

DESIGNING E-PORTFOLIO IN TEACHING CHEMISTRY AND MEASURING ITS EFFECT ON DEVELOPING REFLECTIVE THINKING SKILLS AMONG THE SECOND GRADERS OF SECONDARY STAGE

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***ABSTRACT_** The current study aimed to design an E-portfolio in teaching chemistry, and to measure its effect on developing the reflective thinking. The sample of the study consisted of (60) students, they were divided into two groups; experimental and control. The experimental group used E-portfolio whereas the control group studied using the traditional method. This study implemented the experimental research method with the semi-experimental design. To achieve the study objectives the following materials and tools were prepared; the e-portfolio and the reflective thinking test. The finding indicated that there were statistically significant differences at (0.01) level in the post application of the reflective thinking test for the experimental group. The finding also indicated that there was a large effect of functioning the E-portfolio on enhancing the reflective thinking. The study concluded by offering a group of recommendation and suggestion that related to utilizing the E-portfolio to teaching chemistry in the Learning environment.*

***KEYWORDS:** alternative evaluation, E-portfolio, reflective thinking, chemistry, E-Learning.*