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UNIVERSITY OF EDUCATION, WINNEBA
**INSTITUTE FOR DISTANCE
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Instructional Guide for the Social Studies Teacher



Instructional Guide for the Social Studies Teacher

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Institute for Distance and e-Learning
University of Education, Winneba

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Instructional guide for the social studies teacher

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Dear learner, you are most welcome to the methodology course in Basic Social Studies. It is an interesting course and there is no doubt that you will enjoy it. This course is very important to you because it is designed to equip you with the methods, techniques and skills of teaching social studies. This will enable you become a very competent professional teacher.

The course is made up of six units, and each unit is made up of six sections. Unit I deals with planning to Teach Social Studies, Unit 2 focuses on Methods and techniques of Teaching Social Studies. In Unit 3, I have discussed in detail, the Skills needed in Teaching Social Studies while Units 3, 4 and 5, respectively, deal with the use of Resources in Social Studies, Grouping students for Effective Learning and Assessing Social Studies Learning as well as the general approach to be adopted by the teacher.

The course is made up of six units, and each unit is made up of six sections. Unit I deals with planning to Teach Social Studies, Unit 2 focuses on Methods and techniques of Teaching Social Studies. In Unit 3, I have discussed in detail, the Skills needed in Teaching Social Studies while Units 3, 4 and 5, respectively, deal with the use of Resources in Social Studies, Grouping students for Effective Learning and Assessing Social Studies Learning.



On completing the course, you will be able to:

- plan well before teaching
- employ desirable skills of teaching the subject
- design and use appropriate teaching and learning resources
- differentiate between child-centred and teacher-centred methods of teaching
- group students effectively for learning
- assess social studies learning effectively.

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Use this page to make your course planner.

	<u>Planned completion date</u>	<u>Actual completion date</u>
Unit 1: Planning Social Studies Instruction		
Unit 2: Methods, Techniques, Strategies and the Models of Teaching Social Studies		
Unit 3: Skills of Teaching Social Studies		
Unit 4: Skills of Grouping Students for Effective Learning		
Unit 5: Use of Instructional Technology in Teaching Social Studies		
Unit 6: Assessing Social Studies Learning		

PLANNING SOCIAL STUDIES INSTRUCTION

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Mate masie I have heard what you have said



 introduction

Dear learner, you are welcome to the first unit of the methods course Instructional guide for the social studies teacher. We are confident you will find most of the things that will be discussed in this unit very interesting. As a professional teacher you may not find some of the things entirely new. The information provided here is thus intended to enable you build upon this previous knowledge for effective teaching in social studies. The unit has six components referred to as sections. Each section focuses on a specific aspect of the unit: Section I examines social studies as a discipline. Section 2 concerns itself with the objectives of social studies, section 3 focuses on planning and why it is necessary to plan before teaching: Section 4, 5, & 6, dilate on the various aspects of a social studies lesson that adequate planning must be carried out before teaching. We hope you will enjoy the unit as well as learn to plan your lessons for effective in teaching of social studies.

 objectives

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

- explain the term 'social studies' as well as describe its nature and scope.
- explain the term planning
- state and explain why it is necessary to plan before teaching
- identify the components of social studies lessons that must be given serious attention in planning to teach
- explain how effective planning can be done for effective lesson delivery

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introduction

Hello, we welcome you to this first section of unit 1. As you are aware, each academic discipline has its own language and concepts which distinguish it from other disciplines. To be able to understand the subject area there is the need to understand what the subject is about, its nature and scope as well as the concepts that are commonly used. This section is therefore, intended to take you through a discussion on the meaning of social studies, its aims and objectives, its characteristics; scope and some concepts that are frequently used by writers in the subject.

objectives

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

- explain what the term social studies means
- state the objectives of social studies
- state and describe the nature of social studies
- identify and describe the scope of social studies
- explain the meaning of concepts such as values, attitudes, relevant knowledge, citizenship education

Now read on.

The meaning of social studies

Opinions about what social studies is or should be vary from country to country and from writer to writer. Some writers consider it as combination of the social science subjects- geography, history, government, economics, sociology, anthropology, and so on for the purpose of teaching. Others view it as a subject that seeks to integrate knowledge from various disciplines to enable individuals to solve their personal problems as well as the problems of the society in which they live. Let us consider some of these definitions.

- Social studies as a subject that focuses on giving information about the world. When social studies is seen as an information giving subject its teaching and learning will be characterized by memorization of information about people, places and events. Little effort is made to make the students relate such information to their own experiences or the challenges or problems confronting their society.
- Social studies as a method of teaching. Some educators also view social studies simply as a method that can be used to teach the social science subjects.
- Examples of these perceptions are listed below:
- Social studies are the social sciences simplified for pedagogical purposes.
- Social studies is a kind of shorthand for the study of the social sciences by pupils in elementary and secondary schools.
- Social studies is an approach to the teaching of the social sciences. What do you think social studies is? Write your answers down for the face to face (FTF).

Another group of educators see the subject in terms of the development of disciplined knowledge and problem-solving. Scholars with this view try to identify concepts in the social science subjects that can be used to investigate problems of society. Social studies thus uses concepts, generalizations, principles, values etc

from the social sciences to deal with these problems. Examples of these views are summarized below:

- Social studies is a subject that deals with personal and social developmental issues.
- Social studies focuses on civic education with emphasis on functional citizenship actions
- Social studies enables students to acquire knowledge, skills, attitudes and values for critical social understanding and action. Effective participation is indeed an important goal in a democratic society and it is through social studies that learners are offered the opportunity to practice their civic responsibilities.

Despite the differences in the definition of the subject, most educators agree that social studies concerns itself with citizenship education. According to the African Social and Environmental Studies Programme (ASESP, 1990) social studies is citizenship education. Citizenship education involves the development of ideas, beliefs, habits, behaviour and attitudes of individuals so that they become useful citizens in their communities and in the country. Citizenship education emphasizes on the acquisition of relevant knowledge, skills, attitudes and values by the individual to enable him or her solve his/her personal problems and those of the larger society.

The rationale for the social studies course

As we try to find our feet in a world that is evolving rapidly into a "global village", Ghanaians are being called upon to engage continually in critical reflection on the educational system and training that will prepare the youth to confront the socio-cultural, economic and political challenges facing our nation. Education for social advancement is the clarion call on educational authorities to refocus the content of our educational system. In other words, schools and educational authorities are being called upon to re-direct the focus of education to address problems of unemployment, underemployment, moral decline, national integration and peace, challenges of democracy etc.

Social advancement cannot be achieved without citizens who are equipped with knowledge of their civic responsibilities and are willing to put that knowledge into practice. Developing a citizenry grounded in the tenets of democratic society and who are equipped with the right attitudes and competencies to apply knowledge to solving personal and societal problems should thus be considered a worthy goal of our educational system. Students in the school need the chance to develop faith, self-expression and confidence in themselves. They also need the ability and skill to learn about themselves, the societal problems and the wider communities in which they live. It is through this type of education students can have a greater chance of participating effectively in life, whether in personal relationships, in small groups or in a broader community. They will certainly attain this goal, if they are not told how to do it, but by directing and giving them a free opportunity to enquire, investigate, and discover it for themselves; and by discussion, experience and decision-making, learning is made more meaningful and realistic.

Social studies is widely held to be the subject with the sole responsibility of ensuring that the citizens of a country are adequately imbued with the above attributes. Banks (1990) argues that social studies has the primary responsibility for helping students to develop the knowledge, skills, attitudes and values needed to

participate in the civic life of their communities. According to him, while the other subject areas also help students to attain some skills needed to participate in a democratic society, the social studies is the only area that has the development of civic competencies and skills as its primary goal.

The introduction of social studies into the school curriculum was meant to involve pupils in more meaningful and purposeful learning activities based upon investigation, examination and analysis of issues that confront them as individuals and as members of a community. By so doing, they are given an early opportunity to know about the societal problems, experience them, discuss them and make decisions on appropriate solution and practical action that would be beneficial to themselves and the entire society.

Now pause and do the following activities:

- Why do we say that social studies is citizenship education?
- What is the difference between social studies and social science?
- What do we hope to achieve through teaching social studies?

Your answers to these questions, particularly question 2, are important to what we are going to discuss next - the nature of social studies.

The nature of social studies

School subjects are distinguished from one another by certain attributes or characteristics. These characteristics give them their identities. For example, science is distinguished by systematic observation of phenomena, experimentation under controlled or laboratory conditions etc. Mathematics is basically a problem-solving subject. Social studies is like mathematics. In other words, we identify social studies by its problem-solving characteristics. However, unlike mathematics, which deals with numbers and abstract dimensions like shapes and distances, social studies concerns itself with social and personal problems of individuals. Social studies concerns itself with problems that are current but persistent in nature. In addition, such problems must be seen to be threatening the survival of the individual or community in question. Problems such as HIV/AIDS, moral decline, rapid population growth, unemployment, civil strife, increased psychiatry and reported cases of suicide and attempted suicide, etc are the focus of social studies. After fifty years of political independence, Ghana is still dependent on other countries, for financial aid for development. Also, the country is still far from achieving national integration, a key component for nationhood. Most of these problems stem from our attitudes and values. This explains why social studies focuses on educating the youth to acquire positive attitudes and values as well as concern for national issues.

Structure and scope of social studies

When we talk of the "scope of a subject", it means what is covered or what is learned in that subject. There are two dimensions to scope:

- The content that is mastered in the subject - the facts, and information, the concepts and generalizations, the laws and principles, etc that are contained in the subject.
- The mental processes and the different kinds of skills that are acquired through learning the subject.

"Structure of a subject" refers to the way in which the knowledge acquired in a subject is organized, or put together. Just as you talk of the structure of a building to mean the way the different parts that make up the building have been put together, so we also talk of the structure of a subject to mean the way the facts, information, concepts and principles, etc that make up the subject have been put together. Structure differs from one subject to another. In some subjects, certain concepts should be mastered first before others could be understood; while in others several distinct concepts could be learned concurrently.

The scope and structure of social studies depends on the definition one gives to the subject and the approach adopted for citizenship education. Those who define the subject as a combination of the social sciences argue that the scope of social studies is undefined. However, when it is viewed as citizenship education, then we can safely conclude that the scope of social studies must reflect the experiences, aspirations and challenges or problems of individual countries. The goals of education and the problems education seeks to address differ from one country to the other. Similarly, every country has, specific reasons for introducing social studies in the school curriculum. These reasons which are derived from their aspirations, goals and problems the country faces constitute the scope (boundary) within which the subject should operate. The scope of social studies is therefore, the problems or challenges that a country faces.

It draws much of its content from the social sciences such as geography, history, economics, political science, anthropology, sociology, etc. As a subject that focuses on equipping learners with the competencies to deal with personal and social issues, it draws concepts, principles, facts, generalizations, etc from these discipline areas to help the learner deal with such challenges as effectively as possible.

The concepts, principles, generalizations, etc are organized and taught as integrated knowledge. This means that contents that are derived from the different disciplines are organized into a unified or blended form of knowledge for the purpose of dealing with social issues and challenges in social studies lessons. This is based on the psychological principle that children see the world in whole and not compartments called subjects or disciplines.

Social studies is structured so that the subject matter is actually derived from the realities of the learners for whom the content is meant. This means that much of what is taught is tailored to be relevant to the lives of the learners. The problems and issues of the learner's society are the centres around which content is carefully structured. Thus as the learner learns the content he or she is immediately made to see how it relates to the realities of the community or environment they live.



In this section, you have made to understand they various definitions have been given to social studies as a discipline. However, the most popular explanation is that social studies deals with citizenship education. It has also been made clear that social studies is a subject that focuses on the on the problems of society and the knowledge skills and attitudes the learner needs to deal with these problems. The subject borrows concepts, principles, theories, etc from the social science subjects and presents these in an integrated knowledge to the learner.

In addition, you learned that since problems differ form one community or

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Hi, learner, you are welcome to the second section of unit one. In section one, we learned about the meaning of social studies, the rationale for the course, and its nature and scope. In this section we shall turn our attention to the objectives of social studies and the basis upon which social studies objectives are selected.



This section is intended to assist you to understand the basis upon which social studies objectives are selected. In the light of this we believe that by the time you finish learning the material presented here you will be able to:

- explain how social studies objectives are selected.
- explain the concepts “relevant knowledge”
- describe the type of skills that are emphasized in social studies.
- examine the relationships between attitudes and values in citizenship education.
- explain why attitudes and values are emphasized in social studies.

Aims and objectives of social studies

The aims and objectives of social studies have never been easy to define. Like its scope the subject appears to have no universal goals. However, scholars like Gross and Zeleny (1985) and Blege (2001) have rightly suggested that in a democratic society the subject social studies should reflect a combination of the needs and problems of the individual and those of the society. This is in keeping with the central focus of the subject vis a vis the individual and society.

While there appears to be no agreement among social studies educators over what the goals of the subject are, it is generally agreed that it exerts some influence on the beliefs and values of its learners and that it aims at promoting good citizenship. Banks (1990) for instance, states that the major goal of social studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities and the nation. This view is shared by Martorella, P. (1994) who states that the basic purpose of social studies is to develop reflective, competent and concerned citizen. From these views we may conclude that the goal of social studies is to produce a citizen who is reflective, concerned, competent and above all willing to contribute to development of the community and the nation he or she lives.

The more specific objectives are geared toward the realization of the over-arching purpose of citizenship education. In general all these objectives can be categorized into four:

- the acquisition of relevant knowledge
- the acquisition of skill
- the development of attitudes and values
- civic participation

Now let see how these objective help in developing a reflective, competent and concerned citizen for our country.

Acquisition of knowledge

In order to make reflective decisions, participate fully in civic activities in their communities, and influence public policy students must be equipped with knowledge. The body of knowledge relevant to social studies education is that which enables students to deal with the realities of their environment. This requires the facts, concepts, principles, generalizations and theories concerning the organisation, understanding and development of individuals and groups for civic participation.

Particularly, social studies introduces students to the modes of thinking and enquiry characteristics of the social sciences. Students should be equipped with this knowledge to enable them observe, investigate, gather data, analyse this data and draw their own conclusions. The conclusions drawn should help the student find intelligent alternative solutions to the problems they encounter in their communities.

Acquisition of skills

A skill is the ability to perform repeatedly an activity with competence. The systematic and sequential development of skills is of utmost importance to learners of social studies because skills are the tools with which they continue with their learning. In social studies the emphasis is on the acquisition of cognitive or intellectual skills. A citizen needs a number of intellectual skills to be able to operate effectively as a good member of society. Some authorities describe these intellectual skills as critical thinking skills. Others refer to them as reflective thinking skills. Whatever we call them, the competency skills are intellectual in nature and are not manipulative skills as we are used to. The cognitive or mental abilities we use in understanding a problem, in reasoning why, and in making reasonable and acceptable conclusions are the tools every individual needs in order to be an effective citizen. Some of these intellectual skills include the ability to understand and interpret, ability to apply, analyse, synthesize and evaluate phenomena or events. The ability to understand and interpret information about the cause(s) of a conflict, for example, fall under the skill of comprehension. The skill of application involves the individual's ability to use information to support an argument or a point of view in order to come to a reasonable conclusion.

In analysis, we expect students to achieve competence in breaking a concept, for example the causes of conflict, into its related parts such as the immediate and remote causes, the parties involved, etc. A simple aspect of analysis, that is, grouping and identification of similarities and dissimilarities, is commonly found at the primary or basic level. In social studies, the student is expected to make a lot of judgements and to choose between what is good, what is appropriate or right on the one hand, and

what is bad, inappropriate or wrong on the other. To choose correctly the student needs to use the skill of evaluation. The judgement may take the form of an opinion on an issue or a conclusion derived from an argument. It involves the weighing of two or more alternatives each of which may be important that the situation can present a dilemma to the individual. To make a good or right choice requires a careful evaluation of the various alternatives and the implication(s) for choosing one or the other.

Another skill which forms part of social studies relates to creativity. Among the categories of knowledge creativity is often referred to as synthesis. The nature of creativity varies from subject to subject. For example, in technology, it takes the form of putting different elements together to make a new invention. In music creativity means using musical ideas and harmonic elements to create a new composition. In social studies, however, creativity takes the form of originality of ideas. When a student holds a position, which goes beyond what is universally acceptable but which makes sense or logical, he or she is considered to be operating at the level of creativity. Social studies does not only prepare individuals to conform to social norms but to also question the basis of such norms and in some cases suggest alternatives to these norms.

Skills that are considered fundamental to social studies can be grouped into four. These include:

- Thinking skills as we discussed above
- Enquiry skills, for example the ability to formulate research question or hypothesis and to make generalization based on the results obtained.
- Academic or study skills. These include the ability to locate and organize information. This requires observation, reading, listening and the ability to communicate orally and in writing. It also includes the ability to interpret information such as graphs, pictures, charts etc.
- Group skills. These include the ability to perform effectively as a leader and as a follower in solving group problems; participate in group research projects, help set group targets or goals, communicate effectively; tolerate divergent views and resolve group conflict or controversies.

The affective goals

Development of attitudes and values

Social studies seeks to inculcate in learners the right types of attitudes and values needed for the survival of the individual and the society. Without such dispositions functional citizenship is impossible. Positive attitudes toward society, learning, the physical environment with its natural resources, work, public property, etc are all needed for the development, upliftment and sustenance of the individual and society. Commitment to democratic and human values such as human dignity, integrity, honesty, fairness, justice, hard work, etc are all needed in order to make reflective decisions and take action consistent with the espoused values of the community and state. Now pause and try an answer to these questions:

- What is an attitude?
- What is a value?

- Are there any relationships between values and attitudes?
- How can one teach values and attitudes in social studies?

Compare your responses to these questions with what you are about to read.

Attitudes: Attitudes refer to the individual's mental and emotions disposition. Some people refer to it as an individual's way of thinking or behaving. Our attitudes are the part of us that direct us to prefer one thing or reject it. Our attitudes come to play when we choose friends, when we become hostile to people who are members of a political party we do not belong. Attitudes influence our behaviour at work place; whether we put in our maximum effort and time or not. Attitude formation involves decision-making. A student's attitude to social studies influences him or her to choose between paying attention to the teaching during social studies lessons and engaging in other unrelated activities at the same time. Our attitude also directs our disposition as to whether we will like to marry some one of a different religious beliefs or ethnic origin.

Values: Values on the other hand refer to the moral principles or standards that a society adopts to guide the reasonable citizens. They include the reasonable and accepted behaviour and the things or ideas that are considered as good or worth preserving. Values may also be defined to include what individuals or groups consider to be worth achieving or worth dying for. Examples of Ghanaian values include honesty, respect for life, hard work, and integrity.

These values may be categorized into family values, community values and national values. Family values include concern and care for family members, responsible parenting, good name and hard work. At the community level values such as respect to authority, humility, sense of belongingness or communal spirit, success through hard work, etc are cherished.

In this section the discussion focused on the aims and objectives of social studies. You have been made to understand that social studies aims at producing citizens who are reflective, competent, concerned and willing to contribute to national development. The specific objectives of the subject include.

- Acquisition of relevant
- The use of knowledge
- The development of desirable attitudes and values
- Civic participation



introduction

Hi, you are welcome to the third section of this unit. In the previous section we learned about social studies as a subject of study. In this section we shall focus on how to plan for effective teaching in social studies. The key task facing every teacher is what to do to ensure effective teaching and learning within the framework of limited time and resources at his disposal. Well planned, carefully prepared lessons are a key ingredients in all successful teaching. This section is, therefore, intended to help you acquire the knowledge of planning for social studies lessons. The things we shall be learning include the meaning of planning, the nature of lesson planning and why it is necessary to plan before teaching.

objectives

Having read and understood the content in this section you should be able to:

- explain what planning means
- identify and describe the characteristics of a good lesson plan
- discuss the importance of planning
- state the principle of lesson planning
- identify and state the steps of lesson planning

The meaning of planning

Lesson planning is an important activity for any teacher. It supplies guidance and a feeling of confidence to the teacher in the act of teaching. We believe you are familiar with the term "planning". Before you enrolled for the Bachelor of education in basic education, you probably had a plan of what you want to be in future and the method to be used in achieving that goal or objective. Planning involves having a clear rationale of what one is about, a sense of what one hopes to accomplish, and a clear set of procedures for accomplishing an objective or objectives. In the context of teaching the use of the concept "planning" connotes the processes and procedures that teachers adopt to accomplish their instructional objectives. Let us take a look at the following definitions:

- ". planning refers to the putting together or organisation of varied learning experiences around a topic or theme which the teacher develops." (Preko, E. K. and Dadzie, E.T, 2001.p. 26).
- Essentially planning can be thought of as a sequential decision-making process that teachers engage in to accomplish instructional objectives. Moore, K.D (1998).
- Lesson planning is the title given to a statement of the achievements to be realized and the specific means by which these are to be attained as a result of the activities engaged in day-by-day under the guidance of the teacher. (Aggarwal, J.G. 1982). This definition focuses on lesson planning and draws our attention to the need to consider the following when planning:
 - Outcomes or results in terms of the pupil
 - definite processes and procedures with a recognition of activity as the basis of learning

- the pupil as the centre of teaching and learning and the teacher as a facilitator of the process
- Planning involves having a clear rationale for what we are about, a sense of what we specifically hope to accomplish if our instruction is successful, and a clear set of procedures for accomplishing objectives. Martorella, P.H. (1994).

A closer look at the above definitions would reveal that planning involves thoughtful decision-making. As a teacher these decisions are often associated with processes and procedures that can be adopted to ensure effective teaching and learning.

Planning also requires attention to the prudent (wise) use of the limited instructional time available to us during the instructional period. It involves thoughtful consideration of both the nature of what students are to learn and why and how they are to learn it.

The nature of good instructional planning

- Planning requires systematic and sequential organisation of what the teacher intends to present to his or her students.
- A lesson plan should preferably be written and should not remain only as a mental thought or oral statement. This is because our memory can sometimes fail us, especially when our attention is divided. Moreover, in the process of writing, an opportunity is created for the teacher to clarify his/her thoughts and put them in better shape for easy understanding.
- A good plan must clearly specify the objectives to be achieved.
- It should link what is to be learned with learner's previous knowledge.
- It should indicate the techniques that could be used in teaching. It should as well show clearly the various steps that the teacher is going to take and the various questions that will be asked.
- The plan should indicate the instructional resources to be used, and how they are to be used.
- The roles of the teacher and the students must be shown.
- The content (subject matter) must be carefully selected to suit the objectives and level of students.
- A good plan is prepared in such a way that it takes care of both individual interests and needs as well as group interest and needs of the target group (i.e. the students)
- It should be flexible. This means that the plan should be amenable to change or amendments as and when new developments emerge or new information is discovered.
- The plan should include the assessment and evaluation procedures to be used.
- It must provide room for reflection and self criticism.

Questions to consider when planning

Effective planning involves systematic and sequential organisation of what is intended to be taught. For a clearer understanding of what is involved in effective planning, the teacher may have to consider the following questions:

- What are the needs, difficulties or problems and interests of the students?
- What are the desired learner outcomes that the unit/lesson seeks to achieve?
- What content can be used to achieve the identified objectives?
- In what way can the content be made suitable for the level of the students?
- What pre-requisite skills do the students need to have to enable them effectively participate in the lesson? For example, if you plan using group discussion, the pre-requisite skills will include ability to listen actively, express one self, tolerate divergent views, mediate, write and report.
- How can the content be presented efficiently within the time frame available?
- What teaching resources are needed to aid student's learning?
- What techniques and strategies will be appropriate for the lesson?
- Will there be the need for learners to apply the knowledge, attitudes and values as well as the skills acquired?
- In which way will learners be assessed or evaluated?

The answer to these (and many others) should provide a framework for your plan.

Essential qualities of social studies teachers for effective planning

Lesson planning is essentially an experience in anticipatory teaching. It is living through in advance, mentally and emotionally, the classroom experience as the teacher visualizes it. The eager faces, the questions that will arise, the difficulties the pupil's will encounter, the way these difficulties are to be met, etc should be imagined and prepared for by the teacher. The more vivid the mental picture that is visualized, the better the plan that will result. In addition to the above effective planning in social studies requires that the teacher possesses the following qualities:

- A broad understanding of the subject matter, materials and activities that will provide the nucleus for the classroom experiences.
- An intimate knowledge of the environmental forces (or local conditions) that have influenced the lives of the students as a group and as individuals.
- A thorough comprehension of the psychology of the mental process and how children are motivated to learn.
- Knowledge of the methods and techniques of teaching and the skill of using these methods and techniques to meet the general and specific needs of students.

Why it is important to plan

Planning is an essential part of life. To be effective, every intelligent worker or student plans out his/her work. A lawyer for example, makes attempts to anticipate and prepare for every move in the court. Similarly, an engineer prepares his blue print before he actually starts the construction of a bridge or building. So also must a teacher plan and prepare to ensure successful teaching. The following are some of the reasons why it is necessary to plan.

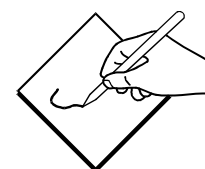
- Planning helps to define the objectives of the lesson and specifies the roles of both teacher and student.
- It serves as a check on the possible waste of time and energy of the teacher and students. It makes teaching systematic, orderly and economical.
- Planning helps the teacher to organize and present the lesson in a well connected and sequential manner. This is essential to ensure continuity of the learning process and for learners to make meaning of what they learn.
- Furthermore, planning helps teachers to avoid unnecessary repetitions.
- It helps the teacher to overcome the feeling of nervousness and insecurity. In other words, teachers who plan before teaching present their lessons with confidence.
- Lesson planning provides opportunities to the teacher to think out new ways and means of making the lesson interesting and to introduce thought-provoking questions.
- It affords the teacher the opportunity to employ appropriate assessment and evaluation procedures to find out the extent to which lesson objectives are attained.
- Planning provides a good ground upon which the teacher can do objective assessment and evaluation of the effectiveness of the methods and techniques as well as the strategies that he/she uses to teach.

In this section we have studied the meaning of planning, the characteristics of a good lesson plan, the importance of planning and the qualities that social studies teacher need to have to ensure effective instructional planning. We learned that planning is an essential part of life and that effective planning requires reflection and mental visualization of what the teacher anticipates in the classroom situation. We also learned that effective planning makes teaching and learning an interesting event.

**Activity 1.1**

Identify a topic in the Junior High School and draw an outline (plan) using the following criteria:

- i. State the objectives to be attained
- ii. State the level of the students (i.e. JHS 1, JHS 2, JHS 3)
- iii. Identify and state anticipated needs, interests and difficulties of the students
- iv. Identify suitable content for teaching the topic
- v. What learning resources would you consider as appropriate for teaching the topic? Explain how you will use these resources.



 introduction

Hello Learner, welcome once again to another section of this unit. This is the fourth section and it is intended to refresh your mind about writing performance objectives.

You have probably covered this topic in previous methods courses at the initial Teacher Training College. Thus this section will be a refresher one, building on your previous knowledge on objective writing. You will be taken through the skills of writing performance objectives covering the domains of educational objectives. We will also discuss why it is necessary to set performance objectives as part of the lesson plan.

 objectives

After having reviewed the criteria for writing objectives and types of measurable behaviour, you should be able to:

- write performance objectives in each of the domains of educational objectives
- discuss the importance of performance objectives
- describe the criteria for writing objectives

Performance objective

Write one complete performance objective of your choice if you remember how to do it.

.....
.....

Now, check your objective to see if it fulfils the necessary criteria as identified by Mager (1990) and summarized below.

Criteria

- Does your objective include a behaviour you want to observe when the student has accomplished the task?

The key here is observable behaviour. The objective needs to be written in terms of the student and in terms of some performance that can be seen.

Example:

- The student will be able to identify through discussion.
- The student will be able to evaluate... (or list, analyse, define etc).
- Does your performance objective include the condition under which the student is expected to perform the desired behaviour? In other words, what is it that you will do, or expect the student to do in order to enable him/her perform the task? Is he/she to listen to a tape, or watch a slide film, attend a marriage ceremony, or debate an issue? What is the condition? Example
 - "After listening to the guest speaker from the Volta River Authority (VRA), the student will be able to identify through discussion. . .'

- 'Having studied the section on how to set performance objectives, the student will be able to write ...
- Does your objective specify the criteria for acceptable performance? How will you know if the student is attaining an appropriate standard? What standard will you accept as a minimum? How much of the learning activity should be learned by each individual in the class? Remember, if you do not state criteria for acceptable performance, the assumption is that each student is expected to perform at 100% level at all time. It may be necessary to specify if you would be satisfied if the student remembered 8 out of 10, or 3 out of 4 points. For example
 - 'After listening to a guest speaker from the VRA, the student will be able through discussion to identify at least three of the four major sources of power failure'
 - 'Having studied the criteria for objective setting, the student will be able to write four objectives with 90% accuracy'.

Have you written the performance objective correctly including each criterion? If so, congratulations, you need not read further. But if not, then read on.

Rewrite your objective for the missing criteria in the space below.

.....
.....

