Tutorial letter 102/3/2019

Social Sciences in Intermediate and Senior Phase

PST103E

Semesters 1 & 2

Department : Curriculum and Instructional Studies

IMPORTANT INFORMATION:
This tutorial letter contains important information about your module.

Teaching Social Sciences

PST103E

BEd Intermediate Phase Teaching

BEd Senior and Further Education and Training Teaching

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Introduction to module

Welcome to the module *Teaching Social Sciences*.

The subject *Social Sciences* is taught at both intermediate and senior phase levels. You may therefore be taking this module as part of a BEd or PGCE focused on Intermediate Phase teaching in Grades 4 to 6, or as part of a qualification focused on Senior Phase teaching in Grades 7 to 9. Although the subject content is different in the two phases, the broad approaches to teaching are the same.

Purpose

This module forms part of an initial qualification for teachers that is aligned with the Minimum Requirements for Teacher Education Qualifications (MRTEQs: DHET, 2015) as well as the accreditation requirements of the Council on Higher Education (CHE). In broad terms, it is understood that, "Teachers are members of a profession whose definitive aim is to enable systematic learning. To prepare prospective teachers for this comprehensive role, initial teacher education programmes seek to:

- Develop and consolidate in an integrated way appropriate disciplinary, practical, pedagogical and situational knowledge.
- Cultivate a practical understanding of teaching and learning in a diverse range of South African schools, in relation to educational theory, phase and/or subject specialisation, practice and policy.
- Foster self-reflexivity and self-understanding among prospective teachers.
- Nurture commitment to the ideals of the teaching profession and an understanding of teaching as a profession.
- Develop the professional dispositions and self-identity of students as teachers.
- Develop students as active citizens and enable them to develop the dispositions of citizenship in their learners.
- Promote and develop the dispositions and competences to organize learning among a diverse range of learners in diverse contexts". (CHE, 2006).

It is assumed that students who achieve the exit level outcomes will be competent novice teachers who will still need time, experience and appropriate support to develop as fully-fledged extended professionals.

Within this broad framework, the purpose of this module is to introduce you to the principles, practices and methods of teaching *Social Sciences* in the Intermediate or Senior Phase. Qualifying students will learn how to select and apply a variety of teaching practices as appropriate to the setting in which they will be used. Methods will include making use of blended approaches, showing how to integrate media and technology where appropriate. The *Social Sciences* subject combines elements of both Geography and History.

Exit level outcomes

Graduates of initial teacher development programmes have the status of newly qualified teachers and as such demonstrate the following competences:

1. Demonstrate a sound subject knowledge of the subjects they have elected to teach.
2. Demonstrate ability to teach their elected subjects and can select, determine the sequence and pace content in accordance with both subject and learner needs;
3. Demonstrate knowledge of who their learners are, how they learn, and understand their learners' individual needs to tailor their teaching accordingly;

4. Communicate effectively in general, as well as in relation to their subject(s), to mediate learning effectively;
5. Demonstrate highly developed literacy, numeracy and Information Technology (IT) skills;
6. Demonstrate a sound knowledgeable about the school curriculum and can unpack its specialised content, as well as being able to use available resources appropriately, to plan and design suitable learning programmes;
7. Teach in a manner that includes all learners based on a sound understanding of diversity in the South African context; and
8. Demonstrate ability to identify learning or social problems and work in partnership with professional service providers to address these;
9. Manage classrooms effectively across diverse contexts to ensure a conducive learning environment;
10. Assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning;
11. Demonstrate a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession;
12. Reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues in their own practice to constantly improve and adapt it to evolving circumstances. (DHET, 2015, p. 62)

This module contributes to achieving exit level outcomes 2, 3, 4, 5, 6, 7, 10, 11 and 12.

Specific module outcomes

In line with the programme exit level outcomes outlined above, this module will help you to achieve the following specific outcomes:

	Specific outcomes	**Assessment criteria**
1	• Interpret the Social Sciences curriculum appropriately for context	• Demonstrate understanding of the nature of curriculum in general and the role of Social Sciences in the school curriculum in particular • Identify and respond to knowledge and practices of IKS, globalization and multiculturalism in interpreting the Social Sciences curriculum
2	• Apply a variety of teaching practices appropriate to particular contexts	• Identify prevailing practices and methods of teaching Geography and History • Indicate how such practices should be utilised to enhance learning • Select a variety of teaching practices in diverse settings • Apply these practices in different settings
3	• Use blended teaching approaches, including technology, in teaching and learning, as appropriate	• Identify and use media and technology appropriate for particular contexts
4	• Plan, implement and review Social Sciences lessons	• Plan a Social Sciences lesson • Implement the lesson • Review the lesson in relation to appropriate theory, policy and practice.

Credit weighting

This module is weighted at 12 credits. It should therefore take you about 120 hours to complete. This means spending at least 20 hours a month or at least 5 hours a week on your study of this module.

Assessment strategy

Assessment in this module is continuous. You will complete **two compulsory** assignments, which build cumulatively towards your final mark as follows:

- Assignment 1: multiple choice questions
- Assignment 2: short and long discussion type questions

Your promotion mark comprises a year mark of 20% and examination mark of 80%. Both assignment 01 and 02 count 20% of your final mark. Towards the end of the semester, you will write an examination and its duration is two hours. Please read Tutorial Letter 101 very carefully as it contains very important information.

Prescribed resources

There is ONLY one prescribed textbook for this module: Wasserman, J.M. (Ed.) (2017*). Teaching Social Sciences in the Intermediate and Senior Phases*. Cape Town: Oxford University Press.

Besides, there are four recommended books, namely,

Mathews, J., Moodley, K., Rheeder, W, and Wilkinson, M.: Discover *History: A pupil-centred approach to History method*. Pinelands: Maskew Miller Longman

Hurry, L. Geography Teaching in Southern Africa: An introductory Guide. Pretoria: Via Africa.

Reynolds, R. Teaching Humanities and Social Sciences in the Primary School (3rd edition)-Oxford University press, Australia

Hoardley, U. and Jansen, J. Curriculum-Organising Knowledge for the Classroom (3rd edition) Oxford university Press, Southern Africa

Structure

This module comprises seven unit as follows:

1. Social Sciences in the curriculum
2. Factors influencing the Social Sciences curriculum
3. Teaching the Geography component of Social Sciences
4. Teaching the History component of Social Sciences
5. Assessing learner achievement in the Social Sciences
6. Resourcing the Social Sciences classroom
7. Lesson planning, implementation and review for the Social Sciences.

Plagiarism and referencing

This module makes extensive use of online resources. It is very important to acknowledge your sources, even though they may be freely available on the internet, otherwise you can be accused

of plagiarism. This module makes use of the referencing system of the American Psychological Association (APA, 2010).

The basic citation format in-text is:

(Author, Date) or Author (Date) or (Author, Date, page number).

A full reference should then be provided at the end of your essay, report or assignment and again the basic format is:

Author. (Date). *Title.* Place: Publisher.

If you use the exact words of your source, you should either indent the paragraph or use "…" to show the words you have used.

We have illustrated these principles in the following discussion on the teaching and learning approach we are following, in our own in-text referencing and our own reference list at the end of the module.

Teaching and learning approach

The teaching and learning approach in this module is informed by the notion of technical pedagogical content knowledge as explained by Unesco (2013) below and as illustrated in Figure 1.

> "Technological Pedagogical Content Knowledge (TPACK) attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge. The TPACK framework extends Shulman's idea of Pedagogical Content Knowledge.
>
> "At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in isolation. The TPACK goes further by emphasizing the new kinds of knowledge that lie at the intersections between them, representing four more knowledge bases [for] teachers applicable to teaching with technology: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and the intersection of all three circles, Technological Pedagogical Content Knowledge (TPACK).
>
> "Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching.
>
> - **Content Knowledge (CK)** – "Teachers' knowledge about the subject matter to be learned or taught. The content to be covered in middle school science or history is different from the content to be covered in an undergraduate course on art appreciation or a graduate seminar on astrophysics… As Shulman (1986) noted, this knowledge would include knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such knowledge" (Koehler & Mishra, 2009).

- **Pedagogical Knowledge (PK)** – "Teachers' deep knowledge about the processes and practices or methods of teaching and learning. They encompass, among other things, overall educational purposes, values, and aims. This generic form of knowledge applies to understanding how students learn, general classroom management skills, lesson planning, and student assessment." (Koehler & Mishra, 2009).
- **Technology Knowledge (TK)** – Knowledge about certain ways of thinking about, and working with technology, tools and resources. and working with technology can apply to all technology tools and resources. This includes understanding information technology broadly enough to apply it productively at work and in everyday life, being able to recognize when information technology can assist or impede the achievement of a goal, and being able continually [to] adapt to changes in information technology (Koehler & Mishra, 2009).
- **Pedagogical Content Knowledge (PCK)** – "Consistent with and similar to Shulman's idea of knowledge of pedagogy that is applicable to the teaching of specific content. Central to Shulman's conceptualization of PCK is the notion of the transformation of the subject matter for teaching. Specifically, according to Shulman (1986), this transformation occurs as the teacher interprets the subject matter, finds multiple ways to represent it, and adapts and tailors the instructional materials to alternative conceptions and students' prior knowledge. PCK covers the core business of teaching, learning, curriculum, assessment and reporting, such as the conditions that promote learning and the links among curriculum, assessment, and pedagogy" (Koehler & Mishra, 2009).
- **Technological Content Knowledge (TCK)** – "An understanding of the manner in which technology and content influence and constrain one another. Teachers need to master more than the subject matter they teach; they must also have a deep understanding of the manner in which the subject matter (or the kinds of representations that can be constructed) can be changed by the application of particular technologies. Teachers need to understand which specific technologies are best suited for addressing subject-matter learning in their domains and how the content dictates or perhaps even changes the technology—or vice versa" (Koehler & Mishra, 2009).
- **Technological Pedagogical Knowledge (TPK)** – "An understanding of how teaching and learning can change when particular technologies are used in particular ways. This includes knowing the pedagogical affordances and constraints of a range of technological tools as they relate to disciplinarily and developmentally appropriate pedagogical designs and strategies" (Koehler & Mishra, 2009).
- **Technological Pedagogical Content Knowledge (TPACK)** – "Underlying truly meaningful and deeply skilled teaching with technology, TPACK is different from knowledge of all three concepts individually. Instead, TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones" (Koehler & Mishra, 2009).

"History and Ownership TPACK

"TPACK is not a brand-new idea, nor is it owned by anyone. A range of other scholars have

argued that that knowledge about technology cannot be treated as context-free, and that good teaching requires an understanding of how technology relates to the pedagogy and content. The TPACK framework is gaining popularity amongst researchers and scholars. This makes tracking the progress of TPACK difficult, but for those getting started, the seminal description of TPACK (by that particular name) can be found in Mishra & Koehler, 2006.

"Many people continue to develop the TPACK framework conceptually, theoretically, and empirically. Check out the TPACK Library section for more information." (Unesco, 2013, website)

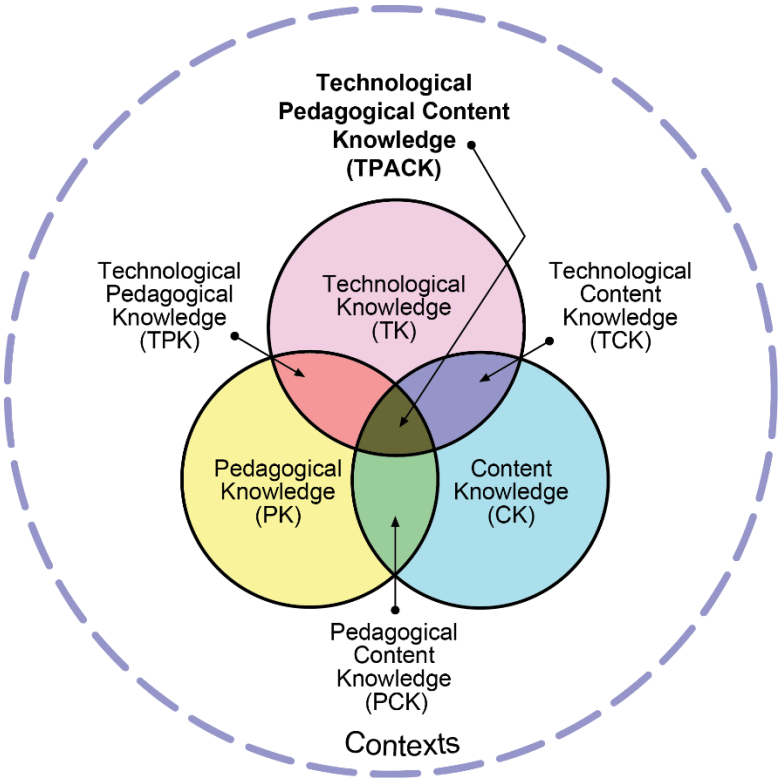


Figure 1: TPACK model
(Source: TPACK.org, 2012. Reproduced by permission of the publisher, © 2012 by tpack.org)

Use of internet sources

There are literally millions of resources available through the internet to support our teaching of Social Sciences.

We have selected just a few examples for you to explore in this module. If you download the digital version of this learning guide from myUnisa, you should be able to click on the links provided and navigate straight to the appropriate web-pages.

In most cases, you will need to **adapt** any resources you find on the internet before you can use these ideas in your own context.

Some websites provide the date of the last update somewhere the page but many do not. In such cases it is acceptable to provide the date of access in your citation, e.g.

Source: Adapted from Garcia (2017).

Your full reference would then be:

Garcia, E. K. (u.d.). *Multicultural Education in Your Classroom*. Teachhub.com. Accessed from http://www.teachhub.com/multicultural-education-your-classroom on 07 September, 2017.

The (u.d.) tells the reader that the source was undated but that it was still accessible at the given address in September 2017.

Unit 1: Social Sciences in the Curriculum

Introduction

In this unit, we explore the nature of curriculum in general and recent developments in the school curriculum in South Africa in particular. We then explore the nature and role of the *Social Sciences* subject in the current school curriculum.

Activity 1a

Purpose: To surface your current assumptions about and understanding of curriculum

Time: 15 mins

Task:

1. Brainstorm all the ideas you have about the word "curriculum".
2. Based on this brainstorm, formulate one or two questions you would like answers to about the school curriculum.

Feedback: Compare your ideas and questions with the discussion that follows.

Unit 1 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	Assessment criterion
1	• Interpret the Social Sciences curriculum appropriately for context	• Demonstrate understanding of the nature of curriculum in general and the role of Social Sciences in the school curriculum in particular

1.1 What is curriculum?

The modern word "curriculum" comes from the Latin word "currere", meaning the running of a race. In many ways, the curriculum system is indeed like a race; most of the learners start the race in Grade 0 or Grade 1 and set out to reach Grade 12 within a period of 12-13 years. However, some learners drop out of the race without completing; while others take longer to complete; others still stop out for a period and then may come back again as mature learners or switch to an alternative pathway such as technical and vocational education and training.

Different people have different ideas about what the curriculum entails. For some, the curriculum is simply a syllabus or list of content to be covered while for others the curriculum includes everything, both planned and unplanned, that the learner experiences in the school.

In considering the nature of the curriculum that such orientations may give rise to, Mays (2017) points to the work of Graham-Jolly (2003) who distinguishes between narrow and broad conceptions of the curriculum. The former focusing on the subjects offered by an institution or more narrowly still as a single syllabus and the latter, and more contemporary, perspective which considers at least four dimensions as follows:

1. The **curriculum as product/plan** – what an institution or schooling system sets out to achieve as expressed in formal documents about what should be taught, how and when; how and when learning should be assessed; the nature and extent of 'extra-curricular activities'; and how the curriculum should be resourced and supported (e.g., supply of appropriate learning resources, minimum expectations for institutional infrastructure, minimum expectations regarding staffing and staff competences, and the nature of institutional culture, management and governance);
2. The curriculum as **practised** – what happens in classrooms or outside them because of teacher and school choices and circumstances;
3. The **curriculum as experienced** – what each individual learner internalises and takes away from the educational experience;
4. The **hidden curriculum** – the things, influenced by the preceding three dimensions, that are learned that were never formally intended (e.g., the teacher who unconsciously asks questions of his/her 'favourite' learners; the apparent relative importance of subjects based on their time allocation and position in the timetable).

A fifth dimension can be added to this understanding:

5. The **null curriculum** – the curriculum that is not taught: what is left out and why? (Flinders, Noddings, & Thornton, 1986).

What is and is not considered to be part of the curriculum then reflects the choices of curriculum developers and curriculum workers. Bertram, Fotheringham and Harley (2000, pp. 54-55) reflect on the influential work of Basil Bernstein in this regard. Bernstein was interested in the linkages between social relationships, the structure of communication (including the curriculum) and the consciousness and identity of people. He argued that, "How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control" (Bernstein, 1977, p. 85).

Implicit in this statement is the notion that the curriculum is not a fixed thing – it is subject to change and contestation – knowledge is foregrounded but since not everything can be addressed choices are necessarily made about what to include and what not to include and how to mediate and assess. These choices will tend to be strongly influenced, if not dictated, by those who have the power to decide, so it becomes important to make as explicit as possible the decisions made about the curriculum and the rationale thereof.

In 2004, as part of a prior study, the author concluded after a review of the literature that the following issues required overt attention in evaluating or designing any programme of study (Mays, 2004):

- View of knowledge
- Understanding of curriculum

- A model (preferably circular and continuous) for how the curriculum is planned, implemented and reviewed; and
- Who is involved in the process
- Opportunities for feedback from learners integrated into the review process
- Opportunities for feedback from educators integrated into the curriculum review process
- Intended outcomes and how these were derived
- Pedagogy to be employed
- Assessment practices and justification thereof
- Resources (including learning support materials) to be used and how these are developed, costed, managed, distributed and reviewed
- Relationship between fundamental, core and elective learning
- How the curriculum and materials development processes [and teaching and learning processes] take cognisance of the following NQF principles
    - Integration
    - Relevance
    - Credibility
    - Coherence
    - Flexibility
    - Standards
    - Legitimacy
    - Access
    - Articulation
    - Progression
    - Portability
    - Recognition of prior learning
    - Guidance of learners
- Balance between centralised and decentralised roles and responsibilities and management and control of decentralised provision; and
- These issues needing to be addressed from the perspective of an informed understanding of the nature and needs of the targeted learners. (Mays, 2004, pp. 74-76)

Stop and reflect

How many of these ideas featured in your own brainstorm above?

What would you add or delete and why? What do you want to find out more about?

Who should make curriculum decisions and why?

Learners?

Teachers?

Parents?

Academics?

Politicians?

Employers?

1.2 How and why does curriculum change?

As the needs of society change, and as those with power to influence what is taught and how it is taught change, so the school curriculum also changes.

Hoadley (2012, p. 5) suggests that it is possible to discern three dominant positions in curriculum development:

- The first position argues that curriculum development is a technical matter that should be carried out by curriculum experts in an apolitical manner and should be based on clearly defined learning objectives.
- The second position arises from a belief that meaningful learning cannot be based on pre-determined outcomes. Rather, curriculum is developed in the process of teaching.
- The third position stems from a belief that curriculum development is inherently political and should be explicitly so.

Each of these approaches emphasises different steps in a process and different role-players in that process, as discussed by van den Berg (2014), who distinguishes between product, process and praxis approaches as follows:

- A **curriculum as product** focus is technical in nature. It is influenced by the thinking of Franklin Bobbit (in adopting a scientific method); Ralph Taylor (who identified four key principles – set purpose/objectives, identify appropriate educational experiences, organise them and then evaluate them); Hilda Taba (who emphasised the importance of the context in which the curriculum is enacted) and more recently Wiggins and McTighe's backward-development theory (which is like Spady's design down process) for plannning from pre-determined outcomes. The problem identified by van den Berg is that such a focus closes possibilities for more open-ended learning and the decisions about what and how to teach typically do not involve the learners themselves.
- A **curriculum as process** focus is non-technical in nature. It builds from the kinds of questions raised by Lawrence Stenhouse regarding the limitations of a curriculum as product focus. Van den Berg (2014) identifies Walker's descriptive theory and Weinstein and Fantini's humanistic theory as examples of process approaches that emphasise curriculum development and enactment as a process *negotiated* between teachers and learners rather than imposed on learners. Van der Berg observes that this requires highly skilled teachers, however, and could result in a too narrow focus on particular knowledge at the expense of more generalizable knowledge, and also may not adequately respond to embedded political, economic and historic influences.
- A **curriculum as praxis** approach is also non-technical in nature. It "focuses on bridging the gap between theory and practice, strives toward a democratic decision-making, and the empowerment of people in the process" (Van den Berg, 2014, p. 103), as called for by practitioners and theorists such as Paulo Freire. In such an approach, the curriculum is continually evolving as reflection on experience feeds back into the next part of the unfolding discussion.

As we have seen from the foregoing discussion, many factors impact on what happens with respect to the curriculum. Taylor (1999) provides a useful systemic overview of these influences noting how the intended curriculum may be influenced by national, school and

classroom goals and contexts; the implemented curriculum may be influenced by factors such as teacher qualifications, experiences, belief systems and contexts of practice influenced in turn by the ways in which schools are resourced, supported and evaluated; and the attained curriculum will be influenced by student characteristics, such as general background, household economic capital, household cultural capital, attitudes, aptitudes and expressions.

