

Teachers Perception And Openion Towards Innovativeand Existing Social Scienceteaching Strategies With Special Reference To Anchored Instruction

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Abstract: *Teaching is an important part of education. Teaching involves divergent elements. Teaching strategies are one among the significant determining factor of effective teaching. Perception and opinion of teachers towards existing and innovative strategies are important because teachers conduct class with a specific strategy based on their perception.*

The study intends to find out the perception and opinion of secondary school social science teachers towards existing and innovative social science teaching strategies with special reference to Anchored Instruction. For the study Investigator adopted purposive sampling survey method and 50 secondary school social science teachers were selected by purposive sampling. The tool used for the study was "A questionnaire on teachers perception and opinion towards existing and innovative social science teaching strategies".

Collected data analyzed by percentage analysis. Findings of the study are:Majority of the teachers taken classes by making use of lecture method. Teachers do not use anchored instruction as a teaching method. But teachers have positive attitude towards anchored instruction because working teachers perceive it is better approach to develop both skills and content knowledge in social science among higher secondary students. But due to the novelty of the approach teachers need more practical knowledge about anchored instruction

I. Introduction

Social Science is a subject to deals with society. Social science teaching is a process of giving a support to the learner to see the socialworld through the lens of the science. There are different strategies prevailed in social science teaching. It includes teacher centered, students centered, activity oriented, process oriented, and outcome oriented strategies. Perception and opinion of teachersinfluence the selection of strategies using in class room practices. Opinion of teacher's reflect the constraints in different strategies. It will help to select suitable strategies for different topics within the social science subject. Anchored Instruction is an innovative approach in teaching social science.

Perception is the process of organization, identification, and interpretation of sensory information in order to represent and understand the environment. Daniel (2011) Opinion is a subjective judgment, viewpoint, or statement about matters. Existing Strategies means commonly used social science teaching strategies which are traditionally follows. Innovative strategies means recent developed strategies that is not commonly used in the class room. Anchored Instruction is a technology based strategydesigned specifically to help students acquire the skills and knowledge necessary to become independent thinkers and learners. Cognition and Technology Group at Vanderbilt.(1990) So investigators also enquired about the perception and opinion about the Anchored Instruction.

Need And Significance Of The Study

Education is a powerful tool for socialization. Social science involves all relevant topic related to society such as values in a society, social institutions etc. To inculcate social goals of education social science teaching is essential. Social science teaching in the present day class room practiced by using diverse strategies. These strategies work as a vehicle for transmitting values, attitudes, knowledge etc. The strategies are chosen by teachers according to their perception. Teachers have different opinion towards different approach. Teaching learning process is changing based on innovative researches. Teacher centeredness gradually vanish and child centered approach is more prevalent by the paradigm shift from behaviourism to constructivism in teaching learning process. Even though social science teachers still taking class by using both child centered and teacher centered teaching strategies. So investigators intended to understand the perception and opinion of social science teachers on different teaching strategies in social science.

Objectives Of The Study

To find out the perception and opinion of secondary school social science teachers towards innovative and existing strategies

To find out the perception and opinion of secondary school social science teachers towards Anchored Instruction

II. Methodology Of The Study

Sample of the study

The study adopted survey method. The sample consist of 50 secondary school social science teachers. Samples were selected by using purposive sampling from various schools of Malappuram district.

Tools used for the study

The tools used for the study was “A questionnaire on teachers perception and opinion towards innovative and existing social science teaching strategies.” Questionnaire includes two parts A part includes questions related to the opinion of the teachers regarding innovative and existing teaching strategies in social science in order to evaluate frequency of the use of each strategy. Questionnaire contains three responses such as to a great extent, some extent and not at all. B part of questionnaire including items regarding perception and opinion of teachers towards different strategies, it also includes advantages and constraints of each strategy. Investigators used percentage analysis for analyzing data.