What was the problem? Check the following

- Is there any observable behaviour?
- Are the conditions for the behaviour stated?
- Are criteria for acceptable performance specified?

Measurable Behaviour

Behaviour can be measured in terms of cognitive (or knowledge) development, affective (or attitude) development, and psychomotor (or skill) development. Since we can measure these three types of analytically different behaviours, then we can write performance objectives in terms of these behaviours. It is a point worth making that we have said three types of "analytically different" behaviours and not just different behaviours. Why not just different? Why analytically different? The three behaviours have been described as analytically different due to the simple reason that it is not always a simple matter to know when a behaviour is skill or knowledge.

These behaviours can be abstracted for analytical purposes. They can be conveniently categorized, but when observing the human being in action, these categories tend to overlap and interact in such a way that to the observer skill development may be confused with cognitive development. This difficulty notwithstanding, educational psychologists such as Benjamin Bloom, Mager, etc have identified levels of behaviours in the three categories that can be used as basis for setting objectives.

Knowledge Objectives

According to Benjamin Bloom's taxonomy, we can identify six levels of thinking

- Knowledge

- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

A cognitive performance objective in social studies should be written in terms of these six levels of thinking. For example;

- 'After listening to a panel discussion on the topic 'conflict in Ghana' the student will be able to recall (knowledge, the lowest level of reasoning) two sources of conflict in Ghana'.
- 'Having discussed the Yaa Asantewaa War, the student will be able to give in his/her own words (comprehension) three reasons why the Asantes lost the war'.
- 'After identifying the social resettlement problems associated with the Akosombo Dam, the student will be able to apply (application) what he/she has learned to a discussion on the anticipated resettlement problems of the Bui Dam'.
- 'After watching a film on the "Rwandan Civil War" the student will be able to analyse (analysis) the effects of conflict'.
- 'Having conducted interviews with distance education students, the student will be able to produce a paper on distance education in Ghana'. (Synthesis).
- 'After listening to the debate on the motion "should education be free at all levels?" the student will be able to decide (evaluation) which side presented the best arguments'.

Attitude Objectives

Should observation of student behaviour stop at the cognitive level? Write down your opinion in the blank space below.

.....
.....

Now check your response against what you learned in section two. If you recall our discussion in section two of social studies objectives you will remember that many of those objectives focused on improved values, beliefs and attitudes. A great deal is often said about attitude objectives but these are rarely examined as outcomes of our learning exercises. We need to write attitude objectives and we need to examine them. This is more difficult to do than cognitive objectives. Let us look at a few objectives of desired affective behaviour:

- 'After studying conflicting historical evidence found in the colonial and post-independence histories of Ghana, the student will have a critical attitude towards historical events.'
- 'Having helped organize student clean-up teams to beautify the compound, the student will readily support the importance of community self-help efforts'

- 'After watching a film on the Rwandan Civic War, the student will have a co-operative attitude towards the call for peace and national integration in Ghana.'

Skill Objectives

A skill is the ability to do something effectively. In social studies the focus is on the intellectual abilities of the student. Citizenship education involves the inculcation of intellectual skills to students to enable them operate effectively as good members of society. Some scholars refer to these skills as reflective thinking skills, others also describe them as cognitive or mental skills. According to Parker, W. (2001) social studies skills can be categorized into three as follows:

- Democratic Participation Skills
- Study and Inquiry Skills (including reading and writing) and,
- Intellectual Skills

Democratic Participation Skills: These include the following: The ability to

- Listen to, express, and challenge opinions and reasons
- Participate in classroom, school and community decision-making. Especially, participation in group discussions of public issues (classroom, community or national) with persons with whom one may disagree, leading such discussions; mediating, negotiating, and compromising.
- Access, use and plan community resources.
- Working cooperatively to clarify a task and plan group work.

Study and Inquiry Skills: These include the ability to:

- use and make time line, charts, maps, etc
- locate, gather, organize and analyse information from various sources such as books, electronic media, newspapers, and the library.
- Write reports and give oral reports
- Read social studies materials for a variety of purposes, e.g. to get the main idea, to get information, to research all sides of a controversial issue, to detect author bias.
- Form and test hypothesis

Intellectual Skills: The intellectual skills comprise:

- Identifying and clarifying problems and issues.
- Drawing analogies from other times and places and inferring cause-effect relationships.
- Drawing conclusions based on evidence
- Determining the strength of an argument or conclusion (critical thinking); distinguishing between fact and opinion; detecting propaganda.

- Reasoning dialogically (i.e. arguing both for and against one's position on an issue).

Here is an example of a skill objective.

- Using the library, the student will be able to select five sources and write a two page essay on the dilemma of early marriage and schooling for girls in Ghana.

This paper will be completed in one week.

Identify the skills required in the above example. Does your answer include the following? The ability to

- Select the sources and writing
- Use the library
- Organise and budget for the use of time
- Study.

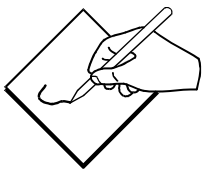
If so, congratulations. Try other types of skill objectives.



Reconsider what we have learned:

- In planning a lesson consider the performance objectives and the three criteria for writing performance objectives. These include the behaviour to be observed, conditions and standards.
- The three behaviours used in writing behaviours objectives are:
 - Knowledge (cognitive)
 - Affective (attitudes and values)
 - Psychomotor (skill).
- Performance objectives may be written for six task levels according to Bloom's taxonomy. They are:
 - knowledge
 - comprehension
 - application
 - Analysis
 - synthesis
 - evaluation.

It is hoped that you can now identify and write a complete performance objective.



Activity

Read the following performance objectives; mark if they are complete or incomplete objectives. If they are incomplete, explain why. Can you identify the task level required?

1. After participating in a small group discussion, the student will be able to give a definition of cooperation in one sentence.
2. Given the film "West African Economic Co-operation" the students will be able to discuss in small groups three of the five African Leaders and their views.
3. The student will be able to define 8% of the social studies terms,

4. Given the book "Social Studies Methodology for Basic School Teacher's" the students will write and present a social studies lesson.
5. After listening to the taped speeches of presidential candidates, the students will be able to state three differences in 'the major policy statements with 80% accuracy.
6. By the time you finish reading this section will be able to state at least five different types of performance objectives with 90% accuracy.

Introduction

Hi Learner, welcome to the fifth section of unit one. In the previous section we discussed how performance objectives could be stated in social studies to ensure effective teaching and learning. In this section we shall turn our attention to the selection of learning activities, and resources. You will be learning more about teaching and learning activities in unit three. In this section our focus is to discuss the principles and criteria for the selection of learning activities and resources and the need to consider these as part of the planning process of every lesson or unit.

Objectives

By the time you finish studying this section you should be able to:

- plan for the selection of appropriate content for the teaching of a lesson in social studies.
- state the criteria for the selection of different types of content.
- state and describe at least three learning activities that can be selected to teach social studies.
- discuss the criteria for selecting learning activities
- identify at least three types of resources for the teaching of social studies.
- discuss the principles governing the selection of resources.

Planning for the selection of appropriate content

Content denotes the knowledge, principles, concepts, generalizations, values, attitudes and skills that are selected to fulfil the objectives of a lesson or unit. Martorella (1994) argues that in identifying subject matter (content) for social studies lesson, teachers must search for information that has the greatest potential for achieving their purposes and goals.

The subject matter they select should enable students to construct knowledge that will be useful in their current and future roles as citizens. It should be information of real worth for successful functioning in their society. Du Bey and Barth (1980) identify facts, concepts and generalisations, theories, attitudes and skills as essential components of content, and assert that when planning to teach, social studies teachers should consider the consistency and relationship of these components and the objectives.

Criteria for the selection of content

There are certain criteria which must be taken into consideration in the selection of content. These include:

- **The Instructional Objectives:** The anticipated content must be in close relationship with the objectives of the lesson. In other words, the content should be able to promote the attainment of the desired outcome. Each stated objective must have a corresponding content.
- **Learnability:** The content should neither be too difficult nor too easy for the target group. If it is too difficult students will not be motivated to learn. On the other hand, if the content is too easy, students will consider

learning it as time and energy wasting. They will not be motivated to learn.

- **Feasibility:** The content must be selected in such a way that it can be dealt with within the time allotted to it on the time table.
- **Function:** The anticipated content must have relevance to the student's life. It should offer knowledge, skills, attitudes and values which are permanent in their nature and useful in dealing with real life situation.
- **Balance.** When planning to select content for a lesson, consider the taxonomy of educational objectives. The content should reflect these hierarchy of objectives, as well as the affective and psychomotor domains.

In addition to the above, the social studies teacher must be familiar with the students, their previous experiences and the local environmental factors that are likely to influence their learning. Furthermore, because the problems that social studies seek to address are multifaceted, there is often the need to consult other subjects and disciplines to gather the facts, principles and concepts to help attain the objectives.

Selecting appropriate method and techniques

Another major task of the teacher when planning a unit or lesson is the selection of the appropriate method and techniques. It is an important skill to be able to select the most appropriate techniques to provide the experiences related to method. Inappropriate learning activities and techniques often result in non-achievement of objectives. Similarly, it is essential that the learning activities are consistent with the guidelines established by the performance objectives. This is because the selection of a learning activity depends on its consistency with the intended purpose as stated in the objectives. Consistency here suggests the need to refer to the condition under which a student is expected to perform some desired behaviour in each objective and select appropriate activity for it. For example, if an objective specified "watching a film on effects on conflicts", this film must be procured for the lesson.

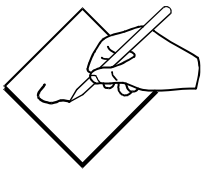
When planning to use the inquiry method the following techniques may be considered: student research activities such as using the library, observing, reading, interviewing, questionnaires, listening, generalizing, experimenting, etc. To use this technique will require the teacher to plan well in advance since he will have to provide specific and detailed guidelines to facilitate the students' work.

If on the other hand, you plan using the traditional lecture method, then, activities such as active listening, writing / note taking, etc. are essential.

Criteria for using active learning techniques

Before planning to use a particular technique or group of techniques you should consider the following:

- The value of the technique to the students. For example, will the technique increase their skill, their knowledge, modify their attitudes and values?
- The specific procedures that can be developed to carry out the technique(s). For example, what rates will be required for a successful debate, or panel discussion?
- Identify common mistakes which you may need to watch out for when applying the technique. For example, common mistakes associated with using grouping as a technique is that students are often not provided with limited time to present their oral reports and number of questions allowed per group.
- Criteria for evaluating students' performance. If you are to evaluate the students' performance in any of these activities you must develop a clear set of criteria that both you and the student understand. For instance, what are the ingredients for a good oral report? By what criteria are you going to judge a panel discussion?



How will you judge the quality of drama?

Activity 5.1

1. Select a topic from the JHS social studies syllabus
2. Set performance objectives
3. Select appropriate content for each objective
4. Select three techniques you consider appropriate for teaching the topic
5. Illustrate how you plan using these activities.

Selecting resources

Resources are all the people, places and materials you use to help your learning activities. In fact, many learning activities are developed around selected resources. Examples of this are when you plan taking your students on field trip to the market, or when you intend inviting a guest speaker from the police station to speak on law and order, or when you anticipate using a tape recording of the president's special initiative on distance learning.

Like learning activities, the use of resources needs to be governed by the principles of selection and consistency. They must be consistent with the objectives if you are to achieve your performance target. They must also reflect the appropriate learning activity and in accordance with availability and other conditions. Resources are the natural extension of learning activities. They are frequently used to establish the boundaries or scope of the learning activity. Therefore, when planning to teach a specific topic, there is the need to find out if the appropriate resources are available and if not, what strategies to adopt or find substitutes for them. We must also ask ourselves whether we have the required financial resources for the procurement of the instructional resources prior to the selection from among alternative learning activities.

The range of resources from which we can plan using in our lessons include:

- Human and other community resources
- Audio-visual-aids
- Reading materials

You will learn more about these different types of resources in unit 5.

Criteria for the selection of resources

Whatever resource you plan to use think about these questions:

- Are the resources suitable for the age and developmental level of the students?
- Will the resources motivate the students to read more and encourage other positive attitudes?
- Will the resource encourages growth and development of skills.

In this section we have learned about the criteria that guide the selection of learning activities and resources. We learned that when planning to use specific learning activity there is always the need to consider its appropriateness in terms of its suitability in fulfilling and instruction use of resources must be guided by their suitability, availability and financial resource constraints.





Hello and welcome to the final section of this unit. In sections 3, 4 and 5 we have been discussing the principles involved in instructional planning and the skills of selecting appropriate objectives, learning activities, content and resources. In this section, our discussion will involve an illustration of how to derive teachable topics from a problem. Using a specific topic, we shall demonstrate how a lesson plan can be drawn to teach it.

We anticipate that when you finish studying this section you will be able to:

- explain how topics are derived from a problem statement in social studies
- demonstrate how specific topics can be derived from a given problem statement
- draw a lesson plan for teaching a given topic.

How to derive teachable topics from a problem statement

Effective teaching of social studies commences with identification of the problem. However, for purposes of uniformity of teaching, the problem that must be dealt with under each unit has been identified and stated in the syllabus. The task of the teacher is thus limited to reading through to understand what the problem is about and device effective teaching and learning strategies to solve it. This will require reducing the problem into specific teachable topics as a first step. Let us see how this can be done:

Managing and Preventing Conflict

The Problem

For years, conflicts have affected life and property in Ghana. Many attempts have been made to resolve these conflicts but many still persist. These conflicts are affecting the development of individual, families and the nation. It is important therefore to develop better ways of preventing and managing such situations (CRDD, 2007:22).

Teachable topics that can be derived from this problem may include:

- The concept and nature of conflict
- Sources and types of conflict
- Effects of conflict
- How to prevent conflict
- How to manage conflict

Lesson Plan: Sources of Conflict

By the end of the lesson the student will be able to:

- Give a working definition of stereotype
- Say what preferential treatment means
- Describe the feelings often experienced by people who enjoy preferential treatment and those who do not
- Describe how preferential treatment serves as a source of conflict
- Identify other sources of conflict in their communities

Strategies and Materials

- Divide the class into two groups according to some physical characteristics, such as those who are tall and those who are short (or males and females). Tell the students the basis for the division, and move those with one characteristic (for example, tall students) to the right side of the room and the rest to the left. Do not let them know how each group will be treated.
- Pass out worksheets to each group. The sheet should be related to social studies, for example, a group work on sources of conflict. The instructions on the worksheet for one group (e.g. females) are legible and straightforward. Those given to the other group (e.g. males) are nearly illegible and ambiguous.
- Explain the worksheet exercise to the entire class, but accept questions from and give explanation only to the group with the legible and clear instructions. If members of the other group ask questions or complain about the illegible worksheets, tell them: 'Just do your work. Get busy and don't complain'. If on the other hand, their counterparts in the other group ask questions, listen and take time to respond appropriately.
- As the students begin to work, walk among students with legible worksheet, helping them complete their work. Ignore those with illegible worksheets except to discipline those who talk or are unruly.
- Since the group with clear instruction is likely to finish first, give them 5 or 7 minutes free time to chat and amuse themselves. Don't mind if by chatting their counterparts complain of being disturbed. If on the other hand, the group with unclear work sheets finish early, get them to check over their answers or start work on a different exercise.
- Following the recess of the students who worked on worksheets with clear instructions, conduct a general class discussion. Ask the class. What happened? What were we doing? How did you feel? Write your opinions on the board under the categories have's (for those with clear instructions) and have not's (for those with ambiguous instructions).
- Assist students to define the concepts 'stereotype' and 'preferential treatment'. Explain that some of them were receiving preferential treatment based on their physical characteristics such as height, sex, colour, etc rather than on the basis of their personal behaviour.
- Ask the class to explain how stereotyping and preferential treatment can cause conflict. Let them identify other sources of conflict.
- Remarks
.....
.....
- Evaluation: Observation of student response during discussion.
- Assignment:
- Students to interview people in the communities to find out the sources of conflict in the area.

METHODS, TECHNIQUES, STRATEGIES AND THE MODELS OF TEACHING SOCIAL STUDIES

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Mate masie I have heard what you have said



 introduction

Dear learner, you are warmly welcome to unit 2 of the methodology course in Social Studies. This unit deals with the methods, techniques, strategies and the models of teaching Social Studies. This unit has a direct link with the planning to teach Social Studies. This is because during the planning stage, provision is made for all the activities which are to be performed in the lesson, the way the activities are to be sequenced as well as the general approach to be adopted by the teacher.

The items you will need to study this unit include a jotter, pieces of paper and a pen. It will be very useful for you to study this unit because you will become well acquainted with the activities to select during any lesson. Furthermore, studying this unit will enable you know how to strategize your lessons, select a suitable model of teaching the subject and finally, it will be of tremendous help to you, to know when to use teacher-centred or child centred methods ion teaching.

 objectives

After studying this unit you will be able to:

- strategize your lessons effectively.
- select activities which will help you achieve your methods.
- employ appropriate models of teaching social studies.
- select desirable methods of teaching the subject,

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Dear learner, once again you are welcome to section 1 of unit 2 of your course. As a professional teacher, this section is not completely new to you. It is intended to build on your previous knowledge in the methods of teaching social studies.

This section is very important to you because it will assist you in employing appropriate methods when teaching the subject. It will also help you to strategize your lessons very well.



By the end of this section you will be able to:

- differentiate between methods, techniques and strategies of teaching
- employ appropriate methods of teaching social studies.
- distinguish between the teacher-centred and child-centred methods of teaching.

Methods of teaching

My dear learner, what is meant by a method of teaching? The answer to the above question is not far-fetched. As a teacher, before entering the classroom to teach, what normally comes into mind first is the method you should employ in teaching the topic.

A method may be explained as a teacher's overall approach to a lesson. As a result of this, many educational authorities are of the view that there are only two methods of teaching. These are teacher-centred and child-centred methods.

Teacher-centred method

A teacher-centred method of teaching can also be referred to as the teacher transmission method. It is called so because most of the activities in the classroom are performed by the teacher. In other words, the teacher's approach is to tell the learners what they need to know.

Child-centred method

Another name for child-centred method of teaching is problem-solving method. With this method, it is the learner who examines, investigates or explores the subject matter. In other words, most of the activities selected for the lesson are performed by the learner; hence, the name child-centred or learner-centred method.



What is meant by a technique of teaching?

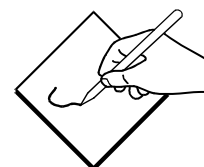
A technique of teaching involves all the activities which are performed in the classroom by the teacher and the learners. It is the method which a teacher selects which determines the appropriate technique to be employed in teaching.

If the teacher decides to use the transmission method in teaching, some of the techniques which fall within the domain of this method include

lecturing, dictation of notes and recitation. If on the other hand the teacher decides to approach the lesson using problem-solving method, the techniques which could be employed include role-playing or dramatization, panel discussion, debate, simulation or educational games and field trip.

Activity 1.1

1. What is the difference between teacher-centred and Child-centred method of teaching?
2. The activities carried out by the teacher and learners during a lesson are referred to as...
3. If you employ dramatization or discussion technique in your teaching, which method is it that you are using?



Answers

1. With teacher-centred method, it is the teacher who presents information while with the child-centred method, it is the learner who works on the problem.
2. Techniques
3. Problem-solving method.

Dear learner, I hope your answers are similar to the above.

What is meant by a teaching strategy?

A good teacher should not depend on only one technique of teaching right from the beginning of a lesson to the end. You need to use two or more techniques in any single lesson.



Strategy is simply the sequencing or ordering of the techniques a teacher has selected to teach the lesson. For example, if panel discussion of a topic depends upon introductory lecture and grouping, then these techniques sequenced one after the other is referred to as a strategy. In this case, the proper sequencing of the techniques to achieve the transmission of content would be (1) lecture (2) grouping and (3) panel discussion. This implies that there is an appropriate ordering of the techniques.

In this section, we have thoroughly discussed the difference among methods, techniques and strategies of teaching. A method is the general approach to teaching on concepts, facts and generalisations which constitute the content of a lesson. The two methods of teaching are transmission method and problem-solving method. Technique is an activity performed in class to achieve the method. Examples include lectures, grouping, oral reports, fieldtrips, debates, panel discussion and simulation. Strategy is sequencing of techniques to achieve a method. For example, a lesson can start with a lecture followed by grouping and then panel discussion.



Congratulations on having come to the end of this section. The next section deals with the problem-solving approach to the teaching of social studies.

Introduction

Dear learner, welcome to section 2 of your course. In this section, we shall introduce you to the problem solving approach to the teaching of social studies. The section too is not completely new to you because our daily teaching, learning thinking and actions involve problem solving.

This section is very important to you as a teacher because it will enable you shift the role of being a dispenser of knowledge to that of a guide, consultant, facilitator and a resource person.

Objectives

On completing this unit, you will be able to:

- identify the problem related to social studies
- break the problem statement into teachable units
- transform the teachable units into objectives of teaching
- apply the problem solving approach to the teaching of social studies.

To begin with, dear learner, the problem solving approach to learning begins when students are taught to recognise problems and to apply a step-by-step examination of the problems. Aggarwal, (2001) defines a problem as a planned attack upon a difficulty or perplexity for the purpose of finding a solution.

In the social studies classroom, a problem solving situation is one in which the teacher presents subject matter to students in the form of a problem that requires inquiry, issue analysis and decision making. According to Dynneson & Gross (1999) students try to resolve the problem by applying various procedures to gather information, seek solutions, draw conclusions and defend results based on reasonable evidence.

One of the most attractive features of the problem solving approach is the immediate involvement of the learners in the teaching/learning process. The problem solving approach shifts the role of the learners from being passive recipients of pre-packed information to active, direct problem solvers and discovers of knowledge.

Applying the problem solving approach to the teaching of social studies

Using the problem solving approach to teach social studies begins with the identification of the problem. Having identified the problem, the teacher and his students brainstorm to break the problem into teachable units. Each teachable unit then forms the basis for the formulation of specific objectives and the selection of appropriate content, teaching/learning interaction and relevant teaching/learning resources. This implies that the proper identification of the problem is a pre-requisite for the effective teaching and learning of social studies.

By way of illustration, “Citizenship and Human Rights” is a topic in the junior high school social studies syllabus. The problem associated with the topic is:

Independence and self-government impose certain rights and responsibilities on citizens of the country. However, in Ghana, some people's rights are being abused. Some people also claim their rights but fail to perform their responsibilities. To enable citizens to carry out their responsibilities effectively, their human rights must be guaranteed and safeguarded.

The problem statement could be broken into teachable units or topics as follows:

- The concept of Citizenship and how it is acquired.
- The concept of Human Rights.
- The rights of the Ghanaian citizen.
- Human Rights abuses in Ghana.
- Mechanisms against Human Rights abuses in Ghana.
- Responsibilities of the Ghanaian citizen.

Each of these or a combination of two of them where necessary will constitute the topic or topics for a particular lesson. When these are transformed into behavioural objectives, we shall have: By the end of the lesson the learner will be able to:

- Explain the concept of citizenship and how it is acquired.
- Explain the concept of Human rights.
- Identify the rights and responsibilities of the Ghanaian citizen.
- Explain "human rights abuse" and how such abuses occur.
- State the mechanisms against human right abuses in Ghana.

The next step is to select the appropriate content as dictated by the objectives, design appropriate activities, adopt the right teaching techniques and use the relevant resources in order to teach to solve the problem. In selecting the content, care should be taken to select only the relevant facts or information. Relevant information here refers to only those facts that either help to identify the root cause of the problem or assist in finding a solution to it.

Activity 2.1

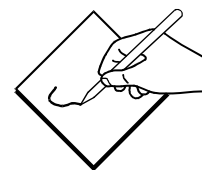
Study the following topic and its problem and do the exercise below.

'Our culture' is a topic in the social studies syllabus at the junior high school level. The problem associated with the topic is that:

It is culture that powers a nation into development. If culture becomes static a society loses its capacity to advance. In this wise any society that desires development must constantly re-examine and improve its cultural practices in order to make it dynamic.

Using the problem solving approach: ``

- i. Break the problem statement into six teachable units.
- ii. Transform the teachable units into objectives of teaching.



- iii. State any three teaching/learning resources you would use in teaching the topic.
- iv. State any three techniques you would employ in strategizing your lesson.



In this section, we have thoroughly discussed the application of the problem solving approach to social studies teaching.

Every topic in the social studies syllabus addresses one problem or the other of man's survival. Consequently, using the problem solving approach in teaching social studies starts by first identifying the problem associated with the topic. The next thing is to break the problem statement into teachable units and then transform them into objectives of teaching. The next procedure is to select appropriate content, use relevant teaching-learning resources and design appropriate teaching-learning activities to address the identified problem.

Congratulations on having come to the end of this section. The next section deals with the conceptual approach to the teaching of social studies.

Dear learner, we hope your answers are similar to mine.

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Introduction

Dear learner, welcome to section 3 of your course. In this section, we shall introduce you to the conceptual approach to the teaching of social studies. This section too is not completely new to you because our daily teaching, learning, thinking and actions involve concepts.

This section is very important to you as a teacher because it will assist you to know that concepts make it easier to learn and remember information. In addition, you will get to know that concept development leads to attitude formation which is a primary focus of social studies.

Objectives

After studying this section, you will be able to:

- explain what concepts are.
- identify different types of concepts.
- break concepts into teachable units
- transform the teachable units into objectives of teaching of social studies
- apply the conceptual approach to the teach social studies

Meaning of concepts

McDonald (cited in Blege 2001) describes concepts as “Pictures of our minds”. Parker & Jarolimek (1997) are of the view that “concepts are ideas”.

From the above descriptions, it would be realized that concepts are the ideas or mental pictures which an individual forms about an object or something, based on his experience. Some of the concepts associated with social studies at the Basic level include the home, the family, the neighbourhood and the community.

Further up the school ladder, our learners are expected to work with ideas or concepts such as democracy, patriotism, development etc. Concepts are so important in knowledge acquisition that many authorities regard them as “the building blocks of knowledge”.

Types of Concepts**Concrete concepts**

Concreteness refers to what we can perceive directly through one of the five senses. Concepts which deal with places, persons, objects and institutions can be classified as concrete. Examples of concrete concepts include a table, a flag, a refrigerator etc.

Abstract concepts

Abstractness refers to what we cannot perceive directly through our senses. These include ways of thinking, feeling and behaving. Examples of abstract concepts include democracy, tolerance, parenthood, freedom, interdependence, etc.

Conjunctive concepts

These types of concepts have constant rule structures. Let us take an island as an example of a conjunctive concept. An island is a land surrounded by water and nothing else. Similarly, a globe is a round object that has a map of the world drawn on it. The rule structures of these concepts do not change. In other words, their critical values are always the same.

Disjunctive concepts

With this type of concepts, the rule structures are not constant. They change according to usage. A good example of disjunctive concept is “citizen”. This is because there are several ways by which citizenship is acquired. It could be through marriage, birth, adoption or naturalization. In short disjunctive concepts have more than one set of critical attributes.

Relationship concepts

Relational concepts are those whose rule structures depend on relationships. By way of illustration, a line segment cannot be assessed as parallel unless something specific about its relationship to another line is known. Other relational concepts are distance, uncle, aunt, etc.

Applying conceptual approach to the teaching of social studies

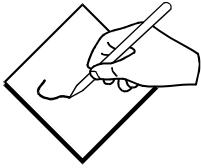
Mehlinger (1981) points out that the principal task of the social studies teacher is to enrich his students’ store of concepts about society and human affairs. Indeed, all learning, thinking and action involve concepts. The National Council for the social Studies (NCSS, 1998) advocates the organization of social studies teaching and learning around concepts. In the view of the council, by organizing social studies teaching around concepts, learners will be able to make sense of abstract ideas, and begin a life long process of acquiring knowledge.

There are several ways of organising the teaching and learning of social studies around concepts. However, the most popular one is that of concept attainment. Concept attainment, as advanced by Gaunter, Estes and Schwab (1990), is the process of defining concepts by attending to those attributes that are absolutely essential for brining out the meaning of the concept. It also involves learning to discriminate between examples and non-example of the concept.

In its simplified form, the concept attainment approach can be implemented in the social studies classroom as follows:

- Identification of the problem, as usual, is the first step.
- Formulation of the concept, that is, the generalized all-encompassing idea, from the problem.
- Breaking the concept into teachable units.
- Each teachable unit is then transformed into an instructional objective.

The procedure is similar to the problem solving approach. The only difference is that rather than breaking the problem into teachable units, in this approach, it is the concept that is broken to form the units.

**Activity 3.1**

1. Differentiate between concrete and abstract concepts.
2. What is the difference between conjunctive and disjunctive concepts?
3. List the four stages by which the concept attainment approach can be implemented in the social studies classroom.



In this section, we have learned that:

- Concepts are the ideas or mental pictures which an individual forms about an object or something based on experience.
- Concepts which deal with places, persons, objects and institutions can be classified as concrete.
- Abstract concepts refer to concepts which cannot be perceived directly through our senses.
- Concepts which have constant rule structures are referred to as conjunctive concepts.
- Disjunctive concepts are those concepts whose rule structures are not constant.
- Relational concepts are those concepts whose rule structures depend on relationships.
- The concept attainment approach can be implemented in the social studies classroom as follows:
 - Identification of the problem.
 - Formulation of the concept from the problem.
 - Breaking the concept into teachable units.
 - Transformation of the teachable units into instructional objectives.

