The Effects of Reading-Writing-Presentation and Group Investigation Methods on Students' Academic Achievements in Citizenship Lessons

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ABSTRACT

Citizenship education requires learner-centered teaching and meaningful curricula. Such pedagogy is characterized by a facilitative, conversational approach. This type of approach can improve students' communication skills, academic achievements and high-order cognitive and intellectual development. It can engage students to think about the meaning of their personal stories and experiences, and lead to greater participation in lessons. It can create a cooperative learning environment and lead to a more positive self-concept. Student learning and achievement in social studies can be improved with the use of cooperative learning methods. The purpose of this study was to investigate the effects of Group Investigation (GI) and the Reading-Writing-Presenting (RWP) method in cooperative learning on students' comprehension of citizenship lessons. This research included 145 second-grade students from three classes. For this research, each class was selected to test one teaching method. The first class was selected as the "Group Investigation" Group (*n*=48), the second was selected as the "Reading-Writing-Presenting" Group (*n*=49) and the third was selected as the "Teacher-Centered Teaching" Group (*n*=48). The data was collected through the Academic Achievement Test. The results obtained from the data show that the Reading-Writing-Presenting method and Group Investigation method used in the cooperative learning model both have a positive effect on increasing students' academic knowledge in citizenship lessons. The results of both these methods exceeded the results from the Teacher-Centered Teaching method.

Key Words: Group investigation; Reading-writing-presenting; Citizenship lesson

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INTRODUCTION

Citizenship education has long been one of the goals of public education. It is also central to the mission of the social studies (Butts, 1989; McCowan, 2009). Adding citizenship education to social studies education is necessary to achieve this goal. Citizenship education centers on the promotion of active participation by learners in societal activities. The aim is to encourage the development of life skills among the learners. Life skills are the competencies that learners need to deal more effectively with everyday situations and challenges such as: problem solving, critical thinking, making sound judgments, and decision-making. The teaching emphasis is on developing citizenship competencies using actual practice and the promotion of active learning. Education for citizenship entails experienced-based learning and the need to link personal development with community benefit (Adeyemi, Boikhutso & Moffat, 2003). In this way young people are enabled to gain the skills necessary for active citizenship (Lawson, 2001). The goal of citizenship education is to prepare children to become members of a democratic society.

Education for citizenship is not just based on what we teach but also on how we teach. Schools, for example, can provide opportunities for learners to develop citizenship skills through the development of structures and practice that support cooperative learning. Citizenship education takes place not only in the formal classroom environment, but also in incidental learning as part of political socialization. There is, however, a need to shift from an understanding of education for citizenship based on the promotion of the rights of the individual towards one based on the ideas of mutual obligation and active citizenship (Adeyemi, Boikhutso & Moffat, 2003).

Most social studies classes are structured around a textbook. Traditional instructional methods usually involve lectures and students working individually on assignments at their desks. Unfortunately, many students are unable to master social studies because of difficulties in understanding and grasping the content. Social studies teachers have traditionally relied on large group instruction, independent seat-work, and objective tests as their principal methods of instruction (Slavin, 1991; Springer, Stanne & Donovan, 1997). In other word, social studies teachers use mostly the lecture method for imparting information. Under the lecture approach, the teacher, according to Fenton (1967), Bruner (1969) and Berliner (1975), simply becomes an expositor and drill master, while the learner becomes a mere listener with a storehouse of facts that can be retrieved when a student hears his name called by the teacher.

In order for social studies to perform its function properly, instructional strategies must be centered on methods that teach a student to seek the truth. This includes methods of problem-detecting, problem-solving, learning by experimenting, and discovery learning. One cannot think of constructivist teaching, however, as a monolithic, agreed-upon concept (Mary, Richard & Chapman 2000). The extent of the agreement among the various constructivist approaches is that it is a learning or "meaning-making" theory. It suggests that individuals create their own new understandings, based upon the interaction of what they already know and believe, and the phenomena or ideas with which they come into contact. Constructivism is a descriptive theory of learning (this is the way people learn or develop); it is not a prescriptive theory of learning (this is the way people *should* learn) (Richardson, 2005).

