ED 129 672   SO 009 445

AUTHOR   Downey, L. W.; And Others
TITLE   The Social Studies in Alberta--1975: A Report of an
                Assessment.
SPONS AGENCY   Alberta Dept. of Education, Edmonton.
PUB DATE   Dec 75
NOTE   337p.; For a related document, see SO 009 446

EDRS PRICE   MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS   Classroom Observation Techniques; Classroom Research;
                Comparative Education; *Curriculum Evaluation;
                *Educational Assessment; Educational Improvement;
                Educational Needs; Elementary Secondary Education;
                Foreign Countries; Formative Evaluation; Program
                Descriptions; Program Development; Public Schools;
                Question Answer Interviews; *Social Studies; Social
                Studies Units; State Departments of Education;
                *Summative Evaluation; Surveys
IDENTIFIERS   *Alberta

ABSTRACT
                Design implementation and classroom instruction of
the Alberta, Canada, social studies curriculum master plan are
assessed in this report. The objective of the study was to synthesize
findings of investigative activities into a set of general
conclusions from which recommendations could be developed. It was
concluded that internal inconsistencies of the plan plus a lack of
teacher awareness of its subtle intents have rendered it less useful
than it ought to be. The following reasons are given for this weak
translation of the Master Plan into programs: lack of time for
program development, lack of resources, insufficient consultative
services, and teacher incompetence in program development. To
counteract these difficulties, nine recommendations are offered,
including creation of an ad hoc task force to reassess and revise the
master plan, revision of the documents of the master plan by the
Department of Education, and encouragement of teachers to achieve a
broader social studies repertoire and a better balance of classroom
activities. The final judgment was that the social studies plan is
commendable and highly acceptable in its major orientations and
should be continued, with certain refinements. Five appendices
discuss the background of the study; critique the master plan;
provide the survey of teachers, students, and parents; assess the
instructional programs; and present observations of site visits.
Tables, charts, and questionnaires are included in the document.
(Author/DB)

ED129672

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

Submitted to:

The Department of Education
The Government of Alberta

Prepared by:

L.W. Downey Research Associates Ltd.
Edmonton, Alberta

THE SOCIAL STUDIES IN ALBERTA --1975

A REPORT OF AN ASSESSMENT

CONTENTS

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

FOREWORD

In January, 1974, we submitted to the Department of Education a report
entitled Social Studies in Alberta: Prospects for Evaluation, which was both a
report of a preliminary study and a plan for a follow-up, in-depth evaluation of
the status of the "new" Social Studies program in Alberta.

That plan, along with some guidelines provided by the Department of
Education Social Studies Evaluation Committee, became the terms of reference of
the inquiry reported in this document.

The terms of reference mandated that the study be: (1) descriptive --
to describe the nature of operating programs; (2) comparative -- to verify the
congruence or lack thereof between the intended curriculum and the real; (3)
normative -- to determine the appropriateness of the program in terms of the
Goals of Basic Education; (4) exploratory -- to determine the factors related to
successes and failures; and (5) interpretive -- to generate recommendations as
to how the program might achieve optimal success. We have attempted to follow
this mandate.

To provide for ease of reading and/or selective reading, the report is
presented as a Summary Report and five Appendices covering our major activities.

The report is presented to the Department of Education in the hope that
it may assist in determining future policies and actions.

L. W. DOWNEY
August, 1975

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THE SOCIAL STUDIES IN ALBERTA -- ·1975

A REPORT OF AN ASSESSMENT

ACKNOWLEDGEMENTS

This evaluation study was planned and conducted in the mode of a "research mission". That is to say, the research was divided into a series of sub-projects, each of which was staffed by a group of researchers and appropriate support personnel. Hence, a large number of agencies and a larger number of individuals contributed to this study in various ways.

1. The study was planned and coordinated by a small group who came to be known as the Directorate. Members of that group participated in various phases of the study and assumed final responsibility for the Summary Report -- including the recommendations. Members of the Directorate were:

T. Aoki	L. Downey
H. Baker	D. Massey

2. The two essay reviews (Appendix B.1 and 2), critiques of the documents in which the Master Plan of the program is articulated, were prepared by:

C. Chamberlin & T. Aoki & W. Werner

3. The statistical analyses of the questionnaire survey data and the report of that phase of the study (Appendix C) were completed by:

R. Jackson and B. Downey

4.   The document analyses were conducted by a large number of research assistants (named in Appendix D) and reported by:

T. Aoki   and   D. Massey

5.   Site vists were conducted by four teams (named in Appendix E). Their reports were "put together" by:

H.S. Baker

6.   The distribution of questionnaires to the random samples of teachers, students and parents was undertaken by the Social Studies Specialist Council of the Alberta Teachers' Association.

7.   Local school authorities that participated in the site visit phase of the study were:

Calgary Public School Board   Edmonton Public School Board
County of Lac Ste. Anne   Edmonton Separate School Board
County of Ponoka   Foothills School Division
County of Red Deer   Medicine Hat Public School District
                                     Medicine Hat Separate School District

8.   Senior Research Associates, involved in the total project, were:

B. Connors   W. Werner
B. Downey   D. Wilson
R. Jackson   I. Wright

9.   Individual scholars who served as consultants to various aspects of the project included:

W. Badger   E. Olstad
C. Chamberlin   F. Simon
F. Crowther   H. Sherk
G. Deleeuw   H. Skolrood
P. Holt   H. Toews
D. Ledgerwood   G. Torgunrud
E. Moore   R. Wray

10.   The Social Studies Evaluation Committee of the Department of Education
provided guidance throughout the project.

       To all of the above individuals and agencies (and any whom we may have
inadvertently failed to mention), we express appreciation.

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T. Aoki
H. Baker
L. Downey
D. Massey

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THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

A SUMMARY REPORT

Our study of the new Social Studies program in Alberta involved five major activities: (1) a review of the background of the new program and the development of a conceptual system to guide us in its assessment; (2) critiques of the Master Plan of the new program -- the publications of the Department of Education which set forth the philosophy, the orientation, the content and the strategies of the new program; (3) a questionnaire survey of teachers, students, and parents -- to provide attitudinal and descriptive information; (4) an analysis of a sample of locally-developed programs; and (5) a series of interviews, observations and site visits.

The specific, detailed findings of those five activities are presented in Appendices A to E, respectively.

Our object here, in this summary report, is to present the outcomes of the total project. To do this, we synthesize the findings of all five activities into a set of general conclusions and judgments. From these we proceed to develop our recommendations.

But first, let us examine the questions to which we sought answers.

I. THE QUESTIONS

The conceptual scheme (see Appendix A) which was initially developed to give guidance to this inquiry, generated several orders of questions: questions about the three domains of the assessment -- instruction, implementation, and formative evaluation; questions about the processes of initiating the new Social Studies -- how the Master Plan was developed, how it was translated into programs, and how it was made operational in the classroom; and questions about the products or outcomes -- how appropriate the Master Plan was and how effective in spawning programs, how appropriate and effective locally-developed programs were (are), and how desirable the final outcomes proved to be in terms of student learning.

Because of limited resources, however, it was decided that not all issues could be given the same in-depth treatment. Instead, priority was given to the instructional domain rather than the implementation and formative evaluation domains, and to products rather than to processes.

Hence, our major questions became:

1. How appropriate and effective was the original Master Plan -- particularly the Plan for Instruction?

    (a) Does it embody a philosophy appropriate to the expressed goals of general education in Alberta? Are its basic orientations sound?

    (b) Is it consistent both internally and with current knowledge or theories of learners and learning? Of teachers and teaching? Of innovation and change?

    (c) Has the plan been effectively communicated to the field? Is it understood by teachers? Is it accepted by teachers? Does it serve to guide them properly in program development?

2. How appropriate and effective were (are) the programs that have been developed at the local level?

    (a) Do they reflect the philosophy and the orientations of the Master Plan? If not, why not?

    (b) How and by whom are such plans developed? Do they incorporate student, parent and community interests, as intended?

(c) Is the process of program development given appropriate time, resources, and support services?

(d) Are formative evaluation techniques incorporated into the process of development?

(e) Are programs of equal quality from region to region?

3. How effective and appropriate is the typical school/classroom situation?

(a) What is the current status of installation of the new program? To what extent does the typical classroom situation reflect a fidelity with the Master Plan?

(b) What constraints still stand in the way of more complete and more effective installation of the new program?

(c) What can now be said about the impacts of the new program, in terms of learner outcomes?

Some of these questions, of course, are difficult, perhaps impossible, to answer precisely and unequivocally at this time. For the evidence on some issues is very difficult to uncover; on others, it is not yet all in. Hence, we have formulated our conclusions and judgments in varying degrees of certainty. Where we consider the evidence to be compelling, our conclusions and judgments are unequivocal. Where the evidence is less compelling, our conclusions are more tentative and our judgments less precise.

II. SUMMARY OF CONCLUSIONS AND SUPPORTING EVIDENCE

Our conclusions are presented here in the form of rather broad generalizations, synthesized from the specific findings reported in the various appendices. Supporting evidence is presented in the form of illustrative data.

A. CONCLUSIONS REGARDING THE MASTER PLAN

In our analysis of the Master Plan (see Appendix A) we considered five variables: (1) the appropriateness of its orientation and its fidelity with the expressed goals of education; (2) its internal consistency; (3) the level of teacher

awareness of and familiarity with the Master Plan; (4) its acceptability to teachers, parents, and students; and (5) its perceived utility to teachers.

1. *Appropriateness of Orientation and Fidelity with the Goals of Education.* The four major documents of the Department of Education (Experiences in Decision Making, Responding to Change, and the Elementary and Secondary Programs of Studies) each emphasizes social reality as the important consideration in program development.

The orientation is expressed as follows: "By actively confronting value issues . . . [students] will deal not only with *what is* but also with *what ought to be* and will have the opportunity to make this world a more desirable place in which to live". We consider this orientation to be most appropriate and forward-looking.

This orientation is significantly different from the academic disciplines orientation of the 'sixties, which was typified in Bruner's Process of Education. Indeed, it should be noted that the conceptualization created by the architects of Alberta's new program antedates Bruner's call, in 1971, for a moratorium "on matters that have to do with the structure of history, the structure of physics, the nature of mathematical consistency, and deal with it rather in the context of the problems that face us".

This orientation is clearly consistent with the goals of education, as expressed in such official Department of Education documents as the Statement of the Purposes of Elementary Education and The Goals of Basic Education. Also, its stress on individualization, on morality through open inquiry, and on desirable futures is consistent with the orientation recommended in A Choice of Futures: Report of the Commission on Educational Planning.

Our summary conclusions regarding the orientation of the Master Plan are expressed by Chamberlin (Appendix B.1). The Plan is:

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most defensible for its thrust toward involving students in the
examination not only of 'what is' but also of 'what ought to be';
for insisting that students confront real problems that involve
conflicting values; and for asking that processes and content be
selected to develop an understanding of significant social problems.

(p. 3)

2. *Level of Internal Consistency.* Though, as we have noted, the Master

Plan is thoroughly commendable for its orientation, it has some serious internal

inconsistencies which continue to bedevil teachers.

For example, though the guides prescribe that the valuing process end

with students acting on their decisions, the retention of traditional topics such

as "the historic roots of man" and "comparisons of Alberta with remote regions of

the world" is in no way conducive to action.

Also, though heavy emphasis is placed upon the seven steps of the Raths

model of valuing, none of the sample units illustrates how this model should serve

as the basis of instruction.

There appears to be a further inconsistency in the "knowledge" section

of the program in that it emphasizes the importance of interdisciplinary concepts

while at the same time advocating unidisciplinary studies.

A fourth perceived inconsistency is in the area of knowledge building.

Though teachers are cautioned against asking students to engage in valuing without

adequate bases of knowledge, the sample units seem to suggest that students be re-

quired to begin predicting consequences before there is any substantial mastery of

knowledge.

Finally, though the Master Plan clearly recognizes the importance of

"allowing each student to enhance his own personal meaning of humaness", what is

uniquely "human" tends to get standardized in Raths' seven criteria.

3. *Teacher Awareness and Familiarity*. Though most teachers seem aware of the major thrusts of the new program, and though most are aware of the existence of a Master Plan, most are not thoroughly familiar with the substance of the major documents. Specifically, though over 90% of the respondents to our questionnaire claimed to be aware of Responding to Change and/or Experiences in Decision Making, it became evident in our interviews that they differ widely in their knowledge of these documents. It was further evident from our document analyses that, though most teacher-program developers were familiar with the major thrusts of the Master Plan, many of the more subtle orientations (for example, the treatment of concepts) tended to escape them.

In general, we concluded that a great many teachers do not have the deep familiarity with the Master Plan that would be required for effective implementation.

4. *Acceptability of the Master Plan*. There appears to be reasonable support for most of the orientations of the program among teachers, parents, and students.

For example, 61% of the students, 55% of the parents, and 74% of the teachers support the program for its *focus upon the examination of societal goals.* Similarly, 50% of the students, 79% of the parents, and 90% of the teachers support the program for its *emphasis upon consequences of human behavior.* Over 90% of the students, 89% of the parents, and 81% of the teachers support the program for its concern with *controversial issues.* And 53% of the students, 76% of the parents, and 82% of the teachers approved the idea that *society's policies and leaders be challenged in the classroom.*

It should be noted, however, that despite the general support given to the specific ideas indicated above, a full 32% of our teacher respondents rejected the new program for its *general emphasis on values.*

5.   *Teacher Perceptions of Utility.*   Teachers varied widely in their per-
ceptions as to the real utility of the major documents. Although most teachers
responding to our qu· ·ionnaire claimed familiarity with the major documents
Responding to Change and Experiences in Decision Making, they appeared to be
neither strongly negative nor strongly enthusiastic as to their usefulness, ease
of understanding, organization, clarity and pedagogical value. (Appendix C.)
Similarly, though the Programs of Studies were said to be available, most teachers
were again neither strongly enthusiastic nor strongly negative about their useful-
ness.

From our interviews we learned that most teachers are appreciative of
the content of the handbooks -- but for a variety of reasons. Some perceive them
to be useful in providing the general orientation toward *valuing and inquiry;* others
perceive their usefulness to be in the *content direction* they provide; still others
value the guidance the handbooks provide for *lesson planning.*

Some evidence of lack of utility (or perhaps, comprehension) of the
Master Plan was found in our document analysis. For example, although the Plan
suggests that concepts be developed *by rules,* teacher-developed units indicate that
concept development is predominantly *by example* and *by topic.*

*In summary, we conclude that, although the Master Plan is highly commend-
able and highly acceptable in its major orientations, its internal inconsistencies
and a lack of teacher awareness of its subtle intents have rendered it far less
useful than it ought to have been.   Indeed, we conclude that the Master Plan is
still, five years after its creation, far more an idea in the minds of its creators
than it is a guide to Social Studies education in the classrooms of the Province.*

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B.   CONCLUSIONS REGARDING PROGRAM DEVELOPMENT

In our analyses of the processes and products of program development,
we examined six major indicators of quality: (1) fidelity with the Master Plan
-- in the matters of value concepts, the Designative-Appraisive-Prescriptive
(D.A.P.) orientation and the treatment of skills; (2) adequacy of time and re-
sources; (3) level of support; (4) adequacy of formative evaluation techniques;
(5) differences among regions; and (5) adequacy of Canadian content.

1.   *Fidelity with the Master Plan.*   Although the units focusing on value
issues tend to be isolated portions of instructional programs, such value concepts
as are dealt with appear to have a high level of fidelity with the value concepts
recommended in the Master Plan documents. Specifically, in 92% of the units ana-
lyzed, the value concepts incorporated into the programs matched those specified
in the Master Plan. However, the evidence also suggests that value concepts tend
to get developed largely by topic, only slightly by example, and almost never by
rule.

The so-called D.A.P. orientation of the Social Studies program prescribes
that an appropriate balance be struck between the designative, the appraisive and
the prescriptive modes.   In the designative mode, emphasis is on *what is, what was,*
or *what will be* and the major stress is upon the traditional academic disciplines;
in the appraisive mode, emphasis is on *what should be* and the major stress is upon
issues or problems having interdisciplinary bases; and in the prescriptive mode,
emphasis is upon *what should be done* and the major stress is upon the formulation
of appropriate courses of personal action.   In our analyses of programs, we found
the major emphasis (80%) to be on the designative, a very minor emphasis (20%) on
the appraisive, and no orientation whatsoever toward the prescriptive.

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The skills incorporated into teacher-developed programs also reflect a high degree (100%) of fidelity with the Master Plan. But the skills which are emphasized are typically lower-order skills -- recall, map reading, etc., to the exclusion of essential valuing skills of comparison, of dialogue, of understanding and appreciation, and of compromise.

2. *Time and Resources.* The Master Plan calls for extensive involvement of teachers, students and community in the processes of local program development. Yet the time and resources allowed for teachers to engage in this activity are generally minimal.

A full 92% of the teachers polled indicated that they needed time for program development; only 22% indicated that they were given such necessary time.

Over 75% of the teachers agreed with the proposition that students should be involved in program development; but just over 40% viewed this as a possibility -- because of time constraints.

The plight of the Elementary teacher in the matter of program development appears to be a special case. The Elementary teacher is a generalist; she/he teaches many, if not all, subjects; hence, the burden of program development in the Social Studies appears to be particularly onerous at this level.

