UNIT 1

INTRODUCTION TO METHODOLOGY IN SOCIAL STUDIES

SS/3/1

INTRODUCTION

Dear Student,

Welcome to unit 1 of SS/3. This unit will introduce you to the methodology of Social Studies Education. It gives you a background which subsequent units will base on. You should study it very well as it forms a foundation on which other units are based.

AIM

This unit is aimed at providing you with background knowledge in Social Studies Methodology.

OBJECTIVES

By the time you finish working though this unit, you will be able to:

- 1. Trace the origins and development of social studies.
- 2. Describe the nature of social studies.
- 3. Explain the aims and objectives of social studies.
- 4. Describe the scope of the primary social studies syllabus.
- 5. Outline the sequence of social studies syllabus.
- 6. Outline the characteristics of the primary social studies syllabus.
- 7. Discuss problems and contemporary issues in the teaching/learning of social studies.
- 8. Suggest solutions to the problems of teaching/learning of social studies.

TOPICS TO BE COVERED

This unit divided into 2 topics:

- Topic 1 Historical background of social studies, has 4 sub-topics
 - (a) Origins of social studies.
 - (b) Development of social studies.
 - (c) Philosophy of social studies.
 - (d) Nature and aims of social studies.
- Topic 2 The Social Studies Curriculum, has 5 sub-topics
 - (a) Scope of social studies syllabus.
 - (b) Sequence of social studies syllabus.
 - (c) Characteristics of the primary social studies syllabus.
 - (d) Problems in teaching/learning social studies.
 - (e) Solutions to problems of teaching/learning social studies.

SUBJECT ORIENTATION

You are teaching social studies in the primary school. You are therefore familiar with some of the issues presented in this unit. Reflect back also on your Grade III Teachers'

Certificate Course and see how you perceived the concept of Social Studies. It is this knowledge that this unit builds on.

STUDY REQUIREMENTS

As you work through this unit, you will need the necessary study materials. You should have your notebook and pen so that you take note of the main points. It is also advisable to make use of the references given at the end of this unit to reinforce your learning. You will also need to get an ideal place free of distracters. Try as much as possible to follow your timetable.

Wishing you successful study of this unit.

TOPIC 1 HISTORICAL BACKGROUND OF SOCIAL STUDIES

(a) Origins of Social Studies

Social Studies as a formal school subject is not a new concept in Africa today. What is however new is the word 'Social Studies'. In its early beginnings, Social Studies was intended as a nation-building subject. The purpose and content of Social Studies are closely related to traditional African Citizenship Education. It is on these concepts that modern African citizenship education had to build on through a four phase process;

- (i) **Traditional/Pre-colonial Period**: During this period, citizenship education was an integration of all the history, culture, values, and beliefs of family neighbourhood and community groups. The role of initiating youth into adult responsibilities was a communal achievement. A good citizen's goal was to fit into and share the responsibilities of traditional society. You will also realize that Social Studies today teaches about unity, harmony, family values, and wisdom of the elders. These were traditional teachings and thus an indication that the concept of Social Studies existed before.
- (ii) **Colonial Period**: This introduced formal education which prepared the African for a citizenship obligation other than the family, the village, even the State. It also encouraged concern for a colonial empire through an educational system that fostered the history, culture and values of a colonial power. It also introduced textbook content inclined to the colonizer and the empire. The content, however, did not reflect the experience of traditional African society.

From the above, you can see clearly that the concept of present day Social Studies was already developing. What was learnt or passed on to the young generation was directly applicable in daily experiences. However, the introduction of colonial system of education tended to overshadow the traditional teachings.

- (iii) **Post-colonial Period**: During the late 1950s and early 1960s African countries increasingly regained their independence from colonial powers. Subsequently, they sought ways of changing the inherited systems to make them more suitable to present and future needs. They developed their school system and initiated their citizenship programmes. Syllabuses handed down from the colonial period were re-written. The new content then reflected the African history, culture and values though still organized in terms of a colonial model.
- (iv) **1968 Mombasa Conference**: The recommendations of the conference accepted the adoption of social Studies. The idea was accepted with the view of improving the teaching of Social Studies.

The conference noted that children leaving school, and did not continue with their education, lacked the practical skills necessary for them to earn a living. This called for the need to provide them with basic knowledge and skills to meet this need.

	ACTIVITY SS/3/1-1
1.	Why was initiation into adult responsibilities a communal effort? (i)
2.	What happened to traditional African citizenship education during the colonial period? (i) (ii)
3.	What problems do you see with the introduction of colonial education system? (i) (ii)
V	Check your answers with those given at the end of the unit.

(b) Development of Social Studies

The concept of Social Studies dates as far back as the end of the Second World War. However, we have already noted that what later came to be known as Social Studies had existed even much earlier than this. As a result of the two World Wars, the international community realized the need to prepare citizens to live together in unity, solidarity and to develop a spirit of patriotism to their nations.

In order to trace the development of Social Studies, let us look at experiences from other countries.

(i) American Experience

The term, 'Social Studies', was first used in the United States of America in 1893. This was at the time when curriculum innovations were being seriously advocated to reform the American system of education. Advocates such as Taba Hilda saw the need for children to be taught knowledge as a unit rather than as isolated bits. This was due to the fact that the traditional subjects were not enough to enable the young generation adapt and adjust to the situation and demands of a fast changing America.

USA was the first to declare Social studies as a subject in the school curriculum. Social Studies, therefore, developed as a term, then as a concept and finally as a formal school subject. It is now one of the compulsory subjects in primary and secondary schools in USA and offered as a core subject at the tertiary levels.

(ii) British Experience

Britain, in the early times, was conservative about curriculum change. However, after the Second World War, this resistance to innovations weakened as a result of open criticism. In the 1960s the concept of Social Studies came into existence, as a result of the demand that the school curriculum should reflect the industrial and rapidly changing characteristics of the British society. Social Studies was then adopted as a formal school subject. Literature on the subject was developed with the assistance of the experienced Americans.

(iii) African Experience

Social Studies was introduced into Africa on experimental basis. It started with a special project in Northern Nigeria i.e. the Northern Nigerian Education project 1964 – 1969. The goal was to establish the concept of Social Studies at the teacher training level. In Western Nigeria another project was started at Alyetord Comprehensive High School where a demonstration programme which introduced Social Studies as a subject to early post-primary students was initiated.

In 1967, an International conference was held at Queen's College, Oxford, United Kingdom. The idea of Social Studies was proposed. This led to the Mombasa Conference of 1968 in Kenya which laid the foundation of Social Studies in Africa.

The Conference led to the formation of the African Social Studies Programme (ASSP). The Mombasa Conference set forth the four goals of Social Studies.

- To enable students to understand people's interaction with their cultural, social, and physical environment.
- To help students appreciate their homes and heritages.
- To develop skills and attitudes expected of citizens.
- To teach students to express their ideas in a variety of ways.

The participants agreed that social Studies should integrate the concepts and orientation of all the Social Science subjects and the humanities. They called for Social Studies to:

- Connect students with their communities and countries.
- Stress study of the local and immediate before the foreign and remote environment.
- Emphasize skills and attitudes along with factual content.

These skills and attitudes should be developed through inquiry methods by which students would learn to ask and answer questions, raise and solve problems. These characteristics remain the ideal foundation of African Social studies as advocated for by ASSP.

African countries initiated Social Studies programmes they drew from the Mombasa conceptualization. The characteristics most frequently adopted were the integration of history and the Social Sciences, especially Geography, and the focus on connecting students with their local communities and nation.

The Pan-African Social Studies Organization, ASSP, that grew out of the Mombasa Conference provides the leadership in Social Studies today. In 1990, however, was renamed the African Social and Environmental Studies Programme (ASESP).

Read about ASESP. You need to know its aims and objectives, operation and recommendations made that led to the development of Social Studies.

(iv) **Uganda's Experience**

In the Ugandan experience, the concept of Social Studies was adopted by government and the National Curriculum Development Centre NCDC in the 1970s.

The teaching of Social Studies in Uganda started in 1980 in Primary Schools and Primary Teachers Colleges. Its examination by Uganda National Examinations Board (UNEB) took effect in 1986.

L	ACTIVITY SS/3/1-2
1.	Why is it necessary for knowledge to be taught as a unit rather than as isolated bits? (i) (ii)
2.	What was the cause of the delay in the development of Social Studies in Britain?
3.	How would you relate the world wars with the development of Social Studies?
4.	Identify the Social Studies characteristics advocated for by ASESP. (i) (ii)
V	Check your answers with those given at the end of this unit.

(c) Philosophy of Social Studies

Education in Uganda is linked with national development. People have to do things together and with a purpose for it. This is what is referred to as a Philosophy. A national philosophy is sustained through the process of education. The system of education, besides other things, needs to:

• Strengthen intellectual flexibility and creativity.

- Consolidate democracy as a form of government.
- Help the country to adopt it as a way of life and strive to build a character by cultivating social, moral and spiritual values.

It is therefore the task of an educational system to help children develop an insight into human-relationships, social values and attitudes.

The philosophy of Social Studies for Uganda which was adopted in 1975 should promote the development of an individual and society, the spirit of self-reliance and national unity and international understanding. The philosophy and programmes of Social Studies have laid emphasis on unity of knowledge so as to suit present situations and demand in dealing with problems in our daily experience.

The basic principles of Social Studies are:

- Guided problem solving used when teacher guided instruction is extended to situations where what is learned is applicable. It is a learning strategy in which the teacher is a facilitator or guide.
- Multi-disciplinary i.e. uses knowledge from many subjects. Knowledge from several other subjects is borrowed to facilitate development on concepts in Social Studies.
- Inter-disciplinary i.e. it uses knowledge from other subjects. Knowledge is borrowed from between subjects e.g. Social Studies and Biology.
- Multimedia presentation which involves teaching/learning SST through the use of a variety of materials e.g. textbooks, models, pictures/photographs. The learner uses all the senses i.e. touch, see, hear, smell and taste thus called multi-sensory approach.
- Integration i.e. linking knowledge. The concepts borrowed should be appropriately linked so as to clarify ideas.

The integration should therefore be:

- Horizontal i.e. linking issues between and among present societies of the times. Teachers can link knowledge from other areas of the curriculum within the same class level.
- Vertical i.e. linking the past and present within the same communities.
 Teachers can link knowledge learnt from one class with what is o be taught/learnt in another.

You will study this principle in detail under Approaches of Teaching Social Studies.

• In general, the nature of SST stresses the use of child-centered teaching/learning as opposed to teacher-centered. Lessons are meant for the learner not the teacher. The teachers position to act as a guide to child learning.

1.	How does (i)	s the Education system sustain a national philosophy?
	(ii)	
2.	Where do	es the philosophy and programmes of Social studies lay emphasis?
	•••••	
i.	Outline ar	nd explain the two types of integration
	(i)	

(d) Nature of Social Studies

When we talk about 'nature' of social Studies, we are trying to find what it is, what it entails, how it is taught, why it is taught. When we answer such questions, then we will have understood the concept of nature of Social Studies.

(i) Definition of Social Studies

Social Studies is the study of cultural, physical and spiritual aspects of the world with focus on MAN. We study the inter-relationships between man and the world, man and man, for survival. Man has to survive and therefore has to interact with his environment in the process.

We can further define Social Studies as, "the study of <u>man</u> in a <u>place</u> at a certain <u>time!</u>" Here, we look at man in a particular environment and at a specific time. This is because the interaction is bound to change or vary from one place to another and even from one day to another.

Social Studies can also be defined as 'a subject of study as well as an approach to the development, acquisition and use of knowledge that deals with how people interact and inter-relate with one another and with their environments'.

The interactions and inter-relationship result from man's need to satisfy his basic needs. The relationship between man and the environment varies with time i.e. history and in place i.e. geography. This justifies integration in which knowledge has link with other subjects.

According to a conference on social Studies in Ibadan 1971, Social Studies was defined as, 'a discipline in which we learn about our world and man; interaction with his immediate and remote environment'.

What do you realize as common to the definitions of social Studies presented above?
State in your own words what you think social Studies is?
Discuss your answers with your peers.

Kochhar (1984: 3) defines Social Studies as 'a field of study which deals with man, his

(ii) What Social Studies involves

relations with other men and his environment'.

Social Studies involves:

- The teaching of knowledge in Social Sciences interdependently without treating them as in separate entities. Thus integration of knowledge.
- Going beyond the school subjects thus linking what is taught at school with what is outside school, e.g. war, hunger, etc. it is therefore a problem-solving approach.
- The study of man and how he interacts with his environment.
- Training for citizenship thus preparing individuals for leadership and responsibility.

1.	Identif	y the m	nain features of the definitions of Social Studies.
	(a)		
	(b)		
	(c)		
2.	Given	the nat	ure of Social Studies;
	(a)	Outlin	ne its advantages
		(i)	
		(ii)	
		(iii)	
		(iv)	
	(b)	List its	s disadvantages
		(i)	
		(ii)	
		(iii)	
		(iv)	

(iii) The Purpose of Teaching/Learning Social Studies

Social Studies prepares people for citizenship. It major purpose is to provide education for good citizenship leading to nation building. This is done through providing learners with the basic skills and knowledge which would help them become useful members of society.

It is geared to:

- Cultural development: dedication to the basic principles and values of society. Learners develop appreciation of other people's culture.
- Social development: understanding human relations. This is developed through self-discipline, integrity, tolerance, etc.
- Economic development: knowledge of the environment and how to use it for production.
- Political development: commitment to participate in the process through which the society is maintained and improved. Learners should be aware of the affairs of the nation and other nations, respect and love for the nation and other nations.

Aims of Social Studies

- (a) To enable pupils acquire manipulative skills, social skills; map reading skills and study skills.
- (b) To enable pupils understand and be able to explain political events, economic issues and social and cultural processes.
- (c) To help pupils acquire a relevant body of knowledge and information as a foundation for personal development and for making a positive contribution to society.

See how these aims relate to the cultural, social, economic and political development explained above.

Objectives

Basing on the above aims, the general objectives of the primary social studies course are stated as below:

- 1. Acquire knowledge of and show appreciation for the historical development of our country.
- 2. Understand and be aware of the social and physical environmental factors that have shaped the world we live in.
- 3. Develop attitudes, beliefs and values that lead to peace, equitable distribution and utilization of natural resources.
- 4. Foster and cultivate an awareness of the rich cultural heritage of our country and East African region.
- 5. Develop an appreciation and respect for different cultural identities of the people of Uganda in order to be able to live together peacefully.
- 6. Get an understanding of the relationship between the people, natural resources and the quality of life people lead.
- 7. Understand the family as an important social unit and its relationship to other social institutions.
- 8. Recognize and understand the need for and importance of inter relationships of people and nations.
- 9. Develop awareness of the injustice and hypocrisy in society and the necessary safeguards to resist them.
- 10. Understand and appreciate the value of the rule of law.
- 11. Develop the ability to read and interpret sources of information: textbooks, charts, maps, tables and graphs.

The objectives of the Primary Social Studies Course can be stated under the following categories:

- Skills i.e. manipulative and social
- Knowledge
- Attitudes
- Values

The above categories lead to the change of one behaviour which is shown through ones actions hence the acronym 'BASKAV'.

TOPIC 2 THE SOCIAL STUDIES CURRICULUM

Social Studies Knowledge Dimensions

According to ASESP (1994) Social Studies knowledge has a context; meaning the circumstances in which it occurs or in which it is valid. These circumstances may be called context categories. They are:

- (i) Location/Distribution (spatial): Information, concepts and generalizations concerned with the location and distribution of people and resources on the earth's surface e.g. people and resources on the earth's surface e.g. location, distribution, distance, rural/urban, region, settlement, etc.
- (ii) Time/change (chronological): Information, concepts and generalizations concerned with time and change through time e.g. development, growth, progress, revolution, innovation, tradition, etc.
- (iii) System/organization (Structural): Information, concept and generalizations concerned with the structure and organization of society, systems, groups and institutions e.g. group, social system, society, family, economy, policy, nation, lineage, etc.
- (iv) Process/function (functional): Information, concepts and generalizations concerned with the way in which societies, systems, groups and institutions work and function e.g. government, social control, production, consumption, technology, ideology, culture, etc.
- (v) Interaction/interconnection (causal): Information, concepts and generalization concerned with the relationship between elements within societies, systems, groups and institutions, and with the relationship within events, e.g. adaptation, relationship, interdependence, kingship, communication, conflict, etc.
- (vi) Individual/person (personal): Information, concepts and generalization concerned with the individual and his place in society e.g. personality, alienation, conformity, behaviour, leisure, values, attitudes, etc.

Note: Social studies knowledge is based on the above context categories. The scope and sequence of social studies build on the above knowledge dimension.

Principles of Selecting Social Studies Content

The development of curriculum in Social Studies is a complex and intricate process. The scope of the subject is very vast. So, whatever is to be taught must be carefully selected to help students develop major ideas, concepts attitudes and habits conducive to good citizenship education. It is, therefore, important that every teacher understands the principles of selecting the content to be studied at various levels.

(i) It should help in the achievement of aims of teaching Social Studies. The growth of knowledge, skills, attitudes and values which the study of Social Studies gives should be made possible by the content selected.

- (ii) Appropriateness to the age and ability of that group of learners to whom it is to be taught. Learnability as well as utility of an item should be assessed before giving it any place in the curriculum. It is necessary for the subject matter to satisfy the requirements of children of different age groups.
- (iii) Sensitivity to changing needs and values given that this is a dynamic world. Society is changing rapidly. What was considered good and useful yesterday is being proved useless today. Old theories and beliefs are being modified. Current and local developments should find a place in the curriculum to give it life, reality and vividness. This is because it directly applied to and impacts on the learners' daily experience.
- (iv) Provision of functional relationship among different Social Sciences i.e. taken together it should appear as an organic whole rather than "isolated experience". It should be well-knit. It should build on previous knowledge and serve as a basis for subsequent work. The entire curriculum of each class should be connected and coordinated.
- (v) Experience based. In Social Studies, we are more concerned with development of attitudes and skills and less with imparting of information just as information. Curriculum should contain a series of activities and skills.
- (vi) Must be wide and comprehensive. It should have a wide outlook and a widened horizon to look beyond self/home outwards to the world.
- (vii) Related to community living. Community is a vital laboratory of learning. It is from the experiences that children have in their communities come the meanings and concepts that enables them to explore an ever-widening environment. Let community needs and problems of significance to children become an important part of the curriculum. It should contain active problems of everyday existence so that it meets the needs of the child.
- (viii) Provide for continuing learning. Concepts, attitudes, skills and other social learning need to be broadened and deepened each year as the child grows and develops. This should run through the programme from the first year to the last. Units selected for a given class should be related to preceding ones and lead to other rich experiences.
- (ix) Emphasis on national and world unity. The idea of national unity and the unity of mankind should be stressed.

(a) Scope of Social Studies Syllabus

The term scope refers to the breadth, comprehensiveness, variety and the extent of learning experiences to be provided through a programme of teaching. It has to do with what is to be included in the programme in terms of the range of subject matter and experience children are to have.

We can as well say that it is the depth of study undertaken on each topic at a particular primary level. It refers to how deep or extensive the study of each topic will be.

The scope of Social Studies has to be broad enough to acquaint the children with a broad range of human activities that are meaningful to them. The breadth of the programme should provide for a variety of experiences so that the child's learning will be well-rounded and well-balanced. Different facts of man's experiences need to be included to give a comprehensive idea of human society to the child. New truths about human relationships need to be included in the programme so as to contribute to social utility and advancement of knowledge to cover all the problems and situations that arise in daily living for it to have significance to children. The focus of the programme should revolve around man in a culture interacting with environmental forces.

Look at t	the Social	Studies	Primary	School	syllabus.	Does it	cater fo	r all t	hat you	nave
seen abov	ve?									
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Discuss with your peers.

The Social Studies Syllabus deals with a variety of man's needs and problems. The focal points of the study are the following generalizations:

- People everywhere have certain basic needs and wants; how they meet these needs depends upon their environment and cultural level.
- People depend upon each other for the satisfaction of basic needs, the more complex these needs, the more interdependent people become.
- Ways in which people solve the problems of today and tomorrow, are influenced by their cultural heritage: insight into the problems of the past gives direction to decision making for the future.
- A peaceful world is based upon mutual respect and understanding; cooperation among individuals and groups is essential to the well-being of people everywhere.



Discuss the above four generalizations with your peers. What do you have in support for each? Take note of it in your notebook.

The major concern of this area of study is to acquaint the child with his past and present geographical and social environment. The child is made familiar with the environment setting consisting of our homes, our neighbourhood, our town, our region, our country and the vast world. How people work on the farms, in the factories, in mines, in offices, in workshops and in various occupations, which institutions help them, what is their heritage, how they govern themselves, how various movements in the world have contributed to the part of civilization, what efforts are being made to bring international peace and cooperation etc constitute the content of social Studies.

While teaching Social Studies, the teachers need to ask themselves frequently, "What contribution will the study of this topic make towards helping the child become more

competent for living in the modern world? Is this worthwhile? What difference will it make in the life of the child? We should, therefore, include only those elements of civilization which are most worthy of perpetuation, which are relevant for extending and amplifying children's day to day economic, social and civic experiences.

Note:

- Social Studies deals with a net of relationships that develop between and among people and those that develop between people and their environment. It consists largely of experiences geared to prepare children for effective citizenship.
- Social Studies includes any disciplined knowledge so long as it deals with people and utilizes a scientific method.
- In Social Studies, instructional utility is the primary objective.
- The scope of Social Studies is very vast, it is the meeting point of all subjects.

de la	ACT	IVITY SS/3/1	-5	
1.	Explai	(i) (ii)	of Socia	1 Studies
2.	Explai (a)	in any two attit Attitude	udes and (i) (ii)	d any two skills in Social Studies.
	(b)	Skills	(i) (ii)	
3.	Why s	should the scop (i) (ii)	e of soc	ial Studies be broad?
V	Chec	ck your answer	rs with th	hose given at the end of the unit.

(b) Sequence of Social Studies Syllabus

Sequencing is moving from topics that are near at hand to those that are far away for the purpose of expanding the environment. The order in which the content is presented is important in that it helps to show us the possibility of integration through related topics and themes.

In the Primary School Social Studies Syllabus, the child's environment begins with the home/family, which is near at hand, and expands outwards up to the world, which is far away.

Look at the Primary School Social Studies Syllabus. Identify the themes from P.1 up to P.7.

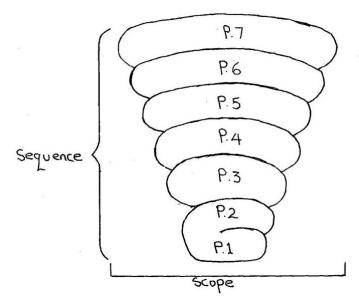


Figure SS/3/1-1 Scope and Sequence of SST

There are different ways of presenting content in a curriculum. These are; the subject approach, the expanding environment approach, the spiral approach and the thematic approach.

The Subject Approach

This is a traditional approach which places the subject before the content i.e. it lays emphasis on the subject rather than the content.

Advocates think of subjects such as history, geography, political science etc, decide on the topics on which to form the content and thus come up with a syllabus.

This approach deals with intellectual development of the learners on that particular subject. It enables one achieve intellectual depths and horizons in the effort to satisfy aspirations and desires. Here the learner remains less informed on other areas of study. It is therefore vertical and narrow for the learner will not see the relationship of that subject with others.

The approach does not relate knowledge to its effect on man. This makes the objectives of the subject be lost. Therefore, the approach encourages rote learning and cramming of facts, discourages critical thinking and reasoning.

The Expanding Environment Approach (EEA)

This approach has a common centre which is man. Concentric circles then build up surrounding man who is at the centre.

The approach applies to the SST syllabus in that:

- Man is at the centre and all things surround him.
- Teaching is from known to unknown.
- Caters for maturity and development of child hence able to grasp more complex concepts, thus widening experience of learner.
- Illustrates how people and places interact and depend on one another.
- Each unit is to lead to another hence connection of facts in a developmental way.
- Treats subject matter as a whole, not as isolated bits.
- Lays emphasis on provision of knowledge and skills and the development of attitudes and values.
- Dependant on the environment due to the dynamic world due to changing needs.

