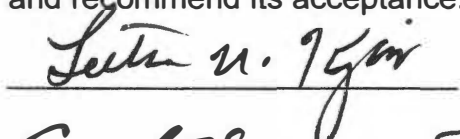


To the Graduate Council:

I am submitting herewith a dissertation written by Jeanine Renea Emory entitled "An Analysis of the Elementary Social Studies Methods Courses—Initial Preparation Programs—in Colleges and Universities in the Southeastern United States." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Teacher Education.


Dr. Thomas N. Turner, Major Professor

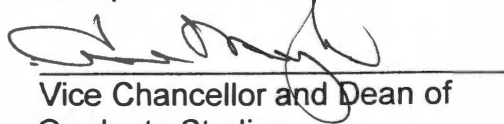
We have read this dissertation
and recommend its acceptance:







Accepted for the Council:


Vice Chancellor and Dean of
Graduate Studies

**AN ANALYSIS OF THE ELEMENTARY SOCIAL STUDIES METHODS
COURSES—INITIAL PREPARATION PROGRAMS—IN COLLEGES AND
UNIVERSITIES IN THE SOUTHEASTERN UNITED STATES**

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Jeanine Renea Emory

May 2004

Thesis
2004b
.E66

**Copyright © Jeanine Renea Emory
All rights reserved**

DEDICATION

This dissertation is dedicated to my parents, Wayne and Patricia Goss, who taught me that I was capable of doing anything, and who taught me to never settle for second best; and to my husband, Ralton Emory, who continues to believe in me and push me to do my best.

ACKNOWLEDGEMENTS

There are many people to whom I am grateful for making my interest in the development of teacher education a lifelong pursuit. I have benefited greatly by the friendship and mentoring of my friend, Stanley Moser, who has encouraged me daily and couldn't wait to call me "Dr. Emory."

I have also appreciated the encouragement of Dr. Lester Knight, Dr. Glennon Rowell, and Dr. Mary Jane Moran who served on my doctoral committee and offered unending advice and support. I am also eternally grateful to Dr. Thomas Turner who served as my advisor during this process. He also provided unending encouragement through not only this process, but the personal conflicts I faced as I worked on this project.

Finally, my greatest love and appreciation is owed to my family. First, to my husband, Ralton. Without his love and support we would never have reached this moment in our lives together. Ralton, without you I could never have done this. I love you!! I also want to thank my parents and grandparents for their continued love throughout this process as well.

ABSTRACT

The purpose of this study was to examine elementary Social Studies methods courses as taught in teacher education programs in the Southeastern United States. Ninety-nine colleges and universities were identified to use in the study. The survey instrument was a mailed questionnaire created by the researcher. The questionnaire sought to find the extent to which music, creative writing, drama, and/or storytelling were used in the elementary Social Studies teacher preparation courses at each university surveyed, to what extent each instructor had over course design, and what types of instructional strategies/media other than music, creative writing, drama, and/or storytelling were used in elementary Social Studies methods courses.

The study found that most elementary Social Studies methods instructors in the Southeastern United States are new to teaching elementary methods courses, and do not have more than five years experience teaching in elementary school. Most instructors do value the creative aspects of teaching Social Studies, and still teach Social Studies as a freestanding course at their institution, but few teach an actual Social Studies practicum. Textbooks are required in most elementary Social Studies methods courses, but instructors do not generally choose the textbooks because they include one of the creative elements dealt with in this study. Most instructors do rely heavily on student-centered activities rather than lecture in their courses, with student projects accounting for a large percentage of students' final grades.

The conclusions of the study were that most elementary Social Studies methods instructors deem creative activities such as music, creative writing, drama and/or storytelling as one of the most important aspects of their methods course, however, music is used much less frequently than the other aspects. Art was not dealt with directly in this study, but as the research questions were analyzed, art stood out as an important aspect of the elementary Social Studies methods course. Also, newer forms of technology such as Internet research and computers in general are used quite frequently in elementary Social Studies methods courses.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	3
Purpose of the Study	5
Need for the Study	6
Assumptions	7
Methodology	8
Limitations and Delimitations	10
Definitions of Terms	10
Theoretical Framework	11
II. REVIEW OF THE LITERATURE	19
History of Social Studies Education	19
Defining the Social Studies and Its Purpose	23
Instructional Practices and Strategies of the Elementary Social Studies Teacher	26
Research on Elementary Social Studies Teaching and Teacher Characteristics	27
Elementary Social Studies Methods	38
III. PROCEDURES OF THE STUDY	41
Organization of the Study	42
Introduction to the Study	42
Review of Related Literature	42
Methods and Procedures of the Study	43
Analysis of the Data	46
Findings, Conclusions, and Recommendations	48
IV. ANALYSIS OF THE DATA	49
Analysis of Survey by Question	54
Academic and Professional Background	54
Methods Course Preparation	59
Assessment of the Elementary Social Studies Methods Course	87
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	98
Summary	98
Summary of Findings	101
Conclusions	107

Discussion	114
Recommendations	116
Recommendations for Additional Research	116
Recommendations for Developmental Programs	117
BIBLIOGRAPHY	119
APPENDICES	131
Appendix A—List of Panel of Experts	132
Appendix B—Summation of Experts' Comments	134
Appendix C—Revised Questionnaire for the Elementary Social Studies Methods Course	139
Appendix D—Colleges and Universities Included in the Study	147
Appendix E—Cover Letter to Subjects	156
Appendix F—IRB Approval Form	158
VITA	162

LIST OF TABLES

TABLE	PAGE
1. Survey Return Rate by State	52
2. Total Years Teaching General Methods Courses	55
3. Total Years Teaching Full Time in Elementary School	56
4. Method of Teaching Social Studies	58
5. Textbook Used in Social Studies Methods Courses	60
6. Total Course Time Spent in Teacher-Centered Activities	63
7. Total Course Time Spent in Student-Centered Activities	64
8. Topics and Techniques Included in Social Studies Methods Courses	66
9. Other Topics and Techniques Used (if any) in Social Studies Methods Courses	70
10. Instructional Media Used in Social Studies Methods Courses	78
11. Instructional Media Used in Social Studies Methods Courses (Combination Count)	80
12. Instructional Media Used in Social Studies Methods Courses (Analyzed as Directed in Questionnaire)	84
13. Techniques Used for Student Assessment in Social Studies Methods Courses	88
14. Instructional Strategies Actually Used in Social Studies Methods Courses	89

CHAPTER I

INTRODUCTION

Enhancing students' interest in school and their love of learning should be a major goal of any teacher, and therefore, any teacher educator. If students want to learn, they are more likely to learn, and certainly if they do not want to learn, they will not learn. In order to enhance those elements, teachers must be entertainers—they must be creative. The elementary Social Studies is one curricular area in which creative teaching should occur. Creative teaching is an expansive term that encompasses numerous methodologies and broad content including those of music, creative writing, drama, and/or storytelling. Regardless of how familiar elementary school Social Studies teachers are with music, creative writing, drama, and/or storytelling, they may not see the potential of these aspects or use them to their fullest extent in their classrooms.

Nichols and Utesch (1998) stated that specific diverse learning programs have a positive effect on students. They emphasized the effect of caring student-teacher relationships, and likened those relationships to a family unit. Meece, Blumenfeld, & Hoyle (1988); Nichols (1996); Nichols & Miller (1994); and Pintrich & DeGroot (1990) determined that there is a positive relationship between student motivation and self-esteem. Everyone with whom a person comes in contact influences the development of self-esteem. Marsh (1990) stated that students who have a higher self-esteem are more likely to be successful academically in school, have more favorable attitudes toward school, have a

more positive attitude in the classroom, and are more popular with other students. Self-esteem is also influenced by students' confidence in their performance, or their self-efficacy. Students with a low level of self-efficacy tend to avoid activities they believe they are incapable of completing successfully. Bandura (1986) stated that interest in activities tends to increase the probability that students create goals connecting to that activity and invest time and effort to achieve those goals. Ames (1984) and Nichols and Miller (1994) found that students' self-efficacy is related to their motivation. Creative teaching activities such as those addressed in this study enhance student-teacher relationships, enhance students' confidence and enjoyment in school, and therefore, enhance students' self esteem and motivation.

According to the National Council for the Social Studies (NCSS), Social Studies education is:

the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

According to Parker (2001), the goals of Social Studies education are to teach students to develop an understanding of the world around them. These are taught through history, geography, the humanities, and the social sciences. The students are taught through these areas how to assume the responsibilities of citizens in the United States.

By teaching students how to be good citizens, character education cannot be ignored. Welton and Mallan (1999) state that “teachers cannot avoid teaching morals and values even if they want to” (127). By the mid-1990s, people were beginning to see that children not only were having difficulties in the academic areas, they also did not know right from wrong in many situations. The consensus of many educators was that schools needed to return to the days of teaching morals and values, and therefore, programs such as Character Counts! began being part of the regular curriculum.

STATEMENT OF THE PROBLEM

In the business of education, there is always a need to establish a body of research about the various areas of elementary education. There is a considerable deficit in a body of research dealing with the creative teaching of Social Studies methods courses. Despite the influx of research in the past few years surrounding best practices in teacher education programs, there are still debates over what exactly should be covered in a professional teacher education program. Many believe that Social Studies methods courses, including those meant to prepare elementary school teachers, should only be concerned with teaching historical facts and general concepts of Social Studies, while some such as Hammrich (2003) states that, “there is little disagreement among teacher educators about the need for reform [in searching for the best models of instruction]. The same cannot be said about the specific modes suggested to

achieve this reform. One commonly agreed upon theme for reform...is the active involvement of learners in the teaching and learning process.”

The national standards movement has forced colleges of education all across the country to incorporate the national curriculum standards in their elementary methods courses. Hammrich (2003) tells us that the standards movement has definite implications for elementary methods courses. Teacher educators have to develop curricula that can, while incorporating standards into methods courses, help future teachers better understand their content area and the teaching of that area.

There is a need to conduct more research about the inclusion of music, creative writing, drama and storytelling in teacher education programs. Recent studies, including those by Mildrum (2000) on how children learn suggest that the more methods of presentation a child is subjected to, the greater that child's chance is for mastery of the particular skill. In the 2000 study, Mildrum found that children who participated in creative lessons demonstrated increased knowledge of creative abilities and attitudes as evidenced by use of vocabulary, increased meta-creative awareness, increased creative abilities, and increased development of attitudes related to creativity. With many colleges and universities giving a diminished amount of time to elementary methods courses, are the methods instructors teaching the techniques needed to enable teachers to effectively use a variety of approaches in their own classrooms? This researcher's intention was to find out if elementary Social Studies methods instructors use music, creative writing, drama, and/or storytelling in their teacher

preparatory courses? This study was determined to focus on the inclusion of methods related to the development of creativity in Social Studies, especially the creative methods of music, creative writing, drama, and storytelling.

PURPOSE OF THE STUDY

The purpose of this study was to examine elementary Social Studies methods courses as taught in teacher education programs in the Southeastern United States. Specifically, the study was concerned with answering the following questions:

1. To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?
2. To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest influence over course design?
3. What types of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?

In order to achieve this purpose, a questionnaire was developed related to the three questions. A pool of questions were generated and then examined by a panel of experts. The experts' comments and recommendations were used to modify the questionnaire as needed. The questionnaire was then sent to college instructors in major teacher preparatory institutions in the Southeastern United States.

NEED FOR THE STUDY

“Creativity is the mainspring of our civilization: from the concept of the wheel, through the steamboat, the telephone, the automobile, the airplane, radio, and television...” (Mayesky, 4). Knowing that children are naturally creative, and that creativity may be fostered or destroyed by what teachers do in the classroom, the role the teacher plays in students’ lives become of utmost importance. Teachers need to be concerned with the development of children’s self-concept, need to provide children with time to explore their world, and need to ask questions in such a way as to elicit creative responses.

This study was needed for several reasons. First, there is a need to understand the components of effective teacher education programs, and the kinds of things that are being done in methods courses. Hopefully, a higher awareness of the content of methods courses will improve the quality and versatility of teacher education programs. There are few studies related to what happens in teacher education in areas other than Reading and Math.

The more creative teachers are, the more their students learn. Research has been done on creative teaching in gifted classrooms, but it cannot be disputed that creative teaching helps students learn in all classrooms (Mildrum, 2000). It is this researcher’s hope that these areas will heighten the awareness of the need for these aspects of creative teaching in elementary methods courses.

Secondly, research was needed about the nature of teacher education and about the impact of creative teaching methods focused on creative learning. The study was also needed to increase the knowledge of Social Studies methods

courses by providing specific data on the current practices of teaching elementary Social Studies methods courses. It is hoped that this study will help teacher educators become more aware of possible practices that promote creativity in the classroom. The study was also needed as a method of helping teacher educators analyze their own methods of teaching. It is hoped that the study will have an impact on teacher training and training methodology in the field of elementary Social Studies.

Very little research exists on the inclusion on music, creative writing, drama, and storytelling in the elementary Social Studies methods courses, or in the elementary Social Studies class. The researcher believes that, through the use of these modes of teaching, that students will be more open to learning. If the students are more open to learning, and know that there is no one correct way to do something, they will be more caught up in the entire learning process.

ASSUMPTIONS

There were several assumptions made in this study.

1. The methods instructors who respond to the questionnaire were honest in their responses, and their responses were truly representative of what they teach.
2. The ideas of the methods instructors who respond to the questionnaire reflected the ideas of others in similar institutions across the United States.

3. The evaluation of the survey accurately reflected the elementary methods instructors' feelings and perceptions about the elementary Social Studies methods courses.
4. Since the respondents were experienced elementary methods instructors, it was assumed that they were knowledgeable about the elementary Social Studies teacher education programs, and had an interest in meeting the needs of future educators.
5. It was assumed that the coding of the return envelopes for research purposes did not influence the respondents.
6. The questions designed actually identified to what extent the methods instructors used music, drama, storytelling, and creative writing.
7. If music, drama, storytelling and creative writing are present in elementary methods courses, teachers are more likely to use these techniques in their own classrooms. If music, drama, storytelling, and creative writing are not present in elementary methods courses, teachers are most likely not to use these methods in their own classrooms.

METHODOLOGY

In order to achieve the purpose of this study, a questionnaire was developed. The researcher began by generating a pool of possible questions for the questionnaire. The questions were submitted to a panel of teacher education specialists in the field of elementary Social Studies who considered the

appropriateness of the questions to the purpose of the study. Based on the responses of the panel, the questionnaire was refined, and a final questionnaire was developed.

The questionnaire was then sent to instructors who are responsible for elementary Social Studies education in each of the major public universities in the Southeastern United States. For the purpose of this study, the Southeastern states were defined as Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Institutions were identified through their respective websites on the Internet. The identification of elementary Social Studies instructors was based upon information found on the websites of the various institutions.

The researcher began by identifying which states would be included in the study. Next, the researcher used each of those states' websites to identify the public 4-year universities in each state. Next, the researcher found each universities' website, found each universities' school or college of education, and identified, if possible, the person responsible for elementary Social Studies methods courses. Many schools did not have this information available of the website, so the Dean or department head of the school or college of education was identified.

The researcher determined not to use anonymous returns for a number of reasons. (1) It was important to identify who responded so that generalizations could be made and follow up studies could be conducted at a later date. (2) There seems to be little or no possible risk to the respondents. The identity of

individual respondents was protected. Group data only was reported, and where individual comments were cited in the dissertation, neither the name of the individual, nor the institution, nor the state was named.

LIMITATIONS AND DELIMITATIONS

The population of the study was delimited to the major public universities in the Southeastern United States. This kept the size of the study at a manageable level while giving an adequate representation of instructors' beliefs. The study was limited by the fact that it analyzed only the responses to the questions on a single questionnaire. Additional in depth information that might be used in addition to the resources, while advantageous, was prohibited by time.

Because of inconsistent terminology, the study was limited to the extent that respondents have similar meanings for the terms used in the questionnaire to those held by the researcher. These meanings will be defined in the following section.

DEFINITIONS OF TERMS

The following terms were used with special meanings in this study.

Social Studies Methods Course—a course designed to prepare students going into the field of elementary education to teach Social Studies in the elementary schools.

General Methods Course—any course designed to prepare students going into the field of elementary education to teach in the elementary schools. These courses may combine several content areas into one course or one block

Social Studies component in a general methods course—a part of a general methods course or block devoted to preparing students to teach Social Studies in the elementary schools.

Music—any technique taught in the Social Studies methods course that includes listening to, performing, or teaching to music as a means of teaching content.

Drama—any technique taught in the Social Studies methods course that includes either interpretation or improvisational acting on the part of the students and/or teacher.

Storytelling—any technique taught in the Social Studies methods course that includes acting out stories in an animated fashion to teach Social Studies concepts and information, or teaches children to tell stories themselves.

Creative writing—any technique taught in the Social Studies methods course that includes teaching writing in such a way that allows students to be imaginative while learning Social Studies concepts and information.

THEORETICAL FRAMEWORK

Methods in Social Studies were once conceived as largely related to the presentation of information, demonstrations, and group work. Modern views of Social Studies have to do with students constructing meaning to learning, and

that is the way they learn. This is Piagetian. This means students should be more active in the learning process.

The theoretical foundation of this study was based on the work of Howard Gardner and his Multiple Intelligence theory, Jean Piaget and his ideas on Constructivism, and Lev Vygotsky and his Sociocultural Theory.

The first theoretical foundation of this study is Howard Gardner's Multiple Intelligences Theory. In 1979, Howard Gardner was a part of a research team at Harvard Graduate School of Education. His task was to help conduct research on the nature and realization of human potential. The culmination of that study led to the publication of Frames of Mind (1983) where a broader look at human capabilities was founded. "Had I simply noted that human beings possess different talents, this claim would have been uncontroversial—and my book would have gone unnoticed. But I made a deliberate decision to write about 'multiple intelligences;' 'multiple' to stress an unknown number of separate human capacities...'intelligences' to underscore that these capacities were as fundamental as those historically captured within the IQ test" (Gardner, 1993, p. xi-xii). Gardner also defined intelligences as "the ability to solve problems, or to fashion products, that are valued in one or more cultural or community settings" (1993, p. 7). In other words, Gardner believed that multiple intelligences are the ways people use their dominant mental capacities to compensate for their deficiencies. As Coffman (1999) wrote, "In a nutshell, [multiple intelligences] theory says that everyone has certain ways he or she learns best" (17). A key

concept to Gardner's theory is that, through the implementation of a multiple intelligences-based curriculum, all people can learn.

Gardner's Multiple Intelligences Theory is important to this study because it emphasizes the need for students to be allowed to explore learning in many different ways. The theory accentuates the idea that the more methods of presentation students are exposed to, the better their chances of learning and enjoying learning becomes. Also, if students are allowed to learn in the way they learn best, and are given choices on how to learn, they take more ownership of their learning, and therefore increase their self-efficacy and self-esteem. Creative teaching methods such as the ones mentioned in this study are extremely important in allowing students to explore the way in which they learn best.

The second theoretical foundation for this study is the theory of Constructivism. Jean Piaget's beliefs of this theory reflect the constructivist learning design where the focus on learning is cognition and student-centered activities. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment. Therefore, the more varied and creative a teacher is, the more opportunities a child has to construct knowledge based on those varieties of activities.

Constructivists believe that learning is symbolically constructed, socially constructed, theoretically constructed, and physically constructed. Students who are engaged in active learning are making their own meaning and constructing their own knowledge in the process.

Using the constructivist theory in the classroom involves actively engaging students in situations that involve collaboratively considering explanations for problems and phenomena. Teachers organize the situations and provide encouragement and questions for students who are attempting to construct their own explanations for these problems and phenomena.

Constructivist learning implies an initial concern with what knowledge is and how the learner actively constructs knowledge. Acquiring knowledge is an active process of constructing understanding rather than the passive receipt of information.

Piaget's theory is based on the idea that developing children build cognitive structures—or mental maps, schemes, or concepts—for understanding and responding to physical experiences within their environment. Piaget stated that children's cognitive structures increase in complexity with development, moving from a few instinctive reflexes such as crying to highly complex mental activities such as situations involving problem solving strategies. During all developmental stages, children experience their environment using whatever cognitive structures they have constructed so far. If the experience is a repeated one, it is assimilated into the children's cognitive structures so that they maintain equilibrium. If the experience is different or new, the children move into disequilibria, and must alter their cognitive structures to accommodate the new circumstances.