3. *Level of Support.* Teachers, in general, are not at all enthusiastic about the kinds of encouragement and assistance they received (or now receive) in the task of program development.

Most (73%) view other teachers as their best source of assistance. Some (44%) consider supervisors and consultants to be helpful. Few (36%) think their principals are supportive and still fewer (29%) perceive teachers' associations as helpful.

In retrospect, most teachers rank the Department of Education as being most helpful to them in implementing the new program, the local school board as being of second most help, the teachers' association as being third, and the universities as fourth.

Finally, though teachers believe that the Department of Education's consultants could and should be of considerable assistance, their potential is largely lost through their efforts to be, at once, both assistants and evaluators.

4. *Formative Evaluation*. Until now, no real formative evaluation of the program has taken place. The evaluation materials produced during the pilot-testing phase of the new programs were not made available to teachers (and, indeed, now appear to have been "lost"). Individual teachers who are attempting either to conduct formative evaluations of their own programs or more summative evaluations of their students' progress are at a total loss to know what the criteria or the norms ought to be. Hence, the norm has become either *traditional evaluation of traditional content* or *no evaluation at all*.

5. *Regional Differences*. A very wide discrepancy appears to exist between the quantity and quality of materials available to students and teachers in urban areas and those available in rural areas. In most urban areas, the materials for program development are fairly adequate; in most rural areas the materials are quite inadequate.

Similarly, consultative and support services appear to be quite adequate in urban areas, but quite inadequate in rural areas.

Not surprisingly, therefore, the level of program implementation (as revealed in teacher-developed programs) varies markedly from region to region.

6.   *Canadian Content.*   In the prescribed program, there are provisions for

Canadian content.   However, these provisions are unevenly distributed.   While

most of the Elementary program (grades 1-5) and the Senior High program (Social

Studies 10, 20 and 30) do specify topics and themes which deal in Canadian content,

the content at both the grade 6 and the Junior High School levels is completely

devoid of Canadian materials.

Fully 82% of the teachers polled, 79% of the parents, and 65% of the stu-

dents believe that the Canadian content of the Social Studies should be increased

-- and perhaps, by inference, more evenly distributed across the grades.

It should also be noted, however, that most parents, students and teachers

would deplore an emphasis on "Canadiana" which would become chauvinistic or nation-

alistic.   Instead, they would favor an emphasis which would make Canada the base,

the starting-point for the consideration of all issues -- be they world-wide or

Canada-specific.

In summary, we conclude that there has been considerable slippage in

the translation of the Master Plan into programs.   Concepts are still developed

in traditional ways -- largely by topic and in unidisciplinary ways, not by rule;

the emphasis is still upon the "designative", at the expense of the "appraisive"

and the "prescriptive"; and lower-level skills of inquiry still take precedence

over the higher level skills of value inquiry.   We further conclude that some of

the reasons for this slippage are: lack of time for program development, lack of

resources, lack of consultative services, and lack of teacher competence in pro-

gram development.

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C. CONCLUSIONS REGARDING THE SCHOOL/CLASSROOM SITUATION

In our attempt to assess the appropriateness and effectiveness of the real classroom situation, we asked three questions: (1) How fully and faithfully do various teaching-learning situations reflect the philosophy and intents of the Master Plan? (2) How effective is the new program in terms of its impact upon student learning? Are desired outcomes, in fact, being achieved in the classroom? (3) What constraints have stood (or still stand) in the way of effective implementation of the program in the schools of the Province.

For each of these questions we have a number of indicators which allow us to arrive at summary conclusions.

1. *Fidelity of the Classroom Situation with the Master Plan.* As a measure of fidelity with the Master Plan, we selected five indicators: (1) the valuing and inquiry orientation; (2) the D.A.P. orientation; (3) the use of "unstructured time"; (4) the level of student involvement in planning; and (5) the scope of teaching-learning activities.

The Valuing-Inquiry Orientation. Although about 80% of our respondents appear to believe that the valuing orientation, controversial issues, challenges to society, and active involvement in society *should be* the hallmark of Social Studies education, fewer than 50% report that corresponding activities *do*, in fact, take place in their classrooms; hence, it would appear that the discrepancy between what most teachers perceive to be the ideal and what they perceive to be as the real is very large indeed.

Also, it must be noted that many teachers reject the valuing orientation (32%); even more reject the non-textbook approach and the notion of open student inquiry (40%). Not surprisingly, the lecture, note-taking, and testing for the recall of facts remain the dominant activities in such classrooms.

In a very small proportion of the classrooms (fewer than 20%), have the valuing and inquiry orientations become the pervasive orientations they were intended to become. In these few situations, highly committed and imaginative teachers have succeeded in preserving the integrity of the program and adapting it to their students' needs and interests -- with the result that truly exciting environments for inquiry, for critical analyses, and for valuing have been created.

The D.A.P. Orientation. It was the intent of the Master Plan that, in dealing with v lue issues, appropriate emphases would be given to the processes of designation, appraisal and prescription. We have found that the designative aspects of the process are dominant, almost to the exclusion of the other two, in a large majority (over 80%) of real classroom situations; that the appraisive aspects of the process receive attention in only about 20% of the situations; and that the prescriptive aspects receive attention in very few, if any.

The Use of Unstructured Time. Our evidence on the use of the so-called "unstructured time" portion of the program appears to be somewhat conflicting. About 75% of the teachers indicate that students should be involved in deciding what to do with the unstructured time -- but less than 50% claim that students are so involved. Also, though 65% believe that records should be kept of the problems studied by students, only 40% claim to keep such records.

A full 25% of the students, however, claim not even to know about the one-third unstructured time -- and many of those who do know about it refer to it as a "myth". They allege that they are only minimally involved in planning the use of this time, and claim that their inputs to the planning process are used only if they coincide with the teacher's interests and intents.

Level of Student Involvement in Planning. Though about 85% of teachers believe that students *should be* involved in selecting issues for analysis, only 50% *do*, in fact, claim to involve students in this activity. Only 35% of the students, however, believe that they are so involved.

Similarly, while 74% of the teachers believe that ample opportunities are provided "for the exploration of student feelings", only 45% of the students agree. And while 71% of the teachers claim that "behavior is examined from many points of view", only 49% of the students think so.

In summary, there appear to be two fairly large discrepancies here: one, of the order of 35%, between the extent to which teachers believe students should be involved in planning and the extent to which teachers believe students are involved; and the other, of approximately 25%, between what teachers perceive the situation to be and what students perceive it to be.

The Repertoire of Activities. The new Social Studies program virtually mandates that teachers and students engage in a wide variety of teacher-learner activities -- independent inquiry, group discussion, role playing, simulation, community analysis, and so on, depending upon the substance and the object of the learning experience.

We have found that, in what might be called "traditional classrooms", the lecture and note-taking are still standard fare. In classrooms in which the newer orientations have been adopted, the individual student research report has become the major activity -- to the virtual exclusion of all other strategies.

Hence, it may be said that a very limited repertoire of learning activities pervades the Social Studies classrooms of the Province.

In light of all of the foregoing indicators, we conclude: that the new program is operative at some minimal level of fidelity with the Master Plan in

virtually all schools and classrooms; that it is operative at about 50% level
of fidelity in the typical classroom; and that it is operative at a considerably
higher but by no means perfect, level of fidelity in but a few classrooms.

2. *Learner Outcomes: The Final Measure of Quality.* At the outset, we
must acknowledge that we do not have the kind of data (before and after measures
of student behavior) which would enable us to make unequivocal statements about
the impacts of the new program.

What data we have are in the form of student opinions and parent opinions.
And even these must be interpreted with great caution for the reason noted at sev-
eral points in this report -- namely, that the new program has been implemented at
various levels of authenticity and, hence, that different students may be reporting
on significantly different programs. However, the following seem noteworthy.

Impacts of the Program on Students. Students' views differed, as one
would suspect, regarding the ultimate impact the Social Studies were having upon
them as persons. From our questionnaire survey, for example, we gleaned that just
over half (52%) believe that Social Studies classes do, in fact, help them to
arrive at solutions to social problems; that, similarly, just over half (51%) be-
lieve that the Social Studies do, in fact, help them to reassess their attitudes,
beliefs and values; but that only 37% believe that they are provided with "real"
opportunities to act out their value choices and learn the consequences; and that
still fewer (13%) believe that experiences in Social Studies do cause them to change
their behavior in daily life.

Perceptual Difficulties. Earlier in this report, we noted a very wide
discrepancy between teachers' perceptions of *what ought to be* and *what is* in Social
Studies education. In general, students' opinions support these discrepancies ad-
mitted by teachers. But there are also some significant discrepancies between

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teachers' and students' views of *what is*. For example, while 74% of the teachers reported that in their classrooms ample opportunities are provided for the "exploration of students feelings", only 45% of our student respondents agreed. Similarly, while 71% of the teachers claimed that "behavior is examined from many points of view", only 49% of the students agreed.

Such discrepancies seem to suggest that, even though teachers intend to provide certain opportunities and experiences for students, students often do not realize (or believe) such experiences are being provided.

Similarly, many, many students believe that they are not allowed suffi- cient involvement in program planning. Even the so-called one-third unstructured time, they allege, is almost totally planned by teachers. As a result, students claim to be unaware of the objectives of many activities and, hence, to profit less than they ought to.

Finally, the students we interviewed tended to corroborate our judgments (from the questionnaire and teacher interviews) that authenticity in program im- plementation and effectiveness varies from classroom to classroom. One student had developed a formula which he expressed somewhat as follows: "In any three years, the Junior High or the Senior High years, a student is likely to get one year of boring lectures, note-taking, memorization, and tests; one year of point- less, unguided student projects; and one year of really exciting experiences -- with the teacher playing an important role but allowing the student to participate fully. That one year makes it all worthwhile."

Other students agreed with this general diagnosis. And they concluded simply: *It all depends on the teacher.*

In summary, it must be recognized that the evidence on the impacts of the new program on students is very sketchy. Clearly, however, most students do not believe the program is having a major impact. Furthermore, they claim not to be

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in tune with many of their teachers about the major orientations, strategies,
and intended outcomes of the program.

    3.   *Encouragements and Constraints.* Why has the program not been more
evenly installed in the classrooms throughout the Province. What constraints
have stood, or still stand, in the way of effective implementation?

    There appear to be at least five partial answers to this question:
(1) a tendency to dichotomize the various positions in the philosophical and
pedagogical belief structure underlying the Social Studies; (2) the availability
or non-availability of resources; (3) the presence or non-presence of encourage-
ment, support and consultative assistance; (4) the demands of the program develop-
ment task; and (5) basic teacher qualification.

    <u>Dichotomization.</u> Perhaps nowhere in education is the tendency to dichoto-
mize positions and beliefs as great as it is in the Social Studies. Many teachers
believe that one engages either in valuing <u>or</u> in the acquisition of knowledge --
but not both; either in interdisciplinary studies <u>or</u> in rigorous inquiry -- but not
both; either in discovery-oriented activities <u>or</u> in learning -- but not both; and
so on. The dichotomies are endless. As a result, many teachers believe they must
be willing to sacrifice the socially and personally maturing experiences of valuing,
critical analyses, and social activism, if they are to provide a "solid" education.
Conversely, other teachers believe they must be willing to sacrifice skills and
knowledge, if they are to allow students to engage in inquiry, in valuing, and in
what they perceive as "random" student activities.

    . Too few teachers (and students) are able to "get everything together"
into a legitimate and consistent pattern of Social Studies education. Too many
tend to incline too far in one direction or the other -- toward free and open student
inquiry, without the appropriate knowledge and skills <u>or</u> toward the mastery of facts,

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without experience in inquiry, in valuing, or in critical analysis and involve-
ment. No doubt this tendency to disagree on the basic belief structure of the
new program is an important factor in its pattern of implementation.

Resources. Though some schools are now developing or acquiring fairly
rich resources in the Social Studies, most teachers are still mindful of the early
days of the program when appropriate resources simply were not available. Indeed,
in some schools materials are still either inappropriate or in very short supply.

Not surprisingly, many teachers and students believe that a return to
a standard, prescribed textbook is the only solution to the problem.

Clearly, the new program is very dependent for its success upon a variety
of learning materials of many forms. Unless such materials are available, the pro-
gram will flounder -- as it has. This unevenness in resources appears to us to be
another major factor in the pattern of program implementation.

Support and Encouragement. Teachers report that the support, encourage-
ment and assistance they have received has been minimal and varied. Though most
teachers (over 60%) considered the Department of Education to be most helpful in
orienting them to the new program, and though many teachers (over 55%) from the
large urban centres reported that district-wide services were and are provided, in
the final analysis, teachers viewed each other as the best source of assistance and
encouragement.

Over 50% of the teachers did not view their principals or teacher organi-
zation as helpful or encouraging.

Again, it seems clear that patterns of assistance and encouragement in-
fluenced patterns of implementation. In larger situations, where teachers could
turn to each other and/or to district services, implementation tended to proceed.
In other situations, where both c̱ gial support and consultative services were

minimal or non-existent, teachers tended (and still do tend) to revert to what they know best -- the teaching of traditional Social Studies.

The Burden of Program Development. Very few teachers (19%) reported that they were provided with time for planning and program development. This, coupled with the scarcity of resources noted above, no doubt still impedes program implementation.

Teacher Qualifications. Approximately 50% of our teacher respondents reported that they held university degrees in history, geography or the social sciences. This is not surprising since slightly over half (52%) of our respondents were Elementary teachers and might well be expected to have majored in language arts, early childhood education, or whatever. [However, 14% reported majors in English or physical education.]

The point is this: there are many teachers struggling with the new program who, for whatever reason, are basically unprepared to deal with it. [We interviewed some High School Social Studies teachers, for example, who had majored in fields unrelated to the Social Studies and found them to be quite uncomprehending of the major themes of the program. To these teachers, such notions as inquiry, valuing, critical analyses, and so on are little more than slogans; when attempts are made to implement empty slogans, the results are as often mis-educative as they are educative.]

We conclude that basic teacher preparation (and deployment) is another critical factor in the implementation, non-implementation, or mis-implementation of the new program.

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Parental Knowledge and Involvement. The architects of the new Social
Studies program anticipated active involvement in planning by parents and the
community. This involvement simply has not developed. Indeed, very few parents
are even knowledgeable about the program. If any are involved in planning, we
were not made aware of them. Very likely, this lack of community knowledge, in-
volvement and support has been a further reason that the program has not gained
the momentum anticipated.

IV. SUMMARY JUDGMENTS

Some of the foregoing findings and conclusions were formulated upon
fairly concise and quantifiable data. Others, however, were synthesized from
observations and impressionistic evidence.

The task now is to move from these various sets of data and indicators
to our final set of judgments or evaluations. These are summarized in the Profile
on the next page.

It will be seen that attainments vary markedly, in our judgment, among
the various dimensions of the Profile. For example, we have judged the Master
Plan to be excellent in its orientations and fidelity with the goals of education,
but somewhat lacking in its utility. Similarly, the programs were judged to be
reasonably faithful to the Master Plan in the expressed value concepts and skills,
but much less faithful in the treatment of values and skills.

