

# The Impact of Teaching History through Imaginative Learning Strategy on Developing Historical Thinking among Tenth Graders in Jordan

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## ***Abstract***

*The study aimed to identify the impact of teaching history through the imaginative learning strategy in the development of historical thinking among the 10th grade students in Jordan. To achieve the objectives of the study, the semi-experimental approach was used. The study sample consisted of (60) students who were randomly distributed into two sections randomly selected from 10th grade students in Khalid Bin Al Walid High School: the experimental group, which consisted of 30 students who were taught through the imaginative learning strategy and the control group, which consisted of 30 students who were taught through the regular method. The historical thinking scale was developed as an instrument to collect data from the study sample. In addition, the researchers used the third unit of the history textbook of the 10th grade which entitled: "the contemporary history of Jordan" The findings showed that there were statistically significant differences among the post scores of the two groups on the total historical thinking scale according to fields and they were in favor of the experimental group that adopted the imaginative learning strategy. According to the results of the study, the researchers recommended the need for using the imaginative learning strategy in teaching history to develop the historical thinking skills among students.*

***Keywords:*** flipped learning, Historical Thinking; Imaginative Learning; Teaching History; Tenth Grade.

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## **I. Introduction**

Studying history contributes to the formation of the student's ideology and attitudes and it works on developing his personality and knowledge and it also helps preserve his identity through the information, facts and events provided by history in order to prepare the learner as a good citizen serving himself, his community and his homeland.

Modern trends in teaching seek to provide conditions suitable for making desired changes in the student's behavior in a comprehensive and balanced manner, and they also seek to use teaching methods and strategies that develop his different thinking, skills and values to be positive in educational attitudes as well as a focus on the learning and teaching process. However, it is difficult to develop a classification of these strategies and methods, depending on their preference in teaching; using a certain teaching strategy in a certain material might have an impact in achieving certain outcomes in a particular educational material, which cannot be achieved through this strategy in another material due to different nature of products, material and learning conditions (Al-Titi, 2015).

Social studies in general and history in particular aim to educate students the method of solving problems and practicing different kinds of thinking, developing the social personality, preparing them to understand their society politically, economically, socially and culturally, and developing their capacity by providing diverse learning strategies in educational situations that provide them with the freedom to choose learning methods and conduct activities that would achieve a meaningful learning (Rawadieh, 1998; Talafaha, 2012).

The imaginative learning strategy plays an active role in the development of thinking in general among students, where it gives the students some constructive information that is similar to those they get from direct sensory experience. This means that the constructive information contained in the imaginative mental image impacts students' judgments and methods of thinking at the same level as the direct sensory experience of that subject (Al-Amir, 2009).

From the above, it is evident that learning and teaching thinking go far from learning concepts and information, and that building, offering, defending and arguing for ideas and opinions is an urgent and necessary process of history learning in a contemporary perspective; this requires the use of imaginative thinking skills in the historical thinking due to the fact that history teaching is still a captive of the traditional teaching methods that emphasize conservation and recovery rather than paying attention to studying the different thinking skills, on top of which is the historical thinking, which is one of the important goals for which the modern education seeks to

develop among students.

### *1.1 Study Problem and Question*

Many specialized studies in the field of social studies (Al-Khrishaand Al-Safadi, 2001; Al-Sa'oub, 2003; Massran, 2010; Orabi, 2015; Sulaiman, 2016; and Al-Shammari, 2016) indicate that history, especially in the Jordanian schools, still adopt the traditional ways that do not conform to the modern goals of the social studies curriculum; such goals have become more sensitive to the modern educational trends in the fields of knowledge economy, multiculturalism, multiple intelligences and the information age. These studies have recommended the need to employ modern and diverse teaching methods that provide learners with an opportunity to develop their physical and mental abilities and develop their attitudes to serve the idea of good citizenship. The imaginative learning strategy is considered a suitable method that is able to develop the thinking skills of students. Despite this, the imaginative learning strategy did not receive sufficient attention from teachers as this led to students' low skills and focus on preserving information. Hence the idea of this study, whose problem was crystallized in the following question: what is the impact of history teaching through using the imaginative learning strategy in developing the historical thinking skills among the tenth grade students in Jordan?

