

The Effect of the Psychological Hidden Arrangement Strategy on the Intellectual Awareness of Fifth Grade Literary Students in History

¹Ahmed Jawad Jaber Al-Mayali, ²Prof. Dr. Jabbar Reshak Shnaweh

¹Al-Qadisiyah University / College of Education
edu-sycho.post22.69@qu.edu.iq

²Al-Qadisiyah University / College of Education
jabbar.aldaini@qu.edu.iq

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Abstract

The current research aims to identify the effect of the hidden arrangement strategy on the intellectual awareness of fifth grade literary students in history. The experimental method was chosen because it fits with the objectives of the research. The current research community consists of preparatory and secondary school students associated to the Directorate of Education of Al-Shamiya / one of the districts of Al-Diwaniyah Governorate for the academic year (2022-2023). A sample of fifth grade students consisted of (50) students in an experimental subject (24) in the normal strategy. As for the study tool, it was a measure of intellectual awareness consisting of (40) items in its final form. The results showed that the students of the experimental group outperformed the students of the control group in the intellectual awareness scale, and accordingly the researchers presented a set of conclusions, recommendations and suggestions.

Keywords: *Hidden Arrangement Strategy, Intellectual Awareness.*

Research Problem

The complexity of life and the breadth of its demands, led to need for many students to use their various abilities has increased actively and adequately. In order to contribute effectively to keeping pace with the rapid changes, and finding solutions to educational problems, including those facing the teaching process, that is, the methods and methods that depend on students memorizing information and historical facts without understanding and realizing the interdependence between them, and filling their minds with the largest amount of information without focusing on understanding and interpreting it. It also made teaching limited to enabling students to employ knowledge in a simple way, and the process of developing their personalities with its mental, cognitive, psychological and emotional aspects was not carried out in an integrated manner, which leads to their weakness in the collection of history and their intellectual awareness. (Al-Sultani, and Muhammad, 2017, 16).

From the above, it has become necessary to use and experiment modern strategies and methods in teaching history in line with modern trends of teaching, and work to raise the level of students' achievement, and increase their abilities to intellectual awareness of its political, social, cultural and economic fields.

What is The Effect of the Hidden Arrangement Strategy on the Intellectual Awareness of Fifth Grade Literary Students in History?

Research Importance

Social studies are one of the subjects that have a great impact in achieving integration in the mentality and personality of the learner (Alzamila & Mohammedb, 2020), to be a conscious person who provides service to his community, and contributes to its development, thus being able to produce and create in various aspects of life, also provides the learner with facts, concepts and knowledge, which makes him able to acquire, analyze, interpret and organize them for the development of his social skills. (Qatawi, 2007: 11)

History is part of the social subjects, as this person represents the material of man, wisdom, formation, logic, wisdom, formation, printing, and permanent vitality, and it can move human feelings, because flexibility, diversity, and consultation lie in it. (Ministry of Education, 2017: 3)

The hidden arrangement strategy is one of the cooperative learning strategies, which the teacher distributes cards that carry interrelated content to each team (a historical event, a picture of something, a certain phenomenon) (Qassem & Mohammed, 2022), and each member hides the card from other colleagues, describes to them what his card expresses, then arrange according to the perception seen by the team, then the cards are revealed to confirm this perception (Zayer, et al., 2017: 96).

The importance of the current research is summarized in the following points:

- 1- Experimenting with modern strategies in teaching, and this is in accordance with modern directives.
- 2- The current research is an addition to the educational studies, in order to benefit from its study plans and methodology.
- 3- The study derives its importance for the scientific level through the results of building a national project concerned with intellectual awareness.

Research Objective

The current research aims to verify:

- The effect of the hidden arrangement strategy on the intellectual awareness of fifth grade literary students in history.

Research Hypothesis

In order to verify the two research objectives, the following null hypothesis was formulated:

- There is no statistically significant difference at the level of significance (05.0) between the average scores of students of the experimental group who studied the subject of modern and contemporary European and American history according to the hidden arrangement strategy, and the average scores of students of the control group who study the same subject in the normal strategy in the scores of the scale of intellectual awareness.