A PROFILE: THE STATUS OF THE SOCIAL STUDIES 1975

Low ————————|————————|————————|———————▶ High
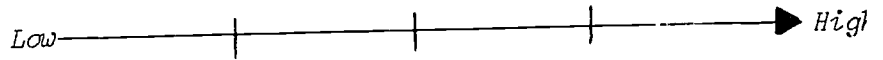
1. *The Master Plan*

   1. Fidelity with Goals of Education
   2. Appropriateness of Orientation
   3. Level of Internal Consistency
   4. Level of Teacher Awareness
   5. Level of Teacher Familiarity
   6. Acceptability: to teachers
   to students
                  to parents
   7. Perceived Utility to Teachers
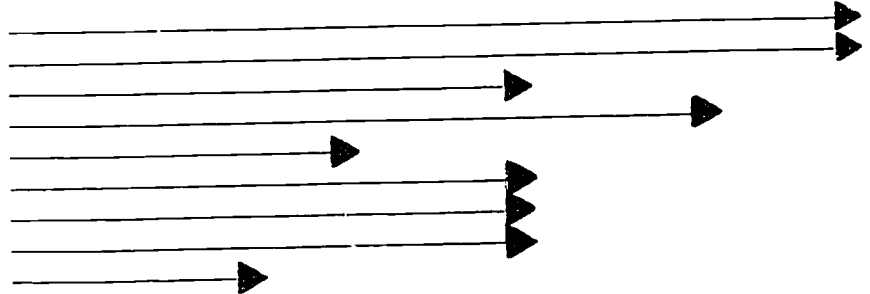
3. *Program Development*

   1. Fidelity with Master Plan
      (a) in value concepts
      (b) in concept treatment
      (c) in D.A.P. orientation
      (d) in skills
   2. Adequacy of Time
   3. Adequacy of Support
      (a) from the Department
      (b) from the District
      (c) from the University
      (d) from Associations
   4. Level of Formative Evaluation
   5. Extent of Regional Equality
   6. Adequacy of Canadian Content
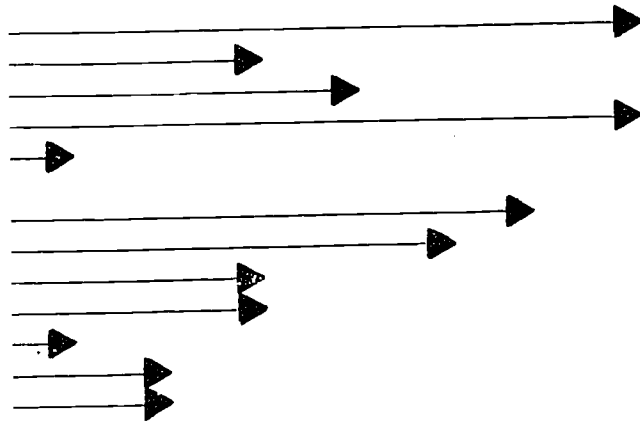
C. *The School/Classroom Situation*

   1. Fidelity with the Master Plan
      (a) in the valuing orientation
      (b) in the D.A.P. orientation
      (c) in the use of unstructured
          time
      (d) in level of student
          involvement
      (e) in scope of activities
   2. Impacts Upon Learners
      (a) in problem solving
      (b) in reassessing beliefs
      (c) in deciding behavior
      (d) in forming life styles
   3. Level of perceptual agreement
      between teacher and student
   4. Adequacy of resources
   5. Level of support & encouragement
   6. Adequacy of planning time
   7. Level of teacher qualifications
   8. Level of parental involvement
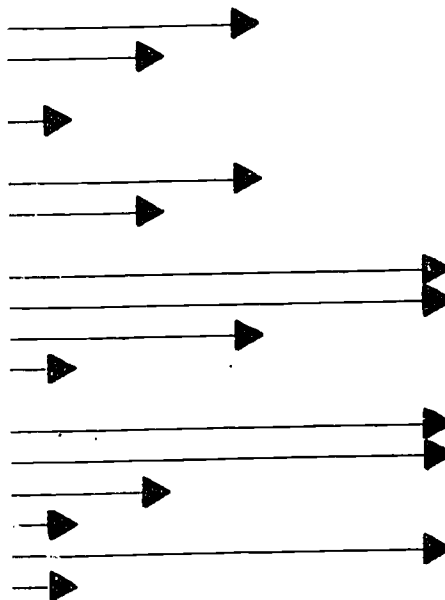
Clearly, this is a mixed report card. In the very complicated pro-
cesses of innovation -- of clarifying the grand idea, of communicating that
idea to practitioners, of translating it into programs, and of installing these
programs in classrooms -- there has been a great deal of "slippage".

Some of the causes of the slippage that has occurred are now not
difficult to identify:

      i. From the outset, there has not been a high degree of consensus on
         the basic philosophy, the orientations, or the objectives of the
         new program.

     ii. Also, from the outset, there has been a serious shortage of support
         and resources of all types -- moral support and encouragement,
         guidance, consultation, instructional materials, and planning time.

    iii. Many teachers, because of their inadequate or obsolete preparation
         and/or mis-placement, simply are not able to cope effectively with
         the demands of the new program.

     iv. A wide-spread failure of schools to involve their communities in
         the planning and implementation of the program has effectively
         excluded the community as a source of encouragement and impetus.

      v. Finally, the fact that teachers have declined to "take students into
         their confidence" (or to put it another way, have not "effectively
         recruited students" to the orientations, the objectives and the
         strategies of the new program) has resulted in dysfunctional gaps
         between teachers' and students' perceptions as to what the new
         program is or should be all about.

V. RECOMMENDATIONS

We were asked to take stock of a particular program innovation at a
particular point in time in its evolution. We were asked to judge that innovation
-- on the basis of its appropriateness, the extent of its implementation, and its
effectiveness. And we were asked to recommend on its future.

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In general we have judged the Master Plan of the program to be appropriate -- but in need of refinement. We have judged the implementation of the program to have been difficult, slow and spotty -- and, hence, in need of further impetus. And we have judged the effectiveness of the program to be not only spotty, corresponding to the uneven pattern of implementation, but also considerably short of expectations even in situations where the program has been reasonably well installed.

These judgments may appear harsh. They may be interpreted by some readers as good and sufficient reasons (if they are indeed valid) to call for a retreat from the new program. We would disagree. The history of innovation is replete with "mixed report cards" -- uneven patterns of acceptance, uneven patterns of implementation, and uneven patterns of effectiveness.

Yet we are convinced that, after a five-year trial period, the program, as it operates in some situations, has demonstrated that it has an exciting potential. How is this potential to be realized?

A. RECOMMENDATIONS RE. THE MASTER PLAN

We have judged the Master Plan to be appropriate in its broad goals and its general orientation. We have further concluded that it has the potential to generate exciting and appropriate programs. Hence, our first recommendation is:

#1.

> That the new Social Studies program be continued -- with certain refinements, to be noted later.

We have also noted, however, that the Master Plan suffers from some rather serious internal inconsistencies and is further weakened through lack of

teacher familiarity, understanding and acceptance. We recommend:

#2.   That the Department of Education undertake a reassessment of the Master Plan and a thoroughgoing revision of the major documents in which the Master Plan is articulated. As a minimum, the revised documents should:

   i. clarify and expand the specific orientations and illustrate how these may be subsumed in the various themes and topics;

   ii. clarify provisions for student (and/or community) inputs to the goals and content both of the general program and of the "unstructured time";

   iii. distribute Canadian content more evenly across the grades;

   iv. reexamine the theory of "expanding horizons" as it applies to the themes and materials of the program;

   v. express the messages of the Master Plan in language comprehensible to all teachers -- specialist or non-specialist.

The reassessment and revision that we suggest in #1 above will undoubtedly prove to be an onerous and difficult task. For attitudes toward the Master Plan are mixed; philosophies are entrenched; and experiences have been varied. Hence, as a matter of strategy, we suggest:

#3.   That all relevant groups (Department of Education, Local School Authorities, the Teachers' Association, Faculties of Education, Students, Parents, and Citizens) be invited to participate in the reassessment and revision of the Master Plan; and

    That some appropriate instrument such as an ad hoc Task Force be created for the conduct of the task.

B. RECOMMENDATIONS RE. PROGRAM DEVELOPMENT

We have further noted that, although the architects of the new program hoped and assumed that program development would proceed at a vigorous pace at the local level, little was done to ensure that such would be the case. As a result,

the activity has been spotty and mixed quality. We believe the activity

should now be given a new impetus and a new turn toward quality. Hence, we

recommend:

#4.
> That the Department of Education create (or cause to be created) new instruments or agencies for the promotion and refinement of program development;
>
> That these instruments (agencies) be allowed and encouraged to take on various forms -- depending upon size of local region, extent of local resources, etc.;
>
> That these agencies assume six major functions:
>
> i. to design model programs,
> ii. to serve as demonstration centres,
> iii. to train consultants and programers,
> iv. to develop prototype materials,
> v. to give leadership in formative evaluations,
> vi. to serve as a clearing-house/communication centre; and
>
> That care be taken that these agencies remain "service oriented" (i.e. provide incentives, expertise, support, etc.) and not develop into a new level of bureaucracy.

C.   RECOMMENDATIONS RE. THE SCHOOL/CLASSROOM SITUATION

We have noted that many teachers, when confronted with the new program,

tended to react in one of two ways: either by remaining unchanged -- and continuing

to function as the directors of learning, the transmitters of knowledge, and the

evaluators of student progress; or by changing completely -- and moving from direc-

tors to observers, from participants to spectators, from the foreground to the back-

ground of the learning situation.

[One observer described the latter tendency in a parody on a familiar

song: "Where have all the teachers gone?"]

We believe that the undirected student report is not a particularly ap-

propriate alternative to teacher domination of the learning environment. Indeed,

we recommend: 32

#5.

> That teachers and consultants be encouraged to strive to achieve a broader repertoire and a better balance of both teacher and student activities in the classroom;
>
> That the purpose of the activity (be it interest-generating, question-clarification, information-gathering, data-analysis, conclusion-drawing, judgment and/or valuing) be used as the basis for establishing the role and function of the teacher at any particular point in time; and
>
> That teachers participate actively in all types of classroom activities to monitor and guide inquiries, to ensure that the various orientations and purposes of the program (concept development, skill development, value inquiries, the D.A.P. balance, and so on) get meaningfully incorporated into learning activities.

D. MISCELLANEOUS SUGGESTIONS

1. As indicated, there appears to be a rather wide-spread belief among students, teachers and parents (along with such agencies as The Committee for an Independent Canada) that *Canadian content* ought to be increased in the Social Studies and distributed more evenly across the grades.

We do not quarrel with that belief; it is surely reasonable to hold that Canadian citizens should have some grasp of the historical, geographical, cultural and social bases of their homeland.

But we have noted that in some circles (both within and outside the classroom) this renewed emphasis upon Canadiana has taken on a highly nationalistic, chauvinistic quality. Also there is a new demand for a kind of encyclopedic knowledge of Canada's history and geography. These turns are completely incompatible with the expressed goals of education and with the fundamental orientations of the Social Studies program. Hence, we suggest:

#6.
> That teachers and program-developers exercise appropriate caution as they move toward increased Canadiana in the curriculum.
>
> That Canadian content be used, appropriately, as the vehicle for many inquiries, as the starting point for others, and as the reference point for others; but
>
> That the desire for more Canadian content not be allowed to become the excuse for subverting some of the other important goals of the program.

2.   We have observed that patterns of *student involvement* in Social Studies planning are mixed. In some cases, students are in no way involved; in others, they are involved quite superficially; and in still others, they are allowed to "take over" certain portions of the program, turn it in the direction of their current whims and interests, and deal with it as they see fit.

We believe that no one of these patterns is entirely appropriate. Students should not be excluded from planning. But neither should they be included in a superficial or patronizing manner. Nor should they be allowed to plan and conduct their activities without teacher guidance. Instead, students should become partners in the planning process and one of the goals of the endeavor should be to make them become skillful and committed through the experience. Specifically, we suggest:

#7.
> That deliberate attempts be made to familiarize students with the aims, the orientations and the methodologies of the Social Studies program;
>
> That students be deeply involved in the processes of clarifying goals, of planning activities, and of assessing progress; and
>
> That, through these and other means, a commonality of perception be sought between student and teacher.

3.   The new program is touted as one in which the student develops an interest and a skill "in making the world a better place in which to live". Yet, we have found that, in very few instances is there any real or meaningful contact between the Social Studies classroom and the "world out there". Parents and community groups are totally uninformed about the Social Studies program; they are in no way involved in planning it; and they make little or no contribution to its implementation. We suggest:

#8.
> That some kind of communication device(s) be initiated, either at the Provincial or local level -- or both -- to inform the public of the purposes, orientations, and strategies of the program;
>
> That deliberate attempts be made to involve parents and society in planning; and
>
> That community resources be used maximally in Social Studies education.

4.   Finally, we have noted a wide variation in the competencies that various teachers bring to the task of implementing the new program. Some are steeped in the traditions of the past and have difficulty either accepting the new orientations and/or implementing them effectively. Others are generalists (or trained in another subject field) and have difficulty coping with the materials and the modes of the Social Studies.

We think the rather wide-spread belief that "anyone can teach Social Studies" is totally wrong and does nothing but damage to the program -- not to mention the students involved. Hence, we suggest:

#9.
> That School Authorities exercise caution in their hiring and deploying practices -- to ensure that teachers are qualified for the tasks assigned;
>
> That enlightened programs of in-service education be initiated cooperatively by Local Authorities, the Association, the Universities, and the Department to engage practicing teachers in self-development through: short courses, involvement in projects or program development, visitation programs, and so on; and
>
> That special consultative and information services be provided for non-specialists -- particularly Elementary teachers.

A CONCLUDING THOUGHT

Throughout this inquiry, one very troublesome issue has returned to us over and over again. This is the matter of *teacher selection*.

It now appears abundantly clear to us that no depth of scholarship, no technical excellence, no classroom expertise will serve the needs of the new Social Studies program unless the personality and the disposition of the teacher are supportive of its intents.

About one-third of our teachers reject the inquiry and valuing orientations, and less than one-fifth actively promote them. Effective programs of teacher education may do much to change these ratios. It is clear, however, that many candidates for teacher education enter professional programs with attitudes and philosophies and convictions (variously derived from the home, the church, or the community) which are partly or wholly antagonistic to student prerogatives of open inquiry and valuing. In many cases these characteristics are so firmly ingrained that no amount of study (disciplinary or interdisciplinary) and no amount

of liberalizing experience (professional or other) will dispose them towards other than establishment kinds of thinking and acting in the classroom.

Is this not a kind of sabotage?

We now require from all teacher-education candidates indications of academic potential comparable to that for other kinds of professional education. Should we not also require from them (especially those who, like Social Studies teachers, will be dealing in areas of social alternatives) indications of intellectual flexibility and openness -- together with the disposition to encourage these characteristics in others?

Given the fact of our pluralistic society and a Social Studies program that purports to accommodate a plurality of positions and values, is it reasonable to leave the implementation of that program in the hands of teachers who, themselves, cannot tolerate pluralism?

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX A

BACKGROUND OF THE STUDY

> Most of the material in this Appendix has been extracted from our preliminary report, Social Studies in Alberta: Prospects for Evaluation, which was submitted in January, 1974.

APPENDIX A

BACKGROUND OF THE STUDY

In the early 1960's, a number of forces began to emerge in Alberta in support of rather drastic revisions of the Social Studies programs then in operation. By the end of the decade, new programs had been developed for all grades in the Elementary and Secondary schools.

Central to the program changes were a number of assumptions and articles of faith: (1) that Social Studies ought to include much more than the traditional disciplines of history and geography and, indeed, ought to expose the student to the major conceptual frames and modes of thought of all the social sciences; (2) that rote memory and the simple mastery of facts ought to give way to more inquiry-oriented experiences; (3) that the processes of valuing ought to be a central aspect of all learning experiences in the social domain; (4) that textbooks and other kinds of obsolescing materials ought to give way to more teacher-prepared learning materials to keep the contemporary aspects of the subject alive and up-to-date; and (5) that students and parents ought to have a good deal to say about the selection of materials.

These and other assumptions and articles of faith, held by the early architects of the programs, have not gone unchallenged. Indeed, analysts of Social Studies programs and the teachers who attempted to implement the new programs continue to raise troublesome questions:

... which the programs were first con-

... in accord with accepted principles of general

...

... at the elementary

...

... a sense of ... round? Was it reasonable to

... given children control in student learning?

Are the programs effectively implemented and disseminated? Were

... properly supported and equipped to handle the new burdens associated

...

... of parents' evaluation, programs installed with the new

program?

and, finally, are the programs producing the anticipated (or desired)

effects ... modifying the lifestyles of individuals in any significant

... changes, if any, in directions which would be approved by our

...

These are some of the very difficult questions that were addressed in this inquiry.

I. OBJECTS OF THE STUDY

In general, the object of our study was to describe the new Alberta social studies programs, to assess the appropriateness and effectiveness of these new programs, and to judge whether and how the programs ought to be modified and strengthened in the future.

More specifically, our objectives were:

40

i. to *describe* the actual operations of the new programs -- how they were implemented, the teaching strategies that are used, how students are evaluated, how and by whom objectives are set and materials developed;

ii. to *verify* the existence of the so-called "new" programs -- i.e., to determine the extent to which "what is" is "what was intended";

iii. to *survey* the attitudes of teachers, parents, and students toward the new programs;

iv. to *compare* the operational objectives of the Social Studies programs with the approved "Goals of Basic Education in Alberta";

v. to *judge* the effectiveness of the programs in achieving their aims;

vi. to *identify* factors which have contributed to the successes and failures of the programs; and

vii. to *recommend* changes.[1]

II. THE ROLES AND GOALS OF EVALUATION[2]

Following Scriven's admonition, we tended to regard the purpose of this evaluation in two ways: (1) in terms of the *goals* of evaluation, and (2) in terms of the *roles* of evaluation.

Viewed in terms of *goals*, the purpose of any evaluation is to assemble appraisive information about the worth of an object -- in our case, the new Social Studies.

But viewed in terms of *roles*, the purpose of a program evaluation is to provide decision-makers with appraisive data to inform their task of judging alternatives and making choices.

_____

1. These objectives are quoted from the Memorandum of Agreement of September 4, 1974, which set the terms of reference of the study.

2. Much of this background, conceptual material was first presented in Downey Research Associates, *Social Studies in Alberta: Prospects for Evaluation*, a preliminary report to the Department of Education in January, 1974.

Scriven points to the potential confusion between the goals and roles of evaluation in the following terms:

> Failure to make (the) rather obvious distinction between the roles and goals of evaluation ... is one of the factors that has led to the dilution of the process of evaluation to the point where it can no longer serve as a basis for answering the questions which are its goal.[3]

III. DIMENSIONS OF EVALUATION: VERIFICATION, VALIDATION AND VARIANCE

It has been suggested in the Alberta Department of Education's publication, *Evaluation Guidelines*, that "evaluation activities are an attempt to determine how well educational objectives are achieved".[4] This activity we refer to as *verification*; in it, objectives are the principal guidelines for evaluation.