Piaget's theory has advantages when considering student teachers enrolled in elementary methods courses. Piaget proposed that individuals go

through predictable developmental stages. Each stage has its own characteristics that address how the individual comes to know and use information. For students enrolled in methods courses, mostly whom are young adults, Piaget outlined the stages of concrete operations and formal reasoning (Tribe, 1982). In this theory, Piaget placed concrete operations during the young adolescent period, and formal operations in adolescence through adulthood. Knowledge about objects and events that are real to the individual involve the concrete operations stage. At the later formal operations level, the individual can deal with more abstract ideas or with hypothetical situations. At this stage, individuals can draw conclusions based on hypothesized ideas. However, most adults use the structures of concrete thinking. Even for those individuals who process information at the formal operations level, when confronted with a new or a difficult problem, there is an initial move back to the concrete operations level (Piaget, 1972). This theoretical approach, when applied to studying about teaching, would speculate that student teachers enrolled in methods courses should, with teaching experience, be able to move beyond personal beliefs from their own experiences to hypothesizing about using alternate methods and materials. If not able to do so, the cause may be the new situation they find themselves in as the teacher rather than the student.

Piaget's Cognitive Theory emphasizes the need for students to be allowed to construct their own meaning for learning. The theory accentuates the idea that active engagement in the learning process increases learning. Also, social interactions increase learning. The creative teaching activities outlined in

this study provide ample hands-on activities, and ample social interaction. These areas of emphasis also lead to an increase in students' self-efficacy and self-esteem.

The third theoretical foundation for this study is Lev Vygotsky's Sociocultural Theory. Vygotsky's theory supports Piaget's theory. Vygotsky's theory asserts that culture and social interaction are the main indicators of individual development. Children's development is affected by the culture in which they are enmeshed. Through children's culture, they acquire a great deal of knowledge, and culture provides the children with what Vygotsky called the tools of intellectual adaptation. Children's culture by and large teaches them what to think and how to think. The foundation of Vygotsky's cognitive development theory was his view that knowledge is constructed jointly through interaction with other individuals. He believed that individuals use language and interaction with other people to organize thought (Vygotsky, 1978).

Vygotsky viewed all cognitive development as taking place in social circumstances. Thomas (1992) said that, according to Vygotsky, patterns and levels of thinking are viewed as the products of activities experienced within the culture in which the individuals grow. Vygotsky believed that cognitive development resulted from a dialectical process. Children learn through problem solving experiences that are shared with other people. The other people, whether they are parents, siblings, teachers, or friends, become responsible for guiding the problem solving, and gradually transferring the responsibility to the child. Eventually, children can internalize the knowledge. This means that they

can learn the abundant body of knowledge that exists outside themselves. These interactions with other people provide significant contributions to children's intellectual development. Vygotsky (1978) said that the path of knowledge about objects and events always passes through another person. This impacts students' development greatly as they build upon shared solutions of contacts, from classroom observations, and from teachers' instructions. Every person has stories about their life experiences, and also the experiences of their acquaintances. These experiences shape and grow into knowledge that becomes a student teacher's personal theories and beliefs of what should go on in a classroom.

Vygotsky used the term "zone of proximal development (ZPD)" to describe the idea that the potential for cognitive development is limited to a certain time span (the ZPD). In his theory, all assimilation is considered learning. Potential development would be determined through collaboration with another person. Full development during the zone of proximal development depends upon full social interaction. Children can attain so much more skill and knowledge with adult direction and/or peer collaboration than they can attain while working alone. This has a great impact on the role of the methods professor as well as the student teacher in that professor's class. A methods professor who believes in Vygotsky's theory knows the student's level of understanding and constantly used questions to help bring the learner a greater understanding of the material. Furthermore, a methods professor who believes in this theory sets up a climate where learners can work with and learn from others.

Vygotsky's Sociocultural Theory emphasizes the importance of social interaction in the learning process. The creative teaching activities addressed in this study emphasize the social aspect of learning as the student-centered activities promote interaction.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the related literature and related research was developed in this study. Five areas of related literature and related research were covered.

The five areas are:

1. History of Social Studies Education
2. Defining the Social Studies and its purpose
3. Instructional practices and strategies of the elementary Social Studies teacher
4. Research on elementary Social Studies teaching and teacher characteristics
5. Elementary Social Studies methods

HISTORY OF SOCIAL STUDIES EDUCATION

According to Robinson and Kirman (1986), throughout the past 50 years, “students’ tendency to dislike instruction in [social studies] has remained rather constant” (23). Also, “the overall [social studies] curriculum has been rather steadily simplified to respond to a perceived decline in students’ abilities” (23). These researchers also noted that “not a great deal of attention has been paid to adaptations of the [social studies] curriculum to suit different subgroups of students” (23). This said, one could generalize that the Social Studies curriculum, seen as boring, tiresome, and uninteresting to students, has been

watered down so much that educators are not giving student the information they need to know. Instead of watering down the curriculum, perhaps finding new and better ways to teach the curriculum would be more beneficial.

During colonial times, American schools focused on teaching such basic subjects as reading, writing, and arithmetic. An emphasis was also placed on teaching religion and morality—two aspects of education that have fallen by the wayside in today's public schools. Toward the end of the colonial period, older students began to have courses in geography and history. The Revolutionary War caused an increase in the awareness of geography and civil government in order to prepare students for life in the new democracy.

During the nineteenth century, geography and history classes developed continually, especially with older children. The school curriculum began to emphasize United States history and the processes of government. This push was due in part to the surge of immigration. These classes were meant to help immigrants develop a sense of patriotism and loyalty to their new country and home. Public school Social Studies classes at this time relied heavily on memorization, recitation, and tests.

At the close of the nineteenth century, many states had passed laws requiring instruction in civics in public schools. In 1888, Philadelphia developed the first state Social Studies curriculum, and the Social Studies movement had begun. During the early part of the twentieth century, a huge push on Social Studies education started. In 1916, the Committee of the Social Studies of the National Education Association developed a new definition for Social Studies.

For the first time, the term “Social Studies” was used to designate an area of the curriculum defined as “studies whose subject matter relates directly to organization and development of human society, and to man as a member of social groups” (Garcia, 3). The key purposes of the Social Studies were said to be social efficiency and good citizenship from one’s own neighborhood to the world society.

The Progressive movement in education proved to be pivotal to Social Studies education. This movement had a powerful influence that lasted until the middle part of the twentieth century. Progressives like John Dewey, Stanley Hall, Francis Parker, and Edward Thorndike held that students learn best when they are involved in activities that relate to their own lives and interests. These people sought for organization of meaningful units of study in the curriculum. They wanted to change the authoritarian structure of the classroom and championed student-based, hands-on activities such as student government associations and student publications. Educators from an earlier generation influenced this movement. People like Jean Jacques Rousseau, Johann Pestalozzi, Fredrick Froebel, and Johann Freidrich Herbert held that children were innately good, and had a need for freedom. They emphasized the need for objective lessons that used observation and allowed creativity.

By the 1940s, content, learning activities, and community resources had become the mainstay of Social Studies education. Social Studies became a subject that was integrated with other subjects. Learning by doing became the primary mode of learning over the memorization and recitation of the past.

In 1956, Bloom published *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. This book had great impact on Social Studies as well as other subjects. This book and its companion, *Taxonomy of Educational Objectives: Affective Domain*, by Krathwohl (1964) provided classroom teachers with methods of developing instructional objectives that led to learning at the cognitive and affective levels.

The Russian advancements in Science during the 1950s led for another call to reform American education. Social Studies education was broadened during the 1960s and 1970s to include history and social science projects. The inquiry process began to be used in many areas of the curriculum—including Social Studies. Bruner (1960) presented the idea that any subject could be taught to any child at any stage of development. An emphasis on thinking ability became important, and remains an important part of education today.

The 1970s spurred concerns in social education. Black history, ethnic studies, and women's studies improved the curriculum. Positive interaction among all groups of people was emphasized.

During the late 1970s and the 1980s, many organizations, including the National Geographic Society, the National Commission on Social Studies, and the Joint Council on Economic Education, began publishing guidelines for Social Studies education. These publications led to the national standards that describe the main ideas of Social Studies. The primary goal of these standards was to integrate the social sciences.

DEFINING THE SOCIAL STUDIES AND ITS PURPOSE

“Research on teaching Social Studies must be based on some definitions of Social Studies education...if there is to be a fruitful accumulation of knowledge” (Shaver and Larkins, 1973, p. 1, 245). Parker (2001, vii) tells us that there can be no wisdom without historical understanding, no social or environmental intelligence without geographical understanding, and no sensible use of resources without economic understanding. He goes on to say that without Social Studies understanding, there is no profitable future. The National Council for the Social Studies (1994) developed a definition and purpose for the Social Studies that encompasses many areas of the curriculum. However, the main purpose of Social Studies education, as defined by the NCSS, is “to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world,” thus meeting Parker’s goals.

Barr, Barth, and Shermis (1977) defined the social studies very completely.

Social studies has been defined by some as simplified social science; others have defended the social studies as being a fusion or integration of the social sciences. Some have believed that the social studies *are* the social sciences, and have chosen to use the term “social science education.” There have always been those who see social studies as the study of history; there are also those who would abolish history from the social studies. Others, of course, have staunchly defended the social studies as instruction in patriotism and value inculcation, but there have likewise been those who have demanded value neutrality and scientific objectivity. In recent years, some educators have argued that the social studies is a unique discipline, or at least an emerging discipline, concerned with process of thinking, decision making, value analysis, and

inquiry skills. There is, in fact, no agreement over whether or not the term, “social studies” is singular or plural. Even as early as 1935, Rolla Tryon (1935) admitted his exasperation with the field. “No one to date, “ he said, “...has ever been able to explain how the same expression [i.e., social studies] can legitimately have two meanings that are exactly the opposite” (402), (1).

“The Social Studies curriculum is a great collection of tools, ideas, and stories—a veritable garden of delights—without which children would be ill-equipped for both private life and public life in a fast-changing world” (Parker, 2001, vii).

Barr, Barth, and Shermis (1977) called Social Studies a “smorgasbord of this and that from everywhere; it is as confusing and vague as is the goal of citizenship, for not only do social studies educators have conflicting ideas as to how to create a ‘good’ citizen, they cannot even agree on the meaning of the term. One wonders, then, what is left to be said of a field which uses a loose confederation of separate subjects for its content and has little or no agreement regarding goals and objectives” (2). The term “Social Studies” implies the study of social issues, and describes a category that includes subject matter from individual discipline such as history, geography, civics, and economics. During the latter part of the nineteenth century, the term “Social Studies” was just one of many terms which described a rapidly changing society. Immigrants were arriving in the United States at an exceptional rate, a trend that created a new social consciousness as evidenced by terms such as “social gospel,” “social efficiency,” “social surveys,” “social settlement,” and “social education” (Hertzberg, 1981, p. 1).

Parker (2001) described several current trends in Social Studies education. The first is access of education to all children, and inclusion of special needs children into the regular classroom. Parker discusses the expectations that are placed on teachers to recognize that all children can learn, and that each child is intelligent in his or her own way. The second trend is character education. "At the heart of any character education program are the moral values that children are expected to develop and that teachers will be expected to encourage and model" (18). The values that are taught are ones that are considered to be important in grooming good citizens of the United States. The third trend is technology. As we move further into the 21st century, we obviously move toward a more technologically advanced society. Teachers are expected to be computer literate just to keep up with student grades and attendance. Likewise, most schools are now equipped with at least one computer lab where students work daily. The fourth trend is the move toward an integrated curriculum. Parker gives three reasons for this. Social Studies almost always includes reading and writing, it is already somewhat integrated since it is a conglomeration of history, geography, civics, and many other subjects, and it is inquiry based much like Science education (Parker, 2000, p20). The fifth trend is curriculum standards. The standards are supposed to answer the question of "What should our children know and be able to do?" (p. 21).

INSTRUCTIONAL PRACTICES AND STRATEGIES OF THE ELEMENTARY SOCIAL STUDIES TEACHER

The organization of elementary Social Studies is clearly defined for all elementary school teachers and students. “For all practical purposes, it is a national curriculum” (Welton, 86). The organizational pattern, according to Welton (86), is known as *expanding horizons*, *widening horizons*, or the *expanding communities of man*. Generally, Social Studies programs begin by teaching children about what is closest to them—their home, school, neighborhood, etc. As the children get older, the scope of Social Studies education grows to include more distant environments such as the state, nation, and world. This also includes the practice of beginning with the concrete and moving to the abstract.

Welton (100) states that “the essential aspects of creating any instructional program are captured in four little words: what, why, when, and how. What am I expected to teach? Why am I expected to teach ‘this’ instead of ‘that’? When in the year am I expected to teach something? And how am I supposed to do that? These are the basic questions of curriculum planning that teachers usually refer to as their ‘scope and sequence’”. The scope is determining “what segments of the universe of social studies knowledge will be taught” (100). The scope is simply the why part of education—Why do we need to teach this unit? The sequence is the when part of education—At what time and in what order will I teach this unit in relation to other units?

The extensive use of the Internet in public schools has permitted elementary Social Studies teachers to provide influential learning experiences for students. "Teachers are finding many ways to use these technological tools to create meaningful and integrative cross-cultural experiences for students" (Milson, et al). In the article, "World-Class Sounds: Music, Social Studies, and the Internet," Milson describes how to successfully integrate a needful tool with a creative way of teaching to enhance the learning and the interest of elementary Social Studies students.

The Internet is a wonderful tool to use in teaching current events. Through the study of current events, the students open up new horizons that help them deal with issues that will affect their future. In the past, current events studies have been limited greatly to newspaper headlines. This is fine for surface understanding, but for a deeper understanding of an event, background information and points leading up to an event help greatly. This is where the Internet comes in. Space on the Internet is limitless and access to many sources of information and many opinions is readily available.

Expressive experiences make learning fun for children.

RESEARCH ON ELEMENTARY SOCIAL STUDIES TEACHING AND TEACHER CHARACTERISTICS

Aristotle said, "What we have to learn to do, we learn by doing." "Effective teachers involve their students in expressive experiences throughout the school

year” (Garcia, p. 365). These experiences lead to a fuller, richer understanding of the content.

“Creativity is the mainspring of our civilization: from the concept of the wheel, through the steamboat, the telephone, the automobile, the airplane, radio, and television...” (Mayesky, p. 4). Knowing that children are naturally creative, and that creativity can be fostered or destroyed by what teachers do in the classroom, the role teachers play in their students’ lives becomes of utmost importance. Teachers need to be concerned with the development of children’s self-concept, need to provide children with time to explore their world, and need to ask questions in such a way as to elicit creative responses. Teachers also need to provide a safe atmosphere in which children feel completely free to discover their world.

Teachers need to rely on the creative processes that children go through—not just the end product that a child produces. The development of a positive self-worth and positive self-concept is crucial to the development of creativity in the child. Children need to know that the teacher is not necessarily expecting one correct answer to everything that is done in the classroom. “The creative and artistic process is a safe way for young children to try out, explore, experiment, and learn about the most important thing...themselves” (Edwards, p. 2).

Even though teachers are under extreme pressure to teach so many objectives in a single year, they should still strive to provide students with ample free time when materials are available for the children to do whatever they wish.

Some students may become uninterested with materials quickly, and may move from center to center rather rapidly. Others may become completely engrossed in an activity, and may develop an idea that will take up a week's worth of free time. The teacher can observe these things, and determine what sort of activities to plan that will be memorable and meaningful for the students. "Teachers who allow children to go at their own pace, and be self-directed in a relaxed atmosphere, are fostering creative development" (Mayesky, p. 17).

The questioning techniques that teachers use with students are very important. The way a question is asked can set the stage for creative replies. Teachers should ask open-ended questions that promote divergent thinking whenever possible. Students need to be questioned in ways that allow them to express their individual opinions and ideas. They need to feel free to express themselves openly in the classroom. The teachers' actions and attitudes toward the students is the decisive factor in how freely students feel they can communicate in the classroom.

The atmosphere the teacher creates in the classroom is extremely important for fostering creativity. The children need to feel safe and secure; they need to be encouraged, and they need to be fulfilled. The teacher needs to possess a positive attitude toward the children and what they are doing. "The basic agent for helping the teacher in the role of facilitator in creative activities...is attitude. Change a teacher's attitude, and the whole teacher is changed" (Mayesky, p. 50).

Teachers always will remain the crucial element in fostering creativity in their students. To promote creativity in the classroom, teachers need to be open to the children's ideas. They need to be able to tolerate all the little imperfections that occur in daily teaching/learning activities, and be able to provide the students with activities that are meaningful and enjoyable—ones that allow each child to express his or her creativity.

Gardner (1993) defined eight intelligences—linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. For the sake of clarification, each one is briefly described here. Linguistically intelligent people are “good with words.” Writers and poets exhibit this intelligence. Logical-mathematically intelligent people are good at math and science. Engineers and scientists exhibit this intelligence. Spatially intelligent people have a good sense of space and perception. Artists and architects exhibit this intelligence. Musically intelligent people are talented at playing instruments and singing. They have a good sense of rhythm. Musicians and performers exhibit this intelligence. Bodily-kinesthetically intelligent people have the ability to solve problems using the whole body. Dancers and even surgeons exhibit this intelligence. Interpersonally intelligent people have the ability to understand and motivate other people. Teachers, politicians, and religious leaders exhibit this intelligence. Intrapersonally intelligent people understand themselves well. These people are very reflective, and are sometimes considered to be loners. Naturalistically intelligent people understand nature well. People who work in nature, such as park rangers, and people who work with animals, such as

veterinarians, exhibit this intelligence. These eight intelligences usually do not work independently of each other. However, they can. If one particular intelligence does work all by itself, it is usually exhibited in someone with some sort of challenge—people who are autistic, an idiot savant, someone who has brain damage, and so on. In “normal” people, the eight intelligences work together to solve problems. Most people do have one or two dominant intelligences. Gardner believed that people need all eight intelligences working together in order to achieve a real understanding of the world.

O’Brien (2000) wrote that the intelligences are all of equal value. No one intelligence is worth more or more beneficial than another. Everyone, according to Nicholson-Nelson (1999), is “complex and highly individualistic” (32), so the importance of one intelligence in the life of one human being is no more beneficial than the importance of another intelligence in the life of another human being.

In Frames of Mind (1983), Gardner gave some background on the origin of the Multiple Intelligence theory. Gardner explains how the high regard for knowledge and for an understanding of the mind has gone on since the beginning of time. He wrote that most people have followed the ancient Greek philosophy that intelligence is a “single, inviolable capacity which is the special property of human beings” (Frames, 7). O’Brien (2000) wrote that this notion of intelligence as a single capacity may have been useful in the past, but certainly would not be useful in the future. Also, Gardner wrote that most people “impose the conditions that each individual is born with a certain amount of intelligence,

and that we individuals can in fact be rank-ordered in terms of our God-given intellect or I.Q. So entrenched is this way of thinking—and talking—that most of us lapse readily into rankings of individuals as more or less ‘smart,’ ‘bright,’ ‘clever,’ or ‘intelligent’” (Frames, 7). Gardner argued that there has been reason to believe that several “*relatively autonomous*” (Frames, 8) intellectual parts exist. These parts are what Gardner calls the human intelligences.

Gardner expanded on his theory in The Disciplined Mind (2000). Here, he wrote that individuals understand concepts, skills, theories, or domains of knowledge to the extent that they can apply it appropriately in a new situation. “An individual with a keen memory might well understand a topic; however, it is also plausible that he or she merely remembers the information and has not a clue about how to use it appropriately in an unfamiliar circumstance” (119). By studying the Multiple Intelligence theory, learners may find out how they are best able to learn, and may be sure that they are not just merely remembering the information, but that the information can be applied whenever necessary to their daily lives. The world “leaders” that Gardner wrote about in Leading Minds... (1995) are true examples of people who have learned to apply their understanding of the world in the way they learn best, and have become world-renowned “leaders” in the process.

Brualdi (1998) discussed the biological and cultural anthropological basis for Gardner’s theory. Neurobiological research has found that elements of different learning types are found in different areas of the brain. Neurobiological research has also found that injuries to certain parts of the brain can impair

certain intelligences from developing properly. Cultural studies have found that all cultures think differently of intelligence. Certain tasks and abilities are valued more in certain societies. Therefore, if a person lives in a society that does not value music, for example, the musical intelligence may never fully develop.

In The Disciplined Mind (2000), Gardner applied his concept to the description of a school where the multiple intelligence theory is at work. Gardner wrote in The Unschooled Mind (1991) that people do “learn, represent, and utilize knowledge in many different ways” (12). At this school, students are allowed to use their different ways of thinking and acting to learn as a scientist, historian, artist, etc. would learn. Gardner said that the students learn not just in one way, but in many ways, and the same student may learn a concept by using more than one perspective. The purpose is “not...to make students miniature experts in a given discipline, but to enable them to draw on these models of thinking in coming to understand the world. Later, if they want to range more widely in these disciplines or pursue a career in one of them, they will find the time and the tools to do so” (Gardner, 2000, p. 118).

