

# **The Impact of Project-Based Learning of Geography on creative Thinking skills of First Secondary Students**

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## **Abstract**

The present study aimed at investigating the impact of learning geography by project-based learning method as compared to conventional teaching method on creative thinking of the first level secondary students. The sample of this study consisted of 192 students selected at random from four secondary schools located in the First District of Irbid. The study utilized a quasi experimental design approach forming two groups (81 students in the control group and 82 students in the experimental group). The results indicated significant differences among the two groups in favor of the experimental group on creative thinking skills. Moreover, significant differences were found for creative thinking skills due to gender in the favor of males. Furthermore, results indicated the presence of interaction between method of instruction and gender on the creativity test in favor of the male experimental students. The study ended by offering a number of theoretical and practical implications`.

**(Keywords:** Project-based learning, creative thinking skills, secondary students, and Geography)