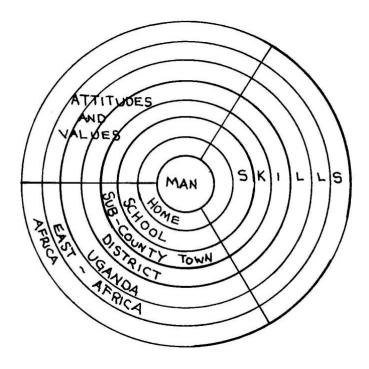


Figure SS/3/1-2 Expanding Environment Approach

(iii) The Spiral Approach

This approach is built on the EEA. It illustrates that a concept or an issue is dealt with at an early stage. This is easily expanded to include details and information that could not be handled at the lower level.

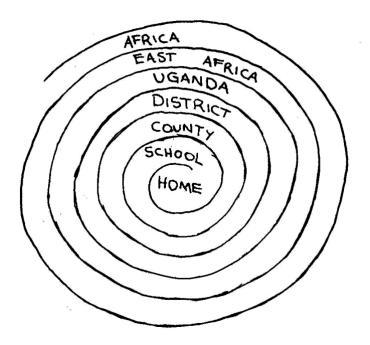


Figure SS/3/1-3 The Spiral Approach

The approach too is clearly seen in the SST Primary Syllabus. The theme is "living together" with the environment widening from home to the continent Africa. The topics are related and recalled at all other levels concerned with living together. The content is, therefore, presented in increasing levels of complexity and comprehensiveness i.e. simple to complex.

The content is presented from concepts that the child already knows to more remote ones i.e. known to unknown. In P.1, the child is exposed to 'our home' which is the immediate environment and therefore most familiar. This serves as a foundation on which new themes which are less familiar are built on.

The scope or depth of content expands from lower to upper levels corresponding with the learner's mental development. Young P.1 children are introduced to simpler content than those in the subsequent classes. It is therefore based on the theory that as the learner grows his/her capabilities also increase.

In this approach, successive topics are related to and build on previous ones.

The spiral nature of the Primary SST Syllabus is advantageous in that;

- Facilitates logical sequencing of content.
- Helps to avoid unnecessary overloading for it takes into account mental development of learner.
- Facilitates recall and consolidation of knowledge from level to level.
- Exploits what the learners know to introduce them to what they don't know hence learning is enjoyable, interesting and meaningful.
- Related content under successive topics/themes helps the learner to improve on skills and attitudes already acquired.
- Repetition of concepts reinforces comprehension.
- Widens knowledge on environment as the learner becomes familiar to various components.

It is important to note that the approach also has some limitations which include;

- Repetition of concepts may lead to monotony and boredom.
- A problem in teaching/learning at one level or theme affects other levels.
- Some content may not be duly attended to due to the thinking that it had been covered before.
- Creates a problem of standardization of the content throughout the country as it builds on the local environments. These vary from one place to another and from rural to urban areas.

(iv) The Thematic Approach

This approach handles the subject matter in cluster form. Content is presented in themes thus providing a connection or element for integration within the curriculum. Learning is organized so as to make disciplines related. This approach puts together related areas of content which are taught together. This, therefore, avoids duplication and repetition common in the subject approach.

It enables learners explore wider and more complex issues related to life and living. Learning is, therefore, meaningful and real through the contribution of other subjects.

	ACTIVITY SS/3/1-6
1.	List the themes of the Primary Social Studies Syllabus.
	P.1
2.	How is the Spiral Approach related to the EEA? (i) (ii) Check your answers with those given at the end of the unit.

(c) Characteristics of the Primary Social Studies Syllabus

A syllabus is a document that contains all the topics for a course of teaching of a particular subject. It is planned to include work to be taught for a whole year at a particular level.

Note: Curriculum refers to all subjects and other activities done in a school.

We have already looked at the scope and sequence of the Primary School Social Studies syllabus. These two are also characteristics of social studies syllabus. Scope shows us that the syllabus content is very wide. Sequence tells us that the content in the syllabus is developed from known to unknown i.e. from home to the distant world.

The basic information obtained from a syllabus refers to its characteristics, these include;

- Content to be taught.
- Objectives of teaching each topic.
- Number of periods per week for the subject.
- Recommended text books for pupils.
- Recommended teacher' guides.
- Recommended reference books.
- Activities for instruction.
- Suggested methods of evaluation.

	ACTIVITY SS/3/1-7
1. (a)	Why should a teacher, when selecting content; Be sensitive to changing needs and values?
	(i) (ii)
(b)	Ensure it is 'related to community living?' (i) (ii)
2.	List the characteristics of the Primary School social studies syllabus. (i) (ii) (iii) (iv)
V	Check your answers with those given at the end of the unit.
(d)	Problems in Teaching Social Studies
	ave been teaching Social Studies, reflect back on your experience. You will ly have met problems during your teaching.
	e your experience below.
Disc	cuss with your peers.

You could have come up with the following:

• Lack of teaching resources

Social Studies is a subject which integrates knowledge from several other disciplines. It therefore depends on reference books from other subjects because it lacks its own literature/text books. Teachers find it a problem due to lack of references which are not widely distributed.

Apart from locally made teaching/learning materials, there is need for manufactured materials as well. These are rather expensive and thus not readily available to most schools. Worse still, some of the materials used in teaching social studies need some form of power which is not available in most rural areas.

Nature of Social Studies

Social Studies is a discipline which is not clearly understood by most educationists. Many teachers therefore are ignorant of its content and methods. This makes them fail to teach it appropriately. Concepts in social studies teaching too, such as integration, multi-disciplinary are not clearly understood. This makes the teaching a problem to most teachers.

• Methods of Teaching

Methods of teaching Social Studies are given to teacher-trainees. However, when they qualify, they resort to the use of traditional methods of teaching. This is because those new innovations are rather demanding and not clearly understood by teachers.

• Resistance to Change

Most teachers are married to traditional approaches of teaching that they do not welcome any innovations. They fear to venture into such new approaches which are unknown to them. These methods too demand commitment which is lacking in most teachers.

Think about other problems or difficulties in teaching Social Studies. List them bel	
	•••••
How have you tried to overcome them?	
	• • • • • • •

(e) Suggested Solutions

You are a teacher of social studies and must have had experiences in teaching. You identified difficulties you meet when teaching Social Studies. In the section above you listed ways through which you tried to overcome these difficulties. This section is meant to suggest to you more of these solutions:

- Provision of instructional materials to schools by government through the Ministry of Education and Sports
- Teacher Education System should develop specialization of teachers in areas of their interest and ability.
- Continued support of teachers after training by updating them on developments in Social Studies methods through professional development courses.
- Teachers should use appropriate methods of teaching.
- Devotion and personal commitment by the teachers. They should be innovative.
- Teachers should use a variety of reference books.



SUMMARY

In this unit we have learnt about:

- The historical background of Social Studies.
- The concept of Social Studies.
- The Social Studies Curriculum.

GLOSSARY

Citizenship Education - preparing individuals to live positively with others

in their communities.

Communal - belonging to or used by a group of people rather

than one single person

Conservative - supporting beliefs and ideas which tend to oppose

sudden social change.

Obligation - what you must do.

Web - complicated problems hindering progress.

NOTES AND ANSWERS TO ACTIVITIES

Activity SS/3/1-1

- 1. Children are for the community.
 - interaction is not restricted to the family.
 - community would later benefit from those children.
- 2. interfered with by formal education.
 - disintegrated the traditional citizenship education.
- 3. education was for empire building.
 - fostered history, culture and values of colonial power.
 - changes into study of separate subjects.
 - text book content glorified the colonial power.
 - content did not reflect African traditional experiences.

Activity SS/3/1-2

- 1. knowledge is a whole.
 - ease of application of knowledge.
 - relationship is easily seen.
 - avoids duplication and repetition.
- 2. conservative nature about curriculum change.
- 3. brought in better experiences hence the need to prepare citizens to live together in harmony.
- 4. connect students with communities and countries.
 - study of local and immediate first.
 - emphasize skills and attitudes with factual content.

Activity SS/3/1-3

- 1. strengthen social and national integration.
 - develop intellectual feasibility and creativity.
 - consolidate democracy.
 - builds character in pupil.
- 2. development of an individual and society.
 - spirit of self-reliance.
 - national unity.
 - international understanding.
 - unity of knowledge.
- 3. horizontal i.e. linking knowledge from other areas of the curriculum within the same level.
 - vertical i.e. linking knowledge from one level with what is taught in the next level.

Activity SS/3/1-4

- 1. focus on man.
 - interaction with environment.
 - relationship between past and present.

2. (a) Advantages

- development of BAASKV.
- uses a variety of methods.
- encourages group work participation.
- integrates community and school.
- develops study skills in learners.
- uses multimedia.
- integrates knowledge.

(b) Disadvantages

- time consuming due to methods used.
- expensive to acquire materials.
- demanding on the teachers' side in preparation.

Activity SS/3/1-5

- 1. cultural development.
 - social development.
 - economic development.
 - political development.
- 2. (a) Attitudes; appreciation, tolerance, love, etc.
 - (b) Skills; drawing, writing, interpretation, etc.
- 3. acquaint children with broad range of human activities.
 - promote a variety of experience.
 - cover all problems and situations of daily living.

Activity SS/3.1-6

- 1. The general theme is 'living together'.
 - P.1 Home
 - P.2 School and Neighbourhood
 - P.3 Town/Municipality/Sub-county
 - P.4 Districts/Region
 - P.5 Our Nation; Uganda
 - P.6 East Africa
 - P.7 Africa and the world
- 2. content is developed from known to unknown
 - central focus is man
 - man's environment expands outwards.

Activity SS/3/1-7

- 1. (a) Society is changing rapidly.
 - knowledge/ideas are being developed daily.
 - need to be current and local.
 - (b) utilize learners' experiences.
 - immediate application of what is learnt.
 - what is learnt should help to solve community problems.
- 2. wide coverage.
 - builds on local experiences.
 - outlines general objective for the unit.
 - breaks down content.
 - lists objectives for each topic.
 - suggests activities.
 - suggests references.
 - suggest evolution strategies.

END OF UNIT ASSIGNMENT SS/3/1

This assignment is meant to help you consolidate what you have learnt in this unit. You are, therefore, advised to read the whole unit before you attempt the following questions. Try as much as possible to use the references listed at the end of this unit.

- 1. To what extent should a curriculum satisfy the requirements of a good curriculum?
- 2. Examine the benefits or studying Social Studies.
- 3. Analyze the problems that would arise out of a teacher's inability to interpret the syllabus.



LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now completed Unit 1 of SS/3. The learning outcomes are listed below. You are now expected to demonstrate your competence by ticking the column that reflects your learning.

Lear	ning Outcomes/Self check Exercise	Not Sure	Satisfactory
1.	I can trace the development of Social Studies.		
2.	I am able to describe the nature of Social Studies.		
3.	I can outline and interpret the aims and objectives of Social Studies.		
4.	I can outline the benefits of learning Social Studies.		
5.	I can explain the scope and sequence of the Primary School Social Studies Syllabus.		
6.	I am able to identify social Studies knowledge dimensions.		
7.	I am able to explain the principles of selecting Social Studies content.		
8.	I am able to identify the problems of teaching Social Studies and suggest solutions to them.		

If you have placed a tick in the 'Not Sure' column, re-read the relevant part of this unit to reinforce your learning. Make use of the references identified at the end of this unit. If you feel you are satisfied in all areas, well done!



Discuss any related problems with your peers and during the next face-to-face session.

Congratulations!



UNIT 2

SKILLS, CONCEPTS AND ATTITUDES IN SOCIAL STUDIES INSTRUCTION FOR LOWER PRIMARY

SS/3/2

INTRODUCTION

Dear Student,

You are welcome to Unit 2 of SS/3. In this unit you are going to learn about skills, concepts and attitudes in social Studies Instruction for Lower Primary. This unit will help you as a professional to teach social studies quite well.

AIM

This unit aims at exposing to you the meaning of concepts, skills, attitudes and values of teaching and learning social studies.

OBJECTIVES

By the time you finish working through this unit, you will be able to:

- (i) Give the characteristics of children and implication for social studies teaching and learning.
- (ii) Relate children's moral and physical development to stages in social studies learning.
- (iii) Describe primary school children's social and physical environment.
- (iv) Describe skills, concepts, attitudes and values.
- (v) Prepare and present lessons on the teaching of the aspects in (iv) above.

TOPICS TO BE COVERED

- Topic 1 Characteristics of children and Implications for social Studies
 - (a) Moral development and implication to teaching and learning.
 - (b) Social and emotional development of children and implication to teaching and learning.
 - (c) Personality development and implications to teaching.
- Topic 2 The Physical Development of a Child in Social Studies Teaching/Learning
 - (a) States in Cognitive Development
- Topic 3 The Child and the Environment
 - (a) The Child's Environment
 - (i) The School
 - (ii) The home and community

Topic 4 Skills, Concepts, Attitudes and Values of Early States of Child Development

- (a) Teaching skills
- (b) Teaching Attitudes and Values
- (c) Teaching Concepts

SUBJECT ORIENTATION

You have been teaching Social Studies. The aspects being discussed in this unit are familiar to you. This unit builds on the knowledge you already have. It will be quite exciting to note the skills, concepts, attitudes and values suitable for lower primary classes.

You will understand the purpose for sequencing the content of social studies the way it is done.

STUDY REQUIREMENTS

As you work through this unit, you need a pen and note book to note down the most important issues raised. You may need to consult other books especially those given at the end as references. Try as much as possible to be innovative and creative as you go through this exciting unit. In addition, get a set of Social Studies Series Books 1-7 by Longman MK and McMillan Publishers.

Wishing you a successful study of this unit.

TOPIC 1 CHARACTERISTICS OF CHILDREN AND IMPLICATIONS FOR SOCIAL STUDIES

(a) Characteristics of Children

(i) Moral Status (Development) o f Children and Implication for Social Studies Teaching and Learning

Children of pre-conventional stage think in terms of external authority. Activities are wrong if one is punished or right if they can lead to positive trends. Old children who have reached conventional level of moral reasoning see rules as necessary to maintain social order. They accept rules as their own. They internalize these rules not to avoid punishment but to be virtuous and win approval from others. Reasoning at this stage is relatively flexible.

Children at mid-conventional stage, have a developed attention span, they are ready to learn especially when motivated. Children are able to explain and describe certain experiences; as well as observe and identify objects in different scenarios.

At conventional stage children's attention span is improved compared to the level at pre and mid conventional stages. They have stronger memory; they can reason morally and logically and accept rules as guiding principles in an activity.

Concrete operational period (7 - 11 years).

- At this stage children begin to develop symbolic activities.
- They also transform their minds ordinary objects such as cardboards boxes and sees them as houses or lorries as he/she plays with them.
- Children develop concepts of size, shape and quantity.
- Children can solve problems involving physical objects and events using symbols e.g. they can use numbers and letters to read and write.

Dear student, we have looked at the characteristics of children in terms of their attention span, memory and moral status.

First of all, we noted that children of pre-conventional level are very active and have short attention span but with reasonable long term memory. This implies that we need to apply techniques and methods of teaching that involve children in activities. Lessons should short full of activity and relevant to children's future life. That is why we have lessons of 20 to 30 minutes for Social Studies in primary one an two. Content is about their immediate environment, i.e. family, home and neighbourhood; then school and it its neighbourhood. This helps them to learn positively and permanently because we learn and remember.

10% of what we hear 15% of what we see 20% of what we hear and see 40% of what we discuss with others 80% of what we experience directly or practically 90% of what we attempt to teach others

Children of conventional stage have improved attention span, stronger memory and readily accept rules for purposes of search for virtue. They can reason morally and logically. That is why the length of the Social Studies lessons (and other subjects too) are increased in the middle classes and further in the upper primary classes. Content is extended further from the child's immediate environment to include what can be learnt through imagination. In primary three and four lessons are 30 to 40 minutes while in primary five to six they go from 40 to 45 minutes.

In some cases they can afford double lesson of 60 minutes. For purposes of attaining high rate of remembering we have to maintain involvement of classes in practical activities, such as role play, modeling, drawing and involvement into field trips.

The teachers should choose content related to the learners experiences, that relate to learners immediate environment like home. They should be taught as individuals by provision of a variety of activities and instructional materials using a simple and clear language.

(ii) Social and Emotional Development and Implications to the Teaching and Learning

Children live in a social world; as a result they have to develop responses to stimuli that act on them as they interact.

Emotional development includes:

- Growth of feelings about self and others
- Development of feelings towards other people and development of self image.

Emotional and social needs of children, which adults, they came into contact with should consider include:

- Love need unconditional love (need to know that whatever they do they will always be loved).
- Affection
- Security
- Acceptance

Children need to be secure in order to cope with all that is new and changing in their world in early years.

Children develop a bond of attachment to those who help/get them experience warm, continuous loving relationship with caretakers who respond sensitively to them.

Emotions are inner feelings such as:

- love,
- hate,
- worry, and
- fear.

Children show this through anger, love, joy, affection, and grief openly to other people.

- Emotions are a result of individual reactions to external events i.e. slap on the face could cause fear in one person and anger in another.
- Our behaviour gives clues about our inner feelings. Stamping ones feet shows anger, while scratching one's head shows confusion or bewilderment.
- Children must be taught appropriate ways to show feelings (emotion) i.e. hitting is not an acceptable way to show anger neither is hurling insults.
- Emotional reactions are learned one child will learn despair and worry when faced with a problem, while another learns to feel happy and excited about a new challenge. Feelings of happiness, self confidence, security and learn to feel anxious or guilty. Children live with hostility learn to be hostile and suspicious.
- Children are capable of learning appropriate emotional responses because their control is greater and they can hide their feelings.

When children have negative emotions of anger, fear, suspicion, guilt and anxiety it is more difficult to learn and to perform well. You therefore need to create an atmosphere of learning in which:

- (i) Children are free from fear and worry because the teacher does not hit or embarrass learners.
- (ii) Children feel secure and confident because the teacher establishes clear rules and routines, helps children know what is expected of them, and the teacher does not assign tasks that are too hard and beyond the child's ability and

- (iii) Children are praised for asking questions and trying new things i.e. showing initiative, even when they make mistakes
 - (a) What will you do in your class to promote the living?
 - (b) What practices do you see in your school and in homes that cause negative emotions?

Social development is the learning of skills, attitudes, behaviour and values that are acceptable for the family and the community. It's a way one forms habits of responding to people and social situations.

Social skills a child requires include: playing with others forming friendships, following rules, being tolerant and considerate, cooperating and sharing, speaking politely, taking turns, good sportsmanship.

- * 7 years Children are more independent of adults.

 Able to play games in larger groups.
- * 8-11 years Children form themselves into groups Boys being to differ from the girls in interests.
- Young children learn by engaging in activities that are real and meaningful to them activities that encourage the development of skills, knowledge, ways of thinking and learning and a disposition for learning.
- What should you do to promote the social and emotional development of the children?
- Observe children as they interact so as to understand their social and emotional needs.
- Plan rich play activities and develop materials that allow children to interact and express themselves freely and speak fluently.
- Encourage peer group activities in teaching.
- Allow children to work with others, co-operate during play and games
- Strive to bring harmony and help children share their different experiences
- Establish close partnerships with parents of children under your care in order to share information and needs of children.
- Develop strong attachment to children under your care.

Children accomplish the most challenging of learning tasks through play, support from their families and friends, initiation, curiosity, and sheer determination. The teacher should encourage and use such activities dominantly during teaching and learning.

(iii) Personality Development

Personality development is the sum total of an individual's qualities and characteristics, the individual's unique habitual or usual way of responding to events and people. One may be generally cheerful, energetic, gloomy, pessimistic and lazy. You may usually behave with courage or with cowardice, be friendly or be a "loner" etc.

Personality can sometimes be called character or disposition. Teacher needs to understand how to deal with personality differences in your pupils.

Stages of Personality Development

A child at a stage of personality development of 6-11 years is at industry/inferiority stage.

- At this stage the children's behaviour is affected by intellectual curiosity and performance.
- Children want to be recognized for producing things.
- Children need praise for trying.
- He needs to be encouraged to finish tasks.

Note:

If you show the children that they are unsuccessful, a feeling of inferiority in the children may result.

* Personality of children in our classes can be categorized into two big umbrellas:

Introverts: Children withdraw into themselves, quiet, shy, thoughtful, reserved; prefer

to be led.

Extroverts: Outward looking, outgoing, social, full of life, noisy, like to be centres of

attraction, like taking up leadership roles.

Personality characteristics "Intovert" vs "Extrovert"

Teacher may need to consider issues below.

Attributes of personality that may hinder a child from learning.

- Physical differences have, be spectacles, etc.
- Intellectual differences differences in intellectual ability (IQ)

Learning styles differences

Styles of learning:

- Visual seeing
- Aural hearing
- Tactile feeling and touching
- Kinesthetic moving

Environmental differences

Physical and social aspects of the surrounding in which individuals live.

^{*} Intelligence is ability to learn from experience*

^{*} Some of us learn much better by one approach and some by another

Implications.

- To cater for individual differences a teacher needs to:
- Grate content and select approaches suitable for slow, average and first learners.
- Group learners according to task.
- Arrange a class setting to suit children with physical defects.
- Create a positive school environment, keep up to date records on each child's behaviour, health, performance and problems.
- Use the record to improve learning
- * Remember that we learn better with a combination of visual, aural, tactile and kinesthetic approaches. A good teacher uses all four of these approaches to cater for individual intellectual differences and learning styles.

Improve your teaching/learning by:

- Choosing methods and techniques which suit the abilities and needs of your pupils.
- Use different ways of pairing and grouping
 - (a) Introverts together and extroverts together.
 - (b) Introverts paired or grouped together with extrovert.
- Rotate roles for group work so that learners take turns as group leader, secretary, illustrator, reporter, etc. This will give everyone an equal opportunity to develop skills and will help you identify special abilities and weaknesses.
- Experiment with different seating arrangements.
 - Aggressive and noisy pupils could be placed near the teacher as well as the shy and timid ones.
 - Pair shy and aggressive pupils.
 - Isolate noisy, talkative pupils.
- Rotate class responsibility and use a well chart to ensure equal opportunity i.e. collecting distributing and collecting materials, end of day clean up, morning prayer, etc.
- Establish co-curricular activities like games, sports, clubs and societies.
- Use class discussion and decision-making to make rules and maintain discipline.

Preschool and lower primary classes children need the following:

- Opportunities to experiment with a variety of materials.
- Materials and experiences to stimulate their senses.
- Materials to satisfy their curiosity.
- Appropriate problem solving situations.
- Field work opportunities to learn about their environment.
- Opportunities to use imagination.
- Opportunities to be original in their talking, acting.
- Individualized activities suited to the ability.

• Appropriate reading, writing and mathematics readiness activities.

A teacher should establish a stimulating learning environment with a variety of:

- Reading readiness apparatus e.g. picture books, dominoes, jigsaws, picture word cards, booklets, etc.
- Mathematics readiness apparatus like counters, number charts, cards and booklets, sand play provision, water play provision, shop corner, building blocks, number lines, etc.
- Writing readiness apparatus, e.g. fitting shapes, sorting trays, slates and chalk, scissors and waste paper for cutting, threading activities, pencils, exercise books, etc.
- Learning development apparatus including puppets, interesting pictures to talk about, teacher made TV, dressing up corner with dresses, shorts, shoes, etc to use in video playing.

In your teaching use:

- Real objects, models and pictorial representations to introduce and make clear concepts you intend to teach.
- Activity methods as children learn by doing. For example, they learn to read by reading.
- A variety of well graded materials which are at the level of children's understanding.
- Ability grouping to meet the varying reading writing and number work needs.
- Individualized instruction to provide remedial exercises and to consolidate children's understanding of new concepts.
- Play method as this is children's avenue for learning. For example, design and use reading, writing and number work games as well as action rhymes and songs.
- Story telling and dramatization method to develop children's imagination. Allow them to tell their stories and news.

Attending to your pupils emotional needs will help them to learn easily and comfortably. Teacher can do this by:

- Create opportunities for a decision-making by giving children a variety of activities to choose from, and opportunities to select their leaders, etc.
- Make them responsible for certain work. Here you can use the "Helpers' chart" to give them the chance to take turns in performing activities. Let them tidy up their place of work.