Citizenship education requires learner-centered teaching and meaningful curricula. Such pedagogy is characterized by a facilitative, conversational approach. This type of

approach can improve students' communication skills, academic achievements, and high-order cognitive and intellectual development. It can engage students to think about the meaning of their personal stories and experiences, and lead to greater participation in lessons. It can create a cooperative learning environment and lead to a more positive self-concept (Davies, 2011).

Learners need to get involved in taking action that makes a difference to others. They need to experience being part of the solution rather than remaining passive observers and listeners. They need to know and understand that values are only realized when they are reflected in one's actions. This can be achieved if the schools provide opportunities for students to develop citizenship skills by using structures and practices that support cooperative learning (Adeyemi, Boikhutso & Moffat, 2003).

The cooperative learning method is a well-established strategy for group work (Slavin, 1987). It helps to structure group work so students practice all the skills, not just those in which they already have expertise (Güvenç, 2011). In citizenship education, individual students might work on different information about asylum seekers, for example, in order to create a resource for the whole class. The objectives of citizenship teaching and the objectives of using group work have much in common (Whittaker, 1995). Working in groups provides benefits for the development of citizenship skills as well as subject learning. Students who learn to work effectively with everyone in the class will have gained the ability to listen to and evaluate different points of view as well as expressing their own.

In a citizenship class, learning to establish a framework of rules to organize the way a group will work provides an understanding of how and why society needs rules. The students will also develop the skills they need for citizenship by learning to work together and share ideas (Wales & Clarke, 2005). Student learning and achievement in social studies can be improved with the use of cooperative learning methods. Cooperative learning is particularly suitable for social studies teachers concerned with the difficult task of teaching content mastery, while also attempting to nurture democratic values and interpersonal skills (Hendrix, 1999).

Cooperative learning can provide an instructional arrangement within which students can experience and practice many of the important values and skills inherent in the social studies curriculum. At its very best, cooperative learning can provide a basic philosophical orientation from which individuals can work to improve life for themselves and those around them (Millis & Cottell, 1998; Avcıoğlu, 2012). Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education (Johnson, Johnson & Stanne, 2000). Relative to students taught traditionally (i.e., with instructor-centered lectures, individual assignments, and competitive grading), cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task, less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. The idea that students learn more by doing something active than by watching and listening has long been known to both cognitive psychologists and effective teachers

(Bransford, Brown & Cocking, 2000; McKeachie, 2002; Akpınar & Turan, 2012), and cooperative learning by nature an active method.

The cooperative learning model is applied with different methods in education. The forefronts of these methods are: Learning Together, Student Teams, Group Investigation, Let's Ask and Learn Together, Jigsaw and Reading-Writing-Presentation. In this study, the RWP and GI methods were used (Doymuş, Şimşek & Şimşek, 2005).

The purpose of this study was to investigate the effects of GI and RWP on students' comprehension of citizenship lessons. Specifically, the effects of these methods on the students' academic achievement in citizenship lessons are examined.

The specific research question posed is: Are there any significant effects of using the Reading-Writing-Presenting method and Group Investigation methods on student achievements in citizenship lessons?

METHOD

Sample

This is a quasi-experimental study designed as a Non-Equivalent Groups pre-test, post-test, and comparison group model. The sample of this study consisted of 145 undergraduates from three different classes enrolled in the citizenship lesson for the 2011–2012 academic years. One of the classes was selected as the Group Investigation Group (GIG) (*n*=48), in which the Group Investigation method was applied; the second was selected as the Reading-Writing-Presenting Group (RWPG) (*n*=49), in which the Reading-Writing-Presenting method was applied; and the third was selected as the Teacher-Centered Teaching Group (TCTG) (*n*=48), in which the traditional learning method was applied.

