

COMPARISON OF SOCIAL SCIENCE SUBJECT WITH OTHER TO PROVE THE STUDENTS INVOLVEMENT, THROUGH THE KNOWLEDGE BASED TEACHING METHODS

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ABSTRACT

Student interest in and attitude towards Social Science was investigated in the Organization for Economic Cooperation and Development's (OECD) Program for International Student Assessment (PISA) report of 2009 both at national and global levels study. In the India, there has been an increase in students graduating with low passes in Mathematics and other subjects, but the Social science based core degrees are gradually increased (Rocard et al, 2007). The researcher found that some students assess Social Science as a collection of facts and memories that which is relevant to everyday life. They appear to be interested in improving their grades. The traditional methods of teaching are not gain students interest. This has resulted in a lack of concentration shown by the students, poor understanding of subject matter, disruptive behaviour and overall low academic performance as they appear to lack interested during Social Science class. But now, it is provable whether the current teaching and assessment practices promote students' interest and higher order thinking skills also. So that we are understanding one thing from this paper is, the student's involvement in the Social Science subject is getting higher rank, through the comparison of other secondary school subjects through the way of some latest knowledge based teaching methods.

Keywords: Education, Teacher, Social Science, Secondary level, Comparison of social Science

INTRODUCTION

Students are underperforming in Social Science which may be the result of how it is taught in school (Jerkin and Nelson, 2005) resulting heightened the disconnection in Social Science courses taught by traditional teaching methods. Some other new teaching methods to provide teachers with a student-centered approach which would make Social Science interest and relevant to the students so as to improve the students' academic performance. The use of group work permits the teacher to be the guide at the side and makes the students responsible for own learning. There would be increase teacher interaction with students.

A simple change to students centered approaches can turn around student's academic performance and interest and aid students to identifying the relevant to Social Science to their daily activities. In Europe there is a shift from teacher-center strategies to student-centered. (European Commission report on Social Science, 2007) which has improve student's interest and engagement is learning. In Trinidad and Tobago, teachers focus on traditional assessment methods such as the test, examinations, quizzes and other formal methods. Assessment is not focused for learning but assessment of learning with the main focus being examinations. Students are learning by rote and are not making meaningful connection between what they know and everyday occurrence which will allows them to make connections with the material. This results in Social Science being easy to them.

According to Dewey (1938) students best learning by doing and experiencing which would enable the student to become aware and determine to solve problems, want to learn and become more responsible for their learning Brandfort et al (1999) reported, a good learning environment for students need to have these main strands; knowledge based, learner centered and assessment centered. Knowledge based is what the student know and be can to do based on the students learning experience. Learner centered focuses on connecting the strength, interest and preconception of the learner to their current academic and learning outcomes. Assessment centered is where the environment provides the learner with multiple opportunities to monitor and make visible students' progress in revising their thinking and applying their growing knowledge to new situations and tasks.

A great tool for education reform is performance assessment (Resnick&Resnick, 1992). Performance based assessment to assist teachers in evaluating students' knowledge to apply the skill and apply what they have learned in a topic and apply it to real life situations. This helps students to be engaged in their learning and assess of their learning being better than the other subjects. It also helps teachers to give feedback and identify what students understand. Performance assessment lends itself as intervention tools according to Adamson and Darling- Hammond (2010) since it promotes: student engagement and interest, increases intellectual challenge in the classroom, prompts students to use higher-order thinking skills and supports higher quality teaching and learning of social science subject.

LITERATURE REVIEW

Students interest in and motivation towards Social Science according to Parker and Gerber (2000) is related to and can affect a student's achievement and attitudes towards Social Science. Popham (2005) states the affective status of students should be of concern to all educators. Young (1998) suggests attitudes are related to behaviours; they are learnt and therefore they can be taught and they are relatively durable. Popham (2005) supports Young and states the affective domain influences almost everything that students do including future

behavior. So a student's feeling towards Social Science in lower school may have profound influence on their knowledge and commitment to Social Science in upper school (Simpson and Oliver, 1990). This seems to suggest that if a student is to select Social Science at upper school or for a Social Science career or tertiary studies then it has to be taught so that students' interest and motivation have to be maintained early. An considerate of pupils' attitudes is therefore, significant in subsidiary their interest and achievement towards Social Science (Prokop, Tuncer and Chuda, 2007).

A change in the types of activities that students are usually involved in according to Butler (1999) may affect their behavior and achievement. In addition Butler cautions that any attempt to change student behaviour, the students' attitude should be understood first. Hobson (1997) states there is a link between attitude and behaviour so in order to develop students' abilities in any area, their attitude must be developed. Attitude to Social Science can be defined as the feeling, beliefs, value or evaluation that an individual has towards an object related to any aspect of Social Science such as school Social Science, the influence on civilization or scientist themselves (Osborne et al., 2003). An boldness can be optimistic or undesirable resulting from many factors (Young 1998).

Osborne et al. (2003) stated there are some disagreement about the link between attitudes and achievement. They question whether insolence or feat is the variable. They argue that the both variables have a complex link. They further highlight that a feeling of satisfaction and concentration in Knowledge collective with Social Science in Learning are prospective to chief to a encouraging obligation. Papanastasiou and Zembylas (2004) carried out a study in USA, Australia and Cyprus with varying results. In Australia, great attainment was found to influence scholars' optimistic boldness towards Social Science but students' attitudes towards Social Science did not influence their achievement. They obtained opposite results for Cyprus wherever optimistic attitude effect pupils' in height attainment but it did not influences their attitude towards Social Science. According to (Clarke, 2005) how students perceive themselves and their ability can hinder or enhance their learning experience.