- Establish and keep the class routine of work and time. This will enable you and your class to know what to expect throughout the day and week as regards daily activities.
- Show that you care and love all of them without any discrimination, even when they have their own individual differences. When children are hurt, happy or in pain, show your concern towards their feelings.
- Praise and encourage them for their efforts to perform tasks. The feeling of success may lead to further improvement and more success. Be friendly to them and prepare appropriate activities to suit their abilities.



- (a) Give some of the emotional characteristics of children.
- (b) State some ways in which a teacher can guide learning among learners who:
 - (i) Are emotionally stressed.
 - (ii) Have personality traits.

TOPIC 2 PHYSICAL DEVELOPMENT AND STAGES IN SOCIAL STUDIES TEACHING-LEARNING

Physical development refers to the way the body increases in skill and becomes more complex in its performance. It involves movement.

Factors affecting physical development:-

Antenatal - heredity, multiple pregnancies, illness of mother, diet in pregnancy, smoking in pregnancy.

Postnatal - diet during breast feeding, exercise, illness, smoking, hormones, environment, and activities of mother.

Characteristics of Physical and Motor development from birth to 18 years.

- Body undergoes different body changes ranging from position of the head, hand, fingers, body and improvement in the co-ordination of eyes.
- Child develops from simple reflex to gross motor development that improves movement and co-ordination.
- The body changes its propositions and as the skeleton and nervous system mature, the child gains more control over his/her movements.
- Children do not grow and develop at the same pace, but each child must reach a certain level of development before passing into the next stage.

Note: Development is therefore not a line you can draw, but rather an area or range. Progress is made by each child individually through the stages.

Refer to Figure PS/1/101 (PS 11 Module)

"Understanding the Primary School Curriculum Theory and Practice"

Stages of cognitive Development

Piaget identifies 3 stages.

- (i) Sensor motor (birth 2 years)
- (ii) Pre-operational (2-7 years)
- (iii) Concrete operation 7 11 years
 - Can see things from other people's point of view.
 - Is capable of more complex reasoning (both more concrete objects to assist)

- Know that things are not always what they look.

Play activities at this stage include games with complicated rules, taking responsibility and roles, working with others, sharing decisions.

- Knows the difference between real and pretend.
- Can understand and participate in play with rules.
- Child begins to develop simple logical thinking and abstract reasoning.

Note: Understanding of Piaget's stages can help you plan and provide for the kinds of experiences and other activities appropriate for each stage.

(ii) Physical Development and Stages in Social Studies Learning

Children who are in the group that is target social studies are in two stages of development:

- Those from late pre-conventional stage to the early conventional stage i.e. from age 5 to 8 years.
- Those from the mid-conventional state i.e. from age 9 to age 12 and 13 years. Children in the first category are fully developed human beings who are emotionally secure and are ready to learn when motivated. They range from the ones with a lot of attachment to parents like those of 5 to 6 years to those who are almost independent in actions like those of ages 7 to 8.

Those of the first category are introduced to friendly topics of Social Studies such as:

- Observing and describing similar structures in their immediate environment (home and school).
- Explaining the roles of individuals and groups play in providing for the family.
- Identifying basic needs of the family.
- Explaining some difficulties experienced when there are many people in the family.
- Explaining the value of harmonious relationships in the home, community and country.
- Describing the life cycles of some common plants and animals in the environment and their values.
- Describing some ways by which water is polluted.
- Explaining the role of the local administration in the sub-county/municipality/country.
- Identifying areas of high and low population settlement and causes.

The topics are intended to start from the child himself/herself, the family, home and continue to expand in horizon. Many teachers call it starting from the known, the to the unknown.

Those (children) of the second category are introduced to friendly but challenging topics of social studies such as:

- Identifying latitudes and longitudes within which Uganda has and in which East Africa is found.
- Describing major physical features of Uganda and East Africa.
- Identifying major languages spoken in Uganda.
- Giving reasons why the first foreigners came to Uganda.
- Explaining why the people of Uganda wanted independence.
- Explaining how people form a government.
- Explaining factors which lead to population increase in a country.
- Explaining factors which influence population distribution in a country.
- Explaining difficulties caused by rapid population increase on the family, the environment and the country's economy.
- Explaining the factors that contribute to the high motility and low life expectancy in Africa.
- Giving reasons why thee was rebellion against colonial rulers in Kenya, Tanzania and Uganda.
- Explaining the benefits of co-operation between the East African countries.

Children of this category have longer attention span and ordinary memory. They need to learn through activities so as to remember more of what they learn. But these children, unlike those in the first category, can tolerate some level of abstract or lecturers that are well structured.

- Explaining the responsibilities of children to their parents and peers.
- Explaining how people use their physical environment to satisfy their needs.
- Describing factors of weather/climate and
- Identifying areas of high and low population settlement and causes.

The topics are intended to start from the child himself/herself, the family, home and continue to expand in horizon. Many teachers call it starting from the known, then to the unknown.

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Under normal circumstances physical development goes with appropriate mental development and therefore older children are expected to be mentally older than the children of the first category. They therefore can handle topics, which involve imagination and can venture into abstract.

The first category starts with simpler topics up to primary four and the second start with those topics suitable for primary five through to primary seven.

do.	ACTIVITY SS/3/2-2
1.	A child believes in his parents almost 100 per cent and believes in his teacher when he goes to school almost 100 per cent also.
	What happens when there is conflict on a point of knowledge between the teacher and the parents?
2.	What techniques do facilities and communities use to inculcate social norms among the children?
3.	Why should children in primary one be introduced to the topic of home and family where they live?
4.	Explain reasons for making a lesson for primary five 40 minutes and a primary two 30 minutes?
V	Check your answers with those given at the end of the unit.

TOPIC 3 THE CHILD AND THE ENVIRONMENT

The Child's Environment

Dear Student,

Let us now look at the child and his/her environment in Uganda. Environment means the physical, social, political and economic set up of an area. Physical environment also called natural environment comprises air (atmosphere), land (lithosphere), plants and animals (biosphere) and water (hydrosphere). (Refer to Unit 1 of Module SS/1).

Air or atmosphere in Uganda is the same except that some areas become hotter or cooler than others, depending on natural movements of the earth around the sun. Atmosphere allows people to live in any part of Uganda and supports life in the same way.

The School as a Child's Environment

The school environment should take into account that it provides curriculum, which is based on what is known about young children. It should cater for recognition of individual needs and interests, and responsiveness to cultural and linguistic diversity among children.

Responsiveness to the comprehensive needs of children for health, nutrition, childcare, social and emotional support, and language development, as well as cognitive development, by drawing on resources and expertise of agencies and informal networks in the local community.

Intellectually stimulating environments that help children extend their knowledge and skills within an atmosphere that fosters a sense of belonging, self-confidence, and positive disposition for learning.

Test ideas and discover through play, informal learning acts and projects.

The classrooms are inherently social places wherein teachers and children negotiate the curriculum together.

Such school environment(s) should construct a teaching and learning environments in which children and teachers are given opportunities to make decisions, pursue authentic questions and concerns, connect what is known to unknown, and be successful as they explore.

Assumptions

- Children learn best when their physical needs are met and they feel psychologically safe and secure.
- Children construct their own knowledge through repeated experiences involving interaction with people and materials.
- Children learn through social interaction with adults and children.

- Children's learning reflects a recurring cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization.
- Children learn through play.
- Children's interests and "need to know" motivate learning.
- Human development and learning are characterized by individual variation.

Further still, school environments should help children develop ideas and concepts that help them understand and make sense of their world. The learning and teaching is most effective when children build new understandings based on active reconstruction of existing knowledge and preconceptions.

The school environment should be simulative. It should provide a variety of materials that are found in children's home or living environments. Such material help children acquire basic factual knowledge and skills and a foundation of conceptual understanding in mathematics; science and literacy to develop expertise that will enable them learn and make sense of their world.

For land, Uganda is unique in that part of it lies north and the other south of the equator. There is a lot of land – mass which co-exists with considerable mass of water in form of rivers and lakes. Uganda gets a lot of precipitation in form of rain throughout the year. There is a lot of forest cover and the land especially in the central, west and around highlands of the east and west of the country. Some areas of the central and a lot of the north and north-east have grassland areas and scattered tree vegetation. Grassland areas receive less rainfall than the forest ones.

Economic and social environment in Uganda is interesting. Forest and highland areas mainly depend on agriculture which involves a lot of growing crops and considerable animal rearing. Social life in these areas revolves around the activities carried out. Food and cash crops are grown. Examples are coffee, cotton, tea, matooke, sorghum, cocoa, maize, potatoes and others.

Most of grassland areas are occupied by people engaged in animal rearing as almost of the sole economic activity. Their social life also revolves around this activity. People who occupy areas around water masses of lakes Victoria, Kyoga, Albert, George, Edward, Wamala and Rivers Nile, Mporogoma, Kafu are mostly engaged in fishing. Their lives also revolve around this activity.

Political environment in Uganda is almost the same since a single system of governance has been in place for almost sixteen years now. All areas are organized around local council system which starts at Local Council One to Local Council five in the districts and have a National Parliament in Kampala. In addition, many cultural areas have their traditional leaders who only play the role of cultural and not political leaders. These include Bugandam, Bunyoro and Toro in forest areas and Teso, West Budaama, Acholi in non-forest areas.

These leaders officially advocate for maintenance of their cultural institutions and values but at the same time follow their political objectives through Members of Parliament and District Councilors of their areas.

Implication for social Studies

Since some of the objectives of Social Studies are to maintain or improve societies, acquire skills for helping beneficiaries to positively live in their societies, it is then that the children of Uganda are taught basing on the environment described above.

It is common knowledge that Uganda Primary Social Studies Syllabus is one and same for all societies in Uganda. Even when it is like that, the designers did not lose sight of different cultures and traditions of Ugandan society. Teachers have to understand the environment in which they live and teach; have to consider societal norms and demands when they are interpreting the curriculum and the syllabus.

The Home/Community as a Child's Environment

Learning Partners

It takes an entire village to raise a child

The individual teacher cannot expect to be the sole educator of a child. Students need the active involvement of parents, volunteers community members and business people, elders and anyone with an interest in the future of the students. Learning partners are very willing participants if schools reach out to include them. However, schools have changed dramatically since these learning partners were students. Learning partners need help in understanding and being prepared for those differences with the support of professional development opportunities and respectful involvement in the educational decision making of a school.

Assumptions

- Parents and other community members care about the educational welfare of their children and have very strong beliefs, often culture-based, about how the standards should be achieved.
- Parents, primary caregivers, other family members, the business community, and elders all play a critical role in a child's education as learning partners.
- Many social and economic factors prohibit learning partners from participating as often as they once did in a child's education. Time commitments, educational jargon, and increase the perceived distance between parents-as-educators and teachers.
- Before the difficult questions of curriculum can be addressed, all participants should have a shard vocabulary and a chance to acknowledge the variety of beliefs and expectations which will be influential in any decisions.
- School districts need to work with learning partners in new and culturally-sensitive ways. Learning partners may not have the time to visit classes as they once did. Elders might prefer a forum other than "guest lecturer". Intergenerational programs can be designed so that both parties, the elders and the students are engaged in new learning challenges.

- Learning partners will have diverse perspectives on what they feel is their ideal level of involvement, depending largely on their beliefs about who holds the primary responsibility for formal education.
- There are students in the classroom who have many social support needs. Community problems need to be addressed through community-driven services and institutions. Social services may be delivered in the schools and are most effective when the responsibility is shared among home, school and community.

Create a guided and unhurried process through which learning partners may become familiar with school culture and how it has changed since they attended school; develop a shared vocabulary; and have a chance to acknowledge the variety of beliefs and expectations which will shape their contributions.

Include learning partners in the early stages of curriculum development and the later stages of evaluation and revision, as well as the middle stages of instruction.

Provide a structure for parent-teacher-student conferences throughout the K-12 levels (not just K-3).

Convene conferences of the health and social service providers in your district and brainstorm ways to deliver their services through the schools.

Teachers in Karamoja, Teso, Nakasongola, Masindi, Kiboga, Sembabule, Mbarara have to interpret the syllabus and look at the skills and attitudes and have them geared towards cattle keeping.

Teachers in Bushenyi, Rukungiri, Kabarole, Kyenjojo and Mubende have to interpret the curriculum towards developing skills, attitudes towards the growing of crops such as tea, coffee and to some etent the raising of cattle in settled cattle farming.

Teachers in Mbale, Kapchorwa, Kasese, Kabarole, Bundibugyo, Kabale, Kisoro, Rukungiri and Mbrara have to interprt the curriculum in terms of developing skills in intensive cultivation of variety of crops and attitudes and values of maintaining the quality of soils by practicing certain skills in preventing soil erosion and renewing fertility of land.

Teachers in other areas need to do the same by looking at the activities of the local environment and develop children's skills and attitudes towards harnessing their environment and values of the community in which they are working.

The major focus is that many of the pupils in primary schools may not get chances of going beyond primary education and therefore will join their communities in their daily activities to produce what to sell in order to earn a living. Teachers have to do their work well so that when children leave at the end of primary school, they show that they have skills not only to perform accurately but increase production. That is when there can be growth in quality of life and economic development.

When some children have gone beyond primary school, they acquire more skills and might adjust their attitudes looking more advanced values which are also necessary. They

much look towards use of technology and this will enhance the values and attitudes will just be adjusted in the correct direction.

de a	ACTIVITY SS/3/2-3
1.	People of Arua and West Nile generally grow a lot of tobacco. Arua Municipal Council has very gig markets and people move from long distances to these markets. In your own understanding, can you explain the relationship between the growing of tobacco and the big markets?
2.	What is the role of the cultural leader nearest your environment?
3.	How does the teacher interpret the syllabus?
V	Check your answers with those given at the end of the unit.

TOPIC 4 SKILLS, CONCEPTS, ATTITUDES AND VALUES OF EARLY STAGES OF CHILD DEVELOPMENT

Dear Student,

Let us now consider the skills, concepts attitudes and values which are a major content of Social Studies at the early stage of child development and key aspects in Social Studies learning.

(i) Skills

Skills are abilities which enable us to perform tasks successfully. They are a speciality of an individual or a group of people in performing given tasks.

Importance of Skills

A major objective of social studies is to equip pupils with skills for learning and positive participation in home, school and community environment which is constantly changing. Acquisition of skills makes it possible for the pupil at an early stage to handle new situations in both class and life without having to rely on the teacher or parents. Skills make pupils work creatively and independently.

Pupils should, therefore, be equipped with both knowledge and the other essential skills for their level. These include performance skills and social skills.

Performance skills

These indicate the practical aspects of work pupils should be able to apply in internalizing knowledge acquired. Ability to locate, organize, draw, model, trace, mime, explain real life equivalents, application of knowledge by selecting examples from the children's society are good examples. All learning at lower level should be subjected to practical application where children become active participants in the learning process. Children's experience must be used so that knowledge becomes purposeful and useful.

Social skills

Children go to school to acquire knowledge, play and get socialized. Getting knowledge alone is not enough; children should begin to widen their horizons by becoming responsible, working together in and outside class, assisting fellow children especially those are less able, sharing materials and equipment, showing courtesy, tolerance, respect for elders and co-operation. Such topics as the following are introduced to children from primary one up to primary four in schools in Uganda.

- Giving reasons why people should wash their bodies,
- Explaining benefits of working together,
- Explaining how individuals can help the community to keep clean, be happy in the home and keep the school clean,
- Identifying responsibilities which everyone must carry out in the country/district.

- Performing effectively as a leader (of group) or as older children are exposed to other related skills such as:
 - Thinking skills
 - Inquiring skills
 - Study skills (including book reading)
 - Group skills

Skills specific to Social Studies

- Criticize
- Placement
- Skills necessary for effective participation in social life
- Develop critical and scientific thinking
- Give sense of time
- Interpretation of printed. Pictured and charted materials.
- Compare
- Contract
- Generalize
- Summarize

ACTIVITY SS/3/2-4	
Can you list some examples of skills you can develop while teaching different categories of a Social Studies lesson.	

A skill lesson aims at forming and developing some kind of manual or other skill.

Examples of skills:

Reading, writing, speaking in languages, singing, dancing, modeling, handling, apparatus; gymnastics.

Skills are developed through continuous professional practice of a given aspect. Follow the steps below in developing a given skill.

Steps in presenting a skills development lesson.

Step I Preparation: "Thorough preparation yields success"

This step shall be motivated to learning a new skill to enable them feel the necessity of acquiring the said skill. This could be done through the following activities; taking learners through the activities that help cultivate interest for the lesson:

- Take learners to art galleries and museums.
- Observation of exhibitions of crafts work.
- Observation of displays of some good work.
- In population of project method, learners acquire knowledge.

"In the project method there are various skills the knowledge of which is required for the performance of various plans"

Show learners the room – where a series of project activities are practiced, let learners observe the tools, etc so as to create a proper attitude for the work in the students.

Step II Statement of the Aim

Teachers states to the learners clearly what they are going to learn.

Step III Presentation and Statement of Rules

Teacher in introducing the new form of skill, gives a few instructions, very brief and clear to the learners, which enable them properly watch and observe the demonstration.

- Teacher presents the demonstration as the learners watch; observe ... "gives a progressive presentation of concepts.
- Learners may handle the model for close observation.
- Learner activities observation, listening and seeing.
- Teacher doings and explaining things.

Step IV: Practice

Learners

- Imitate what the teacher has demonstrated before them.
- Hands on experience

Teacher supervises and guides practice of each individual learner.

Step V: Correction

- Teacher points out the defects, challenges and show the correct ways of performing the activity.
- Depending on the level of practice the teacher may restate the rules.

Step VI: Consolidation and Refinement

- Further practice of the activity by learners.
- "Correction" and "practice" of the activity may be repeated as much as possible.
- Encourage learners to continue practicing the skill, let them feel the urge for hiring the skill.
- Ensure the skill for practice is as simple as possible suitable to the ability and level of learners.
- Time required to perform the activity should not be too long.

- Skill should provide a sort of channel for self expression if possible.

Note:

Teacher encourages learners to create things for themselves and should not set unnecessary rules and techniques.

Creative art is free, spontaneous and breaks through shackles of rules, formulate and conventions.

Skills that can be developed:

- Activities and projects based on children's interests in the world around them promote all domains of learning.
- Metacognitive skills can be developed through mathematics, science and literacy. The skill enhances conceptual knowledge.
- Also in activities that solve real problems in the classroom and on the playground, as well as stores, block building, dramatic play, animals in the classroom and found outdoors, and so on.
- Skills like observation, record, explore changes, make predictions, ask questions and find ways to test out their hypothesis.
- Initial basic activities develop skills like:
 - Observing learners notice different properties of objects and events using the senses.
 - Classifying grouping objects and events according to their properties.
 - Measuring and using numbers: learners describe quantity using physical attributes such as length, weight, size, temperature.
 - Estimating, recording data with the help of teachers, or by themselves with drawing and other tools.

Communicating – using language, drawings and other tools to describe observed events and relationship.

Inferring and predicting: - making predictions of what might happen based on past observations and experiences, including cause and effect relationships.

Defining operation – define terms and ideas used in the context of one's experiences and communicate how these terms are used such as 'what do you do and "what you observe".

Making Hypotheses - propose explanation based on what is observed. Experimenting – explore, manipulate, investigate to find what happens.

The school also develops social skills, following a set procedure: The teacher observing and listening carefully to the children's interests and understanding how children learn in order to plan activities that are real and meaningful in the lives of children.



- (a) What factors can you put into consideration while preparing to teach a skill.
- (b) Give activities which can help you teach a given skill.
- (c) Discuss the strength and challenges of teaching a skills lesson.

Attitudes and Values

Children's attitudes towards school, community, teachers and other leaders and themselves are a vital element in shaping behaviour. When a child shares with others simple materials for play, seeking to know other people's names, he widens his knowledge in getting to know people and their identities which is good beginning for a useful citizen. He/she learns that people and their names need to be respected and this extends to loving other people in the community and sometimes beyond, building the social skills of national integration.

Desirable attitudes

- Social responsibilities
- Civic responsibilities
- Personal responsibility
- Civic and world mindedness
- Emotional maturity
- Intellectual integrity
- Aesthetic appreciation
- Sound judgment
- Appreciate view points of others and to make ones own contribution.
- Attitudes depend upon intellectual and emotional factors.
- Desirable attitudes are essential because they are extremely significant factors of behaviour based on appreciation of things which are worthwhile.

Teaching attitudes to learners in lower primary using Expression Work

Expression work

- Regards a child as an active participant in the teaching-learning process.
- Learners must be able to communicate one's thought and feelings to others.
- Refined, polite manner.
- Provide a large no. of opportunities to the students to express themselves.
- There can be no impression without expression.
- Expression helpful in securing emotional security of children.
- Expression gives outlet to the urge of self assertion which is very active in childhood.
- Forms of expression through speech, written words.

Individualized instruction – higher classes.

Learners differ in attitudes, capacity to work, intelligence, temperament, etc. "No two children are alike"

Teaching attitudes

Attitudes deal with aesthetic appreciation which is a basic characteristic of human mental life and behaviour and to develop it in all to human beings.

The appreciation lesson is concerned with the emotional aspects of the children. It aims at enabling the children to appreciate and enjoy beauty through form, colour or sound.

Appreciation lesson further aims at discerning and enjoy beauty in specific works of art, literature and music.

It is an invitation to look or to listen to something beautiful, with leisure to enjoy it in a favourable atmosphere, and with the teacher's use of suggestion to heighten its appeal; the results must be left to develop as they will.

Techniques of an Appreciation Lesson

The lesson should be conducted under the spirit of practice, most likely through play, demonstrations.

Lesson meat to develop attitude should always be focused to an experience or practice which is detrimental to the community. The lesson may not go through all steps used in other topics or subjects. Most often only the steps of preparation and presentation are enough.

The lesson should be presented as a "whole single unit"

In preparation, a teacher should properly attend to the physical conditions of the room, proper temperature and ventilation and interior decoration.

In presentation the teacher can also deal with difficult words or phrases which may not have been practiced in the previous lesson. Pictures could be used to reinforce instruction.

The teacher should make use of every sort of device which will help in the development of the imagination of the students.

The teacher should make use of every sort of device which will help in the development of the imagination of the students.

Guide learners in appreciating the lesson presented. Comments or guiding questions could be formulated to help lead the learners through appreciating the lesson. Encourage learners to give personal opinion or comments as much as possible, discuss freely mindful that enjoyment is subjective and will not occur in obedience to a command from the teacher.

The teacher should employ the techniques of practice and creation. Learners could be encouraged to write their own plays, poems, dialogue, draw a picture or paint a scenery, collect pictures.

General Guidelines for an Appreciation Lesson

- Ensure that the environment is calm and quite to enable participants understand the idea implied by the play.
- As a facilitator and guide must possess real enthusiasm and appreciate the lesson.
- Encourage students to compose or write their own pieces of work and study similar subjects.
- Select material according to age, capabilities and interest of the students.
- Endeavour to explain difficult phrases and words before taking up an appreciation lesson.

Skills of Critical Thinking and Problem Solving are desirable in a citizen of a democratic set up.

(iv) Learning Values

develops desirable pattern of conduct helps impart citizenship education.

Develop in pupils right attitudes and skills which are significant factors of behaviour based on the appreciation of work while things.

Attitudes depend on intellectual and emotional and desirable attitudes are directly related to the emotional well-being and balance.

In a good citizen we expect attitudes such as sympathy, fellow feeling, self control, self respect, tolerance, cooperation, obedience.

Use of progressive methods like project method, the problem method, the silence method, emphasis is put on cooperative work and group activities.

They help develop group consciousness and the feeling of individual responsibilities towards the group.

Teacher should be concerned with desirable skills and attitudes along with intellectual development.

Concepts can be developed through active participation in community activities. The community provides learners with first hand learning experiences, information about the ways of living.

It also helps develop insights into the reason and conditions which contribute to changes in social life; experiences help a child make generalizations about his/her community.



ACTIVITY SS/3/2-6

Prepare some activities and role play or drama which you can present and use to teach named attitudes.