Though the Multiple Intelligence theory is not applied in today’s typical school setting, it should be. The general public traditionally has thought of a school as a large building broken up into many classrooms or pods. Within each of these classrooms lie rows of desks facing the front of the room. In each of those desks sit students facing the teacher who writes on a chalkboard while all the students do the exact same assignment. This is somewhat like Gardner’s view of a “uniform school” (1993, p. 6). The uniform school is also briefly referred

to in The Unschooled Mind (1991) as Gardner proposed a transition from the “mimetic” (119) teaching that often occurs today. The term “mimetic” refers to a teacher who demonstrates the behavior that the students should exhibit. The uniform school idea also includes one very familiar object to teachers today—standardized tests. These tests about which Gardner wrote included IQ tests as well as those designed specifically to measure competency and learning for a particular school year.

There is an alternative to the uniform school, however. Gardner (1993) describes the alternative in the following manner.

It is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that some people have different cognitive strengths and contrasting cognitive styles. I would also like to introduce the concept of an individual-centered school that takes this multi-faceted view of intelligence seriously...I believe that we should get away altogether from tests and correlations among tests, and look instead at more naturalistic sources of information about how peoples around the world develop skills important to their way of life (p. 6-7).

This school does not sound at all like the schools with which Americans are familiar. Nevertheless, schools like this sound like a wonderful place where children can explore and learn in the way they understand concepts best. Students can use their own personal dominant intelligence to develop a curriculum based on their own specific needs. As Collins (1998) wrote, people show all kinds of “smarts.” Gardner proposed that teachers take on this more “transformative approach” (1991, p.119), where the teacher acts more as a coach who tries to get the students to achieve the desired goals.

Collins (1998) credited Gardner with teaching the world that intelligence is a multifaceted concept, and that every person has talents and smarts. If learners are able to know their dominant intelligence and dominant way of learning, then making sense and creating meaning can become a much easier task. Gardner himself was his own worst critic in Frames of Mind (1983) when he warned readers that his work needed more discussion, more testing, and more certainty. Collins (1998) detailed the strengths of the Multiple Intelligence theory. "The notion that a child may have important abilities that are not measured by IQ tests is immensely appealing...yet this hope ought to be tempered by realism, and a realistic view of [Multiple Intelligences] theory may not justify the enthusiasm it has [brought] thus far" (96).

Wadsworth (1978) described the teacher as the organizer of the learning environment, assessor of student thinking, and initiator of learning activities based on that teacher's perspective of, or a scheme or each. This means that each student teacher's construction of the concept of teaching would be influenced by the construction of others' knowledge as well, including the knowledge of methods instructors and fellow student teachers. Related to this social construction of knowledge is the theoretical approach by Vygotsky that deals in particular with the social nature of knowledge acquisition.

Piaget's theory attests that in order for learning to take place, there must be readiness. In other words, the children must be developmentally ready for and have the background for the concept they are being taught. Children cannot learn something until maturation gives them certain prerequisites. Piaget

believed that a teacher should not ask students to perform tasks that are beyond their current cognitive stage of development. According to the constructivist perspective, learning is a process through which learners construct their own understanding or knowledge by incorporating new information into their own prior understandings or beliefs (Brooks and Brooks, 1993). Many constructivist approaches have grown out of the work of Jean Piaget and Lev Vygotsky. According to Brooks and Brooks (1993), Scheurman (1995), and Fosnot (1993), a constructivist views learning as the gaining of deeper understanding of a concept by actively engaging the concept on a first hand basis. Constructivist learning theory attests that people learn from new experiences, new knowledge is linked to the situations in which it has been acquired and used, and learning is dependent upon context and is highly socially oriented.

Some researchers have claimed that constructivism is the appropriate core theoretical component to teacher education (Fosnot, 1993; Scheurman, 1995; Hand & Peterson, 1995; Gould, 1996). As individuals make sense of occurrences, they do so by fusing new experiences into prior understandings. If individuals encounter objects, ideas, or relationships that do not make sense to them, or when individuals are faced with discrepant information, the individuals adapt their interpretations by changing beliefs or by rejecting the differences for being too abnormal. Individuals construct distinctive understandings of the world and of their experiences. Because of this, individuals seek out the mechanisms and rationalizations that will help them to understand experiences.

Piaget developed his theory of cognitive development by observing children and focusing on the way they organized and used information. He believed that knowledge was constructed through interaction with an environment (Thomas, 1992). Piaget suggested that individuals view events and information through by looking at their world experiences and their current cognitive abilities. Knowledge, therefore, would become a process of acting on perceptions as well as collecting information.

Piaget believed that understandings are organized into schemes (Piaget & Inhelder, 1969). A scheme is a structure through which information is transferred and applied to similar circumstances. Piaget used the term “assimilation” for the acquisition or understanding of events by matching perceptions to existing mental constructs or understandings. The term “accommodation” refers to how an individual adjusts when information or perceptions do not fit with the available prior construction or understanding. In accommodation, the individual must alter existing schemes or develop new schemes to permit the assimilation of the information (Tribe, 1982).

This concept of building schemes can be applied to the development of elementary methods courses. Many times, it is during the methods courses where those training to become teachers develop their beliefs about teaching. These student teachers construct their own schemes of what teaching is, what classrooms should be like, how students should behave, and how they learn. When new knowledge and experiences are acquired through course work and practicum experiences, and that new knowledge and experience fits with prior

understandings, assimilation takes place. For example, a student teacher may believe that children learn best in an environment where they can make choices. If the student teacher were placed in a classroom where learning centers were a chief component of the educational process, he or she would easily include this into the understanding of classroom environments. If the student teacher was placed in a classroom where teacher directed lessons, children sitting in rows, and little freedom were chief components of the educational process, he or she would have difficulty integrating this view of teaching with one in which choices are a major focus. When there is an inconsistency with the existing schemes for a given concept, accommodation occurs and changes are made to existing viewpoints.

ELEMENTARY SOCIAL STUDIES METHODS

“Teachers are, whether we recognize it or not, curricular-instructional gatekeepers. Once the classroom door is closed, teachers normally have considerable autonomy to shape day-to-day curriculum and instruction” (Thornton, 1991, p.1). Active learning seems to be of utmost importance to most teacher educators. Hammrich (2003) tells us that “teacher educators are constantly searching for the best models of instruction to help teacher education students become effective teachers. While there is little disagreement among teacher educators about the need for reform, the same cannot be said about the specific modes suggested to achieve this reform. One commonly agreed upon

theme for reform in science education is the active involvement of learners in the teaching and learning process.”

“Learning by experience, however, does not guarantee that teachers will learn how to teach well” (Adler, 1991). Today, teacher educators believe that future teachers need to know the theories behind the practice. They need to have knowledge about how children learn, and about schools in general. True, no reading and research can ever prepare a prospective teacher like real classroom interaction, but a certain level of knowledge must be present before the prospective teacher can interact with students in an effective manner.

Today’s methods classes need to be geared in such a way as to successfully train prospective teachers in theory and practice. Methods courses in some institutions promote cooperative planning as many schools use this method today. With cooperative planning, grade level teachers may meet once a week or more to discuss what they are doing in the classroom. Many times, special education teachers, Title I teachers, computer lab teachers, and the like may be included in these meetings. This way, teachers can learn from each other and can make sure they are using the most effective means of instruction to teach the children. Teachers can use these planning opportunities to call on principals, curriculum specialists, and even state department representatives for assistance if necessary. New teachers can take advantage of these planning opportunities to add tried and true methods to their repertoire.

Testing and the standards movement have led to methods courses teaching prospective teachers to be aware of their state curriculum objectives

when preparing lessons. Gone are the days of teachers simply saying, "Give me the teacher's manual and let me teach." The teacher's manual must simply serve as a reference and guide. It is a valuable material, but it cannot be relied on as the sole basis of the curriculum. In many cases, the state test may cover objectives that are not even found in the adopted textbook. Likewise, there may be many objectives in the textbook that the state does not deem as important. Methods courses must prepare teachers to weed through the standards and objectives and plan their curriculum accordingly. Teachers have to make some hard decisions in preparing their program of instruction. They must decide, "Do I teach this or not? I really want to, and I think the kids need to know it, but it's not on 'the test'." A good methods course teaches students to integrate effectively all the materials available to them to help their students learn and have fun doing it. A good teacher, similarly, can make learning fun and interesting for their students, and, through creative activities, can make the year students spend with them the most memorable year of their school lives.

CHAPTER III

PROCEDURES OF THE STUDY

The researcher constructed a questionnaire (See Appendix C). A pool of questions was generated and then presented to a panel of experts for examination (See Appendix A). The experts' comments and recommendations were used to modify the questions as needed (See Appendix B). The questionnaire was then sent to college and university instructors at major teacher preparatory institutions in the southeastern United States (See Appendix D). The researcher decided to conduct a population study because of the advantage of not having to worry about probability. The problem the researcher encountered was the return rate of less than 100%. Once collected, the data was used to determine the answers to the following questions:

1. To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?
2. To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest influence over course design?
3. What types of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?

ORGANIZATION OF THE STUDY

Introduction to the Study

This survey study was organized into five chapters. Chapter one introduced and provided background information. Included in chapter one was the introduction and statement of the problem, the purpose of the study, the need for the study, assumptions, limitations and delimitations, definitions of terms, and the theoretical framework for the study.

Review of Related Literature

This chapter contained a review of related literature. This review of related literature was organized into four sub-headings: (1) Defining the Social Studies and its purpose, (2) Instructional practices and strategies of the elementary Social Studies teacher, (3) Research on elementary Social Studies teaching and teacher characteristics, and (4) Elementary Social Studies methods. Based on the review of the literature, it was determined that there was little research related to the inclusion of music, creative writing, drama, and/or storytelling in elementary methods courses. The researcher felt that more information on these aspects of creative teaching of Social Studies needed to be added to the literature base. Social Studies research and literature tends to be strictly fact based. Many researchers believe that the creative teaching methods discussed in this study are futile and are not useful in the teaching of “true” Social Studies.

Methods and Procedures of the Study

This chapter described the methods and procedures of the study. In chapter three, the development of the instrument, the design of the study, the population and sample procedures, the collection of the data, and the treatment of the data were described.

The researcher developed a questionnaire (See Appendix C) related to three questions:

1. To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?
2. To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest influence over course design?
3. What type of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?

In the development of the questionnaire, the researcher generated a pool of questions, and then had the questionnaire examined by a panel of experts (See Appendix A). The experts' comments and recommendations were used to modify the questionnaire as needed. The questionnaire was then sent to college instructors in major teacher preparatory institutions in the Southeastern United States (See Appendix D).

The researcher decided to conduct a population study by sending a questionnaire to each of the major public teacher preparatory institutions in the

Southeastern United States. Since the researcher is a student at a Southeastern United States institution, the sample was delimited to that institution as well. This limited the size and looked at those institutions likely to produce the largest number of teachers. Also, this allowed the study to be a population study since the study attempted to look at all teacher preparatory institutions in the Southeastern United States.

The procedures for distribution of the questionnaire were as follows. First, the researcher received approval from the university's human subjects department (See Appendix F). This was to ensure that the participants would have no risk in contributing to the study. Once approval was received, several attempts were made to contact the instructors at each institution. The researcher began by identifying each major public university in each of the states involved in the survey. Then, if a particular Social Studies methods instructor was listed on the website, an attempt was made to contact that instructor by email. If the instructor responded and was willing to participate, a survey was sent. If no response was received, at least 2 more attempts were made to contact the instructor by email. If no response was received, or if no specific Social Studies instructor was listed on the website, a survey was sent to the education department at that particular institution. The first mailing occurred at the end of the academic year. Some surveys were returned following the first mailing. However, the researcher determined that the proper person might not have received some surveys since the first mailing did occur at the end of the

academic year. The researcher tried again to reach the instructor by email, and a second mailing of the survey occurred.

Of the questionnaires mailed, 51 were returned. Several factors might have contributed to 48 questionnaires not being returned. First, the original mailing of the questionnaire occurred at the end of the academic year, and may have been received when instructors had other priorities, or may have been leaving town for the summer. The second mailing went out when the instructors were coming back to school and possibly had other priorities. Secondly, Social Studies sometimes has a lower priority than other disciplines, or is non-existent, being part of a general methods course. In this case, no one has responsibility for teaching elementary Social Studies, or responsibility is divided among several people. Also, many of the institutions to which the surveys were sent are not research focused, and therefore, returning a research instrument may be of low priority. In addition, the focus of the questionnaire was such that some Social Studies instructors either would not feel comfortable talking about what they do in this area, or did not feel that this was important to their program and its advancement.

In many cases, there were no specific Social Studies courses listed to the institutions to which the questionnaires were sent. Based on further checking, the researcher estimated that approximately 15-20 of the institutions might not have individuals responsible for the Social Studies curriculum. Such institutions would not have returned the questionnaire. In addition, in many cases the questionnaire was sent to a department head or dean and may not have been

forwarded to the appropriate individual. Then too, there may have been professors so disinterested and unlikely to use music, creative writing, drama, and/or storytelling in their methods courses that they did not return the questionnaire. Finally, in the normal course of events, for a variety of personal reasons, busy people tend to misfile or lose questionnaires sent to them even though they have intentions of filling them out.

Analysis of the Data

This chapter was an analysis of the data. The researcher developed a questionnaire from which data were received (See Appendix C). The researcher decided to use questionnaire research because the specific information the researcher wanted could be determined. The researcher decided to use very few open-ended questions so that specific information could be gathered. From the literature, the researcher determined what was perceived as important in creative teaching of Social Studies. The questionnaire was developed related to the three research questions. A pool of questions was generated, and then examined by a panel of experts (See Appendix A). The experts' comments and recommendations were used to modify the questionnaire as needed (See Appendix B). The questionnaire was then sent to college instructors in teacher preparatory institutions at the major colleges and universities in the Southeastern United States (See Appendix D).

The researcher decided to conduct a population study by sending a questionnaire to each of the major public teacher preparatory institutions in the

Southeastern United States. Since the researcher is a student at a Southeastern United States institution, the sample was delimited to them as well. This limited the size and looked at those institutions likely to produce the largest number of teachers. Also, this allowed the study to be a population study since the study attempted to look at all public teacher preparatory institutions in the Southeastern United States.

The procedures for distribution of the questionnaire were as follows. First, the researcher received approval from the university's human subjects department (See Appendix F). This was to ensure that the participants would have no risk in contributing to the study. Once approval was received, several attempts were made to contact the instructors at each institution. The researcher began by identifying each major public university in each of the states involved in the survey. Then, if a particular Social Studies methods instructor was listed on the website, an attempt was made to contact that instructor by email. If the instructor responded and was willing to participate, a survey was sent. If no response was received, at least 2 more attempts were made to contact the instructor by email. If no response was received, or if no specific Social Studies instructor was listed on the website, a survey was sent to the education department at that particular institution. The first mailing occurred at the end of the academic year. Some surveys were returned following the first mailing. However, the researcher determined that the proper person might not have received some surveys since the first mailing did occur at the end of the

academic year. The researcher tried again to reach the instructor by email, and a second mailing of the survey occurred.

Data were analyzed in three sections defined by the purpose of the study. These three sections included: (1) To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses? (2) To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest influence over course design? (3) What type of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?

Findings, Conclusions, and Recommendations

This chapter included the summary, findings, conclusions, and recommendations for future study. The findings were reported in three sections outlined and described in chapter four. The conclusions were based on these same three sections, and responded to the problem statements and research questions listed and described in chapter one.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to examine elementary Social Studies methods courses as taught in teacher education programs in the Southeastern United States. Specifically, the study was concerned with answering the following questions:

1. To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?
2. To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest influence over course design?
3. What types of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?

In order to achieve this purpose, a questionnaire was developed related to the three questions (See Appendix C). A pool of questions was generated, and then examined by a panel of experts (See Appendix A). The experts' comments and recommendations were used to modify the questionnaire as needed (See Appendix B). The questionnaire was then sent to college instructors in major teacher preparatory institutions in the Southeastern United States (See Appendix D).

The questionnaire was concerned with three areas of creative teaching related to Social Studies education, and how much Social Studies methods

instructors used each of the areas in the methods course taught at each particular institution. Those three areas were music, creative writing, drama, and/or storytelling.

Ninety-nine surveys were sent to a sample of major public colleges and universities in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia (See Appendix D). These were identified through their respective websites on the Internet. The identification of elementary Social Studies instructors was based upon information found on the websites of the various institutions. The researcher was not able to identify a specific Social Studies instructor at each institution. If the website did not list a specific Social Studies instructor, the survey was sent to the elementary education department. Also, in those institutions where a Social Studies person was not identifiable, it was difficult to determine if a specific Social Studies methods course did indeed exist in the pre-service curriculum.

Fifty-one of those surveys were returned. Of those 51, 9 respondents reported that their institution did not offer elementary Social Studies methods courses, or that their elementary education program had been terminated for various reasons. Therefore, 42 surveys with usable data were returned. Some returns were deemed unusable because the survey was returned saying that no Social Studies course existed at their particular institution.

Of the original surveys sent, 16 were sent to institutions in Alabama. Ten of those were returned, while 2 respondents did not feel the survey was representative of their specific program. Two respondents reported that there

was no specific Social Studies course at the institution where the respondents taught.

Sixteen surveys were sent to Georgia. Three were returned with notes stating that no college of education existed at that particular institution. One survey was returned stating that no undergraduate program in education existed at that institution. Seven surveys with usable data were returned.

Eleven surveys were sent to institutions in Florida. Two of those surveys were returned. Those two included usable data.

Eight surveys were sent to institutions in Mississippi. Only one of those surveys was returned. It did include usable data.

Fifteen surveys were sent to institutions in North Carolina. Seven of those surveys were returned. Those seven included usable data.

Eleven surveys were sent to institutions in South Carolina. One respondent returned the survey with a note stating that no specific person was responsible for only Social Studies education. Therefore, two surveys with usable data were returned from South Carolina.

Nine surveys were sent to institutions in Tennessee. Six of those surveys were returned. These six included usable data.

Thirteen surveys were sent to institutions in Virginia. One respondent returned the survey with a note stating that the education department at the institution had been terminated. Seven surveys with usable data were returned. The return rate is shown in Table 1.

Table 1: Survey Return Rate by State

STATE	NUMBER OF SURVEYS RETURNED WITH USABLE DATA	NUMBER OF SURVEYS RETURNED WITH NO DATA FOR VARIOUS REASONS	NUMBER OR SURVEYS NOT RETURNED	TOTAL NUMBER OF SURVEYS SENT TO STATE
Alabama	10	2	5	16
Georgia	7	4	6	16
Florida	2	0	9	11
Mississippi	1	0	7	8
North Carolina	7	0	8	15
South Carolina	2	1	8	11
Tennessee	6	0	5	9
Virginia	7	1	5	13

Several attempts were made to contact the instructors at each institution. The researcher began by identifying each major public university in each of the eight states by looking at each state's website on the Internet. Then, if a particular Social Studies methods instructor was listed on the website, an attempt was made to contact that instructor by email. If the instructor responded and was willing to participate, a survey was sent. If no response was received, at least 2 more attempts were made to contact the instructor by email. If no response was received, or if no specific Social Studies instructor was listed on the website, a survey was sent to the education department at that particular institution. The first mailing occurred at the end of the academic year. Some surveys were returned following the first mailing. However, the researcher determined that the proper person might not have received some surveys since the first mailing did occur at the end of the academic year. The researcher tried again to reach the instructors by email, and a second mailing of the survey occurred.

After forty-seven surveys were returned, the researcher contacted five of the instructors again, at random, hoping they would reconsider completing the survey. Four more surveys were returned for the total of 52%. At this point, the researcher decided to settle for this percentage of returns for a number of reasons. First, the researcher felt that a great deal of effort had been expended on the project, and that more effort would not be productive. Secondly, some institutions may not have responded because there was no pre-service social studies course per se at their particular institution.

ANALYSIS OF SURVEY BY QUESTION

The nature of the survey was such that no purpose could be served by reaching a numerical score. Therefore, the discussion in this chapter will be listed by question.

Academic and Professional Background

The first part of the survey dealt with the academic and professional background of the respondents.

Question number one simply asked for identification of the college from which the survey was received. Some respondents identified themselves, but most did not. Since many respondents left question number one blank, no usable data could be discerned.

Question number two asked for the respondent's total years teaching general elementary methods courses. The results of this question are shown in Table 2.

In question 2, the researcher determined that many of the reporting respondents had taught general methods courses for 5 years or less. It can be discerned that the average methods instructor in this study is new to the field of methods instruction, and probably has new and innovative ideas about the best practices for teaching elementary Social Studies methods courses.

