EXTENDED SUMMARY

The purpose of this study is to analyze the effect of matter and heat which are the subject of fifth grade and the impact of electricity subject of sixth grade that are carried out according to Context-Based Learning method on student achievement. In this study, pretest-posttest control design is used in nonequivalent groups. This study is performed in 2013-2014 spring semester with fifth and sixth grade students. Electricity subject is performed with fifth grade experimental group 34 students and control group 36 students and the subject matter-heat is performed with sixth grade experimental group 13 students and control group 13 students. Before the process of practice, the teachers of process have been informed about example classes according to context-based learning method by being clarified on the base of context-based learning method. The teachers have chosen the subjects of practice on their own. Before the practice, they have prepared worksheets and exam questions to assess and evaluate for students. They have paid attention to the acquisitions while carrying out the questions and worksheets. Besides, they have taken care of the thoughts of science teacher, two colleagues and an instructor. They have prepared Academic Achievement Test, based on ten questions to assess the academic success of students on subject of matter and heat, as well as they have carried out ten questions for Context-Based Learning Method to detect the levels of students according to context-based learning method. Similarly, they have carried out context-based learning method, formed in five questions and Academic Achievement Test, formed in five questions to assess the success of the students on subject of electricity. Mann-Whitney U test from nonparametric tests is used for data analysis of this study due to the fact that there is not normal distribution of data. Besides, the opinions of the teachers and students have been analyzed about the practice both written and orally in a descriptive way. Analysis has revealed no significant difference in terms of academic achievement test, context-based test between the experimental and control groups according to the results.

At the end of the practice, teachers of the course have stated that the students found the way of teaching according to context-based learning method interesting. The reason why the practices of the context-based learning method don’t reveal positive results is that such practices should be done in a long term to get positive results. They have stated that it’s not certain to say whether the practice will be successful or not at the end of a limited practice, one term- course. They have also emphasized that the practice will receive better consequences at the end of a long term teaching (volute) by interrelating with science subjects to other related lessons and to themselves. The teachers of practice have indicated that the contents of the lessons in our education system and the continual changes in assessment and evaluation tests are among the negative factors. Of the main aims for context-based learning, there is a need to bring up literate individuals of science, the ones who have high interest in science courses and like the lessons. To keep up with this aim, provision of the connections and materials for learning in a relation to science courses should be maintained as useful by sustaining a relationship within the specialists and teachers.