Values are the ideas one has about the worth of oneself, other people, societal institutions, ethics, integrity and morals of one's environment. Children must learn to value life and property, neighbourhood and nationhood.

It is the responsibility of Social Studies and the teacher to emphasise societal attitudes and values to help pupils get awareness of what society thinks and takes to be right things to do.

Caring for property, keeping healthy and clean, regular and punctual in school attendance, providing seats to teachers or guests, respect for other peoples' property, respect for school, national flag, anthem and holidays are some of the ways the teacher can use to help pupils develop positive values and attitudes.

(iv) Concepts

Concepts are usually abstract ideas behind a number of things done.

Teachers who are not innovative will find it difficult to teach concepts. Series of arranged activities will help the teacher to explain a concept in focus to children. Activities must be touching aspects of the concept in a logical order so that after their completion, it is easy for the teacher to refer to them to explain the concept.

For example the concept of democracy cannot be easily taught in terms of definition to children. It involves such things as constitution, participation of all citizens, either directly or by representation, then, elections where each citizen chooses freely and respect of choice. There are other aspects to consider in teaching the concept of democracy but those mentioned are the major ones. There are many concepts to teach in Social Studies. Some of these are:

- Environment
- Cooperation
- Value
- Community
- Citizenship
- Skills

During training, student teachers are taken through ways of arranging activities and techniques of teaching concepts so that they are understood by children. Sometimes concepts are not fully understood until the end of second or third year of study. In this case, aspects of the concept are introduced at intervals so that at the end of a given period all the aspects have been handled. In such a case the teacher is able to bring the idea of the full concept to the children through connected activities.

Concepts

Related concepts that can easily cluster can be combined and taught as a whole.

Example of teaching a cluster.

- Crate a unit, or use materials that teach a cluster of concepts.
- Make sure you have a focus like a big idea, for example, "consumers purchase goods and services through.
- To define consumers for example; you might choose to use pictures only.
- Individuals acting as a consumer, you will have to discuss how families are consumers, perhaps by having students draw pictures showing their own families in the role of consumer.

Reflecting on their own day and weak students can discover when they acted as consumers. Purchasing lunch at school or buying a gift for a family member are two common examples.

Listing how the "school" is a consumer is another exploration that will help students make sense of the concept of consumer.

While teaching the concept of consumer you will also discuss currency and coin.

What is the difference?

How sill the students pay for items they will consumer today.



ACTIVITY SS/3/2-6

Given the scenario of teaching a cluster of concepts above;

- (a) What level would you teach the concept?
- How would you use it in lower primary. (b)
- Give activities learners can use to develop the concept. (c)



- 1. Write down concepts you would teach children of primary Two about physical environment.
- 2. What suitable concept should we introduce to primary one class with regard to social and political environment?
- 3. Why should we use activities and many examples to teach concepts?

NOTES AND ANSWERS TO ACTIVITIES

ACTIVITY SS/3/2-1

- (a) Emotional characteristics of children
 - aggressive
 - need love
 - cry most often
 - timid
 - repulsive
 - associate with others
 - moody
 - weary when scolded
- (b) A teacher can help the categories of such people indifferent ways
- (i) Emotionally stressed
 - Praise every attempt
 - Give responsibility
 - Keep close attention pat, hug, involve.
 - Re-assurance
 - Involve in practical activities like taking up roles in a role play.
- (ii) Personality traits
 - Grouping learners according to interest
 - Provision of activities which involve working with others.
 - Recitation activities
 - Drawing
 - Shading

(Please discuss with peers and teachers in the course to add some activities to those generated in the list)

- 1. Discuss with peers.
- 2. greetings
 - ceremonies
 - taking up roles i.e. mother
 - cooking
 - serving people
- 3. because it related to their daily life experiences so as to develop knowledge from known to unknown.
 - to enhance sharing of experiences.
 - to make learning more interesting

- to cater for attention span of learners.
- for easy acquisition of content.

ACTIVITY SS/3/2-3

- 1. discuss with your fellow teachers. The views should reflect on the human needs and how they are fulfilled.
- 2. summon cultural meetings
 - maintain discipline of his members
 - restore unity
 - plan for innovations culturally
 - intervenes and keeps security of the clan,
 - etc
- 3. Relate to your day to day planning and teaching. Exchange ideas with friends accordingly.

ACTIVITY SS/3/2-4

Please discuss with fellow teachers. You can list topics in the primary social studies syllabus and then list the skills you can develop under each.

Add your suggestions to the list below:

- Sorting
- Interpretation
- Data collection
- Describing
- Shading
- Ploting
- Locating
- Leadership
- Analysis
- Drawing
- Listing
- Decision making

- (a) Factors to consider
 - layout of content to be taught
 - design activities
 - group learners
 - instructional materials
 - ensure that as a teacher you are proficient with the skill to be taught
 - adequate time allocation

- (b) Activities which can help teach a given skill differ according to the type of skills to be taught (Please discuss with peers).
- (c) Please discuss with your peers, specific mention of a skill should guide you in enumerating strengths and challenges in teaching/learning of a given skill.

ACTIVITY SS/3/2-6

You need to discuss the given scenario as a group, relate it to your school environment, and move further to trialing it.

- 1. Observe the physical environment around your school. Identify salient issues and discuss the concepts with your fellow teachers.
- 2. As in above.
- 3. They relate to children's deeds
 - Are within children's experiences
 - Activities are interesting and participative
 - So as to make learning a life-long process

UNIT ASSIGNMENT SS/3/2

- 1. (a) Distinguish between skills and concepts.
 - (b) Describe how you would teach a given skill and concept to P.6 pupils.
- 2. Examine the child's various environments and how such environment affect/influence the child's learning.

ANSWERS TO UNIT ASSIGNMENT SS/3/2

- 1. (a) Refer to text definition given, get an advanced learners' dictionary to guide you.
 - (b) use the experiences in teaching, and the examples, together with the lesson presentation in the notes.

(You can now identify one of the skills and concepts given, then prepare a plan accordingly).

- 2. The child's environment comprise of:
 - home
 - school
 - community
 - peers

Give examples of activities carried out in each environment, and explain how they involve children.

(Remember to give positive and negative ways in which children are involved).



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UNIT 3

SOCIAL STUDIES APPROACHES, METHODS AND STRATEGIES

SS/3/3

INTRODUCTION

Dear Student,

You are welcome to Unit 3 of Module SS/3/3, Social Studies approaches, methods and strategies. You should study this unit carefully because it gives you background information for Units 4 and 5. Hope you will enjoy reading this unit!

AIMS

At the end of this unit you should be able to:

- Understand the meaning of approach, method, technique and strategy.
- Understand the methods of teaching social studies.
- Use instructional materials in the teaching of social studies.
- Learn the planning and organization of teaching of social studies

SPECIFIC OBJECTIVES

At the end of this unit, you should be able to:

- Distinguish between a teaching method and strategy.
- Describe the various approaches of teaching and learning social studies.
- Distinguish between a teaching technique and approach.
- Describe the various methods of teaching and learning social studies
- Explain the advantages and disadvantages of different methods.
- Identify suitable methods for teaching different topics in social studies.
- Explain the various instructional materials.
- Distinguish between visual aids and audio aids.
- Describe the advantages of using instructional materials.
- Explain the qualities of good social studies instructional materials.
- Plan the teaching and learning of social studies
- Distinguish between a scheme of work and a lesson plan.
- Describe the problems faced while planning to teach social studies.

TOPICS TO BE COVERED

This unit has 4 topics.

- Topic 1 Concepts in social Studies Teaching, Approach, Method, Techniques and Strategy.
- Topic 2 Methods of Teaching Social Studies
 - (a) Introduction
 - (b) Factors to consider when selecting a suitable method.
 - (c) Qualities of a good teaching method.
 - (d) Some of the methods used in Lower and Upper Primary Classes

Topic 3 Instructional Materials used in the Teaching and Learning of Social Studies

- (a) Introduction
- (b) Classification of instructional materials
- (c) Selection of instructional materials
- (d) Importance of instructional materials
- (e) Types of instructional materials
- (f) Merits and demerits of instructional materials.

Topic 4 Planning and Organisation of Teaching at Lower and Upper Primary

- (a) Introduction
- (b) Factors to consider when planning to teach
- (c) Problems faced while planning to teach social studies.

SUBJECT ORIENTATION

You are expected to study this unit diligently and discuss with your peers the major issues raised. You may share your experiences with your peers. This unit prepares you for unit 4 and 5.

STUDY REQUIREMENTS

Reading alone may not be easy, so we advise you to get a pen, pencil, notebook, a timetable, quiet room with a reading table and chair. We expect you to refer to other materials for further information. Where you do not understand consult your peers.

Enjoy your study of this unit as you prepare for unit 4.

TOPIC ONE CONCEPTS IN SOCIAL STUDIES TEACHING

Introduction

There are many concepts in the teaching and learning of social studies. The understanding of some of these concepts will enable you to teach social studies successfully. Hope you will enjoy going through these concepts.

(A) Approach

The teaching approach refers to the different ways that lead to the realization of the aims of roles of education. In other words, an approach is a general plan that will be followed to achieve certain educational or teaching objectives. For example if one is confronted with a problem of reaching a certain place, one has to decide how he/she will handle the problem thus to say devise means of how you will reach that place, means of transport, time to reach the place, route to use and others. Therefore in education we think of the best ways our learners can achieve what we would like them to. this can be done by use of more than one method, technique, instructional materials and strategies.

Examples of teaching approaches in social Studies include:

- Integrated approach
- Multi-disciplinary approach
- Inquiry approach
- Inter-disciplinary approach
- Multi-media approach
- Child centred approach

(B) Method

Teaching method refers to the way of doing something with regularity and orderliness; thus arrangement of the activities in a systematic order.

In education, a method is a definite way of teaching (passing on) and learning procedure which helps the learners understand the given content of a subject. When teachers decide that they are going to teach, they also decide on the way their learners will learn. That means they plan everything they are going to do in the classroom or the procedure in teaching. Therefore the organized way which helps them reach their goals or objectives is what we call methods.

There are various methods of teaching and learning Social Studies. Vis inquiry, dramatization, discussion, story telling, role play, project, group, field trip, guided discovery exposition, lecture method and others.

The choice of the method to use largely depends on the level of learners, content, size of class, availability of instructional materials and others.

Every method of teaching must have objectives, strategies and techniques. The teacher should make it a point to use as many methods as possible so as to attract the attention of many learners.

(C) Teaching Technique

Preparing to teach involves planning in order to implement the method the teacher has chosen. The teacher needs to indicate the specific actions that will be performed by the learner, the teacher or both. For example if one wanted to teach the topic "Weather", one could either ask questions, draw pictures, bring some charts, discuss with class about weather, take the pupils out to visit a weather station and others. These activities, actions and processes through which the objectives are realized are known as **teaching techniques**.

Therefore teaching techniques are concerned with the ways of reaching the goal or achieving objectives or a teaching technique is a specific way of doing something skillfully. It is a teacher's own tactic and style of presenting a given task.

It is important that teachers employ a variety of techniques of teaching in each lesson so as to make the lesson more appealing and interesting to the learners.

(D) Teaching Strategy

A strategy refers to a plan to achieve something or a plan designed for a particular purpose. In teaching and learning, a strategy refers to a plan followed to achieve the intended lesson or educational objectives.

A strategy therefore is the arrangement of techniques in a sequential order so as to achieve the stated objectives. Teachers are encouraged to use a variety of strategies so as to achieve many educational objectives while teaching Social Studies. A teaching strategy has got a great relationship with methods and techniques i.e. when a topic is selected, the teacher should look for appropriate methods, then select techniques for teaching a certain lesson.

d'a
1.

	ACTIVITY 88/3/3-1			
1.	Define the term 'teaching'.			
2.	Mention four approaches of teaching social Studies			
	(i)			
	(ii)			
	(iii)			
	(iv)			
3. (a	Why should a teacher employ a variety of teaching techniques?			
	(i)			
	(ii)			
	(iii)			
	(iv)			
(t	Outline four techniques of teaching.			
	(i)			
	(ii)			
	(iii)			
	(iv)			
4.	Distinguish between a method and a technique.			
V	Check your answers with those given at the end of the unit.			

TOPIC 2 METHODS OF TEACHING SOCIAL STUDIES

(a) Introduction

The teaching and learning of Social Studies calls for the appreciation and use of various approaches, strategies, methods, techniques and skills. Because of the various needs and interests of the learners and the nature and demands of a given topic. Effective teaching and learning may require the use of a number of methods even in a single lesson or learning session. It should further be noted that there are methods which are suitable for lower primary level and those for upper primary level. For example story telling and dramatization are very good methods to use at lower primary level. Unlike other concepts, methods dominate Social Studies teaching.

There are as many methods of teaching as there are techniques. One cannot easily use or write about them. Examples of methods include the following:

- (i) Story telling method
- (ii) Discussion method
- (iii) Dramatization method.
- (iv) Discovery/inquiry method.
- (v) Problem solving method.
- (vi) Group method.
- (vii) Lecture method.
- (viii) Observation method.
- (ix) Survey method.
- (x) Exposition
- (xi) Centre of interest method.
- (xii) Field trip

In this topic, we shall look at some of the above methods

(b) Factors to consider when selecting a suitable method.

- (i) Lesson objectives
- (ii) Content
- (iii) Age of the learners
- (iv) Level of the class is it lower or upper primary?
- (v) Nature of the environment
- (vi) Size of the class
- (vii) Duration of the lesson
- (viii) Time of the day
- (ix) Political climate
- (x) Nature of the learners and their attitude.

(c) Qualities of a good teaching method

- (i) A good method should stimulate the learners for further study.
- (ii) It should shift emphasis from verbalism and memorisation to learning through purposeful concrete and realistic effort/situations.
- (iii) It should make learners more innovative and creative.
- (iv) Is should arouse interest among the learners.

- (v) It should aim at equipping the learners with knowledge, values and skills.
- (vi) It should put into consideration the three domains thus affective, psychomotor and cognitive.
- (vii) Should stimulate desire for further study and exploration.

(d) Some of the methods used in Lower and Upper Primary Classes

At lower primary the teachers should endeavour to use a variety of methods so as to cater for the various capabilities of the learners. The guiding principle in choosing method(s) is how to make the work more meaningful or purposeful, how to apply, what you are teaching to the pupils' problems in the world.

(i) Story telling method

Story telling is one of the most recommended method of teaching social Studies at lower primary. Story telling is one of the traditional and popular types of folk communication and means of socialization.

Advantages of story Telling

- It increases interest of the learners in the subject.
- It helps the development of imagination
- It leads to the acquisition of good virtues
- Story telling is entertaining and in the process; the pupils easily grasps the information
- It is oral literature that does not require complicated or expensive audio-visual aids.
- It develops learners' thinking and listening skills.
- It involves the learners since they also contribute.
- It improves on the communication skills of the learners and the teacher.

Disadvantages of story telling.

- It requires a good stock of stories relevant to the content taught and objectives set.
- Many learners may not participate and end up being bored.
- Some teachers and learners may not be gifted in story telling.
- The shy learners may not participate.

Despite the short-comings, story telling is one of the best and recommended methods of teaching at lower primary. Therefore every teacher of Social Studies should know that story telling is an art. He/she should have rich imagination, accurate and wide knowledge of the past and a rich collection of stories for use in the teaching and learning of Social Studies.

(ii) Dramatization Method

Dramatization is yet another relevant method of teaching social Studies. It makes use of plays or drama performed by actors to high-light interesting points that are to be learned. It is a vast method that covers many branches such as play acting, role playing, simulation games, miming, imitation, skits, socio-drama, characterization and others.

Advantages of dramatization

- Stimulates and holds the interest of the learners.
- It is more realistic since it touches the realities of life.
- It is child-centred approach.
- It develops the learners' imagination and creative talents.
- Learners tend to remember better what they have acted than heard or seen.
- Dramatization promotes a friendly spirit and team work among the learners (cooperation).
- Learners aspire to become good characters if they act in that capacity therefore develops individual talents in play acting.
- Deepens the understanding of the content.
- Leads to the development of various skills.

Disadvantages of dramatization

- It may not appeal to all learners due to differences in intelligence, abilities, etc.
- Some learners may not feel free to take part in the drama because of being shy.
- It requires a lot of planning and preparation for example getting costumes.
- Some learners may be taken up by drama and understand less.
- Some learners fear to be associated with characters who are bad in some scenes.

All in all, dramatization is a suitable method for lower primary because it develops many senses of the learners.

(iii) Discovery/Inquiry Method

This is yet another vast teaching/learning method that includes in class teacher guided activity, teacher guided problem-solving, project assignment survey, research visits, interviews, observations, experiments, inductive evaluation and reference.

Advantages of Discovery/Inquiry Method

- The learners get into contact with the world outside their classroom environment.
- It allows teachers and learners to co-operate and share many ideas.
- It is child centered method. It provides a wide scope for learners' participation.
- It makes learners more inquisitive, alert and observant.
- It enables learners to co-operate and work with others to achieve educational objectives.
- It elicits maximum concentration from the learners hence innovations and creativity on the part of the learners.
- It is pragmatic or practical, the children learn to be responsible and realistic.
- Children tend to remember more what they have seen and observed.
- It inculcates a sense of responsibility in both teachers and learners.

Disadvantages of Discovery/Inquiry Method

• The method requires a lot of time for planning, organization, co-ordination, supervision, analyzing, reporting, evaluating and others.

- It requires high degree of expertise from the teacher.
- It is an expensive method. Some of the activities carried outside class may be costly. For example going to the field.
- The teacher may easily loose control of activities since they are many.

On the whole this method is very suitable for upper primary but it can also be used at lower primary if proper planning is done.

(iv) Observation Method

This refers to when the learners get direct experiences from what they are learning. It is believed that direct experiences are more effective in the process of learning and retained for a longer period of time. The learners can touch, feel, see, hear, ask questions about how things are. There are 3 major techniques of observation vis-à-vis field trips, community survey and community service project.

Advantages of Observation Method

- It is child centered.
- Learners get first hand information.
- The method motivates the learners to search for more information.
- Learners are able to remember what they have seen easily.
- Learners can easily acquire describing skills, questioning, data collection.
- The method gives learners a wide range of experience of many aspects.

Disadvantages of Observation

- It is time consuming.
- It requires a lot of preparation.
- It can be very expensive.
- It may not work for the blind learners.
- Learners who are not very active many not benefit much.

On the whole this method can be suitable for both lower primary and upper primary.

(v) Survey Method

In the survey method learners are sent out of the classroom to collect information on a specific topic. Information can be gathered from parents, relatives, members of the community and those in authority. In addition to the above, information can also be got from text books, magazines, maps, journals, and others.

Advantages of Survey Methods

- It makes learners independent.
- Data collection, organization, and observation skills can be developed.
- It broadens and deepens the understanding of learners.
- More knowledge, skills and values are developed.
- It increases the imagination abilities of the learners.
- This method is child-centered.

- Learners become innovative and creative.
- It breaks classroom monotony.

Disadvantages of Survey Method

- It is a time consuming method.
- It does not cater for the passive learners.
- It requires a lot of planning on the part of the teacher and learners.
- Some parents and relatives may fail to co-operate by not giving information.
- It is expensive to carry out.

All in all, this method is suitable for both lower primary and upper primary.

Teaching methods at upper primary

The five methods already seen can also be used at upper primary but they are mainly suitable at lower primary. The methods used at upper primary can also be used at lower primary but at a limited scale.

(vi) Lecture Method

Lecture is one of the oldest procedures of teaching social studies. The lecture method enables the teacher to expose information to the learners by dictating and explaining notes from a text prepared before hand. The information is presented systematically and effectively. This method can be used at upper primary and lower primary.

Advantages of Lecture Method

- The teacher gives only relevant matter which is already sorted out.
- A well-prepared and a well delivered lecture can make social studies interesting.
- Lecture method saves time.
- It improves on the listening skills of the learners.
- Good lectures stimulate and motivate brighter learners.
- Lecture method encourages the learners to write their own notes.
- It encourages research on the part of the learners.
- One teacher cannot teach over 400 pupils (suitable for large classes)
- The learners and the teacher cover a lot of material in a short time.

Disadvantages Lecturer Method

- It is a teacher centered method.
- It can be boring to some learners.
- The weak learners may be left behind.
- Feedback of pupils may be hard.
- Teachers work harder to sustain a lecture.
- It does not tap many skills such as demonstration, speaking, organization and others.

(vii) Discussion Method

In the class situation as a teaching and learning method, discussion can be understood to be an orderly procedure of oral exchange of ideas between the teacher and the learners in a small, or large groups or as a whole class and among the learners themselves. The discussion can take the form of a debate; a symposium, a panel discussion or brain storming, workshop, seminar, forum, interview and others.

Advantages of Discussion Method

- It is suitable for both lower and upper primary. It enables learners to share views and interests.
- It increases the thinking skills.
- Learners are able to discuss what they did not know.
- It is both teacher and child centered method. It gives knowledge a round trip
- The teacher will be able to discover bright learners through discussions.
- Self expression is emphasized.
- It resolves conflicts and difficulties in understanding some issues
- It enables learners to make their own notes.

Disadvantages of Discussion Method

- It requires a lot of time to prepare.
- It requires small groups or classes.
- It requires experience on the part of teacher and learners.
- It requires a lot of vigilance on the part of the teacher.
- It may not be very suitable for lower classes

When may Discussion Method be used?

Laying plans for new work
Clarifying ideas
Making decision concerning future action
Sharing information
Evaluating progress
Inspiring interest
Getting views of the learners on controversial issues

(viii) Group Method

The group method may be broadly differentiated between the large and the small group. This is a method of teaching where tasks assigned to particular groups or the big class is divided into small groups for easy handling. The small groups can be asked to present their findings to the whole class.

Advantages of Group Method

- Leadership skills are developed.
- It caters for the majority of the learners; the teacher will be able to study the learners well in the small groups.

- Management is easier since all the learners are doing the same thing.
- Group work is time saving.
- One teacher may teach many learners at the same time.
- It is easy to mark group work than the whole class.

Disadvantages of Group Method

- There could be passive learning on the part of weak and shy learners.
- Some groups may be of gifted learners.
- Some learners will tend to dominate others.

(ix) Problem Solving Method

This is a way of manipulation in an effort to find a solution to an identified idea, concept or subject. This method aims at training learners of Social Studies in the technique of discovery. This method involves the use of discovery and inquiry approach. It deals with the discovery of an answer to a task at hand.

Advantages of Problem Solving Method

- It increases the thinking skills of the learners.
- The learners are able to track down information quickly and efficiently evaluate and organize in reports.
- Problem solving method leads to logical way of thinking.
- The pupils and teacher are fully involved hence it leads to good and harmonious relationship between the teacher and pupils.
- The method looks at realities of life since learners are given tasks which are within their daily experiences.

Disadvantages of Problem Solving Method

- Weak learners may be left behind
- It is time consuming on the part of the teacher and learners.
- The method may give false confidence to the learners. Having solved simple problems they may use the same method on hard problems.

This method is suitable for upper primary. At lower level the learners may be demotivated.

In conclusion, there are quite many methods of teaching Social Studies. Teachers should always make it a point to use more than one method in a single lesson so as to tap the various capabilities, talents and traits of different learners. The method recommended for lower or upper primary can be the best at either levels depending on how the teacher has planned to use the method. Always teachers must put into consideration the lesson objectives, contents, the level and number of learners while selecting a method to use in the process of teaching and learning Social Studies.

1				
	ACT	IVITY SS/3/3-2		
1.	What is meant by the term "teaching methods?"			
	•••••			
	•••••	••••••		
2.	Outlin	ne six methods of teaching social studies.		
	(i)			
	(ii)			
	(iii)			
	(iv)			
	(v)			
	(vi)			
3.	Distin	guish between an approach and a method.		
	(a)	Approach		
	(b)	Method		
	(0)			
	Check	your answers with those given at the end of the unit.		

TOPIC 3 INSTRUCTIONAL MATERIALS USED IN THE TEACHING AND LEARNING OF SOCIAL STUDIES

(a) Introduction

Instructional materials are tools the teacher uses to illustrate his explanation as he/she teaches. They can be objects, facilities or any other or instructional materials can be looked at as teaching/learning aids which are used during instructional process of the lesson.