Activity 1b

Purpose: To link your own experience with theory

Time: 40 mins

Task:

Identify examples from your own experience of the following:

1. How an event at a national, community or school level affected teaching and learning.
2. How differing teacher qualifications, experiences or belief systems affected how teachers taught and learners learned in different classrooms.
3. How the ways in which different schools in your experience were resourced, supported or evaluated affected how teachers taught and learners learned.
4. How your own general and home background, experiences, languages, cultural beliefs and / or socio-economic status affected what and how you learned in comparison with your peers.

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experiences with those of other students.

1.3 How has curriculum changed in South Africa?

Simmonds (2014) provides a useful historical overview of recent curriculum change in South Africa over five periods prior to and after 1994 as summarised in the table below.

Table 1: Curriculum change in South Africa

When	Who and what
Pre 1994	Highly contested "Christian National Education" emphasising separate education provision with differing goals and provisioning for different separated race groups.
First curriculum changes, 1994 - 1997	Minister of Education: Prof Sibusiso Bengu Revised pre-1994 curriculum: • Content (removed sexist and racist language and content) • Stakeholders (invited greater participation) • Emphasised democratisation.
Second curriculum changes, 1997 - 1999	Curriculum 2005 (C2005) implemented in 1997: • Introduced outcomes-based education (OBE) • Emphasised process and autonomy

When	Who and what
	• Less prescriptive about what and how.
Third curriculum changes, 1999 - 2009	Minister of Education: Prof Kader Asmal 1999 – 2004 Ministerial committee appointed to review Curriculum 2005 in 2000: • Simplification of language • Enhanced coherence through integration • Fewer curriculum design features • Alignment of curriculum and assessment guidelines • Improved professional development for teachers • Management process for phasing in and out National Curriculum Statement (NCS) implemented from 2002 Minister of Education: Ms Naledi Pandor (2004-2009)
Fourth curriculum changes, 2009 -	Minister of Basic Education: Mrs Angelina Motshekga, 2009 – Ministerial committee appointed to review NCS in 2009: • Single coherent year-plan • Teachers' workload and administrative duties reconsidered • Subjects changed in Foundation and Intermediate Phases • LSM developed in line with curriculum • Professional development for teachers more subject-specific • CAPS developed and implemented from 2011

Source: Adapted from Simmonds (2014, p. 48)

Activity 1c

Purpose: To link policy and practice

Time: 60 mins

Task:

1. Identify 3-4 experienced teachers who have first-hand experience of the curriculum changes summarised above.
2. Ask them about their experiences of the curriculum reform process. What worked/works and what did not/does not work? Why do they think this?
3. What does their feedback tell you about your own role as a curriculum practitioner?

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students.

1.4 How is Social Sciences understood in the CAPS curriculum?

Having outlined the process of curriculum reform in South Africa in recent years, we now turn our attention to the current curriculum.

Activity 1d

Purpose: To become acquainted with current curriculum policy

Time: 2 hours

Task:

1. Visit the Department of Basic Education (DBE) website (www.education.gov.za)
2. Locate and download the Curriculum and Assessment Policy Statements (CAPS) for both Grades 4-6 and Grades 7-9 Social Sciences.
   At the time of writing, the two documents were available at the following links:
   Intermediate Phase:
   https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20IP%20%20SOCIAL%20SCIENCES%20%20WEB.pdf?ver=2015-01-27-161443-493
   Senior Phase:
   https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20SP%20%20SOCIAL%20SCIENCE%20GR%207-9%20%20.pdf?ver=2015-01-27-160206-107
3. Compare the two documents: in what ways are they similar? In what ways are they different?
4. Did you notice any topics/concepts that are new to you and which were not covered in your own schooling? Did you notice any topics/concepts that seem to be missing? Why do you think this is?
5. Revisit the DBE website and download the following additional policy documents:
   a. *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*
      https://www.education.gov.za/Portals/0/Documents/Policies/NATIONAL%20POLICY%20PERTAINING%20TO%20THE%20PROGRAMME%20AND%20PROMOTION%20REQUIREMENTS%20OF%20THE%20NATIONAL%20CURRICULUM%20STATEMENT%20Dec%202016.pdf?ver=2016-12-07-112821-710
      and
   b. *National Protocol for Assessment Grades R-12*.
      https://www.education.gov.za/Portals/0/Documents/Policies/NatProtAssess.pdf
   c. Identify the new information provided by these two additional documents.

Feedback: Compare your ideas with the discussion that follows.

We note from the CAPS documents that:

> The subject Social Sciences consists of History and Geography … This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes and perhaps more importantly, it aims to introduce learners to a world

beyond their everyday realities. Schools should be special places that provide learners with knowledge to which they would otherwise not have access … It is essential in the teaching of both History and Geography that learners are encouraged to ask questions: Who? Where? What? Why? When? How? Should? Could? Is/Are? And, by the time they reach the Senior Phase: If? (DBE, 2011a, p. 8)

1.4.1 Comparing the CAPS documents

The following table summarises the similarities and differences between the two CAPS documents you have downloaded.

Table 2: Comparing CAPS guidelines for Social Sciences IP & SP

CAPS document for Social Sciences IP	**CAPS document for Social Sciences SP**
Introduction to the CAPS	Introduction to the CAPS
Introduction to Social Sciences: Section 2.6: Two History and one Geography projects Section 2.8: Different content for IP and SP	Introduction to Social Sciences: Section 2.6: Two Geography and one History projects Section 2.8: Different content for SP and IP
Content outline and annual teaching plans: IP Geography IP History	Content outline and annual teaching plans: SP Geography SP History
Assessment in Social Sciences: Section 4.4 Different programmes of assessment for Grades 4, 5 and 6.	Assessment in Social Sciences: Section 4.4 Different programmes of assessment for Grades 7, 8 and 9.

As we can see from comparing the two documents, the broad aims and approaches are the same for teaching Social Sciences in the Intermediate and Senior Phases. What differs is the content and assessment focus.

You will have noticed that in both the Intermediate and Senior Phases you will need to plan for 3 hours per week for Social Sciences, that is three 30-minute periods or two 45-minute periods for each of Geography and History per week. As you plan, you need to think about how Geography sometimes informs History, how History sometimes informs Geography, and also contemporary examples of key concepts as illustrated in the following diagram.

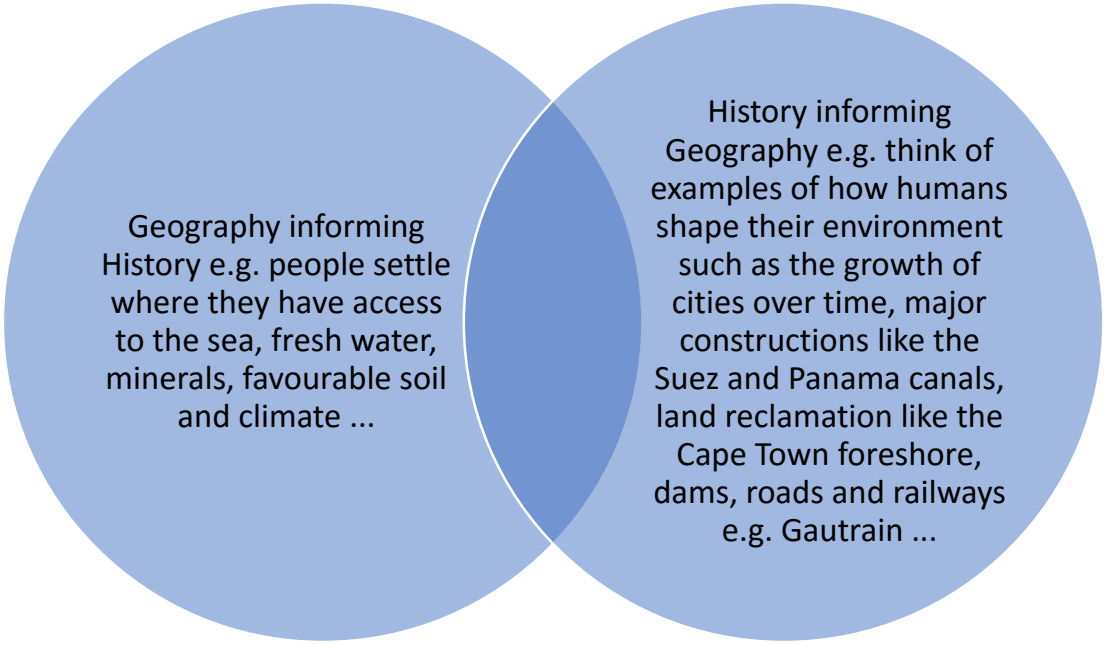


Figure 2: Social Sciences integrates Geography and History

1.4.2 New information provided by the promotion and assessment policy documents

You downloaded the following additional policy documents:

a. *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and
b. *National Protocol for Assessment Grades R-12*.

National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12

This policy document helps teachers to determine the conditions under which learners can access and progress in their studies.

Chapters 1 and 2 set out the general conditions which apply across the curriculum.

Intermediate Phase student-teachers need to focus on Chapter 4 while Senior Phase student-teachers need to focus on Chapter 5. Each chapter for the prospective phase outlines:

- The approved subjects
- The requirements for successful completion
- The overall assessment strategy
- The time allocation (3 hours per week, 1,5 hours per week for each of Geography and History).

National Protocol for Assessment Grades R-12

The *National Protocol for Assessment Grades R - 12* standardises the recording and reporting processes for Grades R – 12 within the framework of the National Curriculum Statement Grades R – 12.

It sets out the general principles and subject- and grade-specific requirements which inform the assessment guidelines in the CAPS documents.

Student-teachers specialising in Intermediate Phase teaching need to take special note of Section 19; while those specialising in Senior Phase should pay particular attention to Section 20.

Both should take note of the cumulative record sheet required as set out on pp. 42-43.

1.5 Teachers and the curriculum

Curriculum is concerned with questions about what to teach and why, how to teach and assess, what resources will be needed and who should be involved in the process.

We can distinguish between the curriculum as **planned** (at national level e.g. CAPs, and at local level as the Phase/Year/Lesson Plans of individual teachers, including the null curriculum - what gets left out and why); as **practised** (what teachers actually do in the classroom); and as **experienced** (what the learners take way from the process (including the impact of the 'hidden' curriculum), (Carl, 2012, p. 37). Curriculum decisions are informed by philosophical beliefs (what and why), psychological understandings (how), sociological understandings (who), as well as what has happened historically, what happens elsewhere and the realities of particular classroom contexts (Carl, 2012, pp. 43-59).

Since teachers make professional decisions about how to interpret the curriculum in practice (based on individual learners' needs and contextual realities), they need to be empowered as curriculum developers and designers and not just curriculum managers or implementer (Ambrose & Clegg, 1973, pp. 309; Carl, 2012, pp. 15-16). As a new teacher, you will probably not have much influence on curriculum development at the national level, but you will make professional decisions every day about what to teach, using what resources, in what ways and how you will assess your learners' achievement.

Curriculum development, whether at national or classroom level, is concerned with a process involving "curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation" (Carl, 2012, p. 38). There are many curriculum design models in use and many seem informed by or like the ADDIE model that was designed and developed originally for the U.S Army by the Centre for Educational Technology at Florida State University. The original ADDIE model comprised five steps that needed to be completed in sequence – Analyse, Design, Develop, Implement and Evaluate. However, since the evaluation stage might well result in revisiting each of the former steps. the process should be cyclical rather than linear and could then be mapped to a typical action research cycle. This is illustrated in Figure 3 below.

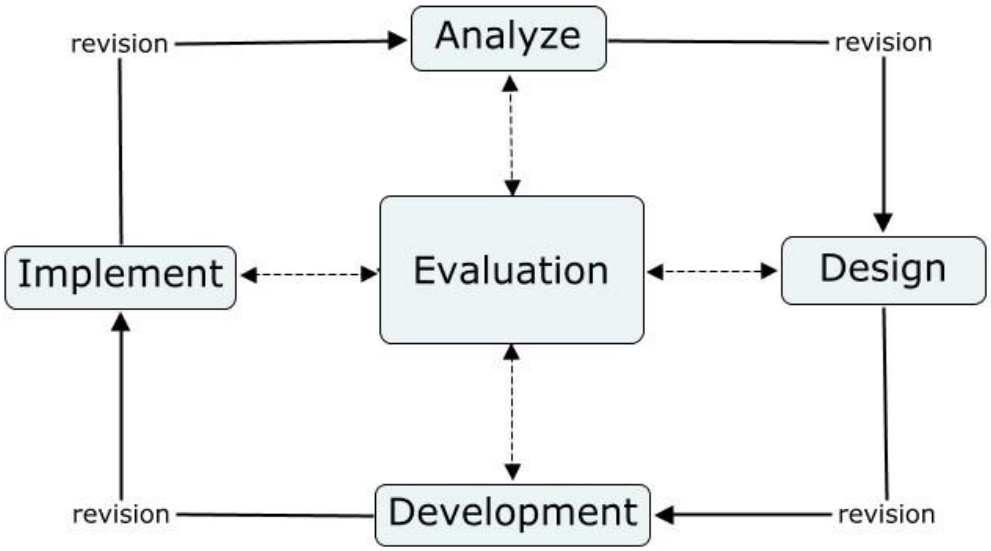


Figure 3: An overview of the ADDIE model (Forest, 2014)

In each phase we need to ask the following kinds of questions:

- **Analyse**: This phase involves answering questions like: What do relevant stakeholders, including learners, suggest about what should be taught, how it should be mediated and how assessed? What contextual factors will impact the curriculum e.g. access to connectivity and ICT?
- **Design**: This phase involves answering questions like: What? Who? Where? When? How? In response to the findings of the analysis.
- **Develop**: This phase involves answering questions like what resources will we need e.g. textbooks, workbooks, videos, lab equipment etc. and how will we source and disseminate them?
- **Implement**: This phase involves asking questions like: how should we organise the learning experiences e.g. in or out of the classroom? Should we use individual, pair, small group or whole group approaches?
- **Evaluate:** This phase focuses on questions like: Where and how can we improve learning? Questions like this need to be asked formatively within each phase and summatively at the end of each curriculum cycle.

As you can see, curriculum analysis, design, development, implementation and evaluation is a continuous process. Can you imagine what would happen if it were not?

Activity 1e

Purpose: To think about why curriculum review is a continuous process

Time: 60 mins

Task:

1. Read the following story (and/or watch a video version at https://vimeo.com/19515754). It is an extract from a famous satire on the curriculum published in 1939.
2. What does this reading suggest about your role as a Social Sciences teacher?

The saber-tooth curriculum

The first great educational theorist and practitioner of whom my imagination has any record was a man of Chellean times whose full name was *New-Fist-Hammer-Maker* but whom, for convenience, I shall hereafter call *New-Fist*.

New-Fist was a doer, in spite of the fact that there was little in his environment with which to do anything very complex … He knew how to do things his community needed to have done, and he had the energy and will to go ahead and do them. By virtue of these characteristics he was an educated man.

New-Fist was also a thinker. Then, as now, there were few lengths to which men would not go to avoid the pain and labour of thought … He would stare moodily at the flickering flames and wonder about various parts of his environment until he finally got to the point where he became strongly dissatisfied with the accustomed ways of his tribe. He began to catch glimpses of ways in which life might be made better for himself, his family, and his group. By virtue of this development, he became a dangerous man.

This was the background that made this doer and thinker hit upon the concept of a conscious, systematic education. The immediate stimulus which put him directly into the practice of education came from watching his children at play. He saw these children at the cave entrance before the fire engaged in activity with bones and sticks and brightly coloured pebbles. He noted that they seemed to have no purpose in their play beyond immediate pleasure in the activity itself. He compared their activity with that of the grown-up members of the tribe. The children played for fun; the adults worked for security and enrichment of their lives. The children dealt with bones, sticks and pebbles; the adults dealt with food, shelter, and clothing. The children protected themselves from boredom; the adults protected themselves from danger.

'If I could only get these children to do the things that will give more and better food, shelter and clothing, and security,' thought New-Fist, 'I would be helping this tribe to have a better life. When the children became grown, they would have more meat to eat, more skins to keep them warm, better caves in which to sleep, and less danger from the striped death with the curving teeth that walks these trails by night.'

Having set up an educational goal, New-Fist proceeded to construct a curriculum for teaching that goal. 'What things must we tribesmen know how to do in order to live with full bellies, warm backs, and minds free from fear?' he asked himself.

To answer this question, he ran various activities over in his mind. 'We have to catch fish with our bare hands in the pool far up the creek beyond that big bend,' he said to himself. 'We have to

catch them in the same way in the pool just this side of the bend. And so we catch them in the next pool, and the next and the next. Always we catch them with our bare hands.'

Thus New-Fist discovered the first subject of the first curriculum – fish-grabbing-with-the-bare-hands.

'Also we club the little woolly horses,' he continued with his analysis. 'We club them along the bank of the creek where they come down to drink. We club them in the thickets where they lie down to sleep. We club them in the upland meadow where they graze. Wherever we find them, we club them.'

So woolly-horse-clubbing was seen to be the second main subject in the curriculum.

'And finally, we drive away the saber-tooth tigers with fire,' New-Fist went on in his thinking. 'We drive them from the mouths of our caves with fire. We drive them from our trail with burning branches. We have firebrands to drive them from our drinking hole. Always we have to drive them away, and always we drive them with fire.'

Thus was discovered the third subject – saber-tooth-tiger-scaring-with-fire.

Having developed a curriculum, New-Fist took his children with him as he went about his activities. He gave them an opportunity to practice these three subjects. The children liked to learn. It was more fun for them to engage in these purposeful activities than to play with coloured stones just for the fun of it. They learned the new activities well, and so the educational system was a success.

As New-Fist's children grew older, it was plain to see that they had an advantage in good and safe living over other children who had never been educated systematically. Some of the more intelligent members of the tribe began to do as New-Fist had done, and the teaching of fish-grabbing, horse-clubbing, and tiger-scaring came more and more to be accepted as the heart of real education.

For a long time, however, there were certain more conservative members of the tribe who resisted the new, formal educational system on religious grounds. 'The Great Mystery who speaks in thunder and moves in lightning,' they announced impressively, 'the Great Mystery who gives men life and takes it from them as he wills – if that Great Mystery had wanted children to practice fish-grabbing, horse-clubbing and tiger-scaring before they were grown up, he would have taught them these activities himself by implanting in their natures instincts for fish-grabbing, horse-clubbing and tiger-scaring. New-Fist is not only impious to attempt something the Great Mystery never intended to have done; he is also a damned fool for trying to change human nature.'

Whereupon approximately half of these critics took up the solemn chant, 'if you oppose the will of the Great Mystery, you must die,' and the remainder sang derisively in unison, 'You can't change human nature.'

Being an educational statesman as well as an educational administrator and theorist, New-Fist replied politely to both arguments. To the more theologically minded, he said that, as a matter of fact, the Great Mystery has ordered this new work to be done, that he even did the work himself by causing children to want to learn, that children could not learn by themselves without divine aid, that they could not learn at all except through the power of the Great Mystery, and that nobody could really understand the will of the Great Mystery concerning fish, horses and saber-tooth tigers unless he had been well-grounded in the three fundamental subjects of the New-Fist

school. To the human-nature-cannot-be-changed shouters, New-Fist pointed out the fact that the palaeolithic culture had attained its high level by changes in human nature and that it seemed almost unpatriotic to deny the very process which had made the community great.

'I know you, my fellow tribesmen,' the pioneer educator ended his argument gravely, 'I know you as humble and devoted servants of the Great Mystery. I know that you would not for one moment consciously oppose yourselves to his will. I know you as intelligent and loyal citizens of this great cave-realm, and I know that your pure and noble patriotism will not permit you to do anything which will block the development of that most cave-realmish of all our institutions – the palaeolithic educational system. Now that you understand the true nature and purpose of this institution, I am serenely confident that there are no reasonable lengths to which you will not go in its defense and its support.'

By this appeal the forces of conservatism were won over to the side of the new school, and in due time everybody who was anybody in the community knew that the heart of good education lay in the three subjects of fish-grabbing, horse-clubbing and tiger-scaring. New-Fist and his contemporaries grew old and were gathered by the Great Mystery to the Land of the Sunset far down the creek. Other men followed their educational ways more and more, until at last all the children of the tribe were practiced systematically in the three fundamentals. Thus the tribe prospered and was happy in the possession of adequate meat, skins and security.

It is to be supposed that all would have gone well forever with this good educational system if conditions of life in that community had remained forever the same. But conditions changed, and life which had once been so safe and happy in the cave-realm valley became insecure and disturbing.

A new ice age was approaching in that part of the world. A great glacier came down from the neighbouring mountain range to the north. Year after year it crept closer and closer to the headwaters of the creek which ran through the tribe's valley, until at length it reached the stream and began to melt into the water. Dirt and gravel which the glacier had collected on its long journey were dropped into the creek. The water grew muddy. What had once been a crystal-clear stream in which one could see easily to the bottom was now a milky stream into which one could not see at all.

At once the life of the community was changed in one very important respect. It was no longer possible to catch fish with the bare hands. The fish could not be seen in the muddy water. For some years, moreover, the fish in this creek had been getting more timid, agile and intelligent. The stupid, clumsy, brave fish, of which originally there had been a great many, had been caught with the bare hands for fish generation after fish generation, until only fish of superior intelligence and agility were left. These smart fish, hiding in the muddy water under the newly deposited glacial boulders, eluded the hands of the most expertly trained fish-grabbers. Those tribesmen who had studied advanced fish-grabbing in the secondary school could do no better than their less well-educated fellows who had taken only an elementary course in the subject, and even the university graduates with majors in ichthyology were baffled by the problem. No matter how good a man's fish-grabbing education had been, he could not grab fish when he could not find fish to grab.