Question 3 asked for the respondents' total years teaching full time in elementary school. The results are shown in Table 3.

Table 2: Total Years Teaching General Methods Courses

	0-5 years		5-15 years		16+ years		No response	
Your total years teaching general elementary methods courses	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
	16	38%	15	36%	11	26%	0	0%

Table 3: Total Years Teaching Full Time in Elementary School

Your total years teaching full time in elementary school	0-5 years		5-15 years		16+ years		No response	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
	21	50%	16	38%	5	12%	0	0%

In question three, the researcher determined that many of the reporting respondents had taught full time in elementary school for 5 years or less. This may be due to the fact that an increasing number of doctoral students see teacher education rather than elementary school teaching as their lifetime career.

Question number four dealt with the way in which Social Studies education is taught at each institution. One respondent checked two categories in this question. Therefore, there were 42 returned surveys, but 43 answers to this particular question. It is possible that there is more than one type of program for pre-service teachers at that particular institution. The results of each part of this question are outlined more fully in Table 4.

In question 4, the researcher found that the majority of respondents teach at an institution that offers Social Studies as a freestanding course. This is important to note because it shows that, at most institutions involved in this study, Social Studies is seen as an important part of the curriculum and one worth spending an entire course on.

The “other” way Social Studies is taught is as part of a block including Social Studies, Science, Math, Middle School Curriculum, and a Practicum. The block is worth 11 credits, and Social Studies is worth 2 of those credits. The remaining way Social Studies methods courses was described is as follows: “Social Studies is taught as a free standing course, but part of a group of required methods courses. There is a practicum attached to it. It is done in conjunction with Junior Achievement. Within the next two years, it will be part of

Table 4: Method of Teaching Social Studies

	...as a free standing required course?	...as part of a general methods course?	...as part or all of 2 or more courses?	...as part of a practicum experience?	Other																				
At your institution, is Social Studies taught...	<table><tr><td>#</td><td>%age</td></tr><tr><td>26</td><td>61%</td></tr></table>	#	%age	26	61%	<table><tr><td>#</td><td>%age</td></tr><tr><td>9</td><td>21%</td></tr></table>	#	%age	9	21%	<table><tr><td>#</td><td>%age</td></tr><tr><td>3</td><td>7%</td></tr></table>	#	%age	3	7%	<table><tr><td>#</td><td>%age</td></tr><tr><td>3</td><td>7%</td></tr></table>	#	%age	3	7%	<table><tr><td>#</td><td>%age</td></tr><tr><td>2</td><td>4%</td></tr></table>	#	%age	2	4%
		#	%age																						
		26	61%																						
		#	%age																						
		9	21%																						
#	%age																								
3	7%																								
#	%age																								
3	7%																								
#	%age																								
2	4%																								
Number of hours?																									
3-hour course	6																								
4-hour course	1																								
12-hour course or 2 6-hour courses	2																								

a block of methods courses with a practicum attached to all of the courses.” The researcher did not quite understand the addition of this comment since the survey dealt with elementary Social Studies methods courses. Junior Achievement, it would seem, would be a program used with older students—not elementary school students.

Methods Course Preparation

Question number five asked if a textbook related to elementary Social Studies is required or recommended in each course. The results of question 5 and its sub-parts are shown in Table 5. As shown in Table 5, 91% of these respondents require a textbook.

In question 5, 91% of the respondents reported that they do use a textbook in their elementary Social Studies methods courses. In question 5a, the researcher learned that those reporting seem to use a textbook dealing with one or more of the topics discussed in this study. However, question 5b seems to show that the majority of those reporting did not choose the book on the sole reason that the book dealt with one or more of the topics discussed in this study. Question 5c shows that the majority of the respondents do not require outside readings that reflect one or more of the discussed topics.

It is reasonable to assume that either most of the textbooks used did not relate to any of the topics relevant to this study, or that the instructor did not know the book very well or did not use a book related to the topic. The data revealed that most people used a textbook to some extent.

Table 5: Textbook Used in Social Studies Methods Courses

	Yes		No		No response	
Is a textbook related to elementary Social Studies required or recommended in your course?	#	%age	#	%age	#	%age
	38	91%	4	9%	0	0%
	If yes, please continue to 5a.					
	Drama and/or storytelling instruction		Music instruction		Creative writing instruction	
Does the text contain one or more of the topics:	27		17		26	
	Yes		No		No response	
Did you choose this book because it contained one or more of these components?	13		23		6	
	Yes		No		No response	
Do you require outside readings that reflect one or more of the above topics?	11		26		5	

Those respondents who answered that they required outside readings related to music, creative writing, drama and/or storytelling were asked explain or list the outside readings. Most of the outside readings, as noted by the comments listed below, come from current article critiques. This shows that current elementary Social Studies methods instructors are interested in their students keeping up to date on the latest research in Social Studies education. Comments are arranged in like sections, and are quoted below.

Article critiques

"I require my students to complete an article critique on Social Studies instruction."

"My students must read current research on literature in social studies, integration of social studies into other subjects and of other subjects into social studies, etc."

"News papers, journals, websites."

"Am no longer going to use a textbook. Will provide selections of articles from *Social Studies and the Young Learner*, *Social Education*, and NESS Publications."

"Journal articles, curriculum guides, web resources."

"In addition to the text, students are required to read a variety of articles that assist in educating our students how to teach subject-area knowledge through the arts."

"Articles which vary."

Other

“Arts education—specific diversity pieces.”

Question number six asked approximately what percentage of total course time is spent in teacher-centered activities such as lectures, discussions, teacher demonstrations, and films in the Social Studies methods course. The results of question 6 are shown in Table 6.

The majority of the reporting respondents appear to devote 25% of class time toward teacher centered activities. It is important to note that this is the number of respondents who reported that they spend only 25% of class time in teacher centered activities. The researcher believes that more than 25% of class time is probably actually spent in this type of activity. Some instructors may count activities such as test taking as student centered, but for the purpose of this study, activities such as that would not be considered as student centered.

Question number seven asked approximately what percentage of course time is spent in student-centered activities such as field experiences, role-playing student demonstrations, and simulations in the elementary Social Studies methods course. The results of question 7 are shown in Table 7.

The majority of the reporting respondents appear to devote about 50% of course time to student-centered activities. It seems as if methods instructors value the active involvement of their students.

On questions 6 and 7, the percentages did not always add up to 100%. This leads the researcher to wonder what is done with the remaining

Table 6: Total Course Time Spent in Teacher-Centered Activities

	25%	50%	75%	100%	N/A	No response																								
Approximately what percentage of total course time would you say is spent in teacher-centered activities such as lectures, discussions, teacher demonstrations, and films in your Social Studies methods course?	<table><tr><th>#</th><th>%age</th></tr><tr><td>17</td><td>41%</td></tr></table>	#	%age	17	41%	<table><tr><th>#</th><th>%age</th></tr><tr><td>14</td><td>33%</td></tr></table>	#	%age	14	33%	<table><tr><th>#</th><th>%age</th></tr><tr><td>10</td><td>24%</td></tr></table>	#	%age	10	24%	<table><tr><th>#</th><th>%age</th></tr><tr><td>1</td><td>2%</td></tr></table>	#	%age	1	2%	<table><tr><th>#</th><th>%age</th></tr><tr><td>0</td><td>0%</td></tr></table>	#	%age	0	0%	<table><tr><th>#</th><th>%age</th></tr><tr><td>0</td><td>0%</td></tr></table>	#	%age	0	0%
	#	%age																												
	17	41%																												
#	%age																													
14	33%																													
#	%age																													
10	24%																													
#	%age																													
1	2%																													
#	%age																													
0	0%																													
#	%age																													
0	0%																													

Table 7: Total Course Time Spent in Student-Centered Activities

	25%		50%		75%		100%		N/A		No response	
	#	%age	#	%age	#	%age	#	%age	#	%age	#	%age
Approximately what percentage of total course time would you say is spent in student-centered activities such as field experiences, role-playing, student demonstrations, and simulations in your Social Studies methods course?	11	26%	16	38%	14	34%	0	0%	0	0%	1	2%

percentages of time in the methods courses if the activities are not teacher-centered or student centered. Some respondents may not consider activities such as tests as either teacher-centered or student-centered. This may account for the remaining percentages.

Question number eight asked the respondents to look at a lengthy list of topics and techniques, and check all the topics and techniques that are included as part of the Social Studies methods course at the particular institution. The following table lists each topic and technique, and the number of respondents who checked that that topic or technique is used in the Social Studies methods course at the particular institution. Table 8 is arranged in order from greatest to least number of responses, by priority, rather than arranged as listed in the questionnaire (Appendix C).

It appears as though there is a great variance of topics and techniques used in the elementary Social Studies methods courses at the various institutions surveyed. The higher frequency items are mostly discussion centered, group work, or active learning activities. The lower frequency items are not as active and might be better suited to a language arts course relying specifically on writing instruction or drama instruction, rather than a Social Studies course that uses these elements to teach Social Studies concepts.

Question number nine asked the respondents if they include any other teaching techniques or topics that emphasize creativity in their Social Studies methods course. The list was rather lengthy, however the majority of respondents did answer that other techniques were used in their elementary

Table 8: Topics and Techniques included in Social Studies Methods Course

Topic or Technique	Number of Methods Instructors who use the particular topic or technique
Cooperative Learning	40
Small group techniques	36
Reflection discussions in groups	32
Lecture	31
Role Playing	30
Simulations	26
Storytelling	25
Ballads	7
Fables or Parables	8
Fairy Tales	15
Family Stories	23
Flannel boards or presentations	7
Folk tales	23
Legends	22
Myths	19
Participation stories	10
Tall tales	7
Videotaping stories	6
Icebreakers or creative warm-ups	23
Creative writing and sharing of that writing	22
Dramatic play	19
Creating songs to help children learn information	19
Creating historical newspapers	18
Book talks	18
Plays and skits as a form of reporting	18

Table 8: Continued

Topic or Technique	Number of Methods Instructors who use the particular topic or technique
Mock trials	17
Class courts for classroom management	16
Creative writing as a form of reporting	16
Creative writing as part of the evaluation system	15
Drama and storytelling as a form of problem solving	14
Improvisation situations	12
Character acting (from well known stories)	12
Dramatic readings	12
Puppetry and masks	11
Poetry writing (forms from different cultures such as haiku, cinquain, ballads)	11
Choreographed movement to show how a process works	10
Reader's Theatre	9
Poetry illustrations	8
Poetry interpretation	8
Sociodrama	7
Movie making with video recorders	7
Pantomime	6
Storytelling to promote research	6
Choral poetry reading	6

Table 8: Continued

Topic or Technique	Number of Methods Instructors who use the particular topic or technique
Story songs	6
Choral reading	6
Psychodrama	3
Street drama	3
Interpretive dance	3
Poetry movement	3
Poetic guided fantasies	2
Story paths (as described by Maguire)	1
Shadow plays	1

Social Studies methods courses. The results of question 9 are shown in Table 9. The respondents were asked to explain any other techniques or topics used in their course. Any comments received on the question are listed below the table, and are divided in like sections.

Methodology

There were two comments related to general methodology of teaching Social Studies. These comments suggest that the instructors at these institutions take a more integrated approach to teaching methods courses. These institutions may be ones that do not require a specific Social Studies methods course, but instead teach Social Studies in a general methods course.

All good teaching requires creativity—and real Social Studies is as interesting and creative as the language arts/arts you list. My responsibility is to teach Social Science and methodology, not repeat what is taught in my colleague's children's lit and language arts classes. Learning to integrate is important—but from your list I fear the Social Studies disciplines content would disappear in the fun and creative. The objective is to blend them, not neglect the Social Studies.

I teach Intro to Elem. Ed., and we cover general areas such as Reading and Math instruction, art and music instruction, student retention, student discipline, and standardized. The sources for these topics are scholarly journals. We don't really get into actual techniques in this course. Also, I teach Intro to Ed. in a Diverse Society. We cover multicultural issues and Multiple Intelligences. With the MI, we do touch on various strategies and techniques to use in implementing MI. I teach Foundations of Ed. This course is similar to Intro to Ed. The topics are different. I invite guest speakers for certain topics. In Intro to Ed. and Intro to Ed. in a Diverse Society, the students present children's books.

Table 9: Other Topics and Techniques Used (if any) in Social Studies Methods Courses

Topic or Technique	Yes		No		No response	
	Number	Percentage	Number	Percentage	Number	Percentage
Other than those listed above, do you include any other teaching techniques or topics which emphasize creativity in your Social Studies methods course?	21	50%	16	38%	5	12%

Technology

A large part of the additional comments made were related to technology or the integration of technology into the elementary Social Studies program. This is not surprising since it is of utmost importance that teachers be computer literate as they enter the classroom. It seems as though everything from the development of lesson plans to the sending of report cards involves the use of technology, so it makes sense that methods course instructors would integrate technology into their elementary Social Studies methods course.

Power point research and presentation.

Heavy integration of technology—e.g. use of Internet for research and to develop webquests and virtual fieldtrips. Use role play in Notable Women presentations. Use interviews to develop family stories based on oral history and then create quilt squares to represent family heritage.

Internet/technology techniques

Webquests

Internet/web searches

Students create digital movies from their videotaped film.

Using technology to teach Powerpoint, Inspiration, and Digital Pictures.

Self-esteem; Character education

Promoting students self-esteem and character education are two major parts of any elementary teacher's daily job. It makes sense that many of the methods course instructors included in this study make it a point to include self-

esteem issues and character education in their elementary Social Studies methods course.

Diversity issues

Multicultural issues

Identity circle

Conflicting source techniques

Inductive/Timeline techniques

Community service learning

Creating democratic citizenship posters.

Newspapers, Articles, Journals, Other texts

As already noted in this study, many methods course instructors require outside journal readings to supplement their curriculum. It appears that newspapers, articles, and journals are also stressed as ways for prospective teachers to help their students learn about Social Studies.

Newspapers

Political cartoon techniques

Primary sources

Integrate/model authentic documents (copies of diary entries, letters, maps, etc. from historical periods).

Creating news books—using newspapers with higher order questioning and spring board activities.

Philosophy of education/theoretical framework

Bloom's taxonomy

Gardner's intelligences

Drama

Even though drama is one of the areas in which this study was specifically concerned, some instructors chose to list particular drama techniques as ones they use in their elementary Social Studies methods course. These techniques were not listed specifically in the lengthy list included in question 8.

Debate techniques

Oral history

First person reenactments

Biographical sketches

Art tied to historical periods and artists

Oral history

Oral presentations of historical characters through first person role plays—
Living history museum.

Skits/Tableaus and Songs that share family history stories.

Group Presentations and Discussions

Again, the two techniques listed in the comments section were not specifically listed in the list on question 8. The researcher believes that most instructors do use group presentations and discussions as part of their elementary Social Studies methods course since sharing and discussion is such a large part of the learning process.

My students develop presentations centered around the 10 NCSS themes. These presentations are developed by small groups of 2 or 3 students. They are designed to answer 3 basic questions: (1) What is this theme? (2) Why is this theme important? (3) How can it be taught? Most groups develop a Powerpoint slideshow to help present their answers to the 3 questions. Groups also identify 1 upper and 1 lower grade level lesson plan that they feel is exemplary and they peer teach one of them. Groups also identify two teacher oriented and one research article related to the theme and they share those articles. Finally, they identify web resources and show these to the rest of the class.

Socratic seminar

Language Arts Activities

There were several comments listed that are generally thought of as specifically Language Arts activities. This shows that many instructors, even if they teach a Social Studies methods course, integrate activities that are part of the major content areas.

Content reading strategies

Anticipation Guides

SQ3R

QAR

3 level reading guides

DRTA

Graphic organizers

Concrete actions to develop integrated text connection

Creation of graphic symbolization

Interdisciplinary units

I use children's literature to teach Social Studies concepts and themes. Also in the Spring of the year, this course is taught interactively at another site through distance education.

Art and Art Appreciation Activities

It appears as though art and art appreciation activities are of utmost importance to many elementary Social Studies methods instructors. Even though art was not a specific part of this study, it is a very creative aspect of teaching, and the researcher was happy to see that such a creative aspect was being added to the repertoire of these methods course instructors.

Art

Photography

Students go on field trips—art museum—and learn how to incorporate art into history and cultural and ethnic studies.

Visual arts

Construction activities

Games (Board or card)

Integrate/model visual arts (art reproductions, photos)

Examine works of art and frame SS discussion around the time period and whatever else the painting suggests.

Musical Activities

Even though music is a specific part of this study, two instructors listed musical activities as part of their elementary Social Studies methods course. It is

believed that these instructors may have wanted to emphasize the importance they place on music in their elementary Social Studies methods course.

Music is a major part of our history research.

Use of music integrated with visual arts.

The next question on the survey included a list of instructional media that could be used to facilitate instruction in elementary Social Studies methods courses. The respondents were asked to indicate which media was used frequently, occasionally, or never in their Social Studies methods course. Question number ten supplied a format for respondents to use. If the technique was used in **storytelling** activities, the respondents were asked to mark the appropriate column with an **S**. If the technique was used in **drama** activities, the respondents were asked to mark the appropriate column with a **D**. If the technique was used in **musical** activities, the respondents were asked to mark the appropriate column with an **M**. If the technique was used in **creative writing** activities, the respondents were asked to mark the appropriate column with a **W**. Four of the 38 returning respondents chose not to respond to this question. One respondent answered “none” on the page, and one respondent did not mark the table, but answered with the following quote: “Many of the instructional media are used but not with the context of S, D, M, or W.” Fourteen of the returning respondents did not use the S, D, M, or W format, but simply responded with a checkmark or X in the appropriate column. Six respondents used a combination

of the format asked for and checkmarks or X's. Twelve respondents filled in the table as directed.

The researcher chose to begin with the fourteen respondents who used only checkmarks or X's to respond to the question. Some did not mark all medias. The results of the fourteen respondents who answered this question are shown in Table 10.

The frequency counts on Table 10 indicate that technology is important to most instructors in the elementary Social Studies methods courses. Newer forms of technology such as the Internet and Powerpoint presentations are used most often, while older forms of technology such as overhead projectors are rarely or never used. Surprisingly, some instructors reported that dramatic props such as puppets and flannel boards are not used a lot in the elementary Social Studies methods courses.

These fourteen respondents noted many problems with the survey. The respondents included comments on the surveys. The researcher decided that if she were to do this study again, this entire question would be worded in a different way. The information gathered was useful in the study, but there was much confusion on how to answer the question.

"This is too restrictive in terms of general teaching. Or perhaps I'm just confused."

"I use them to teach Social Studies methods to college students which may incorporate some drama or music—but that is not the focus.

Table 10: Instructional Media Used in Social Studies Methods Courses

Instructional Media	Frequently	Occasionally	Never	No response
Computers	9	4	0	1
Internet research	11	3	0	
List of useful websites	9	3	0	2
Virtual tours	2	7	0	5
Email Pals	1	2	5	5
Powerpoint	7	6	0	1
Interactive CDs	2	5	2	5
Television	1	4	3	6
Video cameras	0	7	1	6
Video tapes or DVDs	2	5	1	6
Video conferences	1	0	6	7
Video lessons	1	3	3	7
Closed circuit TV	0	0	7	7
Cameras	2	5	0	7
Slide projectors/slides	0	5	4	5
Digital cameras	4	5	0	5
Audio tapes or CDs	2	7	1	4
Flannel boards	1	4	2	7
Teaching posters	4	3	2	5
Chalkboards/ Whiteboards	5	5	1	3

Table 10: Continued

Instructional Media	Frequently	Occasionally	Never	No response
Overhead projectors	5	9	0	0
Field trips	5	8	2	2
Puppets	1	4	3	6

Next, the questions answered with a combination of checks and the directed format will be analyzed. These results are shown in Table 11.

Again, the information gathered was useful, but the researcher noted that this was very confusing for the respondents to answer, and it was very confusing for the researcher to analyze. Many respondents marked in this section that they never used the technology listed. It is difficult to believe that this many respondents never use any technology in their elementary methods courses. The researcher believes that the wording of the question or the marking instructions led respondents to answer in this way.

One respondent noted a problem with the survey. The respondent noted on the survey, "You should develop this chart slightly different."

One respondent checked that **computers** were used occasionally.

One respondent checked that **Internet research** was used occasionally.

Two respondents checked that **lists of useful websites** were used occasionally.

Two respondents checked that **interactive CDs** were used occasionally.