Instruments

The data was collected through the Academic Achievement Test (AAT). The Academic Achievement Test (AAT) consists of 60 multiple-choice questions, worth two points each, making a perfect score 120. The researcher created this test. The questions in the test were related to the basic concepts in Constitutional Developments in The Ottoman-Turks (1808-1961), The Principal Properties of the 1982 Constitution, The Fundamental Rights and Freedoms in the 1982 Constitution, Legislation in the 1982 Constitutional, Administration in 1982 and Jurisdiction in the 1982 Constitutional. For reliability, AAT was administered to 83 students who had taken the political science course the year before. Cronbach's Alpha for the internal consistency reliability of the AAT was .79. Moreover, to check the validity of the AAT, the opinions of social science instructors, lecturers and researchers on the subject were taken into consideration. Researchers pointed out that the gains achieved with AAT related to the subjects of citizenship lessons were measured as high.

Procedure

Students from three the treatment groups [T(1), T(2) and T(3)] studied the topics of the citizenship lesson during the same period of time using different instructional methods. The subjects in the three groups took the "citizenship lesson" lesson for six weeks (two hours per week). The author, a social science researcher, carried out the teaching in all three groups. Measurement tools were applied to the treatment groups at the end of the study.

The Reading-Writing-Presenting Group [T(1)]

The RWPG students were randomly divided into eight sub-groups as shown in Figure 1. Seven of these groups contained six students and one group contained seven students. The RWP technique was carried out for seven weeks teaching the citizenship lesson. The main features of the modified RWP technique were presented in three phases for each group as seen in Figure 1. They are: 1) in-class reading, 2) in-class writing, and 3) in-class presenting.

For in-class reading, all groups in the classroom read the topics for 30 minute from the course books or other resources which was included in the module for the week. During in-class writing, all groups wrote their understanding about what they read for 20 minutes without accessing resources. Writing was done in pairs. The notes written by the groups were then evaluated by the author. Groups whose evaluated outcomes were poor were sent back to groups for another reading stage. After the groups finished the reading and writing stages, three groups made presentations about the subject for 20 minutes. After the presentation, classroom discussion was encouraged.
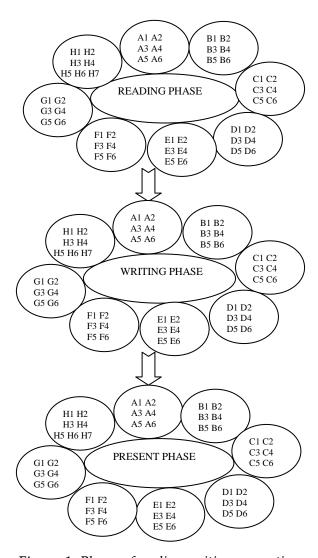

Figure 1. *Phases of reading-writing-presenting method*

The Group Investigation Group [(T2)]

The GI students were randomly divided into two parts (Part I, n=24 students; Part II, n=24 students). The students in these parts were divided into six sub-groups as shown in

Figure 2. Each group contained four students. The GIG was employed for six weeks to teach the basic concept in of Constitutional developments in the Ottoman-Turks (1808-1961) (St1), The principal properties of the 1982 Constitution (St2), The fundamental rights and freedoms in the 1982 Constitution (St3), Legislation in the 1982 Constitutional (St4), Administration in the 1982 Constitutional (St5), and Jurisdiction in the 1982 Constitutional (St6). The main features of the modified GI are presented in three phases for each module as given below (Oh & Shin, 2005). The features are: 1) in-class discussion, 2) out-of-class investigation, and 3) in-class presentation.
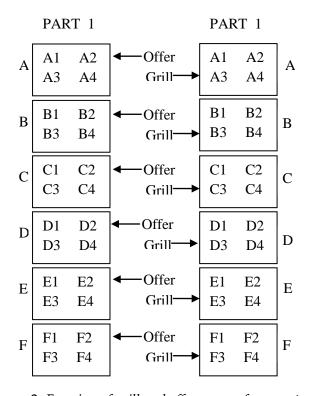