Research Boundaries

The current research is limited to:

1 -spatial boundaries: Government Secondary and preparatory day schools affiliated to the General Directorate of Qadisiyah education, Mustafa Preparatory School for boys.

2 -time boundaries: second semester of the year (2022 - 2023).

3 -thematic boundaries: chapters (V, VI, VII) of the subject of modern and contemporary European history to be taught to fifth-grade literary students by the Ministry of Education.

4- human boundaries: includes fifth grade literary students in government schools affiliated to the General Directorate of Qadisiyah education.

Definition of Terminology

The hidden arrangement strategy defined by the researchers as:

- (Johnson .2009) It is one of the strategies based on cooperation among students, which works to build a team of cooperative educational groups that help students in developing scientific experience and enhancing the skills of correct sequence or arrangement, such as arranging battle events or arranging paragraphs and others. (Al-Khattat, Habeeb, & Mohammed, 2019)(Johnson.2009. 32)

The procedural definition of the hidden arrangement strategy, which is a set of organized and sequential steps that the teacher follows in teaching history for fifth grade literary students, starting with (preparation, dividing students into groups, (A. A. Abdulwahed & Shneif, 2018) distributing cards, describing the content of cards, revealing cards, and arranging cards) for the experimental group.

Intellectual awareness:

(Hamada, 2016) defines it as: a combination of political, social and economic awareness that enables the individual to verify the information on which he relies, verify its veracity and the ability to select it, constructive criticism, dialogue, tolerance, persuasion, and the preservation of his identity and the value and privacy of his society. (Hamada, 2016: 517)

The procedural definition of intellectual awareness:

The researchers defined it procedurally: the outcome of ideas, knowledge, and awareness of social problems. Intellectual awareness in its various forms (political awareness, social awareness, economic awareness) is measured by a scale prepared by the two researchers, and then it can be determined procedurally by the total score that students (the research sample) obtain as a result. response it.

Theoretical Parts

Firstly: the hidden arrangement strategy

This strategy is attributed to Dr. (Spencer Kagan), a teacher in the United States of America, who was born in California in March 1944 and studied at the University of California in (1962-1965), called his strategies (Kegan's Structures), which are ten structures, (find the right person, the question cube, the hidden arrangement, a pen for two, the review index, a special envoy (A. P. A. A. Abdulwahed & Shanef, 2019), the feedback locomotive, draw what I say).

The hidden arrangement strategy It is one of the cooperative learning strategies that requires students to work in cooperative groups to solve a problem or complete work to reach common goals, or to achieve a goal previously set, in which each member of the group feels his responsibility towards his group and the work assigned to him, because his success depends on his role or failure It is a joint success for him and his group alike, and the students are divided into groups or teams, consisting of (3-5) for each group. The teacher distributes cards to them in a hidden way, and these cards carry within them a sequential content of the material, and the students contemplate what their cards contain, and then arrange them according to their perception of the material (Zayer, et al. 2017: 66).

Characteristics of the hidden arrangement strategy:

- 1- (Generality) in the sense that it is a general and main directive in teaching towards achieving the required goals.
- 2- (Learning)• which is building knowledge and organizing educational attitudes within the knowledge field in a way that develops students
- 3- (Democracy) Teaching must be a real field for practicing the principles of society in terms of cooperation, freedom, planning and work. The teacher must abide by them.
- 4- (Functional) That what students learn must have a real value in their lives, because there is a similarity between educational situations and external life situations.
- 5- (Effectiveness) Effectiveness must be paid attention to, so that the teacher and the student work in a correct and effective manner, and adhere to their responsibilities and duties, because they are the focus of learning and teaching.
- 6- (Evaluation) Agreeing on all criteria of judgment and inference and evaluating results (Al-Samadi, 19, 17, 2010)

Teaching steps according to the hidden arrangement strategy:

- 1- The first stage: dividing the students into groups or teams, the teacher divides the students into equal groups, as the number of each group is not less than five, and to facilitate the division process, he gives a name to each group, then distributes tasks within the group randomly.
- 2- The second stage: Distributing the cards from the teacher to the team in a hidden manner. These cards contain the content of the subject and are hidden and not arranged.

