



The Effect Of Web Based Learning Learning Method In Science Education On Improving The Students' Science Process Skills

Beyza Karadeniz Bayrak, Hale Bayram

bbayrak@yildiz.edu.tr, haleb@marmara.edu.tr

Technical University, Marmara University (Türkiye)

Astract

In this study, in which the effect of web based learning method on students' science process skills was studied, an experimental group and a control group were formed students, studying a public primary school's 8th grades in Bahcelievler district of Istanbul.

In the material which developed by the researchers, it was aimed to enable students to learn acid-base subject by using interactive animations and simulations.

In order to collect data, a scale consisting of 31 questions was adapted by Koray (2003) and the KR-21 reliability coefficient of which is .81. To determine whether there is a significant correlation between achievement tests of the experimental group, and those of the control group or not, t-test was used.

As a result of the study, it was found that there wasn't a significant difference between the students' science process skills pre-test scores and post-test scores in both groups. When the correlation between the science process skills posttest scores of the experimental group, and those of the control group were measured, it was found that the post-test scores of the students in the experimental group were higher than the post-test scores of the students in the control group. The difference was statistically significant. According to these results, recommendations were suggested about the effect of web based learning method on improving the students' science process skills regarding science subjects.