Dear learner, we hope the answers you have provided to the questions are similar to ours. Congratulations on having completed this section.

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You are most welcome to this section, where we shall introduce you to lecture and discussion techniques of teaching Social Studies. This section is very important to you as a teacher because it will enable you select techniques that provide for the active involvement of students in the teaching and learning process.



After studying this section, you will be able to:

- determine the techniques which lend themselves to effective teaching and learning of social studies.
- identify the different types of discussion technique which can be employed in teaching Social Studies.
- enumerate the advantages and disadvantages associated with the lecture and discussion techniques of teaching social studies.

Lecture technique

Lecture is the oldest and the most traditional technique of teaching. With this technique of teaching, a group of learners is made to listen attentively while the teacher alone spouts on and on. All the analysis, the opinions on the issues and generalizations are done by the teacher and embodied in the lecture notes which are read out to students. The teacher's delivery is generally expected to be done without interruption. However, the teacher pauses occasionally to ask or invite questions from the learners.

The role of the learners is to pay attention to what the teacher reads out. Learners are expected to memorize the content of the teacher's lecture and use it in doing assignments or answering examination questions.

Advantages

What then are the advantages associated with this technique of teaching Social Studies?

The lecture technique is very effective and suitable in institutions where the learner-teacher ratio is high. It therefore helps the teacher to cover a lot of topics in the syllabus.

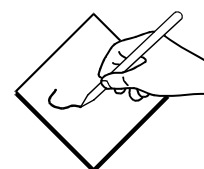
The advantages include the following:

- It develops students' skills of listening
- It provides the learner an opportunity to learn to take down notes.
- A large number of students can be taught at a time in one lecture hall.
- Irrespective of which ever other technique is employed in teaching, it is the lecture technique which is used to introduce, summarize, explain and provide information.
- It provides the student with an insight into the art of writing essays.

Disadvantages

Lecture technique has many disadvantages associated with it. Some of them are the following:

- It does not take into consideration individual differences
- A teacher may cover a very wide content area without realizing that little or no learning takes place. This is because questions are rarely used in this technique of teaching.
- This technique encourages rote learning because the learner is expected to commit into memory the content of the teacher's lecture and reproduce the same thing during examinations or when doing assignment
- In this technique of teaching, it is the teacher who dominates the teaching and therefore learners play only a passive role.
- Holding of students' attention span is another disadvantage of this technique. According to ASEP (1992) "We learn and remember only 10% of what we hear". This suggests that lecturing for a full class period is difficult because students have a finite attention span. As the limits of the attention span are reached, students begin to tune in and out more rapidly.

**Activity 4.1**

1. List any four advantages of lecture technique
2. Enumerate any three reasons why you may not like to employ the lecture technique in teaching your social studies lessons.

Discussion technique

Discussion technique involves a teacher's engagement of two or more learners in a co-operative examination and comparison of views in order to illuminate an issue and contribute to the learners' understanding. In other words, the teacher, in this type of classroom interaction, raises an issue for the students to wrestle with.

Discussion technique may take several forms depending on the objectives, class size and the ability of the students. According to Nacino-Brown, Oke & Brown (1982), there are four types of discussion technique, namely, whole class discussion, small group discussion, panel discussion, and debate discussion.

In whole class discussion, the teacher becomes the leader. He poses a problem or an issue and initiates interaction, directs discussion among participants and ensures that the flow of ideas or argument proceeds towards the desired goals. The teacher concludes the discussion by summarizing the main points made.

Small group discussion involves dividing the class into smaller discussion groups and appointing a leader and recorder for each group. During the discussion session, the teacher goes from one group to another to assess their progress. He may help direct the discussion by asking leading questions. He also leads the group back to the main issue if they are digressing from the topic. After the discussion, the recorder of each group reports to the class the summary of points for further discussion.

With the panel discussion a panel of four or five selected students is each assigned to give about five minutes talk about different aspects of a chosen topic. While each speaker is delivering his or her piece, the rest of the class listens attentively and jots down questions or points which they would like to support or refute. After the panel has finished with their presentation, the floor is opened to the members of the class who are not on the panel. At the end of everything, the teacher helps in summarizing the main points and in drawing conclusions.

In debate discussion, two groups of speakers are given the opportunity to talk for or against a motion. This technique encourages deliberation, argument and discussion of opposing points.

Advantages

The advantages associated with the discussion of teaching include the following:

- it helps to improve the oral expression of learners.
- it encourages social interaction and promotes inter-personal relations among learners.
- it offers the students the opportunity to train in the democratic process.
- through discussion technique, students learn to be more tolerant because they have to accommodate different views from their colleagues.
- it helps students to remember what they have learnt. Research on learning and remembering indicates that “we remember 40% of what we discuss with others (ASESP 1992)
- discussion technique tends to make learners less dependent upon the teacher. In this technique the teacher does not dominate the teaching.
- it offers an opportunity for students to learn from one another.
- it helps students to develop critical thinking skills.

Disadvantages

- A discussion class becomes rowdy and can get out of control if not properly handled by the teacher.
- It does not ensure full participation of all learners. Only few extroverts or few who are very vocal tend to dominate the discussion while others remain passive.
- The technique consumes time and does not help in quick coverage of the syllabus.
- It gives opportunity for brighter students to show off.
- Unless the topic is carefully chosen and the session carefully structured and controlled, there is a tendency for the discussion to degenerate into meaningless debate.

Activity 4.2

1. In your own words, explain what a discussion technique is.
2. List any three advantages of discussion technique

3. Itemize any three disadvantages of discussion technique.

In this section, we have learned that:

- With the lecture technique all the analysis, the opinion on the issues and generalizations are done by the teacher and embodied in the lecture notes which are read out to students.
- The success of learners, as regards lecture technique, depends on their ability to listen and also their ability to make quick notes as the teacher
- The advantages of lecture technique include the following:
 - it is suitable in situations where the learner-teacher ratio is high.
 - It helps the teacher to cover a lot of topics in the syllabus.
 - It develops students' skills of listening.
 - It provides the learner an opportunity to learn to take down notes.
- Some of the disadvantages of the lecture technique are that:
 - It does not take into consideration individual differences
 - Lecture technique encourages rote learning because the learner is expected to commit into memory the content of the teacher's lecture and reproduce the same thing during examinations.
 - It is the teacher who dominates the teaching and therefore learners play only a passive role.
 - Lecturing for a full class period is difficult because students have a finite attention span.
- Discussion technique involves a teacher's engagement of two or more learners in a co-operative examination and comparison of views in order to illuminate an issue and contribute to the learners' understanding.
- There are four types of discussion technique namely whole class discussion, small group discussion, panel discussion and debate discussion.
- the advantages of discussion technique include the following:
 - it helps to improve the oral expression of learners.
 - It encourages social interaction and promotes inter-personal relations among learners.
 - It helps students to train in the democratic process.
 - Students learn from one another through discussion technique.
 - Students learn to be more tolerant because they have to accommodate different views from their colleagues.
- The disadvantages of discussion technique include the following:
 - A discussion class becomes rowdy and can get out of control.
 - It consumes time and does not help in quick coverage of the syllabus.
 - It gives opportunity for brighter students to show off.



Dear learner, we hope your answers are similar to ours. Congratulations on having to complete this section.

Introduction

We welcome you again to another section. In this section, we shall introduce you to two other important techniques of teaching social studies. They include Brainstorming and Game/simulation techniques. This section too is very important to you as a teacher because it will enable you vary your teaching techniques.

Objectives

After studying this section, you will be able to:

- employ brainstorming technique when teaching social studies.
- guide students to learn through play (game).
- identify the challenges associated with each of these techniques.
- enumerate the merits of Brainstorming and Game/Simulation Techniques of teaching.
- transform the teachable units into objectives of teaching of social studies

Brainstorming techniques

Brainstorming is a way of quickly generating ideas for later connection and reflection. During a brainstorming session, students share all the ideas that come to mind regarding the concept under discussion. They are encouraged to develop as many responses as possible to a focused problem. Let us assume you are teaching the concept “capital” in Economics and when students were asked to explain the concept, they came out with the following answers:

- The administrative city of a country.
- A letter of the alphabet in the form of larger size that is used at the beginning of sentences and names.
- Punishment by death (Capital punishment).
- Medicine (Capital 02)
- Wealth, especially, a large amount of money used for producing more wealth or for starting a business.
- An FM station (Radio Capital)

In brainstorming session, all the ideas or answers provided by the students must initially be accepted without criticism, evaluation or censorship. The entire brainstormed list must be recorded on the chalkboard. Ask the students to review the entire list. All the answers which are not related to the concept in question must be removed or cancelled so that the most appropriate one is maintained.

According to Parker (2000), the following stages should be followed when conducting a brainstorming lesson:

- Generating – Elicit students’ ideas by giving everyone a chance to call out responses as quickly as possible. Record the brainstormed list on the chalkboard, an overhead transparency or chart paper.
- Clarify – Ask students to review the entire list and request clarification of any of the ideas they do not understand. Discuss possible multiple meanings.

- Categorizing – Ask students to identify responses that are similar or belong to the same category.
- Assessing – If the brainstorming list is to be used in problem solving and decision making, suggestions will need to be assessed against criteria. Students should set the criteria and then choose the most appropriate suggestions. Assessment should occur after all ideas have been recorded and clarified.

Advantages

The advantages of brainstorming technique of teaching social studies include the following:

- It serves as a quick way of generating as many ideas as possible on an issue.
- It helps students to learn from each other.
- It encourages students to recognize and accept other students' views which are better than their own.
- It helps students learn meaningfully.
- It gives learners the opportunity to get multiple meanings of a concept.

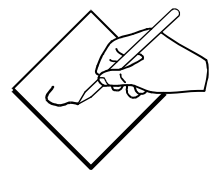
Disadvantages

Some of the disadvantages of brainstorming technique include the following:

- It is time consuming as all ideas have to be accepted and recorded initially.
- The class may become rowdy as each student tries to provide an answer.
- If the topic is not well focused the process may lead to the generation of several irrelevant ideas.

Activity 2.1

1. Give a brief explanation of what is meant by brainstorming technique of teaching.
2. List the four stages which should be followed when conducting a brainstorming lesson, according to Parker (2000).
3. Enumerate any three merits associated with brainstorming technique.



Game/simulation technique

A game is a competition with a set of rules which people play to win in a contest. There are several educational games which can be designed and used by the social studies teacher. The aim of educational games is to lead students to learn through play. The teacher acts as a referee and judge.

Simulation, on the other hand, is pretence or an imitation. It allows learners in a particular field or course to assume the roles, which resemble those of the real situations. The experiences simulated are then related and evaluated in relation to the natural or actual situation being simulated.

Boxers, for example, use punching bags as simulators to practice boxing. Such punching bags dangle in mid-air, like a rival boxer and the real boxer uses it for practice by dodging the blows, punching the bag and following all other rules of boxing. In this case, he pretends to be fighting his real rival boxer. Such practices will help the trainee when he comes face to face with a real boxer. The boxer has used a simulated technique to train himself to be a good boxer. The difference between gaming and simulation is that in gaming there is always a winner but in simulation there may or may not be winners or losers. It all depends on the purpose of the simulation. In short, simulation is role-playing of an imaginary event that has a set of rules.

Advantages

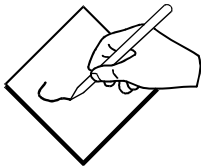
Some of the advantages of game/simulation technique include the following:

- Gaming and simulation enrich the effectiveness of a teacher's instruction.
- The technique when properly presented generates creative thinking and effective learning.
- Gaming and simulation are motivational techniques because students enjoy games, meaning they generally have a positive attitude towards participating.
- Since games are generally competitive. The method promotes the spirit of team work among the learners.
- It adds variety and a change of pace to teaching.

Disadvantages

Some of the disadvantages of game/simulation technique include the following:

- The class becomes very rowdy and can get out of control.
- Much funds and other resources are needed before educational games can be designed.
- It is time consuming.
- It is not suitable for all the topics in the syllabus.



Activity 2.2

1. Differentiate between Game and Simulation.
2. Enumerate any five merits which are associated with game/simulation technique of teaching.

In this section, we have learned that:

- Brainstorming is a way of quickly generating ideas for later connection and reflection.
- The four stages that should be followed when conducting a brainstorming lessons include:
 - Generating
 - Clarifying

- Categorizing
- Assessing
- Some of the advantages of Brainstorming technique include the following:
 - Serving as a quick way of generating many ideas on an issue.
 - Helping students to learn from each other.
 - Encouraging students to recognize and accept other students' views which are better than their own.
 - Giving learners the opportunity to get multiple meaning of a concept.
- Some of the disadvantages of brainstorming are follows:
 - It is time consuming because all ideas have to be accepted and recorded initially.
 - The class becomes rowdy.
 - If the topic is not well focused the process may lead to the generation of several irrelevant ideas.
- A game is a competition with a set of rules which people play to win in a contest.
- Simulation is pretence or an imitation. It allows learners in a particular field or course to assume the roles, which resemble those of the real situations.
- Some of the advantages of Game/Simulation technique are that:
 - It enriches the effectiveness of a teacher's instruction.
 - The technique generates creative thinking and effective learning.
 - It is a motivational technique because students enjoy games.
 - The technique promotes the spirit of team work among the learners.
 - It adds variety and a change of pace to teaching.

Dear learner, we hope the answers you have provided to the questions are similar to ours. Congratulations on having completed this section.

introduction

You are welcome to the final section in this unit. In this section, we shall introduce you to Drama/Role-playing and Circle Learning techniques of teaching Social Studies. This Section is also important to you as a teacher because it will add variety to your teaching techniques

objectives

After studying this section, you will be able to:

- teach effectively using Drama and Circle learning techniques
- identify the merits associated with each of the techniques.
- enumerate the challenges associated with using each techniques of teaching

Drama/Role-playing Technique

The technique of drama involves the students in a dramatization or role-playing of some event or feeling. This technique encourages students to learn by expressing in their own words the drama of the event. Some authorities use these two terms interchangeably, and of course, most of what happens in drama is role-playing. The difference between drama and role-playing is that while dramatization needs rehearsal, role-playing is spontaneous. Role-playing is therefore on-the-spot acting of a situation, problem or incident. An example of a spontaneous drama might be a teacher asking students to role-play the first meeting between the people of Elmina and Portuguese explorers.

Teachers may also use a formal drama in the classroom. This involves the use of a formal written drama or play to emphasize certain historical events. The written play is acted by few selected students for the class.

Advantages

- This technique enables the learner to remember as much as 80% of what has been learnt (ASESP, 1992)
- Role-Playing gets the student into another "identity", and provides opportunities for him to perceive how others might feel, think or act. In this way, students learn concepts in a practical way.
- It provides the means for students to explore issues or events as a group. As a result, the technique helps students to develop interpersonal relations, skills, change attitude, clarify values and develop citizenship skills (Savage & Armstrong)
- It helps the learners and, role players in particular, to appreciate the problems and view points of others. Such an understanding becomes necessary in solving the problems of the society.
- It helps the learner to develop creative and critical thinking.

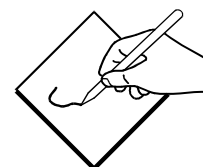
Disadvantages

- It is time consuming if not moderated by the teacher.
- The initiatives of the other learners may be stifled if specific students are always asked to perform.

- The class becomes very rowdy and if care is not taken, it may lose the educational purpose to which it is aimed.

Activity 2.1

1. Differentiate between Drama and Role-playing
2. State any four reasons why you would like to adopt drama/role-playing technique in teaching Social Studies.



Circle Learning Technique

Have you ever applied this technique in teaching Social Studies? Circle learning is a technique during which students share information and learn from interactions with each other. Because the technique involves repetition, it encourages students to explore and clarify conceptual understanding.

Some guidelines for circle learning include the following:

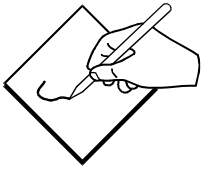
- Divide the class into two and let students form two concentric circles with those in the outer circle facing those in the inner circle.
- Each person in the inner circle takes two minutes to share as much ideas as possible about the concept under discussion with the person facing him or her in the outer circle.
- After two or three minutes, those in the outer circle who have been listening now do the talking. They may also ask questions on what was said or seek clarification by repeating, in their own words, what they had just heard from their partners.
- When the time is up, let students in the outer circle move clockwise one position so that each student is facing a new partner. The inner circle does not move. Let students repeat the process, gleaning and sharing new information on the concept and refining their oral skills.
- Repeat this procedure several times, depending on the complexity of the concept or the topic under study.
- Discuss with students what happened to their thoughts and language during the process. (Available online www.Diewest.com/seda)

Advantages

- It helps students share ideas and learn from each other
- It encourages students to explore and investigate issues on their own
- It helps students to acquire group values such as co-operation and respect for each other's views
- It empowers learners' communication skills because students take turns to talk

Disadvantages

- It is a time consuming technique of learning.
- The class may degenerate into a "talking shop" if not properly managed.
- It is only suitable for situations where there is enough classroom space and also easily moveable pieces of furniture.

**Activity 2.2**

1. State any four reasons why you would like to employ the circle learning technique in teaching Social Studies
2. List any three disadvantages of circle learning technique of teaching.



In this section, we have learned that:

- The technique of drama involves the students in a dramatization or role-playing of some event or feeling
- The difference between drama and role-playing is that while dramatization needs rehearsal, role-playing is spontaneous.
- Some of the advantages of dramatization are as follows:
 - It enables the learner to remember much of what has been learnt.
 - It provides opportunities for the learner to perceive how others might feel, think or act.
 - It provides the means for students to explore issues or events as a group
 - It helps the learner to develop creative and critical thinking
- Some of the disadvantages of drama/role-playing are as follows:
 - It is time consuming if not moderated by the teacher.
 - If specific students are always asked to perform, the initiative of the other learners may be stifled.
 - The class may become rowdy
- Circle learning, as the name implies, is a technique during which students are put into two concentric circles to share information and learn from interactions with each other.
- Some of the advantages of circle learning technique are that:
 - It helps students to share ideas and learn from each other
 - It gives encouragement to students to investigate issues on their own.
 - It helps students to acquire group values such as co-operation and respect for each others' views.
 - It empowers learners' communication skill because students take turns to talk.

Some of the disadvantages of circle learning include the following

- It is a time consuming technique of learning.
- If the class is not properly managed, it may degenerate into a "talking shop"
- It is only suitable for situations where there is enough classroom space and also easily movable pieces of furniture

Hello learner, we hope the answers you have provided are similar to ours. Congratulations on having completed this section successfully.

SKILLS OF TEACHING SOCIAL STUDIES

SECTION 1	SKILLS OF LESSON INTRODUCTION	68
SECTION 2	SKILLS OF STIMULUS VARIATION (MOTIVATION)	72
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Mate masie I have heard what you have said





Dear learner, welcome to unit three of this course. In the previous unit, you learned about the methods and techniques of teaching social studies. In this unit, you will learn about the technical skills involved in the teaching of social studies. This unit will not be completely new to you since you use some of these skills in your daily teaching. This unit is therefore intended to build upon your previous skills in the teaching of the subject.

There are six sections in this unit. Each unit deals with a set of skills in a particular area of the teaching of social studies. Section 1 will help you to introduce your lessons appropriately. Section 2 will guide you to use effective stimulus variation in your class. As you may know already, motivation is an important factor in arousing and sustaining learners' interest in a lesson. Section 3 introduces you to the skills of questioning that will help you to teach well. In section 4, you learn about the skills of using teaching-learning materials, while section 5 deals with skills of using the chalkboard. Section 6 introduces you to the skills involved in closing a lesson.

This unit is relevant to you because it exposes you to the skills that you require in order to be a good social studies teacher. As you study the unit, get your jotter and pen ready to do some interesting activities.



After learning this unit, you should be able to:

- use various ways to introduce your lessons
- motivate your students to learn through stimulus variation
- use different questioning skills in your lessons
- organise your work on the chalkboard neatly and orderly
- use teaching-learning materials effectively
- practise various skills in closing your lessons.

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introduction

Welcome to the first section of unit 3. In this section, we shall introduce you to the skills of lesson introduction. We are sure you have been introducing your lessons. This means you are familiar with some of the skills of lesson introduction. This section will help you build on the skills you already have. The topics covered in this section are the statement of the purpose and objectives of the lesson as part of the lesson introduction, the relationship between the Relevant Previous Knowledge (RPK) and the lesson introduction, and ways of introducing a lesson. Your introduction sets the tone for the lesson. So it should be interesting and stimulating to capture the attention of your students.

objectives

After you have studied this section, you should be able to:

- use different techniques to introduce your lessons
- link your RPK to the lesson introduction
- cultivate the habit of informing your students about the purpose and objectives on your lessons.



Stating the purpose and objectives of the lesson

Whenever you are teaching a topic, do you inform the students of the purpose for which you are teaching the topic? Do you tell them the objectives you hope to achieve at the end of the lesson? It is a good idea to always let your students know why they are learning a particular topic.

Activity 3.1

Write, in your jotter, two reasons why it is necessary to tell students the purpose and objectives of the lesson.

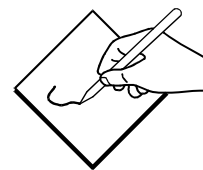
Now, compare your answers to what we have given: Stating the purpose and objectives of the lesson even before you begin to teach is important for two main reasons. First, it guides you, the teacher, in your lesson delivery. This means that it helps the teacher to focus on what he is expected to teach. By so doing, the teacher avoids digressing into other topics. Second, it enables the learners to follow the lesson systematically. In this way, the learners are able to call the attention of the teacher to any omissions in the lesson delivery. We caution you that, such action by students should be taken in good faith. It should not be seen as a way of challenging the teacher's knowledge but a way of enhancing learning. Do you notice that stating the purpose and objectives of the lesson is important to both the teacher and the students? We hope your answer to the above activity is similar to ours. If so, well done.

Relating the introduction to students' RPK

Now that we have considered the necessity of stating the purpose and objectives of your lessons, let us examine the relationship between the RPK and the lesson introduction.

Activity 3.2

State, in your jotter, why it is important to relate the lesson introduction to the previous knowledge of students.



Now read on. It is essential that the lesson introduction bears a relationship with the relevant previous knowledge of the learners. In the first place, linking the introduction to what students already know forms a bridge between their experiences and what they are to learn. This is in line with the popular educational axiom of 'learning from the known to the unknown'. Such a link prepares the minds of the learners to internalise what is to follow in the lesson.

Secondly, linking the introduction of the lesson to the students' RPK builds confidence in them. This makes them feel at home with the topic. In this way, they will not see the topic as something entirely new to them.

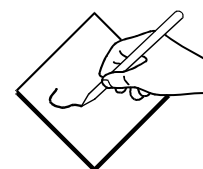
Furthermore, when the introduction of the lesson is related to what students already know about the topic, it arouses the interest of the students in anticipation of what they are to learn. The introduction should therefore be stimulating enough to arouse learners' interest in the lesson. We should remember that learning is an individual affair. So if the introduction is boring or is not related to the learners' previous knowledge, the learners may not pay attention to the rest of the lesson.

Ways of introducing a lesson

Now that you know the importance of relating the lesson introduction to the RPK, let us consider various ways by which we can introduce a social studies lesson.

Activity 3.3

Write, in your jotter, five ways of introducing a lesson.

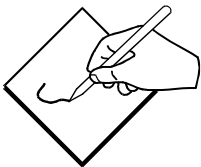


As you already know, there are different ways in which you can introduce your lesson. Another name for the introduction is set induction. Read the following ways of set induction and see how similar they are to, or different from, what you know.

- i. You can introduce a lesson by creating a situation. The situation should contain a problem for the learners to solve. For example, if you are teaching the topic 'Keeping Our Environment Clean' in a JSS one class, you could create a situation like this: The chief and people of Kofikrom realised that their environment was filthy. They therefore agreed that the following Saturday they should all come out and clean up the environment. On that day, while everybody came out for the clean up, Atakora refused and went to his farm. The people decided to punish him. They swept rubbish and dumped it in the gutter in front of Atakora's house. Then the rain came. The water could not flow along the gutter because of the rubbish, and so flowed

into Atakora's house. The whole house was flooded. Atakora and his family could not come out. They were trapped in the house by the flood. Do you think the action of the chief and his people was justified? That is interesting, isn't it? The situation you create should be interesting and challenging to the students. It is not easy to create a good situation in class. You need to practise in order to acquire the skill.

- ii. Telling a story is another way of introducing a lesson. To tell a good story the teacher should be imaginative. The story should be relevant to the topic to be taught. Usually, the students should be asked questions about the story as a way of finding out their understanding of the story and its implications.
- iii. Another useful way of introducing a lesson is to sing a song. The song should be interesting, and be relevant to the topic. You should then ask the students relevant questions on the song.
- iv. Asking a series of questions is yet another way of introducing a lesson. This is a means of probing the students' previous knowledge about the topic. The questions should be based on the students' RPK.
- v. You can also introduce a lesson by asking the students to dramatise or role play an event or situation. We hope you remember the difference between a drama and a role play.
- vi. You can also revise a previous lesson as way of introducing a current lesson if the latter is a continuation of the former.



Activity 3.4

Write down the main difference between a drama and a role play. Now, compare your answer with the following.

Both drama and role play involve the students in the lesson. However, the main difference between them is that in a drama, the students are given the opportunity to rehearse or practice what they are to do before they come to class to perform. This is not the case with a role play. In a role play, students are called out to act a situation or event without prior notice or preparation. We hope your answer is similar to ours. If so, you have done well.



All too soon, we have come to the end of this section. We hope you have enjoyed it. Do you remember the important points in this section? Here are some of them.

- You should always inform your students of the purpose and objectives of your lessons.
- Always make sure that your lesson introduction is related to the previous knowledge of the students as stated in the RPK.
- There are several ways of introducing a lesson. Some of them are creating a situation, telling a story, singing a song, asking questions, using drama, asking students to role play an event or a situation, and revising a previous lesson. We shall discuss motivation and the skills of stimulus variation in the next section.

introduction

In section 1, you learned about the techniques involved in introducing a lesson, and the various ways of lesson introduction. In this section, you are going to learn about motivation and the various skills involved in motivating students to learn. The skills are also called skills of stimulus variation. You have been doing certain things in your class in order to motivate your students to learn. So this section will reinforce the skills that you already possess. The topics you are going to learn in this section are the meaning of motivation, conditions that are required to motivate students to learn, various skills of stimulus variation that the social studies teacher can employ during lessons, and the role of teacher in motivation.

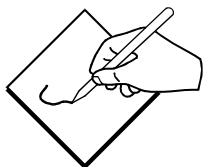
objectives

After reading through this section, therefore, you would be able to:

- explain the meaning of motivation
- identify conditions that should be present in order to motivate learning among students
- use various forms of stimulus variation in your class
- identify your role in motivation.

Meaning of Motivation

The well-known adage, ‘you can lead a horse to water, but you can’t force it to drink’ has an element of truth when applied to learning. Have you heard this adage before? It implies that you can teach your pupils but you can not force them to learn. What you can do is to arouse their interest to learn. Many teachers have always complained that their students are not prepared to learn, and worst of all, many are simply not interested in learning. As a result, educators constantly look for ways of arousing their students’ interest to learn. In this regard, Dynnesson and Gross (1999:171) are of the view that “underlying the search for promising practices and materials is the assumption that within every student is a hidden biological or psychological switch that controls human motivation”. This means that as teachers, you should constantly search for new ways of teaching your students. In this way, you would be able to access this switch and trigger off the desire to learn in them. So far, we have explored the need for motivation. But what is motivation?

**Activity 2.1**

In your jotter, explain what you understand by the concept of motivation.

Now read on. Motivation is a combination of intrinsic and extrinsic influences on learning. Intrinsic refers to influences coming from within the learner while extrinsic relates to influences from the learner’s environment. Both intrinsic and extrinsic motivations are important in stimulating learning. However, in social studies, intrinsic motivation is more desirable than extrinsic motivation because intrinsic motivation sustains learning.

So you see, motivation is multi-dimensional, stimulating learners to thought, investigation, discovery, and conclusion (Dynneson & Gross, 1999). Such

activities energize learners into activity. You can motivate your students to learn in one of three ways. That is, by creating the right conditions, by using the right techniques, and by developing the right activities.

The role of the social studies teacher in motivation

Educators have long debated the extent to which the teacher can directly motivate students to learn. In deed, some have argued that teachers have little control or influence over student interest in learning subject content. For example, Raymond Wlodkowski (1978:14) suggests that the myth that teachers motivate students is not true. This is what he says:

Teachers do not motivate students. In fact, no one motivates any one. We can make things attractive and stimulating. We can provide opportunities and incentives. We can allow for the development of competence and match student interest with learning activities, but we can not directly motivate students. . . . Between what we do as teachers and students do as learners are the students' perceptions, values, personalities, and judgements. These elements decide the final outcome of student motivation.