### *1.2 Study Objective and Importance*

The study aims to identify the impact of teaching history through the imaginative learning strategy in developing the historical thinking skills among the tenth grade students in Jordan. Based on this objective the importance of this study was determined by the following:-

This study is considered rare in the Arab environment that aims to use the imaginative learning strategy in history teaching to develop the historical thinking skills of the tenth grade students in Jordan.

This study will contribute to the development of a theoretical and educational framework for the imaginative learning strategy as an effective strategy in history teaching, and the historical thinking skills among students at different educational levels.

It is expected that this study would help history teachers in Jordan to develop educational units based on the development of historical thinking.

The results of this study can contribute to opening up the field for researchers to conduct further studies on teaching history through the imaginative learning strategy and linking it to other educational variables.

### *1.3 Study Limitations*

The results of the study are determined by:

Objective limitations: to identify the impact of history teaching through using the imaginative learning strategy for the third unit entitled with (Contemporary History of Jordan) from the history Book of the tenth grade in the development of historical thinking skills.

Human limitations: male students in the tenth grade in Jordan.

Spatial limitations: Khalid bin Al Waleed Secondary School of the Directorate of Education of KasbahIrbid.

Temporal limitations: Second semester of the academic year (2017-2018).

### *1.4 Theoretical Literature*

#### *1.4.1 Imaginative Learning Strategy*

Imagination has a great importance in teaching history as a subject since it contains the concepts of space and time, which are abstract concepts that are difficult for students to deal with; the student cannot reach all places and they cannot embody the concept of time; hence, the process of imagination enable students use such concepts, embody them and retrieve them any time in a scientific, cognitive and methodical way; this helps instill many concepts such as the concept of citizenship, nationalism, freedom, justice, sense of responsibility, and decision-making.

History is one of the most important subjects that require educational activities which develop students' thinking and motivate them towards learning the material. Since imagination is an essential element in making thinking and a crucial process of thought-based processes, there is an urgent need to introduce the imagination strategy in history teaching. The possibility of enriching history curricula and teaching methods of motivation and exciting activities help use imagination in history teaching; this would make the imaginative learning strategy a fertile field for the development of students' historical thinking which would reflecton students ' attitudes towards the material which would stimulate their learning process.

Hussein and Valchiro (2002, p. 32) defined imagination as a way to unleash ideas without looking at logical or realistic correlation. It is the highest and rarest level of creativity and it leads to reaching to a totally new

assumption.

Sroufe (2002, 21) defined it as the ability to see things through the mind which means forming mental images and ideas, and then addressing them.

Amer (2008, 12) defined imagination as a "mental process that is based on forming new relationships among previous experiences that are organized in images and forms of which the person knows nothing".

Al-Titi(2015, 5) defined it as: "a process of learning and teaching in which the abilities of the mind are used in imagining and visualizing different subjects and events, and it helps the student to form a mental image that is related to the subject of learning."

In the current study, the researchers defined imagination as the ability of the student to create mental images of historical events or facts that are not present before him that he forms them through his study of history as abstract concepts and information.

The imaginative learning strategy plays an active role in the development of the students' thinking skills in general. The students' imagination of the subject would give them some constructivist information that is similar to the information they would get from the direct sensory experience. This means that the constructional information contained in the imaginative mental image affects the students' judgments and methods of thinking at the same level to which the direct sensory experience affects the subject (Al-Amir, 2009).

#### *1.4.2 Steps to employ imagination*

(Galyeen), referred in (Talafe, 2012), stated that the steps to employ imagination in the process of education are:-

Initialization: it involves reviewing the previous experience of students related to the new experience to be learned and prepare them to enter the subject of the new lesson.

Relaxation: it means guiding students to take a deep breath to get enough oxygen to activate the visualization/imagination process.

Focusing: it means motivating students to think deeply, by clarifying the task to be performed, and by controlling the imaginative process; it also means employing all senses to form a fullmental image of the subject to be imagined, which may contribute to the formation of new knowledge among students.

Sensory and physical consciousness: it means employing all senses to explore and learn things.

Imagination: At this stage, the student becomes able to create multiple images that are static or animated to the subject of learning; the student's thinking is able to control the process of imagination, and express it by pronunciation, writing and drawing, so that the student reaches the stage of meditation in those internal fantasies, and invests them in the educational situation.