III. Analysis And Interpretation Of Data

The percentage scores of different strategies used by social science teachers are presented in table 1

Table 1: Details Of Different Strategies Used By Social Science Teachers

strategies used	% of response of teachers	% of response of teachers	% of response of teachers	Total
	To a great extent	To some extent	Not at all	
Lecture	37 (74%)	11 (22%)	2 (4%)	50 (100%)
Story telling	5 (10%)	30 (60%)	15 (30%)	50 (100%)
Project	0	35 (70%)	15 (30%)	50 (100%)
Text book	10 (20%)	18 (36%)	22 (44%)	50 (100%)
Play way	4 (8%)	20 (40%)	26 (52%)	50 (100%)
Problem solving	15 (30%)	25 (50%)	10 (20%)	50 (100%)
Group discussion	30 (60%)	16 (32%)	4 (8%)	50 (100%)
Supervised study	9 (18%)	19 (38%)	22 (44%)	50 (100%)
Socialized recitation	7 (14%)	15 (30%)	28 (56%)	50 (100%)
Source method	5 (10%)	12 (24%)	33 (66%)	50 (100%)
Brain storming	6 (12%)	23 (46%)	21 (42%)	50 (100%)
Simulation	3 (6%)	21 (42%)	26 (52%)	50 (100%)
Socratic method	4 (8%)	24 (48%)	22 (44%)	50 (100%)
Dramatization	2 (4%)	13 (26%)	35 (70%)	50 (100%)
Workshop	0	1 (2%)	49 (98%)	50 (100%)
Demonstration	1 (2%)	16 (32%)	33 (66%)	50 (100%)
Seminar	6 (12%)	17 (34%)	27 (54%)	50 (100%)
Assignment	15 (30%)	28 (56%)	7 (14%)	50 (100%)
Anchored Instruction	0 (0)	0 (0)	0 (0)	0%
Total				50 (100%)

Table No.1 shows the percentage of different teaching strategies used by social science teachers. Data reveals that 96% teachers used lecture method. Group discussion used by 92% teachers, assignment method used 86%, problem solving 80% used, project method used by 70% teachers, story telling method used by 70% teachers, Brain storming 58% teachers practiced, text book 56% teachers used, supervised study 56% teachers used, Socratic method 56% teachers used, play way method 48% teachers practiced, simulation practiced by 48% teachers, Seminar used by 46% teachers, socialized recitation practiced by 44%, source method utilized 34% teachers, Demonstration practiced 34% teachers, Dramatization practiced 30% teachers, Workshop 2% teachers utilized. None of the teachers used Anchored instruction.

Anchored Instruction

Anchored instructional approach is an innovative method of teaching in social science. So teachers do not have knowledge about anchored instruction. So they responded they are not using anchored instructional in teaching. So investigators enquired perception about anchored instruction by asking different features of anchored instruction and the reactions of respondents shows its components were used in the class but as a full-

fledged teaching method it is not used in class. The percentage scores of elements of anchored instruction used by social science teachers are presented in table 2

Table 2: Details About the Elements of Anchored Instruction Used By Social Science Teachers

Elements of anchored instruction	% of response of teachers	% of response of teachers	% of response of teachers	Total
	To a great extent	To some extent	Not at all	
Use of Analogy	11 (22%)	33 (66%)	6 (12%)	50 (100%)
Use of Multimedia	7 (14%)	37 (74%)	6 (12%)	50 (100%)
Problem context	13 (26%)	34 (68%)	3 (6%)	50 (100%)
Group Activity	30 (60%)	16 (32%)	4 (8%)	50 (100%)
Students initiation in knowledge construction	19 (38%)	25 (50%)	6 (12%)	50 (100%)
Total				50 (100%)

Table No.2 shows most of the teachers using the elements of anchored instruction, perceived it as an essential part of current teaching practice. Majority of the teachers used the elements of anchored instruction such as Analogy used 88%, Multimedia utilized 88%, problem context used 94%, group activity conducted 92% teachers and student initiation in knowledge construction used 88% teachers. The percentage scores of teachers perception and opinion towards innovative and existing social science teaching strategies are presented in table 3

Table 3: Details Of Teachers Perception And Opinion Towards Innovative And Existing social Science Teaching Strategies