Other educators, however, argue that teachers can motivate learning by creating the right conditions. For instance, Russell (1971:5) states that:

The role of the teacher is viewed as that of a stimulator of student learning which constitutes the learning experience. Motivation for school learning is learning in itself. As such, it can be created out of the proper experiences. In turn, teachers can nurture and cause to grow stronger the desire to learn.

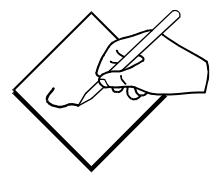
Russell supports the widely held position that even though students come to school with an established set of motivational tendencies, the teacher has a reasonable chance of modifying and redirecting those motivations so that learning can take place. This implies that teachers have a crucial role to play in motivating learning among their students. To effectively motivate students to learn, teachers need to know their students well. They need to know their developmental level, their dispositions (feelings), their interests, their home backgrounds and their unique talents.

Conditions necessary for motivation

In recent times, Psychologists and educators have studied motivation in instruction to help improve student learning. In this regard, Keller (1983) developed the ARCS model, which is an attempt to influence the motivation of student learning. Before we proceed, we will like you to do the following activity.

Activity 2.2

Identify as many conditions as possible that you think should be present for student motivation to be effective.



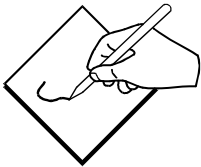
Find out if your list includes the following conditions suggested by Keller (1983). The ARCS in Keller's model is an acronym for Attention, Relevance, Confidence, and Satisfaction. Keller argues that these four conditions are needed for students to become interested in instruction.

- Attention relates to the need to call students' attention to the subject matter
- Relevance has to do with the need for students to assign value to the subject matter being learned
- Confidence relates to the need for students to realise that they can successfully learn the subject matter
- Satisfaction involves the need for students to gain sense of gratification (satisfaction) or reward as a consequence of learning the subject matter.

These conditions imply that motivation may not take place if the learners do not (i.) pay particular attention to what they are learning, (ii.) view what they are learning as important to them, (iii.) show confidence in what they are learning, and (iv.) envisage a reward at the end of a learning task.

Skills of stimulus variation

These skills relate to how you can motivate your students to learn during a lesson presentation. It means switching from one technique or activity to another without unduly disrupting the lesson. Very often, teachers use them either consciously or unconsciously in class. They can be verbal or non-verbal. We hope you have been using some of them in your class.



Activity 2.3

Write down 4 skills of stimulus variation that you often use in your class.

Does your list contain the following skills? Some of the common skills of stimulus variation frequently used in social studies lessons include the following:

- i. The use of positive re-enforcers. They include asking students to clap, "shine and light", "shower, rain and thunder" for their colleagues who give right responses. Others are passing positive remarks such as "good", "well done", "excellent", "that's it" etc for correct answers.
- ii. Nodding the head to show approval when a student is trying to give a correct response to a question. This is non-verbal communication. Others are maintaining eye contact with the student while the person tries to come out with the response, facial expressions and use of gestures.
- iii. Use of wait time after asking a question (refer to the next section).
- iv. Change in tone of voice while asking a question
- v. Teacher movement around the class
- vi. Giving prompt feedback to students.

- vii. The use of a variety of techniques that cater for whole class, small group and individuals are also useful stimulus variation in teaching social studies.

All the above constitute various ways by which the social studies teacher can vary the stimulus of his students during lesson delivery.

Dear learner, all too soon you have come to the end of section 2. In this section, we have introduced you to the concept of motivation, its significance in the teaching of social studies, the important role that social teachers are expected to play in their quest to motivate their students, and various skills of stimulus variation.



introduction

In the previous section, we learned about stimulus variation. We hope you enjoyed reading through that section. In this section, we are going to introduce you to yet another interesting aspect of teaching. That is, the skills of questioning. We know that as teachers you have been questioning your students a lot during your lessons. This section therefore seeks to consolidate what you have already been doing. The topics that are covered in this section include the significance of questioning in the teaching process, the purpose of questions, types of questions that teachers use in class, and guidelines for questioning in class.

objectives

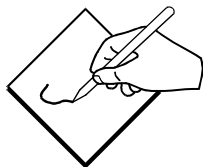
After you have studied this section, you should be able to:

- identify some importance of questioning
- state the purposes for which teachers use questions during lessons
- use various types of questions during social studies lessons
- practise certain guidelines in questioning students when teaching.

The importance of questioning

Questioning plays a very important role in helping pupils to learn. Questioning is fundamental to learning because all knowledge start from a question. It is for this reason that some educationists regard questioning as one of the first teaching skills of an effective teacher. Studies on what social studies teachers actually do in their classrooms show that approximately 30% of their time is spent in verbally asking questions. Another quarter of the time is devoted to reviewing, giving, and grading test questions (ASESP, 1990). So as you can see, on the average, about half of a social studies class time is devoted to asking questions. Aggarwal (2001:144) similarly points out that “questioning plays an indispensable part in learning, teaching and testing”.

Questioning is intimately related to good teaching. Good classroom questions act as prompts that help students to develop meaning out of the lesson content. That is why some authorities regard teachers as “professional question askers” (Aschner, Gallagher, Perry and Asfar, 1961). Put simply, the success of teachers in any particular lesson depends on their ability to question well. We hope you are now convinced that the art of questioning is the most important tool in the “educational box” of the teacher.

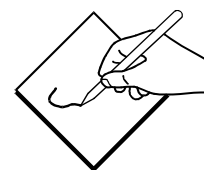


Activity 3.1

In your jotter, briefly explain why questioning is important to the social studies teacher.

The Purposes of Questions

When social studies teachers question during their lessons, they hope to achieve certain purposes.

**Activity 3.2**

State, in your jotter, four purposes for which social studies teachers question their students during lessons.

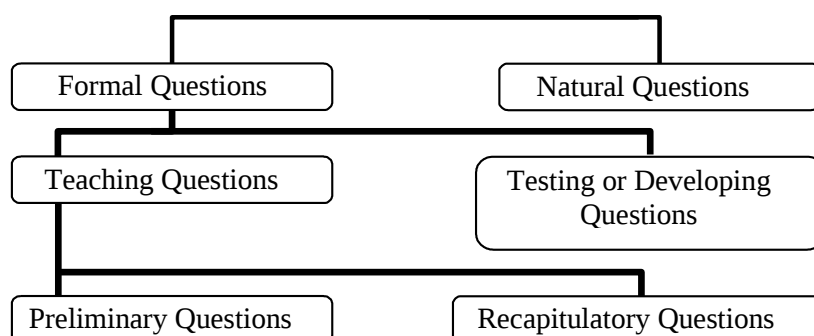
“Good”. Now compare what you have written down with what follows. Questions serve several purposes. The following are some of them.

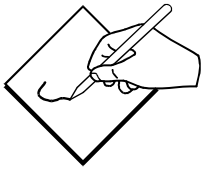
1. To test the previous knowledge of the students
2. To enable students to recall something
3. To enable them to recognise something
4. To enable them to think over something
5. To enable them to reason about something
6. To elicit something from students
7. To stimulate interest and effort on the part of students
8. To keep the students mentally alert
9. To promote initiative and originality
10. To stimulate the curiosity of students
11. To ascertain whether they are following the lesson or not
12. To link new knowledge with old knowledge
13. To revise the lesson and thus fix the facts in the minds of the students
14. To secure the co-operation of the students
15. To diagnose the weak points of students
16. To formulate general rules.

We hope you have stated some of these reasons as part of your answers in Activity 3.2. If so, then you have done well. Congratulations. Look through the list to see which of the purposes are applicable in your own situation.

Type of Classroom Questions

Asking good questions is a planned strategy. Students learn best when they are asked stimulating questions. This means that students learn best when they are asked different types or levels of questions. The following diagram illustrates a classification of questions provided by Aggarwal (2001). I hope the questions that you have been asking in class fall in one or more of this classification. The diagram will help you learn how and when to ask questions during your lessons.

Classification of Questions

**Activity 3.3**

Open your jotter and write down the meaning of each type of questions. Well done. Now consider the following explanations.

Formal Questions: These are questions that are used when the questioner already knows the information which he or she is asking for. In other words, formal questions are used when the teacher knows the response but wants to find out if the learners also know the response.

Natural Questions: In natural questions the questioner does not know the information being asked for and therefore makes an inquiry. Notice that in the classroom situation, the teacher's questions are formal and those of the students are natural.

Preliminary Questions: These questions are also known as introductory questions. Teachers generally ask them at the beginning of the lesson to fulfil the following purposes.

- To find out learners' previous knowledge on the topic being studied.
- To link the knowledge with previously acquired knowledge
- To arouse the learners' curiosity to learn the new topic.

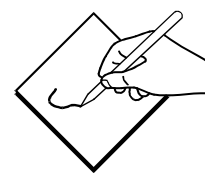
Preliminary questions generally enable the teacher to ascertain the level of readiness of the learners for the new material to be learned. This type of questions follows the educational maxim of learning from the known to the unknown.

Recapitulatory Questions: These are questions which are usually asked at the end of the lesson. They serve two important purposes. First, they enable the teacher to know if the learners have grasped the main ideas and concepts in the lesson. Second, they serve the purpose of revision, and thereby give learners the opportunity to practice what has been learned.

Developing Questions: Developing questions are asked in the course of the lesson. They are usually asked by the teacher to achieve the following purposes:

- To develop a particular line of thought
- To lead the learners to discover facts for themselves
- To focus the attention of students on core points in the lesson
- To help the students to acquire knowledge step-by-step
- To draw conclusions and formulate generalisations
- To call inattentive students to attention.

As you may notice, developing questions form the backbone of a lesson. They are asked on the content of the lesson. They help the learners to think and discover facts for themselves. As you already know, every lesson has three parts: an introduction, a body and a conclusion. So preliminary questions are asked in the introduction; developing questions in the body; and recapitulatory questions in the conclusion.

**Activity 3.4**

Select a social studies topic of your choice and write down.

- i. two preliminary questions
- ii. two developing questions
- iii. two recapitulatory questions

Guidelines for asking good Questions

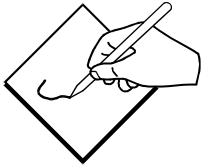
Questioning is not new to you. You have been asking your students a lot of questions during lessons. We do hope that you have been taking certain things into consideration whenever you question your students during your lessons.

Here are some guidelines that you can add to what you already possess.

- Questions should not be ambiguous, lengthy and vague. They should be clear, brief and to the point. Unless a question is clear to students, it will confuse them because many answers may seem reasonable. Consider this question: “Who was the first President of Ghana?” Because of the vague nature of the question, learners logically might answer, “a man”, “a Christian”, “an Nzema” or “a great scholar”. The learners would be able to answer the question with much more confidence if it were restated in a way that gave them a better idea about what the teacher really wanted them to say. For example, the teacher could have stated the question in this way: “What was the name of the first President of Ghana?” This version is most likely to prompt the students to reply, “Kwame Nkrumah”, which, in all probability, is the answer the teacher wants.
- The language of the question should be simple, straight-forward, and understandable.
- Questions asked should match the developmental level of the learner. If the problem is too easy, the learners will not take any interest in it. On the other hand, if it is too difficult, the learners will be discouraged.
- One question should be asked at a time. Asking multiple questions before giving students the opportunity to answer only poses problems. When the teacher does this, the learners become confused because they do not know which question they are supposed to answer.
- Ask questions that are related to the lesson objectives.
- Questions should be framed in such a way that they do not encourage guess work. Asking questions that require simple “yes” or “no” responses do not encourage critical thinking among students.
- Questions should be addressed to the class and not individuals. This implies that the teacher should ask a question before calling upon a pupil to answer. The only exception is when the teacher wants to involve slow and inattentive learners. The teacher should call the name of the slow or shy learners first so that they can prepare their minds to respond. Similarly, the name of an inattentive learner should be called first to draw his or her attention to the question.
- The use of wait time is an important skill in asking questions. Wait time refers to “the period between when the teacher asks a question and
 - either a pupil recognizes and responds,

- the teacher goes on to another pupil who answers, or
- the teacher restates the question or directs it to someone else”
(Savage & Armstrong, 2000: 220).

Research reveals that on the average, teachers’ wait time lasts less than one second. This is not good enough. There is often merit to increase the wait time to about say 3 seconds to give learners enough time to think through the question.

**Activity 3.5**

Identify 4 other merits of increasing the wait time when asking questions during your lessons. If you have finished, compare your answers with the following. According to Rowe (1986) increasing the wait time has been found to do the following.

- a. Increase the probability that a learner will answer the question
- b. Increase the length of learner responses
- c. Increase the likelihood that responses will involve speculative thinking
- d. Improve learners’ self-confidence
- e. Increase the number of learner-initiated questions
- f. Increase the total number of class members who participate in a discussion.

Do your answers include any of the above? If so, then well done.

- i. Questions should be distributed fairly. Do not direct questions to only the academically good students as this dampens individual initiative in other learners.
- ii. Avoid phrases like “Who can answer this question?” The teacher should learn and use the names of the pupils when asking questions. If no name is called after the question, everybody will sit down unconcerned.



In this section, you have learned about the various skills involved in questioning students or pupils. You have seen how relevant it is for a social studies teacher to possess good questioning skills. We have also explained some useful guidelines for the teacher. As you have learned, questioning is a basic skill that all teachers, and in particular, social studies teachers, should possess in order to be effective in their lesson delivery.

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Introduction

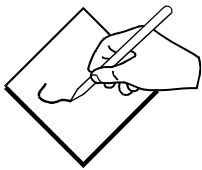
Dear learner, welcome to section 4 of unit 3. In section 3, we discussed the skills of questioning. We considered the major types of questions, the importance of questioning and some useful guidelines for good questioning. In this section, we are going to treat how you would select and use teaching-learning materials to facilitate your pupils' learning. We suppose you have all been using teaching-learning materials (TLMs) in your class. This section, therefore, is not entirely new to you. It will assist you to effectively use TLMs to foster better understanding among your learners.

Objectives

After you have studied this section, you should be able to:

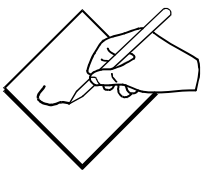
- explain the importance of teaching-learning materials
- classify teaching-learning materials into the three board categories
- identify the criteria that should guide you in the selection and use of teaching-learning materials
- learn to use multi-media in teaching social studies
- practise some skills involved in the use of teaching-learning materials.

In your education studies, you may have learnt about the importance of teaching-learning materials. Perhaps, you also prepared and used some of them in your class. Teaching-learning materials are also known as instructional resources.

**Meaning of teaching-learning materials****Activity 3.1**

Open your jotter and write down the meaning of teaching-learning materials. Find out if your answer, is similar to, or is contained, in what follows.

A teaching-learning material is any material that can be used to motivate student learning and enhance understanding. In this regard, we have teaching resources and learning resources. A teaching resource, as pointed out by Tamakloe, Amedahe and Atta (2005), is any material which the teacher uses to promote learning, understanding and the acquisition of concepts, principles and skills by students. A learning material, on the other hand, refers to any resource prepared by students themselves, and which they may use to make learning easier and more meaningful. This means that a teaching-learning material is any material which is prepared and used by either the teacher or learners to promote learning, understanding and application of lesson content (Ayaaba, 2006).

**Importance of Teaching-Learning Materials****Activity 3.2**

Before you proceed, state 4 importance of teaching-learning resources.

Many social studies educators and other educationists agree that the use of teaching-learning materials go a long way to help students understand and remember what they have been taught. Mehlinger (1981), for instance,

observes that while it is possible to teach without teaching-learning materials, it is easier to teach when they are available. The following are some of the purposes (importance) of teaching-learning materials. Compare them to your answers to activity 4.2. If they are similar, then you have done well.

- i. They serve as an avenue through which the learner who has developed the skill of reading is helped to understand lessons, especially in the lower primary.
- ii. They give meaning to learners and enrich the learning process. For example, maps and charts are able to present visually, information that is very difficult to understand in print.
- iii. They help learners to observe things in their real form and clarify ideas in the learning process.
- iv. They help to arouse learners' interest and re-inforce ideas they have learned.
- v. They help to involve various senses in the learning process at the same time, thus making it much easier for students to understand.
- vi. Teaching-learning materials aid the teacher's effectiveness in teaching. Since the materials make the lesson interesting and more attractive, students tend to pay more attention to the lesson.
- vii. Through the use of these materials, learning becomes more meaningful and permanent.
- viii. They lend reality to the classroom teaching and link instruction with real life.
- ix. They develop a continuity of thought. This is especially true of motion pictures.
- x. Teaching-learning materials have a high degree of interest for the learners as they are interested in things they can use, hear, do and try.

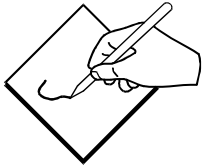
Classification of teaching-learning materials

In social studies, teaching-learning materials are classified into three categories. These are visual materials, audio materials and multi-sensory materials. The two senses, hearing and seeing are very important to the effective use of teaching-learning materials.

- **Visual Materials:** These are instructional materials that appeal to the sense of seeing or sight. They are materials that learners observe, view and interpret the facts contained in them. They include pictures, photographs, real objects and all print materials.
- **Audio Materials:** These materials appeal to the sense of hearing. They include the radio, television, audio tapes, gramophone and public address system.
- **Multi-Sensory or Audio-Visual Materials:** This group of materials combine the two senses of hearing and seeing. When they are in use, the learners are able to learn from seeing the materials as well as hearing the sound given out from the materials. They include the television, video tape, computer and films. The teacher in his class falls in this category.

Continue reading around TLMs to enable you fully use these materials in your lessons.

Knowing the use of teaching-learning materials is not enough. You should also know how to locate and obtain the most appropriate ones for a particular lesson and class.

**Activity 3.3**

Indicate the sources of teaching-learning materials that you would use in you lessons.

Criteria for selection of teaching-learning materials

Before you prepare and use teaching-learning materials, you should consider and answer these questions.

The purpose

- Will the material help you to achieve the set objectives? It does not pay putting into use any instructional materials that will not help you attain the objectives you set out to achieve in your lesson. Before you select any material therefore, you have to evaluate the material properly to see that it has all it takes to attain your lesson objectives by the use of it.
- Will the material satisfy the learners' curiosity? You as a teacher already know the characteristics of your learners. You therefore need to select teaching-learning materials that will appeal to the curiosity level of your pupils so that the desired learning outcomes can be attained.
- How costly is the material? You must consider the cost of the material. Will the school or class be able to afford the buying of the material?
- How effective is the material? The aim of using the teaching-learning material is for it to have the desired effect on the learning of the pupils. It should help them to develop certain concepts and ideas through its use. Any material selected must therefore be effective.
- Is the material available? You should select materials that are readily available in the learners' environment. If the material is not readily available, you may incur extra cost to get it.
- Can the material be re-used? You need to select materials that are durable or could be used for a fairly long period before they go bad.

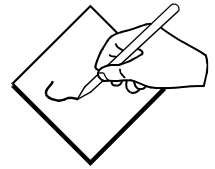
Variety

- Select different types of materials which can be used to meet changing needs and purposes. The materials should assist learners to solve problems in several contexts.
- Select materials that are appropriate to the maturity or the developmental level of your learners.
- The physical qualities and appearance of the material should be attractive and clear.

- Remember that the maximum value of any teaching-learning material depends on its skilful use by you, the teacher. This is very important because no teaching-learning material is entirely self-teaching or can teach on its own.

Activity 3.4

Explain three criteria you would consider when selecting teaching-learning materials for use in your class.

**The use of multi-media in social studies**

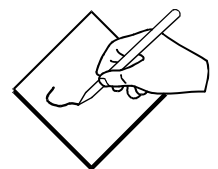
Your pupils can not learn concepts or skills, nor can they conduct inquiries in social studies without multiple sources of information. Banks (1990:235) points out that “to solve scientific, valuing and decision problems, students must collect, analyse and evaluate data from a wide variety of resources”. You will want to use a wide range of instructional materials for any or all of the following reasons:

- Not all children learn in the same way; different media are able to appeal to the learning styles of different learners.
- Teaching techniques that stress inquiry and problem solving require extensive information sources, and therefore different materials.
- The reading range among learners in most classrooms is great, averaging three to five years in the primary school to five to ten years in the junior secondary and senior secondary schools.
- Each material (medium) has its peculiar strengths and weaknesses in the way it conveys information to learners.
- The impact of a message is likely to be stronger if more than one sensory organ is involved in receiving it.
- The use of a variety of media has motivating and interest-generating qualities.
- Different resources may provide different perspectives on the same subject. There may be inaccuracies or omissions that go undetected if a single resource is used.

It is for all these reasons that multi media instruction is recommended in the teaching social studies. You should not rely solely on visual or audio materials. As much as possible, use materials from both categories in your lesson. This has added advantages as you have noticed in the points already mentioned.

Activity 3.5

Briefly explain four reasons for which you would like to use multi-media in teaching your social studies lessons.

**Special skills involved in the use of teaching-learning materials**

We have explained that teaching-learning materials constitute an important component of the teaching and learning encounter. Do you remember that? It is therefore necessary for you to be skilful in their use so that the learners

can derive maximum learning from the materials. Paramount among the skills are the following. Study them well and apply them during your teaching.

- Visual materials should be bold and large enough so that all the learners can see them from any angle of the class. For younger children, visual materials should be brightly coloured to capture their attention and arouse their curiosity.
- Where you cannot obtain a single large material, several smaller pieces should be obtained to go round all the learners.
- The teaching-learning material should be posted on the chalkboard at the appropriate time during the lesson. Posting it on the chalkboard before the desired time of use attracts the attention of the learners and distracts them from following the lesson.
- All visual materials should be well-captioned. However, the details should be left out for the learners to fish out for themselves.
- You should not tell the learners what they (the learners) see in the visual material. Rather, you should inquire from them what they see in the material and what it means to them.
- When you invite a guest speaker (resource person), give the person prior notice to enable the person to prepare well.
- Where the material is likely to arouse emotions, you should caution the students before its use.
- If the material is hazardous, it should be well protected from direct contact with the students.
- When live animals are used, they should be well caged where appropriate to avoid causing panic among the learners.



In this section, we have looked at the meaning of teaching-learning resources, their classification, criteria for their selection, the need and particular skills that you should apply in the use of teaching-learning materials. You realised that your role in the selection and use of teaching-learning materials is important since no teaching-learning material can teach on its own.

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Introduction

In the previous chapter, we treated the skills involved in using teaching-learning materials. In this section you will learn the skills necessary for effective use of the chalkboard. The specific areas to be covered are uses of chalkboards, types of chalkboard and colour of chalk to use, and guidelines for effective use of the chalkboard. You have been working with the chalkboard throughout your teaching career. What you will learn in this section will assist you to use the chalkboard more skilfully.

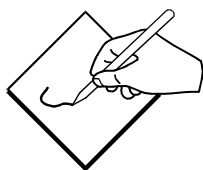
Objectives

Upon learning this unit, therefore, you will be able to:

- discuss the usefulness of the chalkboard
- describe the types of chalkboards in use in schools and the types of chalk to use on them.
- follow simple guidelines for the effective use of the chalkboard.

Uses of the Chalkboard

The chalkboard is one of the oldest, yet, most continuously useful, instructional resource available to teachers. Aggarwal (2001:183) describes the chalkboard simply as “the oldest and the best friend of the teacher”. We hope you find a good friend in your chalkboard. In spite of newer and better types in use, the chalkboard is an important companion to both teachers and learners. It offers students the opportunity to take part in lessons.

**Activity 3.1**

List, in your jotter, five ways in which chalkboard is useful to you.

Now, read on and see if you have mentioned any of the following uses. If you have, then well done.

- i. The chalkboard helps you to illustrate your lessons, and draw the attention of the class to the important points in the lesson.
- ii. You can present your lesson sequentially or in phases and summarise them appropriately on the chalkboard.
- iii. You can arouse your students' interest in your lesson by your writing and drawings on the chalkboard.
- iv. You can put the chalkboard to wide and varied uses. For example, you can use it for graphs, maps, sketches and various types of drawings.
- v. The chalkboard provides a lot of space for decorative and creative work.
- vi. With the help of the chalkboard, you can review the whole lesson for the benefit of the entire class.
- vii. The chalkboard also enables you to erase writings and drawings, and start afresh.

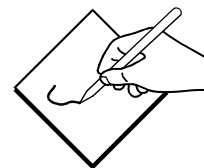
Types of Chalkboard

You may know that there are many types of chalkboard.

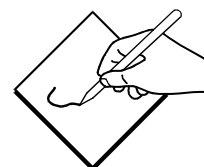
Activity 3.2

Identify four types of chalkboard that you know. Do not proceed to read the next paragraph until you have completed the activity. Do your answers include the following?

- i. Fixed chalkboard. This is the type of board found in most schools, perhaps, including yours. They are fixed in the wall facing the class and usually made of either wood or concrete. It is often painted black.
- ii. Chalkboard on easel. This is another type of chalkboard. It is a portable and adjustable chalkboard put on a wooden easel. Its significance lies in the fact that it can be sent out of the classroom to conduct lessons in any structure or under a tree.
- iii. Roller board. This is made up of thick canvass wrapped on a roller. It is mostly used for teaching higher classes.
- iv. Graphic board. It has graphic lines and is used for teaching science, mathematics, statistics and related areas in the social sciences.
- v. Magna board. This is a board which allows teachers to make three-dimensional demonstrations with objects on a vertical surface. Small magnets are used to hold suitable objects in place wherever they are put on the vertical surface. In social studies, it is useful for teaching topics involving graphical representations.



As you may notice, chalkboards may be painted differently. This calls for the use of specific colour of chalk for the writing to be clear and readable.

**Activity 3.3**

If your chalkboard is painted in the following colours, what colour of chalk will you use?

- a. Green
- b. Red
- c. Yellow
- d. Black

Now see whether your answers correspond to those provided in the table below.

Colour of chalkboard	Colour of chalk
Green	White or Yellow
Grey	Yellow
Red	Green or yellow
Orange	Blue or light green
Yellow	Blue
Rose	Purple or dark blue
Black	Any colour

Effective use of the chalkboard

To make effective use of the chalkboard, you should possess certain skills which include the following.

- i. Ensure that the chalkboard is kept clean before and after each lesson. This will make it easy for students to read writing on it from all parts of the classroom.
- ii. Divide the chalkboard into three parts; one part for rough work, the second for summary of core points, and the third for illustrations or use of teaching-learning materials.
- iii. Write legibly and orderly on the chalkboard.
- iv. Write boldly so that all students can see.
- v. Avoid standing in such a way as to block the view of some of the students from the material on the chalkboard.
- vi. Avoid crumbling material on the chalkboard.
- vii. Be sure to spell words correctly on the chalkboard. If in doubt, use a synonym or closely related word.
- viii. Chalkboard illustrations should be clear, appropriate and orderly.
- ix. For younger children, use coloured chalk to emphasize important points; for older children, underline important points.
- x. Writing should be in straight rows.
- xi. Use a duster and not your hand or handkerchief to clean the chalkboard.
- xii. You should make sure that the chalkboard is periodically serviced.



In this section, we have exposed you to the uses of the chalkboard, the types of chalkboard and the colour of chalk that you should use on them, as well as some basic skills that you can adopt to make the maximum and efficient use of the chalkboard. We hope you enjoyed the section. In the next section, we shall treat yet another important topic. That is, the skills required for effective closure of a lesson.

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introduction

You have now come to the concluding section of this unit. Well done. In the previous sections, we have treated various skills of teaching that will help you to be an effective teacher. In this last section, we are going to treat the skills of lesson closure. We hope you have been closing your lessons. So what you are going to learn in this section is not anything new to you. It only re-enforces what you have been doing already.

objectives

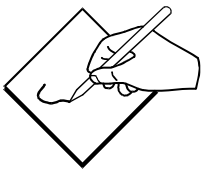
After you have studied this section, you should be able to:

- explain the importance of lesson closure
- use questions to close your lessons
- use other ways to close your lessons

The importance of lesson closure

The skills of lesson closure relate to those activities that you and your class carry out in order to round off the lesson. It is unfortunate that sometimes some teachers do not close their lessons. This is unacceptable. Once a lesson has been taught, the main points and concepts must be brought together so that they will be organized and integrated within the learners' existing knowledge. Closure should be more than a quick review of the points covered in the lesson. Lesson closure is as important to the teaching and learning process as are the introduction and the lesson itself. Some of the benefits of lesson closure include the following:

- Lesson closure enables you to know if your objectives have been achieved.
- It stresses the main ideas and concepts in the lesson
- It helps you to know the extent to which the students have grasped the salient points in the lesson.
- It affords students the opportunity to apply what they have learned.



Activity 3.1

Identify three other reasons why lesson closure is an important component of the lesson.

Using questions to close the lesson

Questions are the most popular tools that teachers use to close their lessons. Have you been using questions too? Good questions help to summarize the lesson. Questions should be formulated in such a way that they add meaning and relevance to the lesson. Questions asked at the lesson closure should be skilfully formulated. Questions should also be varied. The following type of questions, used in combinations, help to effectively close the lesson.

