

The Geographical literacy of Al-Quds University students and its relation to their imaginative thinking

Prepared by: Moyasar Taha Salah Al-Deen

Supervized by: Dr. GhasaanA.A. Sirhan

Abstract

The study aimed to identify the Geographical literacy of the students of Al-Quds University and its relation to their imaginative thinking. To achieve the objective of the study, the researcher Descriptive/Correlational approach. The study was based on a random sample of (250) students from Al-Quds University in the second semester of 2018/2019. The researcher used two tools which are the test of the Geographical literacy and a questionnaire of imaginative thinking. The study tools validity and stability were verified.

The results of the study indicate that the level of geographical literacy among the students of Al-Quds University came to a medium degree. The results also show that there are no differences in the level of geographical literacy among the students of Al-Quds University due to the gender variable, the college variable, and the Place of residence However, there are differences in the level of geographical literacy among the students of Al-Quds University due to the variable of the academic level, and the differences were in favor of the Master degree.

The results indicated that the level of imaginative thinking among the students of Al-Quds University came to a medium degree. Future imaginative thinking has the highest arithmetic average followed by heroic imaginative thinking then emotional imaginative thinking followed by imaginative and contemplative thinking and finally the supernatural imaginative thinking. It was found that there are no differences in the level of imaginary thinking among the students of Al-Quds University due to the gender variable, the college variable, the academic level variable, and the place of residence variable. The results also indicate that there is an inverse correlation between the level of geographical literacy and imaginative thinking among the students of Al-Quds University.

Based on these results, the researcher recommended the need to promote all kinds thinking of in the educational process, as well as the need to promote imaginative thinking in the different curricula, including geography as it is a curriculum that needs this type of thinking. Also it recommends the need to enhance the level of geographical knowledge of students in study levels, due to the fact that geography is important in human life. Also, it is important to conduct studies on the geographical literacy with relation to other variables, such as different types of thinking.