The melting waters of the approaching ice sheet also made the country wetter. The ground became marshy far back from the banks of the creek. The stupid woolly horses, standing only five or six hands high and running on four-toed front feet and three-toed hind feet, although

admirable objects for clubbing, had one dangerous characteristic. They were ambitious. They all wanted to learn to run on their middle toes. They all had visions of becoming powerful and aggressive animals instead of little and timid ones. They dreamed of a far-distant day when some of their descendants would be sixteen hands high, weigh more than half a ton, and be able to pitch their would-be riders into the dirt. They knew they could never attain these goals in a wet, marshy country, so they all went east to the dry, open plains, far from the palaeolithic hunting grounds. Their places were taken by little antelopes who came down with the ice sheet and were so shy and speedy and had so keen a scent for danger that no one could approach them closely enough to club them.

The best-trained horse-clubbers of the tribe went out day after day and employed the most efficient techniques taught in the school, but day after day they returned empty-handed. A horse-clubbing education of the highest type could get no results when there were no horses to club.

Finally, to complete the disruption of palaeolithic life and education, the new dampness in the air gave the saber-tooth tigers pneumonia, a disease to which these animals were peculiarly susceptible and to which most of them succumbed. A few moth-eaten specimens crept south to the desert it is true, but they were pitifully few and weak representatives of a once numerous and powerful race.

So there were no more tigers to scare in the palaeolithic community, and the best tiger-scaring techniques became only academic exercises, good in themselves, perhaps, but not necessary for tribal security. Yet this danger to the people was lost only to be replaced by another and even greater danger, for with the advancing ice sheet came ferocious glacial bears which were not afraid of fire, which walked the trails by day as well as by night, and which could not be driven away by the most advanced methods developed in the tiger-scaring courses of the schools.

The community was now in a very difficult situation. There was no fish or meat for food, no hides for clothing, and no security from the hairy death that walked the trails day and night. Adjustment to this difficulty had to be made at once if the tribe was not to become extinct.

Fortunately for the tribe, however, there were men in it of the old New-Fist breed, men who had the ability to do and the daring to think. One of them stood by the muddy stream, his stomach contracting with hunger pains, longing for some way to get a fish to eat. Again and again he had tried the old fish-grabbing technique that day, hoping desperately that at last it might work, but now in black despair he finally rejected all he had learned in the schools and looked about him for some new way to get fish from the stream. There were stout but slender vines hanging from trees along the bank. He pulled them down and began to fasten them together more or less aimlessly. As he worked, the vision of what he might do to satisfy his hunger and that of his crying children back in the cave grew clearer. His black despair lightened a little. He worked more rapidly and intelligently. At last he had it – a net, a crude seine. He called a companion and explained the device. The two men took the net into the water, into pool after pool, and in one hour they caught more fish – intelligent fish in muddy water – than the whole tribe could have caught in a day under the best fish-grabbing conditions.

Another intelligent member of the tribe wandered hungrily through the woods where once the stupid little horses had abounded but where now only the elusive antelope could be seen. He had tried the horse-clubbing technique on the antelope until he was fully convinced of its futility. He knew that one would starve who relied on school learning to get him meat in those woods. Thus

it was that he too, like the fish-net inventor, was finally impelled by hunger to new ways. He bent a strong, springy young tree over an antelope trail, hung a noosed vine therefrom, and fastened the whole device in so ingenious a fashion that the passing animal would release a trigger and be snared neatly when the tree jerked upright. By setting a line of these snares, he was able in one night to secure more meat and skins than a dozen horse-clubbers in the old days had secured in a week.

A third tribesman, determined to meet the problem of the ferocious bears, also forgot what he had been taught in school and began to think in direct and radical fashion. Finally, as a result, of his thinking, he dug a deep pit in a bear trail, covered it with branches in such a way that a bear would walk out on it unsuspectingly, fall through to the bottom, and remain trapped until the tribesmen could come up and despatch him with sticks and stones at their leisure. The inventor showed his friends how to dig and camouflage other pits until all the trails around the community were furnished with them. Thus the tribe had even more security than before and in addition had the great additional store of meat and skins which they secured from the captured bears.

As the knowledge of these new inventions spread, all the members of the tribe were engaged in familiarising themselves with the new ways of living. Men worked hard at making fish nets, setting antelope snares and digging bear pits. The tribe was busy and prosperous.

There were a few thoughtful men who asked questions as they worked. Some of them even criticised the schools.

'These new activities of net-making and operating, snare-setting and pit-digging are indispensable to modern existence,' they said. 'Why can't they be taught in school?'

The safe and sober majority had a quick reply to this naïve question. 'School!' they snorted derisively. 'You aren't in school now. You are out here in the dirt working to preserve the life and happiness of the tribe. What have these practical activities got to do with schools? You're not saying lessons now. You'd better forget your lessons and your academic ideals of fish-grabbing, horse-clubbing and tiger-scaring if you want to eat, keep warm and have some measure of security from sudden death.'

The radicals persisted a little in their questioning. 'Fishnet-making and using, antelope-snare construction and operation and bear-catching and killing,' they pointed out, 'require intelligence and skills – things we claim to develop in schools. They are also activities we need to know. Why can't the schools teach them?'

But most of the tribe, and particularly the wise old men who controlled the school, smiled indulgently at this question. 'That wouldn't be *education*,' they said gently.

'But why wouldn't it be?' asked the radicals.

'Because it would be mere training,' explained the old men patiently. 'With all the intricate details of fish-grabbing, horse-clubbing and tiger-scaring – the standard cultural subjects – the school curriculum is too crowded now. We can't add these fads and frills of net-making, antelope-snaring and – of all things – bear-killing. Why, at the very thought, the body of the great New-Fist, founder of our palaeolithic education system, would turn over in its burial cairn. What we need to do is give our young people a more thorough grounding in the fundamentals. Even the graduates of the secondary schools don't know the art of fish-grabbing in any complete sense nowadays, they swing their horse clubs awkwardly too, and as for the old science of tiger-scaring – well, even

the teachers seem to lack the real flair for the subject which we oldsters got in our teens and never forgot.'

'But, damn it,' exploded one of the radicals, 'how can any person with good sense be interested in such useless activities? What is the point of trying to catch fish with the bare hands when it just can't be done anymore? How can a boy learn to club horses when there are no horses left to club? And why in hell should children learn to scare tigers with fire when the tigers are dead and gone?'

'Don't be foolish,' said the wise old men, smiling most kindly smiles. 'We don't teach fish-grabbing to grab fish; we teach it to develop a generalised agility which can never be developed by mere training. We don't teach horse-clubbing to club horses; we teach it to develop a generalised strength in the learner which he can never get from so prosaic and specialised a thing as antelope-snare-setting. We don't teach tiger-scaring to scare tigers; we teach it for the purpose of giving that noble courage which carries over into all the affairs of life and which can never come from so base an activity as bear-killing.'

All the radicals were silenced by the statement, all except the one who was most radical of all. He felt abashed, it is true, but he was so radical that he made one last protest.

'But – but anyway,' he suggested, 'you will have to admit that times have changed. Couldn't you please try these other more-up-to-date activities? Maybe they have some educational value after all?'

Even the man's fellow radicals felt that this was going a little too far.

The wise old men were indignant. Their kindly smiles faded. 'If you had any education yourself,' they said severely, 'you would know that the essence of true education is timelessness. It is something that endures through changing conditions like a solid rock standing squarely in the middle of a raging torrent. You must know that there are some eternal verities, and the saber-tooth curriculum is one of them.' (Benjamin, 1939, in Bertram, Fotheringham and Harley, 2000.)

Feedback: Why not share your thoughts about this story in a myUnisa forum and see what feedback you get from your peers?

Exploring further:

- Consider listening to the following audio discussion about the school curriculum in South Africa: https://www.youtube.com/watch?v=dN8oeQoz9NQ

Given the many factors that impact on the curriculum as planned, practised and experienced, it is useful to adopt a systems perspective (Ambrose & Clegg, 1973, pp. 307-308). Systems thinking is concerned with seeing the relationship between the parts and the whole.

Concluding remarks

Unit 1 focused on the nature of curriculum. We noted that the notion of curriculum is contested and that the planned curriculum is constantly evolving in relation to changing social needs, changing curriculum leadership and what is learned about what seems to be working or not working.

We observed that the *Social Sciences* constitute a subject which cuts across both the Intermediate and Senior Phases of the school curriculum. While the general aims, purposes and approaches are similar across the Phases, there are Grade-specific differences in what is taught and how it is assessed.

Although most individual teachers will have little influence on the curriculum at a national level, they have a profound impact on what actually happens in their individual classrooms. As a new *Social Sciences* teacher, you will need to analyse your learners' needs and your classroom context; design appropriate phase, year and lesson plans; develop learning, teaching and assessment resources; implement what you planned and evaluate all steps of the process both continuously and summatively. You will therefore be a curriculum developer.

In the next Unit we will explore some additional factors impacting on the ways in which the *Social Sciences* curriculum is planned, implemented and reviewed.

Unit 2: Factors affecting the Social Sciences Curriculum

Introduction

As we saw in Unit 1, various factors impact on the *Social Sciences* curriculum in practice. In this unit, we will explore three additional factors as follows:

- Globalisation
- Indigenous Knowledge Systems
- Multiculturalism.

Unit 2 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	**Assessment criterion**
1	• Interpret the Social Sciences curriculum appropriately for context	• Identify and respond to knowledge and practices of IKS, globalization and multiculturalism in interpreting the Social Sciences curriculum

2.1 How can globalisation impact teaching?

It has been argued that much school and higher education provision in Africa, in terms of both the curriculum as plan and the management of implementation, remains heavily influenced by past colonial practices (Higgs, Vakalisa, Mda, & Assie-Lumumba, 2000; Coetzee & Roux, 2002; Ngugi, 2011; Nsamenang & Tchombe, 2011). This has led to calls to "decolonise" the curriculum (Reddy, 2016).

This raises questions about the extent to which what we teach, how we teach it and how we manage our programmes and relate with one another can or should reflect our context – centralising African concerns, contributions and approaches – while simultaneously preparing graduates to compete in an increasingly global knowledge society (what some have termed a 'glocal' perspective).

This in turn raises issues for both the design of the curriculum as well as the management of implementation regarding issues such as multi-lingualism, indigenous knowledge, contextually- and culturally-informed work and learning practices in both African and global contexts.

Activity 2a

Purpose: To surface your own assumptions and experiences about globalisation

Time: 60 mins

Task:

1. What do you currently understand by the term 'globalisation'?
2. Is 'globalisation' a good or bad thing? Why do you say this?

3. Looking at the topics outlined in the CAPS document for your Phase specialisation, classify them into 'global' and 'local' in terms of focus. For a topic with a 'local' focus, suggest an equivalent event/topic that would provide a more 'global' perspective. For a topic you classified as 'global' in nature, provide a 'local' example.

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students. Also compare your ideas with the discussion that follows.

In 2004, UNESCO published a position paper on 'Higher education in a Globalized Society', in which it adopted the following understanding of the notion of globalization: "the flow of technology, economy, knowledge, people, values and ideas ... across borders. Globalization affects each country in a different way due to each nation's individual history, traditions, cultures, resources and priorities" (Knight & De Witt, as cited in UNESCO, 2004, p. 6). The position paper noted the multiple effects of globalization on higher education and argued that an appropriate response for UNESCO was to participate in the development of guiding frameworks; to promote and engage with regional conventions on higher education and debates surrounding the recognition of qualifications within and across borders; and to promote and participate in global fora related to quality assurance, accreditation and the recognition of qualifications.

Writing for UNESCO, Altbach et al. (2009) identify globalization and internationalization as remaining one of the key trends affecting contemporary higher education and training, noting the growing dominance of English as the language of scientific communication; increasing moves towards the development of regional qualifications frameworks to facilitate portability; and the growing dominance of a few mostly wealthy, English-medium universities in the developed world in setting higher education agendas (in some parts of the world, national policies actively encourage such high profile universities to establish local campuses). There is, therefore, a growing tension between a curriculum that retains and celebrates local culture and autonomy and curriculum practices premised on being an active participant in the global higher education arena which has seen a continued marginalisation of non-English medium universities generally, and of those in developing countries in particular.

How do we address this tension?

Bangura (2005, p. 13) suggests adopting an approach informed by "Ubuntogogy" (pedagogy informed by the principles of Ubuntu). More recently, Luckett (2010, p.1) argues the need for the curriculum to "offer students subject positions that transcend and subsume the old Western or African identities", while Kanu (2014) argues the need for both a universal and a particular character in conceptualising an African philosophical perspective on education.

So, we have some ideas about what we can do at the university level where we train our teachers. But what should we be doing at the schooling level?

South Africa is not alone in being concerned about the performance of its education system in general and of the schooling sub-system in particular. There have been numerous curriculum reforms in recent years in many countries (Mays, Grosser and de Jager, 2015), fuelled in part by comparative studies of learner performance in literacy and numeracy (TIMSS & PIRLS, 2017).

Hoadley (2012) notes a worldwide trend towards more 'progressive' forms of teaching and learning in the schooling sub-sector, characterised by the following features:

> Curricula that place more emphasis on integrated knowledge in which different subjects are combined into "learning areas" and taught thematically;
>
> An increased focus on the competence demonstrated by learners at the end of a process of learning rather than on subject content knowledge;
>
> Greater concern for the knowledge that learners bring to the class and on the linkages between school knowledge and everyday knowledge. (pp. 5-6)

Activity 2b

Purpose: To make a link between theory and practice

Time: 2 hours

Task:

1. Compare the topics outlined in the Geography and History components of the CAPS document for your phase specialisation. Identify three possible linking themes/examples that could create a bridge between separate Geography and History topics.
2. Choose one topic from the CAPS document for your phase specialisation from each of the Geography and History parts.
3. Formulate learning outcomes for each topic in task 2, outlining what you think you could reasonably achieve by the end of a single lesson period at the start of each topic e.g. By the end of the first lesson, learners should be able to:
    a. (State the knowledge to be mastered)
    b. (Identify a skill to be learned)
    c. (State an attitude or value to be demonstrated).
4. For each of the topics in the formal school curriculum identified in task 2, identify what you assume learners will already know or have experienced about that topic.
5. For each of the topics in the formal school curriculum identified in task 2, identify examples in current news stories which a) exemplify one or more of the key concepts in a local context, b) provide examples of the same concept(s) in a global context.

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students. Also compare your ideas with the discussion that follows in Units 3 to 7.

2.2 How can Indigenous Knowledge Systems impact teaching?

We have seen in the previous section that the process of globalisation can result in the marginalisation and even the loss of local indigenous knowledge. This has led to an increased focus in recent years in South Africa on researching, theorising and practising engagement with indigenous knowledge systems (IKS).

Activity 2c

Purpose: To surface your own assumptions and experiences about IKS

Time: 20 mins

Task:

1. What do you currently understand by the term 'indigenous knowledge'? What then is meant by 'indigenous knowledge systems'?
2. Does IKS have a role to play in the teaching of Social Sciences? Why do you say this?

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students. Also compare your ideas with the discussion that follows.

The Intergovernmental Panel on Climate Change defines Indigenous Knowledge Systems (IKS) in the following way:

> The term 'indigenous knowledge' is used to describe the knowledge systems developed by a community as opposed to the scientific knowledge that is generally referred to as 'modern' knowledge (Ajibade, 2003). Indigenous knowledge is the basis for local-level decision-making in many rural communities. It has value not only for the culture in which it evolves, but also for scientists and planners striving to improve conditions in rural localities. Incorporating indigenous knowledge into climate-change policies can lead to the development of effective adaptation strategies that are cost-effective, participatory and sustainable (Robinson and Herbert, 2001). (IPCC, 2017)

In its call for proposals related to research in IKS in 2018, the National Research Foundation (NRF) provides the following scope of possible areas that might be explored:

1. IKS and Bioeconomy (African traditional medicine, food security, technology, nutraceuticals, health and beauty, and cosmetics);
2. IKS Epistemology (Ubuntu and cosmology, taxonomies, pedagogies and methodologies);
3. IKS and Climate Change (Environmental Management),
4. Women and IKS based technology innovations;
5. IKS and Energy (alternative and clean sources);
6. IKS practices among specific communities in particular of Khoi, Nama, Griqua and San communities;
7. Novel and creative thinking that will shift the boundaries of IKS knowledge production, and that address national priorities in South Africa;
8. Capacity building, development of high-end skills on knowledge generation and human capacity development;
9. IKS and Astronomy; and
10. IKS legislation and public policy
11. Indigenous farming practices
12. Story-telling and music. (NRF, 2017)

Activity 2d

Purpose: To make a link between theory and practice

Time: 30 mins

Task:

1. Looking at the topics outlined in the CAPS document for your Phase specialisation, identify topics where you think IKS could make a contribution.
2. Now choose one topic in particular and elaborate in about 150 words the particular role that IKS could play in enriching understanding in that topic.

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students. Also compare your ideas with the discussion that follows in Units 3 to 7.

There are no right or wrong responses to the above tasks, but consider the following examples in relation to your own ideas:

> Local communities and farmers in Africa have developed intricate systems of gathering, predicting, interpreting and decision-making in relation to weather. A study in Nigeria, for example, shows that farmers are able to use knowledge of weather systems such as rainfall, thunderstorms, windstorms, harmattan (a dry dusty wind that blows along the north-west coast of Africa) and sunshine to prepare for future weather (Ajibade and Shokemi, 2003). Indigenous methods of weather forecasting are known to complement farmers' planning activities in Nigeria. A similar study in Burkina Faso showed that farmers' forecasting knowledge encompasses shared and selective experiences. Elderly male farmers formulate hypotheses about seasonal rainfall by observing natural phenomena, while cultural and ritual specialists draw predictions from divination, visions or dreams (Roncoli et al., 2001). The most widely relied-upon indicators are the timing, intensity and duration of cold temperatures during the early part of the dry season (November to January). Other forecasting indicators include the timing of fruiting by certain local trees, the water level in streams and ponds, the nesting behaviour of small quail-like birds, and insect behaviour in rubbish heaps outside compound walls (Roncoli et al., 2001). (IPCC, 2017)

For other perspectives, you might find the following articles insightful:

- Barnhardt & Kawagley, (2005) *Indigenous Knowledge Systems and Alaska Native Ways of Knowing* (available at http://www.dinecollege.edu/cdte/docs/Barnhardt-Kawagley.pdf)
- Semali and Kincheloe, (Eds) (2011) *What is Indigenous Knowledge? Voices from the Academy*. Extracts freely available at: https://books.google.co.za/books?hl=en&lr=&id=XUuAAAAAQBAJ&oi=fnd&pg=PP1&dq=indigenous+knowledge+systems&ots=Pgfn52W0r3&sig=KnEHm6xKTNDu109SKgazEn20sqg#v=onepage&q=indigenous%20knowledge%20systems&f=false

If you would like to learn more about IKS, there is a dedicated South Africa journal called *Indilinga* which can be accessed at http://www.indilinga.org.za/.

2.3 How can multiculturalism impact teaching?

The International Federation of Library Associations (IFLA) provides the following definition:

"**Multiculturalism**" is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles. (IFLA, 2017)

They further identify the following groups as being "traditionally underserved in a multicultural society":

1. Immigrant minorities

In this category are included permanent settlers who possess their own language(s) and culture(s) which are distinct from those of the host society. The category also includes the descendants of immigrants who continue to identify with their ancestral culture.

2. Persons seeking asylum

Refugees and residents with a temporary stay permit.

3. Migrant workers

In this category, temporary immigrant workers and their dependants are included. They are immigrants who do not intend to stay permanently, and whose legal status is that of temporary resident. They may eventually become permanent residents (category 1), depending upon the policies of their country of residence and their own wishes.

4. National minorities

These are indigenous or long-established groups with a long-standing and distinct ethnic, linguistic or cultural identity, distinct from that of the majority. They may use the main language of the country (such as the Swedes of Finland), or have substantially adopted the main language of the country (such as the Welsh or the Native Americans). National minorities may share their language or culture with majorities in adjoining countries, or may be confined to the country in which they are a minority. (IFLA, 2017)

Activity 2e

Purpose: To surface your own assumptions and experiences about multiculturalism

Time: 60 mins

Task:

1. Think about the classrooms you have experienced as both a school learner and student-teacher. Could these classrooms have been described as 'multicultural' in terms of the above definition and examples? Were they 'multicultural' in any other sense?
2. Assuming that at least one of the classrooms you experienced was 'multicultural', how did the teacher accommodate this diversity in the classroom, if at all?
3. What ideas do you have about how best to manage a multicultural classroom? Try to brainstorm at least 5 ideas.
4. Now watch the short video called "New Boy" (11,5 minutes) at the following link: https://www.youtube.com/watch?v=FdeioVndUhs
    a. What are the key messages of this short video?
    b. What advice would you give to the teacher in this classroom?

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students. Also compare your ideas with the discussion that follows.

