

The Effect of Learning Stations on the Level of Academic Success and Retention of Elementary School Students

Abstract

This study's purpose is to determine the effectiveness of the use of learning station on the level of academic success and retention level in science and technology education. In the study, "pre-test post-test design with control group" was used. Two fifth-grade classes at a Turkish elementary school were included in the research. In the experimental group were used learning stations, whereas in the control group conventional teaching methods were used. t-test analyzed whether there was any significant difference between them. The experimental group was more successful than the control group students. Learning stations should be used to enrich the teaching activities of students.

Key words: *learning stations, science and technology education.*

Introduction

The constructivist approach encourages students to confront real world problems which are within their everyday experience and presents students with opportunities to construct new knowledge based on their prior knowledge (Fosnot,1996; von Glasersfeld, 1991; Zhao,2003; Yager, 1991). The new target of education is to encourage, to develop a learner who knows how and where to use knowledge, and who knows his/her own learning styles and, by using them effectively, is able to benefit from his/her previous knowledge and produce new knowledge or things. To reach this target, the constructivist approach has played an important role (Abbott,