Fayoum University
Faculty of Education
Department of Curriculum and Methodology

The Effectiveness of Using Consensus Building Strategy in Teaching Psychology to Develop SuccessfulIntelligenceSkills and Future
Thinkingof Secondary
Stage Students

Submitted by

Amira Mahmoud Mohammed Semida

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Supervised by

Dr. AmalGomaa Abdel FattahDr.Abdallah Ibrahim Youssef

Assistant Professor ofCurriculum Assistant Professor of Curriculum
AndMethodology of PhilosophyAnd Methodology of Philosophy
and Sociologyand Sociology
Faculty of Education Faculty of Education
Fayoum UniversityFayoum University

Dr.Wessam Abdel Moty Mohammed

Lecturer in Educational Psychology
Faculty of Education – Fayoum University

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First: introduction of the research:

Today, we live in a life which is changing quickly in cultural, cognitive, social and economical fields. This led to the occurrence of a group of challenges that face our society and its individuals. Consequently, we have to pay attention to the individuals' interests and develop their skills to enable them face these challenges. Care should also be given to the choice of

experiences and information included in the academic curricula as they are important for the development of the society.

Allan Collins regards education as having bilateral objective: providing knowledge and necessary skills for applying this knowledge on new problems and situations. So, the educational institutions attempt to modify the student's behavior and develop his skills, abilities, and aptitude and to achieve the proper growth to his personality to enable him to understand himself, his feelings and develop his thinking.This means the necessity of developing the mental skills such as successful intelligence skills and future thinking and developing emotional and social skills. This can be achieved via good educational curricula including psychology curriculum.

Psychology is one of the humanities that investigates the psychological formation of human being in order to explore his motives in order to help him identify his life style, solve his problems and live happily.It is also one of the social sciences which is regarded as an important axis for the learners as it effects their life.It focuses on relations of the individual, his activities, and behaviors with the environment and resulting problems.Psychology is the study of behavior in order to understand it, explain, predict and control it.

The student studies psychology in the secondary stage and it is one of the subjects that achieve the aims of the general secondary school.Psychology presents social and psychological issues which have dimensions and relations.These need minds to interact and face. Psychology is not a subsidiary subject but a vital subject that aims at building the human mind.

Psychology study aims at providing secondary stage students with knowledge of the motives of behavior that help them understand their behaviors, attitudes, abilities, aptitudes and skills with the aim of guiding them towards the appropriate job for them. This also helps them acquire mental, emotional and behavioral skills that modify their behavior, accept themselves and form proper social and personal relations.

Education is paying attention to successful intelligence and its practical applications.it tries to mix the academic and future domains. The skills of successfull intelligence include creative and practical analysis skills to follow the progress of humanity.

The importance of successful intelligence skills lies in helping students acquire experience through a new information and make use of it in dealing with every day complicated problems. These skills also increase the students' abilities to manage themselves، tasks and others. They also enlarge the teaching outputs.

In fact that education, in general, didn't provide the individuals with abilities and skills that help them achieve success in their life, and communicate with society to benefit themselves and their society. It didn't provide individuals with competencies of success in their future life which is full of challenges and complexity.

In the light of knowledge explosion and technological development, information challenge increases the importance of teaching and learning thinking. Future thinking is an important part of an individuals' thinking. It characterizes the human being from the other creatures. It means forming new hypotheses, reaching new relations using available information, searching for solutions, modifying hypotheses, reforming hypotheses when needed, drawing suggested alternatives and stating results.

Developing future thinking of students helps them in specifying a future vision for their present. It also helps them build a future point of view about this present. It also helps in preparing the individuals to live in quickly changing world and urging them to learn. It encourages the individual to play an active role in his society and enhance mental abilities and psychological adaptation with environmental situations.

According to what was already presented, the researcher regards psychology as a rich environment to develop successful intelligence skills and future thinking skills of students.Psychology is the science that studies behavior in order to justify, predict and control it. These aims are basic skills of successful intelligence and future thinking.

In spite of the importance of developing successful intelligence skills and future thinking of secondary stage students, yet those pursuing the educational field find scarcity in the programs that provide students with tools and strategies that enable them to think in the future in an enlighted way and over their obstacles and problems in the future.

In spite of all what were mentioned about the nature of psychology and its importance in the life of secondary stage students and the relevance of its topics to their social and personal problems. Yet, teaching psychology doesn't achieve the required objectives. The reason is that lecturing is the predominant teaching method which focuses on memorization and repetition without learner's participation in the learning process.