There are no right or wrong answers to the questions in the above activity. However, the following general suggestions may be useful:

- Incorporate multicultural materials in the curriculum such as readings that demonstrate similar and differing perspectives on human experience across different cultures
- Foster tolerance and acceptance of culturally diverse others among learners
- Use culture as the basis for social studies e.g. create projects that require learners to explore a background that is different from their own
- Create opportunities to learn from the differing cultures of learners in the classroom (but don't go overboard, we are all different but we also have much in common)
- Foster an inquiry method in the classroom that allows difficult issues to surface and then be explored; be prepared to go beyond the textbook
- Create links between the present and the past by using current events and news that draw parallels between today and the past
- Encourage community participation and social activism
- Host in-service professional development sessions on multicultural education in the classroom. [Ideas from: Castro, Field, Bauml and Morowski, (2012); Singer, (1999); Garcia, (2017)]

2.4 What are the implications for teaching and learning in the Social Sciences?

Although the national school curriculum sets out guidelines for what should be taught, how it should be taught and how learning should be assessed, we have observed that teachers need to make informed professional choices in their classrooms based on their unique understanding and experience of their particular learners and their particular learning context. The post-modern curriculum specialist, Patrick Slattery, raises some important questions in this regard:

> Teachers often agree that their students do not know the factual information required for passing through the school system and passing standardized tests, but they throw up their hands in desperation, blaming uninterested parents, boring textbooks, overcrowded classrooms, drugs, self-esteem programs, television, poor preparation, and ineffective previous teachers, or any other convenient target. However, these teachers continue to use the same methods of teaching and evaluation that have dominated curriculum development for over one hundred years ... Is the problem that educators have not perfected the modern methods? Or is the problem that the modern methods and strategies are no longer appropriate in a postmodern era? (Slattery, 2006, pp. 48-49)

Stop and reflect

What does your own experience suggest about possible answers to Slattery's questions?

In response to his own questions, Slattery (2006) argues the need for a more cooperative learning and teaching environment, an interdisciplinary school curriculum, seminar-style classes "where circles and centres replace rows of desks" and suggests:

> Discovery laboratories, multisensory projects, autobiographical narratives, oral history projects, engaging seminars, aesthetic awareness, and provocative field experiences involving groups of students, teachers, and other community members will become the norm rather than the exception. Socratic dialogue that seeks understanding, respect, and synthesis rather than predetermined answers will be the hallmark... (p. 111)

Stop and reflect

What possibilities and challenges arise from Slattery's suggestions?

Here is a slightly different perspective:

> In spite of the criticisms and debates, there is no one best way to teach. Different goals and student needs require different teaching methods. Direct instruction often leads to better performance on achievement tests, whereas the open, informal methods such as discovery learning or inquiry approaches are associated with better performance on tests of creativity, abstract thinking, and problem-solving. In addition, the open methods are better for improving attitudes towards school and for stimulating curiosity, cooperation among students, and lower absence rates (Walberg, 1990). According to these conclusions, when the goals of teaching involve problem solving, creativity, understanding, and mastering processes, many approaches besides direct instruction should be effective. These guidelines are in keeping with Tom Good's conclusion that teaching should become less direct as students mature and when the goals involve affective development and problem solving or critical thinking (Good, 1993a). Every student may require direct, explicit teaching for some learning goals for some of the time, but every student also needs to experience more open, constructivist student-centred teaching as well. (Woolfolk, 2007, pp. 515-516)

Stop and reflect

What does your own experience suggest in response to Woolfolk's assertion?

Are there topics/ concepts in the CAPS curriculum that lend themselves to one approach more than others?

The European Union-funded Holistic Approach to Technology Enhanced Learning (HoTEL) project has ably demonstrated the wide range of theories of learning on which teachers might draw to make more informed decisions in the classroom, Millwood (2017). Table 2 is extrapolated from this analysis to demonstrate not only the range of possibilities, but also how these might relate to the broader frameworks discussed earlier. Colour coding has been used to identify possible synergies.

Table 2: Learning theory

Disciplinary base	Key theorists	Key concepts	Theory in a nutshell	Reflection
Theology	The church	Instructivism	Teachers take a central role and transfer their knowledge directly to students through presentations.	The different learning theories grouped here would seem to support a curriculum as plan and product approach. They suggest that
Psychology	Skinner	Radical behaviourism	Learning as a process of forming associations between stimuli in the environment and the corresponding responses of the individual. Reinforcement strengthens responses and increases the	

Disciplinary base	Key theorists	Key concepts	Theory in a nutshell	Reflection
			likelihood of another occurrence when the stimulus is present again.	intended learning outcomes and content can be identified up front and emphasise the role of the teacher in guiding the learners towards achieving what was planned.
Psychology	Bloom	Educational objectives	Taxonomy of learning objectives that educators set for students in three "domains": cognitive, affective, psychomotor. Learning at the higher levels is dependent on achieving lower levels. Designed to motivate educators to focus on all three domains, creating a more holistic form of education.	
Psychology	Bloom	Mastery learning	In Mastery learning, "the students are helped to master each learning unit before proceeding to a more advanced learning task".	
Psychology	Ausubel	Meaningful learning	New knowledge to acquire is related with previous knowledges.	

Disciplinary base	Key theorists	Key concepts	Theory in a nutshell	Reflection
Psychology	Gardner	Multiple intelligences	We have several different ways of learning and processing information, but these methods are relatively independent of one another: leading to multiple "intelligences" as opposed to a general intelligence factor among correlated abilities.	The different learning theories grouped here would seem to support a curriculum as process approach. They suggest that intended learning outcomes and content can be negotiated and emphasise the notion of teachers and learners as collaborators in meaning-making and knowledge creation.
Education Organisation	Fleming Honey and Mumford Kolb	Learning styles	Optimal learning demands that students receive instruction tailored to their learning styles.	
Psychology Linguistics	Bruner Piaget	Discovery learning	Learners obtain knowledge by forming and testing hypotheses.	
Psychology Linguistics	Bruner Vygotsky Engeström	Scaffolding	Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student to achieve his/her learning goals.	
Psychology Linguistics	Vygotsky	Zone of proximal development	The area of capabilities that learners can exhibit with support from a teacher or peer.	
Psychology	Piaget	Genetic epistemology	A human being develops cognitively from birth throughout his or her life through four primary stages of development: Sensorimotor (0-2) Preoperational (2-7) Concrete operational (7-11) Formal operational (11+) Assimilation is incorporation of new experience into existing mental schema, accommodation changes mental schema.	
Psychology Linguistics	Piaget Vygotsky	Constructivism	The learner is not a passive recipient of knowledge but that knowledge is "constructed" by the learner.	
Philosophy Education	Dewey	Experiential education	The process that occurs between a teacher and student that infuses direct experience with the learning environment and content.	
Organisation	Kolb	Experiential learning	Knowledge is continuously gained through both personal and environmental experiences. The learner must: 1. be able to reflect on the experience; 2. use analytical skills to conceptualise the experience; and 3. make decisions and solve problems to use the ideas gained from the experience.	
Education	Montessori	Scientific pedagogy	Education based on science that modified and improved the individual.	
Education	Montessori	Montessori education	Principles: 1. Mixed age classrooms, with classrooms for children aged 2,5 or 3 to 6 years old; 2. Student choice of activity from within a prescribed set of options; 3. Uninterrupted blocks of work time; 4. A constructivist or "discovery" model, where students learn concepts from working with materials, rather than by direct instruction.	
Education	Hargreaves	Interpersonal relations	Teacher types: lion-tamer, entertainer and new romantic – the problem of self-judgement in assessment.	

Disciplinary base	Key theorists	Key concepts	Theory in a nutshell	Reflection
Organisation Psychology	Argyris and Schön	Double-loop learning	Modifying the goal of learning activity in light of experience or possibly even reject the goal. Single loop learning is the repeated attempt at the same problem, with no variation of method and without ever questioning the goal.	
Organisation	Nonaka and Takeuchi	Organisational learning	A characteristic of an adaptive organisation that is able to sense changes in signals from its environment and adapt accordingly.	
Organisation	Taylor	Text and conversation theory	An organisation is created and defined by communication. Communication "is" the organisation and the organisation exists because communication takes place.	
Cybernetics Psychology	Pask	Conversation theory	A cybernetic and dialectic framework that offers a scientific theory to explain how interaction leads to "knowing"	
Social anthropology	Lave and Wenger	Situated learning	Learning is a social process whereby knowledge is co-constructed and is situated in a specific context and embedded within a particular social and physical environment.	
Social anthropology	Lave and Wenger	Communities of practice	Groups of people who share a common concern or a passion for something they do and learn how to do it better as they interact regularly.	
Psychology Linguistics Cybernetics Philosophy	Vygotsky von Glaserfield	Social constructivism Constructionism	Groups construct knowledge for one another, collaboratively creating a small culture of shared artefacts with shared meanings.	The theories clustered here are more diverse in scope. However, they all emphasise individual meaning-making and a curriculum as praxis approach in which the relationship between teacher and learner and decisions about what, how, who and when, unfolds organically through the process.
Design	Millwood	Expressive constructivism	Learning involves an iterative process of giving expression to an idea and then evaluating and possibly refining it.	
Education Philosophy	Freire	Critical pedagogy	An educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognise authoritarian tendencies, and connect knowledge to power and the ability to take constructive action.	
Education	Holt	Home schooling Unschooling	Students learn naturally if given freedom to follow own interests and a rich assortment of resources.	
Education	Illich	De-schooling society	School is damaging to education: "The pupil is thereby 'schooled' to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new."	
	Siemens	Connectivism	Knowledge is distributed across a network of connections to people and information – learning consists of the ability to construct and traverse those networks.	
	Engeström	Expansive learning	The learning of new forms of activity as they are created, rather than the mastery of putative stable, well-defined, existing knowledge and skill.	

Disciplinary base	Key theorists	Key concepts	Theory in a nutshell	Reflection
Psychology Linguistics Cybernetics Philosophy		Radical constructivism	Knowledge as mental representation: 1a knowledge is not passively received either through the senses or by way of communication; 1b knowledge is actively built up by the cognising subject; 2a the function of cognition is adaptive, in the biological sense of the term, tending towards fit or viability; 2b cognition serves the subject's organization of the experiential world, not the discovery of an objective ontological reality."	

(Adapted from: Millwood/HoTEL project, 2017, p1.)

Activity 2f

Purpose: To link theory and practice

Time: 60 mins

Task:

1. Choose one of the learning theories in Table 2 which appeals to you.
2. Now click on the link to the interactive learning theories map at: http://hotel-project.eu/content/learning-theories-map-richard-millwood
   Navigate to find out more about your chosen theory and the theorists associated with it.
3. Now choose a topic from the CAPS curriculum for your phase specialisation and write a short explanation of how your chosen learning theory will influence what you will teach, how you will teach it and how you will assess it.

Feedback: Consider sharing your ideas on these questions in a myUnisa discussion forum and compare your experience with that of other students. Also compare your ideas with the discussion that follows in Units 3 to 7.

The influential theorist, Diana Laurillard (2002, 2006, 2012) has observed that despite the diversity of learning theories and terms used, there has been general agreement over the past 100 years or so that learning requires active engagement on the part of the learner. This could involve individual engagement, pair engagement, small group engagement, whole class engagement or inter-class even inter-school or inter-community engagement. It is you as the teacher who will need to make the decision about which approach to use when (and why).

The following table, adapted from Carl (2012), neatly summarises the kinds of activities you might consider including in a lesson.

Table 3: Selection of teaching methods

Underpinning method	Example activities
Lecture	• Class lecture • Speech • Paper • Story • Demonstration • Symposium • Panel
Discussion	• Free group discussion • Controlled class discussion • Forum
Group work	• Horse-shoe groups • Round-table groups • Syndicates • Buzz groups • Brainstorming • Nominal group method • Fishbowl
Self-activity	• Play • Project work • Activity cards • Learning contracts • Self-study modules • Programmed learning • Teaching machines
Experiential learning	• Simulation • Dramatisation • Role play • Socio-drama • Case studies • Advanced learning programme • Laboratory learning • Sensitivity training

Source: Adapted from Carl (2012, p. 98)

Stop and reflect

Are your familiar with all the examples provided here? Search online for definitions and examples of any you are not sure about.

When we get to activity and lesson-planning later, remember that there is a diverse range of activities we can choose from. Including a variety of approaches will make teaching and learning both more interesting and more effective.

Exploring further:

If you would like to understand more about the link between practice and learning theory, an excellent guide is freely available at the following link:

http://www.oerafrica.org/system/files/8802/learners-and-learningintroductory-pages_0.pdf?fil

Concluding remarks

In Unit 1, we explored the changing nature of the school curriculum and the role of Social Sciences teachers in particular as curriculum developers. We noted that a number of factors affect the decisions made about what to teach, how to mediate and how to assess.

In this unit, Unit 2, we explored three contemporary factors influencing the choices made by curriculum developers, including classroom teachers: globalisation, indigenous knowledge systems and multiculturalism.

We concluded by observing that a key decision that you will need to make is about the kinds of activities you will need to design to ensure active student engagement. Your choices here will be informed by your assumptions about how learning happens, the outcomes and content you want to address, your knowledge of your learners and your understanding of the context of practice.

In the next two Units, we will explore the kinds of approaches that might be useful to address particular aspects of Geography and History teaching.

In Units 1 and 2 we have established the policy and theory background to teaching Social Sciences. This is a good point to pause to organise and articulate your own thinking about the issues we have explored.

Example Assignment 1

Purpose: To formalise your own underpinning assumptions about the Social Sciences and how to teach them, within the framework of the wider programme of which this module forms a part.

Time: 2 hours

Task:

1. Complete the following table by choosing the statement that seems closest to what you believe and practice

My worldview ○ Truth is what can be proven scientifically. ○ Truth is socially constructed. ○ Truth is a matter of faith.
Ontology (beliefs about being) ○ The purpose of life is pre-determined. ○ The purpose of life is negotiated and changing. ○ There is no overall purpose: each individual must decide for her/himself how he/she feels at a particular time.
Epistemology (beliefs about knowledge) ○ There is a fixed body of factual information about Geography and History that must be mastered. ○ Although the national curriculum identifies what must be taught in Social Sciences and provides minimum requirements for time and assessment, the

teacher needs to make professional curriculum choices based on factors such as knowledge of the learners and knowledge of the context. ○ Although the national curriculum suggests topics to be covered, the teachers and learners should negotiate around what interests them.
Beliefs about education ○ The teacher's job is to transmit the prescribed content to the learners. ○ The teacher should mediate the prescribed content in ways that are appropriate for his/her learners and context. ○ The teacher should show how the prescribed content only serves to entrench the status quo and should explore ways to use the suggested topics and approaches to help learners to become social activists for a better society. ○ The teacher should share the prescribed topics with the learners and let each learner decide which topics they want to engage with and how. The teacher should act as a neutral resource-person rather than a sage on the stage or a guide on the side.
Beliefs about learning ○ The teacher needs to teach the content in a logical order and the learners should master the content that has been taught. They should be recognised and rewarded for good performance and punished for poor performance. ○ The teacher should create multiple opportunities for learners to engage in different ways with different topics – a general approach would be to start with what individuals think about this topic and why. Then to share ideas with a partner or small group. Then to try to reach a shared understanding or agree to disagree with reasons. ○ The teacher should collate an initial set of resources around the suggested topics and then allow learners to work on the topics that interest them in ways that align with their own individual learning styles and preferences. ○ The teacher and learners should identify on some questions to be answered based on the suggested topics in the syllabus. Learners should then organise themselves into interest groups, or choose to work alone, and be encouraged to find possible answers to the questions using whatever technology and resources are available to them, including outside of the classroom.
Beliefs about assessment ○ For mastery of learning, there should be regular class tests conducted under controlled conditions. These will provide objective information to determine who should pass or fail. ○ Activities should be based on authentic real-life problems which may need to be solved individually or in teams. Learners' work should be assessed according to transparent criteria and will usually involve self-, peer- and teacher assessment in order to provide feedback to enable improvement.

○ Learners should determine whether, how and when they wish to be assessed since feedback from assessment should help them along their own personal learning journey.
Beliefs about the Social Sciences ○ Geography and History are largely separate subjects with their own content and procedures. ○ Geography and History overlap in terms of both content and methods in some circumstances and the teacher should hell learners to make these connections when relevant. ○ The notion of school subjects is an artificial construct. The school curriculum should be based around real-life themes and issues and then various knowledge and processes that might be useful accessed at need.

2. Based on your responses in the above table, write a paragraph of about 300-500 words in which you summarise your underpinning theoretical assumptions and explain how you think they will influence your practice as a Social Sciences teacher.
3. Choose one Geography topic and one History topic from your Phase Specialisation which you think share some conceptual overlaps. Explain the connection.
4. Identify a preferred learning theory from Table 2 and an activity type from Table 3 and use these to outline a learning activity based on your response to task 3. Then explain your reasoning process.
5. For the activity you have designed in task 4, explain how:
    a. It addresses the issue of globalisation (or how you might change it if it does not)
    b. It addresses the issue of IKS (or how you might change it if it does not)
    c. It addresses the issue of multiculturalism (or how you might change it if it does not).

Feedback: This example assignment is designed for you to self-assess. If you have any problems with any of the issues, it means you need to go back and revise the relevant sections or possibly find additional resources to help you to understand better. For any formal assignment you submit for this course, feedback from a tutor will be provided.

Unit 3: Teaching the Geography component of Social Sciences

Introduction

In the previous two units, we explored the broad policy and theory that will underpin your work as a Social Sciences teacher. In this unit, we will focus on the Geography part of the subject by exploring the following questions:

1. What is Geography?
2. How can knowledge and skills be developed in Geography?
3. What teaching and learning approaches can be used in teaching Geography?

Unit 3 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	**Assessment criteria**
2	• Apply a variety of teaching practices appropriate to particular contexts	• Identify prevailing practices and methods of teaching Geography; • Indicate how such practices should be utilised to enhance learning; • Select a variety of teaching practices in diverse settings; • Apply these practices in different settings.

3.1 What is Geography?

In seeking to answer the question 'What is Geography?' we are concerned to understand what are the unique features of the subject in terms of both **what** knowledge it explores and also **how** that knowledge is developed and classified.

Activity 3a

Purpose: To surface existing knowledge and experience as a foundation for new ideas

Time: 60 mins

Task:

1. Look out of the window and describe in as much detail as you can what you see.
2. Now on your phone or on a laptop, open "Google Maps" (or a similar navigation tool) and centre the map on where you were when looking out of the window. Switch the view options between map, satellite, terrain and street views. What concepts and skills are needed to interpret the information presented in these different ways?
3. Using your observations as a guide, explain what you currently understand by the term Geography.

Feedback: Compare your ideas with the discussion that follows.

When you looked out of the window, what caught your attention first? Was it something of human origin e.g. people moving, dwellings, business premises …? Or maybe it was something in

the physical environment e.g. a tree, a hill, a river …? Maybe you noticed whether it was cloudy or clear, sunny or wet and you thought that was normal for the time of year, or perhaps not?

In using a navigation tool, you need to know where you are in relation to the map or satellite photo or street view. You also need to be able to interpret what different features might look like in different views and will probably also be interested in distances.

In this short activity, we begin to recognise the scope and nature of knowledge and skills in the subject of Geography. We realise that every learner will come to our classroom with relevant everyday experience and knowledge which can be used as a way in to more formal study of the subject.

According to National Geographic (2017):

> Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

According to Google's online dictionary (2017):

> Geography is:
>
> the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.
>
> - the nature and relative arrangement of places and physical features.
>
> plural noun: geographies
>
> "the geography of post-war London"
>
> - (especially in business) a geographical area; a region.

According to Wikipedia (2017):

> Geography (from Greek γεωγραφία, geographia, literally "earth description"[1]) is a field of science devoted to the study of the lands, the features, the inhabitants, and the phenomena of Earth.[2] The first person to use the word "γεωγραφία" was Eratosthenes(276–194 BC).[3] Geography is an all-encompassing discipline that seeks an understanding of the Earth and its human and natural complexities—not merely where objects are, but how they have changed and come to be.
>
> Geography is often defined in terms of the two branches of human geography and physical geography.[4][5] Human geography deals with the study of people and their communities, cultures, economies and interactions with the environment by studying their relations with and across space and place.[6] Physical geography deals with the study of processes and patterns in the natural environment like the atmosphere, hydrosphere, biosphere, and geosphere.
>
> The four historical traditions in geographical research are: spatial analyses of natural and the human phenomena, area studies of places and regions, studies of human-land relationships, and the Earth sciences.[7] Geography has been called "the world discipline" and "the bridge between the human and the physical sciences".

In what ways are these three definitions similar and different? How do these definitions compare with your own?

Now let us look at how the subject is delineated in the formal curriculum:

> Geography is the study of the human and physical environment. Geography is an integrated discipline that examines both physical and human processes over space and time. Geography helps us to understand our complex world. It offers us a bridge between the human and physical sciences.
>
> There are many branches of Geography. Physical Geography examines natural processes and features, including the atmosphere, landforms and ecosystems. Human Geography is concerned with the activities and impact of people on the earth.
>
> The concept that unifies Geography is space. All geographical phenomena have a spatial dimension. They also operate in a continuously changing environment.
>
> Geography therefore includes the study of:
>
> - spatial patterns and trends: the location of people and places in the world;
> - similarity and difference: how environments and lifestyles compare and the reasons for similarities and differences;
> - movement: how and why people, goods, water, land and air move and change;
> - Planet Earth: land, water and air;
> - human settlement: where people live and why;
> - human activities: what people do, how the environment affects them and how they affect the environment;
> - interdependence: the links between climate, vegetation, wildlife, resource distribution, and human settlement and activity; and
> - change: the changing nature of people and places.
>
> Geographical education contributes to literacy, oracy, numeracy and graphicacy or spatial literacy. It also supports the development of personal and social competence. (DBE, 2011b, pp.11-12)

We can see from the way that the subject is defined in the formal curriculum that there is a general agreement on two main branches of Geography knowledge: human and physical.