MATERIALS AND METHODS

In the recent time keepingin view the situation of the classroom, studying method can be moreeffective, in which the student can get education at his/her pace and proceed future without the help of the teacher. Studying means "the presentation of content is such a way that one canunderstand without the help of the teacher is called self-instructions." According to Madam Montessori, 'studying is the best educationalmethod by which the child learns in his own way and at his own space.'Form the above mention definitions it can be said that learning material thematerial prepared for studying at one's own convenience in the absence of ateacher. In it the

presentation of content is done in the simple language and with more illustration in small units. In context to individual differences this method is important for learning. Some of the studying methods are presented below, that are really the reason for getting students involvement is high in the Social Science subject. They are,

1. Work card method / material
2. Programmed learning.
3. Computer Assisted learning (CAL)
4. Module
5. Assignment method
6. Language laboratory
7. Education system
8. Simple learning material
9. Electrical technology.

RESULT AND DISCUSSION

In experimental research mostly method of statistical analysis is used. In the present study, the researcher wanted to study the effect of four types of teaching methods and by that to compare those three methods with four kinds of various core subject students. Then starting the implementation of these four classroom students involvement activity of Risk (problem) solving approach, for some particular time period the Social science student's activity and involvement are more effective and efficient than the other three kinds of students respectively mathematics, science and English. Moreover in this study, based on obtained data, statistical calculations were carried out by the help of programmed named CSSO i.e. comparison of social science subject with Other for calculating the statistical value of students involvements, in order to compare all these tests was used and the significant difference was calculated.

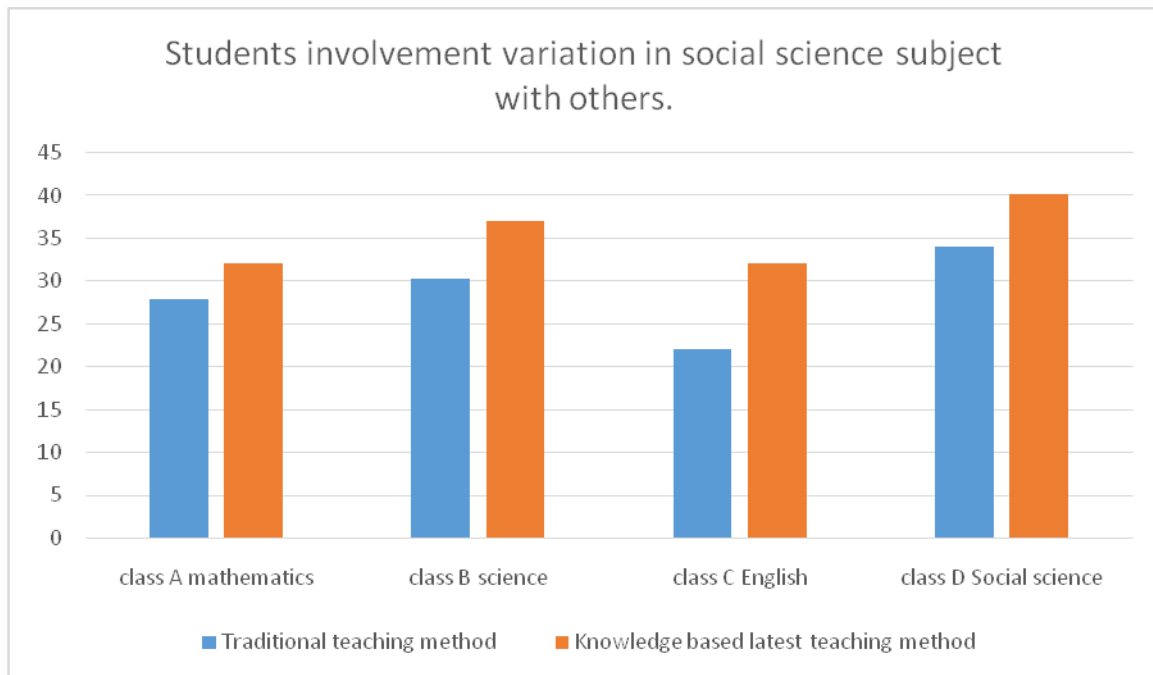


Figure 1: Students involvement variation in the social science with other subjects through the latest teaching techniques.

From the representation of above figure we clearly understand one thing, which is the gradual increasing percentage of the students involvement in the social science subject (class D) is high than the other three class rooms. And also we are proving that, the students involvement is growing up by using the knowledge based latest teaching techniques.

CONCLUSION

The research work was found that some students assess Social Science as a collection of facts and memories that which is relevant to everyday life. They appear to be interested in improving their grades. The traditional methods of teaching are not gain students interest. This has resulted in a lack of concentration shown by the students, poor understanding of subject matter, disruptive behaviour and overall low academic performance as they appear to lack interested during Social Science class. But now, it is provable whether the current teaching and assessment practices promote students' interest and higher order thinking skills also. Thus in the present study, the details of information is accurately providing the result of secondary level students involvement in the social science subject is more effective, when using the knowledge based latest teaching approaches. Compare with the other core subject student's involvement in the problem solving (progress), the class D students providing more efficient work done by their bunch of students.

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