EFFECT SMART EFFECTIVENESS OF SCHOOLS THE CREATIVITY AND SPEED OF LEARNING FIFTH GRADE GIRLS IN SCIENCE CLASS 2013-2014 YEARS OF MARVDASHT

POUR S[1], AFSHA J[2*] AND TAHERI AM[3]

1: M.A student of Behavioral Sciences (Preschool Education), Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

2: Department ofEducational Sciences, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

3: Department of Educational Sciences, Shiraz Branch, Islamic Azad University, Shiraz, Iran

ABSTRACT

The aim of the present study Intelligent explains the impact of school the creativity and speed of learning. The purpose of this study, functional And the method of data collection was semi-experimental. The study sample consists of 1083 the number of female students in fifth grade Marvdashtthat in 2013, were enrolled in 42 classes. Sampling was carried out using cluster the elementary school in Marvdasht No. 2 School, Fifth graders were selected from each school 1. To collect data from the Torrance Test of Creative Thinking to quickly learn the questionnaire it includes 20 questions were designed to teach science. For data analysis, descriptive statistics of mean and ...And inferential statistics, one-way analysis of covariance and multivariate analysis of covariance was used Results of the study showed Students who are creative and intelligent method of training schools (experimental group) Compared with those of conventional training (control group)The better the performance. And compare the speed of learning is the smart way for students who are training schools Students learn about the traditional method of high performance are.

Keywords: Smart Schools, Creativity, Speed of Learning, Science

INTRODUCTION

Education reform is the emergence of powerful information and communication technology and the need to learn the knowledge of them, most of the education system, including teachers, learning and the radius of the world. So education is a summary of the development of new technologies has started. Discover the most pleasant place of creation, man has constantly sought discovery does not stand still. Smart schools making big discoveries in the field of space science is. Creativity can find the most beautiful and most wonderful human character. Dynamism and creativity of its people depend on the survival of civilization and culture, and the fact that history has proven time and again. **[7]** Since students as an essential component of the educational system of the country, a special role in achieving educational goals are Due to this stratum of society in terms of education and training, further education and training of fertility and prosperity of the cause. And despite the use of information technology, students will be able to absorb more information in less time. And research projects in the field of information technology in learning, expressing the fact that the arrival of this technology in the field of education, motivation in learning has increased the

overall efficiency of the education system and, Education on the progress Experts are trying to find ways to advance education and educational content more quickly learn that they can deliver to teenagers. Because science is developing day by day. Smart School of the major achievements in the development of information technology education programs The beneficial effects not only on the learning environment impact its results will have their But a new development environment with real Inexperienced students and tomorrow they will be smart schools can be an effective step towards fundamental transformation of our education system. (**Smart style of Schools, 2012**). With the development of science and technology and the emergence of new theories of learning, a new approach toward science and science teaching methods have been proposed **[15]**. In other words, innovation means more or less a phenomenon and reshaping, and combining it with other phenomena, objects and things are **[6]**. Smart School, an educational institution in the learning process and improve the management system to systematically reconstruct to prepare children for the Information Age **[14]**. The smart school teachers learn alongside students and instead provide a way of teaching, the role of

facilitator in the learning and teaching of students will be assigned [1]. [9], in his study of high school is a significant association between the use of information and communication technology and the level of academic success and allied countries. The results [3] also shows the old between academic achievement and teaching with information and communication technologies, there is a significant correlation. The results [2], suggests that the performance of students trained by a computer to dramatically improve the performance of students was trained in the traditional way.

METHODS

Because this study group consisted of students from a class without modifying the control and experimental groups are therefore of quasi-experiments have been used.

In this study, participants are put into groups as follows

Control group with pretest and posttest

Group testing with pre-test and post-test

Statistical Society

The population in this study consisted of all fifth grade female students of Marvdasht is

making who are studying in the school year 93-92. The population of 1083 persons, of whom 70 students are girls.

Sample and Sampling Procedure

The sample consisted of 70 fifth grade students are who were randomly selected In the case of the first two schools were randomly selected from the entire school A class from each school were selected It includes two classes that 1 class with 35 students And another class in another class were the same number. To conduct the study, both control and experimental classes from two different schools in the pre-test and post-test are compared.

Data Collection

Fifth grade students to explore creative imaging test used Torrance.