3- The third stage: meditating on the cards to consult about their content, then each member of the team describes the content of his card.

4- The fourth stage: revealing the cards to make sure of the perceptions of each team according to the perception that the team sees, to be clear

5- The fifth stage: arranging the cards to ensure their sequence according to the lesson title and the visualization that the team sees

The role of the teacher in the hidden arrangement strategy:

1- The teacher is one of the basic models with which students learn, as he is the main trainer in thinking skills.

2- The teacher stimulates students' motivation, and is humane in his interaction and relationship with students.

3- Proper planning of educational goals that are commensurate with students' abilities and needs.

4- The teacher provides assistance and intervention in a timely manner. (Nabhan, 2012: 59).

The role of the student in the hidden arrangement strategy:

1- The student searches for, organizes and tests information, data and knowledge.

2- Interaction with group members within the framework of teamwork, to achieve the desired goal

3- Discuss with his colleagues about working towards achieving the task, and making efforts to help others.

4- Exchanging opinions with other students in the group to understand and apply the scientific material (Amin, 2008: 36).

Secondly: Fields of Intellectual Awareness:

It is necessary to realize the fields of intellectual awareness in order to monitor the many aspects and events, analyze their impact, as well as understand the traditions of the era, its social norms, policies, culture, and economic laws prevailing in society. Among the fields of intellectual awareness are the cultural, political, economic and social fields.

1. Cultural Awareness:

Cultural awareness is the proper understanding and scientific knowledge of cultural contents, and directing energies to achieve the building of the individual from within, in relation to his interest and his position in society. Therefore, it is the critical and analytical skill of the cultural contents that students receive from educational and media sources, thus shaping their beliefs, perceptions, and values that affect the formation of their behavior, customs, and traditions. and their lifestyles (Atiyah, 2014, 195).

2. Political Awareness:

Political awareness is a set of political knowledge that forms among individuals, achieving awareness of the existing conditions, an understanding of problems and how to reach their solution, and the ability of individuals to understand the various events and variables surrounding them, and how to interpret them, confront them and develop solutions to them (Motar, 2018, 18).

3. Social Awareness:

It is a mental trend that enables an individual to realize himself and his environment, and helps a person to be aware of himself and his environment with varying degrees of clarity and complexity, and this trend includes individuals' awareness of their mental functions, awareness of the goals of the world around them, and awareness of the society in which they live (Samir, 2006, 6).

4. Economic Awareness

Economic awareness is students' awareness of the economic importance of a set of ideas, knowledge, and behaviors that students acquire towards economic education, and a sense of issues that benefit individuals in their various aspects of their lives such as investment, saving, consumption, and spending, and their general knowledge of economic situations and conditions at the local and international levels (Ali, 2012, 461).

Thirdly: Previous Studies

1. previous studies that dealt with the hidden arrangement.

Al-Janabi study (2019): This study aimed to identify the strategy of hidden arrangement in the expressive tool among fifth grade primary school students in the reading material, and used the experimental curriculum, the research sample was (46) students divided into an experimental group and another control group and the study reached the superiority of the experimental group. Therefore, this study is the first in the field of methods of teaching history and knowledge of the impact of the strategy of hidden order in intellectual consciousness.

2. previous studies that dealt with intellectual awareness

Study of (al-Otaibi, Al-Nuaimi: 2021): These research aimed to find out the training needs of secondary school teachers to enhance intellectual awareness among female students. the descriptive survey method was used. the sample size was (101) secondary school teachers. the study found that there were no statistically significant differences in the responses of teachers towards training needs attributed to variables (academic qualification - specialization - years of experience), while it showed that there were statistically significant differences attributed to a variable (training courses in intellectual awareness in favor of courses) (Alzamili & Mohammed, 2020).

