

# The effects of storyline approach on academic success and retention of learning

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**Abstract** It is assumed that “learning occurs as a result at construction in mind” according to constructivist approach acknowledged in curriculum planning in Turkey in recent years (MEB, 2005). Individuals must take more responsibilities and they must be more active in learning process. This means, individuals would make process with the help of significant learning environment. Based on the approach, developed in the curriculum, the activities in the new text books, is a subject that should be investigated to what extent the activities provide meaningful environments to students. If the classroom environment is not designed according to the attitudes, skills and behaviors of the students, with the view of this approach it is unlikely to expect meaningful learning to take place with contemporary understandings in the environment. The research is important because it will reveal the effect of the Storyline approach, which is becoming widespread in the World. The results of the research are expected to shed light on the developments of the Turkish Ministry of Education curriculum. It is also expected that this study will guide, researchers and practitioners in the Storyline approach, where there are limited number of academic studies in the World.

**Keywords** Storyline Approach, Constructivism, Curriculum, Academic Success, Retention of Learning

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