We note the underpinning common concept of “space”.

We also note that in the ways in which learners engage with the concepts of Geography, they also develop skills that can be applied more generally across the curriculum.

How then can we best help our learners to gain these skills and knowledge?

3.2 How can knowledge and skills be developed in Geography?

An important starting point in any curriculum planning process is to understand who our learners are and what we can assume they already know and can do.

Lewis and van Schalkwyk (1997, pp. 18-20) provide the following useful advice:

> Seeing that Geography as a school subject lends itself well to the development of spatial concepts (Smit 1986:277) and History to time and spatial concepts (Esterhuizen et al. 1991:25-28) the following tables will show the development of the child’s conception of these two aspects [based on the theory of Piaget]. Remember that these are only theories,

mainly from a Western perspective, and may differ from theories of child development in other cultures and lend themselves to a fair amount of criticism (Lowry 1995:120-121). However, they do give a fair indication as the child's development of concepts.

Table 4: Scheme: consciousness of time

5-7 years	8-9 years	10-11 years	12-16 years	16-18 years
Gr R, 1 & 2	**Gr 3-6**	**Gr 5-6**	**Gr 7-9/10**	**Gr 10/11-12**
Has a naïve sense of time	Becomes aware of time	Develops increasing experience and differentiation of time	Becomes aware of his/her own life history and the historicity of his/her existence	Is able to comprehend the chronological line in broad outline
Has no knowledge of time	Starts to show an understanding of biological time – age	Becomes aware of chronology	Awakening of the realisation of temporality begins	Is able to comprehend the space of time in broad outline
Does however hold hope for the future	Nine-year-old already categorises time e.g. cycles, days, nights, seasons	Starts to understand historical dates	Discovers that the temporary nature of his/her own life is his/her psychological time Discovers that the temporary nature of all life is his/her philosophical time	Is able to divide time into periods
	Develops understanding of consecutive generations: grandfather, father. Himself and/or grandmother, mother, herself	Development of time (with reference to dates) occurs slowly	Understanding of epochs and of the characteristics, style and atmosphere of time begins and increases	

Source: Adapted from Esterhuizen et al., 1991, p26 in Lewis and van Schalkwyk, 1997, p. 19

Table 5: Scheme: concept of space

5-9 years	10-11 years	12-16 years	16-18 years
Gr R-4	**Gr 5-6**	**Gr 7-9/10**	**Gr 10/11-12**
A very slight understanding of the form of things, but no idea of the relation of these to each other	The beginning of a concrete operation according to space	The beginning of a clear concept of schematic outline	Further development of the concept of space
Beginning of a concept of space	The beginning of the development of ideas on form and schematic outlining	The beginning of the linkage of various spatial areas	Development of concept of space by means of observations and imagination to form an idea of the space of the Earth on which human beings live, and the influence of space on the actions of man
A very poor understanding of schematic outlining	No true concept of space but understanding of distances such as **far** and concepts of size such as **big**	The beginning of an intuitive concept of areas that are so large that one can never observe them with the eye	
	Fixing of direction and location very important	The beginning of abstract thinking relating to larger spatial areas, e.g. Gauteng and the other provinces, in relation to the area of South Africa	

Source: Adapted from Esterhuizen et al., 1991, p26 in Lewis and van Schalkwyk, 1997, p. 20

Activity 3b

Purpose: To apply and test theory

Time: 60 mins

Task:

1. Based on the theory outlined in Tables 4 and 5, would it be appropriate to expect a Grade 5 learner to memorise many dates in a History lesson and a number of key facts in a Geography lesson?
2. Based on the theory outlined in Tables 4 and 5, would it be appropriate to start asking learners to build models of South African relief in a Grade 4 Geography class?
3. Test the theory in your own context. Observe and converse with some of the young children in your own family about some Geography and History concepts. Do the statements in Tables 4 and 5 seem true?

Feedback: Consider using your responses to these questions to engage in a discussion in a myUnisa forum.

Having identified the broad concepts that underpin the work of the Social Sciences teacher and reflected upon learners' readiness to engage with these concepts, we now need to begin to identify what we want to teach and how, remembering that learning happens most effectively when learners are actively engaged.

Activity 3c

Purpose: Linking purpose and process

Time: 30 mins

Task:

Columns 1 and 2 in Table 6 below outline the specific aims of the Geography curriculum and the associated skills. Complete column 3 by identifying appropriate activity-types from Table 3 above.

Table 6: Linking purpose and process

The Geography curriculum aims to develop learners who:	**Examples of the skills involved. Learners will be able to:**	**Suggested types of activities (from Table 3)**
1. Are curious about the world they live in [affective domain/developing attitudes and values]	• Ask questions and identify issues • Discuss and listen with interest • Collect and refer to information (including newspapers, books and, where possible, websites.	
2. Have a sound general knowledge of places and the natural forces at work on Earth [cognitive domain/ developing knowledge]	• Read and use sources to assimilate information • Use information to describe, explain and answer questions about people, places and the relationship between the two	
3. Understand the interaction between society and the environment [cognitive domain/ developing knowledge]	• Consider, synthesise and organise information • Make links between cause and effect; change and continuity	
4. Think independently and support their ideas with sound knowledge [affective	• Use geographical knowledge to solve problems • Discuss and debate issues	

The Geography curriculum aims to develop learners who:		Examples of the skills involved. Learners will be able to:	Suggested types of activities (from Table 3)
	domain/developing attitudes and values and cognitive domain/ developing knowledge]	• Recognise bias and different points of view • Develop own ideas based on new knowledge • Suggest solutions to problems	
5.	Care about their planet and the well-being of all who live on it [affective domain/developing attitudes and values]	• Engage with issues relating to the planet, its people and resources with knowledge and sensitivity • Act responsibly towards people and the environment	
6.	Understand and work with a range of sources – including maps, data and photographs [cognitive domain/ developing knowledge]	• Use and draw maps • Identify and extract information from texts, atlases and other sources, including visual sources such as photographs • Work with data and statistics in the form of graphs, tables and diagrams • Cross-reference information using different sources	
7.	Observe and engage with phenomena in their own environment [cognitive domain/ developing knowledge and affective domain/developing attitudes and values]	• Develop observation, interviewing and recording skills • Write in a structured and coherent way • Draw maps, sketches, simple illustrations, graphs and flowcharts • Provide reasoned explanations	
8.	Find out about places, people, events and issues using different sources e.g. books, people, photographs, the internet [cognitive domain/ developing knowledge]	• Devise and frame questions • Develop and apply research skills • Analyse, process and present information	
9.	Communicate ideas and information [cognitive domain/ developing knowledge]	• Ask in a clear and informed way. • Write in structured and coherent way • Draw maps, sketches, simple illustrations, graphs and flowcharts • Provide reasoned explanations	
10.	Make informed decisions and take appropriate action [cognitive domain/ developing knowledge and affective	• Work co-operatively and independently • Plan and evaluate actions, systematically and critically	

The Geography curriculum aims to develop learners who:	Examples of the skills involved. Learners will be able to:	Suggested types of activities (from Table 3)
domain/developing attitudes and values]		

Source: Adapted from DBE, 2011b, p. 13

Feedback: Consider using your responses to this task to engage in a discussion in a myUnisa forum.

3.3 What teaching and learning approaches can be used in teaching Geography?

At the end of the previous section, you thought about the kinds of activities that would be most useful in helping to achieve the specific aims of Geography and the associated knowledge, skills, attitudes and values associated with them.

Now we need to identify some specific activities that might be useful for teaching particular topics.

Activity 3d

Purpose: To identify practical examples of activities for the Geography classroom

Time: 7 hours

Task:

1. Visit the following website.

   http://www.educationworld.com/a_lesson/lesson/lesson071.shtml

2. Identify examples of activities that could be adapted to make one of more of the following Geography topics a more active and interesting learning experience.

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY INTERMEDIATE PHASE

Term	Grade 4	Grade 5	Grade 6
1	Places where people live (settlements)	Map skills (focus: Africa)	Map skills (focus: world)
2	Map skills	Physical features of South Africa	Trade (focus: South Africa and world)
3	Food and farming in South Africa	Weather, climate and vegetation of South Africa	Climate and vegetation around the world
4	Water in South Africa	Minerals and mining in South Africa	Population - why people live where they do (focus: South Africa and world)

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY SENIOR PHASE

Term	Grade 7	Grade 8	Grade 9
1	Map skills (focus: Local maps)	Maps and globes (focus: Global and local)	Maps skills (focus: Topographic and orthophoto maps)
2	Earthquakes, volcanoes and floods	Climate regions (focus: South Africa and world)	Development issues (focus: South Africa and world)
3	Population growth and change (focus: World)	Settlement (Africa with a focus on South Africa)	Surface forces that shape the earth (Physical Geography)
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and world)	Resource use and sustainability (focus: World)

Source: DBE, 2011b, p. 18

3. Visit the following website:
   https://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/

   Find a recent copy of a local newspaper. Identify ideas that could be adapted from the *New York Times* for use in the local context. Can you map any of the newspaper articles in the local newspaper to any of the topics in your phase specialisation?

4. Visit the following website:
   http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/11/response_doing_geography_instead_of_studying_it.html

   identify one or more activities suggested in this blog that could be adapted for the teaching of one of the concepts in your phase specialisation.

5. Visit the following South African website:
   http://sageography.myschoolstuff.co.za/

   Although this site focuses on the FET Phase, identify one or more activities/ resources/approaches suggested in this blog that could be adapted for the teaching of one of the concepts in your phase specialisation.

6. Visit the following South Africa website. Download copies of the relevant teacher guides as well as the Map Skills resources in the right-hand column.
   http://www.thutong.doe.gov.za/Default.aspx?alias=www.thutong.doe.gov.za/socialsciences
7. Watch the following demo lesson for a Social Sciences classroom in India.
   https://www.youtube.com/watch?v=AcU4CsTTpQA

   a. What do you like about this demo lesson? Why?
   b. What do you not like about this demo lesson? Why?
   c. What would you do differently in teaching this topic?

Feedback: Consider sharing your thoughts about what you have learned in this activity in a myUnisa discussion forum. Compare your ideas with the discussion that follows in Units 5, 6 and 7.

Now that we know **what** we must teach and **why**, and have developed some ideas for **how** we might teach different Social Sciences topics, we need to bring the what, why and how together in practice.

Activity 3e

Purpose: To develop an appropriate activity for a specific Geography topic

Time: 60 mins

Task:

1. Select one Geography topic from the Social Sciences curriculum for your phase specialisation.
2. Look at the general guidelines for teaching this topic.
3. Now develop a learning activity for this topic using the following planning template

Geography Activity Template	
Phase:	
Grade:	
Topic:	
Specific aims addressed:	
Time allocation:	
Activity type:	(refer to Table 3)
Task:	(provide a detailed step-by-step guide starting with how you will introduce the activity and then the steps the learners will need to go through to complete it)
Resources needed:	
Reflection:	(provide an explanation of why you have developed this activity in this way – provide a justification that refers to policy, theory and contextual practice including the issues of globalisation, IKS and multiculturalism)

Feedback: Share your completed template in a myUnisa forum. Provide constructive feedback to at least one other student on their planned activity.

Exploring further:

To keep up to date with developments in Geography and teaching Geography, you might consider becoming a member of:

- Society of South African Geographers: http://www.ssag.co.za/
- Southern African Geography Teachers' Association: http://sagta.org.za/

Concluding remarks

In Units 1 and 2 we established the policy and theory background to teaching Social Sciences.

In Unit 3, we then explored:

- What Geography is and why it is included in the Social Sciences curriculum
- What aims and related knowledge, skills, attitudes and values we seek to achieve through the teaching of Geography
- What kinds of activities lend themselves to achieving these specific aims
- What kinds of activities can be used for teaching different Geography topics

- You then developed and shared a learning activity related to a specific Geography topic.

In the next unit, we explore the same issues from the perspective of teaching History.

Unit 4: Teaching the History component of Social Sciences

Introduction

In the previous two unit, we explored the teaching of Geography in the Social Sciences curriculum. In this unit, we will focus on the History part of the subject by exploring the following questions:

4. What is History?
5. How can knowledge and skills be developed in History?
6. What teaching and learning approaches can be used in teaching History?

Unit 4 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	**Assessment criteria**
2	• Apply a variety of teaching practices appropriate to particular contexts	• Identify prevailing practices and methods of teaching Geography; • Indicate how such practices should be utilised to enhance learning; • Select a variety of teaching practices in diverse settings; • Apply these practices in different settings.

4.1 What is History?

In seeking to answer the question 'What is History?' we are concerned to understand what are the unique features of the subject in terms of both **what** knowledge it explores and also **how** that knowledge is developed and classified.

Activity 4a

Purpose: To surface existing knowledge and experience as a foundation for new ideas

Time: 30 mins

Task:

1. Think back to your earliest memory. What do you remember and when?
2. How might you now find out about your mother or father's earliest memory?
3. How might you find out about what life was like for your grandmother or grandfather?
4. How would you find out about the life of your great-grandmother or great grandfather?
5. What about the life of your great-great-great-great grandmother or great-great-great-great grandfather?
6. How far can you go back in exploring the history of your own family?

7. Based on this reflection, how would you define History and why do you think it is included in the school curriculum?

Feedback: Compare your ideas with the discussion that follows.

The opening activity of this unit was suggested by the introduction to Gombrich's 1936, "A little History of the World" written for children and published in an English translation in paperback in 2008. Gombrich provides his own view on key events in the history of the world as a story that starts "Once upon a time …".

In working through the tasks in the activity you will have realised the need to move from primary sources of information (you and your parents, and possibly your grandparents if they are still alive) through to old photographs, church and official records, through to secondary sources of information which might shed light on the way of life at a particular time but which might not provide unequivocal direct evidence of your family's own history. We are always concerned with how reliable the evidence is and how reliable our interpretation is of that evidence. Think about how often you and your family disagree about what happened or who said or did what on a past occasion!

In this short activity and reflection, we begin to recognise the scope and nature of knowledge and skills in the subject of History. As with Geography, we realise that every learner will come to our History classroom with some relevant everyday experience and knowledge which can be used as a way in to more formal study of the subject.

According to Hirst (2017), who also provides many other definitions from different places and perspectives:

> History is the study of the human past as it is described in the written documents left by human beings. The past, with all its decisions completed, its participants dead and its history told, is what the general public perceives as the immutable bedrock on which we historians and archaeologists stand. But as purveyors of the past, we recognize that the bedrock is really quicksand, that bits of the story are yet untold, and that what has been told comes tainted by the conditions of what we are today.

According to Google's online dictionary (2017):

> History is:
>
> 1. the study of past events, particularly in human affairs.
>
> "medieval European history"
>
> synonyms: the past, former times, historical events, days of old, the old days, the good old days, time gone by, bygone days, yesterday, antiquity; More
>
> 2. the whole series of past events connected with a particular person or thing.
>
> "the history of the Empire"

According to Wikipedia (2017b):

> History (from Greek ἱστορία, historia, meaning "inquiry, knowledge acquired by investigation")[2] is the study of the past as it is described in written documents.[3][4] Events occurring before written record are considered prehistory. It is an umbrella term that relates to past events as well as the memory, discovery, collection,

> organization, presentation, and interpretation of information about these events. Scholars who write about history are called historians.
>
> History can also refer to the academic discipline which uses a narrative to examine and analyse a sequence of past events, and objectively determine the patterns of cause and effect that determine them.[5][6] Historians sometimes debate the nature of history and its usefulness by discussing the study of the discipline as an end in itself and as a way of providing "perspective" on the problems of the present.[5][7][8][9]

In what ways are these three definitions similar and different? How do these definitions compare with your own?

Now let us look at how the subject is delineated in the formal curriculum:

> History is the study of change and development in society over time. The study of History enables people to understand and evaluate how past human action has an impact on the present and how it influences the future.
>
> History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? It is about how to think analytically about the stories people tell us about the past and how we internalise that information.
>
> The study of History also supports citizenship within a democracy by:
>
> - explaining and encouraging the values of the South African Constitution;
> - encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns;
> - promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia; and
> - preparing young people for local, regional, national, continental and global responsibility. (DBE, 2011b, p. 9)

History then is concerned with the past and its possible implications for the present and the future – its key underpinning concept is time. As a formal school subject it "is a process of historical enquiry" (DBE, 2011b, p. 10). It involves finding evidence, evaluating that evidence and making conclusions and recommendations based on that evidence, whilst trying to remain aware of any inherent bias we may have.

How then can we best help our learners to gain these skills and knowledge?

4.2 How can knowledge and skills be developed in History?

As noted previously, an important starting point in any curriculum planning process is to understand who our learners are and what we can assume they already know and can do.

So please revisit the tables in Section 3.2 of the previous unit which provide insight into how we think learners develop their conceptual understanding of space and time.

Having identified the broad concepts that underpin the work of the History teacher and reflected upon learners' readiness to engage with these concepts, we now need to begin to identify what we want to teach and how, remembering that learning happens most effectively when learners are actively engaged.

Activity 4b

Purpose: Linking purpose and process

Time: 30 mins

Task:

Columns 1 and 2 in Table 7 below outline the specific aims of the History curriculum and the associated skills. Complete column 3 by identifying appropriate activity-types from Table 3 above.

Table 7: Linking purpose and process

The History curriculum aims to develop learners who are competent in the following areas:	**Examples of the skills involved.**	**Suggested types of activities (from Table 3)**
1. Finding a variety of kinds of information about the past [cognitive domain/ developing knowledge]	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	
2. Selecting relevant information [cognitive domain/ developing knowledge]	Being able to decide about what is important information to use. This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked. Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.	
3. Deciding about whether information can be trusted [cognitive domain/ developing knowledge]	Being able to investigate where the information came from: who wrote or created the information and why did they do it? It also involves checking to see if the information is accurate – comparing where the information came from with other information. Much information represents one point of view only.	
4. Seeing something that happened in the past from more than one point of view [affective domain/developing attitudes and values and cognitive domain/ developing knowledge]	Being able [and willing] to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	
5. Explaining why events in the past are often interpreted differently [affective domain/developing attitudes and values]	Being able [and willing] to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a	

The History curriculum aims to develop learners who are competent in the following areas:	Examples of the skills involved.	Suggested types of activities (from Table 3)
	reason(s) for why this is so in a particular topic of history.	
6. Debating about what happened in the past on the basis of the available evidence [cognitive domain/ developing knowledge]	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	
7. Writing history in an organised way, with a logical line of argument [cognitive domain/ developing knowledge]	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.	
8. Understanding the importance of heritage and conservation [affective domain/developing attitudes and values and cognitive domain/ developing knowledge]	Being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.	

Source: Adapted from DBE, 2011b, p. 10

Feedback: Consider using your responses to this task to engage in a discussion in a myUnisa forum.

4.3 What teaching and learning approaches can be used in teaching History?

At the end of the previous section, you thought about the kinds of activities that would be most useful in helping to achieve the specific aims of History and the associated knowledge, skills, attitudes and values associated with them.

Did you notice the assertion made in the CAPS document that:

> History is not 'the past' itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past. (DBE, 2011b, p. 11)

So many topics in History need to be debated and contested since they cannot be empirically proven as may be possible when exploring physical geography for example.

Now we need to identify some specific activities that might be useful for teaching particular topics.

Activity 4d

Purpose: To identify practical examples of activities for the History classroom

Time: 7 hours

Task:

1. Visit the following website.

http://www.educationworld.com/history/

2. Identify examples of activities that could be adapted to make one of more of the following History topics a more active and interesting learning experience.

Intermediate Phase topics

Term	Grade 4	Grade 5	Grade 6
1	Local history	Hunter-gatherers and herders in southern Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	Learning from leaders	The first farmers in southern Africa	Explorers from Europe find southern Africa
3	Transport through time	An ancient African society: Egypt	Democracy and citizenship in South Africa
4	Communication through time	A heritage trail through the provinces of South Africa	Medicine through time

Senior Phase topics

TERM	GRADE 7	GRADE 8	GRADE 9
1	The kingdom of Mali and the city of Timbuktu in the 14th century	The Industrial Revolution in Britain and Southern Africa from 1860	World War II (1919 – 1945)
2	The Transatlantic slave trade	The Mineral Revolution in South Africa	The Nuclear Age and the Cold War (1945 – 1990)
3	Colonisation of the Cape in the 17th and 18th centuries	The scramble for Africa: late 19th century	Turning points in South African history 1948 and 1950s
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century	World War I (1914 – 1918)	Turning points in South African history 1960, 1976 and 1994

Source: DBE, 2011b, pp. 15-16

3. Visit the following website:
   http://teachinghistory.org/

   Scroll through the site to find at least two different kinds of activities that you could use in your own teaching to increase learner engagement.

4. Visit the following website:
   https://www.facinghistory.org/resource-library/teaching-strategies

   identify one or strategies suggested on this site that could be adapted for the teaching of one of the concepts in your phase specialisation.