Research Methodology

This chapter presents the research methodology and its procedures, as it included the research methodology, experimental design, identification of the study community and sample selection, conducting statistical equivalence of the control and experimental groups, in addition to controlling extraneous variables that affect the integrity of the results, determining the scientific material to be studied during the experiment, formulating behavioral goals, preparing teaching plans, viewing the general objectives of the study material, preparing research tools (intellectual awareness scale), processing research data using statistical means. Therefore, the researcher adopted the experimental design with partial control, which he found suitable for the research objectives and conditions, as in the table below.

Table (1) shows the experimental design of the research

Group	independent variable	valence	dependent variable	search tool
Experimental	Hidden arrangement strategy	Intelligence Chronological age Half-year degree	Intellectual awareness	The scale of intellectual awareness
Control	Normal strategy	Educational achievement of parents		

The researcher started the experiment and by a simple random draw method, he chose Division (B) to represent the experimental group that will study its students according to the (hidden order), Division (A) represented the control group that will study his students according to the traditional method without any exposure to the independent variable, the number of students of the two divisions reached (52) students with (25) students in Division (B) and(27) students in Division (A) after excluding the failing students of (2) students, the final sample members became (50) students with (24) a student in Division (B)who represented the control group and(26) a student in Division (A) who represented the experimental group, as shown in the table below .

Table (2) number of students of the research sample before and after exclusion

Group	number of students before exclusion	number of failing students	number of students after exclusion
Experimental	25	1	24
Control	27	1	26
Total	52	2	50

The scale of intellectual awareness.

Firstly: Scale validity

To achieve this, the researchers extracted two types of honesty, namely:

1- Virtual honesty (reconnoitering of opinions of arbitrators)

The scale in initial form Presented to a group of experts and arbitrators, to verify the validity of the paragraphs of the scale, its fields and alternatives, and to know the extent of its suitability for the research sample. When analyzing their opinions according to the percentage, and the chi-square test, it became clear that all items of the intellectual awareness scale were acceptable with some modifications.

A. First reconnoitering experiment:

For the purpose of verifying the clarity of the scale paragraphs and the clarity of the instructions and determining the time required to answer all the scale paragraphs, the two researchers applied the scale on an exploratory sample similar to the research sample. On Tuesday corresponding to 1/10/2023, the average time was found to be (38) minutes, and thus the researchers relied on this time when applying the scale to the research sample when conducting the experiment, and the clarity of the instructions and the wording of the paragraphs was also confirmed through the scarcity of questions and inquiries for the students to whom the scale was applied.

B. The second reconnoitering sample:

The scale was applied to the second survey sample of (142) students on Tuesday corresponding to 4/19/2023, to analyze the scale items statistically, with the aim of identifying the appropriate paragraphs, and removing the inappropriate ones by finding their discriminatory strength, which indicates the validity and stability of the scale through Use (Mohammed, Habeeb, & Al-Muhja, 2022).

1- The style of the two funny groups (Discriminatory power of paragraphs)

The researchers corrected the students answers and arranged them in descending order and selected the upper and lower group by (27 %) of the sample grades, so the number of students of the upper group was (38) students, and their grades ranged from (71 - 113), and the number of students of the lower group was (38) students, and their grades ranged from (43 - 60), and then the distinguishing force was calculated for each of the paragraphs of the scale by applying the T-Test to two independent samples, for each paragraph separately, and through this it turned out that all the 40 paragraphs of the scale function statistically at the level of significance (0.05) and degree of freedom (74), reaching the tabularity (2.00), which means that all the paragraphs of the scale were distinguished between the upper and lower longitudinal groups.