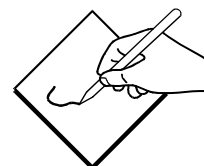
- i. Comparison questions: Questions in this category focus learners' attention on similarities and differences. E.g. "How are these two things similar? How are they different?"
- ii. Classification questions: These questions ask learners to group items according to characteristics they share. Examples are "Which items should we put together? Why do you think so?"

- iii. Induction questions: Induction questions require students to arrive at conclusions based on their study of specific information. Questions of this kind help the learners to seek relationships among specific items and develop explanatory principles or generalizations. Some examples are: “What similarities and differences did you observe? How can you explain them? Is there a general rule that might explain what you have observed?”
- iv. Deduction questions: Questions in this category require a pattern of thinking that is the reverse of the pattern used in developing an answer to induction questions. In response to an induction question, the learner considers pieces of information and then goes on to develop a general explanation. In a deductive question, learners begin with a general explanatory principle and then determine whether specific pieces of information are consistent with it. Here are some examples: “On the basis of the idea that each action has an equal and opposite reaction, what would you expect if we...? What examples of free speech did you observe in the film?”

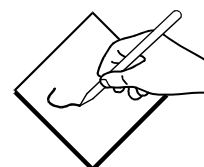
Activity 3.2

Formulate two questions each of

- i. comparison questions
- ii. classification questions
- iii. induction questions
- iv. deduction questions

**Other useful ways of achieving lesson closure****Activity 3.3**

In your jotter, identify three other useful ways that you can use to close your lessons.



Now compare the following with what you have written down and see if they are similar. There are other useful ways of achieving lesson closure. Here are four of them.

- i. Use of cues: This can take the form of a chalkboard summary of core points in the lesson by the learners or simply making a cueing statement like this: “The three main things to remember in today’s lesson are...” (call names of learners to respond).
- ii. Another effective way to close a lesson is by asking students to demonstrate or apply what they have learned in the lesson to specific situations.
- iii. Connecting new and previously learned materials also help students to achieve lesson closure if the topic under study bears a link with a previous lesson. A question like this could be asked: “In what way is today’s lesson related to yesterday’s lesson?”
- iv. Use of oral summary is yet another way of achieving lesson closure. You can call out a student’s name and ask a question like this: Briefly tell the class all that you have learned in today’s lesson?

You can also ask the student to summarise the main ideas in the lesson. For example, you could say, “summarise the main ideas in today’s lesson, Ama”.

Section Summary

In this section, you have learned about the skills involved in closing a lesson. Specifically, you have been exposed to the importance of closing your lessons and the skills involved in achieving successful lesson closure. The closure of a lesson is as important as the introduction and development of the lesson.



Dear learner, you have come to the end of Unit 3. We hope you enjoyed studying it. We also hope that you remember the core points in the unit. Here are some of them

- In section 1, you learnt about the skills of lesson introduction. You learned about the importance of stating the purpose and objectives of your lesson for the learners, how to relate the RPK to the lesson, and ways of introducing your lessons.
- In section 2, you learned about motivation, the role of the social studies teacher in motivation and various skills of stimulus variation that you can use in your class.
- In section 3, you studied the skills of questioning. We explored the purposes of questions, type of questions and guidelines for effective questioning during your lessons.
- You studied the skills involved in using teaching-learning materials in your lessons in section 4. We took you through the meaning, importance and classification of teaching-learning materials. The criteria for selection, guidelines for using TLMs and specific skills involved in their use were also treated.
- In section 5, the uses and types of chalkboard, the colours to use on various chalkboards and skills required for efficient use of the chalkboard were treated.
- Finally, section 6 dealt with the skills of lesson closure. The importance of lesson closure, the use of questions and other useful ways of achieving lesson closure were considered.

SKILLS OF GROUPING STUDENTS FOR EFFECTIVE LEARNING

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Mate masie I have heard what you have said





Dear learner, welcome to unit 4 of the methodology course. In the previous unit, you learnt the skills of teaching social studies. In this unit, we are going to treat the skills of grouping students for effective learning. As you may be aware, grouping students is very important in the teaching and learning of social studies. We are quite sure that you have been grouping your pupils to carry out some classroom activities. You are therefore familiar with some of the skills required for grouping studies for effective learning. What you are going to learn in this unit will help you to build upon what you have already been doing in class.

The unit comprises six sections. Each section focuses on particular skills or elements of grouping learners. Section 1 deals with the meaning, importance and advantages of grouping. Section 2 introduces you to five types of grouping relevant in social studies education. In section 3, you will learn about some grouping techniques and procedures, while section 4 deals with co-operative learning in social studies. Selected dramatic techniques related to grouping are dealt in section 5, and in section 6, you will study the characteristics of effective and ineffective learning groups.

This unit is significant to you because group work is an integral part of the teaching and learning of social studies. Many social studies educators are of the opinion that grouping allows learners to learn from each other while actively engaged in the learning process. As you study the unit, get yourself in readiness for interesting activities in the sections.



After you have gone through this unit successfully, you will be able to:

- tell the meaning and relevance of grouping students in social studies
- explain five different types of grouping used in social studies
- use different techniques and procedures to group your pupils in class
- apply some guidelines to help your students do co-operative learning
- organize your students well for the purposes of role play and dramatization in social studies
- distinguish between effective and ineffective social studies learning groups.



We now start with section one of the unit. In this section we will treat two things. The first is the meaning and importance of grouping. The other is the advantages of grouping. As we have said already, grouping is not new to you. Every teacher, at one point in time or the other, gives the learners some form of group work to do in class. As such, what you are going to learn in this section is familiar to you.



After you have completed this section, you should be able to:

- explain the meaning of grouping in relation to the teaching and learning of social studies
- identify some importance of grouping learners.
- tell why grouping is important in social studies.

Meaning and importance of Grouping

Grouping refers to assembling students for the purpose of instruction. It refers to the way learners are organized for teaching. Savage and Armstrong (2000) note that in recent years there has been a move towards small group learning. This is a departure from the traditional whole class teaching. Usually, the small groups range from 2 to 15 members. Many social studies educators are of the opinion that more learning occurs when learners are actively engaged in organizing new information and connecting it to what they already know (Winitzky, 1991). Well-organized group learning sessions allow for this kind of active student exploration and participation. You should notice therefore, that if you want your students to learn meaningfully, you should always organize them into small learning groups. Group learning allows individual learners to work closely with others who may have different learning styles (Jerolimek & Foster, 1993). Such exposure to alternative learning styles broadens the learners' knowledge and understanding of issues. Group learning is particularly important in social studies lessons. Studies indicate that group learning is used more frequently in social studies than in other subjects. There are several reasons for this.

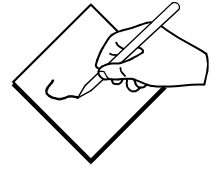
- The term social studies implies human interaction
- Some of the intended outcomes of group learning are consistent with the goals of social studies.

These include acquiring the skills necessary for participation in a democratic society, working productively with others, respecting the opinion of others, understanding individual differences, contributing to the welfare of the group, developing a positive self-image, and accepting a variety of view points.

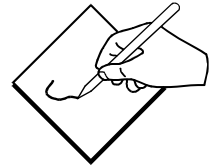
Group learning approaches vary in how many learners are assigned to each group. The numbers will differ depending on the purpose of the group activity.

Activity 1.1

Write down three reasons why you would adopt group learning in your lessons.

**Advantages of group learning in social studies**

Group learning has several advantages for the social studies classroom

**Activity 1.2**

Explain 4 advantages of group learning to you and your students

Now check if any of your answers is similar to, or the same as any of the following:

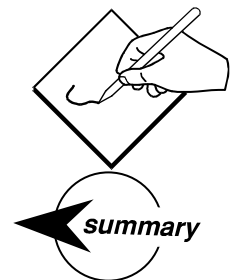
Read on

1. There is a range of individual differences within your social studies classroom. So directing your lessons towards the entire class may fail to meet the needs of some members of the class. Organizing the learners into small groups, therefore, helps you the teacher to respond more directly to the particular needs of individual learners.
2. Group learning helps to develop a warm relationship between you and your learners. This occurs because:
 - a. Breaking the class into smaller groups gives you and the learners an opportunity to work together on a more personal basis. This kind of relationship makes the learners to feel important and recognised as individuals.
 - b. The warm relationship helps you the teacher to appreciate how the learners are reacting to a lesson content.
3. The level of active involvement increases in small group work. This occurs partly because it is difficult to avoid participating when relatively few people are involved in an activity. Secondly, participation is less intimidating in a small group. Many learners who are shy to speak before the entire class willingly participate in a small group.

Activity 1.3

1. Explain what you understand by “grouping” in the instructional setting.
2. Identify and explain two reasons for which you will give your learners group work.

You have come to the end of section one. We hope you remember the salient points. We shall remind you. In this section, you learnt the meaning of grouping, the reasons for grouping learners and the advantages derived from giving learners group work. Keep these points in mind as you read through the rest of the unit. In section 2, we are going to introduce you to the types of grouping and how you can prepare your learners for group work.



Introduction

In the previous section, we treated the meaning of grouping, reasons for grouping students, and the advantages of grouping students to learn. In this section, we will treat the types of grouping and how to prepare your learners for group work. Grouping is not entirely new to you. What may seem new to you is the type of grouping and the preparations to make before grouping students. As you study this section, you will become familiar with these issues. You will get to understand that grouping is not done haphazardly. The type of grouping adopted depends on the purpose for which you are grouping the learners.

Objectives

After completing this section, you should be able to:

- differentiate between the five types of grouping recommended in social studies
- adequately prepare your learners for group work.

Types of grouping

The African Social and Environmental Studies Programme (ASESP), 1990) has identified five types of grouping useful in social studies.

They are as follows:

- **Task-oriented small group:** The purpose of this type of grouping is to focus on a specific project. Here, the teacher gives each group of learners a particular project to carry out or an issue to investigate. Each group does the investigation and writes a report for class presentation and discussion.
- **Brainstorming small group:** The purpose of a brainstorming small group is to afford the learners an opportunity to discuss freely and uninhibitedly a problem-oriented topic. In brainstorming small grouping, the teacher poses a problem and each group is expected to discuss the problem freely and summarise their results for class presentation and discussion. In the brainstorming session, all answers are initially accepted and written down. When all group members have expressed their views on the topic under consideration, each point is evaluated in the context of the topic. In this way, some of the points are eliminated. Only those points agreed upon by all members are recorded and presented for class discussion.
- **Tutorial small group:** This type of grouping is adopted by social studies teachers for the purpose of giving individual instruction. It is usually of a remedial nature to help individual learners to get close attention from the teacher. Tutorial small grouping helps the teacher to appreciate the individual learning problems of the pupils so as to remedy them.
- **Discussion small group:** The purpose of a discussion small group is to encourage free and uninhibited discussion by learners of a previously learnt material which has some relevance to the material being studied. Discussion is an activity in which the learners share ideas about an issue. Reid, Forrestal and Cook (1989) consider the discussion small group as

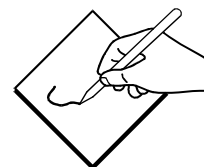
a basic unit in the classroom which can be assigned the responsibility of undertaking tasks through discussion.

- **The Socratic small group:** The purpose of this grouping is to bring the learners and the teacher together to discuss a problem that the teacher has posed. The assumption is that the answer to the problem posed by the teacher can best be determined through the open and honest exchange of informed opinions.

Activity 2.1

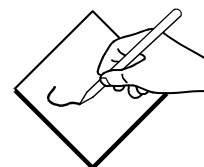
Briefly explain the following types of instructional small group

- i. Tutorial small group
- ii. Socratic small group
- iii. Task-oriented small group



Preparing Students to Work in Groups

Success in group work does not just happen. There are some skills and perspectives that students need in order to derive maximum benefit from group experience.



Activity 2.2

Identify two basic things that should be done in order to ensure success in group work.

Now read on. I hope your answers are similar to those that we are going to give you. If they do, then you have done well.

- To enhance the probability of success in group work, it is often useful to take learners through some group experiences that will orient them to group work, and help them achieve success and satisfaction from group experiences. Successful experiences could be formal or informal. The teacher could ask learners to work in pairs to do an assignment. The teacher could also ask learners to share their ideas with their friends, etc. Simple activities such as these are powerful in helping learners to cultivate group habits. You will learn about formal activities in the next section.
- Before introducing group work, it is necessary to let learners understand why they are doing the group work. There is the need for learners to appreciate the importance of sharing information.
- The first group activities selected for the class should be those that naturally incorporate a variety of skills and abilities. They should elicit collaboration from students and make it desirable. This gives the learners an incentive to work together.
- It is extremely important that consistent routines and procedures for group work be established and taught to the class. Learners need to know, for instance, how to move in groups, how to get materials, what their particular roles involve, etc. Teaching these routines and constantly reinforcing them will help ensure that group work is both efficient and productive.



Remember that in this section you have learned two main things. The first is the types of groups employed in the teaching and learning of social studies. The second is the preparations that need to be made by the teacher prior to introducing the learners to group work. We hope you have found the section enjoyable and useful. In the next section, you will learn about the techniques and procedures for grouping students.

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Dear learner, now that we have considered the types of groups that you can form in your class for effective teaching and learning of social studies and how to prepare students to work in groups, we shall now turn our attention to grouping techniques and procedures. In the last section, we hinted that it is important to introduce learners to group experiences that will orientate them to the idea of group work. In this section, we shall introduce you to some useful techniques and activities that can be used to acquaint learners with group activities and allow them to work productively together. You will also learn some keys to successful grouping. You may have been using some of these procedures and skills already to group your students. This section will add to your store of knowledge about grouping procedures and skills.



So after you have studied this section you should be in a position to:

- use some useful group activities during your lessons
- apply certain skills to group your students for successful group work.

Grouping Techniques and Activities

Some formal grouping procedures and activities are as follows:

- **Think-Pair-Share**

This introduces the idea of small group learning by allowing the learners to form groups of two. In this technique, you begin by giving a question or a problem to the learners. In the first phase, each student is to think individually about the question or problem. After a short time, you give a signal, and the learners then begin to work in pairs to share their responses. When the pairs have had ample opportunity to discuss, each pair then shares its responses with the rest of the class (McTihe & Lyman, 1988).

An advantage of the think-pair technique is that it helps the learners to learn how to discuss and share their ideas with others. It helps learners to learn that “two heads are better than one”. The technique also helps the learners to understand the importance of integrating ideas and compromising.

- **Inside-Outside**

This technique is useful in helping learners to learn effective group skills. In this technique, members of one group, the “insides”, observe the working of another group, “the outsides”. Each member of the outside group is assigned to watch one person and is told to look for some specific things. It is sometimes best for the “insides” to take notes on their observations. The inside group is given a task to complete or a problem to discuss. When the inside group has completed the task, or has had ample time to discuss the issue, the groups change places. Members of the new inside group are reminded of their assignments. When the inside group has completed its task, or has had ample time for discussion, the whole class is then brought together, and individuals share the types of things that contributed to the success of the group.

- **Numbered Heads Together**

This technique introduces learners to the idea of group scoring and individual accountability. You begin the activity by organizing the learners into groups of four or five and give members in each group a number. You then present a question or problem to the entire class. Each group discusses the question or problem. Learners are told that they must make sure that every member of the group knows the answer. After an allotted period of time, you call a number, and the learners in each group with that number raise their hands. If they are able to give the correct response, their team gets a point (Kagan, 1989).

The advantage of this technique is that all group members must share and must listen if they want their group to do well. This group learning arrangement helps a large number of students to review and discuss important questions in a minimum amount of time.

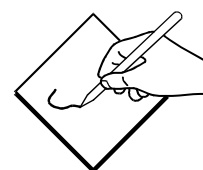
- **Buzz Session**

The buzz session is a simple procedure that can be used to introduce learners to group work in social studies. Often, the buzz session is used when a new unit of study is about to begin. It does not need to take a great deal of time; 10 minutes is usually sufficient. You begin the buzz session by organizing the class into smaller groups (usually 3-7 members). If possible, each group should arrange chairs in a circle so that they can all face one another. Each group is asked to select a recorder who writes down the group's responses.

A topic is provided, and group members are asked to quickly discuss the topic. The recorder records all the responses. At the end of the time given, the class reassembles and the subgroups report on the results of their discussions. Buzz groups are particularly effective "for motivation, to get students to state initial opinions, to select or narrow a topic, and to share brief reactions" (Dyngeson & Gross, 1999:326).

Activity 3.1

- a. Explain one technique that you will use to help your pupils learn group work skills.
- b. What is the advantage of the technique?



Other Things to Consider when Grouping Learners

In addition to the procedures and techniques that you have studied in the previous topic, there are other things to consider when deciding to group your students.

- **Assigning Learners to Groups**

As you have noted above, assigning pupils to the various groups can sometimes be difficult. Apart from what we have discussed already, the following simple suggestions will be helpful.

- Arbitrarily assign your pupils to groups. In other words, assign the students to groups without using any pre-determined criterion.
- Assign them according to interest groups. There are many formal and informal interest groups in the class. You can capitalize on these and group your students. For example, all those who like history can form one group; those who like geography another and those who like government a third group.
- As learners enter the classroom, give each of them a piece of coloured paper. Groups are then determined by the colour of their paper. For example, all “Reds” should form one group; all “Greens” another, and all “Yellows” another.
- Let pupils count off by number of groups desired. For example, ask all “ones” to form one group; all “two” another group, etc.
- **Selecting a group leader.** You either appoint a group leader for each group or you ask each group to select its own leader if desired.
- **Compiling group reports:** Certain decisions need to be made by you and the groups with regard to the compilation of group report. For example, will there be the need for a report from the groups? Do notes need to be taken? Who will take the notes?
- **Setting a time frame within which groups will work.** You or the class should determine how much time will be needed to accomplish the purpose of grouping. It should be noted that groups will use any amount of time you give them. Suppose the task is to be done in ten minutes and groups are not given any time limit, they might take the whole lesson period and still not finish the group activity. A class that takes an hour to do what could be done in ten minutes is not practicing quality time on task, and this could lead to discipline problems.
- **Evaluation:** A common complaint about grouping is that a few learners do most of the work and the other group members are passive and unfocused. Also, not all learners work well in, or, enjoy grouping. There is therefore the need to evaluate what is happening. You should ensure that the class knows that you will be evaluating to identify individual contribution. Let them know that there will be an evaluation of “self and group” at the end of the lesson.



We hope you remember all that you learnt in this section. Well, we will remind you of the important things that you have learnt. We have treated two topics. The first is “grouping procedures and techniques”. In this topic we have taken you through a number of techniques and activities that are helpful in grouping students. They include;

- Think-Pair-Share
- Inside-Outside
- Numbered Heads Together
- Buzz Session

We hope you remember how these techniques and activities are carried out in the class. The second topic that we treated with you in this section is

“Other things to consider when grouping students”. We suppose you can recollect them. They are decisions that you and your class will have to take pertaining to the group work. Read over them again and make sure you understand them

 introduction

Dear learner, in the last section, we treated grouping techniques and procedures that you can adopt in your class. In this section, we are going to study yet another approach that emphasizes working together. Perhaps you have heard about it even if you have not used it before. We are talking about co-operative learning. We shall explain the meaning and features of co-operative learning. We shall also take you through some useful guidelines that will help you implement co-operative learning in your class. This section is useful to you because it will help you to introduce the idea of co-operative learning among your pupils.

 objectives

After studying of this section, you should be able to;

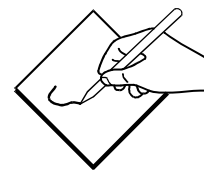
- explain the features of co-operative learning
- apply some guidelines that will help you to implement co-operative learning in your class.
- identify some advantages of co-operative learning.

Meaning and importance of co-operative learning

Co-operative learning is a learning approach that emphasises working together. This approach to teaching is particularly appropriate for use in social studies lessons because it replicates the kind of co-operative activity that characterises much of adult social, economic and political life. Co-operative learning experiences are also particularly effective at the Basic school level because the pupils at that level are developing socially and intellectually, and tend to prefer working with peers. According to Good and Brophy (1977), the features of co-operative learning include:

- Positive independence
- Face-to-face interaction among learners
- Individual accountability
- Student instruction in appropriate inter-personal and small group skills.

Positive independence refers to a situation where learners realise that although they are each independent, every one must contribute to the group's success. Learners are responsible for their own learning as well as the learning of all members of the group. Face-to-face interaction refers to group tasks that require learners to interact with each other, as opposed to tasks where each learner works independently, and the material is then just compiled into a final product. Individual grades are based on the effort and contributions of the individual in achieving the group goal; and not just an individual achievement. Now that you understand the features of co-operative learning, we shall treat the advantages of co-operative learning to the learners. Before then, however, take your jotter and pen and do the following activity.

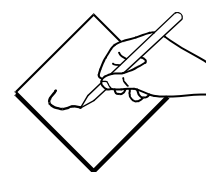
**Activity 4.1**

- a. What is co-operative learning?
- b. Explain two reasons for which co-operative learning experiences are important in teaching basic social studies.

Advantages of Co-operative Learning

Although competitive individual efforts may be appropriate at times, co-operative learning experiences have the advantage of helping learners to take risks, work together and support each other. Through co-operative learning, learners:

- Learn and develop valuable social skills such as active listening, effective discussion and respect for others' ideas and view points.
- Improve interpersonal skills of communication, leadership and trust.
- Achieve increased self-esteem by contributing to the success of the group and having opportunities to be heard.
- Take responsibility for their own learning.
- Clarify and refine understandings through group inquiry and problem solving.
- Improve language and thinking abilities through group discussions, planning and decision-making.

**Activity 4.2**

How does co-operative learning help the learner to do the following?

- a. increasing self-esteem
- b. improving thinking skills
- c. developing valuable social skills

We will now introduce you to guidelines that will help you carry out co-operative activities in the classroom.

Guidelines on Co-operative Learning Activities

To achieve success in co-operative learning, you need to follow these guidelines.

- i. Involve learners in determining group norms and behaviour. These should be posted in the class room so that expectations are known and shared by all the learners.
- ii. Establish assessment criteria for group projects before students begin their tasks. There should be criteria for individual and group assessment.
- iii. Form heterogeneous groups with a mixture of genders, ages and home backgrounds.
- iv. Structure the groups in such a way that the participation of each member is necessary to accomplish the task.
- v. Identify specific roles for each member (e.g. recorder; encourager, reporter, researcher, questioner).
- vi. Monitor and assess pupil participation and progress.

- vii. Give group members the opportunity to reflect upon and assess the group process as well as the extent of their individual learning or goal achievement.
- viii. Assess oral, written and visual presentations that result from the group activities based upon the previously established criteria.



In this section, you have learned three main things. Do you remember them? The three important things that we have treated in this section are;

- i. the meaning and features of co-operative learning,
- ii. the advantages of using the co-operative learning technique, and
- iii. some guidelines for the implementation of co-operative learning. Go over them and make sure that you understand them very well.

introduction

In the last section, we treated co-operative learning. We looked at how to group learners for co-operative learning and guidelines that facilitate co-operative learning. In this section, I shall treat two dramatic techniques related to grouping. Perhaps you have heard about them, or even used them before. This section will re-inforce what you already know about them. We shall specifically treat role play and simulation.

objectives

It is our expectation that after you have studied this section, you should be able to:

- effectively implement the role play technique in your class
- simulate real life situations related to learners' every day experiences
- distinguish between simulation and games.

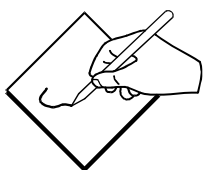
Role play

We have already seen role play in unit 2. However, you may not know what it is or how to use it in teaching. Role play is on-the-spot acting of a situation, problem or incident. It is a teaching technique that gives learners the opportunity to explore issues or events as a group. Role playing provides a means for testing ideas and plans of action in a practice situation. Through role play, learners can experience how it feels to do something in addition to participating in discussion. Role plays get the learner into another "identity", providing opportunities for them to perceive how others might feel, think, or act. What you have to remember is that role play provides opportunities for students to:

- express emotions
- develop creative and critical thought
- develop social skills
- develop and assess values, attitudes and view points.

The following guidelines will help you use role plays in your class effectively:

- Assign roles to learners or call for volunteers
- Outline the roles to the players in a concise and clear manner. Short written descriptions of less than fifty words can be helpful
- Give learners a short time to get their thoughts together prior to the start of the role play
- Ask those not involved to be observers. Give the observers clear instructions on what to look for and what to write down
- Start the role play and let it run until the point has been made (5 to 10 minutes).

**Activity 5.1**

1. Write down three uses of role play.
2. List any three instructions that you will follow in class before starting a role play.

Simulation

This is an instructional technique that can be used to develop social studies concepts. In simulations, learners analyze information and make decisions as working members of model social, economic or political systems.

Tamakloe, Atta and Amedahe (2005) suggest that simulation is a learning activity that is designed to reflect a real life situation or system.

There are commercially made simulations that are motivational, instructional and entertaining. However, you and your pupils can develop your own simulations based upon events, issues, situations and problems that you are studying. Remember that effective simulation involve the participants in:

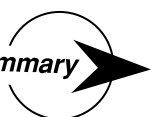
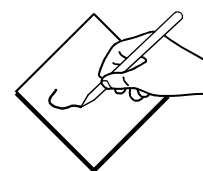
- Orientation, in which the goals, rules and processes are taught
- Preparation, which provides necessary background information about the situation
- Activities, in which learners engage in prescribed interactions with each other
- Debriefing, in which a discussion is held regarding the process, roles, activities and responses.

Prior to entering into a simulation, it is important for you to explain to students how it relates to the objectives and concepts of the lesson. The terms simulation and games are often used interchangeably. However, they have somewhat different meanings. Games usually involve a situation where individuals or groups compete with one another within a set of rules where there is a means of determining winners and losers. Simulations are designed to place participants in situations that closely paralleled those found in the real world. Simulations simplify reality to highlight certain key ideas. For example, a simulation designed to focus on the legislative process may emphasize negotiation and de-emphasize other features of legislative decision making. Simulation may not have winners and losers. The participants in the simulation may all achieve their goals.

The object is for each participant in the simulation of the decision. Simulations are basically more elaborate role playing activities. Activities that incorporate the elements of reality as well as elements of games (such as winning and losing) are usually called simulation games.

Activity 5.2

1. What is simulation as an instructional technique?
2. Mention the four stages of simulation and indicate the specific learning task in each of them.



You have come to the end of section five. Congratulations. In this section you have learned two techniques associated with grouping. They are role

play and simulation. You have learned what they are and how to implement them in your class. Go over these topics again in order to acquire mastery over them. In the next section, we shall consider the characteristics of effective and ineffective learning groups.

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introduction

In the previous section, we treated selected dramatic techniques related to grouping. The specific ones treated were role play and simulation. In this last section of unit 4, we shall take you through the characteristics of good and bad learning groups. Although grouping students is an essential teaching and learning technique in social studies, certain elements need to be present if the groups are to do any meaningful learning. That is why you should see this section as important to you.

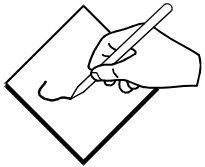
objectives

After you have studied this unit, therefore, you should be able to:

- identify and explain the characteristics of an effective learning group
- identify and explain the characteristics of an ineffective learning group.

An effective learning group

You have already learned that different kinds of groups could be organised in your class. These include small groups, friendship groups, ability groups and mixed ability groups. No matter the composition of the groups, certain conditions must be fulfilled.

**Activity 6.1**

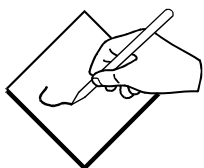
Write down three features of a good learning group.

Now compare it with what the following. Identify any similarities and differences. A good or an effective learning group should contain the following characteristics.

- i. The atmosphere in the group should be informal. Members should feel free, relaxed and comfortable to express themselves. Members should be interested in the group's work and actively participate in them.
- ii. Every member of the group understands his or her job well and works hard to achieve the success of the group.
- iii. There is a lot of discussion in which everybody takes part. Everyone keeps to the point. There is no digression into unrelated or irrelevant issues.
- iv. Disagreement is a natural phenomenon in every group. The learning group should therefore be comfortable with disagreements and work towards consensus building. All accept decisions taken and nobody feels unhappy about decisions made in the group.
- v. Group members listen to each other's views. No member looks down upon the ideas of others. Every idea is given a hearing.

An ineffective learning group

Now that you know the characteristics of an effective learning group, it should be easy for you to identify the characteristics of an ineffective learning group.

**Activity 6.2**

Identify three characteristics of an ineffective learning group.

Find out if your responses include the following points.

- i. In an effective group, there is indifference or boredom among the learners. The atmosphere reflects unhappiness and suspicion among members.
- ii. A few people dominate group discussions. The majority are denied opportunity to express their ideas. Most of the time, the discussion is shifted to things other than the task at hand.
- iii. It is difficult for members to understand the group's task. The task is not well defined and not properly focussed; hence digression to other issues.
- iv. When disagreements arise in the group, they are not dealt with effectively. They are put to the vote without any discussion. Members become dissatisfied with such decisions.
- v. Group members do not listen to each other. Some ideas are not given a hearing. There is general discontentment in the group.

