

## TABLE OF CONTENTS

	<b>Page</b>
SYNOPSIS	ii
<i>SINOPSIS</i>	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER I	
Statement of Problem	7
Purpose of the Study	9
Research Objectives	10
Research Questions	10
Rationale of the Study	11
Significance of the Study	14
Conceptual Framework	15
Research Questions and Methodology	19
Analysis of Factors Contributing the Success of Computer Based Activities in Classroom	20
Limitation and Delimitation	22
Definition of Terms	23
CHAPTER II	27
LITERATURE REVIEW	27
Theoretical Framework	29
Constructivism	29
Constructivism in Teaching Chemistry	33
Critical Thinking (Bloom's Taxonomy) in Chemistry	34
ICT Pedagogy	38
Factors Contributing to the Success of Computer-Based Activities in Classroom	39
Pedagogical Practice	40
Teachers' ICT Skills	42
Students' ICT Skills	44
ICT Infrastructure	44
Conceptual Model to Develop Pedagogical Model on Teaching Chemistry through Computer-Assisted Guided Inquiry Chemistry Instruction	45
Pedagogical Approaches	51
Nature of Chemistry	56
Pedagogical Model in Chemistry Teaching	58
Mind tools	61
Cooperative learning	63
Learning cycle	63

Role of ICT in Chemistry Instruction	65
Recent Research Relating to ICT in Chemistry Classes	68
ICT Use in teaching of Chemistry in Iran	70
Summary and Conclusion	73
CHAPTER III	74
RESEARCH DESIGN	74
Method	74
Observations and Interviews in Classroom	76
Sample	76
School Selection Procedure	80
Data Collection Procedures	81
Teacher Interviews	82
Observations	83
Students Interviews	84
Analyzing Process	85
Interviews with Principals and ICT Teams	86
Data Collection in the School Context and ICT	86
Implementation	
Principal Interviews	87
ICT Team Interviews	88
Modified Delphi Technique	89
Background of the Delphi Technique	90
Advantages of the Delphi Technique	92
Limitations of the Delphi Technique	93
Rationale for Selection of the Delphi Method	93
Qualifications of Panel Members Panel	94
Panel Size	95
Instrument Design and Implication	96
Data Analysis of Experts' Consensus	97
Summary of Data Collection and Analysis	98
Validity and Reliability	100
Ethics of Research	102
Summary of Research Methods	103
CHAPTER IV	105
FINDING AND ANALYSIS	105
Observations and Interviews in Classroom (Phase 1)	105
Computer lab and Access	106
Classroom Activity	106
Experiences of using Computer in Chemistry	107
Teaching	
Commentary on Observations and Interviews	109
Analysis of Classroom Observations	111
Conclusion	116
Interviews with Principals and ICT Teams (Phase 2)	118
Stories of Principal at the School	119
Commentary on Interviews with Principals	120

Analysis of Interviews with Principals	123
Conclusion	125
Stories of ICT Team in Schools	126
Commentary on Interviews of ICT Team	128
Analysis of Interviews with ICT Team Members	130
Conclusion	132
Modified Delphi Technique (Phase 3)	132
Data Result and Analysis	132
Descriptive Data of Round 1	134
Descriptive Data of Round 2	135
Analysis of Model Features by Category	149
Analysis of Participant Comments	155
Summary of Experts' Consensus on Pedagogical Model	156
Conclusions	157
Model of Computer-Assisted Guided Inquiry	159
Guided Inquiry	160
A Study of Students' Views Regarding Learning Using Computer	161
Students' Background	162
Conclusion	168
A Guide for Chemistry Teaching through Guided Inquiry of this Study: Lesson Unit: Rutherford Atomic Models - Gold Foil Experiment	169
CHAPTER V	172
SUMMARY, RECOMMENDATIONS, AND CONCLUSION	
Summary of Results	172
The Design Development Pedagogical Model for Chemistry 11	173
Developmental Process of Pedagogical Model at High School	174
Knowledge Domain of Chemistry: Teaching and Learning through Computer-Assisted Inquiry	175
Implications of Research Findings	177
Recommendations for Future Research	179
Conclusions	179
REFERENCES	181
APPENDICES	196

## LIST OF TABLES

<b>Table</b>		<b>Page</b>
1.1	Research Questions and Methodology	19
2.1	A Summary of Expository Teaching	53
2.2	A Summary of Task-Based Approach	55
2.3	A Summary of a Problem-Based Approach	56
2.4	A Summary of Pedagogical Model	59
3.1	Summary of Sample Data	79
3.2	The List of Semi-Structured Questions Used for the Interviews with Teachers	83
3.3	The List of Semi-Structured Questions Used for the Interviews with Students	85
3.4	Structure of the School	87
3.5	The List of Semi-Structured Questions Used for the Interviews with Principal	88
3.6	The List of Semi-Structured Questions Used for the Interviews with ICT Team	89
3.7	Summary of Delphi Process	99
3.8	A summary of the Methodology Used of this Study	104
4.1	Round two, Analysis of Expert's Consensus by Studying Description Indicators Technological, and Pedagogical Features	136
4.2	Range in Questionnaire 2	138
4.3	Round 3, Analysis of Expert's Consensus by Studying Description Indicators Pedagogical and Technological Features	144
4.4	Analysis of Means Scores among Round 2 and Round 3	146
4.5	Range in Questionnaire 3	147
4.6	Results for Technological Features	150
4.7	Results for Pedagogical Features	152
4.8	Students Views of Learning Chemistry with Computer Use	167
4.9	Lesson Plan	171

## LIST OF FIGURES

<b>Figure</b>		<b>Page</b>
1.1	Hypothesized Model Representation of the Framework for Conceptualizing and Analyzing Pedagogical Practices in School Settings	17
1.2	Hypothesized Model Representation of the Major Component of the Analysis and Development Phases	18
1.3	Research Design	21
2.1	Overview of Emerging Framework	39
2.2	Factors Affecting ICT Use in Chemistry Teaching in Schools	48
2.3	Diagrammatic Representation of the Framework for Conceptualizing and Analyzing A Pedagogical Model for Teaching Chemistry in School Settings	71
4.1	Round two, Consensuses on Strongly Agrees and no Opinion/Know	138
4.2	Round three, Consensuses on Strongly Agrees and Agrees	147
4.3	Round three, Consensuses on Least Agree,	148
4.4	A Comparison of Expert's Consensuses in Round 2 and Round 3	153
4.5	A Model of Guided Inquiry	170

## LIST OF APPENDICES

	<b>Page</b>
A Letter of Consent to Participate in this Study	196
B Examples of Observation by Video Tape in Classroom	198
C Examples of Students Interviews	205
D Teacher Interviews	215
E Principal Interviews	216
F ICT Team Interviews	217
G Experts Interviews	218
H Students Questionnaire	233