	PART 1			PART 1	
A	A1 A2 A3 A4	←Offer Grill→	A1 A2 A3 A4	A
B	B1 B2 B3 B4	←Offer Grill→	B1 B2 B3 B4	B
C	C1 C2 C3 C4	←Offer Grill→	C1 C2 C3 C4	C
D	D1 D2 D3 D4	←Offer Grill→	D1 D2 D3 D4	D
E	E1 E2 E3 E4	←Offer Grill→	E1 E2 E3 E4	E
F	F1 F2 F3 F4	←Offer Grill→	F1 F2 F3 F4	F

Figure 2. *Forming of grill and offer groups from parts I and II*

In-class discussion process is: "students are organized into research groups," "students get together in their groups for discussion," "each group sets an inquiry topic within a given unit and makes a plan for investigation," "during the discussion, group members use their textbooks to identify their own problems, questions, or issues and select a topic to study," and "the teacher participates in the group discussion and the teacher's roles include encouraging students to select authentic topics that can be addressed in multiple ways."

In out-of-class investigation process is: "each student group carries out its investigation," "the teacher helps students with their investigations," "the teacher's roles include presenting sources of information, providing instruments for their study, and assisting students with difficulties," and "each research group prepares an in-class presentation."

In-class presentation process is: Week II: Group A in Part 1 was the presentation (offer) group while Group A in Part 2 was the inquiry (grill) group. While Group A in Part 1 presented the topics of St1, Group A in Part 2 questioned the group about their presentation and determined their weaknesses. Other students in the classroom also participated in the

discussion. Week III: Group B in Part 2 was the offer group while Group B in Part 1 was the grill group. While Group B in Part 2 presented the topics of St2, Group B in Part 1 questioned the group about their presentation and determined their weaknesses. Other students in the classroom also took part in the discussion. The other grill and offer groups given in Table 1 were organized in the same way as week II and week III.

Table 1. *Allocation to weeks and groups of modules*

Weeks	Grill groups	Offer groups	Present topics
II	Part I A	Part II A	St1
III	Part II B	Part I B	St2
IV	Part I C	Part II C	St3
V	Part II D	Part I D	St4
VI	Part I E	Part II E	St5
VII	Part II F	Part I F	St6

Teacher-Centered Teaching Method Group [(T3)]

In this group (control group), the subjects were taught using the teacher-centered teaching method. The researcher planned the presentation activities of the subjects that would be taught during the lesson in a report not by a classical teaching presentation but by giving assignments to students on the subjects of "citizenship lesson," and by providing internet addresses and workbooks for constructing the information to be presented to them. The same content was taught as in the other groups and the learning objectives were the same. In contrast with the RWPG, students in the control group were required to use their textbooks. Students were passive participants and rarely asked questions. Using this method, the teacher wrote the concepts on the board and then explained those concepts. The students listened and took notes as the teacher lectured on the content. In this process, students' performances were observed and the studies were directed according to the feedback obtained from them. The authors taught "Citizenship lesson" topics to the treatment group two hours per week for seven weeks.

FINDINGS

The data obtained in this study (Table 2) is the result of descriptive statistical analyses of the Academic Achievement Test (AAT).

Table 2. *The result of descriptive statistical analyses of AAT*

Tests	Groups	N	Mean	S. D.	Minimum	Maximum
	T1	49	47,59	14,177	20	102
Pre-AAT	T2	48	47,79	9,589	36	72
	T3	48	49,38	10,124	26	84
	T1	49	78,20	12,624	56	110
Post-AAT	T2	48	80,67	11,088	60	102
	T3	48	68,79	15,095	40	104

The data in Table 2 indicates that the means of pre-test scores of the AAT among the treatment groups (T1, T2, and T3) are similar. However, the means of the post-test scores of the AAT among the treatment groups differ from each other.

One- way ANOVA related to the total mean scores of the AAT for the treatments groups are presented in Table 3.

