



Farook Training College Innovative Academia (FTCIA)
Online Collaborative Learning Project (OCLP)

OCLP

Pre-Edited Version of Study Materials.

(Chance for minor errors)

Farook Training College Innovative Academia (FTCIA)

Online Collaborative Learning Project (OCLP)

Project Team:

Project Head: Dr. T. Mohamed Saleem. Principal

Project Director: Dr. K. Vijayakumari. Associate Professor

Associate Directors:

1. Dr. G. Manoj Praveen. Associate Professor.

2. Dr. Niranjana. KP. Assistant Professor

Student Directors:

Afrah B.Ed Natural Science

Anuraj B.Ed Social Science

Ranisha B.Ed Malayalam

Ayisha Jubna B.Ed Mathematics

Anjana B.Ed Physical Science

Rahma B.Ed English

The entire materials are prepared by the B.Ed students (2020-22) of Farook Training College, Calicut, Kerala.

It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.

A note of appreciation to all student teachers who are the workforce behind this great endeavor.

Team OCLP
FTC

EDU-05.12 THEORETICAL BASIS OF TEACHING SOCIAL SCIENCE

UNIT-1
INTRODUCTION TO TEACHING
SOCIAL SCIENCE

Group Members

1.NILA P SHANTI

2.NOUSHABI

MEANING, DEFINITION, NATURE AND SCOPE OF SOCIAL SCIENCE

MEANING

Social science are the compilation of all previous knowledge concerning man and society. They are concerned with the relationship of human beings with each other and their natural environment. The term social science means 'body of knowledge that seeks to tell the truth.

DEFINITIONS

1. **SELIGMAN**: social science are those mental or cultural sciences which deals with the activities of the individual as member of the group
1. **FAIRCHILD**: Social science is a general term for all the sciences which are concerned with the human affairs.
1. **PETER LEWIS**: Social sciences are concerned with the laws that govern society and the social department of man
1. **MITCHELL**: The term social sciences are loosely applied to any kind of study concerning man and society
1. **JAMES HIGH**: Social science are those bodies of learning and study which recognise the simultaneous and mutual action if physical and non physical stimuli which produce social reaction.

NATURE OF SOCIAL SCIENCE

1.A study of human relationship: it is the study of man and its relationship with other human beings and his environment. It deals with numerous issues of man and their solutions . It studies the web of relationship among people, classes, groups, institutions, traditions, organisations etc

2.A unique combination of various disciplines: social science draws interrelated information from various disciplines or subjects of study like history, geography, political science, economics, sociology, anthropology, psychology, law, literature, art, education etc.

3.Aims at preparing the learner for wholesome social living: by studying the subject matter the learner gets some essential knowledge of his social environment. It enhances the intellectual and social skills which helps them to lead a purposeful and successful adult life

4.A study of man's development through ages: it provides an understanding about man's progress in each period. It offers a comprehensive idea about how he succeeded in his attempts why he failed what are the unique contributions of man who lived at various ages of human history and the like

5.A realistic course of study: it provides real life situations to the learner . The learner gets many values like cooperation and interdependence.

6. It forms an important part of the core curriculum: social science should be a part of the core curriculum as it is essentially required for equipping learners with the insights and skills that would enable them to lead a successful life.

7. It includes commitment to action; it enables every learner to use his knowledge participating actively and constructively in the problems of society as its contents are socially significant the students learn the process of individual and social action required for an informed citizen in a democracy.

SCOPE OF SOCIAL SCIENCE

1. Study of human relation
2. Study of man-made institutions
3. Society related study
4. Study of past based incidents
5. Development of citizen related traits
6. Study of natural science and development
7. Study of relations based internationalism

EVOLUTION OF SOCIAL SCIENCE AS SUBJECT

Social science evolved during the eighteenth century as a formal field of study and become as a part of university/higher education curriculum social studies which draws its content from different social sciences.

- The period of pre 1700 is called dark age period
- During this period fact has no role faith is important
- 1620-1780 the period of enlightenment
- Thinkers emerged
- Renaissance period emerged
- 19th century Auguste comte developed the concept of sociology
- Industrial revolution emerged
- In 1918 national educational association council introduced
- That changed secondary level education
- Aim of new education is to become good citizen

NEED AND SIGNIFICANCE OF TEACHING SOCIAL SCIENCE IN PRESENT CONTEXT

- To understand structure and culture of living society
- To understand moral values
- Build up better interaction
- We need social scientist as public intellectual
- Social science can make your neighbourhood safer
- Social science might save your life
- To appreciate the values enriched in Indian constitution
- The ability to think independently
- Promote children's ability to take initiative to critically reflect on social issues
- The foundation for an analytical and creative mindset
- Develop social and life skills

SOCIAL STUDIES AS CORE SUBJECT AND ITS RELATION TO OTHER CORE SUBJECTS

- There is no school subject which is not related with social science in some form or other. It has already been pointed out that social science is the scientific study of man in the social context.
- Social science provide the natural setting for meaningfully learning the various school subjects such as language, sciences , mathematics.

SOCIAL SCIENCE AND LANGUAGES

- Language is the medium for literature and literature reflect the cultural heritage of the nation in a particular and humanity in general.
- In various literary form such as poems, dramas, novels, stories, essays, travelogues, biography, context is made explicitly conversely topic in social science can be meaningfully presented and comprehended only with the help of appropriate language skills and by adopting literary forms of expression.