Methods of Data Analysis

To analyze the data obtained in this study using SPSS software using descriptive and inferential statistics were used. Descriptive statistics were used in and out. And inferential statistics for the hypotheses in the one-way Analysis of covariance and multivariate analysis of covariance was used.

RESULTS

Table 1: Mean and standard deviation of innovative pretest and posttest between the two groups

Witness		Experiment		Group	Variable
Post test	Pre test	Post test	Pre test	Stage	
65/06	58/71	89/31	69/09	Mean	Expansion
18/52	18/08	13/45	13/18	Standard deviation	
38/71	25/49	47/31	34/23	Mean	Innovations
13/17	11/37	9/90	10/08	Standard deviation	
9/66	7/31	14/20	8/34	Mean	Flexibility

1/61	1/64	9/48	1/49	Standard deviation	
19/91	13/74	23/11	17	Mean	Sialic
3/20	4/55	9/48	4/03	Standard deviation	
133/34	105/26	173/94	128/66	Mean	The creativity
28/90	31/86	19/38	21/96	Standard deviation	

Table 2: Mean and standard deviation of pre-test and post-test groups variable learning rate

Witness		Experiment		Group	Variable
Post test	Pre test	Post test	Pre test	Stage	
12/39	10/66	13/80	10/63	Mean	Science Learning Speed
3/63	3/36	2/85	2/01	Standard deviation	

Table 3: ANCOVA to examine the effects of schools on student creativity smart

Chi Eta	Significance Level	F	Mean square	Degrees of freedom	Sum of squares	Sources of Change
0/79	0/001	248/87	37251/06	1	37251/06	Pre test
0/35	0/001	35/73	5347/62	1	5347/62	Group
			149/68	67	10028/71	Error
				70	1728555	Total

Table 4: Univar ate analysis of covariance to determine the effectiveness of school based intelligent components of creativity

Chi Eta	Significance Level	F	Mean square	Degrees of freedom	Sum of squares	Sources of Change	
0/47	0/001	56/88	2731/66	1	2731/66	After extended testing	Group
0/01	NS	0/04	1/67	1	1/67	After testing initiative	
0/18	0/001	12/38	559/62	1	559/62	After bending test	
0/04	NS	0/28	2/02	1	2/02	The test fluid	

Table 5: Mean and standard deviation of the learning speed between the two groups in the pretest and posttest

Control		Experiment		Group
Post test	Pre test	Post test	Pre test	Stage
12/39	10/66	13/80	10/64	Mean
3/63	12/39	2/85	2/01	Standard deviation

DISCUSSION AND CONCLUSION

The first hypothesis of the study were that smart girls fifth grade elementary school influences on student creativity, based on the findings, we conclude that the creativity of students in the experimental group and the control group there were significant differences. Creativity is also seen students who were trained in the school of smart, creative students who were trained in normal schools, and suppose further education based on information technology, making it possible for students to If you think of it as active and innovative ideas in common use [17]. So we can say the smart way of fifth grade elementary school students to creativity is effective Because based on the results that are compatible with the Smart Scholars school of students had a positive effect on creativity. The reason is that in this way the course material for students to express themselves and others you learned how to use information technology issues and resolve them. Smart schools are teaching students. main axis with two-way communication and timely guidance and using tools and

equipment important and effective role The development of creativity and reflection matter of learning to play NB students, teachers should provide students with the necessary and sufficient conditions Smart Schools are the basic steps involved are discussed in the second chapter. Students should become comfortable in an environment where they can take advantage of the possibilities and think twice. In this way, the students are faced with uncertainties are based learning they will foster creativity and learn the material expression of information technology use. Can foster creativity as the most important goals of education and the national curriculum document is a fundamental transformation steps are a great This is where it can also lead to deeper learning and lifelong education students, and even the loss of the Undesirable consequences for students - families and societies to prevent the results show that the smart schools over traditional schools on the creative influence.