Table 3. *The result of ANOVA analyses of AAT*

		Sum of Squares	df	Mean Square	F	p
Pre- AAT	Between Groups	92.059	2	46.029	.348	.707
	Within Groups	18787.003	142	132.303		
	Total	18879.062	144			
Post-AAT	Between Groups	3776.106	2	1888.053	11.107	.001
	Within Groups	24138.543	142	169.990		
	Total	27914.648	144			

The data in Table 3 indicates that there were statistically significant differences in terms of pre-tests and post-tests scores of AAT among treatment groups (Pre-AAT; $F_{(2,139)}=0.348$; p>.05, Post AAT; $F_{(2,139)}=11.107$, p<.05). In Table 2, while the AAT was around 47 points in mean values of pre-test scores, the value of post-test scores is around 80 points in the RWPG and the GIG. According to these mean values, there is a difference between pre and post-test scores of 33 points. The mean values of the pre-test scores in the TCTG was 49 points, and the mean value of the post-test score is 68 points (Table 2). This is a difference of only 19 points. The increase in scores in the TCTG is much less than either the RWPG or the GIG. This shows that the RWP method and the GI method are more effective that TCT in increasing academic achievement.

CONCLUSIONS

It is difficult to conceive of pupils as active citizens if their experience of learning citizenship education has been predominantly passive. Citizenship education will become more effective when the learning is linked to a group-learning project where students have been empowered to identify the problem, plan and implement a solution, and evaluate its success. Active learning opportunities are an effective way of teaching citizenship because pupils learn from their experiences and are motivated to develop their skills and understanding.

In this section are discussed taking into account the findings obtained from the research. Also, the recommendations developed for applicators and researchers included in this section.

These results demonstrate that the RWP method and GI method used in the cooperative learning model have a more positive effect on increasing students' academic knowledge and achievements in citizenship lessons than the TCT method. Some factors that contribute to the success of the cooperative learning methods are that students help each other during group work and the students actively participate in reaching course goals. These results confirm previous studies with showed that the RWP method and the GI method helped students understand topics and retain knowledge by actively engaging students. Students are highly motivated which leads to students describing hard topics as easier to understand, enabling them to increase their knowledge and experiment with skills (Gillies, 2006; Hennessy & Evans, 2006).

In conclusion, the Reading-Writing-Presenting method and Group Investigation method affects students' academic success in positive ways. In light of the data obtained from this study, three specific recommendations are drawn:

1. In the future, the Reading-Writing-Presenting method and Group Investigation method should be used in courses other than just social studies.
2. Students will benefit in all aspects of academics from being taught in a cooperative method.
3. Long-term application of the methods will be more efficient.

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Vatandaşlık Bilgisi Dersinde Okuma Yazma Sunma ve Grup Araştırması Metotlarının Öğrencilerin Akademik Başarılarına Etkisi

Ufuk ŞİMŞEK[2]

Giriş

Vatandaşlık eğitimi uzun zamanda beri kamusal eğitimin amaçlarından birisi olmuştur. Ayrıca Sosyal bilgiler eğitiminde önemli bir amacıdır (Butts, 1989; McCowan, 2009). Yurttaşlık eğitiminin temel amacı çocukları demokratik bir toplumun üyesi olmaya hazırlamaktır. Vatandaşlık eğitimi, öğrenenlerde hayat becerilerinin geliştirmeyi amaçlar. Problem çözme, eleştirel düşünme ve karar alma süreçlerine katılma gibi durumlar hayat becerilerinin daha etkin kazanımına bağlıdır. Bunun içinde okulların çocuklarda bu becerileri kazandırmak için aktif ve işbirliğine dayalı yaklaşımları dest eklemleri gerekmektedir.

Çoğu sosyal bilgiler dersleri, ders kitabına bağlı, öğretmenin konuştuğu öğrencilerin ise bireysel çalıştığı ya da sıralarında oturduğu geleneksel öğretime göre yapılandırılmıştır. Bu durumda maalesef öğrenciler anlama ve kavrama güçlüğü yaşamaktadırlar (Slavin, 1991; Springer, Stanne & Donovan, 1997).