5. Watch the following two short youTube videos.
   a. https://www.youtube.com/watch?v=8eIvGtn1NAU
   b. https://www.youtube.com/watch?v=cnGebNnLVTI

   To what extent do the views expressed in these videos reflect your own?

6. Visit the following South African website:
   http://www.sahistory.org.za/

Explore the site for content that may be relevant for the topics you need to teach. We particularly like the Timelines and This Day in History tabs.

7. Watch the following demo lesson for a Social Sciences History lesson in the USA.
   https://www.youtube.com/watch?v=7iE6kSxIpoM

   a. What do you like about this demo lesson? Why?
   b. What do you not like about this demo lesson? Why?
   c. What would you do differently in teaching a topic like this?

Feedback: Consider sharing your thoughts about what you have learned in this activity in a myUnisa discussion forum. Compare your ideas with the discussion that follows in Units 5, 6 and 7.

Now that we know **what** we have to teach and **why**, and have developed some ideas for **how** we might teach different Social Sciences topics, we need to bring the what, why and how together in practice.

Activity 4e

Purpose: To develop an appropriate activity for a specific History topic

Time: 60 mins

Task:

1. Select one History topic from the Social Sciences curriculum for your phase specialisation.
2. Look at the general guidelines for teaching this topic.
3. Now develop a learning activity for this topic using the following planning template:

History Activity Template	
Phase:	
Grade:	
Topic:	
Specific aims addressed:	
Time allocation:	
Activity type:	(refer to Table 3)
Task:	(provide a detailed step-by-step guide starting with how you will introduce the activity and then the steps the learners will need to go through to complete it)
Resources needed:	

Reflection:	(provide an explanation of why you have developed this activity in this way – provide a justification that refers to policy, theory and contextual practice including the issues of globalisation, IKS and multiculturalism)

Feedback: Share your completed template in a myUnisa forum. Provide constructive feedback to at least one other student on their planned activity.

Exploring further:

To keep up to date with developments in Geography and teaching Geography, you might consider becoming a member of:

- Historical Association of South Africa: http://hgsa.co.za/
- Southern African Society for History Teaching: http://sashtw.org.za/

Concluding remarks

In Units 1 and 2 we established the policy and theory background to teaching Social Sciences. In Unit 3, we then explored the teaching of Geography.

In Unit 4, we then explored:

- What History is and why it is included in the Social Sciences curriculum
- What aims and related knowledge, skills, attitudes and values we seek to achieve through the teaching of History
- What kinds of activities lend themselves to achieving these specific aims
- What kinds of activities can be used for teaching different History topics
- You then developed and shared a learning activity related to a specific History topic.

In the next unit, we explore how we will assess the kinds of activities you developed in Units 3 and 4.

Unit 5: Assessing learner achievement in the Social Sciences

Introduction

In Units 1 and 2 we looked at some of the policy and theory that should inform our work as Social Sciences teachers.

In Units 3 and 4 we explored some strategies and activities for teaching Geography and History.

In this unit we turn our attention to the nature and practice of assessment.

Unit 5 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	**Assessment criteria**
2	• Apply a variety of teaching practices appropriate to particular contexts	• Identify prevailing practices and methods of assessing learner achievement in the Social Sciences; • Indicate how such practices should be utilised to enhance learning; • Select a variety of assessment practices in diverse settings; • Apply these practices in different settings.

5.1 What is assessment?

Let us start by surfacing our own experiences and assumptions about assessment.

Activity 5a

Purpose: To surface own experiences and assumptions about assessment

Time: 30 mins

Task:

Write short answers to the following questions:

1. When were you last “assessed” in your day-to-day life? Why was it done? How was it done? How was feedback provided?
2. When were you last assessed as a learner/student? Why was it done? How was it done? How was feedback provided?
3. Consider the famous cartoon below. What is the link between teaching and learning?
4. Based on your responses to the proceeding questions, try to define assessment in terms of Why? What? How? When? Where? And Who?

Source: http://squareone-learning.com/blog/wp-content/uploads/cartoonleaarning.jpg

Feedback: Compare your ideas with the discussion that follows.

There are no definitive right or wrong answers to the questions posed in the preceding activity.

However, with respect to question 1, if you could think of an everyday example of being assessed, we suspect that it fell into one of the following categories:

- Informal: e.g. your son/daughter rolled his/her eyes at you because you asked for help in setting up your new Smart phone
- Formal non-educational: e.g. your dentist told you that you needed to have a tooth repaired and filled.

Typically in everyday life, assessment provides immediate feedback to an individual and the outcome is not known or planned for in advance. In the workplace, assessment may come in the form of feedback on a project or budget proposal.

However, with respect to question 2, the chances are that your last assessment consisted of a written examination paper completed under exam conditions. You probably knew well in advance when and where you would write, how long the exam would take, and perhaps you also had some idea of the scope and so could prepare. You probably needed to wait some time before you got any feedback and when you did get feedback it was probably only a mark indicating whether you had passed or failed.

With respect to question 3, you might have considered that learning involves a semi-permanent change in the way people think, feel or behave and that teaching involves a systematic approach to bringing about that change. But how do we know whether the change we had planned has indeed happened, and to what degree? This is where assessment comes in.

According to the Cambridge Advanced Learner's Dictionary & Thesis, assessment is

> the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made:
>
> *Would you say that is a **fair** assessment of the situation?*
>
> *Both their assessments of production costs were hopelessly inaccurate.* (CUP, 2017)

According to the Glossary of Education Reform,

> In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

> While assessments are often equated with traditional tests—especially the standardized tests developed by testing companies and administered to large populations of students—educators use a diverse array of assessment tools and methods to measure everything from a four-year-old's readiness for kindergarten to a twelfth-grade student's comprehension of advanced physics. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning—e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions. (edglossary, 2015)

The Glossary goes on to discuss various types of assessment, so you might like to visit the site at: http://edglossary.org/assessment/

Gareis and Grant (2015), define assessment:

> … as the process of using tools and techniques to collect information about student learning. In other words, assessment is the way teachers *see* their students' learning. (ibid, p. 2)

Gareis and Grant, go on to identify three main types and roles of assessment in the classroom as summarised in Table 6 below.

Table 6: Comparison of the three roles of assessment in the classroom

	Pre-assessment	**Formative assessment**	**Summative assessment**
When does assessment occur?	*Before* teaching	*During* teaching	*After* teaching
Why assess?	• To determine the prior knowledge and/or entering skills of learners in order to plan teaching • To establish a baseline of learning in order to show learner growth after teaching • To trigger previous learning	• To make teaching decisions in the short term • To provide honest, timely, specific, accurate, and constructive feedback to learners • To develop learners' capacity for self-evaluation and self-directed learning	• To judge the nature and degree of learning • To communicate the nature and degree of learning to others • To make decisions about the efficiency and effectiveness of curriculum, teaching and assessment in the long-term
What is the scope of assessment?	• Either *focused* or *comprehensive*, depending on the intended use	• *Focused* on particular knowledge or a discrete skill set	• *Comprehensive* of some period of teaching and some set of knowledge and/or skills
What are the typical consequences of assessment?	• *High stakes* if used for placement decisions	• *Low stakes* – typically related to day-to-day decisions about teaching and learning	• *High stakes* – can determine future placement/ promotion,

	Pre-assessment	Formative assessment	Summative assessment
	• *Low stakes* if used to plan teaching		remediation, award of distinctions, etc.
Who primarily uses the results of assessment?	• Teacher	• Teacher and learners	• Teacher, learners and third parties (such as parents and education department officials)
How is the assessment typically done?	• Pre-tests • Interviews • Class discussions • Brainstorming activities • Reviews of cumulative records (e.g. from previous grade or school)	• Observations of facial expressions, body language and comments (informal) • Hand-raising, thumbs up/down, personal whiteboards, exit cards, personal response systems, etc. (can be informal or formal) • In-class guided practice (formal) • Paper-pencil quizzes (formal)	• Paper-pencil tests, quizzes, essays and papers • Projects, demonstrations, performances, checklist observations, and original creations • Standardized tests.

Source: Adapted slightly from Gareis and Grant (2015, p. 7)

Stop and reflect

Think about the relationship between the learning purpose and how this affects activity choice (Table 3) and the role and nature of the appropriate assessment strategy (Table 6).

Let us now return to our policy documents.

Activity 5b
Purpose: To link theory and policy

Time: 60 mins

Task:

Open the CAPS document for your Phase Specialisation and scroll or page to Section 4: Assessment in Social Sciences. Develop short responses to the following questions:

1. What are the key elements of Section 4.1 on the nature and purpose of assessment?
2. What are the key elements of 4.2 and 4.3 on the practice of assessment?
3. What are the key elements of 4.4 on the planning of assessment?
4. What are the key elements of 4.5 on recording and reporting assessment and 4.6 on moderating assessment?
5. Now that you have summarised the key policy guidelines, is there anything that remains unclear? Formulate one or more questions related to issues about which you are uncertain and post them in a myUnisa forum.

6. Try to answer at least one question posed by each of three other students in the discussion forum.

Feedback: You should get feedback from your peers. However, you might also ask practising teachers how they address these issues.

We can observe from the previous discussion that assessment is an integral part of the teaching and learning process. It happens continuously, through both informal and formal means, and serves a number of different audiences and purposes.

5.2 How should we assess?

In the previous section we focused on why and what to assess. In this section, we explore questions related to how to assess.

Activity 5c

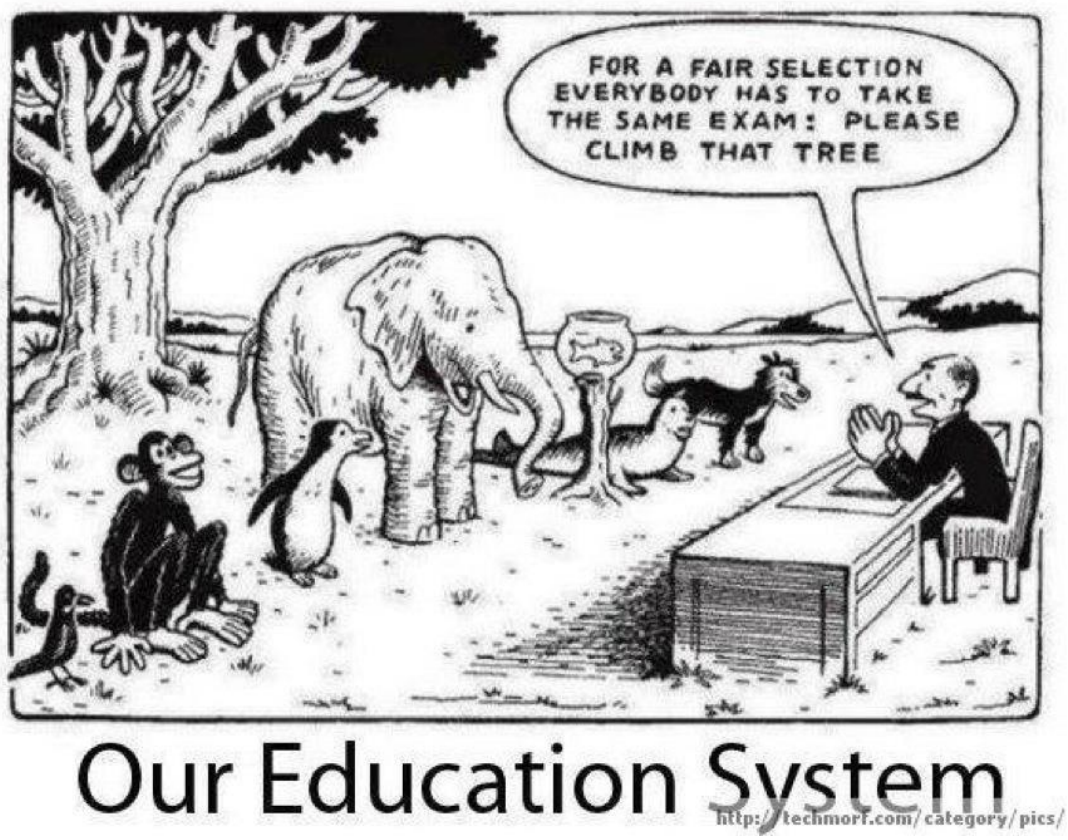
Purpose: To think about how to assess

Time: 30 mins

Task:

Write short answers to the following questions:

1. What is the key message in the cartoon below? What does this message suggest about how to assess?



Source: https://gjismyp.files.wordpress.com/2011/10/fair-assessment.jpg

2. Read the following scenario and then think about the related questions.
Sipho completed his Grade 12 studies last year. However, his father was surprised when Sipho's results did not appear in the newspaper. "It's because I failed," explained Sipho. When Sipho finally received his results, he had passed all his subjects except English, for which he got 37%. He did quite well for History, however, gaining 65%, and even better in Geography, where he got 70%. He remembered how hard he had studied and many of the questions that he had "spotted" came up in the exams. His teacher said that his English marks were higher than the class average. Unfortunately, one may not fail a language and that is why Sipho's name did not appear in the newspaper.

   2.1 How might the external examiner have arrived at 37% for Sipho's overall mark for English?
   2.2 Why did Sipho fail overall?
   2.3 Is the external examiner the only person who assessed Sipho's performance in English?
   2.4 What does it mean to say that Sipho's English marks were "higher than the class average"?
   2.5 Why might Sipho have done so well in History if he failed English?

Feedback: Compare your responses with our ideas below.

With respect to question 1, we must recognise that every learner in the class is unique and will excel in some areas and struggle in others. If we offer only one way for learners to demonstrate their learning, and only one opportunity to do so, we will not get a true picture of what each learner has achieved or is capable of achieving. We need to provide multiple opportunities for learners to demonstrate their learning in different ways – a pen and paper test under controlled conditions is not the only way to assess and, in fact, is not usually how people's performance is assessed in the real world outside of school.

With respect to question 2, we thought of the following possible responses:

2.1 We can probably assume that Sipho's final mark is the average of the various English exam papers he wrote as well, possibly, as his year mark from school. This is a very important characteristic of traditional assessment practice which has tended to emphasise **summative** assessment. The main aim of summative assessment is to arrive at a summary of the learner's achievement. Most of us have taken numerous summative assessments in the form of final exams. It is a final measure of "summing up" what a learner knows. In a final NSC exam, it means adding up all the marks together and finding the average mark for the subject for Grade 12. But what if Sipho did very well on the language paper and did very poorly on the literature paper? And suppose the reason why he did poorly on the literature paper was because the school did not receive copies of the prescribed literature texts on time?

2.2 Sipho got an average of 37% in English, 3% below the "pass" mark at that time. Therefore, he failed English and did not get a final NSC certificate after his 12 years of schooling. One might argue that 40% is the expected minimum expectation for the average learner – it is the standard or the norm. This is another characteristic of traditional assessment practice – it is **norm-referenced** – a learner's individual

performance is compared to a norm (the expected performance of the average student). In this example, the norm was 40%.

2.3 Traditionally, for summative assessment, it is only the examiner who assesses and gives a final mark in numerical terms. Although there are moderation processes, these usually affect marks globally rather than those of individual learners. And a moderator would not have known of the circumstances of Sipho's school context.

2.4 Sipho got a higher mark than the class average. This means that most of the learners in Sipho's class got a mark lower than 37%; and therefore, most also "failed" English and therefore did not get a final NSC pass. If a whole class performs lower than the "norm", then surely there is something wrong with the norm or something wrong in the teaching and learning environment? But of course, it is too late to do anything about this if learners have already completed their schooling and written their "final" exams.

2.5 We have already identified one possibility for the discrepancy in results. It may be that Sipho did well in English language and comprehension and poorly only in English literature and so was able to write coherent and relevant essays in his History exams. It may also be that Sipho enjoyed his History and Geography classes but not his English classes. Another possibility may be that the history marking focused only on whether Sipho had remembered the key facts and dates taught about History and the accuracy of his language use and the coherence of his arguments were not taken into consideration at all. The same might also be true of Sipho's Geography marks if the focus was on assessment of isolated knowledge – maybe Sipho just has a very good short-term memory? (The scenario and feedback provided here were adapted from Ferreira, 2003, pp. 8-10.)

Hopefully, the previous activity alerted you to the challenges involved in trying to make sure that assessment is used in ways that help us, and the learners, to get a clear idea of how well we are doing in achieving our shared learning goals.

Let us now look at an example of a Geography assessment.

Activity 5d

Purpose: To critically evaluate an assessment instrument

Time: 60 mins

Task:

Examine the example of an assessment instrument for Geography below. Write short answers to the following questions:

1. With what Geography topic(s) in CAPS can you relate this assessment?
2. In your opinion, does the instrument assess students in a balanced manner?
3. Does the assessment instrument provide valid evidence that the specific aims of Geography have been achieved?
4. Do you think this assessment instrument provides a reliable indicator of what has been learned?
5. Evaluate the paper against Bloom's taxonomy (which underpins the CAPS assessment guidelines).

Feedback: Compare your ideas with the discussion that follows.

Grade 6 Geography

Section A

Question 1

Study the map of Africa on the next page and then answer the questions which follow. The numbers of the questions correspond with those on the map.

1.1 Name this river.
1.2 Name this mountain range.
1.3 Name this lake which forms part of the Great Rift Valley of Africa.
1.4 Name this line of latitude which is found 23,5^{O} North of the equator.
1.5 Name this island off the East coast of Africa.
1.6 Name this African state.
1.7 Name the capital city of this state.
1.8 Name the state which is situated here.
1.9 Which basin is situated largely in this state?
1.10 Name this mountain range. (10)

Section B

Question 2

Explain briefly what each of the following terms means. Write down the term first and then your explanation.

2.1 Equinox
2.2 SANAE
2.3 The Old World
2.4 Axis-rotation
2.5 Prevailing wind. (5)

Question 3

Say whether the following statements are TRUE or FALSE. If you say FALSE, then correct the statement.

3.1 The Namib desert is the largest desert in the world.
3.2 Swaziland is in Southern Africa.
3.3 Together Europe and Asia are known as the New World. (5)

Question 4

Choose the correct answer from those within brackets. Write down the answer only.

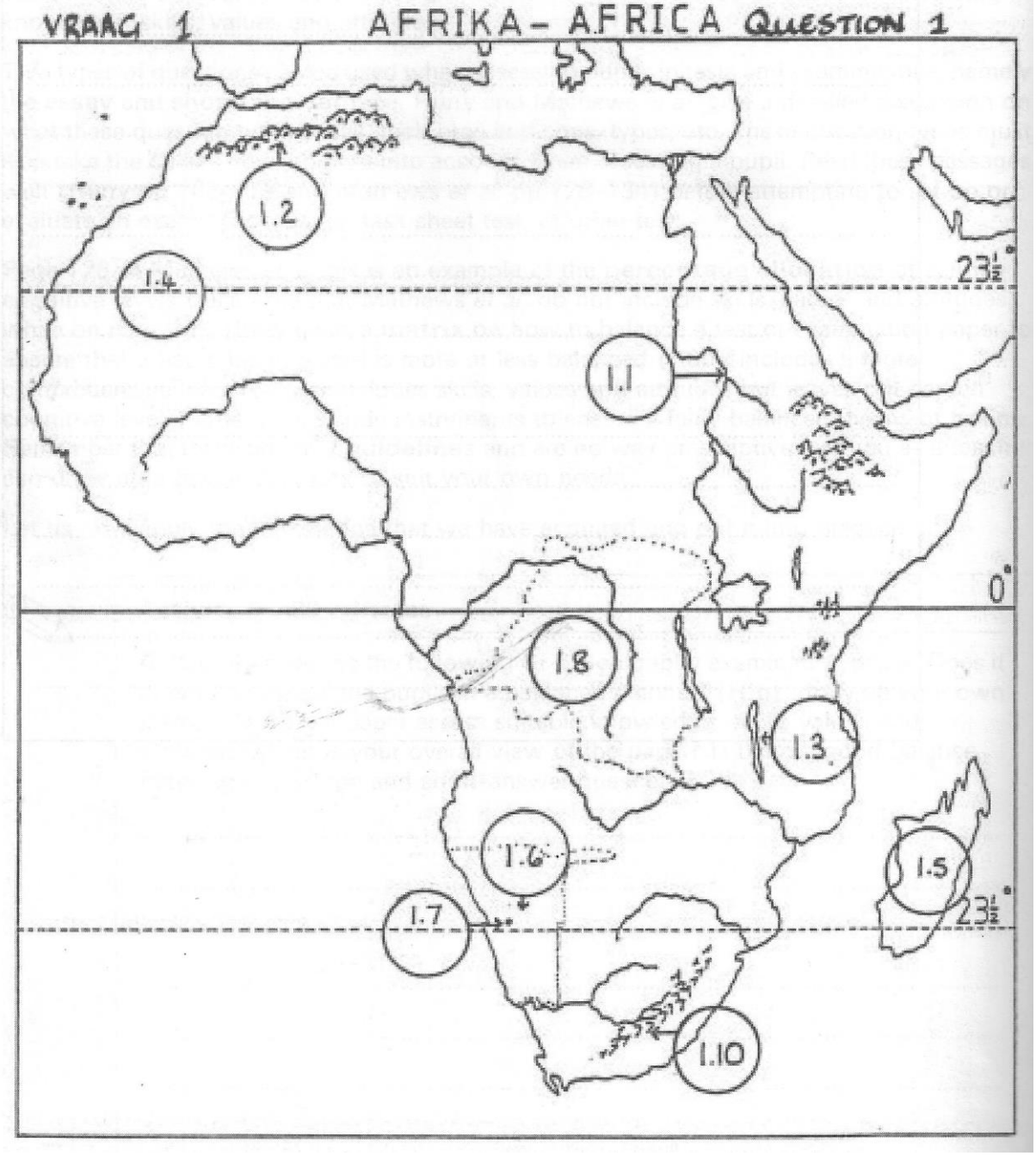
4.1 The (Limpopo, Zambezi, Orange, Congo) river is the largest river in Africa.
4.2 When it is winter in Europe, it is (autumn, spring, summer) in South Africa.
4.3 (Indonesia, Sri-Lanka, Taiwan) is known as the spice islands.

