

## **Abstract**

### **Title of the Study: The Effectiveness of the Dual Situations-Based Model in Correcting Misconceptions of Historical Concepts and Developing Decision Making Skills of First Year Prep Students**

The problem of the current study is students' misunderstanding of historical concepts, and weak decision making skills. The current study aimed at investigating the effectiveness of the dual situations-based model in correcting first year prep students' misconceptions of historical concepts and developing their decision making skills. Results of the study showed that there are statistically significant differences between means of scores of the experimental and control groups in the post administration of the historical concepts and decision making tests, in favor of the experimental group. This indicates the effectiveness of the dual situations-based model in correcting first year prep students' misconceptions of historical concepts and developing their decision making skills. Recommendations of the study included :(1) the necessity of training social studies teachers in using the dual situations-based model in order to correct students misconceptions and to develop their various thinking skills, and (2) the importance of building up diagnostic tests that can be used to investigate students' misconceptions in different educational stages. Suggestions for further research included: (1) conducting a study for investigating the effectiveness of the dual situations-based model in teaching history in enhancing first cycle of basic education students' achievement and their attitudes towards the subject matter, (2) carrying out a study for finding out the effectiveness of the dual situations-based model in teaching history in correcting secondary stage students' misconceptions of historical concepts.

**Keywords: dual situations-based instructional model-misconceptions-historical concepts-decision making skills**