In this last section, you have learned what it takes to make effective and ineffective groups. Do you remember them? If not, then refer to relevant parts and revisit the characteristics of each category. The atmosphere in an effective group should be cordial, peaceful, accommodating and inviting. The atmosphere in an ineffective group shows the reverse of these features. You should encourage your learners to form effective learning groups and not ineffective ones because effective learning groups give them many advantages that are necessary for their academic work.



THE USE OF INSTRUCTIONAL TECHNOLOGY IN TEACHING SOCIAL STUDIES

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Mate masie I have heard what you have said





Dear learner, you are welcome to the final unit of this course. In this unit you will learn the use of educational technology in social studies. We believe you are aware of the growing influence of information, communication and technology in industry, administration, commerce and education. The unit restricts itself to the influence of information technology in education with particular reference to social studies. It focuses on the following areas: The concepts of technology and instructional technology, categories of instructional technology, guidelines in the use of technology, the computer as a learning resource and advantages and disadvantages of computer-assisted instruction.



After reading through the six sections of this unit, you will be able to:

- explain the terms instructional technology and describe the nature of educational technology.
- identify and describe the categories of instructional technology.
- describe the guidelines in the use of technology.
- examine the role of the computer as a learning resource in social studies.
- discuss the advantages and disadvantages of computer assisted instruction in social studies.

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introduction

Welcome once again. This is the first section of this unit. In this section you will be guided to explain the terms technology and educational technology. The concluding part of the section will focus on explanation of the nature of educational technology. We hope you will enjoy reading the section.

objectives

By the time you finish reading through this section you will be able to:

- explain the terms technology and instructional technology.
- describe the nature of instructional technology.

The meaning of technology and instructional technology

Technology

Technology has to do with the practical application of scientific knowledge in industry and everyday life. The course book that you are currently reading is one of the products of technology. Talabi (2008) defines technology as that complex of human activity which is concerned with the using of the findings of art and science to solve human problems. From this definition it can be realised that there is a close relationship between science and technology. While science concerns itself with finding answers to questions and unexplained natural phenomena, technology makes use of these findings to find a practical solution to human problems. Another thing we can deduce from the definition is that technology means more than the accumulation and use of hard ware such as projectors, computers, television sets, radio, video cameras, pressing iron and so on. It also includes the use of ideas, concepts, procedures and methodology for solving personal and societal problems.

The objective of applying science and technology to a particular human and endeavour is to achieve efficiency and increase productivity with considerable ease and comfort. Technology enables us to change the environment to suit our needs.

Instructional technology

The term instructional technology suggests a relationship between technology and the teaching learning process. Instructional technology means the application of the theory of psychology, sociology, science, communication and curriculum for the design, production and use of hardware and software for the purpose of teaching and learning. Software that are used in the teaching/learning process include computer operating systems and application programmes such as word processing or data base programmes, the magnetic disks, tapes and other forms of storage devices on which soft copies of a programme can be recorded. Instructional technology includes the theoretical and practical aspects of management of learning resources, the production of teaching aids and repair and maintenance of these aids. In our previous units a lot has been discussed on resources in social studies and the skills required using them. In this section

we shall focus on electronic instructional technology that can be used in social studies.

The nature of instructional technology

Instructional technology is a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives.

Instructional technology is based on research in human learning and communication. It makes use of research findings on the psychology of human learning and other behavioural sciences such as the art and science of teaching, the sociology of education and technology of communication.

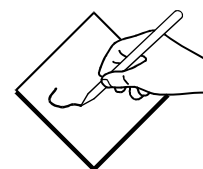
Typical application of instructional technology involves the use a combination of human and non-human resources to bring about effective instruction. The conventional non-human resources include media such as video tapes, computer assisted instruction, compact disk – Read only memory (CD-ROM) and radio.

The use of telecommunication systems, particularly the internet and its world wide web component, have great promise for classroom instruction.

In instructional technology, technical devices that are employed in the teaching and learning process are considered as a means to an end and not an end of themselves. In other words, the use of technology cannot compensate for instructions that is poorly designed and implemented. The success and effectiveness of instructional technology depends on effective planning and implementation of the teaching-learning process.

Activity 5.1

- a. Explain the term “Instructional technology”.
- b. What are the characteristics of instructional technology?



introduction

Hi, welcome to the second section of this unit. In this section you will learn about the categories of instructional technology and their uses.

objectives

By the time you finish reading this section you should be able to:

- describe each of the instructional electronic media that can be used in teaching social studies.
- classify electronic media into groups for the purpose of teaching.
- Explain how each media can be used in teaching social studies.

Electronic media

Electronic media include devices that are operated by means of electrical circuits and used as aids to facilitate the teaching and learning process. They include films, filmstrips, projectors, tape recordings, radio, television, computers and computer generated programmes (softwares).

Classification of electronic media

Electronic instructional media can be classified as follows:

- Visual instructional media.
- Audio instructional media
- Audio-visual instructional media.

Visual instructional media

Visual electronic media include all learning devices that create strong impressions through what is seen rather than what is heard or said. They include still projection of slides, filmstrips, transparencies and opaque images.

Still projection

Still projection is a method by which visual material such as pictures, graphs, charts, maps, paintings etc can be projected on to a screen or similar surface for group viewing. Projected images tend to focus on attention more than other methods of visual presentation, because students' attention is centred on the screen and directed away from other visual stimuli in the classroom. Therefore, still projection provides a convenient and effective means for teachers and students to examine together a great variety of visual materials in both colour and in black and white.

Slides, filmstrips and transparencies are motionless materials whose projected images require a light passing through them. Opaque projection permits classroom viewing of non-transparent materials from books or other printed sources, as well as of relatively flat objects and speciousness. A slide is a relatively small piece of film or other transparent material on which a single pictorial or graphic image has been placed.

Filmstrips

Filmstrips refer to a series of photographic images in fixed sequence on a strip of film, usually 35mm. The advantage of a filmstrip is that the subject

is treated in logical order. Sometimes the filmstrip is accompanied by an audio tape that provides a narration or commentary of the pictures. One major disadvantage of a filmstrip is that it is not possible to recognise the sequence of pictures easily to fit the plan the teacher prefers. Unlike filmstrips, slides are easy to make and can be shown in any order, although they cost more than filmstrips and must be handled carefully to avoid damage.

Transparencies

These are very large slides usually 25.4 cm, intended for use with overhead projector. One advantage of transparencies is that they allow information to be inserted or highlighted while they are being projected. For instance the teacher can highlight the features of a map, a graph or draw new map or graph on a transparency while it is being projected. This is not possible in the case of slides and filmstrips. The effectiveness of transparencies can be enhanced by use of “overlays” (ie laying one transparency on top of another to demonstrate a linkage, successive stages of development, sequences, relationships and sectional views. In a social studies lesson on the evolution of Ghana into nationhood for instance, the territorial expansion of the Gold Coast to cover Ashanti and the Northern Territories can be demonstrated using overlays of transparencies.

Opaque Projection

Opaque projection is a technology that is used to show non-transparent materials on a screen for group observation. Opaque materials such as pictures, maps, charts, pages in books and magazines, illustration from newspapers, post cards, coins, paper money, cheques etc could be projected for the class to observe and discuss the content shown. For opaque projection to achieve its objective, a dark room is required. Opaque projection is an effective method that can be used to enlarge and focus attention on important details in a document or illustrations

Audio instructional technology

Audio instructional technology refers to devices that are used to record and reproduce recorded sound for the purpose of teaching and learning. The most popular audio instructional technology includes audio tapes, recordings, radio and sound distribution systems. Audio tapes, recordings and radio are some of the instructional aids that can be used to facilitate the teaching and learning of social studies. Excerpts of speeches of famous people, newscasts, reports, debates and other recordings or broadcasts provide important documentary sources for social studies classrooms.

Similarly, tape recordings of interviews with specialists in the community and other people are often useful sources of information in the teaching and learning of social studies. A guest speaker’s talk may be recorded and played back later for study by students. Also, class discussions and narrations or commentaries for filmstrips or slides could be recorded and

used as and when the need arises. Indeed, the tape recorder is a resource that is easy to use and adapt to different tasks in social studies.

Radio as an instructional aid

Instructional radio refers to “any organised transmission of radio programmes to supplement the teacher’s effort and resources in the teaching-learning process” (Talabi, 2008). The potential of the radio as an instructional aid is being recognised more and more all over the world. As a supplement to classroom teaching, its possibilities are almost confined to school hours alone. It is available from morning to night. The major advantage of radio over textbook, film or other media is that it can be used for live coverage and educational events. This means that up-to-date information is made available to learners in a short span of time. For instance, parliamentary debates on relevant issues to classroom context, the President’s address to parliament on the state of nation, etc can be relayed to students live on the radio. Instructional radio also helps to develop student listening skills which are very essential in the teaching and learning of social studies.

These advantages of instructional radio notwithstanding, its uses are limited to only the sense of hearing. Pictures and other forms of visual illustrations, which supplement the verbal communication, are not possible.

Audio-visual instructional technology

Audio-visual aids are technological media or learning devices that help the teacher to clarify concepts and make learning more concrete, effective, interesting, meaningful and vivid. They help in completing the triangular process of learning, namely, motivation – clarification – stimulation. The aim of audio-visual aids is to make teaching and learning more meaningful. Audio-visuals provide significant gains in informational learning, retention and recall, thinking and reasoning, imagination and better assimilation for personal growth and development.

Popular audio-visual technology in use in classrooms includes motion films, television, video camera and desk, personal computers and lab-top.

Educational films and the teaching of social studies

Films are an effective means of presenting ideas that depend on action. Events separated from the viewer by time and space can be made to seem immediate and real through the medium of films. Films can show objects and activities that are better understood when viewed at varying rates and speed. They present facts in realistic way, dramatises human relations, arouses emotions and transmits attitudes. Films are used in social studies to elevate interest and educate students according to the pattern and principles set by society. A good educational film should help the students to develop a sense of citizenship. For instance, a film on national integration or patriotism can be used to inculcate ideas of oneness and unity or the

individual's responsibility to the community and state. When a film is to be used as an educational aid, teacher must explain to students the context the pictures are used to present the ideas and concepts. This is because films have the capacity to make students cultivate a distorted impression of size, space and time.

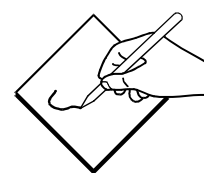
Instructional television

Another source of audio-visual technology that can be used in social studies is instructional television programmes. Instructional television programme refers to the telecast programmes that are designed for the purpose of teaching and learning. Instructional television programmes should contribute directly to attaining instructional objectives. In addition to TV programmes deliberately designed for use in the classroom, general programmes such as documentaries, special reports and news reports help in enriching student learning. For instance, special feature programmes on the work of parliament, festivals, law and order, etc help students to gain insight into their significance. On certain occasions, students may be encouraged to watch special television programmes in the evening or at weekends at home with the intention of sharing reactions and impressions with the class the following day.

Activity 2.1

Learning activity for self assessment

- a. What are the main categories of electronic media that can be used in the teaching of social studies?
- b. Explain how instructional films can be used to teach a specific topic in social studies.





Hello, you are about to study the third section of this unit. In this section you will be learning about the guidelines for the use of electronic media in the teaching and learning social studies.



By the time you finish reading this section you should be able to:

- explains the general guidelines for the use of electronic media in the teaching of social studies.
- describe the guidelines for the use of specific electronic media in teaching.

General guidelines for the use of electronic media in teaching

The following guidelines have been suggested by Ito, R. Mizoue, T. Moriwake, T. and Nagail (1981) and Talabi (2008) to help teachers in the selection and use of electronic technology for teaching.

The selected technology must be appropriate for the stated objectives and the students:

Electronic media should not be selected just because they aid learning or an end in themselves. They should be selected only if the teacher is convinced that they will contribute significantly to the achievement of specific objectives of the lesson. The media should be linked to the subject-matter and fit the maturity level of the students. For instance radio broadcast may not be suitable for teaching citizenship to primary three pupils. Also a video recorded drama or role play may be effective for building empathy among students but, they are less efficient in conveying large bodies of facts and generalizations.

Ensure safety of students and technology is guaranteed:

Inspect all cables to be connected to the device or gadget and mains to ensure that they are properly insulated to prevent accidental contact with exposed live cable. In addition, do not use the device when the supply of power is found to be unstable. Unstable power supply can cause damage to the device.

They should be used at the appropriate time:

An instructional technology should be used to clarify the critical or focal point of the lesson. It should be used at a time when it will have the greatest impact on students' assimilation and internalisation of the concepts or principles being taught. Instructional technology should not necessarily be introduced at the beginning or end of the lesson if the condition will not favour it at that time. An audio-visual technology for instance, should be introduced timely enough to blend students' sensations, perceptions, transfer and practice of the concepts or principles being taught.

They should be accurate:

If any aspect of a visual device is inaccurate, students are more likely to recall the wrong picture than they are to remember the teacher's explanation

of the concepts or principles related to it. This is particularly true of radio and television broadcast. Sometimes, the ideas presented in radio discussion or pictures shown on TV may be out-dated or full of errors. Sometimes an event that took place sometimes back is presented as if it was happening live. The teacher should therefore ascertain the accuracy and validity of the ideas and pictures being presented before students are encouraged to learn them.

Use variety of instructional devices:

Talabi (2008) hints of the danger of over-reliance on one or two types of instructional aids. He asserts that this can limit students experience and understanding. Such limited instructional devices may later become ineffective due to overuse. A combination of two or more devices on the same topic (where possible) increases communication and enhances learning.

The technology should be free from bias:

The ideas and principles the device is used to present should not be deceitful or misleading through deliberate omission.

Criteria for the use of selected instructional technology

- **Educational films:**

Ayaaba (2005) cites Mehlinger (1981) as having suggested the following guidelines for the use of educational films in social studies: Select only those films which are pertinent to the instructional objectives; otherwise the film's value will merely be that of entertainment. This means that the teacher must preview the film before showing it to the students. The preview will help you to have the fore knowledge of the film and to prepare adequately to deal with questions students may ask. Also decide on the time and how the film will be introduced to students.

Inform students about the purpose of the film:

Before showing the film, tell students the purpose of it. Discuss what they should focus on including key concepts main character(s), the moral, controversies and the attitudes and values it seeks to inculcate. Explain any new words, phrases or concepts used in the film which may pose difficulty to students' understanding of what will be discussed.

- **Review film with students:**

After the film has been shown, review its contents with the students. Correct mistaken conclusions and perceptions, and expose points which appear controversial for class discussion and conclusions.

- **Assignment/class exercises:**

Conclude the lesson with an assignment or exercise for students to do on the film.

- **Guidelines for using instructional television**

- Collaborate with other teachers to fix your lesson to coincide with the time of the telecast of the programme you intend to use.
- Prepare students' minds for the programme. Discuss with them what the TV programme is about and what they should look for when it is in progress. Use a good introductory material and activity to arouse their interest and desire to watch the programme.
- Consider the age of the learners: Ensure that the programme will be suitable for the age and experiences of the students.
- Encourage audience participation: Ensure that all students pay attention by actively listening and observing the scenes of the programme as it rolls on. All questions about aspects of the programme should be noted by students for discussion afterwards.
- Summarise: Together with the students summarise the key points discussed in the programme.

Give assignments to students to do an important aspect of the programme.

- **Guidelines for the use of visual technology**

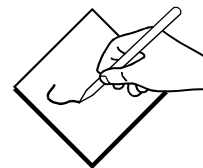
Still pictures, photographs and illustrations are widely used visual aids. They can convey meaning more vividly and quickly than words. Carefully selected, they can motivate learners, clarify ideas and summarise instruction.

- **To use these materials most effectively, teachers should:**

- organise pictures, photographs and illustrations around main ideas connected to instructional objectives, using a few at a time – an entire lesson can be build around the study of a single picture.
- Teach students how to interpret pictures. For instance
- students can be taught to interpret pictures in terms of feelings, attitudes, work environment, cultural significance, etc.
- Plan to show pictures, photographs and illustrations
- so that they can be studied by all students at one time. It may be distracting to pass pictures around the classroom while conducting the lesson. Students may not be able to pay attention to the class discussion and study a picture simultaneously. An opaque projector can be used to focus attention on a picture.
- Inform students that pictures, photographs and illustrations are still images selected from a larger scene by an artist or photographers. Students should be taught to identify the creator's bias and allow for it.

Activity 3.1

1. Discuss the guidelines that you need to consider in the use of audio-visual technology in the teaching of a specific lesson in social studies.
2. What specific objectives are to be achieved through the use of the technology?





Hi, welcome once again to another section of Unit five. In this section we shall turn our discussion to the role of instructional media in the teaching of social studies. The discussion will focus on the positive contributions of these media resources and their limitations in the teaching and learning process.

We hope you will enjoy reading what is contained in the section.



Having completed reading this section you should be able to:

- explains why it is necessary to use electronic media in social studies instruction.
- discuss the limitations of electronic media in social studies teaching.

The role of electronic technology in social studies

Educating students to be technologically literate is an important objective in social studies. We live in an information-rich environment. New information is being produced and spread with such speed that we constantly have to revise our teaching strategies to keep pace with these new ideas and technology. Devices such as television set, computer, telephone (both lines phones and mobile phones), tape recorder, gas cookers and refrigerators were the preserve of a few people in our society. Today, the increase in education and exponential improvement in standards of living has enabled many families to have access to some these devices. Many parents can now afford the purchase of a television set, tape recorder, gas cookers and even computers. Access to the worldwide web (the internet) and other electronic devices by the children we teach have made the task of teaching a more challenging one.

Make learning more meaningful

The home constitutes the cradle of all education and socialisation of the child. The effects of these facilities on the teaching of the child are that the child's first day in school does not necessarily mark the beginning of learning or media orientation for him or her. Most children from enlightened homes are able to operate some electronic gadgets such as digital video device (DVD), television, computer, radio, among others. This means that the class teacher of today is faced with new challenges in his/her effort to impart knowledge. If the teacher continues to depend on verbal instructions and printed materials for accomplishing his/her tasks, he or she will not achieve the objectives of teaching.

This is particularly so in social studies, a subject which requires the teacher to link his/her teaching with the realities that pertain in the child's environment. The learners tend to find classroom work very boring, dull and unmotivating when they are made to learn things that are perceived to be lower than the knowledge acquired from home. To prevent this therefore, the teacher must integrate the use of these devices into the teaching and learning process.

Individual differences

Another important point about the use of electronic media is that they take care of individual differences. Computer assisted instruction programmes for instance, are designed in a such away that both fast learners and slow learners find them easier to follow at their own pace. Similarly some learners learn best through watching a film or TV programme. Others learn faster when they are allowed to progress at their own rate through programmed or individualised instructions. The teacher must analyse the potential impact of each of these technologies for each lesson.

Reduce verbalism

Instructional technology helps to reduce verbalism which is a major weakness in our schools. They convey the same meaning as words. They give clear concepts and thus help to bring accuracy in the teaching-learning process.

Clear Images

Clear images are formed when we see, hear, touch, taste and smell. As students listen, observe and manipulate electronic media within the teaching-learning process they form clearer concepts of what is taught. Learning through the senses becomes the most natural and easier.

Vicarious experience

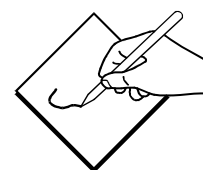
It is beyond doubt that first-hand experience is the best type of experience. However, it is neither practicable nor desirable to provide all first-hand experiences to the learner. There are many objects and phenomena that cannot be brought to the classroom for pupils/students to have first-hand experience. For example, it is not possible for student to have first-hand experience of the 1948 riots in Ghana. Similarly, when treating a topic on tourism in Ghana, it may require some first hand experience by students on such tourist sites as Mount Afadjato, the Paga Crocodile Pond, etc. In such situations, a close substitute to the first hand experience is the use of electronic technology such as video clips or computer.

Instruction is given a scientific base

The use of electronic media such as films, computers, tape recorder recorders or projectors enable the social studies teacher to set out detail instructional plans and evaluation procedures. Learning is more objective, knowledge is better diffused and adapted and the performance of students is more positive, functional and rewarding. Educational films, computer assisted programmes etc have contents which deal with latest scientific inventions and research results. They are thus good media for the diffusion and adoption of new ideas and innovations in the field of teaching.

Activity 5.1

Explain the significance of electronic media in the teaching and learning of social studies.



Encouragement of healthy classroom interaction

Audio-visual instructional media, through their wide variety of stimuli, such as vicarious experiences and active engagement of students, encourage healthy classroom interaction for the effective realisation of teaching and learning objectives.

Development of thinking skills

Social studies emphasises on the acquisition of reflective and critical thinking skills by students. The use of instructional technology in teaching stirs up the imagination, thinking process and reasoning powers of students. Students are challenged to be creative and inventive as they listen and watch other people devise techniques and procedures for the solution of problems in their societies. For example, a student after watching a film on environmental management, can be challenged to find effective ways of dealing with waste disposal within his/her environment.

Problems/limitations of electronic instructional media in the teaching of social studies

In spite of the advantages of electronic instructional media as discussed above, few social studies teachers use them in their lessons. A number of reasons can be adduced to explain why many teachers do not use them in their lessons.

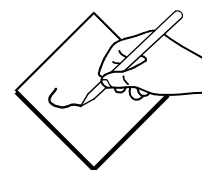
- **Conservatism:** Many social studies teachers are yet to be convinced that teaching with words alone is very tedious, wasteful and ineffective. Some are yet to appreciate the contributions of audio and audio-visuals to the achievement of their instructional objectives. Their use is thus considered as waste of time.
- **Teachers' lack of knowledge and skill:** Many social studies teachers are not competent enough to make use of some of the electronic media in teaching. For instance, how to record a television programme with the use of the device he/she intends using to record the programme. Clarity of the images and sound produced will depend on the ability of the teacher to manipulate the recording device and programming of the TV for that purpose.
- **Absence of electricity:** Many electronic devices require electricity supply to function. Most modern gadgets such as television sets, digital video devices, computers, tape recorders and players and projectors cannot work without electricity. A greater number of schools in Ghana are located in rural areas where there is no electricity. The use of these media resources is thus curtailed.
- **Financial constraints:** Most schools, especially at the basic level, lack financial resources to buy computers, TV and audio recorders for the purpose of teaching. Where these are provided by central government or the District Assembly, the need to secure funds for the purchase of

educational films, tapes for recording, compact disks, etc presents yet another challenge to the school authorities.

- **Unreliable power supply:** Schools that are fortunate to have electricity supply also face the problem of damages caused to the electronic instructional devices due to power fluctuations.
- **Insensitive to individual differences:** Some educational programmes that are presented through the electronic media do not take care of individual differences. For example, radio and television programmes predetermine the rate at which the instructional materials have been presented and paced. This thus gives little room for students' individual differences to be adequately catered for in the attempt to equalise instruction.
- **Direct and verbal interaction:** The use of electronic instructional media provides little opportunity for direct and verbal interaction between the presenter and the student. Students may not have the opportunity to ask questions, contribute to the discussion, and so on. Furthermore, the instructor does not have the opportunity to observe and feel the attitudes and emotions of students in order to take remedial measures or correct any wrong impression that they may have. The lack of immediate feedback and reinforcement in the teaching and learning process is thus sometimes cited by some teachers for their non-use or restricted use in teaching social studies.
- **Schools outside signal areas:** Educational broadcasts by frequency modulated radio stations and telecast by private TV stations are restricted to certain parts of the country. Schools that are outside the signal areas of the media resources cannot therefore make use of their programme in the teaching and learning process. For example, TV3 telecasts a programme on the management of the environment. However, because of the fact that the signals of this station do not extend beyond the urban areas of the southern part of Ghana, social studies teachers outside these areas cannot use this programme in their lessons.

Activity 5.2

1. Explain why the use of electronic instructional media is unpopular among social studies teachers in Ghana.
2. Suggest four ways to popularise the use electronic instructional media among social studies teachers in Ghana.





Hello, welcome to the fifth section of unit five. In this section we shall discuss the role of computer assisted instruction in the teaching and learning of social studies. The discussion will focus on explanation of the concept of computer assisted instruction and specific areas in social studies where computer assisted instruction can be used.

This section promises to be very interesting and we hope you will enjoy reading it.



After going through this section you should be able to:

- explain the term computer assisted instruction..
- describe how computer assisted instruction can be applied to the teaching of social studies.
- explain the procedures for organising virtual field trips in social studies.

The computer assisted instruction

Computer Assisted Instruction (CAI) is an automated instructional technique in which the computer is used to present an instructional programme to the learner through an interactive process. It is a teaching process that directly involves the use of computer software for instruction. The term computer also refers to an electronic device which processes data at great speed according to a programme stored within the device. You will learn more about the computer and its uses in your Information, Communication and Technology (ICT) course. Here, our concern is the use of the computer as a resource to aid the teaching and learning process in social studies.

The use of computer technology in education has been promoted vigorously in Ghana in the last two decades. Infact, ICT is one of the core subjects of the school curriculum at the basic and second cycle levels of the educational system. Nowadays, the absence of computers in a school is perceived by many to symbolise poor education in that school. Computer assisted instruction is regarded as a strategic means for the development of students' critical thinking skills. It provides a wide range of instructional applications which help students to develop their faculties of thinking. Some of these software programmes that can be used in social studies instruction include computer games, simulations, tutorials, word processing, graphic work and problem-solving programmes.

Areas in social studies that computer assisted instruction can be used

Parker (2002) identified three areas in social studies that computer assisted instruction can be used. These include knowledge construction, skill application and communication.

- **Knowledge construction**

The computer can be used to gather information needed for the learning and understanding of social studies concepts, principles and the process of social studies enquiry.

There is a growing number of electronic database, many of which are relevant in social studies. Some of these databases can be purchased eg CD-ROMS (Compact disk – read only memory) or accessed through browsing of the internet. For example, concepts relating to decentralisation and local government in Ghana can be accessed on-line through the following internet addresses: www.ghanaweb.com or www.ghanadistricts.com.

Also, for clarity and better understanding of some concepts and principles in social studies the Encarta dictionary and wikipedia can be accessed for assistance.

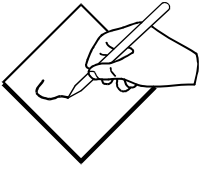
- **Skill Application**

Computer assisted instruction can also be used to practice and apply social studies skills. This function of the computer is closely associated with that of knowledge construction because it focuses on the skills needed to build that knowledge. The specific skills that are needed to do this include the skill of gathering information from multiple sources, for example, embarking on a virtual field trip to tourism sites in Ghana, comparing and contrasting information and examples, summarising, classifying, differentiating between primary and secondary documents, etc. These skills are learnt in the process of knowledge construction. For example, to gather information on the contributions of tourism students have to apply their skills of accessing information on-line through various search engines. Some of these sources such as African journals on line, Oxford journals on line, etc provide primary documents that can be accessed for examination.

Other sources that provide documentary evidence of tourism sites include Ghanaweb, Yahoo and Google. These sources provide different perspective of the topic which can be accessed and examined before any conclusion can be drawn. Other sources include CD-ROMs containing information on tourism in Ghana. These can be purchased at some tourism sites such as the Cape Coast Castle, Elmina Castle, etc.

- **Skill of communication**

Another use of the computer in social studies is communication. Students can be assisted to acquire the skill of writing and editing reports, writing assignments, etc using the word processing programme. Group and individuals project work can be typed and presented using the power-point programme and a projector. They can also be assisted to scan photographs, write assignments, etc and submit them to the teacher through the electronic mail (e-mail).



Activity 5.1

- a. What is computer assisted instruction?
- b. Identify areas in social studies that computer assisted instruction can be used and explain how students can be assisted to acquire knowledge and skills in these areas.

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Hi, welcome to the final section of this unit. In this section you will be assisted to examine the procedures for embarking on a virtual field trip in social studies. In addition to that an examination of the contributions of computer assisted instructions to the teaching and learning of social studies will be made. We believe, you agree with us that this section promises to be an interesting one and that you will enjoy it.



After going through this section you should be able to:

- explain what a virtual field trip means.
- describe the procedures for conducting a virtual field trip in social studies
- discuss the merits and demerits of computer assisted instruction in social studies.

Virtual field trips

Thanks to the internet, students can be assisted to visit places “virtually”. In other words, they can be assisted to venture from home or school electronically and capture some aspects of a distant place. Virtual field trip is thus explained as an additional trip/tour to places through the internet. Though not as richly textured as an actual field trip to a place, an electronic visit nonetheless may help to stimulate students’ imagination and provoke further research.

How to organise virtual field trip

Like actual field trips, the recommended approach to planning a virtual field trip involves three phases before, during and after.

Before the trip Clearly state the purpose of the trip and ensure that students understand the medium for the trip. The trip should provide the student opportunities to learn what is not possible within the class or in the textbook.