4.4 Uranium is found in the town of (Tsumeb, Rossing, Karibib) in Namibia.

4.5 (North America, Asia, Africa) is the largest content. (5)

1.11

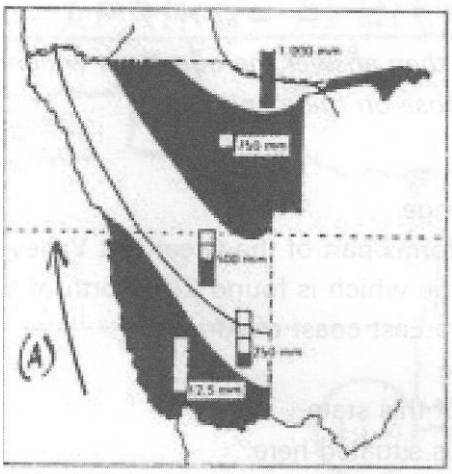
MAP OF AFRICA



Question 5

Study the following map of Namibia's rainfall and answer the questions that follow:

NAMIBIA: RAINFALL



5.1 Which region has the highest rainfall and what is the reason for this? (2)

5.2 What ocean current (A) flows off the West coast of Namibia and what effect does it have on the rainfall in the coastal region? (2)

5.3 In which region (North, South, West) would you choose to farm? Why do you say so? (1)

Section C

Question 6

6.1 Name 4 reasons why the number of factories in Namibia was slow to grow. (4)

6.2 You have been given the choice of living either in the Equatorial region or in the Mediterranean region. Say where you would rather stay by comparing the two regions' climate. (4)

6.3 Who or what are the Maoris and where do they come from? (2)

Total: (40 ÷ 2) = 20 + 20 cumulative = [40]

Source: Adapted slightly from Lewis & van Schalkwyk (1987, pp. 82-84)

You will have your own ideas about the questions asked in Activity 5d. Here are our responses, which you may or may not entirely agree with.

This assessment instrument is supposed to be for Grade 6 but question 1 seems more appropriate for the Geography Grade 5 topic Map skills (focus: Africa), while questions 2, 3 and 4 seem related to the Grade 6 topic Map skills (focus: World) as well. Questions 5 and 6.2 can be linked to the Grade 6 topic Climate and vegetation around the world while Question 6.2 could possibly be linked to the Grade 6 topic Trade (focus: South Africa and World). Question 6.3 seems oddly placed – it is a who and where question which does not address the Grade 6 topic Population – **why** people live where they do (focus: South Africa and world).

Overall, we like the division into sections and the clarity of instructions but we are a bit worried about the atomised way in which knowledge is engaged with. In addition, the topics in the Grade 6 CAPS document seem unevenly addressed. We believe that a different kind of assessment instrument is needed.

Ferreira (2003) usefully explores the issues of validity and reliability in assessment as follows.

5.2.1 Validity

When we say something is "valid" in our daily conversation, we often mean that it is **sound** or **justifiable**. For instance, people say: "Angie gave a valid excuse for not learning for her test", or "Steve's argument about the problems around exams is valid". It simply means that their excuse or argument is sound or justifiable.

There is no major difference between the use of the term "valid" in daily conversation and the way it is used when talking about assessment in education. What we need to recognise with educational assessment, however, is that "soundness" or "validity" has various dimensions. This means that an assessment can be more valid in one respect and less valid in another.

Let us look at some typical questions that might be asked and how these relate to different conceptions of validity:

Table 7: Exploring validity

Typical question	**Concept of validity**
On the face of things, does the mark given by the examiner look valid?	We call this **face validity**, which simply means "first impressions".
To what extent does the assessment cover the content of the curriculum? Does it cover the content sufficiently?	This is called **content validity**. Learning may be assessed on only two topics when four topics were prescribed.
How well does this assessment predict a learner's future performance?	This is referred to as **predictive validity**. The traditional school-leaving exam claimed that it could predict a learner's future academic performance. So why do we now also have National Benchmark Tests (NBTs)?
To what extent will the learner's performance on this assessment correlate with his/her performance on another assessment that assesses the same things?	This is **concurrent validity**. This refers to the correlation between a learner's performance in two or more assessments when we consider the same variable/ when the same thing is being assessed.
What consequences could this assessment have for the learner?	This question relates to **consequential validity**. Here we are concerned with equity or fairness in assessment.

Source: Adapted slightly from Ferreira, 2003, pp. 15-16.

Based on the above analysis, we consider the example assessment instrument to be at best only partially valid.

5.2.2 Reliability

In our everyday conversations, the word "reliability" has something to do with **trustworthiness**. When people say something is reliable, they usually mean that it can be

trusted. The meaning of the principle of reliability in education is not very different from the everyday meaning of the word. When is an assessment reliable? We think it is safe to say an assessment is reliable if it can be trusted to help us make generalisations about a learner's knowledge, skills and attitudes in a variety of contexts and with minimal variations between the judgements made by a variety of assessors. Surly there is something wrong if two assessors use the same assessment instrument and criteria and award completely different marks to the same work, by the same learner?

Can one measure reliability? An interesting question. However, there are a few criteria that one can apply to assess whether an assessment is reliable, or not. We have tabulated these below.

Table 8: Exploring reliability

Question	**Reliability**
Is the learner's performance likely to remain the same if the assessment is done at different times?	There are obviously temperamental and other issues which make a learner's performance in the same assessment activity different at different times. Think about the difference between an essay you had to write for an ordinary homework assignment and one you had to write in a formal exam situation. Of course one is more anxious in a formal exam setting than in an ordinary assignment for homework.
To what extent would a different sample of similar assessment tasks deliver the same level of performance?	When we assess learners, we often choose specific tasks. From the learner's performance in these tasks, we assume that they will perform the same if we set similar tasks.
To what extent would different assessors give the same value to a learner's performance in an assessment activity?	In the example assessment instrument we just examined, almost all questions have right/wrong answers. So, there is unlikely to be much variation between assessors except perhaps in the more open questions 5.3 and 6.2.

Source: Adapted slightly from Ferreira, 2003, pp. 17.

Based on the above analysis, the assessment instrument is likely to be fairly reliable across different times, contexts and assessors (unless of course the learners find the memo with the "right" answers). This is because of the nature of the questions/tasks that were set and the reason why we added the final question in Activity 5d related to Bloom's taxonomy.

5.2.3 Using Bloom's taxonomy

One of the most important changes brought about by the curriculum reform process discussed in Unit 1, is that we now need to help learners to develop more conceptual understanding at increasing levels of demand as they move through school rather than simply presenting them with more facts to be learned.

The challenge can be neatly summarised as follows:

Now as learners advance through schools, we want them to demonstrate:

- An improved ability to do things (in other words, more advanced skills)
- A higher-level understanding of content knowledge (rather than knowing more content, but at the same low level of understanding)

- A more thoughtful and reflective attitude (in other words, an ability to make and defend value decisions). (Gultig and Stielau, 2012).

Although not without its critics, Bloom's taxonomy of learning in the cognitive domain, first developed in 1956 by Benjamin Bloom and subsequently revised by Lorin Anderson and others in the 1990s, remains a useful guide to developing learning and assessment activities of increasing demand.

This is illustrated in Table 8 below.

Table 8: Bloom's taxonomy (revised) applied to learning in the Social Sciences

Level of thinking	**Type of thinking required**	**The kinds of action that will demonstrate that the required level of thinking has been achieved**
1. Remembering	Learner simply recalls or recognises information as it is learnt.	**Emerging thinking** Has an awareness of the new idea or recognises the new topic, but is not yet able to use it. The learner simply recalls or recognises information as it is learnt.
2. Understanding	Learner can reorganise and interpret information.	**Developing thinking** Understands the gist of the material. The learner can talk about and tell most of the main features, ideas or events, although he/she may be unclear about some parts. The learner may not recognise some of the subtleties in the material, e.g. the motivation of the reporter of events in History, but can often sort them out when asked direct questions. The learner can reorganise and interpret information.
3. Applying	Learner uses information to solve a problem.	**Functional thinking** Understands most of the explicit ideas and details in the information, but may not notice some of the implicit or between-the-lines information e.g. how different events in different places at different times may influence one another. The learner can recall and retell quite accurately, and is able to include some details, although he/she may not be able to explain relationships between ideas, people, events or geographic features/sub-systems. For example, the learner may not distinguish between key events e.g. the link between the First and Second World Wars, or colonial policy and contemporary challenges, or the systemic impact of different phenomena e.g. global warming and local weather conditions. The learner uses information to solve a structured problem.
4. Analysing	Learner can identify reasons and make inferences based on	**Purposeful thinking** Understanding and recall of the material are generally accurate (consistent with the

Level of thinking	Type of thinking required	The kinds of action that will demonstrate that the required level of thinking has been achieved
	several pieces of information.	information provided in the prescribed resources). The learner can demonstrate understanding of the work as a whole such as retelling, summarising, making charts or flowcharts and/or drawing diagrams. The learner often makes specific reference to part of a resource to support his/her inferences or interpretations. Where the learner is researching or studying a particular topic, several different resources may be involved, although he/she may not be able to distinguish between authoritative and less credible sources of information. The learner can identify reasons and make inferences based several pieces of information.
5. Evaluating	Learner offers own opinion based on evidence and judges the merits of an idea.	**Confident thinking** Understands the material on both a literal and inferential level. The learner can fill in gaps and identify ambiguities, and can pull ideas from multiple sources. He/she recognises the relationships between different ideas, events and processes. The learner notices detail and subtleties, and uses them to make generalisations and predictions about information, possible cause and effect relationships, possible next steps, etc.
6. Creating	Learner creates an original plan, proposal or design	**Interpretive thinking** Understands both explicit and implicit ideas and information in complex, specialised and/or abstract materials. The learner can deal with ambiguity and recognises that information is selected and presented in particular ways for particular purposes and audiences. He/she can develop novel and innovative models and explore different interpretations of events and phenomena.

Source: Adapted from Gultig and Stielau, 2012, pp. 201-202.

We think that the questions/tasks included in the assessment instrument we looked at earlier are mostly at levels 1 and 2 of this taxonomy, which is contradictory to the expectations set out in the CAPS documents. Some of the sample activities you engaged with in Units 3 and 4, require an engagement with Social Sciences content at higher levels of this taxonomy.

Overall then, the assessment instrument we looked at previously does **not** meet the requirements and expectations of the CAPS policy document. We would have been surprised if it did, in fact, since it was developed in 1994, prior to the reform of the South African school curriculum.

So what kinds of assessment instruments **should** we be creating?

Orsmond (2004, p. 234) suggests some of the following 'other than test' options for Social Sciences classrooms:

- Portfolios
- Writing (journal writing, imaginative writing, diaries and reports
- Role playing
- Interviewing
- Surveys
- Mind mapping
- Panel discussions
- Model building
- Group projects
- Research
- Oral presentations
- Problem solving
- Use of arts (dance, music, visual arts).

For example, in exploring the Grade 8 geography topic Transport and trade (focus: South Africa and the world), a useful way in might be to build on learners' existing experience and knowledge of the minibus taxi industry, which might in turn lend itself to the following kinds of activities:

- A brief *survey* summarised on the chalkboard or whiteboard of how learners come to school (oral and written)
- *Mapping* local taxi routes on a local map (spatial and visual)
- *Creating* landmark symbols (visual and creative)
- *Writing a paragraph* suggesting ways of improving safety skills (written, using specific genre)
- Interviewing taxi drivers to find out more about the industry (oral, communicative)
- Researching the development of the taxi industry in South Africa (research – analytical). (Orsmond, 2004, p.235)

In a keynote address to the ASEESA Conference on the theme 'Quality Assessment – Quality Learning' in 1998, Maggie Coats concluded from a review of international literature and practice that the focus of assessment practice had shifted from institutional reporting to learning support. She then outlined the then new United Kingdom Open University (UKOU) approach to assessment that comprised four inter-related phases – not necessarily linear, circular or spiral in sequencing and progression: *preparing* for assessment (including all necessary information about the assessment task and process up front); *exploring* (including developing the necessary metacognitive awareness and practical skills needed); *implementing* (including reflection-in-action) and *reviewing* (including where necessary dialogue with the assessor on the feedback provided). In many ways, this keynote address distilled several issues related to the challenge of outcomes-based assessment generally and for the distance education community at that time. It also echoed the central importance of appropriate assessment practice reflected in regulatory and quality assurance processes (CHE, 2004a, 2004b, 2004c; SAQA, 2005a, 2005b). The broad approach informs the assessment strategy of this module as well as providing a useful framework for classroom practice.

More recently, Beets (2014) notes that assessment is a critical component of curriculum design and identifies three common approaches in assessment practice: assessment *of* learning (which focuses on summative assessment and provides evidence of student learning after it is too late to effect an intervention); assessment *for* learning (which focuses on formative feedback on what has and has not been mastered and "feedforward" providing guidelines for how to improve); and assessment *as* learning (which is continuous and focuses on helping students to monitor and reflect upon their own progress to inform their future learning goals). He suggests the need to shift the emphasis more to the latter if we wish to help learners become more autonomous.

Activity 5e

Purpose: To move from policy and theory to practice

Time: 120 mins

Task:

1. Choose one topic from each of the Geography and History components of your phase specialisation.
2. Read through the elaborated outline of the topic.
3. Develop a set of assessment tasks applicable to each topic for each level of Bloom's taxonomy.
4. For each assessment strategy, explain:
    a. How you will prepare learners for this assessment
    b. How you will help learners explore the assessment
    c. How you will implement the assessment; and
    d. How you will review the assessment
    e. What resources will be needed and how you will access them.

Feedback: Post your ideas in a myUnisa discussion. Provide constructive feedback on the ideas of at least one other student.

Concluding remarks

In Units 1 and 2 we established the policy and theory background to teaching Social Sciences.

In Units 3 and 4 we explored the kinds of activities we can use to help our learners to engage with the concepts involved in the Social Sciences.

In this Unit, we focused on assessment. We explored some general principles and some practical examples of how we can design a range of assessment tasks, of different types and at different cognitive levels, as part of a continuous process of gathering evidence about our learners' progress and the efficiency and effectiveness of our own teaching.

In the next unit we focus on resourcing the Social Sciences curriculum.

Unit 6: Resourcing the Social Sciences classroom

Introduction

Teachers can use a wide variety of media, technology and resources in the Social Sciences classroom to help make the learning more engaging and authentic. We have noted in previous units the need to help learners to develop deep conceptual thinking, the ability to constantly improve and extend their skills and to become more autonomous and self-aware learners. We need to do this in ways that acknowledge the kinds of technology learners encounter in their everyday lives as well as the kinds of technology they will be required to use in contemporary and future workplaces. If our Social Sciences classrooms are rich with media, educational resources and technology, we can help the learners to develop the skills they will need in the real world within the safer environment of the classroom.

Unit 6 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	**Assessment criterion**
3	• Use blended teaching approaches, including technology, in teaching and learning, as appropriate.	• Identify and use media and technology appropriate for use in particular contexts.

6.1 Distinguishing between media, technology and resources

Let us begin by thinking about what the terms media, technology and resources might mean in a Social Sciences classroom.

For the purposes of our discussion in this unit:

- Media refers to ways of communicating – we think there are six main ones but you may be able to think of others:
  - Face-to-face
  - Text and images
  - Audio
  - Video
  - Multi-media
  - ICT and internet enabled.
- Technology refers to both a way of thinking about solving problems using systematic techniques, skills, methods and processes as well as specific tools which might range from low tech pencil and paper to high tech Smart phones.
- Resources then refers to specific examples of materials, people or knowledge that we can use to achieve our educational goals.

Let us start by surfacing our own experiences and assumptions about assessment.

Activity 6a

Purpose: To reflect on own understanding and experience

Time: 30 mins

Task:

1. Think about your own experience as a learner. What media, technology and resources did you engage with most often?
2. Think about your most recent teaching practice experience. What media, technology and resources did you observe being used?
3. Think ahead to your next teaching practice. What media, technology and resources might you use?
4. Based on the above reflection, complete the following table:

Medium	**Technology**	**Resources**
Face-to-face contact	Whiteboard and pens Desktop computer, data projector and screen …	Everyday experiences A digital presentation providing an overview of the Social Sciences curriculum …
Text and graphics in print		
Audio		
Video		
Multi-media		
ICT and internet enabled		

Feedback: Share at least one example in each row in a myUnisa discussion forum. Use the postings of other students to add examples to your own table.

If we wish to get learners actively engaged with concept development, we must develop appropriate learning and assessment activities (you explored several possibilities in Units 3, 4 and 5).

Activities require resources – whether these take the form of people and places, artefacts or ideas.

6.2 Resources for the Social Sciences classroom

What resources are available and where can you get additional resources from?

You will probably think of the following:

1. Yourself and your learners
2. Resources within the school
3. Resources within the local community
4. Resources outside of the school and the local community.

6.2.1 Yourself and your learners

Both the teacher and the learners have background experience related to the key concepts underpinning the Social Sciences, namely people, places and time. So, related personal experience can often be used as a way in to exploring formal topics in the Social Sciences e.g. Mapwork – how did learners get to school today and what other places have they travelled to? History – how far back can learners remember in their childhood experiences and what have been the major events/developments over that period?

Both the teacher and learners can also bring resources for use in the classroom such as old newspapers, magazines and books as well as artefacts like old family photographs showing what life was like in the past.

6.2.2 Resources within the school

As noted previously, the Social Sciences focus on people living together in space and time, and how they interact with one another, with their environment, and with their historical, cultural and socio-economic context. The spoken and written word remains critical to developing a sense of social presence and may take place face-to-face or via technology (for example, cellphone calls, SMS, and social media platforms, such as Facebook™ and WhatsApp™).

In the classroom, key technologies supporting spoken and written communications are chalk and chalkboard, or whiteboard and pens, or a smartboard and pens, or an overhead projector and/or a laptop and data projector. We could call these primarily ‘presentation technologies’. A key educational resource available in most classrooms is a prescribed textbook and/or workbook.

It is important that learners and not only the teacher make use of the various presentation technologies that may be available and that engagement with prescribed textbooks is critical in nature: authors write textbooks in particular ways for particular purposes.

Not all schools have libraries or media centres. So, to make use of the ideas suggested below you might need to make use of a local library outside of the school or begin to develop your own library or media centre based on books, magazines and newspapers donated by your local community. It is vital to integrate the resources they offer into your planned teaching to stimulate learners to:

- Independently gather information from sources in the library
- Think critically about the content of the sources
- Form their own opinions
- Collect data systematically and logically
- Learn, act and create independently on their own initiative
- Enrich the learning content that has been presented
- Develop reading, writing and language skills
- Do elementary research
- Prepare a scientific report

- Do independent reading (Lewis & Van Schalkwyk, 1997: 54).

6.2.3 Resources outside of the school within the local community

Schools are in communities and in particular environments. The context of the school is then also a rich source of potential learning. Three possibilities for resources available from the local community include:

- Local events
- Exhibitions and study visits
- Parents or primary caregivers and others

6.2.3.1 Local events

As teachers, we can help to bring alive our Geography and History classrooms by making connections between concepts in the curriculum and local events. For example, attending a local community meeting can provide a concrete experience to reinforce concepts like democracy, responsibility and accountability for the Grade 6 topic, 'Democracy and citizenship in South Africa'.

Attending a Heritage Day celebration can help learners to appreciate their historical cultural context. Perhaps you could take the lead in helping your school host such an event as a way of exploring the Grade 5 topic, 'A heritage trail through the provinces of South Africa'.

Participating in a community clean-up campaign along the local river banks can help learners to make linkages between concepts related to the environment, human settlement, civic responsibility and *ubuntu*. If the community does not have such events, maybe you as the Social Sciences teacher could take the initiative to start them.

6.2.3.2 Exhibitions and educational study visits

Whereas local events create potential learning moments that teachers can exploit in an opportunistic way, exhibitions and educational study visits can be integrated into curriculum planning at a phase or year level because they are known about well in advance.

Since more than one teacher needs to accompany the learners on any History or Geography excursion away from the school, and because an excursion typically takes a whole day or more from the timetable, it is important that such excursions are well-planned and serve multiple learning purposes.

For example, a visit to a local museum might involve observations and activities that relate to different concepts in Geography as well as History.

6.2.3.3 Parents or primary caregivers and others

We sometimes forget that parents and other older community members may also add value to our Social Sciences lessons.

For example, for the current generation of learners, apartheid is a historical concept and not a lived experience. Inviting an older member of the community to talk about his or

her first-hand experience of living under apartheid can help learners to visualise what they have read.

There may also be members of the community who work in various levels of government who would be able to talk about these issues or parents whose jobs relate directly to concepts in the curriculum such as water, waste, or forestry management who could talk to a class, answer questions and help bridge the divide between school knowledge and the everyday world.

