Evaluation of Primary School Experimental Science with Respect to Elements of Critical Thinking from Primary Teachers' Views

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Abstract
The aim of this study was to assess primary school experimental science teachers’ views on the basic elements of critical thinking in education is 2014-2013. The purpose of the study, applied for a description of how data collection survey. The study population consisted of 141 primary school teachers in the city seal, cadmium 2014-2013 school years using a stratified random sampling of 122 people were selected by Morgan. Instruments included a questionnaire and notes are. Validity was confirmed by experts and its reliability using Cronbach's alpha method 0.93 was calculated. The results show that three components-the components of such a study (evaluating evidence and testimony, judgment, analysis and evaluation) views teachers as medium components (reasoning, rational, asking questions) evaluated at the appropriate level. There is significant difference between teachers' views of gender among the components of the arguments and evaluate evidence and testimony but in other factors between male and female teachers and basic educational perspective, there was no significant difference between the mean scores of components according to Friedman test case.

Keywords: critical thinking, experimental science, elementary education

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