**Table 11: Instructional Media Used in Social Studies Methods Courses
(Combination Count)**

Instructional Media	Frequently				Occasionally				Never			
Computers	S	D	M	W	S	D	M	W	S	D	M	W
	1			2		1		3				
Internet research	S	D	M	W	S	D	M	W	S	D	M	W
	2	2		4	5	2	2	1				
List of websites	S	D	M	W	S	D	M	W	S	D	M	W
	3	2	1	3	1	1		1				
Virtual tours	S	D	M	W	S	D	M	W	S	D	M	W
						1		2	3	3	3	3
Email Pals	S	D	M	W	S	D	M	W	S	D	M	W
	1			1				4	3	3	3	3
Powerpoint	S	D	M	W	S	D	M	W	S	D	M	W
	1			1	2	3		3	3	3	3	3
Interactive CDs	S	D	M	W	S	D	M	W	S	D	M	W
					1	2	1		3	3	3	3
Television	S	D	M	W	S	D	M	W	S	D	M	W
					1	2			4	4	4	4
Video cameras	S	D	M	W	S	D	M	W	S	D	M	W
	1	1	1		1				4	4	4	4

Table 11: Continued

Instructional Media	Frequently				Occasionally				Never			
Video tapes or DVDs	S	D	M	W	S	D	M	W	S	D	M	W
	1	1				2	1		3	3	3	3
Video conferences	S	D	M	W	S	D	M	W	S	D	M	W
									7	7	7	7
Video lessons	S	D	M	W	S	D	M	W	S	D	M	W
									7	7	7	7
Closed circuit TV	S	D	M	W	S	D	M	W	S	D	M	W
									7	7	7	7
Cameras	S	D	M	W	S	D	M	W	S	D	M	W
	1	1			2	2	1	1	1	1	1	1
Slide projectors/slides	S	D	M	W	S	D	M	W	S	D	M	W
					1	1		1	6	6	6	6
Digital cameras	S	D	M	W	S	D	M	W	S	D	M	W
	1	1			1			1	4	4	4	4
Audio tapes or CDs	S	D	M	W	S	D	M	W	S	D	M	W
	2	2	1	1	1		2	1	2	2	2	2
Flannel boards	S	D	M	W	S	D	M	W	S	D	M	W
				1	3	1		1	2	2	2	2

Table 11: Continued

Instructional Media	Frequently				Occasionally				Never			
Teaching posters	S	D	M	W	S	D	M	W	S	D	M	W
	2	2		3	2	2		1	1	1	1	1
Chalkboards/ Whiteboards	S	D	M	W	S	D	M	W	S	D	M	W
	4	4	4	6		1		1				
Overhead projectors	S	D	M	W	S	D	M	W	S	D	M	W
	2	3	2	3	1	2	1	2	1	1	1	1
Field trips	S	D	M	W	S	D	M	W	S	D	M	W
	1	1	1	2	1	1	1	1	3	3	3	3
Puppets	S	D	M	W	S	D	M	W	S	D	M	W
	2	1	1		3	4	1	1	2	2	2	2

One respondent checked that **video cameras** were used frequently, and one respondent checked that **video cameras** were used occasionally.

Two respondents checked that **video tapes or DVDs** were used frequently, and one respondent checked that **video tapes or DVDs** were used occasionally.

One respondent checked that **video lessons** were used occasionally.

One respondent checked that **cameras** were used frequently. One respondent checked that **cameras** were used occasionally, and three respondents checked that **cameras** were never used.

One respondent checked that **digital cameras** were used frequently, and one checked that **digital cameras** were used occasionally.

One respondent checked that **teaching posters** were used frequently.

One respondent reported that **chalkboards/whiteboards** were never used in **writing**.

One respondent checked that **field trips** were used occasionally.

Finally, the questions answered as directed will be analyzed. These results are shown in Table 12. The frequency count shows that most elementary Social Studies methods instructors do use technology, and a lot of it, in their methods courses. Again, much like in Table 10, the newer forms of technology such as Internet research, virtual tours, and interactive media are used much more frequently than older forms of technology. Also, many of the instructors marked in this section, much like in Table 10, that they never used items such as puppets and flannel boards to teach elementary Social Studies methods. The researcher feels that this is a shame because items such as these greatly enhance the creativity of students while teaching them valuable social studies methods.

Table 12: Instructional Media Used in Social Studies Methods Courses
(Analyzed as Directed in Questionnaire)

Instructional Media	Frequently				Occasionally				Never			
Computers	S	D	M	W	S	D	M	W	S	D	M	W
		3	2	6	2	1		1	1	1		
Internet research	S	D	M	W	S	D	M	W	S	D	M	W
	3	3	2	8	2	2	2	1	1	1		
List of websites	S	D	M	W	S	D	M	W	S	D	M	W
	4	4	3	6	2	3	4	2	1	1	1	
Virtual tours	S	D	M	W	S	D	M	W	S	D	M	W
	1	1		2			2	2	1	1	1	
Email Pals	S	D	M	W	S	D	M	W	S	D	M	W
	1			1			1	2	1	2	1	
PowerPoint	S	D	M	W	S	D	M	W	S	D	M	W
	1	2	3	4	2	1	1	2	1	1	1	
Interactive CDs	S	D	M	W	S	D	M	W	S	D	M	W
	1	2	2	3					1	1	1	
Television	S	D	M	W	S	D	M	W	S	D	M	W
	1	2	1	1	2			1		1	1	
Video cameras	S	D	M	W	S	D	M	W	S	D	M	W
	1	1	2	2	2	1	1	1		1	1	

Table 12: Continued

Instructional Media	Frequently				Occasionally				Never			
	S	D	M	W	S	D	M	W	S	D	M	W
Video tapes or DVDs	2	2	2	1	1	1						
Video conferences	1	1						1	1	1	2	
Video lessons	1	1	1	1			1	1	1	1	1	
Closed circuit TV									2	2	2	2
Cameras	1	1	1	1	1	1	2	1	1	1	1	1
Slide projectors/slides									2	2	2	2
Digital cameras	2	2	2	3	2	2	2	2				
Audio tapes or CDs	1	1	3	2		1	2		1	1	1	
Flannel boards									2	2	2	2
Teaching posters	1	1	1	2	1	2	2	1	1	1	1	1

Table 12: Continued

Instructional Media	Frequently				Occasionally				Never			
Chalkboards/ Whiteboards	S	D	M	W	S	D	M	W	S	D	M	W
				1				1	2	2	2	2
Overhead projectors	S	D	M	W	S	D	M	W	S	D	M	W
	2	2	1	1			1	2	2	2	2	2
Field trips	S	D	M	W	S	D	M	W	S	D	M	W
				1		1		1	2	2	2	2
Puppets	S	D	M	W	S	D	M	W	S	D	M	W
	1	1			1	1	1		2	2	2	2

If respondents used media besides those listed, they were asked to list them on the questionnaire. The list of additional media was compiled and follows.

Webquest projects—creation of a Webquest with a Social Studies theme

Professionalism

Oral presentations

Research projects

Presentation/Minilessons

Service learning

Archaeology portfolios

Abstract report

Article critiques

Students prepare and teach own lessons

Students keep a reflective journal of assigned readings

Assessment of the Elementary Social Studies Methods Course

Question number eleven asked the respondents about the techniques used for student assessment in their elementary Social Studies methods courses. Respondents could check more than one area, and were asked to list the relative percentage for each activity checked. The techniques and their percentages are shown in Table 13.

The researcher found that the highest number of respondents reported that projects and written tests account for the majority of the students' final grade with class participation a close second.

Question number twelve asked respondents to look at a list of instructional strategies, and to check the ones that were actually used in their elementary Social Studies methods course. Table 14 contains the list and the number of respondents who use the strategy.

All areas seem to be used relatively evenly except for experiments that appear to be used less frequently than the other methods used.

Question number thirteen asked the respondents to list the one instructional strategy that they feel is the most important in their elementary Social Studies methods course. These responses are listed below and are grouped accordingly.

Table 13: Techniques Used for Student Assessment in Social Studies Methods Courses

	Class Participation	Creative Writing	Field Experiences	Oral Tests	Projects such as lesson plans, units, etc.	Written tests																								
What techniques are used for student assessment in your elementary Social Studies methods course? Please indicate a relative percentage for each activity checked.	<table><tr><td># who use</td><td>Ave. %age of final grade</td></tr><tr><td>31</td><td>16.3</td></tr></table>	# who use	Ave. %age of final grade	31	16.3	<table><tr><td># who use</td><td>Ave. %age of final grade</td></tr><tr><td>17</td><td>18.5</td></tr></table>	# who use	Ave. %age of final grade	17	18.5	<table><tr><td># who use</td><td>Ave. %age of final grade</td></tr><tr><td>26</td><td>16.7</td></tr></table>	# who use	Ave. %age of final grade	26	16.7	<table><tr><td># who use</td><td>Ave. %age of final grade</td></tr><tr><td>7</td><td>10.3</td></tr></table>	# who use	Ave. %age of final grade	7	10.3	<table><tr><td># who use</td><td>Ave. %age of final grade</td></tr><tr><td>40</td><td>40.1</td></tr></table>	# who use	Ave. %age of final grade	40	40.1	<table><tr><td># who use</td><td>Ave. %age of final grade</td></tr><tr><td>34</td><td>28.8</td></tr></table>	# who use	Ave. %age of final grade	34	28.8
# who use	Ave. %age of final grade																													
31	16.3																													
# who use	Ave. %age of final grade																													
17	18.5																													
# who use	Ave. %age of final grade																													
26	16.7																													
# who use	Ave. %age of final grade																													
7	10.3																													
# who use	Ave. %age of final grade																													
40	40.1																													
# who use	Ave. %age of final grade																													
34	28.8																													

**Table 14: Instructional Strategies Actually Used in Social Studies
Methods Courses**

Instructional Strategy	Number of instructors who use the strategy
Demonstration	36
Discussion	36
Discovery and Inquiry Learning	35
Presentations	35
Problem solving activities	33
Creative writing	32
Project approaches	29
Observations	27
Practicum Experiences	24
Field Trips	21
Experiential Learning	21
Drama	21
Music	20
Storytelling	19
One-on-one interaction (tutoring, teacher-student conferencing, etc.)	17
Experiments	6

Demonstrations, Discovery, and Inquiry Learning

Demonstration and Discovery and Inquiry Learning. Many times I present the lesson as if they are students in an elementary classroom.

Demonstration/modeling various methods and inquiry.

Demonstration—in the sense that I demo an elementary lesson each class period...I role play as an elementary teacher while the students 'become' children and actually complete activities of an elementary lesson...this allows me to bring the chapter readings and theories of life...Thus, I am also able to model interdisciplinary, thematic, multisensory lessons every week...discussion follows. At the end of each class meeting, the students apply their new understandings by creating lesson plans in groups. I provide the materials, books, resources, props, etc. to facilitate this. They plan their lessons according to the state standards...but learn how to be creative within that structure. This class meeting structure seems to prepare them well as they plan lessons individually in the field.

Discovery and Inquiry Learning.

I think it is most important for me to model a variety and to give my students opportunities to practice using these

Discovery—demonstrate it by putting the “teachers” in the shoes of students to discover teaching methods; how and why they work.

Demonstration—sharing

Discovery and Inquiry Learning. We do a number of activities that use the process.

Discovery and Inquiry Learning is used for many topics in this course, it then becomes the experience upon which reflective writing and artistic projects are based. Or, it's simulation of how to direct student thinking through the inquiry process, how to engage students in s.s. curriculum, how to guide students to become historians and think about context, collaboration, and bias.

Inquiry Learning

I model/demonstrate complete lessons with various sources—text driven, worksheet driven, nontext/worksheet driven. Also, I model classroom management.

Discovery-Inquiry Learning. Through modeling and thus having students develop lessons using the same strategies.

Discussion/Group Work

Discussion

Creative Writing/Discussion.

I consider the following equally as they are used for different purposes and content—all necessary.

cooperative learning

direct instruction

concept attainment

inquiry

simulation/role play

Drama and Storytelling Activities

Storytelling with history.

Drama

Storytelling of history. Using first person narrative drama.

Problem Solving Activities

Problem solving—students learn reflective thinking model through demonstration then are challenged to solve social studies content based problems throughout the semester.

Problem solving—students use engaged in group projects

Problem solving activities. Ga has a thinking skills program on Inquiry, Mystery, Discovery. They are used with class.

Project Approaches

Project approaches.

Actual projects used to teach in a classroom situation—their projects have to be evaluated by a classroom teacher after they have been shared in class and discusses—this is 30% of their grade!

Presentations are the most important. Students present two lesson plans each term that count for 50% of the final grade. One is an individual lesson and the other is a group lesson.

Project approach is introduced through lecture and class discussion. Initially, students work on projects within the classroom setting. By mid-semester students work on an assigned projects in pairs and independently from class time.

Project approaches—actually have the students complete/participate in project developed to teach topics—then reflect and process.

Project approaches—all assignments result in projects that students can use in their teaching.

Project approaches—interdisciplinary utilizing technology; includes problem solving.

Practicum Experiences

Practicum experiences—students engage in a collaborative peer teaching model to design and implement and reflect on teaching two S.S. lessons in the elementary classroom.

Modeled lesson—actual lesson modeled by instructor with class participating.

I believe the written activities and practical experience (in the classroom) are very important. Pre-service teachers must have a command of language and must be aware of what they're really getting into

Observations. Experiential learning.

Other

It is not included in your checklist—'community service.'

We work on all of these strategies. I can't pick just one.

The researcher found that most elementary Social Studies methods instructors find demonstrations and practicum experiences as the most important component in their methods course. As stated earlier, there is no substitute for actual teaching experience, and, while theory and general knowledge is important and must be learned, these aspects cannot take the place of actual classroom time. Also, projects and group work seem to be very important to methods instructors. These are probably important because they allow preservice teachers to learn from each other and to take away many ideas from a single assignment.

Question number fourteen, the last question on the survey, asked the respondents to describe what they consider to be the greatest strength(s) of the elementary Social Studies methods course at their institution. Their comments are listed below, and are grouped as best as possible.

People

The students.

Many of our students come into the course not necessarily enthusiastic about teaching social studies to grades 4-8. They leave excited about the possibilities.

The diverse set of students that I teach each term is a big plus.

The openness of learning new ideas...and new techniques.

Enthusiasm.

Knowledgeable faculty.

The teacher!

Multiple ideas

Character Education/Community Service

Focus on citizenship and application and demonstration of effective teaching.

Community service.

Practicum Experiences

Linked with a practicum.

Taught on-site in an elementary classroom.

Cooperation of the school systems' classrooms for clinical experiences.

Opportunities for the students to teach the lessons they design.

The opportunity that pre-service teachers are given to work with students in elementary schools in the area.

Thinking skills program and practicum.

Demonstrations/Active Learning

The greatest strength is the opportunity students have to learn to work cooperatively either with a group or with a partner. The second greatest strength is the opportunity students have to apply knowledge and techniques learned in the development of a teaching unit.

Modeling/demonstration lessons using Tennessee Instructional Model template with many different types of materials appropriate to the elementary classroom. Also, modeling of appropriate classroom management.

Students love the course because of the active learning that takes place. They very much like having the freedom to decide how and what to put into their presentations.

Practical experiences. Infusing the arts. Developing lessons, activities, teaching and videotaping lessons on the schools.

Hands on approach.

Learning to teach and develop concepts.

It actually teaches students to plan and teach with power for motivation and achievement—not just play and have fun, while neglecting the important concepts and skills of the disciplines. Real social studies taught well is as interesting and motivating as language arts contents and skills. I have taught children's literature and language arts methods. But since we have stand alone methods classes for each area, there is no need to teach them in Social Studies methods. We refer to them.

The emphasis we place on learning history through experiences and not by just answering questions at the end of a chapter! or by writing a report from an encyclopedia!

Hands-on experiences.

Practical ways for implementing current research.

Application of ideas, governmental, historical, and political can be shared via teachers and students.

Technology

Great amount of technology integration and use of children's literature.

Utilization of technology and practical application. It is currently taught by a classroom teacher.

Creativity

The creative aspect of elementary teaching is general compared to secondary students.

Integrated Approaches

The variety of methods and strategies.

Integrated with language arts.

The variety of instructional strategies and activities that the students experience during the course.

Emphasis on knowledge of subject matter and integration of visuals/visual arts.

Variety of strategies. Use of authentic stories

Availability of resources.

Textbooks

Textbook used.

Theory

Strong emphasis on content, in which most elementary education majors are lacking.

Using a constructivist approach to understanding what is, why we teach, and how to teach elementary Social Studies.

Our program and faculty operate from constructivist/socioconstructivist frameworks.

The majority of respondents listed something to do with their human resources—students, faculty, or other staff members—, practicum experiences, or demonstrations and active learning activities as the most important part of their elementary Social Studies methods course. This shows that the people involved, and their active participation in the teaching and learning process is the most important part of a successful elementary Social Studies methods course. Therefore, even though many methods instructors integrate technology and other media into their course, the people are truly the factors that make the difference in a successful elementary education program.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Enhancing students' interest in school and their love of learning should be a major goal of any teacher, and therefore, any teacher educator. If students want to learn, they are more likely to learn, and certainly if they do not want to learn, they will not learn. In order to enhance those elements, teachers must be entertainers—they must be creative. The elementary Social Studies is one curricular area in which creative teaching should occur. Creative teaching is an expansive term that encompasses numerous methodologies and broad content including those of music, creative writing, drama, and/or storytelling. Regardless of how familiar elementary school Social Studies teachers are with music, creative writing, drama, and/or storytelling, they may not see the potential of these aspects or use them to their fullest extent in their classrooms.

The purpose of this study was to examine elementary Social Studies methods courses as taught in teacher education programs in the Southeastern United States. Specifically, the study was concerned with answering the following questions:

1. To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?
2. To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest

influence over course design?

3. What type of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?

In order to achieve this purpose, a questionnaire was developed related to these three questions (See Appendix C). A pool of questions was generated, and then examined by a panel of experts (See Appendix A). The experts' comments and recommendations were used to modify the questionnaire as needed (See Appendix B). The questionnaire was then sent to college instructors in major teacher preparatory institutions in the Southeastern United States (See Appendix D).

The questionnaire was concerned with three areas of creative teaching related to Social Studies education, and how much Social Studies methods instructors used each of the areas in the methods course taught at each particular institution. Those three areas were music, creative writing, drama, and/or storytelling.

Ninety-nine surveys were sent to the population of major public colleges and universities in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia (See Appendix D). These were identified through their respective websites on the Internet. The identification of elementary Social Studies instructors was based upon information found on the websites of the various institutions. The researcher was not able to identify a specific Social Studies instructor at each institution. If the website did not list a

specific Social Studies instructor, the survey was sent to the elementary education department. Also, in those institutions where a specific Social Studies person was not identifiable, it was difficult to determine if a specific Social Studies methods course did indeed exist in the pre-service curriculum.

Several attempts were made to contact the instructors at each institution. The researcher began by identifying each major public university in each of the eight states by looking at each state's website on the Internet. The researcher decided to send a survey to every major public institution in the eight states because the number of institutions was manageable. If a particular Social Studies methods instructor was listed on the website, an attempt was made to contact that instructor by email. The first mailing occurred at the end of the academic year. Some surveys were returned following the first mailing. However, the researcher determined that the proper person might not have received some surveys since the first mailing did occur at the end of the academic year. The researcher tried again to reach the instructors by email, and a second mailing of the survey occurred.

Fifty-one of these surveys were returned. Of those 51, 9 respondents reported that their institutions did not offer elementary Social Studies methods courses, or that their elementary education program had been terminated for various reasons. Therefore, 42 surveys with usable data were returned. Some returns were deemed unusable because the survey was returned saying that no Social Studies course existed at their particular institution.

After forty-seven surveys were returned, the researcher contacted, by email, five more contact people at random from the universities from which no survey had been received. Four more surveys were returned. At this point, the researcher felt that a great deal of effort had been expended on the project, and that additional effort would not be productive. Secondly, it was estimated that as many as 40% of the instructors who had not responded were from institutions that did not have a pre-service social studies course per se at their particular institution. This meant that there was approximately a 65% return.

SUMMARY OF FINDINGS

Discussion of the findings of this dissertation is presented in Chapter IV. In that chapter, there is a discussion of all findings in this study. The purpose of Chapter V is to present a summary of key findings in the study. These are organized in order of the research questions.

The following findings are based upon an analysis of the data reported in the questionnaire. The report of the findings is organized according to the order of the questions on the questionnaire. Specific information from each question is detailed in Chapter IV.

The first question of the study asked, "To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?"

More elementary Social Studies methods instructors spend valuable course time in actual student-centered activities than in teacher-centered activities. The researcher found that 41% of reporting respondents spend only one-fourth of course time in teacher-centered activities such as lectures, discussions, teacher demonstrations, and films. An additional 33% of reporting respondents spend half of course time in teacher-centered activities (See Table 6). Another factor to consider was time spent on activities. Twenty-six percent of respondents reported spending one-fourth of course time in active, student-centered learning activities such as field experiences, role-playing, student demonstrations, and simulations in the Social Studies methods course. An additional 38% reported that half of course time was spent in student-centered activities (See Table 7).