Sosyal bilgilerin amaçlarını doğru bir şekilde yerine getirebilmesi için eğitim yaklaşımları temele aktif metotları konumda almak zorundadır. Vatandaşlık eğitimi öğrenci merkezli öğretim ve müfredat anlayışını gerekli kılmaktadır. Böyle bir yaklaşım etkileşimli ve kolaylaştırıcılıkla karakterize edilir. Bu durum, öğrencilerin iletişim becerileri, akademik başarı ve yüksek düzeyde bilişsel ve zihinsel gelişimini artırabilir. Öğrenciler kendi deneyim ve hikâyelerini anlamlandırabilir ve derslere daha büyük oranda katılım sağlanabilir. Bu işbirlikli öğrenme ortamı ve daha olumlu benlik kavramı ile yaratılabilir. Sosyal Bilgiler dersinde öğrenme ve başarı işbirlikli öğrenme metotları ile geliştirilebilir.

İşbirlikli öğrenme grup çalışmalarının en köklü modelidir (Slavin, 1987). Gruplar halinde çalışma, vatandaşlık becerilerinin geliştirilmesi yanı sıra konuların öğrenilmesinden yarar sağlar. Bu çalışmalarla öğrenciler, sınıfta diğerleri ile etkin çalışmayı öğrenmek, öteki öğrenciler dinlemek ve farklı bakış açıları yanı sıra kendi ifadelerini değerlendirebilme yetisi gibi becerileri kazanmış olacaktır.

Sosyal Bilgilerde öğrenci öğrenmeleri ve başarı, işbirlikli öğrenme yöntemlerinin kullanımı ile geliştirilebilir. İşbirliğine dayalı öğrenme, aynı zamanda demokratik değerlerin ve kişilerarası becerileri geliştirme gibi zor becerilerin kazandırılması gibi sosyal çalışmalar yapmak durumunda olan öğretmenler için uygundur.

İşbirlikli öğrenme yüksek performanslı bir takım çalışmasını olup öğrenmeyi maksimize eden bir grup çalışması yaklaşımıdır. Çok sayıda araştırma yükseköğretimde işbirlikli öğrenme modelinin etkinliğini doğrulamaktadır (Johnson, Johnson & Stanne, 2000).

Öğretmen merkezli olarak bilinen geleneksel öğretimde öğrencilerin yarıştığı ve bireysel değerlendirildiği bir anlayış hakimken işbirlikli öğrenmede yüksek ve uzun soluklu akademik başarı, yüksek seviyede sorumluluk ve kritik düşünme becerileri, öğrenme materyallerini daha derinlemesine anlama, konu üzerinde daha çok zaman harcama ve daha az davranış bozukluğu, daha az stres ve heyecan, öğrenme ve başarı için daha gerçek motivasyon, farklı bakış açılarından durumları değerlendirebilmek, arkadaşları ile pozitif ve

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yardımlaşmacı ilişkiler ve yüksek seviyede özgüven anlayışı söz konusudur (Bransford, Brown & Cocking, 2000; McKeachie, 2002; Akpınar & Turan, 2012)

İşbirlikli öğrenme modelinde farklı teknikler kullanılır. Bu tekniklerden önde gelenleri şunlardır; Birlikte Öğrenme Tekniği, Öğrenci Takımları Tekniği, Grup Araştırması Tekniği, Birlikte Soralım Birlikte Öğrenelim Tekniği, Jigsaw Tekniği ve Okuma-Yazma-Sunma Tekniği. Bu araştırmada işbirlikli öğrenme tekniklerinden olan grup araştırması, birlikte öğrenme tekniklerinden bahsedilmektedir.

Bu çalışmanın amacı, vatandaşlık bilgisi dersinde işbirlikli öğrenme modelinin teknikleri olan grup araştırması ve okuma-yazma-sunma tekniklerinin yurttaşlık dersinde öğrencilerin anlamalarına etkisini araştırmaktır. Özelde ise yurttaşlık bilgisi dersinde öğrencilerin akademik başarılarına bu yöntemlerin etkileri incelenmiştir.