Instructional materials are very important in the teaching and learning of social studies, therefore teachers of social studies should endeavour to use as many instructional materials as possible, because they supplement, enrich and make the teaching and learning ideal since they enable the teacher to achieve the objectives of the lesson.

When a teacher is planning for a lesson, he/she should precisely consider the aids/objects/materials which will help him/her to teach the lesson effectively and efficiently.

(b) Classification of Instructional Materials

- (i) Reading materials these include textbooks, magazines, pamphlets, journals, novels, newspapers, dictionaries and others.
- (ii) Visual aids examples of these are charts, objects, maps, photographs, illustrations.
- (iii) Audio aids examples include radios.
- (iv) Audio visual aids, these can be categorized under the following:
 - Display boards examples include chalk board, flannel boards, bulletin boards, posters,
 - Three dimensional materials models, globe sand table, ground maps.
 - Electronic aids radio, television, tape recorder, overhead projector, film strip projector, movie projector, computer.
 - Graphic materials maps, diagrams, charts.
- (v) The environment. This is yet another important resource of teaching social studies. Teachers should try as much as possible to use the environment as a teaching resource.
- (vi) Role playing, creative dramatization and simulation.
- (vii) There are also community and resource people.

(c) Selection of Instructional Materials

It is very important that the teacher of social studies selects a variety of teaching resources. A variety of instructional materials will appeal to the various senses of the learners hence leading to effective and efficient learning.

Factors to consider when selecting Instructional Materials

- (i) Content of the lesson to be taught if the amount to cover is a lot more resources will be required.
- (ii) Size of the class the number of pupils in the class will determine the type of resource to be used.
- (iii) Suitability/level of the learners for instance you cannot use a computer to teach a primary one class.
- (iv) Availability of the resource if resources are readily available in the environment then more can be used.
- (v) Training of the teacher the level of training will influence what type of aids to use. The teacher should not experiment a resource in the class.
- (vi) Objectives of the lesson
- (vii) Availability of funds
- (viii) Willingness of administration to provide
- (ix) Age of the learners.
- (x) Climatic conditions (weather).
- (xi) Political climate.
- (xii) Cultural beliefs the learning aid should be appropriately exploited in line with the customs of the area.
- (xiii) Duration of teaching.
- (xiv) Simplicity of instructional materials the material should be easily understood and used by both the teacher and learners.

(d) Importance of Instructional Materials

- Learning is child centred.
- Encourage incidental learning.
- Make learning more interactive and interesting.
- Bring distant ideas into the classroom environment for example using a television or video vignetter.
- Simplify teacher's work.
- Many teaching resources will activate many senses of learning such as hearing, feeling, smelling and touching.
- Learners are fully involved in the lesson.
- Enables learners to do more research.
- Make teaching and learning a real life experience.
- Learners develop various skills e.g. gathering, interpreting, observation, analysis, etc.
- Learner's attention is sustained.
- Can be used for revision purposes.
- Instructional materials motivate learner' interest in learning.
- Instructional materials have long lasting effect on the learners' memories.

Factors Limiting the use of Instructional Materials by Teachers

- Some are very expensive to acquire.
- Limited training on the part of some teachers.
- Environmental factors.
- Limited motivation on the part of the teachers.
- Accessibility and availability of some resources.

- Poor political climate in some areas.
- Some teachers do not have skills to use instructional materials e.g. computer.
- Administrative problems.
- Size of the class some classes are very big.
- Making and collecting is time consuming.
- Poor storage facilities.
- Nature of resources, some are immovable, microscopic.

(e) Types of Instructional Materials

Instructional materials can be categorized into two major groups; commercial instructional materials which require money for acquisition and natural instructional materials which emphasize the use of the environment. The teachers of social studies are encouraged to use their environment through improvisation (refers to creation of instructional materials from local sources).

We can also divide instructional resources into two thus: pupil/learner instructional materials which can be used by learners to facilitate learning include:

- (i) Text books
- (ii) Supplementary materials
- (iii) Programmed instructional materials
- (iv) Work books
- (v) General reference materials like dictionaries, atlases, pamphlets and government publications.
- (vi) Resource persons.
- (vii) Environment.

The teacher on the other hand should also have instructional materials which arte more advanced than the learners since he has to master the content, devise the techniques to use in teaching and methods of instruction. Teachers' instructional materials include:

- (i) Syllabus
- (ii) Curriculum guides
- (iii) Teacher's handbook teaching units and resource units.
- (iv) Teachers' edition of text books.
- (v) General reference materials like encyclopedias, atlases, dictionaries, government publication.
- (vi) Environment

(f) Merits and Demerits of Instructional materials

Each type of instructional material has got both strength and weaknesses. Therefore the teacher of Social Studies should be aware that there is no perfect instructional material, hence the need to use a variety of them so as to increase the effectiveness.

Advantages of Textbooks

• Social Studies textbooks are well organized, readable, attractively illustrated and contain important highly selected information.

- Some Social Studies textbooks are a response to curriculum demands and syllabi. This makes the text book the most convenient materials for use when teaching/learning the subject.
- A textbook is good because sometimes teachers are supplied with useful and carefully developed supplementary materials.
- The text book is handy and can be referred to at any time of need.
- Text books play a big role since they can be updated.
- A text book encourages the learners to study on their own.
- A text book at lower primary has more illustrations than content and this motivates the learners to read them.
- Relevant information can be photocopied from the text book.

Disadvantage of Text books

- Some textbooks are too big hence they discourage the learners.
- Not all the information can be found in the text books.
- Text books are expensive to acquire.
- Some text books have poor print; the size of characters is small.
- Language used in the text books may be hard for some learners to understand.

Qualities of a good Social Studies Text book

- Should help in achieving the purposes of teaching Social Studies.
- Should have clear and self explanatory arrangement.
- Should be child centered.
- Language used should be suitable for the learner's level, age and ability.
- Should be well illustrated.
- Must be up to date.
- Should be simple, interesting, attractive and interactive.
- Should have subject index at the end.
- Should help in developing international understanding.
- Should cater for the needs of weak learners and those who have special needs.
- Should have references for further study.
- Provide proper and adequate exercises and suggestions for activities.
- Should have fluent narration.

Charts in the Teaching and Learning of Social Studies

Charts are very important in the teaching and learning of Social Studies. If used properly they will enrich teaching and learning. This is because learners will be in position to observe for themselves the information displayed on charts.

Advantages of Charts

- (i) They present materials/facts symbolically and graphically.
- (ii) They stimulate thinking skills.
- (iii) Motivate pupils to learn and attract attention.
- (iv) Promote memory of the learners.
- (v) Require minimum operational skills.

- (vi) Learners can be involved in making or production.
- (vii) Enrich the teacher's verbal illustrations and explanations.

Disadvantages of Charts

- (i) Can be used for only a small group of learners.
- (ii) Good charts take a lot of time to be designed/made.
- (iii) When poorly kept/stored, they cannot be used for a long time.
- (iv) May require updating now and again.
- (v) Costs are high especially in rural areas.

Chalk Board as a Teaching Aid

This is the most readily available aid. Chalkboards are widely used in the sectors of education and training. They are very suitable for displaying important notes and diagrams during lesson presentation. They can also be used for working through calculations and other exercises to the class. The chalk board is the most indispensable and valuable device that makes instruction concrete and comprehensive. It is incomparable with other aids.

Advantages of Chalk Board

- (i) It can be used by a relatively large class when placed in a strategic place.
- (ii) It is economical in terms of money and time.
- (iii) It is durable thus lasts longer.
- (iv) Maintenance is simple and cost effective.
- (v) Can be used as an examination paper.
- (vi) Amendments and alterations can easily be made on the chalk board.
- (vii) If well used, it attracts learners' attention and interest.
- (viii) It is very easy to make/improvise.

Disadvantages of Chalk Board

- (i) Work cannot be kept long for reference.
- (ii) It requires learners who are fast enough especially when it is small.
- (iii) Some individuals find it difficult to write on and read from.
- (iv) It is messy to use; chalk dust.
- (v) Height of the teacher may be a problem (short and tall).

Use of a Radio in the Teaching and Learning of SST

A radio has proved to be a good project aid in the teaching and learning of social studies. Radios are readily available in different places and countries. They can be easily used by almost all the pupils.

Advantages of using a radio

- (i) Brings the class/school environment into contact with world around.
- (ii) Gives the learners the most current and up to date information.
- (iii) It promotes memory of the learners.
- (iv) Develops various skills such as listening, critical thinking and recording.

- (v) Creates attention among learners.
- (vi) Arouses interest among learners.
- (vii) Bridges the difference between rural and urban learning.
- (viii) Radios are simple to operate.

Disadvantages of using radios

- (i) Radio is a one-way communication; learners cannot put questions to the broadcaster.
- (ii) Broadcasting time may not suit all educational institutions.
- (iii) Time for broadcasting may interfere with school programs.
- (iv) Only one sense of hearing is used. It does not cater for other senses.
- (v) It's a non-participatory mode of delivery; some learners may end up being bored.
- (vi) Distant schools from the transmission station may not pick the waves.

Guidelines to using a radio

- (i) There should be various sets in the school at least one per class.
- (ii) There should be a radio school broad cast guide.
- (iii) Other possible distracters should be eliminated.
- (iv) Broadcasting time table should be suitable to school time table.
- (v) Adequate planning is essential in order to make the programme more effective.
- (vi) The school broadcasts should be planned according to the needs of the syllabus, learners and teachers concerned.
- (vii) Radio programmes should be intended to give supplementary information to the various topics in the syllabus.

Conclusion

The teaching and learning of social studies can be very interesting and effective if the teacher uses a variety of instructional materials. Learners will be able to remember more of what they have seen, and done by themselves. Therefore teachers should encourage learners to be innovative and creative in collecting, making and using instructional materials.



Outline four examples of reading materials.			
(i)			
(ii)			
(iii)			
(iv)			
Mention five factors to consider when selecting instructional materials.			
(i)			
(ii)			
(iii)			
(iv)			
(v)			
Explain five factors you would consider when inviting a resource person			
to talk to your pupils.			
(i)			
(ii)			
(iii)			
(iv)			
(v)			
Outline five teaching resources.			
(i)			
(ii)			
(iii)			
(iv)			
(v)			
Give four advantages of using a radio as teaching aid.			
(i)			
(ii)			
(iii)			
(iv)			
Give five qualities of a good chart.			
(i)			
(ii)			
(iii)			
(iv)			
(v)			
Explain any five reasons for limited use of a variety of instructional mater			
(i)			
(::)			
(11)			
(iii) (iv)			

TOPIC 4 PLANNING AND ORGANIZATION OF TEACHING AT LOWER AND UPPER PRIMARY

(A) Introduction

Teaching can be meaningful if proper planning and organization is done. Planning to teach involves many aspects, which include, teaching syllabus, schemes of work, lesson plans and lesson notes, instructional materials and national goals of education. These items are very important in many aspects. The teacher's major role is planning. This involves analyzing situations systematically before deciding on the course of action. As a planner, a teacher should always consider alternative course of action before choosing one of them. A teacher who goes to class to teach without planning is like a farmer who goes to the garden without a hoe or soldier who will go the battle front with out a gun. Therefore teachers of Social Studies should plan their teaching regularly so as to enjoy the teaching profession. The teacher's prior planning will make teaching and learning enjoyable, interesting, effective and efficient.

The basic planning process for the teacher involves the following:

- Choosing the subject matter of the lesson.
- Finding out what the learners' already know about the content.
- Specifying instructional objectives.
- Devising instructional materials.
- Determining how to tell whether or not these procedures work.
- Determining the methods, techniques strategies and approaches to use.
- Cross checking with the syllabus and national goals of education.

(B) Factors to consider when planning to teach

(a) Syllabus

This is a document that contains all the topics for a course of teaching of a particular subject. In this particular case it will be social studies Syllabus. It is planned to include work to be taught for a whole year or years. It is very important that every teacher knows and where possible acquires the syllabus of the subject he/she is teaching.

Information contained in the syllabus

- Objectives of teaching each topic.
- Number of periods per week.
- Recommended text books, for learner, teacher's guide and references books.
- General objectives of teaching.
- Assessment
- Activities for instruction.

(b) Scheme of Work

A scheme of work is a systematic way of how a teacher plans the topics to cover in the teaching and learning over a period of time. It can cover two weeks, a month, a term or a

whole year. A scheme of work is therefore the master plan of the teacher. Effective teaching will be determined by the quality of preparation of the scheme. The teacher has to refer to this scheme in his/her teaching/learning process.

Qualities of a good scheme of work.

A good, well prepared scheme of work should have the following:

- (i) Topics should be broken down into units and sub-topics which are manageable.
- (ii) Estimated duration of each topic.
- (iii) General objectives of each topic.
- (iv) Indicate the instructional materials to use.
- (v) Methods and techniques for use in each topic.
- (vi) Teacher's references.
- (vii) Pupil'/learners' references.
- (viii) Content to be covered.
- (ix) Class for which the scheme is made.

Value of Scheme of Work

- (i) Its for accountability purposes.
- (ii) Guides the teacher on how to carry out work
- (iii) Plan ahead on what is required.
- (iv) It shows record of work.
- (v) Enables the teacher to complete the syllabus in time.
- (vi) Guides the teacher on the methods to use.
- (vii) Gives general objectives of the course.

SAMPLE SCHEME OF WORK FOR SOCIAL STUDIES

TERM	GENERAL REF: (i) (ii)	
CLASS:	GENERAL OBJECTIVES: (i) (ii)	
SCHOOL:	GENERAL TOPICS: (i) etc	

Remarks		
Ref		SST for Uganda P.4 P.4 Pupils Books Teachers Guide
Instructional Materials		4 charts showing elements of weather of weather Environme nt Some crops Photograp hs
Activities		Drawing Interpreting Listing clements
Methods		Inquiry Discussion Guided visit Discovery
Attitudes		Love for the environment Cooperation during rainy season Appreciating weather conditions
	Study	Observation Identification Reasoning objectively
Skills	Social	Sharing Helping Sympathiz ing
	Manipulative	. Colouring . Writing
Content		Temperature (hot, cold, warm) Clouds and rainfall Winds (strong, light, storm) Sunshing (hright, cool)
Objectives		By the end of the lesson, pupils should be able to: List the elements of weather Describe temperature State characteristics of manacteristics of manacteristics of manacteristics of manacteristics of manacteristics
Sub topic		Elements of weather
Topic		Weather in our district
Unit		Weather
2		-
Wk		

(c) Lesson Preparation

It is very important that every teacher plans what to teach, this involves the following:

- Who is to be taught
- Type of environment
- Prospective learner's behaviour
- Sex composition of the learners
- What is to be taught
- Why is it to be taught
- Lesson objective must be SMART (specific, measurable, achievable, relevant and time bound)
- Objectives should cover the 3 domains (3 Hs) psychomotor (hands)
- Affective (heart)
- Cognitive (head)
- State instructional objectives.
- How is the lesson to be taught (methods techniques, strategies and approaches).

(d) Lesson Plan Presentation

SKILLS:

A lesson plan is the detailed layout of the lesson shown in the scheme of work; the manner in which it is to be taught and evaluated. A lesson plan begins with general information of date, subject, class, number of pupils, and time. Then follows preliminary information of the lesson such as unit, topic, sub topic, objectives, content attitudes and skills, method, activities, learning aids and references. The third step is the lesson itself which starts with introductory phase, experiencing phase, sharing of experience, evaluation phase and self evaluation of the teacher.

SOCIAL STUDIES LESSON PLAN FORMAT

Sample of lesson Plan

Date	Subject	Class	No. of Pupils	Time
UNIT:				
TOPIC:				
SUB-TOPIC:				
OBJECTIVES:				
CONTENTS:				
ATTITUDES:				

METHODS:
ACTIVITIES:
T/L AIDS:
REFERENCES:
Introductory Phase
Experiencing Phase
Sharing of Experience Phase
Evaluation Phase
Self Evaluation
Topic
This is the main idea around which the whole lesson pivots. The topic should be clearly spelt out.
Objectives
These are the intended outcomes of the lesson. They MUST be stated in a behavioural

These are the intended outcomes of the lesson. They MUST be stated in a behavioural manner. This is because they have to be measured at the end of the lesson. This means that the verbs used must be those reflecting activities which can be seen (overt). These include verbs like measure, write, draw list, explain, describe, share, solve, calculate, etc. There is always a tendency to use these verbs when stating objectives in the affective domain. But the best way to state objectives in the said domain should involve using verbs which show or reflect the value or attitude the teacher wants to develop.

Share	to show love
Thank	to show appreciation for

To remove clothes of the old when it is raining – this shows kindness.

Instructional Materials

They are teaching/learning aids to be used during the instructional process of the lesson. When planning the lesson, the teacher should precisely explain how and what the instructional material is going to help him/her teach. For example:

- Map showing the main rivers in Uganda.
- Chart showing the elements of weather.
- Model of the land forms.
- Photographs showing domestic animals.

Methods

These are the means of delivery of content to the learners during instruction and lesson preparation, the teacher thinks of how he/she is going to present the content of the lesson to the learners. He/she then selects appropriate means of communication of the content to the learners. The teacher should clearly say what she/he is going to do. For example:

- Dramatization of the windy situation
- Role playing the duties of the father.
- Discussion of the importance of swamps
- Telling the story of the good Samaritan
- Discovery of the features surrounding the school.

Introductory Phase

This is the actual beginning of the lesson. It has two parts namely; establishing the knowledge the children already have that is related to what they are going to learn and orientation.

The teacher should begin the lesson by a discussion of a known event, questions about the previous lesson, telling a related story, discussing a picture, etc. This phase is very important to the teacher because it makes him/her become aware of the knowledge base of the learners, the acquired experiences related to the content of the lesson, deficits in the knowledge base that require remedial; etc. This helps the teacher to employ teaching from known to unknown which is the most recommended approach.

The teacher then orientates the class by using a sign post (one of the structuring moves) to alert the learners about the central idea, topic, theme of the lesson e.g. Today we are going to learn about, Study etc. Sometimes inappropriate language is used here e.g. today we are going to see ..., look at, etc. He can then write the topic on the chalkboard.

Experiencing Phase

In this phase actual exposition of the content to the learners occurs. As the name stands, the teacher has already had experiences which the learners have not acquired. He therefore creates situations in the class which will enable the learners acquire the experiences. The situations created make the learners interact with the teacher on the content of the lesson. It is this interaction that results into acquisition of the experiences.

The experiences should be clearly categorized by the teacher according to the three domains and presented appropriately. The three domains include:

Psychomotor - skills

Affective - values and attitudes

Cognitive - knowledge (facts, concepts)

This is important because the methods of presentation or delivery of each of these to the learners is different. The teacher therefore presents this content to the learners through a variety of methods and techniques.

Sharing of Experiences Phase

Many teachers these days do not differentiate the experiencing phase from the sharing of experiences phase. But there is a difference emanating from the logical sequence of teaching. It is even reflected in daily living. The experiencing phase simply equips the learners with what to share. The sharing of experiences phase gives chance to the learners to share the knowledge (experiences) they acquired during the experiencing phase. Here the teacher should create room for interaction through activities like dramatizations, plenary sessions mixing, role playing, etc. It is during this phase that ways of utilizing the knowledge or practical application of the knowledge is sought by the teacher together with the class.

This explanation is very clear and shows the necessity for the phases as they appear. They are all appropriately placed and do not require removal of any of them.

Evaluation Phase

This is the conclusion or summary of the lesson. In this phase the teacher ascertains acquisition of content. He/she asks questions, gives an exercise, makes them sing a song etc. These tasks should be formulated as a means of cross-checking the extent to which the objectives have been achieved. Follow-up activities are also embedded in this phase.

Self-Evaluation

The teacher is expected to say whether he/she achieved the objectives of the lesson. He/she therefore precisely says whether the lesson was successful and why he/she things it was so. For example the lesson was successful because the pupils managed to list the elements of weather. In self evaluation, the strength, weaknesses and remedy should be included.

Value of a Lesson Plan

- (i) Ensures steady progress by the teacher.
- (ii) Prevents waste of time, a teacher will be systematic and orderly. There is proper organization of the subject matter.
- (iii) Shows the seriousness of the teacher.
- (iv) The teacher does not 'dry up' or forget vital points.
- (v) It is a requirement of the teaching profession.
- (vi) Makes the teacher effective in the teaching process.
- (vii) It forces consideration of goals and objectives.

(e) Lesson notes

It is very important that a teacher is equipped with notes. This enables him/her to give uniform information, detailed material, and learners develop interest in the teacher. Notes can help weak learners who cannot make notes on their own. Lesson notes could have reference for further reading. Notes help the teacher to avoid repetition of work.

(f) Problems faced while planning to teach Social studies

- (i) Shortage of reference books and other resources.
- (ii) Cultural factors and rigidity.
- (iii) It requires a lot of time to read and have enough content to deliver to the learners.
- (iv) Shortage of funds to buy all the required teaching resources.
- (v) Choice of the methods to include on the lesson plan since they are quite many.
- (vi) Sometimes environmental factors affect the planning.
- (vii) Shortage of syllabus books.
- (viii) Limited facilities in the schools.
- (ix) Poor motivation of the teacher.
- (x) Un co-operative administrators.

d'a	ACTIVITY SS/3/3-4
1.	What is a scheme of work?
2.	How is a lesson plan different from the scheme of work?
3.	Explain any 4 advantages of a lesson plan (i) (ii) (iii) (iv)

S

SUMMARY

In this unit you have learnt about

- Concepts in social Studies teaching/learning
- Methods of teaching and learning Social Studies
- Various instructional materials and resources of teaching and learning social Studies
- Planning and organization of teaching at lower and upper primary.

We have noted that, planning is a pre-requisite for teaching and learning of social Studies. Proper planning, use of a variety of methods, techniques, strategies, approaches and instructional materials and resources will lead to successful teaching and learning of Social Studies. It is therefore imperative that teachers bear the above in mind if the teaching and learning of social Studies is to become meaningful, effective, efficient and successful.

Congratulations for completing Unit 3. I wish you good luck in Unit 4 and 5.

NOTES AND ANSWERS TO ACTIVITIES

ACTIVITY SS/3/3-1

- 1. Teaching is/can be defined in many ways by different scholars. Teaching can be looked at as a process of inculcating knowledge to the learners using a variety of methods approaches techniques and strategies.
- 2. inter-disciplinary
 - child-centred
 - multi-media
 - integration
 - inquiry
- 3. (a) to make learning real and meaningful
 - for easy interpretation of concepts
 - to develop various kills into the learners.
 - motivate the learners
 - involves many senses of the learners.
 - (b) questioning
 - story telling
 - miming
 - explanation
 - skits
- 4. Method refers to the way of doing something with regularity and orderliness thus arranging activities in a systematic order while a technique refer to activities, actions and process through which the objectives are realized. For more information consult the text and discuss with the pees.

- 1. Refer to the explanation given in the text.
- 2. Discussion
 - Discovery
 - Survey
 - story telling
 - Dramatization
 - inquiry
 - lecturer
 - simulation
- 3. Refer to the text and discuss with your peers.

- 1. Tools or objects used to facilitate the teaching and learning of Social Studies. Refer to the text and consult your peers for more information.
- 2. Text books, magazines, charts, journals, cards.
- 3. size of the class
 - topic to be handled
 - cultural factors
 - time of the lesson
 - availability
 - level of the learners
- 4. content to be handled
 - distance
 - expenses involved
 - time spent
 - experience of the resource person
- 5. text books
 - cround maps
 - environment
 - resource persons
 - radio
 - computer
- 6. promotes memory of the learners
 - develops various skills
 - arouses interest in the learners
 - radio is simple to operate
 - current information is given
 - learners can study from any where.
- 7. clarity
 - ligibility
 - accuracy
 - printing should not be congested
 - affordability
- 8. expensive
 - inadequate knowledge
 - cultural constraints and traits
 - limited motivation on the part of the teachers.
 - time consuming
 - limited innovations and creativity.