The respondents were asked to look at a lengthy list of topics and techniques that could be used in elementary methods courses. The respondents were asked to check all the topics and techniques that were included as part of the Social Studies methods course at their particular institution. The complete results are shown in Table 8. In summary, it appeared that there was a great variance of topics and techniques used in the elementary Social Studies methods courses at the various institutions. The researcher found that the higher frequency items are mostly discussion centered, group work, or active learning activities such as cooperative learning, role-playing activities, storytelling activities, and creative writing and sharing of that writing. Lower frequency items included techniques such as using shadow plays and writing story songs.

The respondents were asked to look at a list of instructional strategies and to check the ones that were actually used in their elementary Social Studies methods course. Table 14 contains the list and the number of respondents who reported that they used the strategy in their course. The majority of those responding used strategies such as demonstration, discussion, discovery and inquiry learning, presentations, problem solving activities, creative writing, and project approaches in their courses. Observations, practicum experiences, field trips, experiential learning, drama, music, storytelling, and one-on-one interaction such as tutoring were also used quite frequently.

The second question of the study asked, "To what extent does the elementary Social Studies methods instructor have over course design, and what sources have the greatest influence over course design?"

Theory based instruction might be seen as more important than actual hands-on instruction in many Social Studies methods courses. Sixty-one percent of the respondents teach at an institution that offers Social Studies as a freestanding course. This indicates that Social Studies is still seen as an important aspect of teacher education at most institutions in the Southeastern United States. However, only three respondents reported that Social Studies is taught as part of a practicum experience.

An overwhelming majority (91%) of respondents reported that they do use a textbook in their elementary Social Studies methods course. Those respondents were asked to elaborate on the type of textbook used. Most of those instructors use a textbook that does contain creative writing instruction and

drama and/or storytelling instruction. Most of the chosen textbooks did not contain music instruction. Only 4 respondents reported that they do not use a textbook in their elementary Social Studies methods course.

Comments in the questionnaire indicated that many of the reporting respondents did not choose a particular textbook because it contained instruction in music, creative writing, drama and/or storytelling. Six respondents did not answer the question, so it can be concluded that those respondents did not choose their textbooks based on the inclusion of one of these components either. Even so, a small number of respondents reported that they require outside readings in their course that reflect music, creative writing, drama and/or storytelling.

The respondents were asked about the techniques they use for student assessment in their elementary Social Studies methods course (see Table 13). Most respondents used projects such as lesson or unit plans for most of the students' final grade in the course. Again, active, hands-on learning is an important part of student assessment. Some additional methods of assessment were used in the elementary Social Studies methods course were portfolios, article critiques, reflective journals, service learning, presentations, and Internet based projects to assess students' learning in their methods courses.

The third question of the study asked, "What types of instructional strategies/media other than music, creative writing, drama, and/or storytelling are used?"

Fifty percent of reporting respondents included creative teaching techniques not listed in the survey. Respondents who reported that they do include other teaching techniques or topics that emphasize creativity in their Social Studies methods course were asked to list and/or explain the other techniques or topics.

Two respondents commented on the general methodology of teaching Social Studies. The comments suggested that the instructors at those institutions took an integrated curricular approach to teaching methods course instead of having a separate Social Studies methods course.

Several comments were made relating to technology and its integration into the elementary Social Studies methods course, as were several comments made relating to the integration of character education programs. Responses indicated that technology and character education were current major trends in curriculum planning, and it was therefore no surprise that these items were mentioned frequently as being integrated into the Social Studies methods course.

The researcher found that those instructors who did not require a textbook relied on outside reading of journal articles to supplement their curriculum. Many instructors reported this as another way in which they enhanced creativity instruction into their elementary Social Studies methods course.

Drama and musical activities were listed in this section as well. The researcher did not understand the addition of the comments related to these areas since these areas were specifically addressed in the study. However, many instructors listed art and art appreciation activities as other topics or

techniques used in their elementary Social Studies methods course. The researcher found that, even though art was not included as part of this particular study, it is a very creative aspect of teaching. The researcher was very happy to see that such a creative aspect was being added to the repertoire of these methods course instructors.

A large number of respondents discussed how they used instructional media such as computers, Internet research, and lists of useful websites. PowerPoint presentations were also used frequently by several of the respondents. Virtual tours, video cameras, audio tapes and CDs, DVDs, and field trips were used occasionally by several of those who responded to the question. Media such as video conferences and closed circuit TV were never used by several of the respondents. This was surprising because the researcher thought that many colleges had satellite courses at other campuses such as community colleges, and that these forms of media would be helpful.

Respondents were asked to list the one instructional strategy that they felt was the most important in their elementary Social Studies methods course. The researcher grouped the responses and found that respondents saw demonstrations, discovery and inquiry learning, and project approaches as the most important strategies they used. Respondents were also asked to describe what they felt was the greatest strength of the elementary Social Studies methods course at their institution. The researcher grouped the responses and found that the respondents thought the people involved in the program, and active learning activities were the greatest strengths of their methods courses.

CONCLUSIONS

Based on the findings that have just been described, at least 9 conclusions seem appropriate. The conclusions for this study were based upon data supplied by those responding to the questionnaire, which was sent to ninety-nine major public colleges and universities in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

1. In most elementary Social Studies methods courses, student-centered activities such as drama and storytelling seem more important than teacher-centered activities such as lectures.

With analysis of research questions 6 and 7 the researcher found that more than half the respondents spent more course time in student-centered activities (See Tables 6 and 7). Thirty-eight percent of reporting respondents spent half their class time in student-centered activities such as field experiences, role-playing, student demonstrations, and simulations. Thirty-three percent spent half their time in more teacher-centered activities such as lectures, discussions, teacher demonstrations, and films.

There was a great variance of topics and techniques used in the elementary Social Studies methods courses at the various institutions. The higher frequency items were mostly discussion centered, group work, or active learning activities such as cooperative learning, role-playing activities, storytelling activities, and creative writing and sharing of that writing. Lower frequency items included techniques such as using shadow plays and writing story songs.

Therefore, the researcher concluded that active learning is very important in the elementary Social Studies methods course.

Respondents were asked to look at a list of instructional strategies and to check the ones that were actually used in their elementary Social Studies methods course. Table 14 contains the list and the number of respondents who reported that they used the strategy in their course. The majority of those responding used strategies such as demonstration, discussion, discovery and inquiry learning, presentations, problem solving activities, creative writing, and project approaches in their courses. Observations, practicum experiences, field trips, experiential learning, drama, music, storytelling, and one-on-one interaction such as tutoring were also used quite frequently. Experiments were used very infrequently. Only 6 respondents used them in their courses. Therefore the researcher concluded that, once again, active learning activities were seen as the most important component of the elementary Social Studies methods course.

Respondents were asked to list the one instructional strategy that they felt was the most important in their elementary Social Studies methods course. The researcher grouped the responses and found that respondents saw demonstrations, discovery and inquiry learning, and project approaches as the most important strategies they used. Also, the respondents were asked to describe what they felt was the greatest strength of the elementary Social Studies methods course at their institution. The researcher grouped the responses and found that the respondents thought the people involved in the program, and active learning activities were the greatest strengths of their

methods courses. Analyzing questions 13 and 14 led the researcher to conclude that active learning is the most important component of the elementary Social Studies methods course.

2. Music is incorporated less than creative writing, drama and/or storytelling in most elementary Social Studies methods courses.

The researcher concluded that music was incorporated much less often in the elementary Social Studies methods courses than other creative elements such as creative writing and drama and/or storytelling. This may be due to lack of knowledge about music and/or instruments by the instructor. The instructors may not feel comfortable teaching about music if they are not musically inclined themselves. While analyzing question 10, the researcher found 2 instructors who freely used music in their elementary Social Studies methods courses. It is believed that these instructors wanted to emphasize the importance they place on musical activities since they took the time to list those activities as ones they use on a regular basis.

3. Most elementary Social Studies methods course instructors do incorporate music, creative writing, drama, and/or storytelling to some extent. However, art is also a major creative aspect of elementary Social Studies methods courses.

The majority of respondents included other teaching techniques or topics that emphasize creativity in their Social Studies methods course. A variety of teaching techniques and topics that emphasize creativity were used in elementary Social Studies methods courses, and that one list can in no way be

all-inclusive. However, while analyzing question 10, the researcher found that art activities are very important to some instructors. Some of the students' final grades are based on participation in such activities as photography, artistic construction activities, visitation of art museums, and examination of fine art.

4. In most cases, Social Studies is taught as a free standing methods courses instead of being included as part of a block of methods courses. However, there are few actual Social Studies practicums required at the colleges and universities surveyed.

Sixty-one percent of elementary Social Studies methods instructors teach Social Studies as a course of its own as opposed to part of a block of courses, or as part of a general methods course. Even so, only 3 respondents reported that Social Studies methods is taught in conjunction with a practicum. Therefore, the researcher concluded that Social Studies methods courses were still seen as an important part of the teacher preparation program, but that the actual hands-on teaching of Social Studies was not given as much time as the actual hands-on teaching of core areas such as Math and Reading.

Another area of concern was the assessment of the elementary Social Studies methods course. While analyzing question 11, it was found that most respondents used projects such as lesson or unit plans for most of the student's final grade in the course. Additional methods of assessment used in the elementary Social Studies methods course included portfolios, article critiques, reflective journals, service learning, presentations, and Internet based projects to assess students' learning in their methods courses. Therefore, the researcher

concluded that, even though a practicum does not exist with every elementary Social Studies methods course, projects are probably the most important area of assessment for elementary Social Studies methods course instructors. This may be due to the fact that, by analyzing a project, the instructor has concrete information to show that the student knows what he or she is doing. The researcher concluded that these projects probably involved some sort of presentation as well, so this means of evaluation shows how well a student understands how to teach.

5. Most elementary Social Studies methods instructors surveyed in the Southeastern United States are new to the profession having little experience teaching elementary school (5 years or less). Likewise, most elementary Social Studies methods instructors have little experience teaching Social Studies methods courses (5 years or less).

The researcher wanted to determine the academic and professional background of the subjects responding to the survey. It was found that the majority of the reporting respondents were new to teaching general elementary methods courses, having anywhere from 0-5 years experience. Likewise, the majority of the reporting respondents had from 0-5 years experience teaching full time in elementary school. The researcher concluded that instructors who are new to the profession teach elementary Social Studies methods courses.

6. Though the use of textbooks is still valued in today's elementary Social Studies methods courses in the Southeastern United States, textbooks

are not usually chosen because they contain content related to music, creative writing, drama and/or storytelling instruction.

All but four reporting respondents require a textbook related to elementary Social Studies. An equal number of reporting respondents reported that the textbook they require contained drama and/or storytelling instruction, and creative writing instruction. Music instruction was included in some textbooks, but not nearly as many as drama and/or storytelling and creative writing. Three reporting respondents reported that none of these areas were included in the textbook they require for their elementary Social Studies methods course.

The majority of the reporting respondents did not necessarily choose the textbook because it contained one or more of those areas of instruction, and the majority of the instructors did not require outside readings that reflected one or more of the topics. The researcher concluded that the areas of drama and/or storytelling and creative writing instruction are included in more textbooks than music instruction, and that drama and/or storytelling and creative writing instruction are seen as more important than music instruction in elementary Social Studies methods courses. Since the majority of the instructors did not select the textbook because it contained one or more of those topics, and the majority of the instructors do not require outside readings related to one of those topics, the researcher concluded that drama and/or storytelling, creative writing, and music are not seen as a highly important part of the elementary Social Studies methods course.

7. Music, creative writing, drama and/or storytelling lack significance in the elementary Social Studies methods courses of those instructors surveyed.

Most instructors of elementary Social Studies methods courses did not choose a textbook because it included music, creative writing, drama and/or storytelling. Also, most instructors did not require outside readings reflecting one of these topics. As the research analyzed comments made on the questionnaire, she assumed that most of these instructors are more involved in teaching the factual aspect related to elementary Social Studies than they are involved with teaching pre-service educators creative ways to teach Social Studies.

8. Technology, including the use of computers and the Internet has become an important part of elementary Social Studies methods courses.

Question 10 was very difficult to analyze, and the researcher concluded that good data was discerned, but evaluating the information was quite a task. Basically, the researcher concluded from question 10 that technology such as computers and the Internet are the most frequently used media in the elementary Social Studies methods courses. This was no surprise considering the abundance of computers in today's schools and the necessity of knowing how to use a computer in order to do one's job well.

9. Active, student-centered activities are seen as the most important instructional strategies used in the elementary Social Studies methods courses in the Southeastern United States, while people involved in

the programs were seen as the greatest strengths of the elementary Social Studies methods courses.

Respondents were asked to list the one instructional strategy that they felt was the most important in their elementary Social Studies methods course. The researcher grouped the responses and found that respondents saw demonstrations, discovery and inquiry learning, and project approaches as the most important strategy they used. Respondents were asked to describe what they felt was the greatest strength of the elementary Social Studies methods course at their institution. The researcher grouped the responses and found that the respondents thought the people involved in the program, and active learning activities were the greatest strengths of the methods courses.

DISCUSSION

In summary, the majority of elementary Social Studies methods course instructors who responded to this project has taught general methods courses for 5 years or less, and had taught in elementary schools for 5 years or less. This showed that most respondents were new to the college teaching profession, and most did not see elementary school teaching as their life long career.

Most elementary Social Studies courses are still taught as a free standing required course instead of being taught in conjunction with a general methods course or offered as an elective. It is often, however, taught as part of a practicum experience that allows students to combine both theory and practice to Social Studies teaching.

Most elementary Social Studies methods course instructors do require a textbook related to elementary Social Studies in their course. Most of those textbooks did include instruction on music, drama and storytelling, and/or creative writing, but most instructors did not choose the textbook based on the inclusion of one or more of these items. Also, most instructors do not require outside readings other than the textbook, but those who do generally required a certain number of journal article critiques per semester.

Forty-one percent of instructors reported that the majority of time in their courses is spent in teacher-centered activities such as lecturing. Thirty-one percent reported that the majority of time in their course is spent in student-centered activities such as cooperative learning or presentations. In analyzing the responses of later questions, the researcher concluded that most of the course time is actually spent in what the researcher considers student-centered activities. Group work, project demonstrations, practicum experiences, and the like were listed many time as important to the elementary Social Studies methods course.

Fifty percent of instructors reported that they used creative techniques other than the ones listed by the researcher in the elementary Social Studies methods course.

Most instructors reported that new technological media is most often used to facilitate instruction in the elementary Social Studies methods course. Computers, Internet research, PowerPoint presentation, and the like are used quite often in the elementary Social Studies methods course. Older forms of

media such as overhead projectors and flannel boards seem to have fallen by the wayside and newer and better techniques become available.

RECOMMENDATIONS

Recommendations for Additional Research

Based on the findings of this study, the researcher would like to suggest several types of research projects that might further refine our knowledge of the preparation of elementary Social Studies teachers.

1. Interactive self-instructional modules might be developed and put on line. Elementary Social Studies methods instructors could then have their students access these modules which might extend and apply learning about music, creative writing, drama and/or storytelling in Social Studies. Instructors might find these particularly helpful in areas where they feel less competent.
2. Methods book chapters should be developed which give greater emphasis to music, creative writing, drama and/or storytelling. Chapters should be developed with such clarity as to communicate directly to pre-service teacher trainees so that additional class time would not be needed.
3. The researcher or other interested scholars should develop a series of workshops for teachers in which teachers are taught how to successfully incorporate music, creative writing, drama and/or

storytelling into their classrooms. The modules created in research recommendation 1 could be used in these workshops so that teachers would have access to a wealth of information.

Recommendations for Developmental Programs

The researcher would like to offer some additional recommendations regarding developmental programs that might include more music, creative writing, drama and/or storytelling into existing Social Studies methods courses.

1. It is recommended that elementary Social Studies methods instructors explore different avenues for training prospective teachers how to teach creatively. The subjects in this study generally used a balance of teacher-centered and student-centered activities in their class format, however, the creative topics this study dealt with were not seen as top priority.
2. It is recommended that more observational research be conducted where elementary school teachers are actually observed to see what methods work best in the classroom.
3. It is recommended that an analysis of Social Studies methods books and general methods books be conducted to see if music, creative writing, drama and/or storytelling are emphasized as important in elementary Social Studies methods courses.
4. It is recommended that research to see if teachers who are given more exposure to the areas of music, creative writing, drama, and/or

storytelling have more exciting classrooms and more interesting lessons. If so, more specific research could be conducted to see how these teachers include music, creative writing, drama and/or storytelling in their classrooms.

BIBLIOGRAPHY

BIBLIOGRAPHY

Adler, S. (1991). Reflective practice and teacher education. In E. Wayne Ross (Ed). Reflective practice in social studies (pp. 51-57). Washington, DC: National Council for the Social Studies.

Alabama A&M University. School of Education. June 2003. <http://www.aamu.edu/Education/School_Of_Ed.html>.

Alabama State University. June 2003. < <http://www.alasu.edu>>.

Albany State University. College of Education. June 2003. <<http://www.asurams.edu>>.

Alcorn State University. School of Education and Psychology. June 2003. <<http://www.alcorn.edu/academic/academic/eds.htm>>.

Ames, C. (1984). Achievement attributions and self-instructions under competitive and individualistic goal structures. Journal of Educational Psychology, 76, (3), 478-487.

Appalachian State University. Reich College of Education. June 2003. <<http://www.ced.appstate.edu>>.

Armstrong Atlantic State University. College of Education. June 2003. <<http://www.education.armstrong.edu>>.

Athens State University. School of Education. June 2003. <<http://www.athens.edu/soe/>>.

Atwood, V.A. (Ed.) (1986). Elementary school social studies: Research as a guide to practice. Washington, D.C.: National Council for the Social Studies.

Auburn University. College of Education. June 2003. <<http://www.education.auburn.edu>>.

Auburn University, Montgomery. School of Education. June 2003. <<http://www.edla.aum.edu/soe.html>>.

Augusta State University. School of Education. June 2003. <http://www.aug.edu/school_of_education/>.

Austin Peay State University. School of Education. June 2003. <<http://www.apsu.edu/educ>>.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall

Barr, R. D., Barth, J.L., and Shermis, S.S. (1977). Defining the social studies.

Bulletin 51. Arlington, VA: National Council for the Social Studies.

Brooks, J. & Brooks, M. (1993). The case for constructivist classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Brualdi, A. (1998). Gardner's theory. Teacher Librarian, 26, (2), 26-28.

The Citadel. School of Education. June 2003.
<<http://www.citadel.edu/education/index.html>>.

Clayton College and State University. School of Education. June 2003.
<<http://www.clayton.edu>>.

Clemson University. Eugene T. Moore School of Education. June 2003.
<<http://www.hehd.clemson.edu/schoolofed/programs.html>>.

Coastal Carolina University. Spadoni College of Education. June 2003.
<<http://www.coastal.edu/education/>>.

College of Charleston. School of Education. June 2003.
<<http://www.cofc.edu/edee/>>.

Columbus State University. School of Education. June 2003.
<<http://www.colstate.edu>>.

Coffman, D.M. (1999). Every child is smart. Mailbox Teacher, 27, (4), 17-22.

College of William and Mary. School of Education. June 2003.
<<http://www.wm.edu/education/index.html>>.

Collins, J. (1998). How to make a better student: seven kinds of smart. Time, 152, 94-96.

Dalton State College. June 2003. <http://www.daltonstate.edu>.

Delta State University. College of Education. June 2003.
<<http://ntweb.deltastate.edu/coe>>.

Dick, W. and Carey, L. (1996). The systematic design of instruction. Fourth edition. New York: Harper Collins.

East Carolina University. College of Education. June 2003. <<http://www.coe.ecu.edu/>>.

East Tennessee State University. College of Education. June 2003. <<http://coe.etsu.edu/>>.

Edwards, L. C. (1997). The creative arts: A process approach for teachers and children. New Jersey: Prentice Hall.

Elizabeth City State University. June 2003. <<http://www.ecsu.edu/cs/>>.

Fayetteville State University. School of Education. June 2003. <<http://www.uncfsu.edu/soe/>>.

Felder, D. (Ed.) (1978). Competency based teacher education: Professionalizing social studies teaching. Washington, D.C.: National Council for the Social Studies.

Florida A&M University. College of Education. June 2003. <<http://www.famu.edu/education>>.

Florida Atlantic University. College of Education. June 2003. <<http://www.fau.edu>>.

Florida Gulf Coast University. College of Education. June 2003. <<http://www.coe.fgcu.edu>>.

