments. Thus, the test is apparently honest.

Content validity: the researcher identifies precisely what he wants to measure from the topics of the content, the study material and its objectives, and identifies what is required of the students from this subject (Al-Najjar, 2010, 288). The content validity includes test questions to determine whether it covers the sample representing the behavioral domain to be measured (Omar (2010, 192).

The researcher presented the achievement test consisting of (20) items with the content of the material and objectives to a group of students

Experts, arbitrators and specialists in the field of education, curricula and teaching methods, and in the light of their opinions and suggestions

All test items were approved.

The stability of the achievement test:

The stability of the test means that the test gives the same results if it is repeated on the same individuals under the same conditions, and that this is measured statistically (by the correlation coefficient) between the scores of the first application and the second application (Al-Dulaimi, 2005, 128).

The researcher used the split-half method to calculate the stability of the test for ten random answers from the original research sample. Then the researcher used the Pearson equation to find the correlation coefficient between the two halves of the test, which amounted to (0.51) and then corrected this result using the Spearman-Brown equation, as the reliability coefficient calculated for the total score of the questionnaire was (0.68), as the degree of stability is acceptable if it reaches between 0.5 - 0.74 (Samara, 1989, 120).

Correction of the achievement test

The answers of the students of the two research groups were corrected, by giving one point for the correct answer, and zero for the wrong answer, for each of the (20) test items. Thus, the score of each student becomes calculated on the basis of (20) degrees, and then this score was transferred to (100) for the purpose of the final statistical treatment of the results of the achievement test.

Experience application

Before starting the application of the research experiment, the researcher prepared two models for two teaching plans to teach the first and second semesters of the curriculum for a curriculum and a book, the first model according to the cooperative learning method, and the second according to the usual method. The two teaching plans were presented to the committee of arbitrators and experts in educational sciences specializations in curricula and teaching methods (Appendix), in order to indicate their validity in applying the research experience, or to make the proposed modifications in this regard. The research experiment began with the beginning of the first semester of the academic year 2017-2018 on 2/10/2017 coincided with Monday, where the researcher herself studied the two research groups throughout the experiment period, which ended with the application of the achievement test to the two research groups on 12/25/2017, and also supervised The researcher herself has to apply the test in order to control the application and prevent the possibility of cheating

during the application of the test, as well as to answer any questions and inquiries that may be asked by the students of the research sample.

Statistical means:

For the purpose of answering the research objective, the researcher used the following statistical methods:

1. Pearson correlation coefficient for finding the reliability of the test by the split-half method:

$$r = \frac{(\sum \text{مجموع } \times \text{مجموع } - (\sum \text{مجموع } \times \sum \text{مجموع}))}{\sqrt{[2(\sum \text{مجموع } - 2 \times \text{مجموع })] [2(\sum \text{مجموع } - 2 \times \text{مجموع})]}}$$

(Ghoneim, 2004, 72)

2. The Spearman-Brown equation to correct for the Pearson correlation coefficient r:

$$r = 2r / 1 + r$$

(fiuchter ,1978 ; 426Guilford and)

3. The t-test for two independent samples of equivalence procedures and to find out the difference between the average achievement of students in the experimental and control groups:

.4

$$t = \frac{2\bar{x}_1 - 1\bar{x}_2}{\sqrt{\left(\frac{2}{2n} + \frac{1}{1n}\right) \times \frac{2 \times 2s^2 (1 - 2n) + 2s^2 (1 - 1n)}{2 - 2n + 1n}}}$$

(AL-Yaqoubi,2013,234)

the fourth chapter

This chapter includes presentation and interpretation of results, and then conclusions, recommendations and suggestions.

The researcher used the T-test for two independent samples with two ends for the results of the achievement test for the two research groups at a significance level (0.05) and a degree of freedom (), and Table No. (3) shows the test result:

Comparing the results on the post-achievement test for the two groups.

A t-test was applied to test the differences between the mean scores of the experimental and control groups on the post-measurement.

Table No. (3)

Means, standard deviations, and t-test results for the comparison between the two groups on a dimensional measurement

Indication level	Value t		deviation normative	average	No.	the group
	calculated	tabular				
0.05	2.011	7.086	1.334	18.29	24	Experimental
			3.220	13.25	24	exact

The results show that the differences between the mean scores of the experimental and control groups are statistically significant and in favor of the experimental group. This is because the calculated T value is greater than the tabular value, and accordingly we reject the null hypothesis, and adopt the alternative hypothesis.

That is, there are statistically significant differences between the mean of the experimental group and the mean of the control group on the achievement test at the level $\alpha = 0.05$ in favor of the experimental group.

Interpretation of the results:

The superiority of the students of the experimental group who studied a curriculum and a book using the cooperative learning method over their peers of the control group who studied the same subject in the usual way, confirms that the use of cooperative learning had a positive result in the field of increasing academic achievement compared to the usual method, and this is due to the nature of cooperative learning. The same where the students took their full role in learning the facts, concepts and ideas contained in a curriculum material and a book.

Each of them also played the role of a teacher in teaching his other colleagues the task assigned to him, and this was born with them taking responsibility

This confirms that cooperative learning created the motivation for students to learn the subject seriously, and on the other hand increased their participation skills and social skills to work seriously within the group.

As the student's learning with his peers within the group makes him active and participating, so cooperation is the solution instead of competition in comprehending the material, as well as the case of discrepancy among the group members in academic achievement between the active student and the average student and the weak student encouraged students to seek to increase their academic achievement level, while this is difficult for The students of the control group who studied the subject in the traditional way, and this result agrees with the results of the study (Nazzal, 2009), the study (Al-Hadawi, 2014), the study (Al-Humairi, 2014), and the study (Mohammed, 2015), where the experimental group outperformed the control group. In the effect of cooperative learning on increasing academic achievement compared to the usual method, except for the study (Ahmed, 2008) the results showed that there were no statistically significant differences between the experimental group that studied according to the cooperative method and the control group that studied according to the usual method.

Conclusions:

1. The cooperative learning method made the students active and positive in the lecture.

2. The cooperative learning method achieved the broad meaning of the teaching method in developing the cognitive, emotional and skill aspects of the students.
3. The cooperative learning method has proven its effect on raising the level of students' achievement in a curriculum and a book.

Recommendations:

1. Adopting the teaching at the university in the method of cooperative learning, in addition to the lecture method followed, because of the positive impact of cooperative learning, represented in increasing the level of academic achievement of students.
2. Providing classrooms, furniture, equipment and the necessary teaching aids that help the instructor to teach in a cooperative learning manner.
3. Training the students of the fourth stage in the faculties of education on the application of teaching in a cooperative learning manner under the supervision and guidance of educational supervisors and specialists.

Suggestions:

1. Conducting a similar study on the rest of the study levels in the College of Education for Human Sciences.
2. Conducting a study to find out the effect of cooperative learning on other variables on academic achievement, such as trends and achievement motivation.
3. Conducting a comparative study between the cooperative learning method and the traditional teaching methods.

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