- 1. Master plan for the teacher, it consists of breakdown of topics into teachable parts of period, week or month.
- 2. Refer to the text for details.
 - Lesson plan for a particular time or period while a scheme of work covers a week or month.
 - Lesson plan has specific objectives while scheme of work general objectives.
 - Each lesson plan has an aspect of self evaluation while scheme of work does
 - Lesson plan is detailed for that particular lesson in progress while scheme of work is general.
- 3. ensure steady progress by the teacher.
 - prevents waste of time
 - shows seriousness of the teacher.
 - makes the teacher effective.
 - The teacher does not 'dry up' or forget vital points.

END OF UNIT ASSIGNMENT SS/3/2

- 1. Discuss the factors which should be considered while selecting a method to use.
- 2. Why should a Social Studies teacher use more than one method, approach, strategy and technique in a single lesson?
- 3. (a) Explain the importance of instructional materials in the teaching and learning of Social studies.
 - (b) Discuss the guidelines for using instructional materials in the teaching and learning of Social Studies.
- 4. (a) Explain the importance of planning in the teaching and learning of Social Studies.
 - (b) Why is it important for a teacher of Social Studies to have a syllabus of primary Social Studies?



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UNIT 4

ASSESSMENT AND MEASUREMENT IN SOCIAL STUDIES

SS/3/4

INTRODUCTION

Dear Student,

You are welcome to Unit 4 of SS/3 in which you are going to learn about assessment and measurement in social Studies. Now that you have learnt and are familiar with the different methods, approaches and instructional materials used in the teaching and learning of Social Studies, I am sure you will find this specific unit very interesting. This will help you to guide and assess the learning progress of everyone in your class.

AIM

This unit aims at enabling you to:

- (i) understand the different assessment mechanisms used in measuring and evaluating the learning process of social studies.
- (ii) appreciate and recognize the role of assessment in the teaching and learning.

OBJECTIVES

By the time you finish working through this unit, you should be able to:

- (i) identify different methods of evaluation in relation to the three domains: cognitive, affective and psychomotor.
- (ii) explain the major types of evaluation used in the assessment of teaching and learning.
- (iii) enumerate various tests used in the measurement of learners' ability.
- (iv) explain the construction administration and scoring procedures of the enumerated tests in (iii).
- (vi) identify problems affecting the process of assessment and suggest possible solutions.

TOPICS TO BE COVERED

- 1. The meaning and need for assessment
- 2. Evaluation of Social Studies teaching and learning
- 3. Construction of tests

CONTENT ORGANIZATION

The unit is divided into 4 topics:

Topic 1: Definition of Terms

- Assessment
- Measurement
- Evaluation

Topic 2 Assessment in Social Studies

- The need for assessment
- Types and Methods of Assessment

Topic 3 Evaluation

- Types of Evaluation
- Advantages and Disadvantages of Evaluation Types

Topic 4 Measurement (Construction of Tests)

• Designing test items

SUBJECT ORIENTATION

As you prepare to work through this unit, you are advised to review the salient issues covered in the previous unit. The background knowledge will enable you go through this unit as you relate to issues of assessment of teaching and learning of Social Studies.

STUDY REQUIREMENTS

You will need to have a notebook, a pen and past paper of previous exams in Social Studies so that you note key points and compare or refer to certain aspects raised through this unit. In addition, a quiet place and a set timetable are preferable.

Good Luck!

TOPIC 1 DEFINITION OF TERMS

What is Assessment?

The word assessment is derived from another word "assess" which means to judge or decide the amount, value, quality or importance of something. Assessment related to the performance progress and place of a learner in the learning process.

It is a cooperate result of measurement and evaluation. There are many ways of assessing the learning progress of a learner which will be discussed in the proceeding topics.

Harber (1990) observed that for any educational systems to succeed, assessment of its implementation mechanisms i.e. teaching, learning, administrative measure, activities, resource utility etc was inevitable.

Assessment is a gradual process which ought to be conducted periodically. It has to be a well planned concept as an essential and integral part of the education process.

The assessment of social Studies is envisaged as an all round precedent, other than the cognitive 'knowledge' the skills, attitudes and values should be congruently assessed.

It has been noted that most of the teaching in our schools today had been influenced by assessment mechanisms and public comments,. The teachers' pattern of instruction was inclined to a greater extent in only these frequently assessed attributes!. Assessment should be conceived as a diagnostic measure towards correction of these specific unattained subject areas by the learner.

In our education system summative evaluation is taken as a clear cut measure of entry into the next course of study.

Ogunninyi (1984) noted that most modern educators believed that a student's grades should not be based on one-time end-of-term performance alone. It explains why most teachers are encouraged to usually keep a cumulative record of scores earned by students in tests, projects, reports and laboratory work. These scores form what is called 'Continuous Assessment'. The record is meant to supplement the overall mark obtained by the learner in summative evaluation.

Whereas, you will learn in-depth about most commonly used methods of assessment in Topics 2 and 3. Let us understand the process of Continuous Assessment as a new policy of assessment advocated by our education system.

What is Evaluation?

Evaluation is often misinterpreted as merely testing. However, evaluation has a broader meaning than testing. Evaluation in schools means obtaining information the teacher wants about the students that will allow the teacher to appraise, assess, judge, estimate and finally grade a student's performance. But beyond that evaluation includes improving planning, teaching and learning.

It can also be defined as follows:

Evaluation is the process of appraising or making some kind of judgment of the learner and the learning programme in order to determine its quality or worth.

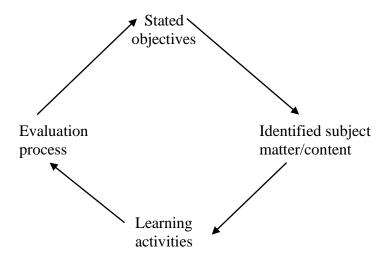
Unlike measurement, evaluation answers the question, "How far ..? Most often the process is not specific especially when a teacher is determining the pass mark of his group.

We can therefore say that to evaluate is to appraise or determine the value of a given thing.

Let us reflect at the score by students (C) - 60% and the comment given is quite good. It does not give a satisfactory description of the student's ability, position or performance!

When you compare the (performance score) with other members of the class (classmates) this will help you to give a more detailed value to the score obtained by student (C) i.e. 60% quite good; position 20 out of 40. The performance of student (C) in the same subject could be compared with the current and also the performance in other subjects too. You can then be able to give a more comprehensive analysis of the students' ability.

Evaluation is a very important tool in education system. It is a communication media in the learning process. Makinde (1979) describes it as a cyclic process as shown in the illustration below:



The process begins with the statement of the objectives based on the specific subject matter or content area. It proceeds to the planning and execution of varied learning activities which enhance acquisition of knowledge and development of skills. Finally the circle culminates to the evaluation process. By provision of a measure of extent to which learners have performed in a specific planned item like fill in blanks exercise.

The outcome of the evaluation activity prompts statement of objectives and the process continues simultaneously.

Therefore, questions such as: How well have the students learned? How close have we come to meeting the goals or objectives for instruction? What progress has Chris, Robert or Barbara made? Has Paul improved in his ability to form concepts? To what extent have the criteria been met? Hence such questions are asked when carrying out evaluation in Social Studies.

Therefore, evaluation is that part of the teaching – learning process that provides the continuous feedback of data to keep the system in adjustment and balance.

Tests, observational reports, anecdotal records, class diaries, teacher-made tests are all types of evidence data on which evaluation is based.

In Summary,

Evaluation is a technical aspect of instruction. Its purpose is to develop as much precise and objective information about the instructional process as possible in order to:

- (i) Assess the effectiveness of instruction.
- (ii) Determine the accomplishment of instructional goals.
- (iii) Provide feedback to the teacher about the instructional process.
- (iv) Provide information on which important decisions about student's progress, curriculum changes and instructional goal can be made.

We can also say, in the final analysis evaluation is a judgment act. The teacher's task is:

- (i) Formation of goals that are clear and precise.
- (ii) Set criteria that are appropriate and attainable.
- (iii) Gather data about instructional process that are as accurate and objective as possible.
- (iv) Report that data to students, parents and administrators in ways that are clear and meaningful.

Factors that Influence/Affect Evaluation

Evaluation does not stand on its own: its roles are interchangeable with measurement. The two occur concurrently and complement one another. However, there are some factors which tend to influence of complicate the evaluation process. They include:

The teacher's competence as an individual in handling or executing his/her roles. Sometimes, a teacher may not be qualified, hence not abreast with the pattern of teaching. On the other hand, the teacher may not be competent in a given subject area under instruction.

The effectiveness of the teaching methods employed in the process. The choice of specific methods for given activities tend to deter the acquisition of the content under study.

The learning materials meant to enhance learning influence evaluation to a greater extend especially the range and relative value of such materials.

The nature of the subject matter (content) to be imparted to the learners. The abstract content leads to the acquisition of skills while development of attitudes and values may not be simple and clear to explain hence affects the outcome.

The training and procedures of administration of a specific evaluation activity influences the outcome.

Lastly, a teacher's general attitude towards assessment affects evaluation. A situation where the institution has an imposed policy and a fixed timetable on testing does not give a teacher time to explore other methods of assessment. The ... see this as a burden without which one will not be appraised at the end of the month.

Note: In evaluating social Studies, the following aspects should be taken into consideration:

- (i) Evaluation of the curriculum/syllabus
- (ii) Evaluation of the teacher's competence to handle the programme.
- (iii) Evaluation of the pupils' ability to grasp the content, skills and behaviours involved.

The Meaning of Measurement

The performance of learners is often attributed to the weakness of the teachers who teach them regardless of other impriging factors. The teachers should be empowered with necessary concepts and skills which will enable them to provide a checklist of individual learners' performance so as to give corrective strategies accordingly.

In every day life, there are many activities that we do without a follow up, for example when one goes shopping, there is need to sit and count back with what was purchased and the items not purchased.

When training a choir during and after presentation, comments are always given accordingly; there is need to sit and critically analyze the presentation.

With specific reference to the fore-mentioned examples, the value of sitting down to analyze the performance was to enable us know the ability to which such a group performed.

When you relate to the learning situation there is need to categorize the learners you teach into bright, average or weak. This can be done through assessment. Such assessment could be a test, exercise or any other set practical activity. The scores are given after such assessment. The scores help categorize/grade learners according to one's ability. This kind of assessment is what we refer to as "measurement".

Onzigi and Canham (1995) defined measurement as the process of determining the dimensions of an object and assigning it to some quantitative index. In essence it is a quantative description of your student's performance, behaviour or events in which they are involved. Measurement is simply a process of collecting data on which generalization and judgment will be based. For example an objective type question is a tool of measurement. However, engaging in measurement is not, in and of itself, evaluation. It can be part of evaluation.

The quantitative index related to "numerical value" or worth of a learner in a given learning outcome. Measurement answers the question "How much ..? it gives you the amount of quantity.

Let us consider this example:

If you are asked to give a number of students who scored above average in a specific test, through analysis and observation you will be able to give the answer i.e. 60 out of 80, or 20 out of 40. This is possible because of the devices of measurement as an assessment mechanism.

Measurement can further be defined as the process of assigning numerals to a learning programme or event, in order to describe or represent the amount of abilities; characteristics and potential possessed by a learner (event or system).

In relation to instruction measurements is the tool which helps the teacher to determine how much of a certain attribute an individual possesses at a particular period of study. It specified the score by which the evaluation process is based or explained.

Measurement is exhibited through testing. The different kinds of tests, designing, administration and scoring are discussed in the preceding topic.

TOPIC 2 ASSESSMENT IN SOCIAL STUDIES

The Need for Assessment

You learnt that assessment is a cooperative result of measurement and evaluation. There are many reasons why assessment is inevitable in our education system.

Assessment is necessary in finding out the extent to which the planned methods, techniques and instructional materials have facilitated the achievement of the set objectives. This function of assessment strives to check on a teacher's instructional worth (effectiveness) by way of learning outcome. A teacher is guided by cross checking with many aspects of teaching in making self evaluation and so improving one's instructional modes accordingly.

Assessment is a pre-requisite in placement of learners into a specific programme: by measuring individual's depth of knowledge and the ability or worth in indulging into a new programme. This king of assessment is done on entry into a specified course like the aptitude test you will do in the near future when seeking for entry into the BED programme to pursue Social Studies. In some primary schools learners are assessed according to their ability so as to place one into a specific stream. Is this done in your school? Why/Why not?

Many a time learners are assessed so as to provide a basis for certification and promotion. Like many of us may be pursuing this course for purposes of obtaining a Grade V Certificate which would enable one maintain headship of a given school; while others require the qualification as a stepping stone to the next level of study.

Most importantly, assessment is a requirement towards curriculum innovation to equip the curriculum planners with the outcomes, loopholes, challenges and the weak modes of the prevailing curriculum. The feedback obtained guides amendment, modification, acceptance, rejection or change of a given attribute of a curriculum. It also helps prospective educationalists carry out research on specific areas.

Assessment plays a middlemanship role between the community and the learning institution. It is a diagnostic measure of a learner's abilities, by exposing the areas of strength and need. The learner's progress is monitored by the parent and teacher. The information obtained helps to guide improvement accordingly. The school with a laxed assessment mechanism is comparable to a house without light in the wee hours of the night – uncertain of the next step.

Continuous Assessment

The word is derived from the words: "assessment" (defined earlier) and continuous which implies "an on-going process without a break in practice".

Continuous assessment is concerned with finding out as systematically as possible the over-all achievement of a student in terms of desirable knowledge, skills and attitudes.

Since it is a process, it emphasizes that student evaluation takes place as often as possible and without the need to wait until the end of a term of year. It caters for all aspects of learning by using several types of evaluation tools like teacher made tests, standardized

tests, oral questions, discussions, project, direct classroom observations, assignments, questionnaire, interviews etc.

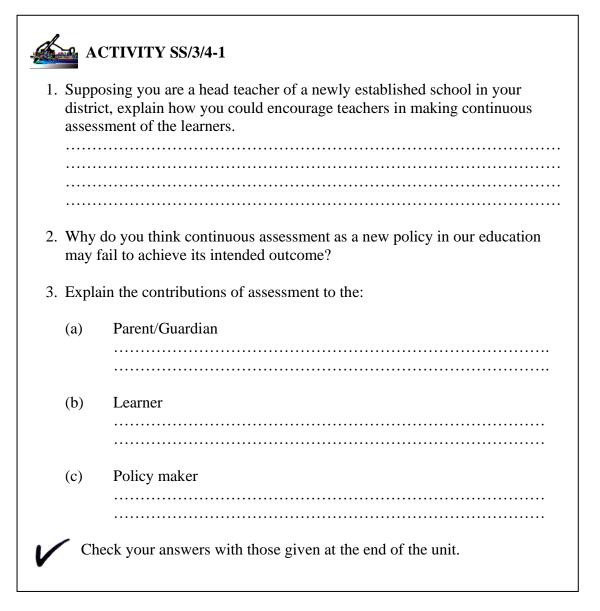
The Strengths of Continuous Assessment

- (i) It is more comprehensive than other types of tests because it examines several aspects of the learning process. The three domains of cognitive, affective and psychomotor are covered.
- (ii) It is a systematic process whose pre-requisite is an operational plan spelling out the period, records and a specific tool of evaluation.
- (iii) It is guidance-oriented the information obtained is used as a pillar of guidance for further growth and development.
- (iv) It is a cumulative process, whereby the experience and decisions made complement these initial ones hence concretizing the learners' achievements in the learning process.
- (v) It is easy to conduct/administer because the rules, regulations and guidelines are made by the teacher hence saves consultations and preparation hurdles.

Limitations of Continuous Assessment

- (i) The process requires much time and energy in keeping track of the set period.
- (ii) It is very expensive to operate as it requires a lot of materials for tests and record purposes; as well as the ability to score and compile in relation to the large numbers of learners in schools to date.
- (iii) It requires adequate training of teachers in the skills and strategies of Continuous Assessment.
- (iv) It is laborious and requires an up to-date record keeping if effective results have to be obtained.
- (v) The process is heavily influenced by the teachers' biasness and traditional authoritative role as the ultimate source of information and decision-making trends. It is the teacher who determines high and low achiever of a given test.
- (vi) The tendency of the community to play a watch day role in comparing schools' achievement influences the authenticity of continuous assessment, given the differences in school grades, instruction schedules, school climate, etc.
- (vii) It requires competency of the teacher in understanding the curriculum, school and subject syllabi and mechanisms of interpretation of each in relation to education goals and objectives.
- (viii) Continuous assessment requires designing many types of tests, survey instruments and scoring device.

- (ix) It is too bureaucratic, as it requires cooperative efforts at various levels (School Ministry).
- (x) It is a complex system in implementation, hence may lead to misunderstandings and enmity.
- (xi) It is highly prone to favouritism especially in scoring/awarding of manipulative and attitudinal related learning activities.



TOPIC 3 EVALUATION

Types of Evaluation

Formative Evaluation

Is the kind of judgment of the learning programme which is still going on or being developed. All learning institutions are regarded as developing ones because time and again new innovations/reforms are being set up.

Formative evaluation monitors the learning progress during instruction by exposing the areas of excellence (success), failures and the possible causes.

Looking at the Primary Education Curriculum (P.1 - P.7), with reference to any primary school in our country. Formative evaluation is given in a way of assignments, homework, weekly tests, monthly tests as well as end of term examination. This aims at giving a Continuous Assessment of an individual's academic growth.

The personnel involved in administration of these types of evaluation include: the regular teachers, learners, school administrators and inspectors of school. These are all regarded as the 'Internal Evaluators" since they are involved in the day to day teaching and learning processes.

Formative evaluation yields decisions on improvements and additions of a specific learning attribute which had not been assimilated at the beginning. It helps to assess the extent of acquisition of a given attribute by learners.

For example in cognitive abilities on can assess explanation, quantification therefore this helps to arrive at stability so as to judge its final worth or determine its future application.

Formative evaluation is timely, though informally measured. The evaluator as one within the programme implementation bases his ideas on observation and transmits information gathered on spot. This king of evaluation enhances development since it is a continuous process throughout the programme. In our primary schools it helps teachers to improve or adopt better strategies of executing their duties. The head teachers are reminded to purchase necessary learning items and equipment while the inspectors to schedule or plan for courses which aim at improving the observed discrepancy and consequently improving the learning standards.

Formative evaluation is guidance oriented. It is a continuous exercise to determine the trend of the programme. It is therefore very useful for diagnostic purposes to enable the programme to be refined or improved and even re-designed.

It helps the teacher to re-adjust his or her teaching and work out strategies for the good of the learners, therefore drawing a more reliable inference about the learners and determine the feasibility of a programme within the classroom.

Summative Evaluation

Is the kind of judgement of learning outcome done at the end of the learning programme or course i.e.

Primary Course - PLE

Ordinary Secondary Level (S1 – S4) - 'O' Level UCE

Advanced Secondary Level (S5 – S6) - UACE

University Level

Summative evaluation focuses fundamentally on the outcome of a completed programme. It is "judgement-oriented" and interested in determining the extent to which the objectives of the programme have been achieved. Primarily summative evaluation is concerned with purposes, progress and outcomes of the teaching/learning process hence provides information for judging the extent to which learning objectives have been achieved and their effectiveness.

It is aimed at grading, certification, promotion of a learner and to a specified learning programme.

Summative evaluation is objective in its operation as opposed to the formative one. It however, has a useless development process which is often incomplete and inefficient because it is interested in assessing only the <u>outcome</u> and not the <u>process</u>.

Its timing is specific and broadly known. This evaluation is set under an established system that makes it a valid and reliable type. The consumers stand first hand information and better chances of improvement because the feedback is organized and availed to everyone (public).

Summative evaluation deals with 'External Evaluators' – the persons who are far fetched in day to day instruction of the curriculum activities. It is used as yardstick to measure the extent to which the goals have been achieved.

According to Popham (1981), summative evaluation measures an end of a road by giving appraisal of a programme's merits for purposes of reaching a go or no-go decisions.

Summative evaluation should guide a teacher in analysis of the overall score or performance of learners in a course i.e. PLE – Social Studies paper. Evaluation should be embraced as a means towards improvement of the teaching/learning process. It is necessary to reflect on the following areas while analyzing the outcome of summative evaluation.

- (i) How was the efficiency and effectiveness of the teaching process checked.
- (ii) Whether classroom conditions for learning did facilitate the learning process.
- (iii) Whether various kinds of teaching methods, techniques and instructional materials had been exploited.
- (iv) Reflect on the specific teacher-student material interactions that have been conducive to learning.
- (v) Tabulate the extent to which the general aims, objectives and goals of Social Studies had been achieved throughout the destined course.

Strengths/Advantages of Summative Evaluation

- Standardized
- Objective
- Specific timing
- Valid and reliable because it is set and marked under an established system.
- Guides teacher in analysis of the overall score or performance of learners.
- Encourages pupils and teachers to work hard (competition)
- It acts as a yardstick for teacher, learners and parents to make future decisions.

Weaknesses/Disadvantages

- Does not cater for individual differences
- Assesses outcome rather than process of learning/teaching hence not developmental
- Teaching will/may be exam oriented
- Subject to examination malpractices
- It expensive in terms of resources required
- It is tedious i.e. record keeping, marking.

Strength/Advantages of Formative Evaluation

- Guidance oriented
- Continuous exercise to determine trend of the programme, hence enhances development of the programme.
- Diagnostic, hence programme can be refined, improved or redesigned.
- Enables teacher re-adjust teaching strategies to suit the learners.
- Prepares learners for final examination.
- Promotes needs assessment/feasibility of programme.
- Can be carried out informally, hence many aspects of the learner are evaluated e.g. though observation.
- Problems/weaknesses identified are sorted out immediately.

Weaknesses/Disadvantages

Favouritism
Laborious i.e. Record keeping
Expensive to operate
Lacks uniformity and standardization
Method of assessment may allow for copying
Time consuming and timing is unknown.

OTHER FORMS OF EVALUATION

Lesson Evaluation

This is a type of evaluation given at the end of every lesson of either 30, 40 or 60 minutes depending on the level of study. The teacher is expected to have taught a specific content or subject attribute, to which an evaluation activity should be projected.

The teacher may give oral work which is usually a series of questions that are reflective of the matter taught. It should be noted that different levels of questions are asked.

Those that call for factual recall, comprehension and application of the subject area taught. This will provoke learners towards a congruent outcome.

Most applicably, for a majority of Social Studies lessons taught, a written exercise should be given accompanied with illustration where need be. The teacher should endeavour to look through such an exercise, giving/pointing out areas of need accordingly. The learners' work should be assessed by using a red pen, spellings and misplaced facts should be clarified. It helps to give a congruent development of various aspects of an individual learner, as well as to bridge the knowledge components learnt every other day.

Self Evaluation

This type of evaluation of Social Studies teaching and learning requires a teacher's objective assessment of a lesson taught. The teacher should explicitly state the evidence of success or failure of a specific lesson and way forward. It should be stated when, next such a lesson is to be re-addressed and why. Self-evaluation is a mechanism of judging (assessing) the extent to which a specific content has been presented and achieved.

Methods of Evaluation

(a) Observation

this is the most effective method of evaluating affective and psychomotor domains. Observation involves the ability of a teacher to put keen interest and analysis of every learner in the class. It involves assessment of behavioural change after a learning outcome. For example: after teaching the 'Apartheid policy' to a P7 class or 'Customs in or community' to a P.3 class, the teacher can evaluate the change in attitude through observation of how learners react towards European visitors or passers-by, how they greet an elder or any other member of their community or how they relate with other learners of a different nationality.

However, observation can be used by the teacher in assessing a learners pattern of practice of various activities like singing, dancing, play, or any physical outdoor activities. In this case a teacher will be assessing a learner's ability in performing a particular skill. A teacher exhibits total observation and takes a role of "an observer".

Sometimes a teacher may engage in an activity so as to enable him/her assess the extent to which individual learners can participate in a specific given activity. In this respect a teacher fully participates but with a hidden aim of establishing more about a given aspect. A teacher can lead learners to a nearby historical site or area of study where he/she fully takes up a role given as a participant. The aim is to explore through learners' study habits in a free guided position.

Alternatively, a teacher can take a part in a presentation so as to monitor a specific learner. The teacher will be acting as a "participant observer".

In daily Social Studies teaching observation cuts across other modes of instruction and assessment. It is very easy to implement though biased by large number of learners in our schools today and conservativeness of some teachers.