While verification is a necessary dimension of any evaluation activity, it is not, in our view, a sufficient one. What is lacking, when procedures of verification alone are used, is any attempt to assess the worthwhileness of the goals and objectives of the educational program under consideration. It is such assessment of the worthwhileness of these goals and objectives we refer to as *validation*. Only when the two procedures are used to complement each other can a comprehensive and adequate evaluation result. By employing both verification and validation we can attack the two evaluation questions which Stake points out can logically be asked about any educational program: (1) Does it achieve what its maker intends? (2) Is what it is intended to achieve worth something?[5]

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3. M. Scriven, "The Methodology of Evaluation". In P.A. Taylor and D.M. Cowley, *Readings in Curriculum Evaluation*, Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1972, pp. 28-30.

4. C. Rhodes and C. Lomas, *Evaluation Guidelines*, Department of Education, Alberta, 1972, p. 1.

5. Daniels, LeRoi B., *The Justification of Curricula*. A paper presented at the AERA Annual Meeting. New York City, 1971.

While the processes of verification and validation may be quite different in purpose, they are similar in procedure. Simply stated, an object of evaluation is selected, a criterion is adopted, and a comparison is made in order to ascertain the extent to which the object of evaluation has met the criterion. For purposes of both verification and validation, the objects of evaluation will be the same; the criteria for evaluation, however, will differ. When the process is one of verification, the criteria will be internal to the program and will consist of the intents of the program designers. When the process is one of validation, the criterion or criteria will be external to the program and will be independent of the intents of the designers. Indeed it may be the intents of the designers which are being appraised.

Analytic descriptions of both the object of evaluation and of the evaluation criterion are important and essential aspects of any evaluative undertaking, as is the making of the comparison, i.e., ascertaining the extent to which the object fulfills the criterion. Since we assume that there can never be a perfect congruency between object and criterion, it is in the attributing of meaning to the nature of the so-called discrepancy, that we regard as being the most critical aspect of any evaluative undertaking. Too long, we feel, it has been assumed that a lack of perfect congruence has been regarded negatively by evaluators and decision makers, with the result that the term "discrepancy" has acquired negative connotations which were largely unintended when it was introduced to the literature of educational evaluation. It is to avoid such connotations, and to avoid conceptual difficulties in our discourse that we introduce a further term, *variance*. The notion which we wish to convey through this term is, as before, a lack of congruence, but one which may result from either losses or additions (side-effects or unintended effects) which may be either negative or positive, or a combination of the two.

In summary, then, our approach to the evaluation revolved around
three major concepts: verification, validation, and variance.

IV. THE DOMAINS OF EVALUATION:
INSTRUCTION, IMPLEMENTATION, EVALUATION

One of our early problems in the development of this plan of evalua-
tion was the precise identification of the object or the "what" of the evalua-
tion.

These were sought from a number of sources: discussions with teachers,
examinations of documents, discussions with Departmental officials and advisory
committees, and so on.

All the ideas, so generated, tended to fit rather neatly into one of
three domains:

     i.   Instruction -- the way the programs operate in the classrooms
           of the Province;

    ii.   Implementation -- the way the new programs were initiated in
           schools and classrooms; and

   iii.   Formative Evaluation -- the way in which the programs were
           monitored and improved during the initiation stages.

Then in each of these domains, it became possible to conceive of the
set of activities or processes which, in turn, produced various outcomes or
products: from master-planning to a master plan, from program-development to
specific programs, and from transactional activities to terminal outcomes, pro-
ducts or data.

The three domains -- along with the various processes and products --
are summarized in the conceptual framework on the next page. This conceptual
system generated the questions which were to become the substance of our
evaluation.

PRODUCTS

PROCESSES

PRODUCTS

PROCESSES

PRODUCTS

PROCESSES

Learner
Outcomes

Status
of
Installation

Formative
Evaluation
Data

Transactional
Activities

Implementation
Activities

Formative
Evaluation
Activities

Program
for
Instruction

Program
for
Implementation

Program
for
Formative
Evaluation

Development
of
Instructional
Programs

Development
of
Implementation
Programs

Development
of
Formative
Evaluation
Programs

Plan for
Instruction

Plan for
Implementation

Plan for
Formative
Evaluation

Development
of a Master Plan
for Instruction

Development of a Plan
for Implementation

Development of a Plan
for Formative
Evaluation

Figure 1.
Conceptual Framework of the Domains of Evaluation: Instruction, Implementation and Formative Evaluation

V. METHODS OF INQUIRY

We employed five evaluative techniques and staged our activities in five corresponding phases:

1. Phase One was an analysis and assessment of the Master Plans themselves -- using the traditional techniques of documentary analysis. This activity yielded specific data for certain aspects of the study, and also suggested ideas and instrument items for phase two.

2. Phase Two was a questionnaire survey of a sample of teachers, students and parents. This survey produced much of our attitudinal data and also some useful descriptive materials.

3. Phase Three was an in-depth analysis of teacher-developed programs -- to determine the extent to which these follow or fail to follow the principles, the policies and the guidelines of the Master Plan and the extent to which they square with the approved "Principles of General Education".

4. The fourth data-gathering phase was a series of site visits to a sample of schools throughout the Province, for the purposes of interviewing teachers, students and parents, of examining resources and materials, and of observing classrooms in operation.

5. The fifth and final phase of the study was one of synthesis and judgment. During this period the research team attempted to "put together" all of the findings, to identify and correct inconsistencies, and to arrive at warranted conclusions, judgments, and recommendations.

It will be noted that some of our activities were planned to give the study breadth and comprehensiveness; others were planned to give it depth and intensiveness. Also, it will be noted that there was considerable redundancy in our efforts -- for we wished to use each successive activity as a verification and explanation of what had been found in earlier activities.

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THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX B

CRITIQUES OF THE MASTER PLAN

The critique of *Experiences in Decision Making* was prepared by C. Chamberlin; the analysis of Responding to Change by T. Aoki and W. Werner.

Though each is referenced to the particular document under review, both critiques are generally applicable to the two programs.

APPENDIX B.1

A CRITIQUE OF THE
1971 ALBERTA ELEMENTARY SOCIAL STUDIES CURRICULUM

(Charles Chamberlin)

If I had my choice now, in terms of a curriculum project for the
seventies, it would be to find a means whereby we could bring society
back to its sense of values and priorities in life. I believe I
would be quite satisfied to declare, if not a moratorium, then some-
thing of a deemphasis on matters that have to do with the structure
of history, the structure of physics, the nature of mathematical
consistency, and deal with it rather in the context of the problems
that face us. We might better concern ourselves with how those
problems can be solved, not just by practical action, but by putting
knowledge, wherever we find it and in whatever form we find it, to
work in these massive tasks.[1]
                                    Jerome Bruner, 1971

The curriculum exists only in the experiences of children; it does
not exist in textbooks, in the course of study, or in the plans and
intentions of teachers.[2]
                                    William Ragan, 1966

In assessing the validity of the 1971 Alberta Elementary Social Studies

curriculum, Bruner and Ragan provide bases for examining its main strengths and

its main weaknesses. It is at its best in being consistent with the social reali-

ties Bruner is concerned with in his 1971 statement. Its most serious weaknesses

appear to be in making the transition from a written course of study to actual

experiences for children. This paper poses seven questions about the 1971 program,

and in attempting to answer them provides an analysis of some of the main features

of the program explained in Experiences in Decision Making, the 1971 Alberta Elemen-

tary Social Studies Handbook.

1. Is the program consistent with social reality?

For over seventy years curricular theorists have emphasized the need for the program to be rooted in social reality. In 1902, Dewey was pointing to "the fundamental factors in the educative process being the nature of the child and the nature of the society in which he lives".[3] Fifty years later, Smith, Stanley, and Shores were claiming wide agreement "that curriculum principles and procedures should be grounded in social reality".[4] Bruner's 1971 plea is repeated by many today who note the effects rapid technological change has had on our society, the lag of social adjustments, and the need for a school program which is designed to help prepare children to understand social reality, with all its problems, value conflicts, and potential satisfactions.

Ragan states that:

> We live in the midst of vast technological revolutions which render obsolete the structure and operations of many of our social institutions and raise the need for the application of human intelligence to the solution of problems of living as never before . . . Pupils must be taught to think for themselves and to develop solutions to problems rather than merely to memorize answers . . .[5]

A similar concern is reflected in the views of a number of prominent Social Studies educators. Nichols and Ochoa have stated:

> A safe prediction for the children who are or will be enrolled in the elementary schools of this decade is that their adulthood will be characterized by increasingly complex social issues. Some of these issues are likely to be extensions of current and historic conflicts; other issues have yet to be identified. The problems inherent in continuing technological development, expanding urbanization, increasing population, and growing environmental pollution can be safely predicted for the year 2000. If educators are genuinely concerned with developing a generation of socially competent adults who can skillfully address such problems, elementary social studies textbooks need to be organized around these pervasive social issues.[6]

Goldmark (1968), addressing herself to the objectives of education, has voiced similar sentiments:

. . . The children we are educating at present will be living in a
society which will be quite different from the society we know to-
day. Education for today's world may be of little consequence for
the future. An evaluation of alternative education theories and
programs must be made in the context of what will be needed in a
future society.[7]

Experiences in Decision Making is most defensible for its thrust to-
ward involving students in the examination not only of "what is" but also of "what
ought to be"; for insisting that "students confront real problems that involve
conflicting values"; and for asking that the processes and content be selected to
develop an understanding of significant social problems. The growing concern for
humanity's ability to live within the physical environment without depleting and
befouling it beyond livability, and the obsolescence of "the structure and opera-
tions of many of our social institutions" are both reflected in Experiences in
Decision Making. In calling for students to examine "their personal relationship
to the social and physical environment" and to examine value issues related to such
topics as "peer relationships, family matters, work, politics, religion, money,
recreation, morality, culture, and other problem areas . . ."[9], the curriculum does
seem to place social reality in the forefront of important considerations in design-
ing the program.

2. *Is the program consistent with the broad stated goals for the Elementary Schools*

An examination of some of the documents written to state the purposes of
the Elementary School compared to Experiences in Decision Making may provide a basis
for determining the extent to which the 1971 Elementary Social Studies curriculum
seems to work toward the important goals these documents state.

In 1970, the curriculum branch of the Alberta Department of Education
issued a Statement of the Purposes of Elementary Education. It expressed concern
that "The present program of our educational system is not accommodating a changing
society, nor is it shaping the direction of change for that society. The program

appears unconcerned with major problems of pollution, poverty, population and

prejudice". From this concern grows the statement of major purpose, beginning:

> The aim of elementary education is to provide opportunities for the
> development of self-actualized individuals who improve and enjoy
> the social and physical environment.[10]

This is followed by statements of two specific purposes: "Developing a value

system by which to live" and "Developing intellectual, emotional, and physical

behaviors with which to function morally in the social and physical environment.[11]

The Elementary Social Studies program is consistent with both the stated

major and specific goals: in attending to "what ought to be" concerning the social

and physical environment, and in its conviction that "Human values should be the

major focus of attention in the new Social Studies".[12] Experiences in Decision

Making indicates the agreement its broad goals have with those of the curriculum

branch.

In 1972, the Commission on Educational Planning under Walter Worth

issued its report, in which it stated broad goals for education growing out of

an analysis of future projections about Alberta's society, one a "second-phase

industrial society", and the other a "person-centered society". Worth stated that

realizing a vision of a new society depended on a transformation of values, and

that a choice between alternative sets of values must be made; therefore "Our

future system of education must be designed to help Albertans make the choice".[13]

Four broad goals are then stated.

The first is individualization, or increased independence, gained

through more autonomy being given in self-selection of the content of learning;

acquisition of knowledge of alternatives open to him; and knowledge of criteria

for choice. Experiences in Decision Making provides that one-third of the program

each year should deal with problems of current interest, and that "teachers and

students can practice responsible decision-making by planning together learning

experiences which are significant and relevant to their lives".[14]

The second broad goal Worth states is preservation of morality through open inquiry, acknowledging freedom to dissent and to devise new standards of living. This goal seems consistent with the emphasis in Experiences in Decision Making on values and questions of what ought to be.

Worth's third goal seems closely related. It is anticipation, or developing a conception of what a person wishes to be like at various points in the future, and increasing his capacity to influence the pattern of future events and control accelerating change. Again, the emphasis on desirable futures in Experiences in Decision Making is clearly in agreement with this end.

Motivation, or being excited about continuing learning, and having the skills and strategies essential to doing so, is Worth's fourth goal. This goal is left vaguely defined, and is difficult to use for comparison to Experiences in Decision Making.

A third statement of broad goals for the schools is found in the 1975 Alberta Department of Education publication, Goals of Basic Education.[15] Though these goals are for grades 1 - 12, the dozen goals stated should find some support in each of the subject curricula of the Elementary Schools if there is to be consistency in programs. Experiences in Decision Making appears to have aims paralleling at least three of those dozen. The first of the 1975 Goals is good citizenship, knowing civic rights and responsibilities, forms of government, and cultural heritage. Experiences in Decision Making's focus on social issues seems likely to promote such goals. The second of the 1975 Goals is understanding changes taking place in the world, and being able to meet the future. Again, the emphasis in Experiences in Decision Making on giving direction to change through knowing what is and deciding what ought to be seems peculiarly appropriate to this goal. The last of the twelve 1975 Goals is development of basic knowledge competencies, including understanding and skill in the social sciences. As will be noted later, Experiences in Decision

Making does not seek knowledge from separate social science disciplines, but attempts to achieve understanding of broad concepts integrating knowledge from several fields. The broad goals here seem to be sufficiently similar as to be compatible, however.

The analysis of these three documents provides a positive answer to the question, "Is the program consistent with the broad stated goals for the Elementary Schools?" How valid they appear to be in light of other criteria remains to be examined in the next section.

3. *Are the goals valid and comprehensive?*

The goals stated for Experiences in Decision Making are in three categories: values and valuing, skills and processes, and concepts and generalizations.

The section on values indicates that each student is to "determine how he will interpret and apply" the following values: The Dignity of Man, Freedom, Equality, Justice, Empathy, and Loyalty.[16] Others who have examined a core of values from which students may develop their own interpretations and applications have come up with similar sets. Price[17] included all but justice in his list, for example. To state such a list would seem to reflect an assumption of commonality within our culture now and in the future which may be difficult to defend. As more and more subgroups emerge from within society due to differences in background and areas of concern, and as more subgroups come from outside present society due to immigration and change, such an assumption of commonality may be questionable. Particularly, if decisions about "what ought to be" are to be made on the basis of knowledge of alternatives to "what is", a broadening of the value base would seem needed. The examination of other cultures may result in the need to consider such other values as beauty, serenity, and harmony with the physical environment. The

approach to be used as a valuing process in an adaptation of Raths': Choosing --
(1) Considering all known alternatives. (2) Considering all known consequences
of each alternative. (3) Choosing freely from among alternatives. Prizing --
(4) Being happy with the choice. (5) Affirming the choice, willingly and in
public if necessary. Acting -- (6) Acting upon the choice. (7) Repeating the
action consistently in some pattern of life.

The approach apparently is to involve students in examining social
issues, building knowledge of consequences of alternatives, choosing freely from
among consequences, affirming the choice and acting consistently on it.

The process has several omissions too important to ignore. If it is
to result in students being clear on how to interpret and apply the values listed,
the process would seem to need some component to help children conceptualize the
values upon which their choices are made, as Goldmark[18] has included in her model.
She follows "choosing" with "identifying values and assumptions of the alternatives"
to assure that students examine the reasons they use to support their choice for
implicit values by answering the question, "If you give all of these reasons for
your choice, what is it that is most important to you?"[19]

A second omission from the adapted version of Raths' process is provi-
sion for systematic examination of evidence upon which "known consequences" are
based. Since the program depends upon the examination of value issues, it is
likely to result in students examining statements containing emotional appeals
mixed with some fact, some overgeneralization, some invalid logic, and some ques-
tionable analogies. Many models for examining issues include some component calling
for care in evidencing and logic. Starr[20], Fenton[21], and Glaser[22], include evaluat-
ing data as a part of their processes, and Dimond[23] and Marcham[24] include selecting
relevant facts as part of theirs, for example.

Part of the difficulty in using the adaptation of Raths would appear to be that it was originally written as a definition of what a value is, not as a systematic process to use in working through a problem to a decision about it. A more valid process could probably have resulted from combining elements from Simon's problem-solving method, mentioned elsewhere in Experiences in Decision Making, with elements from Goldmark's and Raths' writings.

The second category of goals in Experiences in Decision Making is skills and processes. These are arranged under the Raths heading -- choosing, prizing and acting. While being happy with a choice may fit as part of a definition of value, as Raths intended, it is of dubious value as a skill objective.

It is noteworthy that in addition to the inclusion of a number of skills common to language arts programs (as locating and summarizing information), there are also included a number of skills more specific to Social Studies, as interviewing, surveying, observing, hypothesizing, testing hypotheses, and planning strategies suited to actions.

Perhaps the most significant change in the skills goals of the 1964 Elementary Social Studies - Enterprise curriculum and those of the 1971 guide are the addition in 1971 of skills relating to valuing and acting, and less emphasis on critical thinking. In 1964, there was concern that "evidence must be relevant and must not deal with side issues", and that analysis of evidence be stressed so that ". . . cliches, stereotypes and assumptions are challenged".[25] There was concern that children be able to evaluate sources: "In order to arrive at truth, they need to be able to reject, or accept with reservation, much of the propaganda presented for their consumption".[26] If these kinds of skills were important to deal with the topical units planned then, they would seem to be in need of still greater emphasis in the 1971 program with its value issue units.