SOCIAL SCIENCE AND GENERAL SCIENCE

- All branches of science, physics, chemistry, biology, etc are making rapid strides both in theory and practice.
- The study of general science will have to be planned in relation to social issues. All the same time the historical, cultural, economic and sociological aspects of human life have to be related to the developments in the various sciences that have revolutionised all aspects of human life.

SOCIAL SCIENCE AND MATHEMATICS

There is no aspects of life which does not require mathematics. Mathematics has to be taught by correlating it with different aspects and activities of human life to enable children to become useful members of the society

SOCIAL SCIENCE AND FINE ARTS

- Fine arts sublimates innate desires and tendencies of children and channelize these towards socially useful activities thereby making them good citizens. The study of social science aims at same goal.
- The study of social science and fine arts could be made meaningful and goal oriented only if the relation between the two subjects made evident by adopting appropriate instructional strategies.

SOCIAL STUDIES / SOCIAL SCIENCES

Similarities

1. Social science and social studies are not only related generally
2. Both are related to society and have some aims and objectives
3. Both helps to understand the various aspects of the society and utilize them
4. Both are must be accurate and reliable only then can be useful

Differences

1. The facts and emphasis of both are different
2. Social science represents an adult approach while the social studies represents child approach
3. Social science are theory part of human affairs social studies are practical part
4. Social science are far larger than social studies

2 MARK QUESTIONS

- 1 How social science is related with general science?
2. What is mean by fusion in social science curriculum?
3. Mention the importance of teaching social science as a core subject?

4 MARK QUESTIONS

1. State the need and significance of teaching social science in present context?
2. How will you differentiate social studies from social sciences?
3. How will you evaluate social science curriculum?

ESSAY QUESTIONS

1. Discuss the need and significance of teaching social science in present context and specify its relationship with other core subjects

UNIT-2

AIMS,OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCES

Group Members

1. SAMEERA P.P
2. SHAHANA

General aim of teaching social science

- To create social awareness and social consciousness
- To inculcate moral values
- To develop social skills
- Overall growth and development of students
- To acquire knowledge about the past, so we can solve the problem of present and future society
- To inculcate social values, such as socialism, patriotism, equality
- To equip students to link contemporary events with past event

AIMS OF TEACHING SOCIAL SCIENCE AT SECONDARY STAGE

Development of thinking ability

Thinking ability can be developed in the social studies via problem solving analytical thinking, critical thinking, creative thinking, novel thinking . social science subject always try to inculcate thinking ability in secondary school student

Development of self-realisation

Social science subject always try to create self-realisation –a feeling of ‘who I am’? in secondary school students by teaching history, geography, sociology, anthropology etc...

Knowledge about human relationship

Knowledge about human relationship is essential for secondary school student to live comfortably. It give more importance to human relationship it includes family, state, government, culture, etc... knowledge about human relationship create human value in secondary school student.

Economic efficiency

The main aim of teaching social science in secondary student is economic efficiency. Human resource is a virtual part in the development of country. Illustrate concepts are specialization to increase production ,operation of supply and demand in the market, use land labour capital to produce goods and services ,contribution of different workers, and wise use of resources.

Acquiring knowledge

Acquiring knowledge about individual, society and country can help student to live easily and knowledge about past present and future, is balanced for balanced living these are the important components of social science teaching in secondary level.

OBJECTIVES OF TEACHING HISTORY AT SECONDARY STAGE

“History is **the study of change and development in society over time**. The study of history enables us to understand how past human action affects the present and influences our future.

These objectives are;

- a) Knowledge,
- b) Understanding,
- c) Critical thinking,
- d) Practical skills,
- e) Interests and
- f) Attitudes relating to historical matters.

a) Knowledge

The pupil acquires knowledge of various terms, concepts, events, ideals, problems personalities and principles related to the study of history.

b) Understanding:

The pupils develop understanding of terms, facts, events, years, principles etc. related to the history.study of

c) Critical thinking

The pupils develop the ability of critical and logical thinking

d) Practical Skill

The pupils develop practical skills helpful in the study and understanding of historical events.

e) Interests

The pupils develop interests in the study of history and activities relating to history.

f) Attitudes

Show respect towards other peoples, ways of life, ideas etc.

OBJECTIVES OF TEACHING GEOGRAPHY

Geography is the study of human and physical environments. The subject combines topics related to physical and human processes over space and time. It helps us to our interconnectedness among groups of people, and between people and their environment. The main themes are physical and human geography. Physical geography examines natural processes and features including the atmosphere, landforms and ecosystems. Human geography investigates the activities and impacts of people on the earth

Objectives

- (1) To acquaint the pupils with the living conditions of men in different parts of the globe.
- (2) To enable the pupils to acquire a knowledge of natural resources.
- (3) To develop in pupils an understanding of how environment and climatic factors have influenced our life.
- (4) To help the pupils to acquire knowledge of their physical and social environment and thus to broaden their outlook.

- (5) To develop in them an understanding of basic concepts, principles and theories relating to geographical phenomena.
- (6) To train the pupils in nature study.
- (7) To develop the power of thinking, reasoning, memory and power of imagination of pupils.
- (8) To develop their ability to draw conclusions and to generalize.
- (9) To develop a love for nation and to develop cosmopolitan and internationalist outlook.
- (10) To develop the creative talents of pupils and to develop an attitude of discovery in them.