Yöntem

Bu araştırma, karşılaştırmalı grup modellerinden eşit olmayan gruplar ön test-son test deney ve kontrol gruplu yarı deneysel araştırma (quasi-experimental designs) modelindedir. Çalışmanın örneklemini, 2011-2012 akademik yılında vatandaşlık bilgisi dersini alan üç farklı sınıftan toplam 145 öğrenciden oluşmaktadır. Sınıflardan biri Grup Araştırması Grubu (GAG, n=48), ikincisi Okuma-Yazma-Sunma Grubu (OYSG, n=49), üçüncüsü ise Öğretmen Merkezli Grub (ÖMG, n=48) şeklinde belirlenmiştir. Çalışmada, Araştırmacı tarafından geliştirilen her biri iki puan değerinde toplam 60 sorudan oluşan Akademik Başarı Testi (ABT) kullanılmıştır. Araştırma grupları arasındaki farklılıkları belirleyebilmek için tanımlayıcı istatistikler ve tek yönlü varyans analizi (ANOVA) yapılmıştır.

Bulgular

Elde edilen veriler, uygulama grupları arasında akademik başarı testinin ön ve son test puanları bakımından istatistiksel olarak anlamlı farklılıklar olduğunu göstermektedir(Ön-ABT; $F_{(2,139)}$=0.348; p>.05, Son ABT; $F_{(2,139)}$=11.107, p<.05). Ayrıca, Grupların ön test puan ortalamaları 47 puan iken Okuma-Yazma-Sunma ve Grup Araştırması grubunda son test puan ortalamaları 80 puan olarak belirlenmiştir. Bu iki grupta ön test ve son test puanları arasında 33 puanlık bir artış gözlenirken, öğretmen merkezli grupta ön test ve son test puan ortalamaları arasında 19 puanlık bir artış gözlenmiştir.

İşbirlikli yaklaşım olan Grup Araştırması ve Okuma-Yazma-Sunma metotlarının öğretmen merkezli metoda göre vatandaşlık dersindeki öğrencilerin akademik başarısını daha fazla artırdığını göstermektedir.

Tartışma ve Sonuç

Araştırmadan elde edilen sonuçlar, işbirlikli öğrenme modelinin uygulanmasında kullanılan grup araştırması ve okuma-yazma-sunma metotlarının geleneksel metoda göre vatandaşlık bilgisi dersinde öğrencilerin akademik başarılarına daha olumlu etki yaptığını ortaya koymuştur. Sonuçların böyle olmasının nedeni olarak öğrencilerin grup çalışmaları süresince birbirlerine yardım etmeleri, derse aktif katılmaları ve dersin amaçlarına ulaşma becerileri olarak gösterilebilir. Bu çalışmadan elde edilen sonuçlar okuma-yazma-sunma metodu ile grup araştırması metodunun uygulandığı daha önceki çalışmalarda; öğrencilerin çalışırken zevk aldıkları, konuların daha iyi anlaşılması için birbirlerine yardım ettikleri,

kalıcı bilgiler sağladıkları ve zor konuları daha iyi öğrenebildiklerini gösteren çalışmalar ile paralellik göstermektedir(Gillies, 2006; Hennessy & Evans, 2006).

Okuma-yazma-sunma ve grup araştırması metotlarının öğrencilerin akademik başarıları üzerinde pozitif bir etki yaptığı sonucundan yola çıkarak gelecekte yapılacak olan araştırmalar için aşağıdaki tavsiyeler yapılabilir:

1. Yapılacak araştırmalarda, Okuma-yazma-sunma ve grup araştırması metotları vatandaşlık bilgisi dersinin dışındaki diğer sosyal bilgiler derslerine uygulanabilir
2. Farklı başlık ve üniteler için kullanılırsa öğrencilerin akademik başarılarının artışında faydalı olabilir
3. Bu metotların uzun süreli uygulanması durumunda hem akademik hem de sosyal çıktıları daha etkili olabileceği söylenebilir

Anahtar Sözcükler: Grup Araştırması, Okuma-Yazma-Sunma, Vatandaşlık Bilgisi