Try a virtual trip to acquaint yourself with the relevant information that students will learn. Ensure that students can freely embark on the trip without any hindrance such as meeting subscription requirements.

Prepare the class for the trip. Find out from them the things they already know about the subject matter and prepare them towards what they are expected to learn from the trip. Assign specific task(s) to each student or group.

During the trip: Guide students to note down the relevant information about the site/place which they can use later to write their reports. If possible, assist students to download the information and print it out or save it on desk top or into any storage device they may be having. Ensure that they stay focused on the purpose of the visit.

After the trip: Engage the class in appropriate follow-up activities. Discuss individual or group reports with the class. Explore other areas of the trips for further study. Let them compare what they learnt from the trip with what they heard or read about the place from textbooks.

An example of the procedure for organising virtual field trip in social studies is indicated below.

A virtual field trip to the United Nations

To set the context, let's say this field trip takes place in a JHS unit called "How Ghana co-operates with other nations". The sub-topic is "Ghana and the United Nations". The aim is to help students understand the contributions Ghana makes to the United Nations and the benefits the country in turn gets from the world body.

Before the trip: Students use their textbooks and other reference materials to learn how the UN functions. The teacher helps them to learn about the organs of the UN focusing on the Security Council and its peace keeping role. Discuss with students the need to get more information about Ghana's relationship with the UN, the need to visit its headquarters in New York City and why this cannot be possibly physically. Discuss with them other alternatives to achieving this aim, including virtual field trip. State purpose of the trip and assign tasks to groups or individual students.

During the trip: Students set off for the United Nation. They begin by clicking on <http://www.google.com>. From there students can go to the UN by typing in the web page <http://www.un.org>. From here they can to the specific area of concern, in this case, Ghana and the UN. Type Ghana and the United Nation and click on search. From here the student can browse for the appropriate documents by picking on the various headings and clicking on it for the entire content.

After the trip: Each student or group makes an oral presentation of the information gathered. Class discusses issues raised. Students are helped to clarify issues and to compare the new knowledge with what they head or read about the topic in books.

Conclusions are drawn.

Other web pages for virtual field trips in social studies.

<http://www.ghana.com>
<http://www.ghanadistricks.com>

From here you can visit any district in Ghana e.g. to obtain information on Accra Metropolitan Assembly go to ama.ghanadistricks.gov.gh. Talensi-Nabodam, go to tongo.ghanadistricks.gov.gh

Jasikan, go to jasikan.ghanadistricks.gov.gh.

Garu-Tempene, go to garutempene.ghanadistricks.gov.gh.

Advantages and disadvantages of computer assisted instruction

Advantages

The following are some of the advantages of computer assisted instruction:

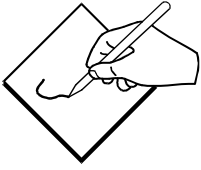
- It improves the quality of teacher's instruction and enhances student learning and achievement. Instructional materials are presented in an individualised environment for each student. These interactive modes are usually grouped to categories of drill, practice, tutorials, games, simulations and problem-solving.
- Instructional games for instance, are used to develop student's problem-solving skills. The power of the computer allows most games to be more complex than non-computer games, resulting in the teaching of multiple skills and concepts in a way that learners do not easily get tired.
- It has the capacity to provide students with immediate feedback. The interactive modes of computer assisted instruction allow for immediate feedback and thus reinforces student learning. Virtual field trips that make use of this facility for instance, enable students to obtain different types of information which they can compare for their accuracy.
- It provides students with varied and individual learning tasks. Computer games, simulations, tutorials and problem-solving programmes are so designed as to take care of individual needs. Simulations for instance, allow the learner to change variables, repeat procedures and exploit and role play various situations. In social studies, students may be assisted to role play presidential candidates, migration of ethnic groups into Ghana, parliamentary debate or procedures at the stock exchange market.
- It helps students to develop skills in content construction, skill application and communication in social studies. They are assisted to search for information and communicate with the teacher using the electronic mail system.
- It promotes co-operative learning and group work. Co-operative learning is an effective strategy for having students achieve a wide range of academic and social outcomes including enhanced achievement, improved self-esteem, positive interpersonal relationships with other students, improved time management skills and positive attitude towards social studies. CAI teaches students to be less reliant on their teacher and more reliant on their own ability to think, to seek information from other sources. They thus become empowered to take greater responsibility for their own learning.

- It encourages creativity: Instructional games, simulations and problem-solving programmes help students to become curious. They are challenged to think and find solutions to problems. In this way they become creative and innovative in their ways of solving such problems.

Disadvantages

Not all social studies teachers are enthusiastic about the prospects of computer assisted instruction. The following problems are often cited to explain why this technique of teaching is rarely used by teachers to teach the subject.

- Computer illiteracy: Until recently, information, communication and technology (ICT) was not part of the teacher education curriculum. Many social studies teachers therefore lack the requisite skills to adopt and use CAI as technique of teaching.
- Lack of technical support: many schools lack the personnel with skills in computer technology. Social Studies teachers who demonstrate enthusiasm in the use of computer for instruction are frustrated when such computers develop problems or have to use customised software for specific programmes.
- Power supply: many schools, especially at the basic level are located in the rural areas. Such areas do not have access to electricity supply which computers depend on to function. Moreover, erratic power supply in schools that are fortunate to have electric power supply, limit the use of computers for teaching.
- Inaccessible and unreliable internet services: Computer assisted instruction relies to a large extent, on internet services. However, many schools do not have access to these services due to two reasons:
 - such schools are located outside the signal areas of the internet service and,
 - the cost of accessing internet service is too high for the school budget.
- Lack of instructional programmes that have been adapted to the local needs of social studies teachers. Many of the CD-ROMs and other software programmes that are on sale in Ghana are foreign and of little or no value to the teachers.
- The negative effects of the internet: Some social studies teachers are apprehensive to the use of computer assisted instruction that requires the use of the internet by students to access information. They complain of students using the internet to view or read about pornographic materials and other criminal activities.



Activity 6.1

Discuss the importance and limitations of computer assisted instruction in the teaching of social studies.

ASSESSING SOCIAL STUDIES LEARNING

SECTION 1	MEANING AND PURPOSES OF ASSESSMENT	148
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the adinkra symbol used in the UEW crest

Mate masie I have heard what you have said





Dear learner, we warmly welcome you to another important unit. In this unit, you will learn about how to assess social studies learning. The main areas to be treated are purposes of assessment, essay tests, objective test, measures of central tendency and measures of dispersion.

The materials you need to work on this unit successfully are a jotter, pen, pencil, ruler and eraser.



After studying this unit, we are confident that you will be able to:

- assess learning in social studies with relative ease
- design objective tests such as multiple-choice, true-false, matching and completion test items.

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introduction

We warmly welcome you to this important section. In this section, we shall introduce you to concepts such as assessment, testing, measurement and evaluation. We shall also discuss the various purposes of assessment.

This section is very important to you because as teachers, there is the need for you to always gather information about the learner for decision making.

objectives

After studying this section, you will be able to:

- explain the meaning of assessment, measurement, testing and evaluation.
- state the various purposes of assessment.

Meaning of Assessment, Testing, Measurement and Evaluation**Assessment**

From time to time, every teacher finds it imperative to gather information about his or her learners in order to make decisions about them. To this end, assessment becomes necessary. What then is meant by assessment? Assessment is a process of collecting, synthesizing and interpreting information for making decisions about individuals and groups. Put differently, assessment is the term used to include the full range of information which teachers gather in their classroom about their learners. This information helps them to understand their pupils, monitor instruction and establish a viable classroom community

Testing

Teachers sometimes use assessment and testing interchangeably as if they mean the same thing. Of course, they are related but never the same. Testing consists of administering a particular set of questions to an individual or group of individuals to obtain a score. That score is the end product of testing. Tests constitute one of the many types of assessment information that teachers deal with in class. Other assessment approaches include observations, interviews, questionnaires, portfolios, checklists, socio-metric devices and the list continues.

Measurement

Measurement is also a term which has a different meaning from assessment and testing. It is a process of quantifying or assigning a number to a learner's performance. The most common example of measurement in the classroom occurs when a teacher scores a quiz or a test. Scoring produces a numerical description of performance. For instance Mary got 15 out 20 items correct in the social studies test. In measurement, a numerical score is used to represent the individual's performance.

Evaluation

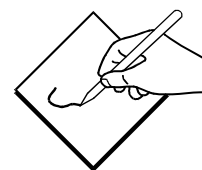
Have you ever heard of the term evaluation? It has a different meaning too. It involves judging or deciding about the quality of pupil's performance or a possible course of action. Evaluations are based upon decisions of what is

good or desirable. It is assessment information which provides the basis for evaluation.

Activity 6.1

Associate the items in column A with the appropriate choice in column B.

Column A	Column B
1 Mrs. Jones administered a questionnaire to a group of learners to enable her know the extent to which the socio-economic status of their parents affect their academic performance.	(a) Evaluation (b) Assessment (c) Measurement (d) Testing
2 Abena scored 75% in the essay competition	
3 Yaw is a first class student	
4 Mr. Odumah administered a set of questions to his students weekly to obtain their scores prior to the End of Semester Examination.	



Purposes of Assessment

Classroom teachers assess their students for a variety of purposes. Generally, the purposes include the following.

Diagnosis of students Problems

As part of their professional roles, teachers constantly watch out for learners who face problems in the classroom. Some of the problems may relate directly to learning. Others may be social or emotional. Teachers try to identify these problems, document their frequency, study them, understand their basis and plan remedial activities. It should be noted, however, that sometimes the teacher can undertake remedial activities but at other times he or she may not be able to. If the problem requires special attention (e.g. hearing impairment), the teacher should be honest to refer the pupils for specialized diagnosis and treatment.

Making judgments about pupils' academic performance

Another important reason for collecting assessment information about the learner is to enable the teacher make judgment about his or her academic performance. Much of every teacher's time is spent collecting information that is used to grade pupils. This enables the teacher to know whether the learner is progressing academically or whether he or she is retrogressing.

Providing feedback and incentives to pupils

Assessment provides feedback to pupils to enable them know their strengths and weaknesses. If a teacher suggests that a student could work harder for better performance in future, it serves as an incentive for him or her. In order to provide such feedback, teachers must constantly assess student learning and behaviour.

Placement of Pupils

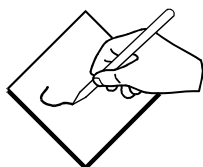
Most classroom teachers make decisions about the placement of pupils in their class. Whenever a teacher divides pupils into discussion groups or organizes groups for co-operative learning projects, assessment for placement purposes is being carried out. Similarly, when a teacher identifies pupils who are below the cut-off score after a test is conducted and places them into a remedial group, it is placement decision he has made. Finally, if a teacher identifies an isolate or a neglectee in his class and re-integrates him into co-operative learning group, it is placement decision he has made. Note that the teacher makes these decisions for both academic and social reasons.

Planning and Conducting Instruction

Many of the decisions teachers make concern planning and conducting instruction in the classroom. Instructional decisions can be divided into two types, namely, instructional planning decisions and instructional process decisions. When a teacher selects the topics to be included in the next day's social studies lesson, decides to spend two extra days on social studies portfolio and assigns homework to pupils, he is planning future instructional activities. Besides planning, the process of delivering instruction to pupils also requires constant assessment and decision making. If, for instance, a teacher alters her instruction in the middle of the lesson because her pupils are confused or stops to review the previous day's lesson because her pupils' responses indicate that the class did not understand the content of that lesson, it is an instructional process decision she has made. A great deal of teacher assessment deals with planning and delivering instruction in order to ensure that it matches the needs and capabilities of the pupils.

Establishing and maintaining the classroom social equilibrium

Do you know that classrooms are complex social settings where people interact with one another in a multitude of ways? For classrooms to become positive for social and learning environments, order, discipline and co-operation must be present. The task of promoting learning and maintaining order are closely related. In other words, some amount of orderliness is needed if instruction is to be successful. For instance, if a teacher changes the class seating plan to move students A and B further apart, he or she, the teacher is making decisions that are related to classroom order and stability. In addition, a teacher's efforts to make a student part of the classroom society by calling him or her even though his or her hand was not raised, is another attempt to create and maintain a viable social and learning environment.

**Activity 6.2**

Enumerate any five benefits of assessment to the learner.

In the foregoing section, we have learned that:

- Assessment is a process of collecting data for the purpose of making decision about individuals and groups
- Testing consists of administering a particular set of questions to an individual or group of individuals to obtain a score.
- Measurement is a process of quantifying or assigning a number to a learner's performance.
- Evaluation involves judging or deciding about the quality of pupils' performance or a possible course of action.



Congratulations on having come to the end of this section. We hope your answers are similar to ours.

introduction

You are most welcome to this section where we shall introduce you to essay type of testing. This section is important to you as a social studies teacher because it will offer you the opportunity to learn how to construct good classroom essay tests and also how to score them.

objectives

After studying this section, you will be able to:

- Explain what essay tests are
- Identify the different types of essay tests
- Enumerate the merits and demerits of essay tests
- Score essay tests with relative ease
- Construct good classroom essay tests



What are essay tests?

In essay tests, the respondents are required to organise their thoughts and express themselves coherently in their own words in order to answer the question. In other to words, an essay is a type of test which gives freedom to the respondent to compose his or her own response using his or her own words.

Types of Essay Tests

Essay tests can be categorized into two. These are the restricted response type and the extended response type.

The restricted response type, as the name implies, limits the respondent to a specified number of words or number of pages. For example, in not more than 400 words, explain the circumstances that led to the 1948 riots in the Gold Coast.

The extended response type, on the other hand does not limit the respondent in the form and scope of the answer. For example, what are the effects of clitoridectomy or female genital mutilation on women in Ghana? In this type of question, the respondent is free to tackle the question from his or her own point of view, using any material and facts which he or she considers relevant.



What are the merits of Essay Tests?

The merits associated with essay tests are as follows:

- They provide the respondents with freedom to organise their own ideas and respond within unrestricted limits, especially, with the extended response type
- Essay tests are easy to prepare compared with objective tests.
- They eliminate guessing on the part of the respondents.
- Skills such as the ability to write and arrive at conclusions are improved
- They are best for testing higher order behaviours and mental processes such as application, analysis, synthesis and evaluation.

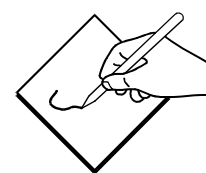
What are the weaknesses of Essay Tests?

The weaknesses of essay tests include the following:

- They are difficult to score objectively
- They provide opportunities for bluffing on the part of respondents, who in the process, write irrelevant and unnecessary materials
- Only limited aspects of learners' knowledge are measured as learners respond to few items only.
- Premium is normally placed on writing because respondents who write faster, all things being equal, are expected to score higher marks
- They are time consuming to both the scorer and the respondents
- They are susceptible to the halo effect. That is, using previous knowledge about a student to judge his or her current performance, although it may be other wise.

**Activity 6.1**

1. In your own words , explain what essay tests are
2. Differentiate between assessment and testing
3. List any four strengths of essay tests

**Scoring Essay Tests**

There are two major ways of scoring essay tests. These are analytical and holistic or global methods. Do you know the difference between them?

With holistic method, the model answer serves as a standard. Each response is read for a general impression of its adequacy as compared to the standard. The general impression is then transformed into numerical score.

Analytical scoring, on the other hand, views the essay as being made up of many components and provides separate scores for each one. Thus, an essay that is scored analytically might result in separate scores for factual accuracy, organization, supporting arguments, and grammar and spelling.

Subjectivity in scoring Essay Tests

In scoring essay tests, irrespective of which method is used, there are certain extraneous factors which influence the scorer to either award marks in favour or against the respondent. What influences you to do so? Well, some of them include the relationship between the scorer and the respondent, the mood of the scorer, the name of the respondent, fatigue, good hand writing and the list continues. There is therefore subjectivity in scoring essay tests.

Guidelines for reducing subjectivity

To reduce subjectivity in scoring essay tests, the following guidelines must be followed:

- Respondents must be kept as anonymous as possible. Index numbers must therefore be used instead of names.
- Responses must be graded item by item and not script by script. This means that when there is more than one essay question to be scored,

score all pupils' answers to the first question before moving to the second and other subsequent ones.

- Keep scores of previously graded items out of sight when scoring the rest of the items.
- Before starting to score each set of items, the scripts should be shuffled.
- Score the essay test when you are physically sound, mentally alert and in an environment with very little or no distraction.
- Follow the scoring guide as you score. Avoid being influenced by the first few papers read. These could make you either too harsh or too lenient.
- The mechanics of writing such as correct grammar usage, paragraphing, flow of expression, quality of handwriting, orderly presentation of material and spelling should be judged separately from the content, if necessary.

Guidelines for constructing Good Classroom Essay Tests

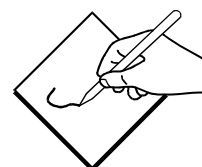
To enable you construct a good classroom essay test, you must follow the following guidelines:

- Give adequate time and thought to the preparation of test items. The test items must be constructed from a test specification table, at least two weeks prior to the testing date. The specification table is a two-way grid with the content to be tested outlined along the vertical axis and the expected behavioural change along the horizontal axis.
- Test items should require the learner to show adequate command of essential knowledge. The items should not measure rote memorization of facts and definitions but must measure higher mental processes such as application, analysis, synthesis and evaluation.
- The length of the responses and the difficulty level of the items should be adopted to the level of the learners. An item such as "Discuss the impact of terrorist attack on the World Trade Center on Ghana's economy" would be too difficult for senior high school students.
- Prepare a marking scheme at the time the item is prepared. Determine the points to be included and the weights to be assigned for each point.
- Establish a framework and specify the limits of the problem so that the respondent knows exactly what to do. An item such as "Write brief notes on ECOWAS" does not establish any framework for the learner to operate in. This is because a lesson on ECOWAS involves its aims and objectives, membership, the organs through which its day to day activities are performed, its achievements and challenges. It will therefore be difficult for the respondent if asked to write brief notes on such as organization.
- Present the learner with a problem which is carefully worded so that only one interpretation is possible. The items must not be ambiguous or vague.

- Indicate the value of the question and the time to be spent in answering it.
- Structure the test item such that it will elicit the type of behaviour you really want to measure. The test items must be based on the instructional objectives for each content unit.

Activity 6.2

1. Differentiate between analytical and global approaches to scoring essay questions.
2. Enumerate any four ways by which you can reduce subjectivity in scoring essay tests to the barest minimum.



In this section we have learned that:

- An essay is a type of test which gives freedom to the respondent to compose his or her own response using his or her own words.
- Essay tests can be classified into two forms, namely, the restricted response type and the extended response type.
- Some of the advantages of essay tests include:
 - The provision of freedom to respondents to organise their own ideas on the issue.
 - Being easy to prepare as compared to objective tests
 - Elimination of guessing on the part of the respondents
 - Improvement of skills such as the ability to organise material and ability to write and arrive at conclusions
 - Being the best for testing higher order behaviours and mental processes such as application, analysis, synthesis and evaluation
- Some of the demerits of essay tests are that:
 - They are difficult to score objectively.
 - They provide opportunities for respondents to write irrelevant and unnecessary materials
 - Only limited aspects of learners' knowledge are measured.
 - They are time consuming to both the scorer and the respondents.
 - They are susceptible to the halo effect.
- Subjectivity can be reduced by
 - Asking respondents to use their index numbers instead of names
 - Grading responses item by item and not script by script.
 - Keeping scores of previously graded items out of sight when scoring the rest of the items
 - Scoring the essay when you are physically sound and mentally alert.
 - Following the scoring guide as you score
- We can construct good classroom essay tests by:
 - Constructing the test items from a specification table
 - Allowing the respondent, through the test items, to show adequate command of essential knowledge
 - Taking into consideration the maturity level of the learners
 - Preparing a marking scheme at the time the item is prepared



- Establishing a framework and specifying the limits of the problem so that the respondent knows exactly what to do.
- Indicating the value of the question and the time to be spent in answering it.

Bravo! You have come to the end of this section. We hope that your answers are similar to those provided.

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introduction

Dear learner, welcome to the third section in unit 6. In this section, we shall introduce you to what objective tests are generally and also give you guidelines for designing multiple choice tests in social studies.

objectives

After studying this section you will be able to:

- explain the meaning of objective tests
- identify the strengths and weaknesses of objective tests
- explain what multiple –choice tests are
- design multiple – choice tests in social studies with relative ease.

Objective tests

An objective test is a type of test which requires a respondent to provide a brief response which is usually not more than a sentence long. The responses are scored objectively. There are two types of objective tests, namely, the selection type and supply type. The selection type consists of the multiple –choice tests, true and false tests, matching test items and pictorial item tests.

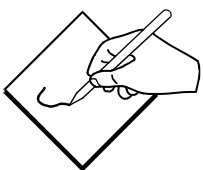
In a supply item test, the respondent is required to provide missing information with a word, phrase or symbol. The purpose of this form of test is to determine a learners’ ability to recall or recognize the appropriate term, concept or phrase to complete a statement. An example of the supply type is the short answer or fill-in-the –blank type of tests.

**What are the strengths of Objective Tests?**

- Scoring of such tests is easy and very objective
- They allow an extensive coverage of subject content
- They do not provide opportunities for respondents to bluff with words.
- They are best suited for measuring lower level behaviours such as knowledge and comprehension
- Respondents’ writing is minimized because premium is not placed on writing.
- Scores are not affected by extraneous factors such as good handwriting, the mood of the scorer, etc.

**What are the weaknesses of Objective Tests?**

- They are relatively difficult to construct objective tests
- Item writing is time consuming
- Higher-order mental processes such as application, analysis, synthesis and evaluation are difficult to measure.
- Emphasis is placed on rote memorization rather than a full understanding of the content

**Activity 6.1**

1. What are objective tests?
2. List any four strengths of objective tests

3. Enumerate any five weaknesses of objective tests.

Multiple-Choice Tests

A multiple –choice test is a type of objective test in which the respondent is given a stem and is required to select from among three or more alternatives, options or responses, the one that best completes the stem. The incorrect options are called foils or distracters.

There are two types of multiple choice tests. These are the single best response and the multiple response type. The single best response type consists of a stem followed by three or more responses and the respondent is to select only one option to complete the stem. Eg. In which year did Ghana become independent?

- i. 1957
- ii. 1960
- iii. 1948
- iv. 1940

The multiple response type consists of a stem followed by several true or false statements or words. The respondent is to select which statement(s) could complete the stem. E.g. which of the following is/are the cause(s) of HIV/AIDS?

- i. The use of unsterilized instruments
 - ii. Promiscuity
 - iii. Having unprotected sex
 - iv. Being faithful to one's partner
-
- a. I only
 - b. II only
 - c. I, II and III
 - d. II and I only

Guidelines for Designing Multiple-choice Tests in Social Studies

If you want to design multiple-choice test in social studies, you must consider the following:

- Avoid repetition of words in the options.

Poor

Which of the following best describes social studies?

- a. Social Studies is the study of man in relation to his environment.
- b. Social Studies is the integration of the social sciences
- c. Social Studies is citizenship Education
- d. Social Studies is a subject that deals with human relations.

Good

Which of the following best describes Social Studies?

- a. Citizenship education

- b. A subject that deals with human relations
- c. The integration of social sciences.
- d. The study of man in relation to his environment ,

1. All options for a given items should be homogeneous in content.

Poor

- The type of marriage in which the couple lives in the husband's father's house is referred to as..... marriage
 - a. Neighbourhood
 - b. Patrilocal
 - c. Democracy
 - d. Followership

Good

The type of marriage in which the couple lives in the husband's father's house is referred to as marriage

- a. Virilocal
- b. Patrilocal
- c. Avunculocal
- d. Matrilocal

1. Vary the placement of the correct options. The pattern of correct responses should not be noticed. Eg.

- a. A
- b. A
- c. B
- d. B
- e. C
- f. C

This pattern is not good as candidates can easily detect the correct answers off hand

- The response should be itemized vertically and not horizontally.

Poor

Which of the following was the first president of Ghana?

- a. Dr. Kwame Nkrumah
- b. Dr. Hilla Limann
- c. Dr. K. A. Busia
- d. J. J. Rawlings

Good

Which of the following was the first president of Ghana?

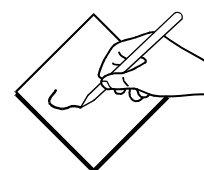
- a. Dr. Kwame Nkrumah
- b. Dr. Hilla Liman
- c. Dr. K. A. Busia

d. J. J. Rawlings

1. Items and options should be positively stated. However, a negative item could be used sparingly. In that case, the word “not” should be emphasized either by underlining, highlighting or capitalizing it. Eg. Which of the following is NOT a sexually transmitted disease?
 - a. HIV/AIDS
 - b. Gonorrhea
 - c. Syphilis
 - d. Measles
2. Avoid using “all of the above” or “None of the above” in the options. If all the responses are correct or if none of them is correct, then logically there is no answer to the question.

Activity 6.2

1. Differentiate between a stem and options
2. List any four suggestions you would give to a newly posted teacher to your staff who wants to design a multiple-choice test in Social Studies



In this section have learned that:

1. Objective tests require respondents to provide brief responses which are usually not more than a sentence long.
2. There are two main types of objective tests namely the selection type and supply type.
3. objective tests have strengths such as:
 - i. Allowing an extensive coverage of the subject content
 - ii. Not providing opportunities for respondents to bluff with words
 - iii. Being suited for measuring lower level behaviours such as knowledge and comprehension
 - iv. Premium not being placed on writing
 - v. Scores not being affected by extraneous factors such as good handwriting, the mood of the scorer etc.
4. Objective tests are not without weaknesses.
 - i. They are difficult to construct objective tests
 - ii. Item writing is time consuming
 - iii. Objective tests are susceptible to guessing
 - iv. Emphasis is usually placed on rote memorization rather than a full understanding of the content.
5. A multiple-choice test is a type of objective test in which the respondent is given a stem and is required to select from among three or more alternatives, options or responses.
6. To design good multiple-choice tests in social studies you must follow the following guidelines.
 - i. Avoid repetition of words in the options
 - ii. All options for a given item should be homogenous in content
 - iii. Vary the placement of the correct options



- iv. The responses should be itemized vertically and not horizontally
- v. Items and options should be positively stated.
- vi. Avoid using “all of the above” or “None of the above” in all options.

Dear learner, we hope the answers you have provided are similar to ours.
Congratulations on having come to the end of this section.

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introduction

We warmly welcome you to this Section. In this section, we shall introduce you to another set of objective tests namely True-False and matching Test items.

This section too is very important to you as a teacher because it will help you to employ different types of objective tests when you want to assess social studies learning.

objectives

After studying this section you will be able to:

- explain what True-False test items are
- explain what matching test items are
- design these test items with relative ease.

True-False Test Items

These types of test items require students to classify a statement into one of two response categories: True-False; Yes-No, or correct-Incorrect. These types of test items are used mainly for assessing recall and comprehension behaviours, although they can also be used to assess higher-level ones.

Examples of true-false items include the following:

1. HIV/AIDS is a killer disease
 - a. True
 - b. False
2. There are five levels in Bloom's Taxonomy of Educational objectives
 - a. True
 - b. False

**What are the limitations of True-False Test Items?**

- i. They are susceptible to guessing
- ii. "Truth" or "Falsehood" are relative terms and can vary from one situation to another and from one cultural group to another. For example; Female Genital Mutilation is a wicked act.
 - a. True
 - b. False

In the above, the learner who comes from the area where this act is practised may not see it as a wicked act.

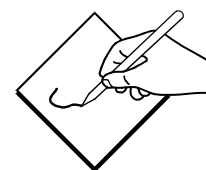
- True-False items often tend to elicit emotional responses depending on the cultural background of the learner. For instance, to state that lightening is the result of electrical phenomenon and not caused by the 'god of thunder' would elicit negative responses from students who believe in the latter.
- Generally, learners feel that a true-false test does not reflect a true picture of what they really know about the topic.

Suggestions for designing True-False Tests

- Statements must be definitely true or definitely false.
- Avoid using negative statements Eg. Polyandry is not practised in Ghana. When a teacher finds it difficult to construct a positive statement about the concept in question, the word ‘not’ should either be underlined capitalised or italicised.
- Statements must be original. They must not be copied directly from textbooks, past test items or any other written material.
- Avoid overlapping statements. Eg. Ghana achieved independence in about
- There should be a balance between the true and false statements.

Activity 6.7

1. Explain briefly what True-False test items are.
2. Discuss any four demerits of True-False test items

**Matching Test Items**

Matching test items are a type of objective tests which consist of two columns. The respondent is expected to associate an item in column A with a choice in column B on the basis of a well defined relationship. Column A contains the premises and column B, the responses or options. Eg

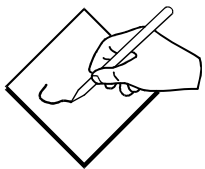
Column A Column B

1. The union of one woman and many husband
 - a. Polygamy when a married couple lives in the husband's father's compound
 - b. Polyandry
 - c. Polygeny
2. The union of one man and many wives
 - a. Patrilocal marriage
 - b. Consecration of the union by a priest
 - c. minister of religion or imam
 - d. Religious marriage
3. What are the limitations of matching test items?
 - a. They are limited to assessing mainly lower-level behaviours.
 - b. They are restricted to only a particular area of a subject.
 - c. Often many items are included in each column, thus, requiring too much scrutiny on the part of the learner.