OBJECTIVES OF TEACHING ECONOMICS

No subject of the present day is so important as Economics. Economics governs the life of the individual, Society and the modern States. The subject plays a significant role in the international affairs. The present day poverty and the poor standard of living of the people of many backward countries are due to poor resources, little production and lack of technology. The knowledge of economics is essential to eradicate poverty of a nation and to raise their living standards.

Economics teaches the knowledge of economic systems

The knowledge of the subject tells how the complex forces work in the economic systems. It explains the relationship between the producer and consumer, the labor and the management etc. It explains how the action in one sector affects the other sector.

Economics teaches modern methods of production

Economics is useful to the householder. With the knowledge of economics, the householder is able to utilize his little income to get the maximum satisfaction for his family by proper budgeting and careful spending. This increases the happiness of the family.

Study of Economics helps to increase national wealth

By studying economics, we can discover new factors that may lead to increase the national wealth. The purpose of planning is to remove poverty by increasing the national income and wealth and also by effectively distributing the wealth. Without the knowledge of economics, this is absolutely impossible.

Study of Economics helps to formulate budget

The knowledge of economics is very essential for the Finance Minister; It helps in framing the just system of taxation. It helps in formulating the budget for development and for removing unemployment.

Study of Economics helps to frame law

The knowledge of economics is very essential for the legislators and parliamentarians. They will be able to frame laws effectively only by having knowledge of the subject.

CONCEPTUAL, INQUIRY, SKILL AND AFFECTIVE OBJECTIVES OF SOCIAL SCIENCES

Objectives of the social science range from broad goals for the total program to specific instructional objectives in teaching plans. The four main types are;

1, Conceptual:

Conceptual outcomes are being defined In terms of concepts, themes and generalizations they may be developed in the social science.

2, Inquiry:

To develop competence in using modes, methods and processes of inquiry, including the ability to:

- Use such inquiry processes as recalling, observing, comparing, classifying, interpreting, defining, generalizing, synthesizing, inferring, predicting, hypothesizing and evaluating.
- Make plans for investigating topics and problems, collecting data, organizing and processing data, deriving conclusions and assessing outcomes and procedures of inquiry.

3,Skill:

1. Social skill
2. Study skill and work habits
3. Group work skills
4. Intellectual skills

4,Affective:

To identify, describe and demonstrate in individual behaviour and group activities, values and feelings of individuals who are possessing such qualities like open mind, responsible.

Bloom's Taxonomy of Educational Objectives

The word Taxonomy has derived from the Greek word Taxis which means a system of classification. **Bloom** and his associates set up following three domains of educational objectives

Cognitive domain:

It is concerned with the intellectual aspect of internal process or cognition. The different categories of instructional objectives in this domain are;

1, Knowledge: related with the acquisition of different types of information received by the learner as part of instruction

2, Comprehension: result of mental process of the learner which enables to transform the different forms of information acquired to a more comprehensive format

3,Application: the learner applies knowledge that has been acquired and comprehended into new and similar situations.

4,Analysis: it is an intellectual process by which the learner is able to analyze the acquired comprehended and applied knowledge into its constituent parts or elements

5,Synthesis: the mental ability of the learner to integrate the acquired, comprehended, applied and analyzed knowledge information to a comprehensive whole

6,Evaluation: Judgment about a value of a material and methods for given purposes

7,Receiving: awareness, willingness to respond and attention

Affective Domain:

Objectives which emphasize feelings, emotion The different categories of instructional objectives in this domain are;

- **Responding:** acquaintance in responding, willingness to respond and satisfaction in response
- **Valuing:** acceptance of value, performance for a value, commitment...
- **Organizations:** conceptualization of value, organization of value system
- **Characterization:** generalized set

Psycho-motor domain:

Related with purposive actions. The different categories of instructional objectives in this domain are;

- **Perception:** sensory simulation
- **Set:** mental and physical readiness
- **Guided Responses:** overt behavioural act of an individual under the guidance of the instructor
- **Mechanism:** micro analysis in which each step is properly examined
- **Complex overt response**
- **Adaptation**
- **Specification:** The specified overt behaviour of learner is called specification

Revised Bloom's taxonomy

RBT was developed by **Anderson and Krathwohl**. Bloom's taxonomy is based on objective based learning while RBT is based on learning of process or content. RBT is based on knowledge dimension (factual, conceptual and Meta cognitive) and process dimension (procedural acquisition of knowledge).

In each knowledge dimension learning can be taken place through six procedures. They are:

- >**Remembering**
- >**Understanding**
- >**Applying**
- >**Analyzing**
- >**Evaluating**
- >**Creating**

Features:

Based process based learning

- 1,Procedural dimensions are titled in action verb
- 2,The procedural dimensions are titled in action verb
- 3,The level synthesis is avoided
- 4,The highest level is creating

VALUES OF TEACHING SOCIAL SCIENCE

- Acquires social experiences
- Develop Problem solving ability
- Co-operative thinking
- Helping mentality
- Adjustability
- Personal values
- Thinking and reasoning
- Integrated thinking
- Democratic sense
- Secular sense
- Patriotic sense

2 mark type question

1. What are the objectives of teaching history in the secondary stage?
2. What are the values of teaching social science?