The first hypothesis was based on univariate analysis of covariance to determine the effect of schools on the elements of creative intelligent intervention independent variable (smart building schools) in the fluid component of the initiative, there was no significant difference between groups This

difference is due to the extreme sensitivity of administrators and teachers that the researcher maintain smart devices and allow teachers to give students Full and intelligent features of the permanent school knows. The savings and care for smart devices in their schools eliminate Smart School initiative and fluid than in ordinary schools. After considering research [4] conclude intelligent building schools, loss of initiative in the students. And intelligent building (stretch and bend) in the smart school than students in schools that traditionally have been trained It was the most significant. The results of this hypothesis, [17], [7], this corresponds.Research and [4] is not consistent.The second hypothesis of the study were that smart fifth grade elementary school students affect the learning speed,According to the findings (analysis of covariance), we conclude that the learning rate of the experimental group and the control group there was a significant difference.Also observed that students who learn quickly the speed of learning in smart schools trained students who were trained in schools is And assumptions based on information technology training, allowing students to examples they can absorb more information in a shorter time. [13].

The results of the second hypothesis: According to the results of the statistical

analysis, we can say that smart schools on student learning speed in fifth grade science class had an effect. Based on the findings, we conclude that the scores of female students in the fifth grade science class learning speed test group and the control group was significantly different. A team scores a smart way of training schools and normal schools saw a group that traditionally trained after the schools were significantly more intelligent way to quickly learn the fifth grade girls were more effective than traditional methods.The researcher assumed that the results of this study confirm the results of the study: **[12, 5, 10, 8, 2],** is consistent. This process could be due to the participation of students in discovering the concepts and subjects that Teachers in their teaching of information technology is used. Therefore, the teachers try to teach intelligent methods in their classrooms;As a result, students will benefit more from the process and speed of learning.

ACKNOWLEDGMENT

REFERENCES

[1] Bakan, Tayebeh, Masoud Boromand Nasab, Nasser SerajKhorrami (2012) Feasibility study of smart schools in the city Andimeshk

[2] Baroo, L., Markman, L. & Rouse , C . E . (2009). Technology: The educational benefits of computer – aided instruction, American Economic Journal .

[3] Deryakulu, D., Buyukozturk, S. & Ozcinar, H. (2010) .Predictors of academic achievement of student ICT teachers with different learning styles International .

[4] Fatemi,M., Hamidi, F. & Rahimi, M. (2011). The comparative effect of computer-aided instruction and traditional teaching on student's creativity in math classes .Procedia Computer Science, 3, 266-270.

[5] Gheshmi, Mohmmad. (2009) "Comparison of Computer-based learning, traditional education on student learning a few basic courses in mathematics in the region 8-Thesis, Arak University.

[6] Hosseini, AfzalAlsadat. (2009) what is creativity and how can the creative class? In Conference of the National Curriculum. Tehran: Institute for

Research and Education Planning, Ministry of Education.

[7] Kosary, Mehdi, (2011), Intelligent impact of schools on student achievement and creativity fifth grade boys Marvdasht city, MS Thesis, Marvdasht University.

[8] MojdehAvar, Fariba. (2006), "The impact of computer-aided mathematics teaching and learning mathematics attitude female students in the second year of high school mathematics Hashtgerd" MS Thesis, TarbiatMoallem University of Tehran.

[9] Sattari, Sadr al-Din MohammadiParvin2011 review about the use of information technology and the success of high school students Journal of Educational Technology, Information and Communication in the first year (4):

[10] Shabestary, A., Attaran, M. (2006), the software utilizes teaching high school physics and its effects on academic achievement and engage students in the class. MS Thesis, TarbiatMoallem University of Tehran.

[11] Smart style school building (2012), Center for Statistics and Information Technology and Communications, Ministry of Education.

[12] Soleyman Pour,Javad, Khalkhali, Ali and Fallah, Leyla (2010), The impact of information and communication technology-based teaching methodology in creating sustainable learning eighth grade science class, Journal of Information and Communication Technologies in Education Course (1V2).

[13] Soleymani, Amaneh, Application of Information Technology in Learning and Teaching, (2003).

[14] ShoariNejad, Ali Akbar, (1998), Philosophy of Education, published by Amir Kabir

[15] Shabani, H. (2007), advanced teaching methods, Tehran: Samt

[16] Tabary, Esabat, (2000), Comparison of the effects of active teaching methods to enhance the creativity of fourth grade students in the province. Master's thesis.

[17] Tavangar, Homa, (2013) The impact of schools on creative intelligence and academic performance of elementary school students in District 1 Shiraz, MS Thesis, University Marvdasht.

[18] Wealthy, H. (2013) The impact of schools on creative intelligence and academic performance of elementary school students in District 1 Shiraz, MS Thesis, University Shiraz.