According to what was shown, the researcher achnowledges that there is a deficiency in teaching psychology as the objectives of teaching psychology are not fulfilled using memorization, repetition and lecturing but by using strategies that make the students responsible in the learning situation and not a negative receptive and develop successful intelligence skills and future thinking

Because of the fact that psychology is full of abstract concepts that are memorized by the student without understanding, so strategies and modern teaching methods are needed to achieve the aims of psychology and focus on the positive role of the student. This encouraged the researcher to experiment with a new teaching strategy to improve teaching psychology.

One example of the recent strategies is consensus building. It is regarded as a metacognitive strategy that enables each member in the group to play an

active role in making final decisions related to issues and educational tasks that have been discussed to achieve the final solution agreed upon by all.

The importance of consensus building strategy is in providing acceptable solutions by all people through their participation. The strategy is cooperative and respects work and participation of responsibility. It aims at achieving a shared goal as the final solution that satisfies all members

So, the researcher tried in the research to relate results of previous studies and new trends in teaching psychology in terms of using new teaching strategies in psychology and developing successful intelligence skills and future thinking of secondary stage students.

Second: The research problem and its questions:

The problem of this research was represented in: the low of level Successful Intelligence and Future Thinking Skills of Secondary Stage Students due to the use of traditional Teaching methods in Teaching Psychology that changed it to mere disconnected information and facts. Hence, there was a need to search for new teaching strategies and to use and measure their offect on the development of secondary school students' successful intelligence and future thinking skills.

So this research tries to answer the following main question:
What is the effectiveness of using consensus-building strategy in teaching psychology in developing secondary school students' successful intelligence skills and future thinking?

This question can be branched out into the following sub-questions:
1- What are the successful intelligence skills suitable for secondary school students?
2- What are the appropriate future thinking skills for secondary school students?
3- What is the form of the "cognitive processes" unit that are planned for second year-of secondary stage after being redrafted in the light of the consensus-building strategy?
4- What is the effectiveness of using consensus-building strategy in teaching psychology in developing successful intelligence skills of secondary school students?
5- What is the effectiveness of using consensus-building strategy in teaching psychology on developing future thinking of secondary school students?
6- What is the relationship between developing successful intelligence skills and future thinking among secondary school students?

Third: research limitations:
This research is limited to:
1- A sample of the students at the second year of Om el momeneen and Aisha Hassanein secondary schools for girls
2- Second academic term (2016 /2017)

3-   The Unit of "cognitive processes" included in the psychology book that is scheduled for students in the second year.
4-   Some successful intelligence skills according to Sternberg model of successful intelligence skills.
5-   Some skills of future thinking.

Fourth: Research Tools:

This research tools were:
Treatment tools
1- List of future thinking skills.
2- Teacher's Guide.
Measuring Tools
1. The successful intelligence skills test(Prepared by the researcher)
2 - The future thinking test. (Prepared by the researcher)

Fifth: purpose of the research:

This research aimed at:
1- Identifying successful intelligence skills suitable for secondary school students
2 – Identifying future thinking skills suitable for secondary school students
3- Investigating the effectiveness of using consensus-building strategy in teaching psychology in developing successful intelligence skills of secondary school students
4- Investigating the effectiveness of using consensus-building strategy in teaching psychology in developing future thinking of secondary school students

5 – Identifying the relationship between the development of successful intelligence skills and future thinking of secondary school students through the use of consensus - building strategy in teaching psychology

Sixth: significance of the research:

Thisresearch may help in:
1-   Developing secondary school students' successful intelligence and future thinking skills using a consensus-building strategy.
2-   Providing a procedural model of how to use the consensus-building strategy in the field of teaching psychology.
3-   Providing psychology teachers with some new strategies and teaching methods that help in achieving some of the objectives of the subject and the development of their teaching methods.
4-   Helping curriculum designers and developers to integrate some successful intelligence and future thinking skills in the curriculum.
5-   Helping those who plan the psychology curriculum to design it in the light of some new teaching strategies.
6-   Providing evaluators with a test to measure the skills of successful intelligence and a test to measure the skills of future thinking among secondary school students.

Seventh: Research Methodology:

This research used the following two approaches:
1-   **the descriptive approach**: it was used in the theoretical framework and in the construction of research tools.
2-   **The Experimental approach:** It was used in conducting the research experiment. The experimental design of the research included two groups: an experimental group who studied the cognitive processes unit using the consensus-building strategy and the control group who studied the same unit in the traditional way.

Eighth: Research hypotheses:

This research attempted to test the following hypotheses:
1- There are statistically significant differences between the mean scores of the experimental and control groups in the post implementation of the successful intelligence skills test in favor of the experimental group.
2- There are statistically significant differences between the mean scores of the experimental group in the pre and post implementation of the successful intelligence skills testin favor of the post implementation.
3- There are statistically significant differences between the mean scores of the experimental and control groups in the post application of the future thinking skillsin favor of the experimental group.
4- There are statistically significant differences between the mean scores of the experimental group students in the pre and post application of the future thinking testin favor of the post application.
5- There is a significant positive correlation between the scores of the students of the experimental group in the post application of the successful intelligence skills test and the future thinking test.