#### *1.4.3 Historical Thinking*

Historical thinking is not just the preservation and retrieval of past historical events and facts the society has undergone; it is a method that enables students to understand and analyze successive historical events, and helps them realize, analyze, criticize and interpret these events, thereby restricting them to the formation of suitable solutions. Further, the historical thinking concentrates on students' activity, and the fact that students during learning history not only acquire the knowledge of the past, but also use this knowledge to interpret past and present events. (Al-Saeed, 2015).

Atef (2015, 13) defined the historical thinking as "the ability to conduct processes that address the historical material in a thoughtful way, such as describing and interpreting historical events and it is the ability to use historical sources, reimagining historical situations, clarifying false explanations, understanding historical attitudes, discovering historical evidence, conclusion, understanding the historical evidence, linking causes and results, judging, and decision-making".

Hasan (2006, 16) stated that the historical thinking is "the student's ability during studying history, to deal with the historical material, from collecting the historical material from its primary and secondary sources to concluding the historical facts contained in it; this involves the student's practice of some mental processes represented in the historical understanding, temporal and spatial thinking in the historical event, historical interpretation and analysis, historical inquiry and research, historical truth and revelation, judging and decision-making regarding historical events where they are supported by historical evidence and logical arguments. "

The researchers define the historical thinking as the thinking that is based on understanding, explaining and analyzing historical topics and events within the temporal and spatial dimensions; this helps students meditate on the events of the past and judge them in an objective way.

#### *1.4.4 Historical Thinking Skills*

The views of researchers and educators on the basic skills of historical thinking varied; Mahran (2003) indicated that these skills consisted in collecting and organizing historical information, proving historical facts, and clarifying historical formulas, and historical presentation. (Holt 2003) identified the historical thinking skills in analyzing historical information, identifying causes and results, analyzing and criticizing historical sources, analyzing conflicting viewpoints, making decisions and coming up with generalizations. According to Al-Sa'oub (2003), historical thinking skills are represented in the use of historical sources and references, historical texts, and historical expression. Al Reyami (2002), on the other hand, stated that the historical research skills are part of the historical thinking since they are represented in reading the historical material, selecting primary sources, discovering historical evidence, identifying the problem of the historical research, and using history sources to collect historical knowledge. (Nichol, 1994) identified the historical thinking skills by examining, understanding the historical material and discovering and explaining the historical evidence.

The National Center for History in American Schools (NCHS, 1994) identified the historical thinking skills that can be developed by students of grades 7 to 12 with the following five skills:

**Temporal Thinking:** it is considered the basis of the historical thinking since it contains a temporal thinking and a recognition of discrimination over time; in this type of thinking, students are able to differentiate between past, present and future and they become aware of the way events occur over time, especially when they read the history of past events, explain information of the past and recognize the historical development.

**Historical Understanding and Comprehension:** This skill includes a creative reading so that the student would imagine himself in the roles of the people he reads about and understands their motives; this requires the recognition of the historical context revealed through historical events; however, this requires high thinking skills of students in reading and understanding the historical text; students must be able to identify the event: what, where, and why it happened in addition to the results that followed the event to reach to conclusions about the historical event. The historical understanding skill also includes the use of information provided in different forms from different historical sources, maps, visual and numerical information, images, caricature and architectural drawings, stories, novels, and music

**Historical Analysis and Interpretation:** This skill requires students to be able to identify the author or sources of the historical evidence and evaluate its validity, compare different groups of ideas, values and historical figures, patterns of behavior, social institutions, differentiate between historical facts and historical interpretations,

recognize different perspectives on the past events despite the fact that history is usually written from the perspective of winners, analyze the cause and effect relations and recognize that many events have multiple causes.

Historical research: This skill requires from students to be able to form historical questions, obtain historical information from multiple historical sources, evaluate information and put them in historical context, and support historical interpretations with historical evidence.

In their study of the historical thinking skills of the 10th grade students, the researchers adopted the (NCHS, 1994) classification since it is the most comprehensive and appropriate method for the 10th grade primary students.

### *1.5 Previous Studies*

Throughout examining the literature, the researchers did not find any study on the impact of teaching history through using the imaginative learning strategy in the development of historical thinking, but they found some studies on the imaginative learning strategy or the historical thinking. Here is a review of the most important studies on this topic:

Arwan (2010) aimed at detecting the impact of studying history through the imaginative learning strategy at the level of students' understanding of historical events and their level of achievement in history in the UK. The study sample consisted of (50) male and female students, distributed equally to two groups: experimental, which adopted the imaginative learning strategy in history learning and the control group whose members adopted the regular method. After applying the pre-scale and the post-scale, the results of the study showed that the students who adopted the imaginative learning strategy in studying history had improved their understanding of the historical events more than the students who studied history in the regular method.