The chapter on "Goals for the Social Studies" in the 1969 NCSS Yearbook points out the need for such skills to accompany a valuing emphasis:

It should also be the role of the school to inquire into the sore
spots of the society and to provide the kind of value-education
that frees the learner to make his own value choices and to choose
among alternatives. If this end is to be achieved, the learners
must be equipped with such intellectual skills as critical doubt,
the ability to read and listen skeptically, and the ability to
recognize assumptions that are not explicitly stated but that
underlie particular value positions.[27]

It may be concluded, then, that the decrease in skills related to

evidencing in the 1971 program is inappropriate to other aspects of the curriculum.

The third category of objectives in Experiences in Decision Making is

concepts and generalizations. To avoid compartmentalizing man's behavior for study,

concepts in Experiences in Decision Making are selected to integrate knowledge from

the social sciences. Environment, causality, and interdependence are each broken

down into four sub-concepts. These fifteen ideas are to develop an understanding

of the major concept of the program -- interaction. No rationale is offered for

the selection of these sixteen concepts rather than others, and there is no apparent

reason for using them rather than some of the ones included in Taba's list, such as:

differences, tradition, and values,[28] or Price's list, such as sovereignty, indus-

trialization-urbanization, secularization, comparative advantage, morality and

choice, scarcity, input and output, saving, market economy, and institution.[29] Nor

is it clear why interaction rather than, say, system was chosen as the major concept

to organize all others, nor why system was felt to be a sub-concept of environment

rather than the other way around.

In conclusion, the validity of the goals appears to be less than certain

and to warrant further thought.

The second part of question 3 concerns the comprehensiveness of the goals.

Though the Experiences in Decision Making goals appear to be consistent with the

broad goals stated for Alberta, are there others which may need to be considered as

well? Perman[30] suggests that it is more appropriate than ever to emphasize the de-

velopment of process oriented persons, and identifies eight processes we need to

help children master. She notes that several of the eight are already receiving much attention, and that more attention needs to be given to others. Her stress on loving and creating are missing in the Alberta Social Studies curriculum, as is her distinction between valuing and decision-making. The Calgary Public School Board Social Studies program is designed around Berman's processes, indicating that at least one major Alberta school system views the Provincial concept of goals as too narrow.

Taba[31] designed a Social Studies curriculum which had, in addition to values, skills, and knowledge, a fourth category of objectives: thinking. Based on considerable research by herself and others, she concluded "that thinking is learned, that it is learned developmentally, and that thinking skills can be taught systematically".[32] She designed into her program objectives and inductive strategies chosen to increase student ability to conceptualize, compare, generalize, develop chains of cause-and-effect relationships, and apply generalizations to novel problems. The goal here is to improve children's ability to do the abstract thinking involved, as distinct from understanding a knowledge product (concept or generalization).

From these two examples, it would appear that the objectives of the Alberta program may be narrower than would be desirable, and may not include some important areas of objectives.

4. *Is the program well organized to provide sequential development of the goals?*

Because of the program commitment to teachers and students planning learning experiences, very little specification of ordering the objectives to achieve cumulative learning, to provide readiness at one level for more complex learning at later levels, or to provide for review and practice of either learning has been built into Experiences in Decision Making. Very broad suggestions are provided for grade level topics, and it is suggested that concepts be treated in greater generality,

abstractness, and complexity through succeeding grades, but these leave so much of the planning to individual teachers and children, that it wouldn't appear to be exaggerating to say that Experiences in Decision Making completely gives up the advantages claimed for careful sequencing in order to provide freedom for planning at the classroom level. Opportunities to use data from one grade level as a basis for comparison in a later grade, as is done in the Taba curriculum, the Minnesota curriculum, and others, are lost. At the same time, the likelihood of maps skill mastered at one level being systematically retaught at a later level is an example of the kind of disadvantageous overlap also probable with this lack of attention to sequencing.

Even in the one area where some minimal sequencing is done, namely grade level topics, the rationale is difficult to understand. The movement from self to family, to neighborhood, to communities, to province, to nation, from kindergarten to grade five seems to follow Hanna's expanding environment theme. But at grade six this is abandoned, and historic roots of man is introduced with no explanation or apparent benefit.

Question 4 would seem to yield the most clearcut of answers: no, the program is not well organized to provide sequential development of the goals.

5.   *Is the program consistent with the characteristics of children?*

When designing a program for young, rapidly developing children, it is of obvious importance to gear it carefully to their abilities, interests, and experiences.

Much research has been done to provide educators with this kind of understanding, and needs to be considered in relation to the nature of the 1971 Alberta Social Studies curriculum. Intellectual development has received extensive study, and the conclusions of Piaget seem crucial to match up to the intellectual demands

of Experiences in Decision Making. Ragan summarizes Piaget's description of the

child in early school years as follows:

> The young child is frequently illogical because he makes judgments
> in terms of his perceptions, of how things look to him. The amount
> of liquid in the tall, thin container looks as if it were more, and
> the visual image is so overpowering that the child doesn't think
> straight about the problem. To think logically about the problem,
> the child must give up arriving at conclusions on the basis of
> sensory data alone. Rather, he must shuffle the data about in his
> mind, performing operations upon what he perceives. But up to
> about seven years of age, the child is in what Piaget calls the
> "preoperational stage" where he judges in terms of whatever factor
> of variable stands out.[33]

Many children in kindergarten and grades one and two are likely to be

at the preoperational stage in their thinking. This would seem to make it very

difficult for them to consider a range of consequences resulting from a range of

alternatives when making decisions about value issues. Rather, they would seem

more likely to select one consequence and ignore others, even if they were aware

of them, when making a choice. The kinds of mental operations needed to use the

valuing process specified in Experiences in Decision Making would seem to be beyond

the level reached by many children in the lower grades.

Another approach to considering the suitability of the curriculum for

the child has been taken by students of child development such as Havighurst[34],

who have produced generalized sets of developmental tasks for varying stages of

growth. In examining those which Havighurst has outlined for middle childhood, or

that period covering Elementary School, it is strikingly apparent that many of the

tasks concern self perception and interaction with peers. Havighurst's third de-

velopmental task for middle childhood is learning to get along with age mates, and

his eighth is achieving personal independence, where "the school and the peer group

are laboratories for working through this task".[35] It would be possible to develop

many of the concepts of the Alberta curriculum, such as goal, norm, power, conflict,

and cooperation, as well as provide for choices among values such as loyalty, equal-

ity, and freedom while examining issues related directly to these developmental

tasks of children at this stage, thereby capitalizing on their concern for these kinds of problems. Yet, only at kindergarten are problems related to self and peers specified. The possibility of utilizing existing motivation through capturing the "teachable moment" would suggest a reexamination of the topics chosen in view of knowledge about Developmental Tasks of children in the Elementary Schools.

c. Is the program consistent with characteristics of teachers?

In discussing conditions affecting curriculum adoptions, Thomas and Brubaker list a series of postulates, two of which apply to this question:

> Postulate 1: The more time, effort, emotional tension, and money required of people who must implement the curriculum change, the less likely the change is to be effected.[36]

> Postulate 5: The curriculum becomes revised in name only if classroom teachers are not prepared with the skills and materials they need to carry out the specific steps of the new methodology and if no evaluation is made of their progress.[37]

The conviction expressed in the preface to Experiences in Decision Making that each classroom teacher and her students should "practice responsible decision-making by planning together learning experiences . . ."[38] meant that a great deal of "time, effort, emotional tension, and money" were required of teachers to translate the guidelines broadly stated in Experiences in Decision Making into specific learning activities for students. It required a good understanding of the changes in goals, ability to plan suitable learning activities, unit organization to provide decision-making, location of appropriate resources, lessons focussing on previously unexplored emotional and value-laden areas, evaluation of affective goals very difficult to assess through traditional procedures, a need to translate the program to parents, and a multitude of other tasks. Not surprisingly, many teachers were slow to implement a program making such demands, perhaps more so because they were given no additional time to prepare, and, unlike secondary teachers, were usually generalists also preparing activities in reading, spelling,

mathematics, art, music, science, physical education, health and language arts. An early study by Crowther[39] found that of 317 Elementary teachers surveyed, 23% were not familiar with the nature of the program, 22% were familiar with it but were not implementing it, 27% were putting some parts of the curriculum into practice, and 27% reported they were fully implementing the program.[33] Teacher comments on the program provide support for the first Thomas and Brubaker postulate:

> Can't anything be done to ease the burden of preparation? Remember we have other lessons to present besides Social Studies.
>
> I find that it has taken me two months to prepare one unit thoroughly, and even then I'm having to make modifications as I'm teaching the unit.
>
> My personal feeling is that the majority of Elementary teachers are not equipped to take on the responsibility of developing a total unit and in all fairness I do not think they can afford the many hours required to produce one.
>
> Understanding what is being asked of teachers, and putting it into practice are two different things. I feel I understand the aims of the course fairly well but transferring that into something tangible and useful in Grade 3 is quite another matter.[40]

The difficulties faced by these teachers was recognized by several school systems who realized that just as differences among children exist, so do differences among teachers, and that means that while some teachers will be able to bring the time, energy, expertise, knowledge of resources, and understanding of the program to bear on the task of designing units for their own unique group of learners, many other teachers will not be so able. These school systems' response was to generate resource units which translated the Provincial curriculum into a local interpretation of it -- frequently lacking the focus on interdisciplinary concepts, decision-making process, and "what ought to be". Given these difficulties, it becomes questionable whether the loss of focus in translation and the loss of learning due to the earlier noted lack of careful sequencing are worth the emphasis on individual teacher responsibility for planning -- a responsibility too demanding for many teachers to accept.

Alternatives to the Alberta approach are evident when examining other

previous solution. British Columbia has specified requirements for their

... all ... examined submissions, and selected the most suitable for

all ... research can be provided frameworks for units for teachers to flesh

out. ... it ... teacher to completely develop his own units from

... .

Is the program internally consistent?

If a program is to be developed by individual teachers from broad

... children are certain to experience as many different interpretations

... just into practice as there are teachers. But the similarities can be increased

by providing a curriculum guide with as great internal consistency as possible.

Values and valuing are the main emphasis of the program, and it would

seem important to specify grade level topics through which these goals could be

easily achieved by Elementary School children. The curriculum guide specifies that

the valuing process end with students acting on their decisions, yet it has children

in grades four, five and six dealing with topics so far removed from social settings

accessible to their influence as to effectively assure no action being taken. Com-

paring Alberta to remote areas, as the U.S.S.R., Australia and Argentina in grade

four, dealing with other regions of Canada in grade five, and particularly combining

distances in both space and time in the grade six topics, Historic Roots of Man, con-

tradict the stated desire for acting on decisions.

The difficulty in completing this last stage of the valuing process is

indicated by the failure of the sample units to provide for any acting. The grade

four unit title asks "Would You Like to Live in a Boom Town?" knowing nine-year-olds

can do little to act on their decisions. The grade five unit on Vancouver asks

"Should Transportation Routes Displace People?" and concludes with a simulation game

to dramatize possible action. While this provides opportunities to affirm choices,

it is too remote from reality to allow action. The grade six unit title reflects

the futility of trying to provide for action when dealing with the Historic

Root of Man topic: "Did the Aztecs Deserve to be Conquered?"

The NCSS Social Studies Curriculum Guidelines agreed with the import-

ance of providing for students acting on decisions, but suggested that the local

community be the proper arena: "Extensive involvement by students of all ages in

the activities of their community is, then, essential".[41] The easier access to

people in power and the smaller numbers of people involved both make local action

more realistic.

In his presidential address to NCSS, John Jarolimek pointed even closer

to home: "Perhaps the most important arena for social participation lies within

the institution of the school itself".[42] Since this is an institution more easily

influenced than the broader society, if school policies support the Social Studies

program emphasis on acting, it would seem reasonable to have Elementary School

children start here, rather than on groups remote in time and space and less likely

to be sensitive to children's efforts to affect them.

Banks also suggests that the school is a suitable topic of study if

acting is to be included in the process:

> Since the school is a social institution with problems which mirror
> those of the larger society, students can be provided much practice
> in shaping public policy by working to eliminate problems in their
> classroom, school, or school system. They might start by studying
> and analyzing the problems within their classroom.[43]

In summary, there appears to be a contradiction between the emphasis on

acting on decisions and the remote topics selected for grades four, five, and six,

and a need to consider the school and community as topics providing more realistic

opportunities to carry through the acting phase of the valuing process.

A second contradiction confronting teachers trying to implement the

valuing emphasis in Experiences in Decision Making lies in the great emphasis placed

on the valuing process in early pages and the lack of such process in the sample

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units. In the preface of Experiences in Decision Making, it is stated, "The valuing process should be the major activity of social studies students".[44] (emphasis added) Yet one searches in vain for sample units in which students proceed through steps one to seven as laid out in Chapter One of Experiences in Decision Making. Teachers are left to conclude that the emphasis on this process is not so important as stated earlier, or perhaps not easily planned into units.

Related to this conflict between statements in early chapters of the curriculum guide and the sample units, the opener is assigned the task of initiating the valuing process by enabling "the teacher and students (to) identify one or more value issues to be investigated".[45] Yet most of the sample units do not have openers which will enable children to identify a value issue and begin the valuing process -- unless answering such questions as "Why is the supermarket having a grand opening?" are considered to identify value issues.

A fourth contradiction in the valuing component of the program is begun by the heavy emphasis placed on developing students' ability to use a valuing process, as attested to by the designing of the whole skills program around the process and stating ". . . the new Social Studies is concerned primarily with developing students' ability to process values".[46] If students are to be able to use this process, some provision should be made to help them conceptualize the whole process, rather than isolated component skills within the whole. Yet, no provision within the chapters or sample units indicates how, or indeed even that this should, be done. If students are to be helped to become autonomous decision-makers and value-processors, such process conceptualizing would seem an important part of the program.

The knowledge segment of the program is not free from internal contradictions either. One which confronts teachers is confusion over whether knowledge goals are to be interdisciplinary concepts in which the "disciplines are integrated in

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such a way as to be indistinguishable as separate entities."[47], or whether knowledge
of separate disciplines is to be pursued. Though the section specifying conceptual
objectives seem to be very clear in stressing the desirability of integration, the
section stating grade level topics would have students engage in "Historical, econo-
mic, sociological, and/or geographic analysis" and later "Anthropological analysis
and social history"[48], tasks which would indicate the development of conceptual
tools from the disciplines named.

Similarly, on page eleven, teachers are asked to deal with categories of
knowledge which include concepts, generalizations, theories, and structures, yet
there is no indication in the section on knowledge objectives in chapter two that
anything other than concepts and generalizations are to be developed. The types of
broader ideas Bloom identifies as "a _body_ of principles and generalizations which
are interrelated to form a theory or structure"[49] are omitted. Apparently these
categories of knowledge, introduced in one section, are not taken seriously in a
later section.

Knowledge building itself becomes another contradiction. The preface
points out that while there is to be less emphasis on covering knowledge from
history, geography and the social sciences, "This is not to say that such knowledge
is unimportant. Students cannot 'value in a vacuum', without knowledge of alterna-
tives and consequences. Nor will 'the pooling of mutual ignorance' prove for very
long to be significant and relevant".[50] Yet, an examination of sample units indi-
cates that frequently there is so little data intake and knowledge building that
"pooling mutual ignorance" must be the basis for conceptualizing and for predicting
consequences. For example, in the second grade sample unit, the only data sources
used are ads, grocery lists, and three short readings. Conceptual goals include
system, interdependence, and cooperation, and students are to predict consequences
and make decisions about Mr. Cork, the popman in the supermarket, taking some pop
for himself, and Bob phoning in sick so he can go swimming. The paucity of data

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gathered in preparation for and knowledge building and knowledge use for practice ... are elaborated in the ideas developed and applied. Contrary to the claimed importance of knowledge in the preface, several sample units provide demonstration ... of little knowledge being developed.

... seems to indicate that there are several internal inconsistencies which ... my difficulties ... in implementing the program.

CONCLUSION

As noted in the introductory quotes, curricula must be justifiable in the light of current social reality, and the main strength of the 1971 Alberta Elementary Social Studies curriculum is in dealing with the rapidly changing world, and the values which may be used to give direction to those changes in deciding "what ought to be". This concern with values and social issues helps to make the program's goals consistent with many of the goals stated for the Elementary Schools by other documents developed in this Province. A comparison of the valuing, skills, and knowledge goals to set of goals and rationales developed by others calls their validity into question, and also leads to concern for their comprehensiveness. It was noted that a desire to leave the specific development of the program to individual teachers and their students resulted in no learning benefits from careful sequencing to provide cumulative learning, comparison, readiness, and review. Examination of the characteristics of children indicated that the stage of intellectual development described by Piaget for children in early school years would appear to make the prescribed use of Raths' valuing process unmanageably complex; while Havighurst's analysis of developmental tasks during the middle childhood stage would indicate that the topics chosen ignore the concerns of the child, and the opportunity to take advantage of the "teachable moment". Crowther's research and the production of

resource units by several school systems were noted as indicators that the expectation that Elementary teachers have the time, expertise, resources, and desire to develop their own units from scratch may be unrealistic, and place an unmanageable load on teachers. Finally, several internal inconsistencies were noted which would seem to cause teachers difficulty in understanding and in implementing the program with the children in their classrooms.