Suggestions for Designing Matching Test Items

The following must be put into consideration if you want to design matching test items in social studies.

- Do not use perfect matching. Have more responses than premises. There should be at least three more responses than premises.
- Arrange premises and responses alphabetically or sequentially. This reduces the amount of unnecessary searching on the part of the respondent.
- Column A (premises) should contain the list of longer phrases. The shorter items should constitute the responses.
- Limit the number of items in each. For each set, the number of premises should not be more than six per set with the responses not more than ten.
- Use homogeneous options and items.
- Provide complete directions. Instructions should clearly show what the rules are and also how to respond to the items.
- All options must be placed on the same page.

**Activity 6.8**

‘The Environment and Environmental Problems’ is a topic in the Junior High School Social Studies Syllabus. Design matching Test Items on the topic.

Note: The number of premises should not be more than six and the responses should not exceed ten.



- In this section, we have learned that:
 - True-False Test Items require students to classify a statement into one of two response categories.
- The limitations of True-False test items include the following:
 - they are susceptible to guessing
 - “Truth” or “Falsehood” are relative terms and can vary from one situation to another and from one cultural group to another.
 - True-False tests do not reflect a true picture of what students really know about the topic.
- Suggestions for designing True-False tests include the following:
 - Statements must be definitely true or definitely false
 - Negative statements must be avoided generally but when the need arises, the word ‘not’ must either be underlined, highlighted or italicised
 - Statements must be original and not lifted directly from the textbook or past test items.
- Overlapping statements must be avoided.

- Matching test items are a type of objective tests which consist of two columns , A and B, and the respondent is expected to associate an item in column A with a choice in Column B, on the basis of a well defined relationship
- The limitations associated with matching test items include the following:
 - They assess only the lower-level behaviours.
 - They are restricted to only a particular area of a subject
 - Often too many items are included in each column, thus requiring too much scrutiny on the part of the learner.
- Suggestions for designing matching test items include the following
 - Use homogeneous options and items
 - Place all options on the same page
 - Column A should contain a list of longer phrases
 - Perfect matching must not be used. The responses must be more than the premises.
 - Instructions should clearly show what the rules are and also how to respond to the items.

Bravo! You have come to the end of the fourth section of unit 6. We hope the answers you have provided are similar to ours.



Dear learner, welcome to section 5 of Unit 6 of the course. You will be introduced to the pictorial and fill-in-the blank type of tests. This section too is very important to you as a teacher because it will help you know how to design these type of tests in social studies.



After studying this section you will be able to:

- State what pictorial tests are
- Explain what fill-in-the blank type of tests are
- Design these types of tests with relative ease.

Pictorial Test items

In this type of objective tests, objects or diagrams are drawn and the respondents are expected to identify their various parts or to identify the options with the labelled parts of the diagrams. They are used to measure such objectives as ability to recall information, complete missing parts in an object or process, interpret information, identify relationships or dissimilarities, apply generalisations, organise thoughts and so on. For instance, if you draw a tree on the chalkboard and ask respondents to name its various parts such as the leaves, the stem, the branches and the roots it is the pictorial test item that you have used.

Suggestions for Designing Pictorial Test Items

To design good pictorial test items, put the following suggestions into consideration.

- Pictures used in such tests must be clear so as to enable the respondent to recognise the item in question.
- Avoid shading as this tends to complicate the diagram beyond recognition.
- Use pictures that portray the object or event in its simplest form
- The picture or the diagram must be large enough so that the respondents can easily identify the parts.
- The entire picture must appear on one page. In other words the picture must not be drawn on one page while the part appears on the next page.

Supply type of Tests

This type of objective test is also known as completion or fill-in-the blank type. It consists of a statement and the respondent is required to complete it with a short answer usually not more than one line. Eg. Polyandry is a type of marriage practised in the country called.....

Suggestions for Designing supply Test Items

In order to design this type of test well, the following suggestions must be put into consideration.

1. Keep the number of missing words or blank spaces low. Preferably use one blank per item. There should not be more than two blanks in one item. Eg.

Poor

The of..... took place in

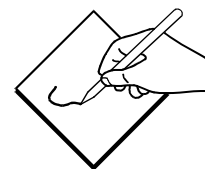
Good

The battle of Dodowa took place in the year.....

- There must be only one correct answer
- The wording must be clear and specific enough to avoid ambiguous responses
- Place the blank either at the end or near the end of the statement and not at the beginning
- Do not make the answer too obvious.
- Avoid lengthy and tortuous statements.
- The use of highly technical terms should be avoided.
- Use original statements which are carefully constructed. Statements should not be lifted from textbooks or past test items or any written material.

Activity 6.9

1. Give a brief explanation of what pictorial tests are.
2. What is a supply type of test?
3. List any five suggestions you would give to a friend who wants to construct a pictorial test item.



In this section, we have learned that:

- Pictorial test items are used to measure such objectives as ability to recall information, complete missing parts in an object or process, interpret information and to identify relationships
- To ensure that good pictorial test items are constructed, we have to consider the following:
 - The picture must be clear to enable the respondent to recognise the item with relative ease.
 - Shading must be avoided in order not to complicate the diagram beyond recognition.
 - Pictures that portray the object or event must be used in their simplest form.
 - The entire picture must appear on the same page.
- Supply type of tests is also known as completion or fill-in-the blank type. They consist of statements and respondents are required to complete them with short answers usually, not more than one line.
- Suggestion for designing supply test items include the following:
 - There must be only one correct answer.
 - The number of missing words or blank spaces must be kept low. There should not be more than two blanks in one item.
 - The wording must be devoid of ambiguity.



- The blank must always be placed at the end or near the end of the statement and not at the beginning.
- Lengthy and tortuous statements must be avoided.
- Original statements must be used instead of lifting items textbooks, past test items or any written material.

Congratulations, once again, on having completed another section in unit 6. Are the answers you have provided similar to ours? If so, then well done.

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Dear learner, we cordially welcome you to the final section in Unit 6 of your course Instructional guide for the Social Studies teacher. In this section we shall introduce you to a very important topic which concerns interpretation of test scores. Specifically, we shall thoroughly discuss measures of central tendency and measures of dispersion. This section too is very important to you because as a teacher you need to know how to interpret test scores.



After studying this section you will be able to:

- state the different ways of determining the central tendency which constitute the mean, the mode and the median.
- summarize the spread or variability that exists within a distribution through the range and the standard deviation.
- interpret test scores with relative ease.

Measures of Central Tendency

These measures represent the average or typical value in a distribution. There are many ways of determining central tendency. The most common ones are the mean, the mode and the median.

The mean

The mean describes the central trend of the results or the average of all scores. The computation of the mean varies according to the nature of the data. The mean of listed data or those corresponding to individual scores is computed in a manner that is different from that of grouped data.

The computation of the mean of individual scores or listed data can be accomplished by adding up all scores and dividing the sum obtained by the number of scores. For instance, assume that the following scores were obtained: 18, 12, 15, 14, 9, 12, 11, 14, 16 and 17. To get the mean we only have to add up all the scores ($\sum X$) and divide by the number of cases (N) in order to obtain the mean ($\bar{X}$)

The mean for ungrouped data is therefore computed by means of the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

In the above example, the mean would be:

$$\bar{X} = \frac{\sum X}{N} = \frac{138}{10} = 13.8$$

What are the advantages of the mean?

- It is simple to calculate and easily understood.
- It takes into account all of the available values and cases
- It provides the baseline (standard) for comparison.

The Mode

The mode is the score which occurs most frequently in a distribution. In other words, it is the element of the highest frequency. What is the mode for instance, in the following distribution? 25, 20, 19, 17, 16, 16, 11, 10, and 9.

The mode is 16 because it is the most frequent score.

Distributions may have two modes. If they do, they are called bimodal distribution. For instance the following distribution: 25, 24, 24, 24, 22, 19, 19, 18, 11 and 10, has two modes. What are the modes? They are 24 and 19. It is therefore a bimodal distribution.

Advantages

- It is very easy to identify
- It is useful when one is looking for the typical, that is, the most common value in a distribution.

Disadvantages

- It is a crude measure which does not take into consideration all the cases in a distribution
- It can be misleading when the modal value happens to occur at one end of the range (that is, a very high or a low value).

The Median

The median is the score that divides the top 50 percent of test takers from the bottom 50 percent. It is that point below and above which 50 percent of the scores in a distribution fall.

In a distribution that contains an uneven number of scores, the median is the middle most score especially when they are listed in an order of magnitude. Thus, in distribution 11, 12, 13, 14, and 15, the median is 13.

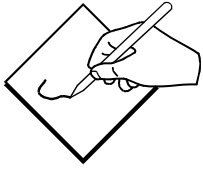
In a distribution that contains an even number of cases, the median is the point half-way between the two middle distributions. For instance, in the distribution 70, 74, 82, 86 and 90, the median is 84 (ie, $82 + 86$ divided by 2) The median score may or may not (as in the above distribution) actually be earned by a student.

Advantages

- It is easy to identify
- It represents the true middle of the data
- It is unaffected by the existence of values of the extremes of the range.

Disadvantages

- It does not make use of all the information in each and every score in a distribution.
- Two, different distributions might have the same median

**Activity 6.10**

- 1) Calculate the mean in the following distribution: 12, 17, 22, 27, 32, 37, 42, 47, 52, and 57.
- 2) How many students fall below average?

Measures of Dispersion

Have you ever heard of anything concerning measures of dispersions? Although a mean tells us about a group's average performance it does not tell us how close to the average people scored. For example; did every student score 80% correct on the social studies test or were the scores spread from 0 to 100%? To describe how scores spread out, we use three indexes of dispersion namely the range, variance and standard deviation.

The Range

The range is the distance between the extremes of a distribution including those extremes. It is the highest score less the lowest score. Thus, if the highest score in a distribution is 75 and the lowest is 45, the range would be 31 (ie 75-45). The range is relatively a crude measure of dispersion because it is based on only two bits of information. The variance and the standard deviation are therefore the most important indexes of dispersion.

The Variance

The variance is a numerical index which describes the dispersion of a set of scores around the mean of a distribution. Specifically the variance (S^2) is the average squared distance of the scores from the mean. The variance of a distribution may be computed as follows:

$$S^2 = \sum \left(\frac{X - \bar{X}}{N} \right)^2$$

Let us assume that you have conducted a test in Social Studies and the scores are as follows:

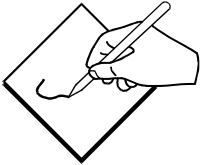
Table 1: computation of the variance

Student	Test Score	$X - \bar{X}$	$(X - \bar{X})^2$
A	27	13	169
B	26	12	144
C	22	8	64
D	20	6	36
E	18	4	16
F	17	3	9
G	16	2	4
H	16	2	4
I	16	2	4
J	14	0	0
K	14	0	0
L	14	0	0
M	14	0	0
N	14	0	0
O	14	0	0
P	14	0	0
Q	12	-2	4
R	12	-2	4
S	12	-2	4
T	11	-3	9
U	10	-4	16
V	8	-6	36
W	6	-8	64
X	2	-12	144
Y	1	-13	169
Total	350	0	900

The first step in computing the variance is to find the mean. Therefore the scores are added, and the sum (350) is divided by the number of scores (25). The mean in this example is 14. The next step is to subtract the mean from each score ($X - \bar{X}$). Note that scores above the mean are positive, scores at the mean are zero, and the scores below the mean are negative (multiplied by themselves). The squared difference are then summed. In this example, the sum of all the squared distances of scores from the mean is 900. The variance equals the sum of all the squared distances of scores from the mean divided by the number of scores. In this case, the variance equals $\frac{900}{25} = 36$.

The standard deviation

The standard deviation(S) is very important in the interpretation of test scores. The standard deviation is the positive square root ($\sqrt{\quad}$) of the variance. The square root of a particular number is the number that, when multiplied by itself, produces the particular number. Thus in our example because the variance is 36, the standard deviation is 6. The standard deviation is used as a unit of measurement. The advantage of measuring in standard deviations is that when the distribution is normal, we know exactly what proportion of cases occurs between the mean and the particular standard deviation

**Activity 6.11**

1. Differentiate between the range and the variance.
2. What is the formula for the computation of the variance?



In this section, we have learned that:

- Measures of central tendency include the mean, the mode and the median.
- The mean describes the central trend of the results or the average of all scores.
- The mode is the score which occurs most frequently in a distribution
- The median is the score that divides the top 50 percent of test takers from the bottom 50 percent.
- Measures of dispersion enable us to summarize the spread or variability that exists within a distribution. They include the range, variance and standard deviation.
- The range is the distance between the extremes of a distribution including those extremes.
- The variance is a metrical index which describes the dispersion of a set of scores around the mean of distribution.
- The standard deviation is the positive square root of the variance.

Are your answers similar to ours? Congratulations. You have completed the final section of Unit 6 of your course. We hope you found the course interesting.

Answer to Activities in Unit 2**Section 2****Answers to Activity 2.1**

1. The concept of culture.
 - a. Factors that are responsible for cultural change.
 - b. The concept of development and reasons why some societies develop faster than others.
 - c. The concept of parallel cultures.
 - d. Effects of outmoded cultures on society.
 - e. Reasons why societies either accept or resist change.
2. By the end of the lesson, the learner will be able to:
 - a. Explain the meaning of culture.
 - b. Identify the factors that can cause change in culture.
 - c. Explain why some societies develop faster than others.
 - d. Explain “parallel cultures” and their effects on life in Ghana.
 - e. Examine the effects of outmoded cultures on society.
 - f. Explain why a society sometimes accepts or resists change.
3. A resource person from the national Commission on Culture or traditional council
 - a. Magazines which depict the cultures of developed countries.
 - b. Pictures which portray aspects of cultures of developing countries.
4.
 - a. Discussion
 - b. Dramatization
 - c. Grouping

Section 3**Answers to Activity 2.1**

1. Whereas concrete concepts refer to those concepts which can be perceived directly through one of the five senses, abstract concepts refer to those which cannot be perceived directly through one of the five senses.
2. Conjunctive concepts have constant rule structures but disjunctive concepts do not have constant rule structures.
3.
 - (i) Identification of the problem.
 - (ii) Formation of the concept from the problem.
 - (iii) Breaking the concept into teachable units.

Transformation of the teachable units into instructional objectives.

Section 4**Answers to Activity 2.1**

1. Four of the advantages of lecture technique include the following:
 - a. It develops student's listening skills.
 - b. A large number of students can be taught at a time in one lecture hall.
 - c. It provides the learner an opportunity to learn to take down notes.
 - d. It provides the student with an insight into the art of writing essays.
2.
 - a. It does not take into consideration individual differences.
 - b. The technique encourages rote learning
 - c. It is the teacher who dominates the teaching and therefore learners play only a passive role.

Answers to Activity 2.2

1. It is a type of teaching technique in which a teacher raises an issue for the students to wrestle with and come out with solutions.
2. Five of the advantages of discussion technique include the following:
 - a. It helps to improve the oral expression of learners.
 - b. It encourages social interaction and promotes inter-personal relations among learners.
 - c. Students learn to be more tolerant through discussion technique because they have to accommodate different views from the colleagues.
3.
 - i. A discussion class becomes rowdy.
 - ii. It does not ensure full participation of all learners since it is only few who are very vocal who tend to dominate the discussion.
 - iii. It consumes time.

Section 5**Answers to Activity 2.1**

1. It is a technique of teaching in which students share all the ideas that come to mind regarding the concept under discussion.
 - i. Generating
 - ii. Clarifying
 - iii. Categorizing
 - iv. Assessing
2.
 - i. i. It helps students to learn from each other.
 - ii. It helps students learn meaningfully.
 - iii. It gives learners the opportunity to get multiple meanings of a concept.

Answers to Activity 2.2

1. Whereas a game is a competition with a set of rules which people play to win in a contest, simulation is pretence or an imitation which allows learners in a particular field or course to assume the roles which resemble those of the real situations.
2. Game/Simulation technique enriches the effectiveness of a teacher's instruction.

- i. It generates creative thinking and effective learning.
- ii. It is a motivational technique because students enjoy games, meaning they generally have a positive attitude towards participating.
- iii. The technique promotes the spirit of team work among the learners.
- iv. It adds variety and a change of pace to teaching.

Section 6

Answers to Activity 2.1

1. The difference between drama and role-playing is that while dramatization needs rehearsal, role-playing is on-the-spot acting of a situation, problem or incident.
2. Three of the disadvantages of Drama/Role-playing technique are:
 - i. It is time consuming
 - ii. The initiative of other students may be stifled if specific students are always asked to perform
 - iii. The class may become rowdy.

Answers to Activity 2.2

1.
 - i. It helps students share ideas and learn from each other.
 - ii. It encourages students to explore and investigate issues on their own.
 - iii. It helps students to acquire group values such as co-operation and respect for each others' views
 - iv. It empowers learners' communication skills because students take turns to talk.
2.
 - i. It is a time consuming technique of learning
 - ii. If the classroom space is not enough and the pieces of furniture are not easily movable, the technique is not suitable to be used in teaching.
 - iii. The class may degenerate into a "talking shop" if not properly managed.

Answer to Activities in Unit 3

Section 1

Activity 3.1

Two reasons for which the teacher should let the students know about the purpose and objectives of the lesson are:

- It helps the students to follow the lesson systematically
- It guides the teacher to focus on what to teach.

Activity 3.2

Importance of linking RPK to the lesson introduction

- Linking the introduction to the RPK builds on the experiences of the learners.

- It also gives the students the needed confidence to learn the lesson.

Activity 3.3**Ways of introducing a lesson**

Refer to the last part of the section summary.

Activity 3.4**Difference between drama and role play**

A drama is a rehearsed performance in class; but a role play is on-the-spot acting of a situation or event.

Section 3**Activity 3.1**

Refer to sub-section on importance of questioning.

Activity 3.2

There are several purposes for which social studies teachers use questions during their lessons. Refer to sub-section on purposes of questions.

Activity 3.3

- i. Formal questions refer to those questions that the teacher asks his/her pupils to find out if they know certain facts about which the teacher already knows.
- ii. Natural questions: Questioners generally use these questions to inquire about things that they themselves do not know. In the classroom situation, teachers use formal questions to probe learners to come with original answers.

Refer to the relevant sub-sections for other types of questions.

Activity 3.4

An example of a social studies topic is “Mapping our environment”.

Two preliminary questions:

- What do you understand by the term “environment?”
- Mention three landmarks in the environment

Developing Questions

- i. What general statement will you make concerning the relationship between human beings and the environment?
- ii. Why should you learn about direction and bearing?

Recapitulatory Questions

1. State three elements of the environment
2. In your own ways, explain the following:
 - a. Compass
 - b. Bearing
 - c. Land Marks

Activity 3.5

There are many advantages for increasing the wait time during questions. Some of these can be found in the sub-section on guidelines for asking good questions.

Section 4**Activity 3.1**

A teaching-learning material is any material that is used to facilitate learning and understanding among learners. When used by the teacher, it is called a teaching material; but when used by the learners, it becomes a learning material.

Activity 3.2

Refer to the sub-section on the importance of teaching-learning materials.

Activity 3.3**Sources of teaching-learning materials**

- **The home:** Any material in the house that can be taken to the school for illustration e.g. pictures, clothes, kitchen utensils, farm implements, etc.
- **The School:** All reading materials in the school library, i.e. newspapers, magazines, textbooks, periodicals, journals, pamphlets, etc. Also, all visual materials in the school – pictures, graphs, charts, maps, globes, chalkboards, etc.

The Community:

- **Resource persons:** All experts in various fields of endeavour available in the community, e.g. teachers, pastors, imams, lawyers, doctors, businessman, farmers, musicians, etc.
- **Resource places:** These are places of interest to the teacher and learners. They include: places of historical interest, e.g. caves, churches, forts, castles, mosques and excavations.
 - Places of cultural interest: Zoos, T.V. and Radio stations, museums, cultural centres etc.
 - Places of economic interest: banks, factories, markets, post office, etc.
 - Places of geographical interest: dams, mountains, lakes, rivers, waterfalls, rocks, etc.
 - Government buildings: law courts, military barracks, police stations, public libraries, etc.

Activity 3.4

Refer to sub-section on criteria for selecting teaching-learning materials.

Section 5**Activity 3.1**

Five ways in which the chalkboard is useful are:

- The chalkboard enables the teacher to illustrate things during a lesson.
- Graphs, maps, charts, etc can be drawn on the chalkboard.
- The chalkboard provides a lot of space that the teacher can use for decorative and creative work.
- The chalkboard helps the teacher to present the lesson logically and sequentially to foster understanding among the students.
- With the help of the chalkboard, the teacher can summarise the lesson or review it.

Activity 3.2**Four types of chalkboard**

- i. Magna board
- ii. Roller board
- iii. Fixed chalkboard
- iv. Easel chalkboard.

Activity 3.3

Colour of chalk to use on the following colours of chalkboard:

Colour of board	Colour of chalk
Green	White, yellow
Red	Green, yellow
Yellow	Blue
Black	Any colour

Section 6**Activity 3.1**

Three reasons why lesson closure is important.

- It helps to summarise the lesson
- It is useful in identifying the learners' misconceptions and mistakes
- It determines the success of the lesson.

Activity 3.2: Sample questions

- a. Comparison questions
 - i. In what ways are the two ideas similar?
 - ii. How is your point different from Ama's?
- b. Classification questions
 - i. How will you group the following points?
 - ii. Why do you think certain items should be put in the same group?
- c. Induction questions
 - i. What general rule can you make about the items listed?
 - ii. What is the relationship between the two ideas?
- d. Deductive questions

- i. What are the elements of democratic rule?
- ii. What examples can you give about the practice of free, fair and transparent elections in Ghana?

Activity 3.3

Other ways of closing a lesson.

Refer to the appropriate sub-section of this section.

Answer to Activities in Unit 4**Section 1****Activity 1.1**

Refer to sub-section 1

Activity 1.2

Refer to the sub-section on advantages of grouping.

Activity 1.3

- a. Grouping is the process of organizing learners into smaller units for teaching and learning purposes

Two reasons for grouping students to learn

- i. Grouping allows learners to share their ideas with their colleagues
- ii. Grouping establishes cordial relationships between and among learners.

Section 2**Activity 2.1**

Explanation of:

- i. Tutorial group
- ii. Socratic group
- iii. Task – oriented group

For explanation, refer to relevant subsection of this section.

Activity 2.2

Two basic things that should be done to ensure successful group work are:

- i. Introduce learners to simple group activities to orient them to working in groups.
- ii. Ensure that you establish consistent routines and procedures for group work. These should be well-known by all class members.

Section 3**Activity 3.1**

- a. One activity to help learners learn group work skills is Think-Pair-Share.
- b. The advantage of this technique or activity is that it helps learners to learn how to discuss and share their ideas with others. Refer to the sub-section on grouping techniques and procedures. Also read on other techniques and their advantages.

Section 4**Activity 4.1**

- a. Co-operative learning is a learning technique that gives learners the opportunity to learn together. In co-operative learning, the learners are responsible for their own learning as well as the success of the group.
- b. Co-operative learning is important for teaching social studies at the basic level of education because;
- c. It replicates much of what adults do in their social, economic and political lives.
- d. Basic school pupils are developing socially and intellectually; and tend to prefer working with their colleagues.

Activity 4.2

- a. Co-operative learning helps the learners to increase their self-esteem by giving them an opportunity to be heard, and to contribute to the success of the group
- b. Co-operative learning helps to improve the thinking skills of learners by engaging them in group discussion, planning, problem solving, and decision making.
- c. Co-operative learning also helps learners to develop valuable social skills such as active listening and respect for the views of others through criteria established for the purpose of co-operative learning.

Section 5**Activity 4.1**

1. Three uses of role play
 - i. To develop creative and critical thinking in learners
 - ii. To develop social skills in learners
 - iii. To develop and assess values, attitudes and view points.
2. Instructions to follow before starting a role play:
 - i. I will assign roles to learners
 - ii. I will give learners a short time so as to organise their thoughts
 - iii. I will guide those not role playing as to what to take note of and write down.

Activity 4.2

1. Meaning of simulation. It is a teaching and learning technique that affords learners the opportunity to analyze information and make decisions as happens in real life situations. This means that a simulation lesson replicates a real life situation or system.
2. Stages of simulation and learning tasks involved.
Orientation stage: Here, you specify to learners the goals, rules and procedures of simulation.

- Preparation stage: At this stage, you provide learners with the necessary background information about the situation to be simulated.
- Stage of Activities: This is the stage at which the actual simulation takes place. Learners interact with each other to learn.
- Debriefing stage: This is the conclusion stage of a simulation lesson. At this stage, a class discussion is conducted with focus on the procedure, roles, activities and responses from students.

Section 6

Activity 4.1

Three characteristics of an effective learning group

- The atmosphere is informal
- There is exhaustive discussion of points raised
- Each person is given a hearing.

Activity 4.2

Three characteristics of an ineffective learning group

- The atmosphere is one of indifference and unhappiness
- One or two members dominate the group. All others only listen to them
- The views of other members are not given a hearing in the group.

Answers to activities in Unit 6

Section 1

Activity 6.1

1. assessment
2. Measurement
3. Evaluation
4. Testing

Activity 6.2

1. It provides feedback to the learner to know his or her strengths and weaknesses
2. Results from assessment serve as a source of motivation to the learner
3. Towards certification of the learners
4. It enables the learner to acquire learning habits
5. Assessment reduces fear and anxiety of the learner because of its continuous nature

Section 2**Activity 6.1**

1. Essay tests are the type of tests which give freedom to the respondents to compose their responses using their own words.
2. Whereas assessment is a process of collecting, synthesizing and interpreting information for the purpose of making decisions about individuals and groups, testing involves administering a particular set of questions to an individual or group of individuals to obtain a score
 - i. They are easy to prepare
 - ii. They eliminate guessing on the part of the respondents
 - iii. They are used for testing higher order behaviours and mental processes such as application, analysis, synthesis and evaluation
 - iv. They improve respondent's skills such as the ability to organise material and ability to write and arrive at conclusions.

Activity 6.2

1. Whereas holistic scoring is based on the teacher's overall impression of the essay upon which he provides a score, analytical scoring views the essay as being made up of many components and scores are provided for each one.
2. Subjectivity can be reduced by:
 - i. Asking the respondents to provide their index numbers instead of names
 - ii. Keeping scores of previously graded items out of sight when scoring the rest of the items
 - iii. Grading responses item by item and script by script
 - iv. Following the scoring guide as you score

Section 3**Activity 6.1**

1. Objective tests are those tests which require respondents to provide brief responses which are usually not more than a sentence long.
2. a. Scoring is easy and objective
 - i. They allow an extensive coverage of the subject content
 - ii. They do not provide opportunities for bluffing with words
 - iii. They are used for measuring lower-level behaviours such as knowledge and comprehension
3. i. They are susceptible to guessing

- ii. Writing of such test items is time consuming
- iii. They are difficult to construct
- iv. It is difficult to use objective tests to measure higher-order mental processes such as application, synthesis and evaluation
- v. Emphasis is placed on rote memorization rather than a full understanding of the content.

Activity 6.2

- 1. Whereas the stem constitutes the question itself, options are the alternatives from which the respondent selects the right answer.
- 2.
 - i. Responses should be itemized vertically and not horizontally
 - ii. All options for a given item should be homogeneous in content
 - iii. Avoid repetition of words in the options
 - iv. Vary the placement of correct options.

Section 4**Answers to Activity 6.7**

- 1. True-False items are those objective tests which require students to classify a statement into one of two response categories such as True or False; Yes or No; and correct or incorrect.
- 2. Four demerits of True-False test items are:
 - i. They are susceptible to guessing
 - ii. Such tests tend to elicit emotional responses depending on the cultural background of the learner.
 - iii. They do not reflect a true picture of what students really know.
 - iv. "Truth" and "Falsehood" are relative terms and can vary from one situation to another

Section 5**Answers to Activity 6.9**

- 1. They are the type of objective tests in which pictures or diagrams are drawn and respondents are asked to identify their various parts.
- 2. They are objective tests which consist of a statement and the respondent is required to complete them with short answers which are usually not more than one line.
- 3.
 - i. lengthy and tortuous statements must be avoided.
 - ii. The blank must either be placed at the end or near to the end but not at the beginning.
 - iii. The use of highly technical terms should be avoided
 - iv. There must be only one correct answer
 - v. Original statements must be used instead of lifting them the textbook, past test items or any written material.

Section 6

Answers to Activity 6.10

1. 34.5
2. 5

Answers to Activity 6.11

1. Whereas the range is the distance between the extremes of a distribution including those extremes, the variance is a numerical index describing the dispersion of a set of scores around the mean of a distribution.

2.
$$s^2 = \sum \left(\frac{X - \bar{X}}{N} \right)^2$$

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