Rabey (2010) attempted to highlight the importance of using the imaginative learning in teaching history and geography in the United States; the study adopted a number of historical events that were used in some schools for a period of time. The study indicated that during the period of setting historical narratives combining the historical fiction and the real events for employing them in understanding facts, analyzing events and predicting the future, it became evident that the historical fiction pushed students to think indirectly about historical events.

Abu Orabi (2014) aimed at investigating the impact of Eisenkraft model in achievement and developing the historical thinking skills among the 10th grade primary students in the history of Jordan. To achieve the



objectives of the study, the researcher prepared an achievement test for the unit (Jerusalem: History and Civilization) from the history book of the tenth grade curriculum in addition to a test to measure the historical thinking skills of students. The study sample consisted of (85) students from Ein El Basha schools, who were divided into two groups: experimental and control. The results concluded statistically significant differences among the means of the performance of the members of the study regarding the post- achievement test due to the variable of the method of teaching and gender and the interaction between them in favor of the students of the experimental group. The study also showed statistically significant differences among the means of the performance of the study members on the test of the post historical thinking skills attributed to the variable of the teaching method and gender and the interaction between them in favor of the students of the experimental group according to Eisenkraft model.

Al-Jedi (2014) aimed at identifying the impact of an experimental program based on Woods model in developing the historical thinking skills of the second secondary students in Damascus Governorate. To achieve the objectives of the study, the researcher prepared an experimental program according to Woods model to measure its impact on the development of students' historical thinking skills. After applying the program on the members of the study, the results showed statistically significant differences among the means of the grades of the students on the historical thinking test in favor of the students of the experimental group, which proves the impact of the experimental program on developing students' historical thinking skills.

Al-Shammari (2016) carried out a study that aimed at investigating the impact of the imaginative learning strategy in teaching history on the achievement and development of the critical thinking skills of first secondary students in Saudi Arabia. The study was applied on a sample of firstsecondary students from Al-Nu'man secondary School and the sample consisted of (54) students who were divided evenly into an experimental group which adopted the imaginative learning strategy and the control group that adopted the regular method. The results showed statistically significant differences in the means of the scores of the members of the study on the critical thinking test and the achievement test in favor of the students of the experimental group.

Sulaiman (2016) also carried out a study which aimed at revealing the effectiveness of a proposed teaching program according to Smith's strategy in developing the historical thinking skills of the first secondary students in a selected unit from the history book of the first secondary grade in the Syrian Arab Republic. The study sample consisted of (183) male and female students where the experimental group consisted of (92) students

and the control group consisted of (91) students; the researcher used the quasi-experimental method and a list of historical thinking skills, and he also prepared a test of the thinking skills intended for the study sample. The results showed a statistically significant difference in the development of the students' historical thinking skills due to the teaching method in the post test in favor of the experimental group, no statistically significant differences between the mean scores of the members of the control group in both the pre and post applications of the historical thinking skills due to the variable of the teaching strategy and a statistically significant difference between the mean scores of the members of both the control and experimental groups in the post application of the test of the historical thinking skills due to the variable of the teaching strategy in favor of the scores of the experimental group students in the posttest.

### *1.5.1 Discussion on Previous Studies*

Through examining the previous studies, the researchers concluded the following:

- The objectives of the previous studies varied in terms of the objective by different problems and different cognitive competencies. After examining the previous studies, it was evident that most studies have addressed a specific aspect of the imaginative education, and the historical thinking and they did not study the relationship between the two clearly, such as (Al-Jedi, 2014) which aimed to identify the impact of an experimental program based on Woods model in developing the historical thinking skills among students, Abu Orabi (2014), which aimed at investigating the impact of Eisenkraft model on achievement and developing the historical thinking skills among students, (Sulaiman 2016) that aimed at revealing the effectiveness of a proposed teaching program in accordance with Smith's strategy on developing the historical thinking skills among the firstsecondary students in a selected unit of history book and Al-Shammari (2016), which aimed to investigate the impact of the imaginative strategy in history teaching on the achievement and the development of students' critical thinking skills among students. As for the current study, it aimed to identify the impact of history teaching through the imaginative learning strategy on developing the historical thinking skills among the tenth grade students in Jordan. The current study may be similar to (Arwan, 2010) which aimed to identify the impact of studying history through using the imaginative learning strategy at the level of students' understanding of historical events, and their level of achievement in history, and (Rabey, 2010), which aimed to highlight the importance of using the imaginative learning in teaching history and geography.