2-Internal consistency: to find out if each of the paragraphs of the scale follows the same path of the scale, where the researcher used three methods to verify internal homogeneity, these methods were represented by finding the correlation relationship between each of:

A- The style of paragraph relationship to the total degree

The researchers used the Pearson correlation coefficient between the scores of each paragraph of the scale and the total score of the students obtained by the researcher from the survey application for (142) students, then calculated the T-sign of the correlation coefficients using the law of the T-sign of correlation and compared the calculated value with the tabular t-value (Al Bayati, 2008, 274) (Mohammed, 2017) at a sign level of (0.05) and a degree of freedom (140) and an adult (1.96) all the vertebrae appeared to have good internal consistency .

B- The style of the paragraph's relationship to the related field

This style aims to find the correlation relationship between the degree of each paragraph and the total degree of the field to which it belongs (Al-Khattat, Habeeb, et al., 2019), and using the parson correlation coefficient, the T-index of correlation coefficients was calculated using the T-index law of correlation and comparing the calculated value with the tabular t-value (Al-Bayati, 2008, 274)(Alzamili & Mohammed, 2019) at the level of significance (0.05) and degrees of freedom (140) and 1.96 showed that all paragraphs have good internal consistency thus, the number of paragraphs of the intellectual awareness scale became (40) paragraphs‘

C.The style of correlation of the domain score with the total score of the scale

This style works to find the correlation relationship between the scores of respondents from the individuals of the statistical analysis sample on each domain and the overall score for each scale separately, using the parson correlation coefficient, as the T-sign of correlation coefficients was calculated using the law of the T-sign of correlation and comparing the calculated value with the tabular t-value (Al Bayati, 2008, 274) at the level of significance (0.05) and the degree of freedom (140) and the amount (1.96) it appeared that all the paragraphs have good internal consistency, so the number of paragraphs of the scale of intellectual awareness became (40) paragraphs

Secondly: Stability

Stability represents the consistency and accuracy of the scale scores or the extent to which the measurement tool is free of random errors and there is more than one way to verify the stability of the scale (Al-Khattat, Al-Muhja, & Mohammed, 2019), however, the researcher relied on two methods to extract the stability:

Cronbach’s Alpha Equation:

The researcher intended to find the stability value according to the Alpha-Cronbach method and by subjecting all students' answers to the scale on the statistical analysis sample amounting to (142) questionnaires, and after using the Cronbach's alpha equation, it became clear that the reliability coefficient for the intellectual awareness scale is (0.917), which is a high stability coefficient in educational and psychological standards.

Statistical Indicators:

Table (3) statistical indicators of the scale of intellectual awareness

Statistical Indicators	The Value
Arithmetic average	84.36
Standard deviation	15.25
Number of paragraphs	40
Hypothetical average	80
The highest actual score obtained	123
Lowest actual score obtained	43
Range	81
Skewness	0.374
Skewness error	0.203
Kurtosis	-0.090
Kurtosis error	0.404

The final picture of the intellectual awareness scale:

The final measure of intellectual awareness consists of (40) paragraphs distributed over (3) alternatives, which are (applies to me to a large extent, applies to me to a moderate degree, does not apply to me). Weights (3, 2, 1) were given to them for the alternatives to the paragraphs that go towards the scale (Mohammed & Abd Oun, 2020). (Positive paragraphs) As for the paragraphs that go in the opposite direction of the scale (negative paragraphs), weights were given (1, 2, 3), and based on that, the score obtained by the respondent in the scale in the final form was the highest assumed score (120) and the lowest assumed score (40). Theoretical mean (80)

The final application of the Intellectual Awareness Scale:

The researcher applied the intellectual awareness scale on the research sample on Thursday 2/16/2023 AD, with the help of teachers of social studies.

Statistical Means

The researchers relied mainly on the statistical bag (SPSS) version (26), as well as on the Microsoft Excel program (2016), to analyze the data from building the tool, achieving the research objectives, analyzing the results, reaching and interpreting the results, and the statistical methods of the current research can be presented.

Results and Discussion

The First Aim: The effect of the hidden arrangement strategy on the intellectual awareness of fifth grade literary students in history.