Florida International University. College of Education. June 2003. <<http://www.education.fiu.edu>>.

Florida State University. College of Education. June 2003. <<http://www.coe.fsu.edu>>.

Fort Valley State University. College of Arts, Sciences, and Education. June 2003. <<http://www.fvsu.edu/coase/asp>>.

Fosnot, C.T. (1993). Learning to teach, teaching to learn: The center for constructivist teaching/teacher preparation project. Teaching Education, 5, 2, 69-73.

Francis Marion University. School of Education. June 2003. <<http://www.fmarion.edu/~Catalog/Cat0102/uprog/eduele.htm>>.

Garcia, J., & Michaelis, J. U. (2001). Social studies for children: A guide to basic instruction (12th ed.). Needham Heights, MA: Allyn & Bacon.

Gardner, H. (1983). Frames of mind—the theory of multiple intelligences. New York, NY: Basic Books.

Gardner, H. (1991). The unschooled mind—how children think and how schools should teach. New York, NY: Basic Books.

Gardner, H. (1993). Multiple Intelligences: The theory in practice. New York: BasicBooks.

Gardner, H. (1995). Leading minds—an anatomy of leadership. New York, NY: Basic Books.

Gardner, H. (2000). The disciplined mind—beyond facts and standardized tests, the k-12 education that every child deserves. New York, NY: Penguin Books.

George Mason University. School of Education. June 2003.
<<http://gse.gmu.edu/programs>>.

Georgia College and State University. John H. Lounsbury School of Education. June 2003. <http://www.gcsu.edu/acad_affairs/school_ed/>.

Georgia Southern University. College of Education. June 2003.
<<http://coe.georgiasouthern.edu>>.

Georgia Southwestern State University. School of Education. June 2003.
<<http://www.education.gsw.edu/>>.

Hammrich, P.L. (2003). What the science standards say: Implications for teacher education. LSS—Spotlight on Student Success. [On-line], 208. Available:<<http://www.temple.edu/lss/htmlpublications/spotlights/200/spot208.htm>>.

Jackson State University. Joseph H. Jackson School of Education. June 2003. <<http://www.jsu.edu>>.

Jacksonville State University. College of Education. June 2003.
<<http://www.jsu.edu/depart/edprof/>>.

James Madison University. College of Education. June 2003.
<<http://coe.jmu.edu>>.

Larson, B.E. (1999, September/October). Current events and the Internet: Connecting "Headline News" to perennial issues. Social Studies and the Young Learner, 12, 25-28.

Lander University. College of Education. June 2003.
<<http://web.lander.edu/education/>>.

Longwood University. College of Education and Human Services. June 2003. <<http://www.longwood.edu/academics/education/educate.html>>.

Marsh, H. W. (1990). Influences on internal and external frames of reference on the formation of math and English self-concepts. Journal of Educational Psychology, 83, 107-116.

Mary Washington College. Education Department. June 2003.
<<http://www.mwc.edu/educ/>>.

Mayesky, M. (1990). Creative activities for young children. New York: Delmar Publishers, Inc.

Meece, J., Blumenfeld, P., and Hoyle, R. (1998). Students' goal orientations and cognitive engagement in classroom activities. Journal of Educational Psychology, 80, 514-523.

Middle Tennessee State University. College of Education and Behavioral Sciences. June 2003. <<http://www.mtsu.edu/~colleduc/>>.

Milson, A.J. and LaComb, S. (2001, March/April). World-class sounds: Music, social studies, and the Internet. Social Studies and the Young Learner, 14, P1-P2.

Mississippi State University. College of Education. June 2003.
<<http://www.educ.msstate.edu>>.

Mississippi University for Women. College of Education and Human Sciences. June 2003. <http://www.muw.edu/edu_hs/ed.html>.

Mississippi Valley State University. College of Education. June 2003.
<<http://www.mvsu.edu>>.

National Council for the Social Studies, *Curriculum Standards for social studies*. (2001), 3.

Nichols, J. (1996). The effects on cooperative learning on student achievement and motivation in a high school geometry class. Contemporary Educational Psychology, 21, 467-476.

Nichols, J. and Miller, R. (1994). Cooperative learning and student motivation. Contemporary Educational Psychology, 19, (2), 167-178.

Nichols, J.D. and Utesch, W.E. (1998, May/June). An alternative learning program: Effects on student motivation and self-esteem. The Journal of Educational Research, 91, (5), 272-277.

Nicholson-Nelson, K. (1999). Let 100 flowers bloom. Instructor, 109, (3), 32-35.

Norfolk State University. School of Education. June 2003. <<http://www.nsu.edu/schools/education>>.

North Carolina A&T University. School of Education. June 2003. <<http://ncat.edu/~schod.ed/>>.

North Carolina Central University. School of Education. June 2003. <<http://www.nccu.edu/soe>>.

North Carolina State University. College of Education. June 2003. <<http://ced.ncsu.edu>>.

North Georgia College and State University. School of Education. June 2003. <<http://www.ngcsu.edu/academic.Educate/educ/educpage.htm>>.

Old Dominion University. Darden College of Education. June 2003. <<http://www.odu.edu/educ/education/index.html>>.

O'Brien, P. and Burnett, P.C. (2000). Counseling children using a multiple intelligence framework. British Journal of Guidance and Counseling, 28, (3), 353-356.

Parker, W.C. (2001). Social studies in elementary education (11th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Parker, W.C. & Jarolimek, J. (2001). Curriculum standards for social studiesL Expectations of excellence. Washington, D.C.: National Council for the Social Studies.

Patton, W.E. (Ed.) (1980). Improving the use of social studies textbooks. Washington, D.C.: National Council for the Social Studies.

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. Human development, 15, 1-12.

Piaget, J. & Inhelder, B. (1969). The psychology of the child. New York: Basic Books.

Pintrich, P. and DeGroot, E.V. (1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, 82, (1), 33-40.

Radford University. College of Education and Human Development. June 2003. <<http://www.radford.edu/~cehd-web/>>.

Robinson, P. and Kirman, J.M. (1986). From monopoly to dominance. In S.P. Wronski & D.H. Bragaw (Eds.), Social studies and social sciences: A fifty-year perspective. Washington, DC: National Council for the Social Studies.

Ross, E.W. (Ed.) (1994). Reflective practice in social studies. Washington, D.C.: National Council for the Social Studies.

Savannah State University. June 2003. <<http://www.savstate.edu>>.

Scheurman, G. (1995). Constructivism, personal epistemology, and teacher education: Toward a social-developmental model of adult reasoning. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995)

South Carolina State University. School of Education. June 2003. <<http://www.scsu.edu>>.

Southern Polytechnic State University. June 2003. <<http://www.spsu.edu>>.

State University of West Georgia. School of Education. June 2003. <<http://www.westga.edu>>.

Tennessee State University. College of Education. June 2003. <<http://www.tnstate.edu/educ>>.

Tennessee Technological University. College of Education. June 2003. <<http://plato.ess.tntech.edu/ed/>>.

The University of Memphis. College of Education. June 2003. <<http://coe.memphis.edu>>.

Thomas, R.M. (1992). Comparing theories of child development. Belmont, CA: Wadsworth Publishing Co.

Thornton, S.J. (1991). Perspectives on reflective practice in social studies education. In E. Wayne Ross (Ed.), Reflective practice in social studies (pp. 5-11). Washington, DC: National Council for the Social Studies.

Tribe, C. (1982). Profile of three theories: Erikson, Maslow, & Piaget. Dubuque, Iowa: Kendall/Hunt Publishing Co.

Troy State University. College of Education. June 2003. <<http://spectrum.troyst.edu/~coe/>>.

Troy State University, Dothan. College of Education. June 2003. <<http://ed.tsud.edu>>.

Troy State University, Montgomery. College of Education. June 2003. <http://www.tsum.edu/div_cepl>.

Tryon, R. (1935). The social sciences as school subjects. Part XI: Report of the commission on social studies. New York: Charles Scribner's Sons.

University of Alabama. College of Education. June 2003. <<http://education.ua.edu/>>.

University of Alabama, Birmingham. School of Education. June 2003. <<http://www.ed.uab.edu/SDEWeb/academic/c&i/index.html>>.

University of Alabama, Huntsville. College of Education. June 2003. <<http://www.uah.edu/HTML/Academics/index.html>>.

University of Montevallo. College of Education. June 2003. <<http://www.montevallo.edu/coe>>.

University of North Alabama. College of Education. June 2003. <<http://www2.una.edu.education>>.

University of South Alabama. College of Education. June 2003. <<http://www.southalabama.edu/coe/c&i/index/html>>.

University of Tennessee, Chattanooga. School of Education. June 2003. <<http://www.utc.edu>>.

University of Tennessee, Knoxville. College of Education. June 2003.
<<http://cehhs.utk.edu>>.

University of Tennessee, Martin. College of Education and Behavioral Science. June 2003. <<http://www.utm.edu/departments/ed/educate/>>.

University of West Alabama. College of Education. June 2003.
<<http://coe.uwa.edu>>.

University of Florida. College of Education. June 2003.
<<http://www.coe.fau.edu/frame.htm>>.

University of Central Florida. College of Education. June 2003.
<<http://www.edcollege.ucf.edu/>>.

University of North Carolina, Asheville. June 2003.
<<http://www.unca.edu>>.

University of North Carolina, Chapel Hill. School of Education. June 2003. <<http://unc.edu/depts/ed/home.html>>.

University of North Carolina, Charlotte. College of Education. June 2003.
<<http://education.uncc.edu/coe/>>.

University of North Carolina, Greenville. School of Education. June 2003. <<http://www.uncg.edu/soe/>>.

University of North Carolina, Pembroke. School of Education. June 2003. <<http://www.uncp.edu/soe/>>.

University of North Carolina, Wilmington. Watson School of Education. June 2003. <<http://www.uncwil.edu/ed/>>.

University of North Florida. College of Education. June 2003.
<<http://www.unf.edu/coehs/>>.

University of South Florida. College of Education. June 2003.
<<http://www.coedu.usf.edu/college/>>.

University of Virginia. Curry School of Education. June 2003.
<<http://curry.edschool.virginia.edu/>>.

University of West Florida. College of Education. June 2003.
<<http://www.uwf.edu>>.

University of Georgia. College of Education. June 2003.
<<http://www.uga.edu>>.

University of Mississippi. School of Education. June 2003.
<http://www.olemiss.edu/depts/educ_school2/>.

University of South Carolina, Aiken. School of Education. June 2003.
<<http://www.usca.edu/education.>>

University of South Carolina, Columbia. College of Education. June 2003. <<http://www.ed.sc.edu/>>.

University of South Carolina, Spartanburg. College of Education. June 2003. <<http://www.uscs.edu>>.

University of Southern Mississippi. College of Education and Psychology. June 2003. <<http://www.usm.edu/colleges/cep>>.

Valdosta State University. College of Education. June 2003.
<<http://education.valdosta.edu>>.

Virginia Commonwealth University. School of Education. June 2003.
<<http://www.vcu.edu>>.

Virginia State University. School of Liberal Arts and Education. June 2003. <<http://www.vsu.edu/catalogweb>>.

Virginia Tech. June 2003. <<http://www.vt.edu/academics/>>.

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.) Cambridge, MA: Harvard University Press.

Wadsworth, B.J. (1978). Piaget for the classroom teacher. New York: Longman.

Welton, D.A., & Mallan, J.T. (1999). Children and their world: Strategies for teaching social studies (6th ed.). New York: Houghton Mifflin.

Western Carolina University. College of Education and Allied Professions. June 2003. <<http://www.ceap.wcu.edu>>.

Winston Salem State University. School of Education. June 2003.
<<http://gorams.wssu.edu/soe>>.

Winthrop University. Richard W. Riley College of Education. June 2003.
<<http://coe.winthrop.edu>>.

Wronski, S.P. & Bragaw, D.H. (Eds.) (1986). Social studies and social sciences: A fifty year perspective. Washington, D.C.: National Council for the Social Studies.

APPENDICES

APPENDIX A
LIST OF PANEL OF EXPERTS

Panel of Experts

1. Dr. Gail Hickey
University of Indiana, Purdue
2. Dr. Earl Putnam
State University of New York
3. Dr. Barbara Hatcher, Associate Dean
West Texas University
4. Dr. Ron Morris
Ball State University
5. Dr. Dorothy Hendricks
University of Tennessee
6. Dr. Dotie Boran
St. Louis Public Schools
7. Dr. Ken Vogler
University of Tennessee, Martin

APPENDIX B
SUMMATION OF EXPERTS' COMMENTS

(Morris)

This looks really good. You should get the information you need with this form.

(Hickey)

I have several questions and suggestions regarding your questionnaire on elementary social studies methods courses:

First, you'll need a one-page (maximum) cover letter explaining (a) the nature of the project and (b) why/how the individual recipient was selected for participation in the study.

Secondly, the words "Preparation Programs" in the questionnaire title might be a bit confusing to recipients who teach in 4-year B.S. degree programs and/or who teach graduate methods courses only. Consider clarifying the title wording.

Third, the first question asks participants to identify their university/college. If the study is meant to be anonymous, such identification prevents anonymity because elementary social studies is a relatively small field. (This comment also applies to the final instruction on the questionnaire, which directs participants to include a course syllabus—if participants are meant to be anonymous, inclusion of a course syllabus is inappropriate. Whether or not the study is anonymous should be addressed in the brief cover letter mentioned in my first suggestion.) Also, you'll need a blank line next to or below question #1 if participants are to write in a response.

My remaining suggestions relate to specific questionnaire items, and shall be identified in the same way (#5 means the suggestion relates to questionnaire item 5, for example).

2. Survey research methods recommends use of consistent spreads (0-5=5 yr. spread, 5-15 =10 yr. spread, 16+=20 yr. + spread—and lacks consistency. I recommend using 0-5, 6-11, 12-17, 18 or more).

3. See suggestion for item 2 (above). Same principle applies.

4. Omit "as" from initial statement and add to each selection (i.e., "as a free standing required course"). Include an open-ended selection (____ Other (please describe)).

Finally, add this instruction following initial statement: (check one only).

5. Change to 5a. Omit “If a” and change to “Is”. After “social studies” omit “is”. After “course”, place a question mark. Add instruction (If yes, please continue to 5b. If no, please go to question 6.).
- 5a. Change to 5b. Omit “drama and/or storytelling instruction”. Reword as follows: Does the text contain one or more of the following? (please check all that apply).
- 5b. Indent, and include one beneath the other, “1. drama and/or storytelling instruction. 2. music instruction. 3. writing instruction.
- 5d. Change to 5c. Reword as follows: “Did you select this text because it contained one or more of the above topics?” Add “_____Yes”_____No” (one beneath the other).
- 5e. Change to 5d. Reword as follows. “Do you require outside readings that reflect on or more of the above topics, in lieu of a textbook? If yes, please explain and/or list.” Add “_____Yes” “_____ No” and at least two blank lines stretching across the page (for write-in responses)/
6. (Suggestion: survey research recommends the use of percentages over fractions, and recommends consistent spreads.) Change “fraction” to “percentage”. Omit “you spend” and change to “is spent”. Place a comma after “films” and add “in your social studies methods course?” Change selections from current None/all/fractions to “25%” “50%” “75%” “100%” “N/A”.
7. (See suggestion for question 6 above. Same principle applies.) Change “fraction” to “percentage”; change “you spent” to “is spent”; after “simulations” add a comma and the words “in your social studies methods course?” Change selections from current None/all/fractions to “25%” “50%” “75%” “100%” “N/A”.
8. Add instruction to initial statement “(please check all that apply)”
9. Change to 9a. Reword as follows: “Other than those listed above, do you include any other teaching techniques or topics which emphasize creativity in your social studies methods course? _____Yes _____No.”
- 9b. If yes, please list and/or describe:” [add at least three blank lines stretching across the page (for write-in responses)].
10. Reword as follows: “The following list of instructional media can be used to facilitate instruction in elementary social studies methods courses. Please indicate which media is used frequently, occasionally, or never in your social studies methods course. Please utilize the following format to answer question #10.)” [Also, following the list and the invitation to “list them in the space

provided", add at least three blank lines stretching across the page (for write-in responses)].

11. (Suggestion: "Evaluation: is the reporting or recording of the results of "assessment". I think you mean to use the word "assessment" here, not "evaluation".) Reword # 11 as follows: "What techniques are used for student assessment in your elementary social studies methods course? Please indicate the relevant percentage for each activity checked. (check all that apply)." [Also, following each selection (i.e., class participation), include a short blank line and a percentage symbol.] Reword remainder of question 11 in this fashion: "If other methods of assessment are used, please list and/or describe below." [add at least three blank lines stretching across the page (for write-in responses)].

12. (Suggestion: Renumber question 12 as question 14 (or whatever the final question #). This question should be moved to the end of the questionnaire.)

13. Renumber as question 12. Reword as follows: "How many of the following instructional strategies are actually used in your elementary social studies methods course? (check all that apply)."

14. Renumber as question 13a. Reword as follows: "Of the instructional strategies checked above, which one do you consider to be the most important:" [add at least two blank lines stretching across the page (for write-in responses)].

"13b. How is the above instructional strategy used in your elementary social studies methods course?" (add at least two blank lines stretching across the page (for write-in responses)].

14. (See question 12 suggestion.)

Finally, reconsider final instructions regarding syllabus/course outline in view of expected anonymity and, if you decide to retain this instruction, reword in the following fashion: "Please attach a course syllabus or outline to your completed questionnaire. Thank you for your time and cooperation!"

Once again, Renea, thank you! If I can be of further assistance in your research, please feel free to contact me by my campus email address.

Warm regards,

Gail Hickey

(Hendricks)

1. Include the word initial in the title of the instrument. I believe you want to find out about the initial undergraduate methods course. The title could be Elementary Social Studies Methods Course Preparation Programs or in the cover letter indicate that you are interested in the initial licensure program.

2. For Item 1, how about giving a range of numbers for the institution's total student population so that the respondent can check off a response as is available for #2, 3, and 4? You can list:

_____ less than 999 students

_____ 1000-

3. Question 2 asks about general elementary methods courses. Do you want to survey instructors of general methods courses or social studies methods courses?

4. Question 5 also seems as if you are asking about a general elementary methods course. A textbook related to elementary social studies is vague. I think "related" is the word that is a problem for me. I used a general elementary textbook that had sections devoted to the teaching of social studies. For me that is a textbook that is related to social studies. The sections on drama, storytelling, music and writing were related to all subject areas: social studies, language arts, science...

Do you want to include a 5f: Title of textbook?

It appears from Questions 5 and 10 that you are interested in preparation in four areas and not the preparation in basic social studies content. This again should be explained in the cover letter.

Such basic content as problem-solving, decision-making, values instruction, multi-cultural issues, all skill development (reading, writing, grouping, graphic, ...), and assessment strategies are topics that I look for in a textbook and are the things that I would expect to respond to on a questionnaire on the preparation of elementary social studies teachers. I think that instructors of general methods courses who include a study of social studies will answer your questionnaire differently than instructors who teach a strictly social studies method course.

Hope that you find these comments helpful. Good luck with your research.

Dr. Dorothy Hendricks

APPENDIX C
REVISED QUESTIONNAIRE FOR THE ELEMENTARY SOCIAL STUDIES
METHODS COURSE

ELEMENTARY SOCIAL STUDIES METHODS COURSE PREPARATION PROGRAMS

1. University and/or College:

Academic and Professional Background

2. Your total years teaching general elementary methods courses:

- ☐ 0-5 years
☐ 5-15 years
☐ 16+ years

3. Your total years teaching full time in elementary school:

- ☐ 0-5 years
☐ 5-15 years
☐ 16+ years

4. At your institution, is Social Studies taught: (Check only one.)

- ☐ as a free standing required course?
☐ as part of a general methods course? Number of hours
☐ as part or all of 2 or more courses?
☐ as part of a practicum experience?
☐ other (Please describe)

Methods Course Preparation

5. Is a textbook related to elementary Social Studies required or recommended in your course?

- ☐ Yes (Please continue to 5a.)
☐ No (Please go to question 6.)

5a. Does this text contain one or more of the following? (Please check all that apply.)

☐ drama and/or storytelling instruction?

☐ music instruction?

☐ creative writing instruction?

5b. Did you choose this book because it contained one or more of these components?

☐ Yes

☐ No

5c. Do you require outside readings that reflect one or more of the above topics in lieu of a textbook? If yes, please explain or list.

☐ Yes

☐ No

6. Approximately what percentage of total course time would you say is spend in teacher-centered activities such as lectures, discussions, teacher demonstrations, and films in your Social Studies methods course?

☐ 25%

☐ 50%

☐ 75%

☐ 100%

☐ N/A

7. Approximately what percentage of total course time would you say is spend in student-centered activities such as field experiences, role-playing, student demonstrations, and simulations in your Social Studies methods course?