- The sample size differed in the previous studies; the sample of (Arwan, 2010) was (50) students, (Abu

Orabi, 2014) (85) students, (Al-Shammari, 2016) (54) students, and (Suleiman, 2016) 183 students; however, the sample of the current study was 60 students.

- Some previous studies included both males and females such as (Arwan, 2010), and (Sulaiman, 2016). However, the current study was consistent with the some previous studies in terms of males such as (Abu Orabi, 2014) and (Al-Shammari, 2016).

- The previous studies have varied in terms of the stages in which they were conducted; (Abu Orabi, 2014) examined the upper basic stage and it was applied to the basic tenth grade with which the current study was consistent. Other studies examined the secondary stage like (Al-Jedi, 2014), (Al-Shammari, 2016) and (Sulaiman, 2016).

- The tools used in previous studies were varied; some studies used the achievement test in a teaching unit and a test to measure the historical thinking skills such as (Abu Orabi, 2014). (Al-Jedi, 2014) prepared an experimental program according to Woods model to measure its impact on developing the historical thinking skills among students; Al Shammari (2016). However, (Sulaiman, 2016) used the historical thinking skills' list and the historical thinking skills' test while the current study used the historical thinking scale.

### *1.6 Study Terminology*

**Imaginative Learning Strategy:** Learning and teaching strategy that invests the immense potential of human intellect and mind in imagination and insight into different learning topics, helps the student to form mental images associated with the subject of learning, and aims to enrich the curriculum through mental building that relies on building mind-oriented perceptions. This strategy includes the following steps: (relaxation, concentration, physical and sensory awareness, meditation, expression and communication) (Talafaha, 2012, pp. 7-9).

It can be defined procedurally in this study as: a training session in which the teacher manages his students with organized steps to guide them towards building mental images and mental perceptions of the information and ideas they learn.

**Historical Thinking Skills:** personal, mental and performance skills that make students think historically and they include the method of understanding and managing historical ideas, events, concepts and interpretations as well as the ability to critically analyze historical documents in the light of contexts, asking questions, searching and judging (Al-Amir, 2009, p. 9). Procedurally, it can be defined as the degree to which the tenth grade students

of the academic year 2017/2018 make achievements through the imaginative thinking scale in history regarding the unit entitled with (Contemporary History of Jordan).

Tenth Grade Students: students aged 15-16, who study in the 10th grade in the 2017/2018 academic year.

## **II. Method and Procedures**

**Study Methodology:** To achieve the objectives of the study, the quasi-experimental approach was used to measure the impact of history teaching using the imaginative learning strategy in developing the historical thinking among the tenth grade students in Jordan due to its suitability to the study nature.

**Study Population:** The study population consisted of all the male tenth graders in the Directorate of Education of Kasbah Irbid during the academic year 2017/2018 amounting to (10120), according to the statistics of the Directorate of Education of Kasbah Irbid.

**Study Sample:** Khalid Bin Al-Walid Secondary School was intentionally chosen since it has four sections for the tenth grade and it has the necessary school facilities for applying the study. The study sample consisted of (60) students distributed in two classrooms randomly selected, and they were divided into two groups, namely:

**Experimental Group:** it used the imaginative learning strategy in studying the unit by 30 students.

**Control Group:** it used the regular method in studying the unit by 30 students.

### *2.1 Study Instrument (Historical Thinking Scale):*

The current study aimed to identify the impact of history teaching through the imaginative learning strategy in developing the historical thinking among the tenth grade students in Jordan; to achieve this objective, the researchers prepared the study tool, historical thinking scale.

