Permanency of the Knowledge with Traditional, Visual and Experimental Teaching Methods in Technology Education

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Nowadays, in education various teaching and learning methods in different environments are applied. With new technological opportunities, teaching and learning process are becoming more efficient. It is known that technology education has a positive impact on the education. But, this positive effect sometimes does not support the education enough to prefer it. In this work, after teaching Thevenin Theorem by three different methods, traditional, visual and experimental, the remembering levels of students was tested six times within six months. Pre-test and last-test were applied before and after teaching in order to be sure about equality of their knowledge level on the learned subject. According to the results there were no significant differences found. Then, six tests in six moths, one test in a month, were applied to those students to compare the remembering levels of the students who were taught the subject by three different methods. Obtained data were processed by SPSS, the results were discussed and new suggestions were made.

1. Introduction

The educators suggest various methods for realization of learning. However, the other subject as much important as learning is that the learned knowledge should form a meaningful learning by being integrated with the individual and its permanency within time should be increased. The instructor should realize the meaningful learning process to increase the remembering of the knowledge. In meaningful learning process, the individual compares his/her recently obtained knowledge to his/her pre-knowledge and extends the form he/she has or establishes new forms. For this reason, the educators who defense the meaningful learning consider to teach the concepts and principles that assist formation of the basic forms in individuals and to present the knowledge by teaching in conformity to the pre-knowledge of the individual. (Erden & Akman, 1997)