

THE EFFECTIVENESS OF INSTRUCTIONAL - LEARNING DESIGN ACCORDING TO GERLACH AND ELY'S MODEL IN ACQUIRING TIME CONCEPTS BY ELEVENTH GRADE STUDENTS IN THE SUBJECT OF HISTORY AND DEVELOPING THEIR HABITS OF MIND AND HISTORICAL EMPATHY

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***Abstract**_The research's aim is to identify the Effectiveness of Instructional-Learning Design according to Gerlach and Ely's Model in Acquiring Time Concepts by Eleventh Grade Students in the Subject of History and Developing their Habits of Mind and Historical Empathy. in this study three null hypotheses have been set.*

The researcher used the qualified groups design, experimental group studied according to Instructional-Learning Design (Gerlach and Ely's Model) and a control group studied according to traditional method. The research sample include (51) student from two high school.

The researcher prepared three tools: the first one is a test to acquire time concepts included (25) paragraph of Multiple Choice(MC), the second tool is a measure of habits of mind included (52) paragraph spread on(16) habit, and the tird one is a measure of historical empathy included (40) paragraph.

After, using the (t. test), the following results have been shown:

- 1. The students of experimental group, who were taught by using the design of instructional-learning according to Gerlach and Ely's model, got higher marks than those taught according to usual method in acquiring time concepts.*
- 2. The student of experimental group got higher marks than control group in habits of mind and historical empathy.*

***Keywords:** History, Gerlach and Ely's Model, Time Concepts, Brain Habits, Historical Empathy.*