The study instrument was prepared after referring to the literature in the field of historical thinking, such as (Rabey, 2010), (Arwan, 2010), (Al-Jedi, 2014), (Sulaiman, 2016) and (Al-Shammari, 2016). The researchers benefited from these studies in identifying the key fields of: chronology, historical understanding and comprehension, historical analysis and interpretation, and historical research. Five items have been formulated to measure each of these fields, and a tripartite scale was used to estimate the degree of the responses of the study members for the scale items by (low, medium, and large) degrees. Allow degree was given 1, medium was given

2 and large was given 3. This triple scale was used due to its suitability to the mental level of the tenth grade students.

### 2.1.1 Validity of the Study Instrument

#### 2.1.1.1 Face validity:

To ensure the validity of the study scale, the researcher presented the scale to (12) experienced arbitraries and experts in order to judge the appropriate degree of language and the item's extent of belonging for the field. According to the experts' observations, the necessary adjustments were conducted for the scale items.

#### 2.1.1.2 Structural Validity of the Historical Thinking Scale:

To extract the structural validity indicators for all the items of the historical thinking scale, the scale was applied to an exploratory sample of (30) students from the study population from outside the study sample. Pearson correlation coefficients were processed between each item, the field to which it belongs and the scale as a whole. Table (1) illustrates that.

Table 1: correlation coefficients between the fields' items of the historical thinking scale and the scale as a whole.

Item #	historical and temporal chronology		historical understanding and comprehension	
	Correlation with the same field	correlation with the scale as a whole	Correlation with the same field	correlation with the scale as a whole
1	**0.426	**0.313	**0.841	**0.654
2	**0.551	**0.345	0.721**	0.696**
3	**0.534	**0.527	**0.632	**0.565
4	**0.577	**0.556	**0.611	**0.55
5	**0.621	**0.612	**0.741	**0.663

Item #	historical analysis and interpretation		historical research	
1	**0.426	**0.313	**0.632	**0.565
2	**0.551	**0.345	**0.611	**0.55
3	**0.534	**0.527	**0.741	**0.663
4	**0.577	**0.556	**0.577	**0.556
5	**0.621	**0.612	**0.671	**0.613

*Note.* Correlation coefficients acceptable and significant at sig. ( $\alpha \leq 0.05$ )

Table (1) shows that the correlation coefficients between the items and the fields of the historical thinking scale are greater than (0.40), and the correlation coefficients with the scale as a whole is more than (0.30); all items are statistically significant at sig. ( $\alpha \leq 0.05$ ). This indicates a strong correlation factor for the items and their fields with the scale as a whole, which are acceptable for applying the study.

### 2.1.2 Reliability of the Study Instrument

The reliability coefficient has been applied through the internal consistency method according to Cronbach's alpha for the sample of 30 students by (0.71-0.88) for the scale fields and (0.86) for the scale as a whole; such values are suitable for the application of the study. Table (2) shows the internal consistency factor for each field and for the scale as a whole.

Table 2: Internal consistency reliability coefficient (Cronbach's alpha) for each field of the historical thinking scale

#	Field	Number of items	Reliability coefficient
1	Historical and temporal chronology	5	0.76
2	Historical understanding and comprehension	5	0.71
3	Historical analysis and interpretation	5	0.72

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4	Historical research	5	0.88
	Total	20	0.86

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Table (2) shows that the Cronbach's alpha coefficients for the fields of the historical thought ranged from (0.71 – 0.88); the highest was for the "historical research" while the lowest field was "historical understanding and comprehension" and the Cronbach's alpha coefficient for the historical thinking scale as a whole was (0.86); all the reliability coefficients were acceptable for the study purposes.

### *2.2 Study Procedures*

To achieve the objectives of the study, which was based on the quasi-experimental curriculum, the members of the experimental group were taught in accordance with the following procedures:

-The researchers have prepared a daily plan for each class/lesson, which included implementing lessons in accordance with the steps of the imaginative learning strategy.

-training teachers on how to implement lessons according to the imaginative learning strategy.

-The content of the study unit (third unit) was implemented through (15) classes, according to the plans already prepared by researchers.

- The implementation process of units ended with applying the study tool which is represented by the historical thinking scale.

- As for the members of the control group, they were taught through the traditional method which usually depended on preservation and reception.

### *Statistical Processors:*

The data was processed through the SPSS to answer the question of the study by the following statistical methods: Pearson Correlation and means to calculate the values of the means of the sample answers on the tool items.

### III. Results and Discussion

The study sought to answer the following main question:

Results related to the study question: what is the impact of history teaching through the imaginative learning strategy in developing the historical thinking skills of the tenth grade students in Jordan?