4 mark type question

1. What are the general objectives of teaching social science?
2. Explain revised bloom's taxonomy?
3. List the conceptual and affective objectives of teaching social science?
4. What are the aims of teaching social science at the secondary stage?

Essay type question

1. Mention general aims of teaching social science. Also specify the aims of teaching social science in the secondary stage?
2. Explain Blooms Taxonomy of Educational Objectives with its educational implications?

UNIT-3

TEACHER BEHAVIOUR AND MICRO TEACHING

TEACHING MEANING AND DEFINITION

Teaching is a noble profession that shapes the character , calibre, and future of an individual. The meaning of teaching is to instruct someone or impart knowledge regarding a subject or a skill it is the process of flow of ideas, instructions and knowledge regarding or a skill.

DEFINITION

1. Teaching is defined as interactive process primarily involving classroom talk which takes place between teacher and pupil occurs during certain definable activity- EDMUND AMIDON
2. Teaching process is designed and performed to produce change in student behaviour- CLARKE
3. Teaching is stimulation , guidance, direction and encouragement of learning- BURTAN

PRINCIPLES OF TEACHING

1. Principle of activity
2. Principle of interest
3. Principle of linking with life
4. Principle of definite aim
5. Principle of selection
6. Principle of planning
7. Principle of division
8. Principle of revision
9. Principle of democratic dealing
10. Principle of motivation
11. Principle of recreation
12. Principle of individual differences
13. Principle of remedial teaching
14. Principle of creativity

15. Principle of sympathy
16. Principle of reinforcement
17. Principle of training the senses

PHASES OF TEACHING

PRE ACTIVE

- Goal setting
- Fixing subject matter
- Arranging and sequencing the content
- Decision making about the strategies
- Distribution of teaching strategies

INTERACTIVE PHASE

- Sizing up the class
- Diagnosis of the learner
- Action and reaction

POST-ACTIVE PHASE

- Defining the extract dimension of changes caused by teaching
- Identifying the outcomes of teaching process

MAXIMS OF TEACHING

1. Students understand simple things easily so a teacher should approach from simple to complex content
2. Teaching should flow from known to unknown
3. Teacher can plan the lesson from seen to unseen
4. Teaching should proceed from concrete to abstract
5. Facts should be discussed it should be from particular to general
6. The teacher should present the topic by breaking into small pieces this approach used is from whole to part
7. The teacher should keep in mind the psychological needs of students first so the lesson plan should be from psychological to logical
8. The teacher to first teach analysis and then thesis
9. Teaching can start with empirical knowledge and proceed with rational knowledge
10. Teacher should always encourage self study among students

TEACHER BEHAVIOUR

A good teacher instills confidence.

A good teacher manages the classroom effectively.

A good teacher is prepared. ...

A good teacher sets high expectations. ...

A good teacher acts as facilitator

A life long learner and keeps on updating

A good teacher practices self-reflection.

TEACHING SKILLS

Dr. Passi (1976) has described the following 13 skills as follows :-

1. Writing instructional objectives
2. Introducing a lesson
3. Fluency in questioning
4. Probing questions
5. Explaining
6. Illustrating with examples
7. Stimulus variation
8. Silence and non-verbal cues
9. Reinforcement
10. Increasing pupil participation
11. Using black board
12. Achieving closure
13. Recognizing attending behaviour.

WHAT IS MICRO TEACHING

MEANING

- Micro teaching technique was first adopted at Stanford university USA in 1961 by Dwight W Allen and his co workers and is now followed in many countries with modified and improved techniques.
- It is a training procedure for teacher preparation aimed at simplifying the complexities of the regular teaching process.
- Micro teaching is a scaled down sample of teaching in which a teacher teaches a small unit to a small group of 5 or 10 pupils for a small period of 5 to 10 minutes.

DEFINITION OF MICRO-TEACHING

It is defined as a “scaled down teaching encounter in a class size and class time”

[Allen]

STEPS IN MICRO-TEACHING

1. Defining the skills to be developed in terms of specific teaching behaviour
2. Demonstration of the skill by the teacher by taking a lesson
3. Based on the model preparation of the lesson plan by the teacher trainee for a suitable topic which calls for application of the anticipated
4. Teaching the lesson by the teacher trainee in a simulated setup in the presence of observers
5. Providing of immediate feedback to the teacher trainee by the observers with a view to help him improve the skill
6. Arranging re-planning, re-teaching, and re-feedback sessions
7. Repetition of 'plan, teach, feedback, re-plan, re-teach and re-feedback cycle till the skill is acquired

MICRO TEACHING PROCEDURE

Micro teaching procedure includes 3 phases they are:

1. Knowledge acquisition phase: observing the demonstration of the skill and analysing it and discussing about the demonstration
1. Skill acquisition phase: preparing the micro lesson involving the skill and practising the skill while teaching
1. Transfer phase: evaluating performance through feedback re-plan, re-teach, and transfer of skill to actual class teaching in macro sessions

LINK PRACTICE

- Having armed the teacher trainee with a battery of teaching sub skills the next stage is the integration of those sub skills into the major skill. A deliberate programme for integration of sub skill is called Link practise or Link Lesson.
- There are many methods for link practise. One of the method is first to practise the 3 sub skills separately and then to the trainee combine all the 3 sub skills in the lesson of 10 minute. Then the trainee practise another set of 3 sub skills separately and links them.
- He then combines all the 6 sub skills in a single lesson of 15 minutes. This sequence is continued till all the sub skills are combined in a macro lesson of 40 minutes while teaching a full lesson.