(b) Interview

Is a face to face interaction between a teacher and a learner. It helps to get first hand information and feelings of an individual. A teacher can use interview as an evaluation tool in finding out the level of achievement of a given attribute by a specific learner.

It is important that a teacher allows a learner time in expression. Let him/her talk freely while you assess the reactions, attitudes, believes, feelings and problems. In this way a teacher will have exhibited a position of a good listener.

In a classroom situation, oral questions can help a teacher to identify the level of achievement of a learning outcome. It is a pre-interview period because it helps a teacher to diagnose the learners who needed help accordingly.

Interview as an evaluation method could be informally done – where the learner is not aware of intents of the teacher's questions or interview with him/her. It could also be formally done – when a teacher makes an appointment with the learner to talk over a learning discrepancy in a specified attribute.

Like observation, interview to a certain extent is useful in evaluation of affective domain as it is to the other two. It is important to note that a teacher requires a skill and tact in dealing with interview as an evaluation tool.

(c) Questioning

It is very useful in evaluation of Social Studies lessons. It is an art which helps a teacher to direct his lesson towards the required objectives. The method calls for a teacher's self confidence and content orientedness. There are many types of questions which are asked in an instruction procedure among which involve: memory, interpretation, comparison, analysis, organization, inference, cause, translation or information.

The teacher should base in mind certain factors while executing questioning as an evaluation tool if an applausable outcome is to be reaped. Such factors of specificity, simplicity, challenge and clarity should be analyzed in the type of questions asked.

Other than the role of questions, in the teaching/learning process (probing, para-phrasing or provoking thought). Questions play a very big role as an evaluation tool and help to diagnose areas of less strength. The teachers of Social Studies should re-visit modes of structuring different kinds of questions they ask. They should ensure even distribution of questions throughout the class to cater for different levels of learners.

(d) **Discussion**

Discussion and questioning are commonly regarded as indispensable tools of formative evaluation. Discussions are simple communication devices which the teacher can use to stimulate students' interests and evaluate their levels of conceptions in a given subject. The learner is provided with unlimited opportunities in interactions with the teacher. The newly found information (concept) is collectively analyzed, in the process the teacher is more of a guide and a director of learning than a source of information. Discussion is most commonly used as an evaluative device in finding out how much learners know about the specific topic for discussion. The teacher can also be able to tell though a

discussion whether learners have or have not acquired specific information to solve a problem directed to such a topic. Alternatively the teacher is able to identity slow or fast learners, learning difficulties encountered and whether the concepts or principles taught have been mastered in the lesson, topic or unit.

There are many types of discussions which ultimately vary in size. Whichever type the teacher uses should be reflected at the goal of diagnosing learning patterns and assessment of the stretch of achievement of a specific learning attribute.

Let the content for discussion be simple familiar, goal-oriented and prior to the learners experiences and knowledge. The venue should be conducive i.e. one which enables each group to articulate their views independent of other groups.

Examples of subject areas suitable for discussion as an evaluation tool include services in our community; trade in local areas to national and international levels, economic activities carried out and so on.

(e) Drawing

This can be used as a means of evaluation of learners' levels of imagination, manipulation and interpretation skills. These are evaluated using illustrations such as maps, pictures, diagrams, scenery, sketches, etc.

This device enables a teacher to discover the conceptual ability of a learner in respect to specific figurative situations.

In a P.2 class, learners can draw members of the home (family) in different situations like:

Draw daddy/mummy when he/she is annoyed baby when laughing or crying uncle when drunk; and so on.

It is useful device in evaluation of all domains depending on a teacher's style of presenting a specific activity.

(f) Questionnaires

This evaluation device helps in assessment of the extent of coverage of a specific topic. It digs out for the depth and stretch of knowledge a learner possesses. They should be carefully prepared and free of ambiguity. When precisely structured (open or close ended) the interpretation and relationship of concepts is amicably done.

(g) Oral and written work

These evaluation activities comprise component of assessment which points out the extent to which the said objectives and content have been achieved. These give an onsport evaluation which may suggest a connective measure for areas of concern.

The most commonly used methods of evaluation are various tests which form a core of discussion in the next topic.



de la	ACTIVITY SS/3/4-2
1.	Sort out the advantages and disadvantages of formative and summative evaluation.
	Formative Evaluation
	(a) Advantages
	(b) Disadvantages
	Summative Evaluation
	(a) Advantages
	(b) Disadvantages
2.	List down some benefits of lesson evaluation.
3.	With your fellow students, discuss the factors which influence the evaluation process.
1	Check your answers with those given at the end of the unit.

TOPIC 4 MEASUREMENT

Designing Test Items

Testing is concerned with finding out how well students are performing in terms of specified objectives.

There are various ways of testing students/learner performance i.e. written and non-written types.

Written tests can be classified into essay and objective types. Let us discuss one after the other.

Essay Tests

These types of tests emphasize the extent to which learners have understood a given subject area. This could be a topic, unit or sub-topic. The essay tests are structured to give learners a broad approach in expressing themselves in any way possible. They are not restrictive in language use.

Essay test items are in to types; long and short essay forms.

Short Essay Tests

These types require brief treat of the subject matter. A learner is required to give a brief response: Limitations are placed on the nature, length, or organization of the response. Some most commonly used terms in preparation of these kind of items include: define, trace, compare and contrast, outline, classify, etc.

Characteristics of Short Essay Tests

- Measures knowledge of a factual material.
- Limits and restricts the difficulty in scoring as a specific fact is desirable.
- Is very specific in an answer.
- Less effective in measuring learners' ability to integrate or organize ideas.

Long Essay Tests

These types require an elaborate and detailed account of a given subject area. The learners are given almost complete freedom in making their responses.

Some terms used in preparation of long essay items include: explain, discuss, justify, identify, show the extent to which......, etc.

Characteristics of Long Essay Tests

- Enables a learner to choose his/her own method of organisation and presentation.
- Give learners ability to evaluate ideas; relate in coherent manner and express successfully.
- Gives learners liberty to write as much as necessary.

- Permits learners to decide which facts they think are most pertinent to the requirements of the question.

Examples of Essay Test Items

- Why the South Eastern Plateau of Tanzania is less densely populated than the Kigezi highlands?
- Describe how you would use excursion as one of the methods to teach the topic: "Trade in Uganda" to a P.6 class.
- Discuss the Luo migration into Uganda.
- Define environment.

Advantages of Essay Test Items

- The items provide learners an opportunity to demonstrate a degree to which one can analyze a given question.
- Learners are enabled to creatively select relevant information.
- Essay tests are very easy to set.
- These items leave no room for guessing when a learner has no idea (knowledge) on what an examiner requires. The item shall be left.
- Provides a chance to demonstrate as much as he/she knows, since there is no absolutely wrong or right answer. The learners' pattern of presentation is a measure of the stretch and depth of the extent to which a specific attribute has been conceived by an individual.
- The learner improves his skills in writing and logical organization of thought. The examiner always awards in cognizant to the manner in which a learner has presented one's side of strength or argument.
- Gives a learner chance to present evidence of substantial understanding of the subject in question.

Disadvantages of Essay Test Items

- These items consume time especially in answering and grading.
- Most often leads to content unreliability in that it excludes many other vital items and areas in testing.
- Does not give a learner room to recall information; it therefore eliminates guess work and cramming of facts.
- Preparation, administering and scoring of essay items often involves many other intravenous factors like teacher's mood, impression of literacy skill and they style of language used by the learner. It should be noted that candidates or learners who have a good command of written language, punctuated with figures of speech tend to influence an examiner in awarding of more marks than one who presents ambiguity.
- Similarly, a learner with tidy, neat and styled handwriting will win favouritism that one with untidy and unpunctuated work.

- Scoring of these types of items is always based on or dependent on the scorer's state of mind in other words, the items are highly subjected and inconsistent in measuring one's ability.
- The person scoring should always be competent in a given subject area because it involves critical analysis of the work to dig out correct bits and pieces.

Guidelines of Constructing Essay Items.

Ensure that the attributes measured should be scored independently other than generalizing content scope.

Prepare and cross-check the learners' preparedness and effectiveness in taking up a specific essay item.

The essay test items should be reserved for complex and controversial subject areas so as to find out a learner's ability to express and apply the attribute taught. Ensure that the valid criteria of awarding marks is prepared alongside the test item to ease scoring discrepancies.

It is advisable to score one essay item for all candidates before proceeding to the next one.

The items should be structured in such a way that they test for overall understanding of the learners of a given subject area. The learners should demonstrate the extent to which they will apply a given attribute by:

Giving reasons for .., showing the relationship, explaining why, or showing how .. etc.

Use of ambiguous words, complicated terms or contradicting words should be avoided while preparing essay items.

An essay item prepared should be clearly and precisely written out for easy interpretation by the learner.

Objective Test Item

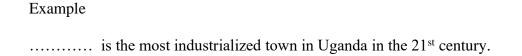
This type of items restrict a learner; they can be answered by a word, number, symbol, phrase or simple sentences. Usually one of the answers is considered the best.

Some types of objective tests include:

(a) Supply Item-test

It is sometimes known as fill in the gaps or completing test. In this type of objective test the learner is required to provide missing information with a word, phrase or symbol.

These tests are meant to determine a student's ability to recall or recognize the appropriate term, concept or phrase to complete the statement.



A. Jinja C. Kampala B. Mbale D. Lugazi

These test items suffer from ambiguity and misinterpretation which could be reduced by clarity in design.

Guidelines for constructing or Designing Supply Item Tests

- (i) Use simple terms which can be easily understood by most learners avoid technical words.
- (ii) Make sure there ought to be only one correct answer among the alternatives given.
- (iii) Ensure that the blank space to be filled should be placed near the beginning or at the end of the item.
- (iv) Grade the expected response avoid making it too obvious and easy.
- (v) Make sure your instructions are brief and clear for easy response and consumption by learners.
- (vi) Avoid too many blank spaces which may breed confusion to the learners in response giving.
- (vii) Make the statement as brief as possible and avoid replicating from a textbook or other written source.

(b) Selection – Item Tests

These types of items can be designed in four different categories.

(i) Matching Test

These consist of a set of items which are arranged in groups where an item in one group corresponds with one in the other group, depending on the style of design.

The items sometimes appear in terms to be defined, roles or functions of listed organs etc. The learner is expected to match the items correctly; usually the test design ranges from simple with equal items to complex with unequal items.

Grondlund (1981) identified the following premises and nature of expected responses as the most commonly applied by a majority of teachers while preparing teacher made tests:

Persons - Achievements
Dates - Historical events
Terms - Definitions
Rules - Examples
Symbols - Concepts
Authors - Titles of Books
Foreign words - English equivalents

Machines - Uses

Plants or animals - Classification
Principles - Illustrations
Objects - Names of objects

Parts - Functions

Example: Match the items in A with the correct item in B.

	A		В
1.	A fault	1.	Hot molten rock
2.	Honghouet	2.	The hole at the top of a
	_		volcano where larva comes
			out.
3.	A crater	3.	An example of a volcano in a
			rift valley
4.	Larva	4.	A deep crack in the earth's
			surface
		5.	Hard rock left standing out at
			the centre of an old volcano

Guidelines for Constructing Matching Item Tests

- The instructions should be clear.
- Ensure that the items are few so as to avoid wasting a learner's time and concentration spun.
- It is better to present similar items in each column so as to minimize guessing.
- The items in both columns should be randomly distributed and should give no clues.
- These types of items suffer guess work and ambiguity. It is restricted to a smaller subject area i.e. only a small portion of knowledge is examined.

Tue/False and Yes/No Item Tests

In this type of tests a statement of proposition is usually given and the examinee is required to determine its worth and then agree or disagree. It is a kind of judgment and opinion projection. A learner is required to write one of the two words against a given statement.

Examples: Write True or False against each of the statements given below:

Reform Agenda is not necessarily multipartism (Tue/False) Afforestation is conservation of the species (True/False)

These types of responses tend to limit a learner in justifying the choice of either True or False, Yes or No, Agree or disagree. It is therefore relative and produces an emotional and conditioned response.

Guidelines for Designing this type of Test-Items

- (i) The statement should be correct under the context of is use with supportive evidence of the subject matter learnt.
- (ii) Avoid ambiguity, long and torturous statements which tend to deter a learner's attention in response giving.
- (iii) Avoid copying statements from textbooks, as this renders the item unreliable.
- (iv) Choose the terms, verbs or words which should not give a clue to the answer.
- (v) Negative statements should be avoided while constructing this type of test items.

- (vi) Synonyms should be worded if you choose to use them in a given item.
- (vii) Technical terms, rhetoric questions and long statements may not be desirable.

Multiple-Choice Tests

These comprise of an introductory statement (the stem) and a series or alternatives (distractors) from which the most correct one (the key) is chosen.

A simple multiple choice item always contains one correct answer while a complex item has a set of correct answers from which the most correct should be chosen.

Example

- (i) The most industrialized town in Uganda to-date is
 - A. Jinja C. Kampala B. Mbale D. Mbarara
- (ii) The members of the Great Lakes region include: Uganda, Kenya, and
 - A. Morocco C. Zaire B. Tanzania D. Somalia

These types of test items too, suffer from ambiguity, sometimes there may be no or more correct answers in a given set.

Guidelines for constructing multiple Choice Test Items

- Provide the alternatives which are related to the stem (lead statement) and grammatically correct.
- Design an item which is short enough to provoke thought.
- Ensure that the stem is positively stated so as to maintain consistency of the concept tested.
- The distractors should not be so obvious, make them plausible.
- Use action words in designing the stem so as to avoid vagueness and misinterpretation.

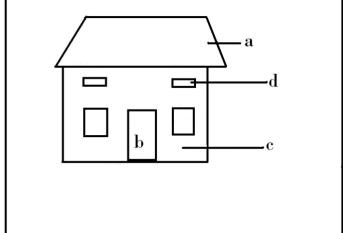
Pictorial-Item Test

These items require less reading ability by the learners. It is very suitable for all levels of a given class. It can be used to measure all the three domains: affective, cognitive and psychomotor because it measures students' ability to recall and interpret information, identify missing parts and relationships of parts of a given picture or illustration.

These tests help stimulate students' interests, clarify ambiguity and make learning moe real. However, complex and poorly drawn pictures tend to confuse learners. Inadequate exposure to such illustrations in subsequent class lessons may limit participation. It is necessary to vary items for lower and the rest of entire school levels. The two dimension figures could be more vital for lower and too simple for upper.

Example of Pictorial Item

Name the materials used for building different parts of our permanent house marked a – d.



The item would be suitable for a P.2 or P.3 class which has been taught the topic: Our Home; types of houses and materials used in construction which elements stand out as an integral aspect of man and his environment. The answer to part b may be more than one i.e. wood or iron bars and glass, depending on the locality.

Guidelines for Constructing Pictorial Items.

- (i) Regulate the use of colour if you must use it, ensure that the intended object is reflected in its simplest form.
- (ii) Ensure clarity of the picture or illustration in terms of size and legibility.
- (iii) It is better to maintain the presentation of an object in its natural selection. Where need be, tracing and photocopying would be adopted.
- (iv) Balance your shading and limit it only to the area of concern.

(c) Rank Order Tests

These types of tests are based on arranging or indicting appropriate order of the items. They can be by serial, logical or chronological order i.e. age, alphabet, events or years.

The test depends on familiarity; exposure to the items and logical reasoning. It requires the learners' ability to identify: similarities, differences, relevant and irrelevant attributes of given objects/events or situations.

Example

(i) Rank the following in their order of arrival and occurrence in East Africa.

Church Missionary Society Missionaries
The Coastal Trade
Speke and Grant,
The UPC and DP's marriage of convenience
The burning of Uganda Martyrs at Namugongo

(ii) Arrange the Ugandan Presidents below in the ascending order of period of governance.

A. Museveni B. Amin C. Okello Lutwa

D. Obote E. Binaisa

Guidelines for Rank Order Test Construction

Select items with a related content so as to enable a learner to assemble different thought processes.

Give clear and specific instructions to avoid confusing the learners.

Construct simple items for subject areas which call for creativity.

General advantages of objective test items

- (i) They provide balance of questions.
- (ii) They take little time to score.
- (iii) Learners are able to respond quickly to given questions.
- (iv) Provide wide scope of content of syllabus coverage.
- (v) Encourage students to pay close attention to what they are studying.
- (vi) They have high scoring reliability
- (vii) The items are easy to mark and are objectively scored.

Disadvantages of objective test items

- (i) There is high possibility of poor design leading to ambiguity.
- (ii) These tests are highly susceptible to guess work.
- (iii) The test or measure partial and superficial knowledge rather than broad conceptual understanding; not wide understanding.
- (iv) They do not give learners chance and opportunity to organize and express ideas.
- (v) They are difficult to set or prepare.
- (vi) There is very little or no creativity and imagination by the students hence not effective in testing students' ability to organize their thoughts in writing.

Administration of test items

The concerned teacher or invigilator sets the process of administering an evaluation mechanism. It is very important to prepare adequately for a given test both by the learner and those responsible (panel). The following is put into consideration:

The room for the test should be clean adequately aired and accessible. The sitting and writing furniture should be restored as all these tend to influence the outcome. The learners could be made to sit in alternate seats so as to reduce cheating. The test could be printed in varying colours of sheets with the same test items alternated so as to reduce coordination.

The learners of different grades/level could be made to sit alternately so as to reduce a situation of copying.

The invigilators should not distract the candidates by talking or eating inside the testing premise.

The time out during evaluation should be limited to a period after 30 minutes in the test and deferred the same period after.

It is important to note that the scores awarded to learners are to a greater extent influenced by many factors within the time of execution of a given evaluation process. Such factors should be checked and controlled by the teacher if the teaching and learning of Social Studies is to yield desirable outcome.

The various kinds of tests discussed are familiar to a teacher; they are the most commonly used tools of evaluation. It is necessary for the teacher of Social Studies to exploit all during subject assessment.

	tion the type of tests you would use in the following situations and givens for the choice.
(i)	To measure the extent to which learners rigid attitude against smoking and cleaning the school latrine has changed.
(ii)	To assess the rate to which a shift learner crams a given topic in social Studies i.e. "The economic growth in Uganda".
(iii)	Check for memory of the colonization process among learners of P.6.
(iv)	Tom's ability in dancing and the skill of playing (blowing) a wind instrument.
(v)	Mary's love for Music and English especially singing and listening aspects (Music communication and grammar for English.
consid	down the pre-requisites of test administration i.e. what do you put interation before giving a specific evaluation.
List d	own five examples of teacher made tests.
	in how these tests differ from the standardized tests.



SUMMARY

In this unit, we have looked at Assessment, Evaluation and Measurement in social Studies. We examined the aspects of measurement and evaluating and discovered their cooperate role in assessment.

You have also looked at different mechanisms of evaluation; construction, administration and scoring devices. We can conclude that assessment is an inevitable precedent, not only in relation to the teaching/learning process but also to daily undertakings.

We hope you have enjoyed working through this unit.

Congratulations!



GLOSSARY

Assessment refers to the measure, judgement amount, or value of a given

learning attribute exhibited by an individual after a learning

experience.

Ability is an individual's level of performance in a given area. It is the

power to perform a physical or mental task.

Attribute This is a concept, content aspect or a subject area attained by an

individual.

Evaluation is a measuring device used to determine the value or worth of a

process or programme in relation to the specified objectives.

Measurement is a process of assigning marks/numbers to a learning event so as to

describe or represent the amount of one's ability.

Reliability The ability of a test to produce results which are consistent and

accurate on repeated administration after intervals to the same

sample population.

Validity the extent to which a test measures an intended attribute or subject

scope-efficiently.

NOTES AND ANSWERS TO ACTIVITIES

Activity SS/3/3-1

- 1. (a) Periodical provision of class tests
 - Marking and recording marks of written work given after or at the end of every lesson taught.
 - Preparing quiz. Debates on a competitive basis.
 - Writing essays
 - Presentation of impromptu speeches.
 - (b) The suggestions should be based on:
 - (i) Different scoring devices
 - (ii) Lack of a set grading device of the tests set by every teacher.
 - (iii) School climate
 - (iv) Varying numbers of children in every school.
 - (v) Lack of materials to support the needs of continuous assessment.
 - (c) Discuss with peers and examine each concept in relation to pints raised in the discussion of measurement and evaluation

Activity SS/3/3-2

- 1. (Please refer to your notes)
- 2. List down some benefits of Lesson Evaluation
 - Teacher identified the areas of concern where learners lack information.
 - Pupils' interest are exposed.
 - Learners span of coverage is assessed.
 - Helps to plan for corrective measures.
- 3. Differences in learners' participation.
 - Limited time
 - Nature of instructional materials, methods and techniques.
 - Teachers' competency of content

Activity SS/3/3-3

- 1. The answers should be challenged with relevant examples.
- (i) Observation, sometimes participant observation would be applicable; interviews.

Reason

To give a practical model of operation to show that there is no attached effect in cleaning the latrine.

- To solicit individual learners' views on why they rigidly relent the act of cleaning the school latrine.

(ii) Multiple choice tests, supply answer, essay items and oral questioning.

Reason

To cross check the depth of knowledge crammed by that specific learner.

- Confirm a learner's ability to recall and distinguish between facts or aspects of economic growth.
- (iii) Essay item (extended type); Rank order tests.
 - To test learners' ability to give a chronological order of the process of colonization.
- (iv) Observation, participation interview and oral questioning.

Reason

To find out the different styles of playing a wind instrument which the learner possesses.

- To observe the required aspects of a dance as performed by the learner.
- (v) Objective test for grammar competency
 - Observation for music
 - interview for all so as to discover the reason for the extreme love, time types and particular skill variance.
- 1. List down the pre-requisites of test administration i.e. what do you put into consideration before giving a specific evaluation?
- 2. The syllabus margins
 - The coverage of specific subject matter
 - The time or period in relation to school calendar
 - The place for the evaluation i.e. if in a class how spaced should the learners be?
 - Teacher's ability to administer the evaluation.
 - The objective, purpose of evaluation in the said method.
- 3. Essay type, multiple choice, fill in blanks (supply answer) True/False tests, rank order tests, matching tests.
- 4. Standardized tests are designed to some norms in order to describe a large population. The aspect of age, syllabi are considered (discuss with a friend how these are different from others).

END OF UNIT ASSIGNMENT SS/3/4

- 1. (a) Distinguish between objective and essay tests.
 - (b) Discuss the problems faced in using other methods of evaluation other than written tests and suggest some remedial measures.
- 2. (a) Explain the procedure of construction of standardized tests.
 - (b) In which ways do these types of tests and the teacher made ones influence a teacher's teaching style?



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UNIT 5

INTRODUCTION TO RESEARCH IN SOCIAL STUDIES

INTRODUCTION

Dear Student,

Welcome to Unit 5 which is the last unit in this module. In this unit you are going to learn about different aspects related to research in Social Studies which will assist you as you embark on your research paper (that is if you opt to do it in social Studies), and other research studies you will embark upon in your professional activities as an SST teacher. I am sure you will find the unit interesting.

AIM

At the end of this unit you should be able to carry out a research study in social Studies either for this DEPE course or in the course of your teaching career.

SPECIFIC OBJECTIVES

By the end of this unit you should be able to:

- Explain the meaning of "research".
- Explain the purpose of research.
- Identify different areas an SST teacher can investigate as purposeful study.
- Describe the different types of research
- Describe how to collect data for your study.
- Describe the stages of writing a research report
- Explain the different aspects in a research report

TOPICS TO BE COVERED

- 1. The meaning and purpose of research
- 2. Types of research
- 3. Research procedure
- 4. Data collection
- 5. Research report writing

CONTENT ORGANIZATION

Each of the 5 topics has the following sub-topics:

- Topic 1. What is research?
 - The purpose of research
 - Possible areas for research
- Topic 2. Quantitative research
 - Qualitative research
- Topic 3. Identification of a research problem.
 - Formulating hypothesis or research questions.

Topic 4. - Subjects

- Research instruments and methodology

Topic 5. - The title

- Chapter I

- Chapter II

- Chapter III

- Chapter IV

- Chapter V

SUBJECT ORIENTATION

The world today is research driven. Through research, we can be able to identify problem areas, find solutions to them, improve on our work and the quality of life of our communities.

