Abstract

This study aimed to detect the impact of using Electronic Project-based Learning Objects (EPBLOs) in teaching chemistry on seventh grade students’ achievement in schools of Ramallah in Palestine and to evaluate their use in teaching by teachers, students and parents. To achieve this goal, models of (EPBLOs) were developed, and a training material was designed to train a group of science teachers on the development and employment of (EPBLOs) in teaching chemistry to seventh grade students. The study sample consisted of 165 seventh grade students (male and female), this sample was divided into two groups; an experimental group that was taught chimestry using (EPBLOs) and a control group taught in a traditional way. Four tools were used: a pre-post test, and a questionnaire for students, interviews with some of the students, teachers and parents, and reflections of some students and teachers. Analysis of the pre-post test showed the presence of statistically significant differences between the control and experimental groups only in student achievement in the solving problems questions for the benefit of the experimental group. Analysis of the quantitative and qualitative data showed that teachers, students and parents evaluated the impact of (EPBLOs) on the students’ performance as highly positive with the presence of some challenges which require a series of changes. On the basis of the results and the challenges that have emerged during the research, the study recommended to adopt (EPBLOs) in teaching in consideration of the necessary preparatory procedures.