As Ragan's quote pointed out in the introduction, the only curriculum which matters is that which exists in the experiences of children. For the reasons indicated above, the 1971 program may exist more on paper than in children's experiences.

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APPENDIX B.2

AN ANALYSIS OF THE
1971 SECONDARY SOCIAL STUDIES CURRICULUM

(T. Aoki and W. Werner)

The Alberta Social Studies program was conceived in the late 1960's
during a period characterized by extensive curriculum reform. In the area of
Social Studies reform, the Alberta Department of Education was, without doubt,
at the forefront. From among the several curriculum reform models then avail-
able, this Department, almost alone in Canada, chose to select "value issues"
as the venue for emphasizing the processes of valuing and inquiry.

This action by the Alberta Curriculum Branch was undoubtedly a positive
thrust toward reform.

Almost a decade has passed since the initial step in the innovation
was taken -- i.e. the revision of Social Studies 30. The possibility that the
Curriculum Branch may soon move into a second phase of development seems a rea-
sonable one. Thus it seems timely that a critical examination of the program now
be made to serve as an input, if and when the Master Plan of the program, as
articulated in Responding to Change, is reexamined and revised.

PURPOSE

The purpose of this paper is to examine the *perspective* of the Master
Plan of the Alberta Social Studies program -- as reflected in Responding to Change.

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In this connection, an interesting feature of the Alberta Social Studies
program is its recognition of the importance of perspective. This can be seen in
the advocacy for students to clarify different viewpoints of individuals and groups
towards social issues:

> Since choices among alternatives depend on the values that are held by
> the chooser, Social Studies programs should provide for the exploration
> of value conflicts in our society and of the consequences of actions
> that follow from different value positions.
>
> (Responding to Change, 1974:2)

Underlying this concern for points of view is a premise that students live in a
world characterized by increasing pluralism in perspectives. (Responding to Change,
1974:5). Further, in planning and implementing the program, teachers are given a
specific guideline on pluralism:

> Does the program provide free and open inquiry into value issues by
> the students and does the teacher respect the students' right to hold
> points of view that differ from his own?
>
> (Responding to Change, 1974:53)

Implicit is an assumption that teachers and students should be identifying perspec-
tives and the consequences of these perspectives for value issues.

The approach used in this analysis is the phenomenological method which
allows a systematic examination of underlying perspectives (the foundational pre-
suppositions, interests, and approaches) that shape our views and structure our
experience of the social world. This approach requires that we question our taken-
for-granted everyday experience. Such questioning must probe the foundational

> . . . that is, going to the roots, to the ground presuppositions that
> shape and guide human life -- and that this searching for foundations
> demands that we bring with us none of the usual operative baggage, the
> epistemological, methodological, metaphysical concepts we typically
> use in the course of our daily lives, theoretical or practical.
>
> (Zaner, 1973:28)

Even though the program supports critical analysis of various viewpoints
by students, perspectives appear to be taken for granted. Indeed, questions may

be raised about particular reality-views which underly the program and which are
imposed upon teachers and students.

PROGRAM INTENTIONALITY: MAN

Various perspectives may be used by program developers for ordering and
interpreting reality. Central to any one of these perspectives is a view of man
and his world.

> All educational practice implies a theoretical stance on the educator's
> part. This stance in turn implies -- sometimes more, sometimes less
> explicitly -- an interpretation of man and the world. It could not be
> otherwise.
> (Freire, 1970b:205-206)

Implied within the Alberta Social Studies program and the practices it prescribes
therefore, is a view of man and his relation to the world.

When the perspective concerning man is examined, it becomes evident
that the major orientation of the Alberta program is technological. (Freire,
1970a). Within this technological framework, problems are defined in terms that
allow for solutions through the application of technique designed to produce pre-
dictable ends by standardized means under specified conditions. (Smith and Meux,
1968:101-102) Primary objectives toward which technique is directed are: *control*
of the problem and definitions of context in order that both may be fitted into a
clear-cut strategy; *certainty* of solution assured through proper application of
means; and *efficiency* in attaining outcomes. Under this instrumental logic, know-
ledge is judged for its capacity to increase control, certainty, and efficiency in
problem-solving. Generally, the empirical-analytic knowledge of the sciences is
called upon to provide rules and strategies, conditional predictions, and skills.
Here, skills refer to the proper application of rules and strategies in goal at-
tainment. Within a technological framework skills are emphasized because they

"put us in a position to solve problems" (Habermas, 1972:355).

This technological orientation, called by Habermas purposive-rational, refers to

> . . . instrumental action or rational choice or their conjunction. Instrumental action is governed by <u>technical rules</u> based on empirical knowledge. In every case they imply conditional predictions about observable events, physical or social. These predictions can prove correct or incorrect. The conduct of rational choice is governed by <u>strategies</u> based on analytic knowledge. They imply deductions from preference rules (value systems) and decision procedures; these propositions are either correctly or incorrectly deduced. Purposive-rational action realizes defined goals under given conditions. But while instrumental action organises means that are appropriate or inappropriate according to criteria of an effective control of reality, strategic action depends only on the correct evaluation of possible choices, which result from calculation supplemented by values and maxims.
>
> (Habermas, 1972:354)

PERSPECTIVE ON MAN: BASES

The primary perspective of any program is that directed toward the student and his social world; this viewpoint is implemented in (1) the intended outcomes, (2) instrumental content and (3) activities for teachers and students. In other words, what we teach and how we teach it reflects our conception of what man is and what he should be. Basic to any program is its perspective on man through which the human world is interpreted and made meaningful.

Because the bases that underly perspectives define differing man-world relationships, our choice of interests, presuppositions, and approaches in developing a program has consequences for how we view the student and for how he will view other man.

Three bases of a perspective are significant for identifying in programs a reality-view of man. These are *reality-guiding interests*, *approaches* and *presuppositions*. Selection decisions concerning instrumental content, intended outcomes and teacher/student activities are made in terms of these bases.

Reality Guiding Interests

Basic interests inherent in the techniques suggested by the Alberta

program are those of control of student reality-constructing, certainty of pre-

scribed outcomes, and efficiency of goal achievement. Knowledge is to have

technical applicability in terms of these interests when applied to problem-

solving (Responding to Change, 1974:2, 13, 90, 74).

> In Responding to Change we.find the following:
>
> Some of the major concepts needed in studying human behavior are
> outlined below. These concepts should be used by students in de-
> veloping generalizations and theories which seek to explain people's
> values.
> INTERACTION is a key concept in the understanding of social problems.
> History, geography and the social sciences describe in part man's
> interaction with his social and physical environment.
> ENVIRONMENT is, itself, an important concept which can be.defined in
> terms of Time, Space, Culture and Systems. Man's interaction with
> his environment produces CAUSAL RELATIONSHIPS. In order to understand
> causality, one needs to recognize that behavior is affected by Goals,
> Norms, Technology, and Power. Since all man's interactions involve
> cause and effect relationships, he lives in a state of INTERDEPENDENCE.
> Interdependence may take the form of Cooperation and/or Conflict and
> may produce Stability and/or change.
>
> (Responding to Change, 1974:8)

In terms of our analytical framework, we can interpret the above as

follows: the program developers who framed the above cast intellectually their

own reality definitions and projects upon teachers and students, who in turn are

to impose these definitions upon the social world.

That this control over teachers and students is to be extended over the

public school career of the student is evident in the following:

> Major concepts listed are to be introduced early in the child's
> schooling, at a simple level and through experiences appropriate.
> to his stage of maturation. In succeeding years, the concepts are
> to be treated with increasing depth and through different content
> material. Skills and values, as integral parts of the conceptual
> framework, are to be treated in the same spiral fashion.
>
> (Responding to Change, 1974:13)

All content selected for study is to be cast in a problem framework in which these

major concepts are to be used in the defining of problems, and solutions are to be

sought within the pre-defined matrix of concepts (Kuhn, 1970).

Concern is focussed on the method utilized rather than on the situation acted upon; technical control is deemed successful if method is properly applied.

Associated with intellectual and technical control is an interest in certainty. Certainty of outcomes in controlling student reality-constructing is assured by the use of suggested techniques (referred to in the program as strategies, inventories, checklists, criteria, formats, tables, modes, steps, designs, and the like) for proper sequencing (Responding to Change, 1974:3), organizing (Responding to Change, 1974:8), and structuring (Responding to Change, 1974:13) of learning "experiences"; and by the explicit detailing of proper methods for inquiry, valuing, motivation, planning, skill and concept development, and for behavioral objectives. The methods and knowledge of Social Studies are designed to:

> . . . equip students to cope with a world of uncertainty now and perhaps of less certainty in the future. In other words, teachers must develop a concern in students that is future-oriented, using the wisdom of the social science disciplines as analogues and tools in trying to come to grips with these uncertainties. Strategies of inquiry combine the three components of the Social Studies in Alberta -- knowledge, skills and valuing -- to aid the student in dealing with these uncertainties.
>
> (Responding to Change, 1974:95)

The interest in technical control and certainty also implies an interest in efficiency. Throughout the Alberta program the efficient achievement of goals receives emphasis. Teacher planning is directed towards making student "learning" efficient; as this efficiency increases, so does control and certainty (Responding to Change, 1974:2, 13, 74, 90).

Interests in man and his world, therefore, evidenced within the program are suggestive of technical control, certainty, and efficiency. These interests are embedded within the approaches suggested in the Alberta Social Studies program for dealing with the student and the social world.

Approaches

The approach taken within the program to students and to human nature
is centered in technique -- the instrument of control, certainty, and efficiency.
The handbook devotes much space to means deemed appropriate to solving technical
problems; in fact, both the student and social world are defined within problem
frameworks that allow for solution by techniques. When a student approaches the
world in terms of problems to which action can be applied, his orientation toward
the world

> . . . epitomized in a question he is always asking, "What's the
> problem!" And a problem . . . is something that can be plainly stated,
> got hold of, and solved. He looks at the world as if he were studying
> Euclidean geometry, going from problem to problem -- either dealing
> with those that present themselves or, often, looking for new ones to
> apply his method to . . . For such a mentality the problem corresponds
> to a group of abstractions from concrete objects and occasions. The
> prosaic man picks out these facts and thinks he has the entity itself;
>
> (Morgan, 1970:90)

A technical approach is essentially that of control. The relationship
of subject to object is one of domination. In attempts to master and to improve
the world, one controls people and objects in accordance with his objectives at hand.
Pre-defined reality structures, particularly in the form of method, are transmitted
by the program to control teacher planning and reality views, by teachers to control
student experience, and consequently by students to control the social world. At
each level a stance of domination is encouraged in the interests of control, certain-
ty, and efficiency.

In the program there is a tendency to view social change as that which
causes problems rather than as the on-going praxis of men who construct their social
world over time (Responding to Change, 1974:2). "Responding to change" is considered
within the Alberta program to be an application of the techniques and empirical-
analytic knowledge of social science in order that students may:

. . . cope with a world of uncertainty now and perhaps of less certain-
ty in the future. In other words, teachers must develop a concern in
students that is future-oriented, using the wisdom of the social science
disciplines as guides and tools in trying to come to grips with these
uncertainties.

<div style="text-align:center">(Responding to Change, 1974:95)</div>

That is, students are not equipped to seek certainty and stability within the
natural attitude of the life-world.

However, the program calls for free and open inquiry (Responding to
Change, 1974:11, 63), student interests and choices (Responding to Change, 1974:
5, 6, 46, 64), student personal reality-constructing (Responding to Change, 1974:
6), student having "the opportunity to make this world a more desirable place
in which to live" (Responding to Change, 1974:13). Also, the program states that

it strives mainly to produce citizens who demonstrate personal, social,
and civic behavior in which they constantly examine individual as well
as societal values.

Yet, in producing such citizens, teachers are to "cooperate with the home, the
church, and other social agencies in helping students find how to live and what to
live for" (Responding to Change, 1974:5), are to help students "reconcile old and
emerging values" (Responding to Change, 1974:64), are to design experiences that
are concerned "with a pride in Canada tempered with a world view (Responding to Change,
1974:11), are to examine value issues in terms of "physical and psychological well-
being" (Responding to Change, 1974:98), and are reminded in the program that in
planning units of study:

One should take into account prevailing community attitudes in the selec-
tion of options. If a teacher perceives a need, he may want to investi-
gate a certain problem, but should use discretion in the choice of mater-
ials, and in the development of content. He should not upset the com-
munity needlessly.

<div style="text-align:center">(Responding to Change, 1974:46)</div>

Within these constraints, the student is to examine the meaning of human dignity,
freedom, equality, justice, empathy, and loyalty (Responding to Change, 1974:6). In
other words, he is to interpret justice in terms of the present political and social

<div style="text-align:center">80</div>

status-quo of his community. It appears that social criticism, conflict, and dissent are encouraged only minimally within the program.

Presuppositions

One can readily support the program's recognition that man is central in Social Studies. It is made explicit in the program's initial theme: "What is Man?" (Responding to Change, 1974:21). However, the range of possible answers is restricted by the program's interests and approaches directed towards the student and the social world. The program tends to standarize man by its various taxonomies and other schemes that abstract and objectify man.

Such a view of man tends to disregard him as a conscious being who intentionally relates to his world in a multitude of ways, who constructs social realities in an ongoing praxis, and who intersubjectively imposes meaning upon his world. The value issues suggested in the program are loaded with human meaning -- indeed, they are issues because of different human intentionalities. But when students are to examine these issues in terms of "the interaction process" and its concepts (Responding to Change, 1974:7-8), through key questions, concepts and problems (Responding to Change, 1974:21-45), and by means of diverse techniques that disregard in general human consciousness, problems are apt to be defined and solved abstractly within a framework of control, certainty, and efficiency. Similarly, teachers are to understand students primarily not so much in terms of the creativity, uniqueness, relevancy structures, and histories that characterize them, but in terms of assessed needs, demonstrable behavior, and various taxonomies. Referring to the nature of the learner, the program views the student by means of cognitive, affective, and skill categories, objectives and methods. Human experience is thus fragmented, allowing the possibility of technique to be directed towards manipulating each of these parts in terms of efficiency.

One needs to consider that by reducing intentionality to behavior, to taxonomies and to needs, there is a danger of viewing man and his relationship with the world as technical problem-solving that can be executed without too much concern for human meaning and without a questioning of the appropriateness of the applied procedures.

Further, the program recognizes the importance of allowing such student to enhance his personal meaning and understanding of humanness:

> By definition, values are personal things -- and their development is a personal and lifelong process. Process is emphasized, for in a rapidly changing world each person develops habits of examining his purposes, aspirations and attitudes if he is to find the most intelligent relationship between his life and the surrounding world. It has been said that the primary goal of education is to create and maintain a humane society. The new curriculum allows students to explore ways and means of enhancing the humanness of humanity.
>
> (Responding to Change, 1974:64)

However, what is uniquely human is standardized and reduced to the level of physical phenomena by seven criteria in the interests of control, certainty, and efficiency:

> To be significant the value issue must meet Raths' seven criteria of what is worth clarifying . . . and also have a sense of immediacy and poignancy.
>
> (Responding to Change, 1974:65)

So treated, values become natural phenomena (Lewis, 1965:74). Further, students are conditioned to judge value in terms of a scheme. Values are to be understood within the same epistemological framework as are objects of the world. What becomes important is technique:

> The process by which a student arrives at his values is more important than the value position he obtains . . . The primary purpose of the process is to prepare students for confronting public issues rationally rather than to demonstrate the validity of any particular point of view.
>
> (Responding to Change, 1974:64).

The valuing process has become content (Responding to Change, 1974:64) and by focusing primarily on processes rather than on values, the question of norms tends to be bypassed. In other words, the perspective of the new program

on man is not rendered problematic when the actions of teachers and students remain technical ones (Haberman, 1972:365).

What may result by this stance is the possible deemphasis of human qualities and characteristics of the human condition such as awe, mystery, conflict, ambiguity, uncertainty, meaning, purpose, and personal biography. (Apple, 1974:8-9).

PERSPECTIVE ON MAN: SCHEMES OF REFERENCE

Social reality is ordered and interpreted in the program by various schemes that place things in reference to one another. For the student the program supplies major concepts and key questions through which he is to make sense out of the social world (Responding to Change, 1974:21-45); similarly, for the teacher, the program provides explicit schemes for interpreting the student and his acts. It is in these schemes that the interests, approaches, and presuppositions discussed in the previous section are operationalized within the program.

Three different types of ordering and interpretive schemes (interest-at-hand, stocks-of-knowledge, and logics-in-use) are directed towards the student within the program.

Interests-at-hand

Interests-at-hand refer to the immediate goals and plans outlined in the program as behavioral objectives (Responding to Change, 1974:15-20, 51-54). Students are to demonstrate clear-cut and hierarchical behaviors: seven steps of a "valuing process", five steps for "internalizing a value complex", six steps for "the solving of some intellectual task", and six steps for "dealing with social problems" (Responding to Change, 1974: 5-11). These behavioral objectives are examples of manipulative technique designed to serve the interests of control, certainty, and efficiency.

Roofing and devices used to be eliminated by these standardized
... ...

... the statement of objectives offer only a general indica-
... the ... and content of learning opportunities in the
... ... detailed planning of learning opportunities
... responsibility of each teacher and class. All learning op-
... must be consistent with the objectives outlined above,
... ... is providing opportunity and ... from the structured scope
... ... experience in connection with a problem of current interest.