To answer this question, the researcher extracted the means and standard deviations of the grades of the two study groups regarding the dimensions of the pre and post historical thinking test as a whole according to the teaching method (imaginative, regular) in addition to the MANCOVA on the sub-dimensions of the historical thinking and MANCOVA on the historical thinking as a whole. Here are the results:

Table 3: Means and pre and post standard deviations for the performance of the study sample in the control and experimental groups on the scale of the historical thinking skills as a whole according to the variable of the teaching method.

group	method of teaching	historical thinking skills	pre-scale		Post-scale		Adjusted mean	standard error
			M.	Stan. Dev.	M.	Stan. Dev.		
Control	Regular	Historical and temporal chronology	1.36	0.41	1.72	0.38	1.71	0.06
		historical understanding and	1.47	0.37	1.41	0.29	1.42	0.06
		comprehension historical analysis and interpretation	1.48	0.49	1.54	0.38	1.52	0.07
		historical research	1.53	0.48	1.40	0.24	1.40	0.05
		Historical thinking as a whole	1.46	0.19	1.52	0.13	1.51	0.03
Experimental	Imaginative learning	Historical and temporal chronology	1.70	0.37	2.82	0.32	2.83	0.06
		historical understanding and	1.43	0.35	2.66	0.38	2.66	0.06
		comprehension historical analysis and interpretation	1.59	0.38	2.76	0.35	2.78	0.07
		Historical research	1.44	0.42	2.70	0.30	2.70	0.05
		Historical thinking as a whole	1.54	0.18	2.74	0.17	2.74	0.03

*Note.* M: mean. Stan. Dev.: standard deviation



Table (3) shows that there are virtual differences between the mean grades of the tenth grade students on the dimensions of the historical thinking scale in the experimental and control groups. To reveal the significance of the differences between these means, MANCOVA was used for the post means of the grades on the post dimensions of the historical thinking, considering that the pre- grades of students make a common variable. Table (4) shows the results of this analysis.

Table 4: Results of (MANCOVA) on the post means of the students' scores on the field of the historical thinking scale

Source	Field	total squares	freedom degrees	mean squares	sum of squares	sig	partial eta square
group	Historical and temporal chronology	18.13	1	18.13	149.34	0.00	0.72
	historical understanding and comprehension	22.00	1	22.00	193.96	0.00	0.77
	historical analysis and interpretation	22.81	1	22.81	179.19	0.00	0.76
	historical research	23.95	1	23.95	318.96	0.00	0.85
pre-scale	Historical and temporal chronology	0.19	1	0.19	1.61	0.21	0.03
	historical understanding and comprehension	0.02	1	0.02	0.20	0.66	0.00
	historical analysis and interpretation	0.55	1	0.55	4.32	0.04	0.07
	historical research	0.02	1	0.02	0.26	0.61	0.00
error	Historical and temporal chronology	6.92	57	0.12			
	historical understanding and	6.46	57	0.11			

Source	Field	total squares	t freedom degrees	f mean squares	sig	ta square
	comprehension					
	historical analysis and interpretation	7.25	57	0.13		
	historical research	4.28	57	0.08		
	Historical and temporal chronology	334.44	60			
	historical understanding and comprehension	278.68	60			
total	historical analysis and interpretation	307.48	60			
	historical research	281.80	60			
	Historical and temporal chronology	25.27	59			
	historical understanding and comprehension	29.80	59			
Correcte d total	historical analysis and interpretation	30.13	59			
	historical research	29.65	59			

*Note.* Sig is statistically significant

Table (4) shows that all the (F) values related to the historical thinking skills among the tenth grade students were statistically significant at sig. ( $\alpha = 0.05$ ), which indicates the presence of statistically significant differences between the post scores of the control and experimental groups in favor of the experimental group, which adopted the imaginative learning strategy in studying; the post means of the experimental group were higher

than those of the control group. Further, ANCOVA was used on the post means of the students' scores on the thinking test as a whole, considering the pre scores of students as a common variable. Table 5 shows the results of this analysis

Table 5: Results of (ANCOVA) for the scores of the study sample on the post-test of historical thinking