Ninth: Research Procedures:

This research was conducted according to the following procedures:
1-   Reviewing previous studies and research related to:
a) new trends of teaching psychology
b) a consensus-building strategy;
c) Successful intelligence.
d) Future thinking.
2-   Preparing an initial list of appropriate future thinking skills to secondary school students and giving them to a group of jury members to determine their suitability and the final list.
3-   Reformulating the "Cognitive Processes" unit in the light of the consensus-building strategy.
4-   Preparing the teacher's guide that includes procedures of teaching this unit that was prepared by using the consensus-building strategy.
5-   Preparing the successful intelligence skills test giving it to a group of jury members to determine its validity for the application.
6-   Preparing the future thinking test and giving it to a group of jury members to determine its validity for the application.
7-   Finding out validity and reliability of the two tests.

8-   Selecting the study participants (a group of second year secondary students at different secondary schools in Fayoum).

9-   Applying the successful intelligence skills test and that of futuristic thinking to the experimental and control groups prior to the experiment and then analyzing data statistically.

10-   Teaching the "cognitive processes unit" to the experimental group using the consensus building strategy and to the control group using the traditional methods.

11-   Applying the successful intelligence skills test and that of future thinking to the experimental and control groups post to the experiment and then analyzing data statistically.

12-   Analyzing data statistically.

13-   Discussing and explaining the results of the research.

14-   Giving recommendations and suggestions or further research.

tenth :Results of the study:

1-   There are statistically significant differences between means of scores of the experimental and control groups in the post application of the successful intelligence skills test as a whole and in its sub-skills (analysis- creative intelligence- practical intelligence) at (0.01) level, in favor of the experimental group. This indicates that the experimental group outperformed the control one in their use of successful intelligence skills due to the use of consensus building strategy.

2-   There are statistically significant differences between means of scores of the experimental group in the pre and post application of the successful intelligence skills test as a whole and in its sub-skills (analysis- creative intelligence- practical intelligence) at (0.01) level, in favor of the post application.

3-   There are statistically significant differences between means of scores of the experimental and control groups in the post application of the future thinking skills test as a whole and in its sub-skills (building mental images about psychological and social concepts – prediction of future psychological and social problems- solving psychological and social problems based on a future vision) at (0.01) level, in favor of the experimental group.

4-   There are statistically significant differences between means of scores of the experimental group in the pre and post application of the future thinking skills test as a whole and in its sub-skills (building mental images about psychological and social concepts – prediction of future psychological and social problems- solving psychological and social problems based on a future vision) at (0.01) level, in favor of the post application.

5-   There is apositive statistically significant relationship between the study sample's scores in the successful intelligence and future thinking skills tests at (0.01) level. This means that improvement in students' use of successful intelligence skills leads to an improvement in their use of future thinking skills.

Eleven:Recommendations

1-   Educators and curriculum designers should provide guides for psychology and sociology teachers including appropriate teaching strategies.

2-   Reformulating psychology and sociology syllabi introduced to second year secondary students in light of the consensus building strategy.

3-   Encouraging psychology teachers to use consensus building strategy as it helps develop students' successful intelligence and future thinking.

4-   Emphasizing the importance of developing successful intelligence skills and helping students acquire them.

5-   Taking into consideration the importance of developing future thinking skills of secondary stage and university students.

6-   Giving students the chance to participate in dialogue and give their opinions in the classroom while teaching psychology because this will help them develop their practical intelligence.

7-   Focusing on the instructional activities that encourage students to participate.

8-   Designing a program for in service teachers for training them on using consensus building strategy.

9-   Making a balance between the analytical, creative, and practical skills while teaching and trying not to concentrate on analytical skills only.

twelve:Suggestions for further research

1-   The effect of using consensus building strategy in teaching psychology on developing social intelligence and critical thinking skills of psychology section student teachers at the Faculty of Education.

2-   The effect of using consensus building strategy in teaching psychology on developing practical intelligence and group thinking skills of psychology section student teachers at the Faculty of Education.

3-   A suggested unit in psychology based on successful intelligence theory for developing wisdom skills and positive thinking of psychology section student

teachers at the Faculty of Education.

4-   Developing curricula of psychology on secondary stage in the light of theory of successful intelligence

5-   A suggested program in psychology based on creative intelligence skills for developing generative thinking skills of psychology section student teachers at the Faculty of Education.

6-   A suggested program in psychology based on Practical Intelligence skillsTo improve perceived self-efficacy of psychology section student teachers at the Faculty of Education.

7-   Using modern teaching a pproaches and strategies for the developing of successful intelligence skills and future thinking.