Activity 6b

Purpose: To link ideas and practice

Time: 30 mins

Task:

1. Choose a topic from the Social Sciences curriculum for your phase specialisation which you remember being taught or which you recently observed being taught.
2. Write a short paragraph describing how the topic was taught.
3. Write a second paragraph describing how the learning could have been enriched by using one or more the resources described above.

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

6.2.4 Resources from elsewhere

As we have seen, resources also exist outside the school. Often, resources that exist outside of the school were not originally intended for educational purposes. It takes the intervention and creativity of a teacher to recognise the educational potential of an everyday resource.

Activity 6c

Purpose: To explore practical ideas for using a variety of media in the classroom

Time: 120 mins

Task:

1. Visit the following website:

   http://www.oerafrica.org/african-teacher-education-oer-network-aten/using-media-teaching

2. Watch one or more of the videos listed on this site.
3. Skim through the related text on this issue.
4. Now revisit your ideas in Activity 6b. How could you further enrich the learning experience by making appropriate use of more varied media and resources?

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

6.3 Open Educational Resources

Increasingly, useful resources from outside of the school are available in a digital format, but copyright restrictions may sometimes prevent us from making use of these resources. Just because something is available on the Internet does not mean that we have the right to share it or make changes to it. In fact, in terms of the Berne Convention, unless it is specifically indicated otherwise, we must assume that things we find on the Internet are protected by 'all rights reserved' copyright. This means we must ask permission to use them, explain how we want to use them and possibly even pay a royalty fee. This challenge has given rise to new kinds of resources, called open educational resources (OER).

The resource that you accessed in Activity 6c is an Open Educational Resource (OER). This means it has been specifically licensed to be used freely for educational purposes.

Activity 6d

Purpose: To explore OER

Time: 120 mins

Task:

1. Brainstorm questions you have about copyright reserved resources vs OER.
2. Visit the following website to find answers to frequently asked questions:

   http://www.oerafrica.org/understanding-oer/frequently-asked-questions-oer

3. Now go to the "Where can I find OER?" question. Explore some of the sources of OER. See if you can find an OER that will be useful for teaching Social Sciences.
4. Skim through the following specific Social Sciences Resources and see if you can pick up an idea or download a resource that will be useful for your own teaching:
   http://www.oerafrica.org/system/files/9749/assets/9750/udsm-muce-ct-107-social-science-methods-preservice-teachers_0.pdf?file=1&type=node&id=9750

   http://classroom-aid.com/educational-resources/social-study/

   http://www.tessafrica.net/tessa-teachers

5. Now revisit your ideas in Activity 6b again. How could you further enrich the learning experience by making appropriate use of one or more OER?

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

As we can see, for the connected teacher, there is a wealth of resources available online to enrich our teaching. In most cases we need to adapt ideas for our own context, and to do that we need some basic ICT skills – hence this is now a requirement for all teacher education qualifications in

the South African policy document MRTEQs (DHET, 2015) and hence we chose to use the TPACK model described in the introduction to this module as an organising framework.

Technology can also be used to help make our classrooms more inclusive. This is an area of practice which has come to be called "Assistive Technology".

6.4 Assistive technology

What is assistive technology?

> **Assistive technology** is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. Assistive technology promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks. (Wikipedia, 2017).

Activity 6e

Purpose: To explore assistive technology

Time: 120 mins

Task:

1. Visit the following websites in order to develop a table like the one below:

   https://en.wikipedia.org/wiki/Assistive_technology

   https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-what-it-is-and-how-it-works

Complete a table like the following.

Learning challenge	Assistive technology
Hearing impairment	
Visual impairment	
Physical impairment	
Emotional impairment	
Mental impairment	
Reading difficulties	
Writing difficulties	
Mathematics difficulties	

2. Now revisit your ideas in Activity 6b again. Based on the analysis summarised in the table you completed above, suggest how you might make changes to wat you had planned to make the lesson more inclusive.

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

Concluding remarks

In Units 1 and 2 we established the policy and theory background to teaching Social Sciences.

In Units 3 and 4 we explored the kinds of activities we can use to help our learners to engage with the concepts involved in the Social Sciences.

In Unit 5, we focused on assessment. We explored some general principles and some practical examples of how we can design a range of assessment tasks, of different types and at different cognitive levels, as part of a continuous process of gathering evidence about our learners' progress and the efficiency and effectiveness of our own teaching.

In this Unit, we explored how we can make the Social Sciences classroom more engaging, contemporary and inclusive by making use of an appropriate variety of media, technology and resources.

In the final Unit, we explore how we can bring these different elements together into effective lesson planning, implementation and review.

However, since Unit 7 is a consolidating Unit, it seems like a good point at which to pause and reflect on what we have learned so far.

Example Assignment 2

Purpose: To recap policy, theory and examples of good practice to date and to apply these principles in practice.

Time: 6 hours

Task:

1. Open the CAPS document for your phase specialisation.
2. Choose one topic from each of Geography and History that you have not previously engaged with.
3. Design an activity for each topic.
4. Explain how each activity addresses the following issues:
    a. Adherence to policy
    b. Analysis of learners and context
    c. Globalisation
    d. IKS
    e. Multiculturalism
    f. Appropriate variety of media, technology and resources, including at least one OER.
5. Now explain how you would adapt what you have planned to assist:
    a. A learner with visual impairment
    b. A learner with auditory impairment
    c. A learner who is wheel-chair bound
    d. A learner who progresses more slowly than his/her peers
    e. A learner who progresses much faster than his/her peers.

Feedback: This example assignment is designed for you to self-assess. If you have any problems with any of the issues, it means you need to go back and revise the relevant sections or possibly find additional resources to help you to understand better. For any formal assignment you submit for this course, feedback from a tutor will be provided.

Unit 7: Lesson planning, implementation and review for the Social Sciences

Introduction

This is the last unit in this module. It will draw on everything that we have done previously. We will explore the following three main issues:

- Planning Social Sciences Lessons
- Teaching Social Sciences Lessons
- Evaluating Social Sciences lessons.

Unit 7 learning outcomes

By the end of this unit, you should be able to:

	Specific outcome	**Assessment criterion**
4	• Plan, implement and review Social Sciences lessons	• Plan a Social Sciences lesson • Implement the lesson • Review the lesson in relation to appropriate theory, policy and practice.

7.1 How can we plan Social Sciences lessons?

As should be clear from our discussion in Unit 1, planning happens at macro, meso and micro levels.

This is illustrated in the following diagram, Figure 4.

<table>
<tr><th>Key issues</th><th>Planning levels</th><th colspan="3"></th></tr>
<tr><td rowspan="3">Philosophy and policy
NQF & Curriculum principles
Conceptual Progression within and across Phases and Grades
Time allocations and weightings
Integration of aims, outcomes and assessment criteria
Learning & Teaching Support Materials (LTSM)
Inclusivity and diversity
Assessment
Contexts and content
Language and teaching methodology</td><td>Macro level</td><td colspan="3">Curriculum framework: Planning for each Phase</td></tr>
<tr><td>Meso level</td><td>Work plan for Grades 4 & 7</td><td>Work plan for Grades 5 & 8</td><td>Work plan for Grades 6 & 9</td></tr>
<tr><td>Micro level</td><td>Lesson plans</td><td>Lesson plans</td><td>Lesson plans</td></tr>
</table>

Figure 4: Planning levels

Your CAPS documents take account of the overall National Curriculum Statement and provide work plans for each grade in each phase.

The CAPS document also provides guidelines for each of the topics as illustrated in the following example:

<table>
<tr><th colspan="3">GRADE 4: INTERMEDIATE PHASE GEOGRAPHY - TERM 3</th></tr>
<tr><td>Topic: Food and farming in South Africa</td><td>Contact time
One term/15 hours</td><td>Recommended resources
• Pictures of different crops, animals and types of food that people eat
• Examples of foods – processed and unprocessed
• Photographs of people working on farms
• Flow diagrams with pictures to show food production processes
• Map of South Africa with provinces</td></tr>
<tr><td colspan="3">Content and concepts
• People and food - 2 hours
- Food people eat – from plants and animals (classifying) *
- Ways people get their food – buying; growing; collecting, fishing, hunting
• Ways of farming - 3 hours
- Farming for self and family (subsistence farming)
- Farming crops and animals to sell (commercial farming)
- Growing food in towns and cities
• Crop and stock farming - 5 hours
- Crop farming – important crops of South Africa
- Case study of fruit farming in South Africa
- Stock farming – large stock, small stock and poultry
- Case study of stock farming in South Africa**
- Location of main crop and stock farming areas in South Africa (symbols on a map)
• Unprocessed and processed foods - 3 hours
- Concepts of unprocessed and processed foods – with examples
- How and why foods are processed – including cooking, drying, squeezing, cutting and mixing
- From farm to factory to shop to home: wheat fields to bread to sandwich (flow diagram)
• Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 2 hours
Notes
* This does not include learning about food groups and balanced diets. These are included in curricula for Life Skills and Natural Science and Technology.
** Poultry farming is included in stock farming. LTSM writers and teachers may choose to select chicken farming or any other kind of stock farming as a case study. Highlight the need to take care of animals.</td></tr>
<tr><td colspan="3">This content and the associated concepts must be integrated with the geographical aims and skills listed in the introduction.
Learners should read and write regularly.
Evidence of learner's work, including assessments, should be kept in the learner's notebook.</td></tr>
</table>

Source: DBE (2011a, p. 23)

We can see from the guidelines provided the kinds of resources we need to find ahead of teaching. We can also see how much time to spend on each topic, for example Crop and stock farming should take about 5 hours – that is ten 30-minute periods or up to seven forty-five-minute periods.

So, what do we still need to decide?

We still need to decide:

- What knowledge, skills, attitudes and/or values will the lesson address?
- How, where and when will the learning be assessed?
- What methods will be used?
- What are the steps in each lesson? What will the teacher do and when? What will the learners do and when?
- What resources will be needed?
- How can the lesson be adapted for different learning needs?

It is useful to think of each lesson as consisting of three main phases:

- Introductory phase – introducing the lesson and including an activity that builds from assumed prior learning.
- Developmental phase – exposing learners to new or more advanced concepts and including activities in which the learners engage with these concepts.
- Consolidation phase – drawing all the old and new learning together and providing one or more activities geared towards integrated use of the learning in an authentic task (Mays, 2017b).

We have tried to model this approach within each unit of this module (compare how each unit starts and ends; compare the first activity and the last activity) as well as across the module (compare the example Assignments 1, 2 and 3).

Activity 7a

Purpose: To critique lesson plans

Time: 60 mins

Task:

1. Examine the two examples of lesson plans on the next few pages.
2. Now evaluate each lesson using the following checklist:

	Has the teacher …
1.	Planned and prepared appropriate resources for each learning activity?
2.	Sequenced the plan logically?
3.	Allowed time for extended opportunities and scaffolding for learners experiencing barriers?
4.	Referred to what learners already know (prior knowledge) and built on that?
5.	Developed suitable learner-centred activities?
6.	Ensured that the activities supply appropriate evidence?
7.	Considered the type of assessment (pre-teaching/baseline formative and diagnostic, continuous and summative)? Chosen the most suitable assessment instrument (for example, assignment, aural test, case study, examination, demonstration, role-play, etc.)?

	Has the teacher …
	Developed tools for assessing learner performance (e.g. rubrics, checklists and rating scales) to assess evidence?
8.	Used a variety of assessment methods, including self-, peer and group assessment?
9.	Ensured that all assessment leads to a demonstration of the planned learning in the form of evidence?
10.	Balanced group and individual work?
11.	Ensured that all learners read, speak, listen, write and improve their language?
12.	Referred to real-world contexts in which the learning will be used?
13.	Catered in some way for different learning styles and needs?
14.	Structured homework, projects and other assessment meaningfully?

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

Lesson plan example 1

Intermediate Phase, Grade 5, Map skills (focus: Africa)
Aims: • To engender an interest in the world around us, with reference to the physical features of Africa. • To ensure that the learners understand the concept of drainage and how it applies to Africa.
Specific outcomes: The learners will: • With the aid of a wall map and/or their atlases, identify the major highlands, rivers and lakes of the continent and complete a map of the above • Answer six questions on the drainage of Africa • Write a paragraph on the basic process of drainage.
Media material: • Wall map • Chalkboard • Worksheets
Introduction: • Use a simple plaster of paris model of undulating terrain, and water it, to demonstrate the concept of drainage. • Using a large map, ask questions about Africa to establish and supplement prior knowledge on the general relief of the continent.
Content Using the map: • Reinforce prior knowledge of high and low areas on the continent • Refer to large river systems, sources, paths and terminals • Get learners to identify large lakes and discuss adjoining river systems • Give facts about sizes and runoff volumes (make some comparisons) • Briefly discuss the importance of these water bodies in meeting people's needs for water, power and transportation

• Orally consolidate by means of questioning • Hand out an outline map for learners to complete (match symbols with names), and questions to answer (directions in which rivers flow, countries through which they flow, those suitable / unsuitable for transportation, etc.)
Conclusion: Ash learners about their experiences of rivers (swimming, boating, fishing, etc.) and lead on to the relative size and importance of these water bodies which may be local. Instruction: Any uncompleted work to be done at home

(Adapted from Holmes, 1991, p.32 in Lewis & van Schalkwyk, 1997, p. 70)

Lesson plan example 2

Intermediate Phase, Grade 6, Population – why people live where they do (focus: South Africa and world
Aim: • To identify processes that affect population growth and change in various places (factors affecting the issue)
Specific outcomes: Learners should be able to: • Understand why their parents and people like them who live in the neighbourhood settled in this area • Begin organising their findings (in the next lesson I will ask groups to classify their reasons for settlement into categories, such as forced for political reasons and economic reasons) • Carry out a simple piece of research and make use of the findings.
What will be done to enable learners to meet the outcomes? Teaching organisation: Learners spend afternoon's homework (an hour) and use questionnaires they developed to research reasons why their parents and two sets of neighbours settled in this place.
Methods: • As individuals, learners interview parents and two sets of neighbours. • They complete the questionnaire and collect pictures of the houses in which the interviewees live (either photographs of sketches). • They bring these interviews to class tomorrow where they will discuss their findings in their groups.
Resources needed: Copies of the questionnaire developed in class.
What will be the evidence of this learning? • Learners will have completed the questionnaires and provided pictures of houses. • Learners will participate in the group discussion that follows. • Later, I must assess their conceptual understanding, probably by getting them to analyse a case study of settlement similar to this, but that occurs elsewhere in the world.
How could this learning be assessed? • At this stage, assessment would be informal and formative. • I will ask individuals and groups to report randomly on their findings in a whole class session at the beginning of the next lesson. • I will observe discussions in groups and assist with their attempts to classify information.

(Adapted from Gultig and Stielau, 2012, p. 79)

We now have some ideas about planning a lesson. What are the issues for teaching what has been planned?

7.2 How can we implement Social Sciences lessons?

It is one thing to plan a lesson and another to teach it.

(compare the example Assignments 1, 2 and 3).

Activity 7b

Purpose: To evaluate practice

Time: 90 mins

Task:

1. Visit the following website: http://www.oerafrica.org/african-teacher-education-oer-network-aten/being-teacher
2. Scroll down to the video section and watch each of the short videos making notes on each of the following themes:
    a. Being a teacher
    b. Teachers as knowledge workers
    c. Teachers as care-givers
    d. Teachers as Managers
    e. Being a professional teacher.
3. Based on your notes made in 2, develop a set of criteria for evaluating practice.

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

There are no right or wrong responses to the above activity, but we suspect that you could probably fit your ideas into one or more of the following categories derived from an Education and Labour Relations Council (ELRC) guideline that pre-dated the Integrated Quality Management System currently in force.

Table 9: Guidelines for evaluating practice

Criteria	Explanation	Expectation
Curriculum development	Interpretation of CAPS guidelines, sourcing and development of learning resources, selection of assessment methods and teaching strategies	The teacher plans and designs teaching and learning activities where learning is a collective enterprise, integrative, active and goal-oriented.
Creation of a learning environment	The tone and spirit in the classroom. The atmosphere in which teaching and learning takes place. General attitude to learners and the expectations which are aroused. The relationship between routines, stimulation, industrious activity and creativity. The establishment of a productive, encouraging, demanding	Mutual interest between teacher and learners creates the learning environment. Learners expect to work hard at valid and satisfying tasks because of the open and critical discussion based upon rich and diverse materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences., and learning is understood as co-operative and productive activity. Learning

Criteria	Explanation	Expectation
	and supportive environment for learners.	opportunities take place at different levels at the same time.
Lesson presentation and methodology	The teacher's knowledge and experience of the subject that is presented to learners in ways that produce learning, interest, involvement and critical thinking. This relies upon the teacher's skills in planning and organising individual lessons as well as programmes of learning based upon insight into the subject to be taught.	The teacher has an excellent grasp of the subject and is highly skilled at using many ways to promote the needs and expectations of learners. Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development. Learners emerge with a confident and broad understanding of the subject at their level.
Classroom management	There is evidence of discipline, guidance and support, lading to sound rapport with learners, positive reinforcement, encouragement and appropriate admonition and effective, fair, regular and varied assessment of learners' efforts. The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethics.	Teacher demonstrates ability to encourage, guide and support learners. The teacher is self-motivated to the extent that it influences other people positively. The teacher has noticeable drive, enthusiasm and tenacity. He/she encourages other staff to achieve excellence in the classroom.
Learner assessment	The ability to assess the progress as well as the potential and actual learning through using a variety of assessment procedures. The extent to which the evaluation of learner development is managed continuously in ways that are appropriate for learners and the subject. The ability to use the result of learner performance for diagnostic purposes, remedial work and for adapting teaching programmes.	The teacher uses the assessment of learners creatively so that it serves many constructive purposes. The teacher sets high but achievable standards consistent with the levels and abilities of the learners. He/she has a lively interest in assessment and its possibilities and is aware of new methods. Learners receive constructive and frequent feedback because of continuous and varied assessment. The teacher keeps complete and comprehensive records of learners' achievement.
Recording and analysing data	Recording and analysis of data achievement and performance, the level attained in terms of reaching departmental goals.	Records and analyses of data are exceptionally well kept. Analysis of data is accurate and shows exceptional ability for use of the data for problem-solving and development.

Evaluating performance by using a rubric like table 9 can also be useful in classroom assessment practice, enabling self- and peer- assessment.

In sections 7.1 and 7.2 you have evaluated plan and practice. In the last part of this unit, we think about the evaluation of the whole process.

7.3 How can we review and improve Social Sciences lessons?

You will recall that in Unit 1, we introduced the ADDIE model for curriculum development. We observed that evaluation happens in each step of the process in a formative way as well as at the end of the process in a summative way.

Activity 7c

Purpose: To evaluate practice

Time: 30 mins

Task:

In section 7.1 you evaluated some planning and in section 7.2 you evaluated some practice. How would you evaluate the extent to which a whole lesson has been successful and/or could be improved?

1. Brainstorm some ideas in response to the above question.

Feedback: Share your reflections in a myUnisa discussion forum. Provide constructive feedback on the submission of at least one other student.

As with many previous activities, there are no right or wrong answers.

Obviously, the extent to which learners provide evidence of having developed the knowledge and/or skills and/or attitudes and values we had planned is an important indicator of success. However, we should recognise that we can always improve. By tracking learner performance, we can set realistic goals for the future e.g. a 5% improvement in retention and/or success rates.

Other measures could include feedback from peers as well as from the learners themselves.

Concluding remarks

In Units 1 and 2 we established the policy and theory background to teaching Social Sciences.

In Units 3 and 4 we explored the kinds of activities we can use to help our learners to engage with the concepts involved in the Social Sciences.

In Units 5 and 6 we explored cross-cutting issues related to assessing and resourcing.

In this Unit, we explored how we can make the Social Sciences classroom more engaging, contemporary and inclusive by making use of an appropriate variety of media, technology and resources.

In the final Unit, we explored how we can bring these different elements together into effective lesson planning, implementation and review.

You should now be ready to complete an assignment like the following.

Example Assignment 3

Purpose: To put into practice everything learned in the module.

Time: 24 hours

Task:

1. Open the CAPS document for your phase specialisation.
2. Choose one topic from each of Geography and History that you know you will be teaching in your next teaching practice.
3. Plan a lesson of two or more periods for each topic.
4. Explain how each lesson plan addresses the following issues:

   a. Adherence to policy
   b. Analysis of learners and context
   c. Globalisation
   d. IKS
   e. Multiculturalism
   f. Appropriate variety of media, technology and resources, including at least one OER.
5. Now explain how you would adapt what you have planned to assist:
   a. A learner with visual impairment
   b. A learner with auditory impairment
   c. A learner who is wheel-chair bound
   d. A learner who progresses more slowly than his/her peers
   e. A learner who progresses much faster than his/her peers.
6. Teach the two lessons you have planned.
7. Write a reflective report explaining:
   a. The decisions you made in the planning stage and why.
   b. The decisions you made in the teaching stage and why.
   c. How you would improve the lesson plan and practice if you were to do it again.
   d. Please cite relevant policy, theory and practice to support your arguments and include a full reference list at the end of your assignment.

Feedback: This example assignment is designed for you to self-assess. If you have any problems with any of the issues, it means you need to go back and revise the relevant sections or possibly find additional resources to help you to understand better. For any formal assignment you submit for this course, feedback from a tutor will be provided.

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