Sl. No	Strategies	Advantages	% of teachers	Constraints	% of teachers
1	Lecture	Easy	37 (74%)	Monotony	14 (28%)
		Cover more lesson	13 (26%)	Passive listening	29 (58%)
				Less opportunity for self-study	7 (14%)
2	Story Telling	Interesting to students	20 (40%)	Exaggeration of reality	27 (54%)
		Opportunity to creative expression	16 (32%)	Not suitable for all topics	13 (26%)
		Easy to attract attention	14 (28%)	Not suitable for all age group	10 (20%)
3	Project	Opportunity to confront with real situation	31 (62%)	comprehensive planning needed	20 (40%)
				Time consuming	19 (38%)
		Investigative skills	19 (38%)	Evaluation of project also difficult	11 (22%)
4	Text Book	Close contact with textbook	50 (100%)	Monotony	15 (30%)
				Less participation of students in learning	35 (70%)
5	Play Way	Sustain interest and motivation to study	50 (100%)	Not suitable to all topic and age	27 (54%)
				Evaluation difficult	23 (46%)
6	Problem Solving	Equip students to face different problems	33 (66%)	Not suitable for all topics	17 (34%)
		Develop logical thinking	17 (34%)	Individual difference	33 (66%)
7	Group Discussion	Thought provoking	10 (20%)	Need more time	22 (44%)
		Transfer of ideas each other	25 (50%)	Infrastructural facilities needed	19 (38%)
		Develop critical thinking	15 (30%)	Domination of a few students	9 (18%)
8	Supervised Study	Gives Freedom	30 (60%)	Diverse nature of content	37 (74%)
		Got guidance	20 (40%)	Individual difference	13 (26%)
9	Socialized Recitation	Develop skill of recitation	50 (100%)	More mechanical process	32 (64%)
				Not suitable for higher classes	18 (36%)
10	Source Method	Familiar with authentic source	20 (40%)	Lack of skills	21 (42%)
		Inculcate investigation attitude	30 (60%)	Unavailability of authentic sources	29 (58%)
11	Brain Storming	Active participation	15 (30%)	Individual difference	31 (62%)
		Thought provoking	35 (70%)	All topics are not suitable	19 (38%)
12	Simulation	Enhance interest	32 (64%)	Expensive	32 (64%)
		Improve retention	18 (36%)	Chance to Create confusion	18 (36%)

13	Socratic Method	Thought provoking	50 (100%)	Need suitable question	34 (68%)
				Time consuming	16 (32%)
14	Dramatization	Provide Multisensory experience	50 (100%)	Expensive	26 (52%)
				Need skill	24 (48%)
15	Workshop	Develop skills and knowledge	50 (100%)	Needs more time	19 (38%)
				Availability of facility	17 (34%)
				Expertise and skill	14 (28%)
16	Demonstration	Able to understand a topic by direct experience	50 (100%)	Facility needed	21 (42%)
				Expertise and skills	18 (36%)
				Costly	11 (22%)
17	Seminar	Ability to analyze a topic	8 (16%)	Monotony	22 (44%)
		Improve presentation skill	42 (84%)	Individual Difference	28 (56%)
18	Assignment	Evaluate students understanding by giving follow up activity	32 (64%)	Giving more assignments made overburden to the students	15 (30%)
		Enhance self work	18 (36%)	Copying tendency	35 (70%)
19	Use of Analogy	increase memory	19 (38%)	Not suitable to all topic	21 (42%)
		Meaningful reception	22 (44%)	Difficult to find out suitable analogy	23 (46%)
		Easy to learn	9 (18%)	Chance of confusion	6 (12%)
20	Use of Multimedia	Interesting to students	19 (38%)	Expensive	33 (66%)
		Provide Multi sensory experience	31 (62%)	Need suitable Facilities	17 (34%)
21	Problem context	Increase involvement of the students	11 (22%)	All topics are not suitable for creating problem context	31 (62%)
		Thought provoking	10 (20%)	Individual difference	10 (20%)
		Problem solving ability	29 (58%)	Need time and effort	9 (18%)
22	Group Activity	Enhance interest	19 (38%)	Need time	27 (54%)
		Increase involvement	31 (62%)	Need suitable facility	23 (46%)
23	Students initiation in knowledge construction	Develop skills	35 (70%)	Individual difference	36 (72%)
		Increase interest	15 (30%)	Time consuming	14 (28%)

Table.3 shows the perception and opinion of social science teachers towards different strategies. Respondents pointed out major advantages and constraints of different approach as follows.

Lecture

Majority of teachers replied that it is easy method and cover more lessons with short span of time. But it creates monotony, lack of opportunity for self-study, low respondents of the students.