☐ 25%

☐ 50%

☐ 75%

☐ 100%

☐ N/A

8. Which of the following topics and techniques do you include as part of your elementary Social Studies methods instruction? (Please check all that apply.)

- ☐ Book talks
- ☐ Character acting (from well known stories)
- ☐ Choral poetry reading
- ☐ Choral reading
- ☐ Choreographed movement to show how a process works
- ☐ Class courts for classroom management
- ☐ Cooperative learning
- ☐ Creating historical newspapers
- ☐ Creating songs to help children learn information
- ☐ Creative writing as a form of reporting
- ☐ Creative writing as part of the evaluation system
- ☐ Creative writing and sharing of that writing
- ☐ Drama and storytelling as a form of problem solving
- ☐ Dramatic play
- ☐ Dramatic readings
- ☐ Icebreakers or creative warm-ups
- ☐ Improvisation situations
- ☐ Interpretive dance
- ☐ Lecture
- ☐ Mock trials
- ☐ Movie making with video recorders
- ☐ Pantomime
- ☐ Plays and skits as a form of reporting
- ☐ Poetic guided fantasies
- ☐ Poetry illustrations
- ☐ Poetry interpretation
- ☐ Poetry movement
- ☐ Poetry writing (forms from different cultures such as haiku, cinquain, ballads)
- ☐ Psychodrama
- ☐ Puppetry and masks
- ☐ Reader's Theatre
- ☐ Reflection discussions in groups
- ☐ Role playing
- ☐ Shadow plays
- ☐ Simulations
- ☐ Small group techniques
- ☐ Sociodrama
- ☐ Story paths (as described by Maguire)
- ☐ Story songs
- ☐ Storytelling

- ☐ Ballads
- ☐ Fables or Parables
- ☐ Fairy tales
- ☐ Family stories
- ☐ Flannel board stories or presentations
- ☐ Folk tales
- ☐ Legends
- ☐ Myths
- ☐ Participation stories
- ☐ Tall tales
- ☐ Videotaping stories
- ☐ Storytelling to promote research
- ☐ Street drama

9. Other than those listed above, do you include any other teaching techniques or topics which emphasize creativity in your Social Studies methods course? (If yes, please list and/or explain.)
- ☐ Yes
- ☐ No

The following list of instructional media can be used to facilitate instruction in elementary Social Studies methods course. Please indicate which media is used frequently, occasionally, or never in your Social Studies methods course. (Please use the following format to answer question 10.)

10. If you use a technique in **storytelling** activities, please mark the appropriate column with an **S**.
 If you use a technique in **drama** activities, please mark the appropriate column with a **D**.
 If you use a technique in **musical** activities, please mark the appropriate column with an **M**.
 If you use a technique in creative **writing** activities, mark the appropriate column with a **W**.

	Frequently	Occassionally	Never
Computers			
Internet research			
List of useful websites			
Virtual tours			
E-mail pals			
Powerpoint			
Interactive CDs			
Television			
Video cameras			
Video tapes or DVDs			
Video conferences			
Video lessons			
Closed circuit TV			
Cameras			
Slide projectors/ slides			
Digital cameras			
Audio tapes or CDs			
Flannel boards			
Teaching posters			
Chalkboards/Whiteboards			
Overhead projectors			
Field trips			
Puppets			

If you use other media besides those listed above, please list them in the space provided.

Assessment of the Elementary Social Studies Methods Course

11. What techniques are used for student assessment in your elementary Social Studies methods course? Please indicate the relative percentage for each activity checked. (Check all that apply.)

____ Class participation ____ %
____ Creative writing ____ %
____ Field experiences ____ %
____ Oral tests ____ %
____ Projects such as lesson plans, units, etc. ____ %
____ Written tests ____ %

If other methods of evaluation are used, please list and describe below.

12. How many of the following instructional strategies are actually used in your elementary Social Studies methods course? (Check all that apply.)

____ Creative writing
____ Demonstration
____ Discovery and Inquiry Learning
____ Discussion
____ Drama
____ Experiments
____ Experiential Learning
____ Field trips
____ Music
____ Observations
____ One on one interaction (tutoring, teacher-student conferencing...)
____ Practicum experiences
____ Presentations
____ Problem solving activities
____ Project approaches
____ Storytelling

13. Of the instructional strategies checked above, which one do you consider to be the most important, and how do you demonstrate it in your methods course?

14. Describe what you consider to be the greatest strength(s) of the elementary Social Studies methods course at your institution.

PLEASE INCLUDE A COURSE OUTLINE OR SYLLABUS IF POSSIBLE.
THANK YOU FOR YOUR TIME AND COOPERATION!!!

APPENDIX D

COLLEGES AND UNIVERSITIES INCLUDED IN THE STUDY

South Carolina

Coastal Carolina University
Kearns Hall Room 202
P.O. Box 261954
Conway, SC 29528-6054
phone: 843-347-3161

College of Charleston
9 College Way
Charleston, SC 29424
phone: 843-953-5507

University of South Carolina,
Columbia
Columbia, South Carolina 29208
phone: 803-777-7000

University of South Carolina, Aiken
471 University Parkway
Aiken, SC 29801
phone: 803-648-6851

University of South Carolina,
Spartanburg
800 University Way
Spartanburg, SC 29303
phone: 864-503-5000

Winthrop University
Richard C. Riley College of
Education
Withers Building
Rock Hill, SC 29733
phone: 803-323-2211

The Citadel
Capers Hall Room 306B
171 Moultrie Street
Charleston, SC 29409
phone: 843-953-5000

Clemson University
Clemson, SC 29634
phone: 864-656-3311

Francis Marion University
P.O. Box 100547
Florence, SC 29501-0547
phone: 843-661-1231

Lander University
320 Stanley Avenue
Greenwood, SC 29649-2099
phone: 1-888-452-6337

South Carolina State University
Orangeburg, SC 29117
phone: 803-536-7000

Georgia

Albany State University
Department of Natural Sciences
504 College Drive
Albany, GA 31705
phone: 800-822-7267

Georgia Southwestern State
University
800 Wheatley Street
Americus, GA 31709
phone: 229-928-1273

Columbus State University
Jordan Hall 131
4225 University Avenue
Columbus, GA 31907

North Georgia College and State
University
Dahlonega, GA 30957
phone: 800-498-9581

Southern Polytechnic State
University
1100 South Marietta Parkway
Marietta, GA 30060-2896
phone: 800-635-3204
No college of ed.

Augusta State University
2500 Walton Way
Augusta, GA 30904-2200
phone: 800-341-4373

Clayton College and State University
Office of Teacher Education
5900 N. Lee St.
Morrow, GA 30260-1250
No college of ed.

Valdosta State University
Valdosta, GA 31698
phone: 800-618-1878

State University of West Georgia
Mandeville Hall
Carrollton, GA 30118
phone: 770-836-6416

Georgia Southern University
P.O. Box 8024
Statesboro, GA 30460
phone: 912-681-5531

Savannah State University
P.O. Box 20209
Savannah, GA 31404
phone: 800-788-0478
No college of ed.

Dalton State College
213 North College Drive
Dalton, GA 30720
phone: 706-272-4436

University of Georgia
212 Terrell Hall
Athens, GA 30602-1633
phone: 706-542-8776

Georgia College and State University
P.O. Box 23
Milledgeville, GA 31061
phone: 800-342-0471

Fort Valley State University
1005 State College Drive
Fort Valley, GA 31030-3298
phone: 800-248-7343

Armstrong Atlantic State University
11935 Abercon Street
Savannah, GA 31419
phone: 800-633-2349

Virginia

Norfolk State University
700 Park Avenue
Norfolk, VA 23504
phone: 757-823-8600

Virginia Tech
Blacksburg, VA 24061
phone: 540-231-6000

James Madison University
800 South Main Street
MSC 1904
Harrisonburg, VA 22807
phone: 540-568-6211

Old Dominion University
165-11 Education
Darden College of Education
Old Dominion University
Norfolk, VA 23529
phone: 757-683-3000

University of Virginia
P.O. Box 400160
Charlottesville, VA 22904-4160
phone: 434-982-3200

Christopher Newport University
EDUCATION DEPT. TERMINATED

George Mason University
Fairfax, VA 22030-4444
phone: 703-993-2400

Longwood University
201 High Street
Farmville, VA 23909
phone: 434-395-2000

Radford University
East Main Street
Radford, VA 24142
phone: 540-831-5000

Virginia Commonwealth University
Richmond, VA 23284
phone: 804-828-1000

College of William and Mary
Department of Education
P.O. Box 8795
Williamsburg, VA 23187-8795
757-221-4300

Mary Washington College
1301 College Avenue
Fredericksburg, VA 22401
phone: 540-654-1000

Virginia State University
Petersburg, VA 23806
phone: 800-871-7611

Tennessee

Austin Peay State University
601 College Street
Clarksville, TN 37044
phone: 800-844-2778

Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132
phone: 800-331-MTSU

Tennessee Technological University
One William Jones Drive
Cookeville, TN 38505
phone: 800-255-8881

University of Tennessee, Knoxville
Knoxville, TN 37996

University of Tennessee,
Chattanooga
615 McCallie Ave.
Chattanooga, TN 37403-2598
phone: 423-425-4111

East Tennessee State University
University Parkway & W. Walnut St.
Johnson City, TN 37614
phone: 800-462-3878

Tennessee State University
3500 John Merritt Blvd.
Nashville, TN 37209-1561
phone: 888-536-7655

The University of Memphis
Central & Patterson
Memphis, TN 38152
phone: 800-669-2678

University of Tennessee, Martin
544 University Street
Martin, TN 38238
phone: 800-829-UTM1

North Carolina

North Carolina Central University
1801 Fayetteville Street
Durham, NC 27707
phone: 919-530-6100

North Carolina State University
Raleigh, NC 27695
phone: 919-515-2011

University of North Carolina, Chapel Hill
Chapel Hill, NC 27599
phone: 919-962-2211

University of North Carolina,
Wilmington
Department of Curricular Studies
601 South College Drive
Wilmington, NC 28401
phone: 910-962-3000

Winston-Salem State University
School of Education CB 193
Winston-Salem, NC 27107
phone: 336-750-2000

North Carolina A&T University
209 Hodgkin Hall
1601 East Market Street
Greensboro, NC 27411
phone: 336-334-7500

University of North Carolina,
Asheville
One University Heights
Asheville, NC 28804
phone: 1-800-531-9842

University of North Carolina,
Charlotte 9201 University City Blvd.
Charlotte, NC 28223-0001
phone: 704-687-2000

Appalachian State University
Boone, NC
phone: 828-262-2000

Elizabeth City State University
1704 Weeksville Rd.
Elizabeth City, NC 27909
phone: 252-335-3400

University of North Carolina,
Greensboro
P.O. Box 26170
Greensboro, NC 27402-6170
phone: 336-334-5000

East Carolina University
East Fifth St.
Greenville, NC 27858-4353
phone: 252-328-6131

Fayetteville State University
1200 Murchison Rd.
Fayetteville, NC 28301-4298
phone: 800-222-2594

University of North Carolina,
Pembroke
P.O. Box 1510
Pembroke, NC 28372-1510
phone: 800-949-8627

Western Carolina University
246 Killian Building
Cullowhee, NC 28723

Mississippi

University of Southern Mississippi
Hattiesburg, MS 39406

Delta State University
Ewing Hall 389
P.O. Box 3112
Cleveland, MS 38733
phone: 800-GOTODSU

Mississippi University for Women
1100 College Street
Columbus, MS 39701
phone: 877-GO2TheW

Alcorn State University
1000 ASU Dr.
Alcorn State, MS 39096
phone: 601-877-6100

Jackson State University
Curriculum and Instruction
Joseph H. Jackson School of
Education
P.O. Box 18829
Jackson, MS 39217
phone: 1-800-848-6817

Mississippi Valley State University
14000 Highway 82 West
Itta Bena, MS 38941
phone: 662-254-9041

Mississippi State University
355 Allen Hall
Curriculum and Instruction
Box 9705
Mississippi State, MS 39762
phone: 662-325-2323

University of Mississippi
145 Martindale
University, MS 38677
phone: 662-915-7226

Florida

University of West Florida
Bldg. 85 Room 125
11000 University Parkway
Pensacola, FL 32514
phone: 850-474-2000

Florida Gulf Coast University
Assistant Professor
College of Education
10501 FGCU Blvd. S.
Ft. Myers, FL 33965-6565
phone: 800-590-3428

Florida Atlantic University
8464 NW2 Street
Coral Springs, FL 33071

University of Florida
Gainesville, FL 32611
phone: 352-392-3261

Florida State University
Tallahassee, FL 32306
850-644-2525

Florida International University
11200 S.W. 8th St.
Miami, FL 33199
phone: 348-2000

Florida A&M University
Wahnish Way and Gamble St.
Tallahassee, FL 32307

University of South Florida
4202 East Fowler Ave.
Tampa, FL 33620
phone: 813-974-2011

University of Central Florida
4000 Central Florida Blvd.
Orlando, FL 32816
phone: 407-823-2000

University of North Florida
4567 St. Johns Bluff Road S.
Jacksonville, FL 32224
phone: 904-620-1000

Alabama

Jacksonville State University
700 Pelham Road N
Jacksonville, AL 36265-1602
phone: 256-782-5681

Troy State University
113 McCartha Hall
Troy, AL 36082
phone: 334-670-3774

University of Alabama
College of Education
201 Carmichael Hall
Box 870231
Tuscaloosa, AL 35487-0231
phone: 205-348-5100

University of West Alabama
Station 32
Livingston, AL 35470
phone: 205-652-3400

Alabama A&M University
4700 Meridian St.
Normal, AL 35762
phone: 256-851-5230

Alabama State University
915 South Jackson St.
Montgomery, AL 36104
334-229-4327

Athens State University
300 North Beaty St.
Athens, AL 35611
phone: 1-800-522-0272

Auburn University
107 Samford Hall
Auburn University, AL 36849
phone: 334-844-4650

Auburn University at Montgomery
P.O. Box 244023
Montgomery, AL 36124-4023
phone: 334-244-3602

Troy State University at Dothan
P.O. Box 8368
Dothan, AL 36304-0368
phone: 334-983-6556

Troy State University at Montgomery
P.O. Drawer 4419
Montgomery, AL 36103
phone: 334-241-9536

University of Alabama Birmingham
701 20th St. South, AB 420
Birmingham, AL 35294-1014
phone: 205-934-2384

University of Alabama Huntsville
301 Sparkman Drive
Huntsville, AL 35889
phone: 256-814-1000

University of Montevallo
Station 6000
Montevallo, AL 35115
phone: 205-665-6000

University of North Alabama
UNA Box 5004
Florence, AL 35632-0001

University of South Alabama
AD121
Mobile, AL 36688
phone: 251-460-6111

APPENDIX E
COVER LETTER TO SUBJECTS

Dear Elementary Methods Instructor:

I am a doctoral student at the University of Tennessee—Knoxville, and am doing my dissertation research on the development of courses geared toward the social studies. The specific purpose of this study is to examine the elementary social studies methods courses as taught in teacher education programs in the Southeast United States. The results of this study will be made available to participants to aid in the development of social studies methods programs. Your help, although completely optional, would strengthen the results of the study by supplying your valuable opinion.

I would greatly appreciate it if you would complete the questionnaire and **return it in the enclosed stamped, self-addressed envelope by May 31, 2003**. I realize that your schedule is extremely busy. Your completion of this survey will be considered as agreement to participate in the study. Your responses will be kept completely confidential, and only cumulative data will be reported. The study has been approved by the University of Tennessee's Research with Human Subjects review committee. If you are not the person at your institution who is responsible for elementary Social Studies, please forward this survey to that person.

I want to thank you in advance for your participation in this study. If you have any further questions, please contact me by e-mail rlremory@msn.com, or at my home 865-717-1360. Also, if you would like a copy of the results of the study, please indicate so on the survey, and you will be sent one.

Thank you,

Renea Emory

APPENDIX F
IRB APPROVAL FORM

FORM A

IRB # _____

Certification for Exemption from IRB Review for Research Involving Human Subjects

A. PRINCIPAL INVESTIGATOR: Renea Emory
FACULTY ADVISOR: Thomas N. Turner

B. DEPARTMENT/UNIT: Theory and Practice in Teacher Education

C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PRINCIPAL INVESTIGATOR

Renea Emory
320 Dogtown Road
Ten Mile, TN 37880
Phone: 865-717-1360
email: rlremory@msn.com

Faculty Advisor:
Dr. Thomas Turner
Theory and Practice in Teacher Education
A222 Claxton Addition
1126 Volunteer Boulevard
Knoxville, TN 37996
Phone: 865-974-4230
email: thom@utkux.utcc.utk.edu

D. TITLE OF PROJECT: Creative Teaching Methods in Elementary Teacher Education Programs

E. EXTERNAL FUNDING AGENCY AND ID NUMBER: N/A

F. GRANT SUBMISSION DEADLINE: N/A

G. STARTING DATE: Upon Form A Approval

H. ESTIMATED COMPLETION DATE: December 2003

I. RESEARCH PROJECT:

1. Objective(s) of Project:

The purpose of this study is to determine if and how music, creative writing, drama, and storytelling are included in teacher education programs. Specifically, the purpose is to examine the elementary Social Studies methods courses in teacher education programs in the Southeastern United States. Specifically, the study will attempt to answer the following questions:

1. To what extent are music, creative writing, drama, and/or storytelling used in the elementary Social Studies teacher preparation courses?
2. To what extent does the elementary Social Studies methods instructor have control over course design, and what sources have the greatest influence over course design?
3. What type of instructional strategies/media other than music, creative writing, drama and/or storytelling are used?

2. Subjects:

Participants will be those individuals responsible for teaching elementary Social Studies methods in major public universities in Alabama, Georgia, Florida, North Carolina, South Carolina, Tennessee, and Virginia. These individuals can be identified using the various university web sites. When necessary, phone calls will be made to the individuals involved in the study.

3. Methods or Procedures:

In order to achieve the purpose of this study, a questionnaire will be developed. The researcher will begin by generating a pool of questions for the questionnaire. The questions will be submitted to a panel of teacher education specialists in the field of elementary Social Studies who will consider the appropriateness of the questions to the purpose of the study. Based on the responses from the panel, the questionnaire will be refined, and a final questionnaire will be developed.

The questionnaire will then be sent to instructors who are responsible for elementary Social Studies education in each of the major public universities in the Southeastern United States. For the purpose of the study, the Southeastern states will be defined as Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee, and Virginia. Institutions were identified through their respective websites on the Internet. The identification of elementary

Social Studies instructors was based upon information found on the websites of the various institutions.

4. CATEGORY FOR EXEMPT RESEARCH PER 45 CFR 46:

- (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
- (i) research on regular and special education instructional strategies, or
 - (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

J. CERTIFICATION: The research described herein is in compliances with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator	<u>Jeanine R. Emory</u>	<u>Jeanine R. Emory</u>	<u>4/30/03</u>
	Name	Signature	Date
Student Advisor	<u>Thomas N. Turner</u>	<u>Thomas N. Turner</u>	<u>4/30/03</u>
	Name	Signature	Date
Dept. Review Comm. Chair	<u>Ann Hatch</u>	<u>Ann Hatch</u>	<u>5-2-03</u>
	Name	Signature	Date
APPROVED: Dept. Head	<u>Lester N. Knight</u>	<u>Lester N. Knight</u>	<u>5/1/03</u>
	Name	Signature	Date

VITA

Jeanine Renea Emory was born in Sweetwater, Tennessee, on February 13, 1975. She graduated from Midway High School, located south of Kingston, Tennessee, in May 1993. In December 1996, she graduated magna cum laude with a Bachelor of Science degree in Multidisciplinary Studies--Elementary Education (K-8) from Tennessee Technological University in Cookeville, Tennessee. In August of 1998, after almost two years of graduate work, she graduated summa cum laude with a Master of Arts degree in Instructional Leadership—Administration and Supervision (K-12) from Tennessee Technological University.

In August of 1999, after marrying her husband Ralton Brent Emory, Renea undertook the opportunity to pursue her educational goals. She enrolled at the University of Tennessee—Knoxville, and completed a Doctor of Education degree with a major in Elementary Education—specifically elementary social studies and language arts. She graduated summa cum laude in May 2004.

Renea's professional experience includes eight years teaching experience at Midway Elementary School in Kingston, Tennessee. One of those eight years was in 2nd Grade, one in 3rd Grade, and the other six years were spent teaching the 5th Graders that she dearly loves. Renea resides with her husband, their daughter, Alyssa, and their Himalayan cat, Sparkie in Ten Mile, Tennessee.