MICRO LESSON PLAN

- A Micro Lesson Plan is a daily teaching strategy formulated by teachers for a specific day for a specific lesson/ subject.
- It incorporates a specific topic that needs to be taught for a particular period
- Micro teaching lesson plan Micro teaching ideas Introduce learners to the topic with a title slide . Begin knowledge transfer with video, text or both.
- Micro teach to reinforce content using interactive questions and games.

2 MARK QUESTIONS

1. Mention a few teaching skills
2. Define simulated teaching
3. List a few principles of teaching

4 MARK QUESTIONS

1.Explain the meaning and concept of micro teaching

ESSAY QUESTIONS

- 1. What is micro teaching? Highlight its need and significance. Illustrate the various steps in micro teaching

UNIT : 4

SOCIAL SCIENCE CURRICULUM

Group Members

SHAMNAS .T

SOUFIRA K

Social Science Curriculum

Meaning of Curriculum:

- Total experience both inside and outside the classroom
- The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.

Defenition of Curriculum

W. Robert Beck and Walter Cook define, curriculum as “the sum of the educational experiences that children have in school”

According to Alberty A and Alberty E, Curriculum is the some total of student activities which the school sponsors for the purpose

Curriculum, syllabus and textbook :

Curriculum

Explains all the process, activities and life of the course.

Syllabus

Discusses the subject and its content

Textbook

A textbook or course book is a manual of instruction in any branch of study.
Textbooks are produced according to the demands of educational institutions

Principles of curriculum construction

- Principle of child centeredness
- Curriculum should provide a fullness of experiences for children
- It should be dynamic
- It should be related with everyday life
- It should be real and rationalistic
- It should emphasize on learning to live rather than living to learn
- It should help in reserving and transmitting our cultural tradition
- Flexibility
- Use of technological device
- Well integration

Fusion, integration and correlation in Social Science curriculum

Fusion

Fusion means very close joining of things. In curriculum construction, it means close joining of content matters of different subject together. In fusion, Social science curriculum gathers its content from various disciplines. All this content put together with a single identity to perform as a perfect curriculum.

Integration

Integration means mix freely with other groups in a society. In curriculum construction, it means desirable mixing of different subjects to construct the SS curriculum. Through integration reciprocal contact between subject content is occurring. Integration helps broad way of curriculum construction. Integrated curriculum may be flexible curriculum.

Correlation

Correlation means mutual relationship or connection between two or more subjects. It is a link or association or tie up.

Organising social science curriculum

- It is the way of dealing with a curriculum, a way of doing/creating/designing/thinking about a curriculum
- Text book writers or instructional material producers also have different curriculum
- IA variety of ways and approaches to organising a social science curriculum

We consider some approaches of material before it could be successfully presented to the class. They are:

- 1. Topical approach**
- 2. Spiral approach**
- 3. Unit approach**

TOPICAL APPROACH

Selected contents explained in the same class
at the same level

- No future learning of the content
- Topic should be finished entirely of one stage
- It takes topic as a unit
- Easy and difficult portions are presented in the same time

SPIRAL APPROACH

- Unit split into parts
- Easy portions are presented at first, difficult portions are presented later
- There is a linkage
- Easy to difficult
- The learner learns the same content again, but in more detail the second time with greater understanding.
- Teacher should revisit the learning material, that has been previously learned in order to strengthen knowledge.

UNIT APPROACH

- It is most popular approach in social studies
- Approaches based on the assumption that effective learning take place in an environment in which the goals are clearly perceived and every phase of the operational Procedure is viewed as a rational part of the total learning situation..

There are mainly two types of unit approaches:

1. Resource unit
Teaching unit

RESOURCE UNIT.

- Unit is generally built by a group of teachers in a workshop guided by specialists.

Elements of a resource unit are the following:

1. Statement of objectives concerned with the theme
2. Problems
3. The approach or initiation
4. Content of the subject matter

TEACHING UNIT.

- A teaching unit is used to describe the development of a unit of work in the classroom

Otherwise called unit in action.

APPROACHES TO CURRICULUM CONSTRUCTION

The curriculum construction approaches are mainly three types they are:

1. GRASS ROOT APPROACH
2. ADMINISTRATION APPROACH
3. DEMONSTRATIVE APPROACH

GRASS ROOT APPROACH

- Curriculum constructed by teachers _teachers creating the specific teaching unit for their own students
- No role for higher authority
- Bottom to top approach
- Inductive approach.

Steps in grass root approaches are as follows:

1. Producing a pilot unit.
 - Diagnosis needs
 - Formulation of objectives
 - Selection of contents

- Organization of contents
 - Select learning experience
 - Organising learning experience
 - Decide the evaluation process
2. Testing experimental unit
 3. Revising and consolidating
 4. Developing a frame work
 5. Development of new unit

ADMINISTRATIVE APPROACH

- Curriculum designed by administration
 - Top to bottom approach
 - Comparitevely rigid and less openness
- Curriculum developed by academic experts, experienced teachers

DEMONSTRATIVE APPROACH

- It means 'to show how something works to done'
Broad and natural
- Social life of the learner mostly included in curriculum
- An experimental type of curriculums

This approach have two types;

1. A separate faculty operate for developing the curriculum
- 2.No separate experimental set is created

Teacher can bring changes and innovations through experimental or democratic approach in the regular curriculum.