(Responding to Change, 1974:8)

... quality of programs and of student achievements are to be evaluated in
... ... the stated objectives (Responding to Change, 1974: 15-16, 52-55).

Stocks-of-knowledge

... Stocks-of-knowledge refer to the taxonomies, lists, models, charts,
... ... and the ... to be found in the program. They provide not only points of
... within which ... may be classified and interpreted but also rules
for motivating, evaluating, and planning for students. These standardized stocks-
of-knowledge become perceptual screens through which educational reality is pre-
viously ordered within the program, and when applied by teachers to students, also
within classrooms. Having demonstrated his valuing, knowledge, and skills behavior,
a student may be placed within various schemes of reference, assessed in reference
to his particular level or stage of competence, and have appropriate technique
applied to him. Certainty of outcome is dependent upon the degree of efficiency
and of control afforded by the various stocks-of-knowledge:

. . . . the orientation seems to lead to a basic interest in gaining cer-
tainty in the interaction among human beings and attempting to control
(in the strong sense of the term) the environment to guarantee this
certainty. The entire orientation seeks to eliminate the ambiguity
and uncertainty that makes human action a personal statement, thus also
effectively depersonalizing human interaction.

(Apple, 1974:22)

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Logic-in-use

Logic-in-use refers primarily to those principles used to direct procedure in ordering and interpreting the world. Within the Alberta program the on-going logic provided to teachers and students for guiding their reality-constructing is that of clear-cut boundaries, classifications, process-product concerns, dependency upon one, and analysis. This may illustrate, as Apple suggests,

> . . . that in general educators have appropriated the reconstructed logic of science rather than the logic-in-use of scientific investigation. Their view of scientific activity as the expert and efficient means to guarantee certainty in results has been fundamentally inaccurate. It represents a picture drawn from technological models of thought.
>
> (Responding to Change, 1974:15)

Throughout the program clear-cut boundaries are emphasized. Concern is shown for "a clear, consistent and defensible system of values" (Responding to Change, 1974:5), little overlap and repetition of subject and resouce material (Responding to Change, 1974:11, 46), selection of content that illustrates concepts "in concrete, simple, and specific forms" (Responding to Change, 1974:21), hierarchies of skills and objectives (Responding to Change, 1974:5-6, 74, 89), behavioral objectives stated clearly and precisely (Responding to Change, 1974:15, 48, 51, 54), "careful structuring of the order or sequence of learning experience" (Responding to Change, 1974:3, 8-9, 13, 15, 52-53, 75), structuring of knowledge -- facts, concepts, and generalizations (Responding to Change, 1974:2, 8, 13-14, 90-95), a variety of discrete procedural steps, and many other instances of clear definition. The program in effect asks teachers and students to experience and understand reality in terms of clear-cut boundaries. There appears to be a possibility that reality is reduced to statements of facts, concepts, generalizations, processes, and organizational sequences within the program. There is also a possibility, therefore, that reality is reduced to a standardized category, a predefined explanation, and a predictable case.

What could be serious is the possibility that students and teachers become altogether dependent upon one perspective for apprehending reality. In other words, the program could become encapsulated within its own perspective. For example, in stating that students should be learning how to value and inquire, the program presents one clear-cut view of inquiry and of valuing:

> It must be emphasized that since there is no truly universal set of values, and since present values are undergoing change, the only valid productive activity for teachers is the teaching of the value-clarification skills.
>
> (Responding to Change, 1974: 64; emphases added)

As such, the program's ordering and interpreting of reality has become absolute; stress upon "the problem-solving scientific method" and "the process of valuing" emphasizes one way of apprehending reality (Responding to Change, 1974:64,89). Such monopolarization, argues Maruyama, "compels the individual to formulate a clear, coherent and systematically simplified image of the universe" (Maruyama, 1966:134). Accommodation for alternative perspectives on man seems to be called for in the program.

Of the various logics that characterize the Alberta program, analysis and clarification are primary. The language of value clarification suggests a "medical model" in which student needs are to be diagnosed, assessed, and proper remedies applied. Mechanical metaphors of systems analysis and management imply a factory input-output model of schooling; similarly, the language of planning characterizes student acts in terms of terminal behaviors, various process concerns, and efficiency. Lists of provided concepts encourage students to approach the human world in terms of needs, problems, causes and effects, and so on, rather than in terms of human intents, meanings, acts, and viewpoints (Responding to Change, 1974: 7-9, 13-14, 21-45, 93-95). This analytical control of fellowmen makes Social Studies, in the words of Lewis, like a dissecting room in which "we cut up dead men" (1965:81). Broad typifications applied in the program to groups of people replace uniqueness and heterogeneity with a sense of anonymity in which humans are dealt with

as various classes of objects, e.g., "pre-industrial", "Afro-Asian", "Western",
etc. Such broad typifications are referred to as "raw facts" which analysis
can be applied in formulating abstractions referred to as "generalizations"
(Responding to Change, 1974:13-14). This analytic control or implications for
the student's understanding of man; having made man an object of technical control
by our language and metaphors, the object tends to be "stripped of its qualitative
properties and reduced to mere quantity" (Lewis, 1965:82).

PERSPECTIVE ON MAN: CONTEXT

There is a context within the Alberta program that maintains a particular
point-of-view on man.   This context includes reality coordinates for defining man
and for prescribing student experience.

Reality Coordinates

Of the multiple realities within which Social Studies programs are de-
veloped, the Alberta program's context is basically that of technology.   Reality
definitions within the program have been influenced by three boundary beliefs de-
signed to orient teachers to Social Studies and to guide their acts of reality-
constructing with students:

> Three factors have an impact on the instructional program wherever the
> education of youth has been institutionalized in some type of formal
> schools.   These factors include: the nature of society, the nature of
> the learner, and the nature of the related disciplines.   The change in
> society, the expansion of the social sciences, and increased knowledge
> about the learner have influenced our priorities and emphasis in the
> instructional program to be offered.   It is in the unity of these three
> -- the child, the society, and organized knowledge -- that future excel-
> lence in the schools will be found.
>
> (Responding to Change, 1974:2; emphasis added)

This view of "the child, the society, and organized knowledge" is unified
by technologically orientated interests, approaches, and presuppositions.   The
"nature" of the society and the learner are defined in a framework that extends

technical control over both; similarly, the "nature" of knowledge is defined in

terms of its ... ... 'its' applicability for application to both society and the

learner. Social reality is constructed and imposed upon students, within the

following three coordinates:

(a) First, social reality is defined within a problems framework:

> Our society is continually changing. Futurists tell us that the
> probable shape of tomorrow's world will include the following:
> Technological innovation will continue to develop at an accelerat-
> ing rate, bringing with it change; population trends will continue
> to boom, resulting in intensified problems of urban living; the
> most highly developed economies will move beyond the industrial
> state to the post-industrial level (emphasis on services rather than
> primary industry), requiring a continuing education for the periodic
> retraining for careers and leisure; and governmental institutions
> will continue to expand their functions. As society changes, so will
> its problems change. The emerging society presents alternatives from
> which choices can be made. Decisions will have to be made regarding
> conflicts among nations; the increasing gap between the affluent and
> the poor; the effective participation in the decision-making process;
> the protection of human rights; and the enhancement of the human
> condition.
>
> (Responding to Change, 1974:2)

The program's technological stance vis a vis human situations compels

students to define the social world in terms of clear-cut problems and to use

provided techniques to seek possible solutions (Responding to Change, 1974:41-45).

This problem-solving activity orientates students to the world in terms of pre-

defined key questions and concepts and by means of prescribed methods and skills.

For example, in framing a value issue on standard of living, i.e., "To

what extent should man use human and natural resources to improve his standard of

living?", program developers have stressed a technological approach to the "problem".

What might be considered is the inclusion of approaches that permit questioning of

presuppositions and values underlying the issue or the meaning of standard of living

to various groups (Responding to Change, 1974:28). In the program, in seeking

"possible solutions to the problem", students are guided by questions concerned with

efficiency, improvement, consumption, and management. Concepts provided channel

students toward treating standard of living as a problem to be solved primarily
by application of proper technique, definitions, and conceptual analysis. This
approach may be overly restrictive and may obscure questions related to differing
interpretations of the problem, political ideologies in which inequalities are
legitimized by various groups, and taken-for-granted assumptions related to the
worth of continued growth and improvement.

(2) Second, knowledge is defined within a single epistemological framework:

> The social sciences are changing rapidly as the "knowledge revolution"
> accelerates. The acceleration of social science research has increased
> the quality of available data (specific information, organizational
> structures and methods of inquiry) from which choices must be made.

(Responding to Change, 1974:2)

Consequently, teacher planning is to be within defined knowledge boundaries:

> As the social sciences are transformed, their emerging scope and empha-
> sis must be reflected in the social studies on a continuing or evolving
> basis.
> The program should be organized around concepts and generalizations
> from all the social sciences, and the traditional dominance of chrono-
> logical history should be ended.

(Responding to Change, 1974:3)

Social sciences are deemed necessary for providing technically applicable knowledge
in the form of "specific information, organizational structures and methods of in-
iiry" for defining and solving social problems (Habermas, 1972:354, 361). Because
this epistemological orientation towards social problems is to be "scientific"
rather than hermeneutical or political, control of problems and certainty of out-
comes is assured on the basis of research methodology and quantity of information
provided by the empirical-analytic sciences. Therefore, the framework of concepts,
key questions, and methods provided as a perceptual screen for approaching the world
places students and teachers in a relation of control vis a vis the prescribed
issues. In other words, knowledge is viewed as that which has technical applicability
through its application to social problem-solving. What needs to be considered are

The planning of a Unit of Study for use with a particular class of students should be preceded by an assessment of the students in the class — a diagnosis of their needs, problems, interests, achievement, and social behavior. Through a survey of the students' school records, class discussion, and the assignment of written themes and reports, the teacher may discover the students' strengths and weaknesses, the problems and concepts which need to be studied in the projected unit, the attitudes and values which need to be clarified, and the skills which need to be strengthened.

Much of this knowledge will have to be gathered as the unit of study is developed with the students, but the preliminary diagnosis should aid the teacher in making the first decisions about objectives, content, learning experiences, and instructional materials for the unit of study.

(Responding to Change, 1974:5; emphasis added)

This methodological framework through which "the nature of the learner" is established and controlled reflects a "viewpoint of possible technical control" (Habermas, 1972: 361). What might be considered is an extension of the framework to accommodate other modalities such as teaching acts that guide students and those acts that help students understand their relevancies and perspectives.

IMPLICATIONS

Perspective bases, schemes of reference, and context evident within the Alberta program suggest an orientation in which man tends to be viewed as an object processed by technique in the interests of control, certainty, and efficiency. As an instrument for reality defining within the classrooms, the Alberta program will tend to serve the interests that constituted it. This perspective, therefore, has certain implications.

Man's ability to treat himself as he will means that some men have the power "to make other men what they please" (Lewis, 1965:72). That programs are an application of power to define reality for teachers and for students is often recognized, but what is neglected are questions implied by such control: Control by whom? Control for what purpose? Control within what normative boundary conditions? Control based upon what image of man? Because these guide our actions, what needs

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... to ... are the presuppositions and the metaphors we adopt. What might ... ... particular ... of the Alberta Social Studies program.

... All ... to program or technological metaphors urges ... ... that "the most fundamental problems ... are ... not scientific or technical" (1973:412). If such is the ... ... of concepts and perspectives are needed for approaching man and ... *The issue, then, is not whether an interest in technical control is ... as a framework for studying the acts and intentions of fellowmen -- ... in accordance to a certain ... programs -- but whether there ... is ... a pre-eminent dependence upon this one framework in Social Studies.* ... perspectives are now available for developing programs and for interpreting ... world (Morgan, 1970; Habermas, 1971; van Manen, 1974). Rather than a ... upon one ... Social Studies needs, in the words of Morgan, to recover "the never-final-, discord-and-risk-embracing, living unity of different approaches to the world and of the many facets of the human being" (1970:xv).

A program is based upon an image of what the person is. In view of this premise for program development, any future revision of the Alberta Social Studies program may well give serious consideration to extending itself to allow alternative perspectives among which the existing perspective will be one. Such a revision would indeed be a fulfillment of pluralism which, in essence, the existing program supports.

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THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX C

QUESTIONNAIRE SURVEY OF TEACHERS, STUDENTS AND PARENTS

Computer analyses of the questionnaire data were conducted by
R. Jackson with technical advice from G. Grobin.

The report was written by Barbra Downey.

APPENDIX C

QUESTIONNAIRE SURVEY OF TEACHERS, STUDENTS AND PARENTS

The questionnaire survey was but one of the four major research acti-
vities included in this assessment project. In general, the object in using
the questionnaire technique was to give scope and breadth to the project.
More specifically, the purposes of the survey were: first, to learn the
attitudes and opinions of teachers, students and parents with respect to a
series of issues; and second, to obtain certain kinds of descriptive informa-
tion about the operation of the Social Studies program.

METHODS AND REPORTING TECHNIQUES

Detailed descriptions of the techniques of sampling, instrumentation,
distribution and collection, and analyses are provided in Addendum #1 to this
appendix.

Total numbers of respondents were: 737 teachers, 525 students, and
306 parents.

In our analyses we proceeded as follows: first, simple frequency dis-
tributions were run of the responses to all questions; second, in cases where
there appeared to be a good deal of variance, frequencies were cross-tabulated
against respondent-characteristic data; and finally, chi-square tests of signi-
ficance were run on the differences.

We shall report our findings question by question. In the case of open-
ended questions, the report will take the form of a discussion of the most common
responses. In all other cases, frequencies will be reported as percentages

and differences among the responses of sub-groups will be reported and dis-
cussed -- when they are statistically significant beyond the .05 level.

1. FINDINGS -- THE TEACHER SURVEY

In Section I of the Questionnaire, we asked three open-ended
questions: (1) What, in your view, are the two major strengths of
the Social Studies program? (2) What are the two major weaknesses?
(3) What suggestions do you have for improving the program?

The responses were as follows:

1.   The program strengths most frequently cited by teachers were: (1)
the freedom and flexibility it allows for student-teacher planning; (2) the
inter-disciplinary nature of the content which permits it to be integrated with
the content of other subject areas; (3) the emphases upon valuing, decision-
making and critical thinking; and (4) the well-formulated scope and sequence
of the program.

2.   The weaknesses cited were: (1) lack of appropriate resources; (2)
too much emphasis on the affective domain and the valuing process which lead
to methodological problems and a resulting nebulousness in the program; (3)
lack of history and geography -- especially Canadian; (4) the unrealistic
aspects of local teacher program development -- in terms of time and resources;
and (5) the lack of appropriate textbooks and teacher guides.

3.   Recommendations for improvement included: (1) more and better re-
source materials; (2) more Canadian materials; (3) more in-service activities;
(4) more time, money, and consultation for program development -- particularly
in rural areas; and (5) more comprehensive and more structured program guides.

In Section II, we confronted respondents with a number of asser-
tions, "ought to" statements about the Social Studies, and asked
them to agree or disagree. Below, the questions are stated verbatim
and responses are reported in percentages.

6. In a Social Studies program, emphases should be placed on:

(a) Knowing what happened to people in the past

Undecided   5]
No response   2] - 7

Agree   65]
Strongly Agree   16] - 81

Disagree   11]
Strongly Disagree   1] - 12

(b) Knowing current happenings in societies and cultures

Undecided   2]
No response   1] - 3

Agree   55]
Strongly Agree   41] - 96

Disagree   1]
Strongly Disagree   0] - 1

(c) Seeking relationships between actions and consequences

Undecided   7]
No response   1] - 8

Agree   48]
Strongly Agree   42] - 90

Disagree   1]
Strongly Disagree   1] - 2

(d) Deciding about desired conditions for man and society

Undecided   16]
No response   1] - 17

Agree   47]
Strongly Agree   27] - 74

Disagree   8]
Strongly Disagree   1] - 9

(e) Making decisions about courses of action people should take

Undecided   17]
No response   3] - 20

Agree   43]
Strongly Agree   23] - 66

Disagree   12]
Strongly Disagree   2] - 14

5. The Alberta Social Studies program should provide a set of society's values that must be taught.

$$\begin{array}{ll}\textit{Undecided} & \textit{16}\\ \textit{No response} & \textit{4}\end{array}\Big] -20$$

$$\begin{array}{ll}\textit{Agree} & \textit{21}\\ \textit{Strongly agree} & \textit{6}\end{array}\Big] -27 \qquad \begin{array}{ll}\textit{Disagree} & \textit{31}\\ \textit{Strongly disagree} & \textit{22}\end{array}\Big] -53$$

[Though this question generated differences among respondents, these differences are attributable to the various interpretations placed on the question. This we gleaned from written comments.]