As a student, the course requires you to carry out a study and compile a research report. However, even as a teacher and a responsible member of the community, you are expected to be research oriented.

This unit will equip you with some of the basics of research which will help you as you carry out your study and as you investigate other issues within your class, school, the education system in general and the community.

STUDY REQUIREMENTS

As you work through this unit, you will need a note book to note down the most important issues raised. You may need to consult some other books as well for more information.

Wishing you a lively time as you work through the unit.

TOPIC 1 THE MEANING AND PURPOSE OF RESEARCH

What is Research?

Research is a systematic process of collecting and analyzing information for a specified purpose. It is a systematic attempt to provide answers to questions, solutions to problems or to establish facts.

The Purpose of Research

Research is carried out for a number of purposes.

- 1. The main purpose of research is to provide answers to questions that will lead to solutions for unsolved problems. The problems may be general to the community, the school or the education system. This makes it possible to improve on the way we do things and our lives as well.
- 2. Sometimes research is carried out for purposes of discovering new facts and to connect the facts together systematically for form principles, theories or generalizations. You have certainly heard of researchers whose findings became the basis of knowledge or theories on different aspects.
- 3. Research enables us to make rational decisions which are based on empirical data or evidence rather than relying on unproved or untested beliefs, speculation and guess work. Sound decisions can best be taken on the basis of critical inquiry.
- 4. Research can also be carried out for purposes of comparing what happened in the past with what we have today, comparing experiences of people in other areas with our own experiences and to accurately predict how different issues are bound to affect us.

Possible areas of Research in Social Studies

One of the areas that sometimes gives students a hard time is the selection of a research topic. Have you also experienced difficulties in this area? You need not be worried because there are many options for research open to social studies teachers. The following are only suggestions and should not limit your horizon!

(i) Personal Experiences

You have certainly gone though a variety of experiences as a student (since you joined school many years ago!), or as a teacher or as a member of your local community. You may probably be a parent or you may hold a position of responsibility in your school or community. This experience provides lots of opportunities for research for it may have exposed you to problems which other people may also be experiencing and which require a solution.

(ii) Reading available literature

Reading available literature on different areas exposes you to a lot of researchable issues. The literature includes newspaper, journals, text books, workshop or seminar papers, reports and so on. The views given in such literature may provoke you to carry out your own investigations to find out how, if at all, they relate to your own selected areas of concern.

(iii) Reviewing Previous Studies

Sometimes you may derive your topic from a study that has already been carried out. This does not suggest you are free to reduplicate a study that has been done already – it is actually criminal to do so! However, sometimes a study that was done some time back may require re-visiting to find out if its findings still hold today. Sometimes a study done in another geographical area may require re-visiting to see if similar findings can be arrived at in another area. A study done in another subject (say mathematics or Science) could also warrant a fresh study to find out if similar findings will be arrived at if the same study is carried out in Social Studies.

Sometimes studies that have been already done may be re-visited for purposes of checking on accuracy of their findings or correcting faulty methodology.

On the basis of the above, you are bound to come up with two possible options for research in social Studies.

- (a) Research on issues related to interaction between man and man, and between man and his physical environment which is the essence of social Studies. Possibilities in this area are limitless, for example:
 - Environmental issues
 - Population issues
 - Industrialization
 - Problems related to urbanization
 - Customs
 - Agricultural production
 - Factors of production e.g. land
 - Historical aspects
 - etc
- (b) Research in Social Studies education or the education system and how it affects social studies education. Under this category you again have limitless options. These include (but are not limited to):
 - The social studies curriculum
 - Evaluation in social studies
 - Learners' achievement
 - Teaching methods
 - Instructional materials
 - issues related to the social studies classroom environment
 - learning characteristics of learners, etc

For each of the following broad subjects, suggest different areas that may constitute research topics: (i) Instructional materials (ii) Environmental issues Check your answers with those given at the end of the unit.

TOPIC 2 TYPES OF RESEARCH

Research can be categorized on the basis of the methodology used to collect and analyse data. Under this categorization, we have two types of research, namely:

- (i) Quantitative research
- (ii) Qualitative research

Quantitative Research

This type of research is based on field experiments from which numerical data is derived and used to make conclusions. Quantitative research involves manipulation of <u>variables</u> which are then tested on the basis of <u>hypotheses</u> formulated before hand.

Variables are conditions or characteristics which the researcher observes to get data which is then analyzed to make conclusions. For instance, if you are carrying out a study on "The influence of birth order on social interaction of lower primary children", the variables in your study on which you need to collect data would be:

- (a) Birth order (of different children), and
- (b) Patterns of social interaction of the children.

The data collected requires testing to enable you to reach conclusions. We shall learn about what a hypothesis is, later.

Quantitative research may involve aspects like:

- (i) Experimenting with variables to find out their effects. For instance: will grouping the P5 learners help in improving their self study skills in SST?
- (ii) Comparing different groups to find out causes or consequences of their differences. For instance: why did P2A perform better than P2B in the SST test?
- (iii) To find out if two or more conditions are related i.e. if one is caused by the other. For instance: "Is there a relationship between environmental degradation and income levels?"

Qualitative Research

Qualitative research uses the natural setting rather than manipulation of variables as the source of data. It mainly concentrates on observation and description of situations as observed. Data is more in form of description than numerical form. Although data may be translated into frequencies, percentages, graphs or pie charts, it is not subjected to statistical testing. Where hypotheses provide the basis for data analysis, qualitative research mainly depends on <u>research questions</u>. These will be examined later.

An example: If you carry out a study on the study habits of the P3 Social Studies class, you will be carrying out a qualitative study.

Qualitative research may involve areas like:

- (i) Investigating a case study. This involves carrying out an in-depth study of an organization, group or individual. For instance: Kirolo Credit Society: A case study of rural development through micro-finance.
- (ii) Tracing developments or the trend of something over time. For instance: A survey of the development and activities of the co-operative movement in Kotido District (1962 1986).

Carrying out a qualitative or quantitative study will depend on the type of problem you are investigating. However, it is also possible to have a study that combines both quantitative and qualitative survey method.

TOPIC 3 RESEARCH PROCEDURE

We are now going to examine the different steps through which a research study is carried out. These are:

- (i) Identifying the research problem.
- (ii) Review of existing knowledge on the problem.
- (iii) Formulating hypotheses or research questions.
- (iv) Identification of research methodology.
- (v) Collection of data
- (vi) Analysis and interpretation of data.
- (vii) Reporting results of the study.

Let us now examine each of these stages in detail.

Identifying a Research Problem

As we noted earlier, research is aimed at investigating a problem such that eventually solutions to it can be found. It follows naturally, therefore, that before a research study is carried out, the problem should be identified first. What we are referring to as the research problem, here, is an issue or issues that are important, of concern to the community or sector of the population, to which answers are not yet known but would be of great importance, if revealed. This implies, therefore, that the issue or subject you are investigating does not have already known answers! We have already seen the possible areas which you as a Social Studies teacher may derive a research problem from.

Review of Existing Knowledge on the Problem

There are very little or no areas today that have not been documented. Chances are very high, therefore, that the subject of your research already has some literature on it. The literature may not necessarily have been compiled from research; it may also be on an entirely different geographical area or period. If it is associated to your problem, then it will be useful. That is why such literature is referred to as <u>related literature</u>. Sources of such literature include: newspapers, journals, magazines, text books, research reports, seminar or workshop papers and any other authentic material.

Literature review serves a number of purposes:

- (i) It enables you to find out how much is already known about what you are investigating.
- (ii) It provides a basis for you to determine the remaining gaps and to give you direction for your own study (building from what has already been done).
- (iii) Literature review may also help you as a researcher to identify the methodology or strategies you may take in your own study as you exploit experiences of those who have already ventured into the subject of your research.
- (iv) As you read through the different sources, always remember to take brief notes as these will be useful when you finally reach the state of compiling your research

report. You can also note down useful sections you may quote word by word later. Note the page where you have taken the quotation from.

You also need to note down the title of your source, the author, the year of publication and the city where the work was published. This is useful because you will be required to present a list of your references in your research. Secondly, you may not get the opportunity of coming across the book or books again.

As you will certainly go through a number of books and articles you need to be able to recognize the relevant areas of a book and concentrate on those rather than going though an entire book not all of which may be relevant to your own study.

Formulating a Hypothesis or Research Questions

(i) Research Questions

A research question is one posed by the researcher as a way of enabling him or her to focus on the issues that are to be investigated and the data the researcher needs to get from the field. The research questions we are referring to here are not the ones in the questionnaires you will use as <u>instruments</u> for collecting data later. The research questions here are for purposes of directing you on what data you need to look for from the field.

For instance, if your study is aimed at determining why your class failed the SST test you set last week; the areas you want to investigate will be presented in form of research questions like:

- 1. How well prepared or otherwise were the pupils?
- 2. How adequate was the time allowed for the test?
- 3. How suitable (in terms of learners' level) was the test?

These questions as you can see will help you to go and find answers that may explain the poor performance. This may require you to interview the pupils, ask the opinion of a fellow teacher whom you may request to examine the paper and so on.

(ii) Formulating a hypothesis

a hypothesis is a tentative statement made by the researcher predicting (or can we say speculating?) on the likely results of the study. The data collected is then used to test the hypothesis or in other words to find out whether the researcher's prediction was correct or not.

If we may use our example of the poor performance of the class in a test which we used earlier, you may suspect that this was due to irregular attendance of the learners. Your hypothesis may be stated thus: **There is no relationship between regularity of attendance of the learners and their score in the test**. You will then compile data on attendance of each of the learners (1st variable), and the scores of each (2nd variable). This will then be subjected to a statistical test to find out if there is a relationship.

Your research supervisor will assist you to identify the relevant statistical methods to analyse your data and test your hypotheses.

All the stages described so far should be presented in a research proposal. This will be discussed in topic 5. The researcher is now ready to embark on the study. The next steps that were identified earlier, namely: identification of methodology, collection, analysis and interpretation of data and compiling the research report will be covered in the next two topics.

do a	ACTIVITY SS/3/5-2
1.	What is related literature?
2.	Why should a researcher review literature?
3.	What is a hypothesis?
4.	What is a research question?
V	Check your answers with those given at the end of the unit.

TOPIC 4 DATA COLLECTION

All the procedures or stages we have examined so far, were more of a preparatory nature. The real action now begins when you, the researcher, sets out to collect data from the field.

Subjects

You will need first of all to identify your subjects. These will be individuals or groups of people from whom you will collect information. The subjects will depend on the study you are carrying out and the number of each category of subjects will also depend on the level of accuracy required and probably the time and resources available to you the researcher.

You need to make sure that the subjects you have included in the study are really relevant and will give you that data you require. For instance, it would not be very useful to include pupils in a study that is investigating the relationship between income levels and environment conservation practices!

Fortunately, a very wide range of subjects you could possibly include in an SST research study is available. These include: teachers, Heads of Department (SST), Head teachers, District Education officials and elders, Parents and the pupils themselves. For research that is not restricted to the education sector, the list of subjects is endless.

Your general course in research methods must have already introduced you to sampling methods i.e. how you can select a sample from a general population. This is important as the time and resources available to you cannot accommodate all the subjects in the group you have selected.

Research Instruments and Methodology

As a prerequisite to data collection, you will also need to identify the methodology and instruments that you will use to collect data. The instruments will depend on the nature of your research topic, i.e. the problem you are investigating, the kind of data you are collecting, the nature of your research questions or hypothesis, etc.

The most common research methodologies and instruments are:

- (i) Questionnaires
- (ii) Interviews
- (iii) Observation schedules
- (iv) Focus group discussion
- (v) Record analysis

Questionnaires

Questionnaires are self printed forms designed to obtain information from a subject through written responses. They can be used to obtain facts, test beliefs, opinions or attitudes of the subjects. The information obtained can be transformed into numbers (quantitative data) by using scaling techniques or generating frequencies.

When constructing your questionnaire(s) take the following precautions:

- (i) Write your questionnaires only after determining the objectives of your study and the hypothesis or research questions.
- (ii) Your questions should be relevant to the study. There is no need to over burden the respondents with irrelevant questions.
- (iii) The questions must be clear, vague questions will not get you the expected data.
- (iv) The questions must be logically sequenced (i.e. following a logical order).
- (v) Sensitive questions or questions that will make your respondents uneasy should be avoided.
- (vi) Double barreled questions should also be avoided. These are questions which contain two or more ideas and it would be difficult to determine which of the ideas the response is directed to.
- (vii) Avoid leading questions e.g. "Don't you think poor performance is due to teachers' inefficiency?"
- (viii) Ensure that each of the different research questions or areas of investigation have sufficient questions to address them. These may be spread over questionnaires for different subjects.
- (ix) You need to be sure about how you will be able to take or quantify the data that you will collect from the questionnaires.
- (x) You need to be polite!!

Your questionnaire items can take any of the following forms:

(i) Open ended items (unstructured)

These are questions where the respondent provides his/her own answer or answers.

(ii) Close ended items (structured)

Here the respondent has to choose from pre-determined responses which are provided by the researcher.

(iii) Scale items

These are used to determine the degree of attitudes or beliefs of the respondents. The researcher poses questions to which he/she provides answers that can be "scaled" e.g. strongly agree, Agree, not sure, Disagree, Strongly disagree. These answers can be given scales ranging from 5 to 0 or even negative numbers as the researcher may determine.

After designing the questionnaires, it may be useful to pre-test them before they are administered. Pre-testing is actually using the questionnaires on subjects other than the

ones on whom the questionnaires will finally be used. This will help you to improve on the unforeseen areas that require improvement. Pre-testing may help you to identify vague questions which you had not previously seen. The pre-testing need not be done on the same number of people as will comprise your final subjects i.e. use less subjects for pre-testing.

Interviews

Some information may best be obtained through verbal communication. The direct contact with the interviewee enables the researcher to get more detailed explanations, clarification where they are required or even more information through probing. Of course there is also the issue of subjects who cannot read and therefore may not respond through questionnaires.

When conducting an interview you will need to have prepared your questions in advance although you may add more as the interview progresses. Do not include questions on areas that have been addressed in the questionnaire unless you need clarification or more details. Remember to take a note book for the interview and record the relevant answers while still paying attention to what the interviewee is saying!

You should also remember to make an appointment with your subject in advance. Some respondents may even require to see the questions of the interview in advance.

Observation

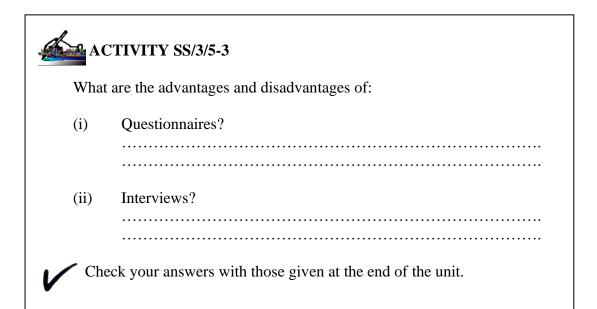
This is a very important data collection method as it enables the researcher to get immediate and first hand information which may either fill up gaps on what has already been collected or may enable the researcher to cross-check on information already collected.

You will need to first determine what exactly you need to observe. Seek permission for instance if you are going to observe a class session.

You will also need to draw up an observation checklist which will enable you to record your observations. This comprises of elements you have arranged to observe and a provision for recording details or remarks of what you have observed.

Focus Group Discussion

This involves the researcher in a discussion with a target group he/she wishes to get information from. The discussion must be related to the study and although the researcher is involved in the exchange of ideas, it is a form of deriving relevant data for the study. The areas for discussion should have been arranged in advance. The researcher should take note of the pertinent issues arising from the discussion.



TOPIC 5 RESEARCH REPORT WRITING

The final procedure in the research process is the compiling of your findings. This, however, is preceded by a research proposal. A research proposal is written as one of the very first preliminary stages of the research process even before the data collection process. It is a tentative statement on what the researcher proposes to do in his/her study and how he/she will go about it. It is on the basis of your research proposal that your research supervisor will approve your study and also suggest improvements on your proposal before you actually collect the data.

The research proposal has three chapters which will exactly correspond to the first three chapters of the final research report except that the tenses will change in both documents (i.e. where you talk about the future in the research proposal, you will be talking about the past in the research report). The more refined your research proposal is, therefore, the easier it will be for you to compile your final research report.

The research proposal comprises of the following:

The Title

This should be as brief as possible while at the same time giving a clear indicator of what the study is about. On average, it should not go beyond 15 words.

The List of Contents. The list of contents as presented indicating the pages.

Chapter I: INTRODUCTION

1.1 Background to the Study

This provides information that will enable a proper understanding of the context of the study. It should be as detailed as possible.

1.2 Statement of the Problem

This describes the issues and concerns that led the researcher to embark on the study. It usually reflects the problems that the study findings may help to address.

1.3 Significance of the Study

This spells out how useful the study will be and also who stand to benefit from it and how.

1.4 Statement of hypotheses or Research Questions

This is where you state your hypothesis or research questions.

1.5 Limitations.

This spells out the problems the research or anticipates to meet in the course of the study.

1.6 Delimitations

Probably it is important to first state what this one is <u>not</u>! It is not the opposite of limitations and has nothing to do with solutions to 1.4 above! It rather spells out the extent to which your findings will be limited in terms of area, time, subjects, etc. For instance if there are 8 sub counties in the county you selected as your study area but you are only including 3 sub counties in your study or may be you may be including only the boarding schools in your study and excluding the day schools or may be only the girls' boarding schools are covered in the study, etc. These details are necessary as they help us to know the degree to which your findings can be generalized to other settings.

1.7 Definition of terms. This includes definition of technical or important terms as the researcher has used them in the study.

Chapter II Review of Related Literature

We have already discussed the importance of Literature review. What we need to add here is the presentation of literature. The following should be noted:

- (i) In order to have well organized, focused and flowing ideas, your literature should have sub headings which will be like sub topics under which relevant sections of your literature will be discussed.
- (ii) Literature review does not involve mere listing of what others have written. It should be presented in a critical manner by showing how it relates to your own study. Include your own observations by way of discussion. Indicate the issues you agree or disagree with and why and also issues you intend to check on in your own study.
- (iii) Compare ideas presented by different authors on certain issues. Show those who agree with each other, those whose ideas are in disagreement and give your own view or stand.
- (iv) Titles of books are not included in the text (of your literature review). Instead, whenever citing the work of an author just indicate him/her by surname, followed (in brackets) by the year of publication and the page from which the ideas or quotation is derived, e.g. Kirangwa (1995 : P 46).

Chapter III Methodology

This outlines the methods of investigation you are going to use. It has the following sub topics:

3.1 Area of Study

Indicate where you are going to carry out your study and what led you to select that area.

3.2 Subjects

Indicate the different categories of subjects, the number and the sampling method. Also indicate why each category was included in the study.

3.3 Instruments

Describe each of the instruments you intend to use.

3.4 Procedure

Describe how you will go about collecting your data (the process and means you will use).

3.5 Analysis of data

Explain how you will analyze your data. Remember this applies to both qualitative and quantitative studies.

Appendices

At this stage your appendices will include copies of your instruments, a list of references or bibliography. A list of references indicates the books that have been cited in the text while the bibliography lists works cited in the text and others that are not cited but were used in general reading.

List them in alphabetical order; beginning with author's name, year of publication in brackets; title, publishers and city of publication.

The Research Report

As previously discussed, the structure of the research report will not differ significantly from that of the research proposal except the change of tenses.

The report will as well have preliminaries like:

The Abstract

This appears first in the report although is actually written last. It is a summary of the research repot. It gives the details of the report at a glance. It should not be more than one page. The abstract provides information like: Title of the study, area where it was carried out, the subjects, instruments, research questions or hypothesis and summary of findings.

Acknowledgement - (optional) for those who assisted you in the study.

Approval - by your research supervisor, indicating permission to submit your study.

The research report, however, will have 2 extra chapters.

Chapter 4: Presentation, interpretation and analysis of data.

Chapter 5: Discussion, summary, conclusion and recommendations.

In chapter 4, you present your findings. This should be done in an orderly manner. Usually the data is presented in well titled sub sections (e.g. according to research questions that were set in Chapter 1 or the answers to major areas of your investigation). If you are using tables (and this is recommended) the tables should also be well labelled. The data presented should then be interpreted and analyzed. This means after each set of data you have presented, you have to explain what it represents or implies. If you have hypothesis to test they should be presented as the last unit.

Chapter 5, is mainly dominated by discussion of the findings already presented in Chapter 4, and others that you may have come up with which are relevant to the study. You should try to explain or account for your findings. This can be done with the help of your personal experiences, what you observed from the filed or with the help of literature. Where the findings were contrary to your expectations, we still need to know the explanations behind this.

The summary is just a winding up of the whole study. Conclusion requires general statement of theories; principles or facts that have emerged from your study while recommendations are what you propose should be done in light of your findings in the study.



SUMMARY

In this unit you have learnt what research is, various types, pre-requisites and procedures.

You have also been introduced to various methods, instruments used and data analysis mechanisms.

As a specialist in social Studies, you can now carry out research in any area of the subject.

Good Luck!

GLOSSARY

Abstract - is the executive summary of the study.

Hypothesis - is the tentative speculative statement made by the

researcher to guide the study.

Instruments - are the devices used in collecting the necessary

information for the study.

Population - refers to all the persons involved in the study – those

who provide information.

Sample - is the representative population chosen to participate

in the study by giving necessary information.

Subjects - all information providers for the research.

NOTES AND ANSWERS TO ACTIVITIES

Activity SS/3/5-1

Possible areas for research from the two broad categories:

- (i) Instructional materials
 - What kind of instructional materials are being constructed for the respective primary school grades?
 - How innovative have teachers been in making them?
 - Comparing effectiveness of different instructional materials.
 - Determining how well or otherwise they are used by teachers.
 - Investigating how often they are used, which particular ones are most commonly used and why.
 - Problems faced by teachers in using different materials, etc.
- (ii) Environment issues
 - Environment degradation: causes and effects
 - Conservation practices and problems.
 - Conservation policies and their effectiveness.
 - Sensitization or awareness of the masses, etc.

Note that these are not exhaustive!!

Activity SS/3/5-2

- 1. is the existing recorded and published information on a given topic.
- 2. to cross-check the accuracy of information.
 - to show the relationship of ideas.
 - to strengthen and consolidate the ideas; put facts and concepts.
- 3. is a tentative speculative statement made by the researcher to guide the study.
- 4. They are guiding questions, that help to guide or steer the study.

Activity SS/3/5-3

Advantages

- Easier to distribute to subjects
- Easy to score and compile
- Can be filled by the respondent even in the researcher's absence
- Can be given to a big number of subjects at the same time.
- Can collect a lot of data at the same time.

Disadvantages

- They are expensive
- Time consuming and laborious to distribute
- Subject to mortality (subject drop outs who do not hand in their questionnaires).
- No room for clarifying issues since they may be filled in the researcher's absence
- They may limit or narrow down the respondents' views, especially when they are close ended.
- May not be practical for illiterates.

Advantages of interviews.

- Direct contact with the interviewee helps the researcher go get first hand answers.
- The interviewee is given a chance to enrich the information required, clarify issues or give extra information not anticipated before hand.
- Even people who cannot read can give information.
- May be less expensive.

Disadvantages

- Inappropriate where there are language barriers but translation may overcome this.
- Require physical presence of the researcher.

END OF UNIT ASSIGNMENT SS/3/5

- 1. Explain the need for research in social Studies teaching and learning.
- 2. Explain how you can gather information about the culture of the people in your community.
- 3. Identify the aspects of a research report which are not part of the research proposal. (Give adequate explanation to each aspect).



LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now completed unit 5 of SS/3. Check how well you are doing by ticking the column that reflects your competence.

Learning outcomes/self check exercise	Satisfactory	Not Sure
I can explain what research is.		
I can explain the purpose/importance of research.		
I can identify a research topic in SST.		
I can differentiate between quantitative and qualitative research.		
I can describe the process of carrying out research.		
I can describe the components of a research study.		

If you have ticked all the areas as satisfactory, congratulations! If there are areas you are not sure of, read through the relevant sections again and discuss with your colleagues. If you still have a problem, consult you facilitator in the next face to face session.

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