MODERN TRENDS IN SOCIAL SCIENCES **CURRICULUM**

1. Digital diversity
Need based curriculum
2. Choice based credit system
3. 21st century skills
4. Online courses
International understanding
5. Continuous and comprehensive evaluation
6. Constructivism

EVALUATION OF SOCIAL SCIENCE CURRICULUM

- Curriculum development is an evaluatory processes involving number of stages

The stages are:

1. Goal specification
2. Planning
3. Validation
4. Field testing
5. Regular monitoring

2 Mark Questions

1. Explain how curriculum basically differs from syllabus?
2. Define curriculum?
3. Define text book?

4 Mark Short Essays

1. Summarise the principles of curriculum construction.
2. Briefly explain meaning and definition of curriculum.
3. Differentiate between syllabus and curriculum.

10 Mark Essays

- 1. Prepare a note on principles of curriculum construction in social studies.**
- 2. Prepare a note on fusion, integration and correlation in social science curriculum.**

UNIT-5

METHODS AND STRATEGIES OF TEACHING SOCIAL SCIENCE

Group Members

TINTU SEBASTIN

THASNI K C

Methods of teaching social science

- A teacher of social sciences has to be a source of information and a guide, an organiser of opportunities for learning and a person who can stimulate any environment for effective learning using the following teaching methods.
 - 1) Lecture method
 - 2) Source method
 - 3) Discussion method
 - 4) Problem solving method
 - 5) Project method
 - 6) Dialogical method
 - 7) Co-operative learning strategies
 - 8) Reflective learning method

1) Lecture method

- Oldest method of teaching social science
- In this method the teacher speaks or delivers a lecture on a particular topic and children listen.
- Lecture method philosophy –Idealism
- Didactic method of teaching
- Routes in idealism
- Teaching procedure which lays emphasis on presentation of the content -(teacher centered method in social science teaching).
- The students has to listen it very carefully
- More useful at higher level classes
- ICT aids may not be incorporated
- Coverage of syllabus in time

Merits of lecture method

- Direct contact between teacher and pupil
- Making social sciences interesting
- Less time consuming
- Useful for factual information and historical development
- Economical –respect to time and money
- Simplifies the work of the teacher
- Good lectures stimulate bright pupils

Demerits

- Monotony and boredom
- Pupil do not learn much from lectures –readymade ‘cooked’ material is presented to the pupils
- Lectures can waste class time
- Not interesting

2) Source method

- it is an important method of teaching social sciences
- It is a method of teaching with original sources of information used to explain fact (Learning directly from actual resources)
- Activity oriented method
- The most appropriate teaching method for history

Objectives of source method

- To enable the students develop critical thinking by studying the sources and weighing evidences.
- To develop elementary skills of collecting data,identifying the specific items relevant for a given situation,organizing them and interpreting them.
- To develop promote interest in the study of social science in the right perspective.

Classification of sources:

- Literary sources-vedas ,eppics,puranas etc...
- Archaeological sources-inscriptions,numismatics,monuments
- Foreign accounts
- Oral traditions

Primary and secondary sources

- **Primary sources:**

Original sources and directly connected with the event

- **Secondary sources:**

Derived sources based on primary sources.

Merits

- It create motivation
- It gives positive ambience in the class
- Make subject meaningful
- Realistic experience
- Arousing interest
- It initiates the pupils to the research mentality

Demerits

- Not possible for junior class
- It does not provide corrective feedback and remedial help to slow learners
- lack of expert teachers
- difficulty in getting original sources

3) Discussion Method

- It is one of the valuable methods of teaching social studies –
- It is said that "two heads are better than one".
- In the words of Clark and Starr "A discussion is not a place for one person to treat his ego by dominating the conversation, nor it is a place for one person to sell his recitation".

Purposes of Discussion

- Laying plans for new work
Activities in the classroom.
- Making decisions concerning future action.
It will help to the disagreement among the decision concerning future action.
- Sharing and systematizing information as well as view point
- Clarifying ideas.
- Creating interest in issues of social relevance
- Evaluating progress.
Evaluation strategy to measure the progress of the students in a particular area.

Forms of discussion

Discussion can be classified into two broad categories.

- **Formal.**
- **Informal.**
- **Debate**

A debate is a programme in which two or more students holding contradictory opinion on a particular problem present arguments.

- **Symposiums**

An occasion of which people who have great knowledge of a particular subject meet in order to discuss a matter of interest. A collection of opinion expressed or articles contributed by several persons on a given subject or topic.

- **Panel discussion.**

A panel discussion is a method of teaching in which 4 to 8 persons or students discuss the assigned topic/issues creatively among themselves in front of an audience.

- **Brainstorming.**

The brains of the participants are stimulated to create a storm of ideas and suggestions regarding the topic without any deliberation to whether or not they are meaningful and purposeful.