To achieve this goal, the researchers developed the following null hypothesis: there is no statistically significant difference at the level of (0.05) between the average scores of students of the experimental group studying according to the hidden arrangement strategy, and the average scores of students of the control group studying in the normal strategy in the scale of intellectual awareness. to achieve this null hypothesis, and to find out the significance of the difference between the test scores of the two groups (control, experimental), the T-test was used for two independent samples, and after applying the scale of intellectual awareness of the history subject to students of the two groups (control, experimental). The degrees were obtained for the two groups appendix (), the arithmetic mean of the total degrees of the students of the experimental group was (93.12), with a standard deviation (10.59), while the arithmetic mean of the total scores of the students of the control group was (85.5), with a standard deviation (7.28), while the calculated t-value was (2.98), which is greater than the tabular t-value at the level of significance (0.05), the degree of freedom (48) and 2.021) in the interests of the experimental group and thereby reject the null hypothesis· this means that the students of the experimental group who studied based on the hidden arrangement strategy did better on the scale of intellectual awareness of the history subject for the literary fifth grade than on the scale of intellectual awareness of the history subject than the students of the control group who studied in the traditional way (Alzamili & Mohammed, 2019), and this clearly indicates the effect of the hidden arrangement strategy on the scale of intellectual awareness in the history subject for literary fifth graders, as shown in Table (4) .

Table (4) Arithmetic mean, standard deviation, calculated and tabular t-value of the scores of the two groups (control, experimental) in intellectual consciousness.

Group	Number of students	Arithmetic mean	Standard deviation	Degree of freedom	The T-value		Semantics
Empiricism	24	93.12	10.59	48	Calculated	A function in favor of the experimental group	A function in favor of the experimental group

The control	26	85.5	7.27		2.98	2.021	
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From the observation of table (4) above, it was found that the calculated t-value is greater than the tabular t-value, and thus we reject the null hypothesis that confirms that there is no difference between the control and experimental groups, and we accept the alternative hypothesis that confirms the existence of a statistically significant difference in favor of the group with the largest arithmetic mean It is the (experimental group), and this result can be explained by one or more of the following reasons:

- 1- The hidden arrangement strategy raises the level of thinking in students.
- 2- The classroom atmosphere with collaborative groups provides a positive and comfortable atmosphere that enables students to think freely and go to high levels in expressing their opinions and ideas, which contributes to a clear and important vision.
- 3- The hidden arrangement strategy enabled students to have self-confidence by reducing shyness and working on asking intellectual questions related to the subjects and decisions they need, which led to the development of their mental and intellectual abilities, under the guidance and supervision of the teacher, and this helps to familiarize themselves with their intellectual awareness skills.
- 4- The strategy contributed to the formation of students ' curiosity towards new stimuli, and enjoying learning everything new, which makes them feel satisfied with their work that contributes to solving a particular problem.

Conclusions

- 1- The hidden arrangement strategy contributed to encouraging students to participate actively and positively, and to enhance competition between them, which helped in raising the level of academic achievement in history.
- 2- The use of the hidden arrangement strategy enhanced students' self-confidence and sense of independence, and developed their sense of responsibility, and made them able to face problems through cooperation between them.
- 3- The strategies are among the cooperative learning strategies that emphasize building knowledge through the students' educational experiences that contribute to directing and conducting the education process to the correct goals set for it.

Recommendations

- 1- The need to use modern strategies in teaching, including the hidden arrangement strategy.
- 2- Urging teaching staff to use the hidden arrangement strategy, and not to limit it to the normal strategy
- 3- Take advantage of the hidden arrangement strategy in teaching the content of the history subject at secondary levels.

Proposals

- 1- Conducting a study similar to the current study of the hidden arrangement strategy on middle school students.
- 2- Conducting a study similar to the current study of the hidden arrangement strategy with other dependent variables
- 3- Conducting a descriptive study on intellectual awareness with (cognitive styles and professional hesitation) among middle school students.

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