Variance source	total squares	freedom degrees	mean squares	F	sig	Eta square
Teaching method (adjusted)	21.66	1	21.66	965.83	0.00	0.94
Pre-scale (covariance)	0.05	1	0.05	2.21	0.14	0.04
Error	1.28	57	0.02			
Total	294.90	60				
Corrected total	23.53	59				

Table (5) shows that the value of (F) related to the historical thinking test as a whole among the tenth grade students was (965.83) that is statistically significant at sig. ( $\alpha= 0.05$ ), which indicates the presence of statistically significant differences among the post scores of the control and experimental groups. When reviewing the mean, the results showed that the differences were in favor of the experimental group, which adopted the imaginative learning strategy in studying; the post means of the experimental group were higher than those of the control group that the mean of the experimental group was (2.74), while it was (1.52) for the control group. To find the effect size of the teaching method variable, ETA Square was found to be (0.94) by about (94%) of the variance in the performance of the students in the study sample on the post scale of the historical thinking according to the level of the teaching method and the residual (6%) was due to unexplained factors.

The researchers attributed this result to the fact that the members of the experimental group who adopted the imaginative learning strategy have been exposed to many educational attitudes, and the image perceptions that have helped enable them to instill the historical information through meditation and observation, thereby enhancing their ability to understand and analyze the sequence of historical events and identify their elements and

components; this reflected in increasing their ability to analyze historical events, and discover the chronological and historical sequence that is visually present.

It seems that using the imaginative learning strategy in history teaching have contributed to the development of varied cognitive frameworks through explaining history events; this made them more able to distinguish strong and weak interpretations, more familiar with historical stages and their analysis and meditation events, ideas, and awareness of the importance of change in a rational way, whether through speech or writing; this reflected positively on their performance on the scale of historical thinking.

The researchers believe that using the imaginative learning strategy has contributed to solving the fundamental problem of teaching history by using the regular method that focuses on the preservation and retrieval of information, usually leading to poor student participation in the educational process and growth of negative trends towards the study material. In contrast, using the imaginative learning strategy contributed in presenting the material in a positive way that helped develop the different mental skills of students, foremost the skills of historical thinking. The researchers believe that using this strategy in history teaching has contributed to the creation of an atmosphere of positivity and pleasure which has paved the development of historical thinking skills.

In addition, this result can be attributed to the fact that using the imaginative learning strategy has strengthened the student's confidence in the role he sees in himself and his idea of his abilities, potential in the educational process, the teacher and his teaching method, and the environment in which learning and education take place; the student during the implementation of the strategy plays the role of the facilitator of learning and thinking which makes the learning environment suitable for learning processes and ready for the development of historical thinking skills.

The results of this study are consistent with the results of (Arwan, 2010) which indicated that the students who studied history with imaginative learning improved their understanding of historical events to a greater degree than students who studied in the usual way.

The results of this study were also consistent with (Al-Jedi, 2014) which showed statistically significant differences between the mean scores of the study members on the historical thinking test in favor of the students of the experimental group; this indicates the impact of the experimental program in developing the historical thinking skills of students .

#### **IV. Recommendations and Suggestions**

Based on the results of the study, the researchers recommended the following:

1. The need to use modern strategies in teaching history for the tenth grade students in general, and the use of imaginative education in particular because it works on increasing students' ability to acquire historical concepts, and it is suitable to the student's age which leads to the possibility of achieving the desired goals of teaching history.
2. Holding training courses for the teaching staff in the Ministry of Education to educate them of the teaching methods and the modern methods used in teaching without mere dependence on the regular teaching methods that rely on memorization.
3. Increasing the classroom time for the tenth grade in line with the modern teaching strategies that are concerned with the quality not the quantity.
4. Providing classrooms and equipment necessary to help teachers in teaching in accordance with the method that suits them.
5. Conducting similar studies in the imaginative learning, and other variables other than the historical thinking such as the development of creative thinking, increasing motivation, and academic achievement.

#### **V. Study Conclusion**

The study aimed to illustrate the impact of teaching history through imaginative learning strategy in developing the historical thinking among 10th graders in Jordan. The researchers prepared a reliable and valid scale for measuring the historical thinking skills among students. The findings showed that there were statistical significant differences in favor of the experimental group which used the imaginative learning strategy. Educators should realize the impact of the imaginative learning strategy on developing historical thinking skills among students and they should prepare teachers, curriculum, and environment which help and reinforce using imaginative learning strategy.

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