Merits

- It is useful both for juniors and seniors.
- It helps in clarifying and sharpening the issues
- pupils are able to test their own understanding
- It helps children crystallize their thinking and identify concept need further study.
- Discussion give knowledge a round trip.
- Discussion activities thinking along the lines of self evaluation
- provides feedback
- Discussion can help the teacher in discovering students who have potential for becoming genuine leaders

Demerits

- It is not suitable for all topics.
- It may lead to unpleasant feeling.
- It is difficult to use well.
- It may involve unnecessary arguments.
- It is likely to be dominated by few.

4) Problem Solving Method.

- The problem solving approach to learning in social science is one of training children in the technique of discovery.
- Socrates was one of its proponents, as were Comenius, Pestalozzi and John Dewey.
- In this method the learner is required to solve a problem, making use of his previous knowledge
- It is a student-centered strategy (students to become active participants in the learning process).

The problem should be;

- Clear and definite
- Related to real life situations
- Meaningful and challenging for student
- Interest generating for students
- Solutions of problem should be found out by the learners themselves under the guidance of teacher.

Steps of Problem Solving Method.

- **Define the problem.**

The problem should be very clear to the students. They must also feel necessary to finding out a solution for the problem.

- **Formulation of hypotheses.**

Before arriving at conclusion some tentative solution of the problem must be founded.

- It will guide the next step in the procedure and for arriving final conclusion.

Collection of data.

- The students should encourage to collect data in a systematic manner. Full co- operation of the students should be secured to and to make students to read additional books and for tips for collecting data.

- **Testing and judging various hypotheses.**

The collecting data they must test the hypotheses already formulated.

- **Arriving conclusion.**

No conclusion should be accepted with out being properly verified.
Care must be taken that judgment is made only when sufficient data is collected.

- **Testing and judging various hypotheses.**

The collecting data they must test the hypotheses already formulated.

- **Arriving conclusion.**

No conclusion should be accepted with out being properly verified.
Care must be taken that judgment is made only when sufficient data is collected.

Advantages of problem solving method

- Develop soft skills in children
- Inculcate critical thinking
- Create a feeling of responsibility
- Give the child experience to solve a problem
- Good and harmonious relations between teacher and pupils are established and promoted

Disadvantages of problem solving method

- Time consuming method
- Not suitable to all subjects
- Monotonous if it used frequently
- Lack of team spirit
- Unequal participation

5) PROJECT METHOD

- One of the modern method in which students view in designing curricula and content at studies.
- Originated in columbia university by William Head kilpatrick.
- This method is the outcome of the pragmatic philosophy of John Dewey
- It is based on the the principle of 'learning by doing'.
- This method is based on the principle of learning by doing.
- Pupil perform constructivist activities in natural conditions.
- Teaching method the requires the students to present in concrete from the results of information gathered about a concept, principle or innovation.”

Characteristics of project method

- Student based approach
- Related to real life situations
- Product based approach
- Action based approach
- A holistic integrated learning process
- Interdisciplinary nature
- It takes the student beyond the walls of the class room.
- It is carried out in a natural settings. Thus making learning realistic and experimental.

Basic principles of project method

- Principle at purposefulness .
- Principle of activity
- Principle of reality
- Principle of freedom
- Principle of utility
- Principle of correlation

Types of project method

- **The producer type;**
Material object/article
- **The consumer type;**
Stories, listening Musical Declaration
- **The problem type**
- **Drill type**

Steps in project method

- **Providing a situation**
 - * Not right to force a project on unwilling students.
Students themselves should define, state and choose the problem.
 - * Teacher create a situation.
- **proposing and choosing**-delimit the scope of the project and stating it with clarity.
 - * Selection of problem
 - * Need or purpose
 - * Student themselves choose the project
 - * Many situations should be provide to children
 - * Decision should always democratic
 - * Teacher is guide
- **Planning**
- **Executing the plan**
- **Evaluating**-Teacher check the project
- **Recording**-Complete record of a project is systematically written,pictures pasted,and maintained in the project book.

Merits

- Based on the laws of learning such as readiness, exercise and effective etc.
- It related to real life
- Trains for democratic way of life
- Upholds the dignity of labour
- Stresses problem solving
- Encourages to solve problems

Demerits

- It neglects intellectual work
- Time consuming
- Not suitable for all students
- Difficulty in getting suitable text books
- Too much reliance on young children
- Lack of competent teachers
- Unsuitable for transfers

6)Dialogical method

- Dialogic teaching was developed by Robin Alexander
- Dialogic learning is learning that takes place through dialogue.
- **Dialogic** teaching involves ongoing talk between teacher and students, not just teacher-presentation.
- It is a more effective method to deliver lessons than traditional methods of lecturing.
- Through dialogue, teachers can elicit students' everyday, perspectives, engage with their developing ideas and help them overcome misunderstandings.

- Paulo Freire(1970) states that human nature is dialogic, and believes that communication has a leading role in our life. We are continuously in dialogue with others, and it is in that process that we create and recreate ourselves. According to Freire, dialogue is a claim in favor of the democratic choice of educators.
- A teaching approach that attempts to help students question and challenge domination, and the beliefs and practices that dominate.
- Skidmore and Gallagher(2005)found that many teachers believe that dialogic teaching allows the promotion of developmentally supportive discussion.
- Dialogic teaching is a more effective method to deliver lessons than traditional methods of lecturing.

7)CO-OPERATIVE LEARNING

- Proposed by David Johnson and Roger Johnson & Robert Slavin and Spencer Kagan are also closely connected with it.
- Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.
- The method is constructed to take advantage of the collective energy called “**Synergy**”.