Story telling

This method needs abilities of stimulus variation and sound modulation and creative expression of teacher. It is very interesting method of teaching. But it is not suitable for all lessons and age group, there are chances of exaggeration in terms of reality; is also pointed as demerits of the method by the respondents

Project

Methodically it is the best opportunity providing to the students to confront with real situation. But it needs comprehensive planning and much time. The evaluation of project also has certain difficulties.

Text book

The text book give a closer view of the subject to the student. Even though it monotonous, lack students representation in learning, discussion and vision of subject get shorted to the text book only.

Play way

Children are very much like to play so studying with play is a wonderful idea. But it has some limitations such as not suitable to all content area and age group and evaluation also a difficult task in this method.

Problem solving

This method is equipped the students to face different problems. But the individual difference in the class, all topic not suitable for this method.

Group discussion

Group discussion is a popular method in the changing class room. It provides opportunity to present students ideas and receiving others view about a particular problem. It will help to increase critical thinking among students. But the time and infrastructural limitations creates practical difficulties to this method. Similarly some students are more dominated over other students create lack of all member's participation.

Supervised study

Supervised study helps to provide freedom and guidance to the students but individual difference and diversity of content and age will create problem. So it is not suitable to all topics and all age groups

Socialized recitation

Recitation to study is effective in lower level but it is not suitable for higher classes and learning to higher order because it is more a mechanical process. Scarcity of time also makes problems.

Source method

Providing more sources and students gathering information from direct sources are theoretically best idea. But in practice it has some limitation because the unavailability of authentic sources, lack of skills of students to gather information directly from sources may impair quality.

Brain storming

This method creates disequilibrium among students and made them more active participants in the learning process. But individual difference and time limit would make problems.

Simulation

Simulation creates interest in learning and enhances memory and help to transact ideas and concept that intended to be taught. Even though there is more chance of creating confusions and it is more expensive method.

Socratic Method

This method provoke the thoughts of students by sets of questions. It needs suitable questions. Individual difference and limited time span also made hinder to the method.

Dramatization

It is an effective method by giving to the students a direct multisensory experience. But it is costly, need more skills and facilities.

Workshop

Workshop gives opportunities to students to develop their skills and knowledge. It also costly, need better facility and is time consuming.

Demonstration

Demonstrating a particular topic creates an amazing effect on students learning by providing direct experience . But need expertise, skill and better facility. All lessons can't be demonstrated for practical reasons. It is costly.

Seminar

Seminar is a method of teaching by supervising the student's presentation on topics which are assigned. It helps to develop student's ability to present their idea on a particular topic. But the individual difference, monotony of similar pattern of presentation creates problems

Assignment

It is a good method for checking the student's response to the lesson by giving follow-up activities after lesson. But giving more assignments to the students overburden the student with heavy work load. The scope of this method is limited because students exhibit tendency to copy down already worked out assignments.

Anchored Instructional Approach

Teachers expressed positive opinion and perception towards anchored instructional approach. Because, these teachers would positively responded to the use of analogy and multimedia in class room to transact lessons. Similarly they are supported group activities based on problem context and student initiatives in

construction of knowledge. But they could realize the practical difficulty of discussing real problems in class room regularly. They supported the video disc supported teaching approach but they emphasized that it need more skill to implement in class room. Another problem they raised is that it is more costly and new. But majority supported the approach because it includes child centeredness, constructivism, activity orientation, ICT integration, and focus on multimedia approach.

IV. Conclusion

The concept of anchored instruction was developed through work done at Venderbilt University in Nashville, Tennessee (1990). Anchored Instruction was developed to give teachers and students the opportunity to work cooperatively from a shared experience perspective (McLarty et al. 1989). Anchored instructional approach enrich constructivism by contributing innovative method of teaching. Because it incorporated the idea of inculcating technology and emphasis on students initiatives for exploration. Anchored Instruction has emphasized the importance of situating instruction in contexts that are meaningful (Williams, 1992) It gives important to use of knowledge as a tool by students to acquire new information. It provides the shared context to student and generate discussion. So it will work as an effective instructional method for quality management of teaching learning process in social science. The study also reveals the perception and opinion towards teaching strategies of social science.

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