5 elements of cooperative learning.

- **Positive interdependence** : students feel they need each other.
- **Individual accountability** : everyone in the group is accountable for the success or failure of the task involved.
- **Group processing** : Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments
- **Social skills** : interpersonal and small group skills.
- **Face to face interaction** : eye contact and verbal exchange in between students

8) reflectibe learning strategies

- Hatton and Smith characterized the reflective learners by the following way;
 - 1)Think laterally.
 - 2)Time pass after a lesson or action then reflects back upon us.
 - 3)Uses journals and discussions directed towards answering and defining question .
 - 4)Considers opposing historical , cultural , and political views and values beliefs with an open mind.
- Reflective teaching of social studies requires recognition that the social issues addressed needs to be multidimensional, complex and almost by definition controversial. To investigate social issues, students need to consider a combination of logical approaches and multiple, often conflicting perspectives.

LEARNING STRATEGIES

- 1) Meta cognitive learning.
- 2) Brain based learning.
- 3) Exploratory learning.
- 4) Investigatory learning.
- 5) Discovery learning.
- 6) Concept mapping

1)Meta-cognitive Learning

- Methods used to help students understand the way they learn.
- Meta-cognition is often referred to as "Thinking about Thinking".
- This system helps a person understand and control their own cognitive performance.
- Meta-cognition helps people to take charge of their own learning.
- Learners often shows an increase in self confidence when they build meta-cognitive skills.
- 2 components of meta-cognition are 'the knowledge of cognition' and 'the regulation of cognition'.

Meta-cognitive Learning Strategies

- Ask questions: Ask questions that allow learners to reflect on their own learning processes and strategies .
- Self reflection : personal reflection during and after learning experience.
- Think aloud : teach learners to think aloud and report their thoughts while performing a difficult task.
- Self explanation
- Provide access to mentors
- Solve problems with a team

2)Brain based learning

- Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development.
- This kind of learning provides a biologically driven structure for teaching and learning.
- This technique allow teacher to connect learning of students with their real life experience.

Principles of brain based learning

- Learning always involves conscious and unconscious processes.
- Learning involves both focused attention and peripheral perception
- We have at least two types of memory -- a spatial memory system and a set of systems for rote learning.
- The brain understand and remembers best when facts and skills are embedded in natural spatial memory.
- Learning is enhanced by challenge and inhibited by threat.
- Each brain is unique

Uses of brain based learning

- Students not only score higher on test scores, but they also remember the skills they've learned and can use them beyond the classroom.
- Brain-based learning can also affect social-emotional development, or a student's ability to understand and regulate their emotions.
- Brain-based learning strategies can improve a student's motivation and attitude.
- When students develop an intrinsic love of learning and approach class with the right mindset, the entire class will be better prepared for a successful school career.
- Create a learning environment and classroom strategy where all students can thrive.

3) Exploratory learning

- Exploratory learning can be defined as an approach to teaching and learning that encourages learners to examine and investigate new material with the purpose of discovering relationships between existing background knowledge and unfamiliar content and concepts.
- Learning through exploring environments, reality, and lived and virtual experiences with tutorial and peer-based support
- The starting point of exploratory learning environment is a problem situation , by the process of problem solving knowledge and skills are developed.

4) Investigatory learning

- Provide a lot of opportunities for the students to participate in classroom activities.
- Focuses mainly on students active participation.
- De-emphasizes teacher's authoritative role in classroom.
- Child centred.
- Give importance to problem solving and active learning of students.
- Eg : laboratory technique , field study research technique etc

5)DISCOVERY LEARNING

- Introduced by Jerome Bruner in 1960s.
- Discovery learning is a technique of inquiry-based learning and is considered a constructivist based approach to education.
- The mantra of this philosophical movement is “learn by doing”.
- Students interact with the world by exploring and manipulating objects wrestling with questions and controversies or performing experiments.
- John Dewey in his book “The Child and The Curriculum”, he stressed that children should get a chance to explore.

5 Principles of discovery learning model.

- **Problem solving** : Instructors should guide and motivate learners to seek for solutions by combining existing and newly acquired information and simplifying knowledge. This way learners get a driving force.
- **Learner management**: Instructors should allow participants to work either alone or with others, and learn at their own pace. This flexibility makes learning the exact opposite of a static sequencing of lessons and activities, relieves learners from unnecessary stress, and makes them feel they own learning.

- **Integrating and connecting** : Instructors should teach learners how to combine prior knowledge with new, and encourage them to connect to the real world. Familiar scenarios become the basis of new information, encouraging learners to extend what they know and invent something new.
- **Information analysis and interpretation:** though it is process-oriented and not content-oriented, and is based on the assumption that learning is not a mere set of facts. Learners in fact learn to analyze and interpret the acquired information, rather than memorize the correct answer.
- **Failure and feedback:** Discovery learning does not focus on finding the right end result, but the new things we discover in the process. And it's the instructor's responsibility to provide feedback, since without it learning is incomplete.

2 Mark Questions

1. What is discovery learning?
2. State the two limitations of project method?

4 Mark Short Essays

1,What is concept mapping and discovery learning?

2,Explain the characteristics of project method in teaching SS?

10 Mark Essays

1, Write a note on brain based learning?

2, Explain the steps involved in problem solving method?

THANK YOU