6. In local program development, the Department of Education curriculum guides should be used as the basis of program development.

$$\begin{array}{ll}\textit{Undecided} & \textit{20}\\ \textit{No response} & \textit{3}\end{array}\Big] -23$$

$$\begin{array}{ll}\textit{Agree} & \textit{52}\\ \textit{Strongly agree} & \textit{8}\end{array}\Big] -60 \qquad \begin{array}{ll}\textit{Disagree} & \textit{14}\\ \textit{Strongly disagree} & \textit{3}\end{array}\Big] -17$$

7. Translating the provincial curriculum into units of study should be the responsibility of teachers at the local level.

$$\begin{array}{ll}\textit{Undecided} & \textit{13}\\ \textit{No response} & \textit{2}\end{array}\Big] -15$$

$$\begin{array}{ll}\textit{Agree} & \textit{43}\\ \textit{Strongly agree} & \textit{24}\end{array}\Big] -67 \qquad \begin{array}{ll}\textit{Disagree} & \textit{12}\\ \textit{Strongly disagree} & \textit{6}\end{array}\Big] -18$$

8. Value issues discussed in the classroom should reflect concerns of:

   (a) Parents

$$\begin{array}{ll}\textit{Undecided} & \textit{11}\\ \textit{No response} & \textit{5}\end{array}\Big] -16$$

$$\begin{array}{ll}\textit{Agree} & \textit{61}\\ \textit{Strongly agree} & \textit{11}\end{array}\Big] -72 \qquad \begin{array}{ll}\textit{Disagree} & \textit{9}\\ \textit{Strongly disagree} & \textit{3}\end{array}\Big] -12$$

   (b) The teacher

$$\begin{array}{ll}\textit{Undecided} & \textit{9}\\ \textit{No response} & \textit{6}\end{array}\Big] -15$$

$$\begin{array}{ll}\textit{Agree} & \textit{58}\\ \textit{Strongly agree} & \textit{10}\end{array}\Big] -68 \qquad \begin{array}{ll}\textit{Disagree} & \textit{13}\\ \textit{Strongly disagree} & \textit{4}\end{array}\Big] -17$$

   (c) The student

$$\begin{array}{ll}\textit{Undecided} & \textit{5}\\ \textit{No response} & \textit{2}\end{array}\Big] - 7$$

$$\begin{array}{ll}\textit{Agree} & \textit{57}\\ \textit{Strongly agree} & \textit{33}\end{array}\Big] -90 \qquad \begin{array}{ll}\textit{Disagree} & \textit{2}\\ \textit{Strongly disagree} & \textit{1}\end{array}\Big] - 3$$

8. (d) Community groups

Undecided 15]-22
No response 7]

Agree 59]-67
Strongly agree 8]

Disagree 9]-11
Strongly disagree 2]

(e) Churches

Undecided 19]-31
No response 12]

Agree 37]-43
Strongly agree 6]

Disagree 17]-26
Strongly disagree 9]

[Differences among responses on this item are attributable to type of school -- i.e. Public or Separate. Whereas only 37.8% of the public school teachers agreed, 70.2% of the separate school teachers agree. (Sig. level -- .0001)]

9. A Social Studies textbook should be prescribed by the Department for each grade.

Undecided 14]-18
No response 4]

Agree 22]-40
Strongly agree 18]

Disagree 24]-42
Strongly disagree 18]

[Differences on this item are attributable to amount of experience -- but in a curious way. The more the experience, the more they agree. Only 29% of the teachers with less than 6 years experience agree; but 51% of the teachers with more than 15 years experience agree. (Sig. level -- .03). Also, more than 60% of Calgary teachers disagree compared to about 35% of all others. (Sig. level -- .0002)]

10. The outline of content prescribed by the Department of Education is broad enough to allow teachers to plan activities of their choice.

Undecided 3]-6
No response 3]

Agree 60]-89
Strongly agree 29]

Disagree 4]-5
Strongly disagree 1]

11. The Social Studies program should be interdisciplinary rather than based on separate disciplines.

Undecided 13]-18
No response 5]

Agree 49]-74
Strongly agree 25]

Disagree 6]-8
Strongly disagree 2]

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12. Departmental Social Studies final examinations should be mandatory for:

(a) Grade 9 students:

Undecided 14 ⎤
No response 13 ⎦ -27

Agree 14 ⎤
Strongly agree 18 ⎦ -32

Disagree 19 ⎤
Strongly disagree 22 ⎦ -41

[Differences among responses on this item relate to teaching level. Only 27% of the elementary teachers strongly disagree, but a full 60% of the secondary teachers strongly disagree. (Sig. level -- .0001)]

(b) Grade 12 students:

Undecided 12 ⎤
No response 13 ⎦ -25

Agree 19 ⎤
Strongly agree 21 ⎦ -40

Disagree 16 ⎤
Strongly disagree 19 ⎦ -35

[As in the case of 12.a, differences of opinion on this item related to level of instruction. Senior secondary teachers disagreed at a 44.2% level with departmental examinations, while junior high teachers disagreed at only a 34.7% level, and elementary teachers disagreed at only about a 29% level. (Sig. level -- .0001)]

13. Canadian content in the Social Studies programs should be increased.

Undecided 7 ⎤
No response 2 ⎦ - 9

Agree 28 ⎤
Strongly agree 54 ⎦ -82

Disagree 8 ⎤
Strongly disagree 1 ⎦ - 9

> In Section III of the questionnaire, we presented a further set of assertions about what ought to be and asked our respondents to answer in two ways: first, in terms of whether or not they agree; and second, in terms of whether or not the situation prevailed in their own classroom.

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14. A. The major emphasis of the Social Studies program should be its value orientation.

Undecided 19 ⎤
No response 4 ⎦ -23

Agree 39 ⎤
Strongly agree 6 ⎦ -45

Disagree 24 ⎤
Strongly disagree 8 ⎦ -32

B.   In my classroom the major emphasis of the Social Studies program is the value orientation.

No response - 14

Always ⎤
Often ⎦-60

Seldom 25 ⎤-26
Never 1 ⎦

[Interestingly, on the "should be" aspect of this question (14.A), respondents differed by school system -- with separate school teachers agreeing at a 88.2% level, compared to a 60.1% level for public school teachers, that the value orientation should be the major emphasis. (Sig. -- .04) But on the "what is" aspect (14.B) respondents differed by level of instruction -- with 68.3% agreement at the grade 10-12 level, 62.7% at the 7-9 level, 50.0% at the 4-6 level, and 61.4% at the K-3 level, that the value orientation is in effect. (Sig. -- .02)]

15. A.   The Social Studies program should provide for the exploration of student feelings.

Undecided 7 ⎤- 8
No response 1 ⎦

Agree 66 ⎤-86
Strongly agree 20 ⎦

Disagree 5 ⎤- 6
Strongly disagree 1 ⎦

B.   In my classroom the Social Studies program does provide for the exploration of student feelings.

No response - 8

Always 8 ⎤-74
Often 66 ⎦

Seldom 18 ⎤-18
Never 0 ⎦

16. A.   The Social Studies should deal with controversial issues in the classroom.

Undecided 12 ⎤-14
No response 2 ⎦

Agree 58 ⎤-81
Strongly agree 23 ⎦

Disagree 3 ⎤- 5
Strongly disagree 2 ⎦

B.   I do deal with controversial issues in my classroom.

No response - 9

Always 5 ⎤-55
Often 50 ⎦

Seldom 33 ⎤-36
Never 3 ⎦

[The greater the number of years of training, the more teachers claimed to deal with controversial issues; the range was from 69.2% for those with more than 7 years to 33.3% for those with only 1 year. (Sig. -- .002) Also, history, social science, and geography majors (in that order) claimed to deal more in controversial issues than did other majors. (Sig. -- .0001)

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16. B. (continued)

And the higher the level of instruction, the more teachers claimed to deal with controversial issues; the range was from 80° for senior high teachers, to 66% for junior high, to 46.3° for elementary, to 33.3% for primary. (Sig. level -- .0001)]

17. A. Students should study human behavior from many points of view.

Undecided 4]-6
No response 2]

Agree 57]-85
Strongly agree 26]

Disagree 1]- 2
Strongly disagree 1]

B. In my class students do study human behavior from many points of view.

No response - 10

Always 11]-71
Often 60]

Seldom 18]-19
Never 1]

18. A. Teachers should have time to plan their Social Studies program during the regular school day.

Undecided 4]-5
No response 1]

Agree 32]-92
Strongly agree 60]

Disagree 2]- 3
Strongly disagree 1]

B. I do have time to plan my Social Studies program during the regular school day.

No response - 3

Always 9]-19
Often 10]

Seldom 45]-78
Never 33]

19. A. Society should expect to have its policies and leaders challenged in Social Studies classes.

Undecided 10]-13
No response 3]

Agree 54]-82
Strongly agree 28]

Disagree 3]- 5
Strongly disagree 2]

B. In my classroom the policies and leaders of society are challenged.

No response - 12

Always 5]-38
Often 33]

Seldom 35]-50
Never 15]

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19. (continued)

[Responses to the "what is" aspect of this question varied according to
years of training, university major, and level of instruction. The longer
the period of teacher education, the more the policies and leaders of
society were challenged in the classroom. (Sig. level -- .0001). The
higher the level of instruction, the greater the extent of the challenge.
(Sig. level -- .0001). And history, geography, and social science majors
(in that order) claimed that society's policies and leaders were challenged
in their classrooms more than did other majors. (Sig. level -- .0001)]

20. A. In the Social Studies program the dominance of history _should_ be ended.

$$\left.\begin{array}{lr}\text{Undecided} & 17 \\ \text{No response} & 6\end{array}\right]\text{-}23$$

$$\left.\begin{array}{lr}\text{Agree} & 21 \\ \text{Strongly agree} & 5\end{array}\right]\text{-}26 \qquad \left.\begin{array}{lr}\text{Disagree} & 37 \\ \text{Strongly disagree} & 14\end{array}\right]\text{-}51$$

[Teachers with 4-5 years of training disagreed with this statement at a
39.5% level. But the disagreement increased both with less training, to
53.3% at the 1-year level, and with more training, to 50% at the 7-year
level. (Sig. -- .04) Also, 57% of the history and English majors dis-
agreed -- compared to 36% of the geography and social science majors.
(Sig. level -- .03)]

B. In my classroom the dominance of history in the Social Studies program
has ended.

$$No\ response - 24$$

$$\left.\begin{array}{lr}\text{Always} & 3 \\ \text{Often} & 29\end{array}\right]\text{-}32 \qquad \left.\begin{array}{lr}\text{Seldom} & 32 \\ \text{Never} & 12\end{array}\right]\text{-}44$$

[While 37.8% of teachers of grades 7-9 claimed that the dominance of history
had ended in their classrooms, only 35.1% of teachers of 10-12, 30.3% of
teachers of 4-6, and 26.2% of teachers of K-3 were prepared to make such
a claim. (Sig. -- .006)]

21. A. During some of Social Studies class time students _should_ be involved
with people in the community.

$$\left.\begin{array}{lr}\text{Undecided} & 11 \\ \text{No response} & 1\end{array}\right]\text{-}12$$

$$\left.\begin{array}{lr}\text{Agree} & 62 \\ \text{Strongly agree} & 22\end{array}\right]\text{-}84 \qquad \left.\begin{array}{lr}\text{Disagree} & 3 \\ \text{Strongly disagree} & 1\end{array}\right]\text{-}4$$

B. My Social Studies students _are_ involved with people in the community
during some of their class time.

$$No\ response - 8$$

$$\left.\begin{array}{lr}\text{Always} & 1 \\ \text{Often} & 19\end{array}\right]\text{-}20 \qquad \left.\begin{array}{lr}\text{Seldom} & 57 \\ \text{Never} & 15\end{array}\right]\text{-}72$$

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22. A. Every school should have a common statement of objectives for the Social Studies program offered.

<div style="text-align:center">Undecided   12]−23
No response   6</div>

Agree   45]−58   Disagree   15]−79
Strongly agree 13   Strongly disagree 4

B. My school does have a common statement of objectives for the Social Studies program offered.

<div style="text-align:center">No response − 23</div>

Always   8]−36   Seldom 27]−51
Often   18   Never 34

23. A. Objectives of the Social Studies program should be stated in behavioral form.

<div style="text-align:center">Undecided   26]−38
No response   12</div>

Agree   35]−42   Disagree   14]−20
Strongly agree 7   Strongly disagree 6

B. In my classroom objectives of the Social Studies program are stated in behavioral form.

<div style="text-align:center">No response − 24</div>

Always   6]−33   Seldom 30]−43
Often   27   Never 13

24. A. Student attainment in Social Studies should be reported in:

(a) Percentages

<div style="text-align:center">Undecided   10]−26
No response   16</div>

Agree   27]−36   Disagree   16]−38
Strongly agree 9   Strongly disagree 22

(b) Parent-teacher interviews

<div style="text-align:center">Undecided   8]−58
No response   50</div>

Agree   15]−33   Disagree   7]− 9
Strongly agree 18   Strongly disagree 2

<div style="text-align:center">105</div>

(c) Letter grades

Undecided 14]-31
No response 17

Agree 37]-46
Strongly agree 9

Disagree 14]-24
Strongly disagree 10

(d) Written comments

Undecided 6]-13
No response 7

Agree 56]-82
Strongly agree 26

Disagree 4]- 5
Strongly disagree 1

5. In my classroom student attainment in Social Studies is reported in:

(a) Percentages

No response - 15

Always 27]-43
Often 16

Seldom 10]-42
Never 32

(b) Parent-teacher interviews

No response - 14

Always 15]-52
Often 37

Seldom 28]-34
Never 6

(c) Letter grades

No response - 16

Always 22]-42
Often 20

Seldom 14]-42
Never 28

(d) Written comments

No response - 13

Always 26]-64
Often 38

Seldom 15]-23
Never 8

6. A. Each of the following should have responsibility for selecting contro-
versial issues to be dealt with in the classroom:

(a) Teachers

Undecided 2]- 5
No response 3

Agree 59]-93
Strongly agree 34

Disagree 1]- 2
Strongly disagree 1

25. A. (continued)

(b) Parents

Undecided 24]-31
No response 7

Agree 37]-42
Strongly agree 5

Disagree 19]-27
Strongly disagree 8

(c) Students

Undecided 7]-10
No response 3

Agree 62]-85
Strongly agree 23

Disagree 4]- 5
Strongly disagree 1

(d) School Administration

Undecided 19]-27
No response 8

Agree 37]-42
Strongly agree 5

Disagree 20]-31
Strongly disagree 11

(e) School Boards

Undecided 19]-31
No response 12

Agree 25]-28
Strongly agree 3

Disagree 25]-41
Strongly disagree 16

B. Each of the following do have responsibility for selecting controver-
sial issues dealt with in my classroom.

(a) Teacher

No response - 11

Always 31]-77
Often 46

Seldom 9]-12
Never 3

(b) Parents

No response - 14

Always 1]- 7
Often 6

Seldom 25]-79
Never 54

(c) Students

No response - 13

Always 7]-53
Often 46

Seldom 28]-34
Never 6

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. . (Continued)

(f) School administration

No response - 10

Always ⎤
agree 12⎦-10

Seldom 27⎤
Never 41⎦-68

(g) School board

No response - 18

Always ⎤
often 10⎦-13

Seldom 20⎤
Never 49⎦-69

. . In planning program of instruction at the school level, the Home *should* be involved in the determining of:

(a) Program goals and objectives

Undecided 20⎤
No response 8⎦-28

Agree 31⎤
Strongly agree 4⎦-35

Disagree 28⎤
Strongly disagree 9⎦-37

(b) Instructional resources

Undecided 19⎤
No response 9⎦-28

Agree 29⎤
Strongly agree 4⎦-33

Disagree 28⎤
Strongly disagree 11⎦-39

(c) Learning activities

Undecided 19⎤
No response 9⎦-28

Agree 28⎤
Strongly agree 4⎦-32

Disagree 28⎤
Strongly disagree 12⎦-40

5. In planning programs of instruction at the school level, the Home *is* involved in the determining of:

(a) Program goals and objectives

No response - 14

Always 1⎤
Often 4⎦- 5

Seldom 24⎤
Never 57⎦-81

26. B. (continued)

(b) Instructional resources

No response - 13

Always 1 ⎤
Often 8 ⎦- 9

Seldom 26 ⎤
Never 52 ⎦-78

(c) Learning activities

No response - 15

Always 1 ⎤
Often 8 ⎦- 9

Seldom 23 ⎤
Never 53 ⎦-76

27. A. In planning programs of instruction at the school level, the Church __should__ be involved in the determining of:

(a) Program goals and objectives

Undecided 17 ⎤
No response 12 ⎦-29

Agree 16 ⎤
Strongly agree 2 ⎦-18

Disagree 29 ⎤
Strongly disagree 24 ⎦-53

[A full 59.3% of the public school teachers disagreed that the Church should be so involved -- but only 26.9% of the separate school teachers disagreed. (Sig. level -- .0001)]

(b) Instructional resources

Undecided 17 ⎤
No response 12 ⎦-29

Agree 14 ⎤
Strongly agree 2 ⎦-16

Disagree 31 ⎤
Strongly disagree 24 ⎦-55

[As in (a) above, over 59% of the public school teachers disagreed that the Church should be in this activity; only 35.5% of the separate school teachers disagreed. (Sig. level -- .0001)]

(c) Learning activities

Undecided 17 ⎤
No response 15 ⎦-32

Agree 12 ⎤
Strongly agree 1 ⎦-13

Disagree 30 ⎤
Strongly disagree 25 ⎦-55

[Again, public school teachers disagreed at a 60.2% level compared to 36.9% disagreement among separate school teachers. (Sig. level -- .0001)]

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27. B. In planning programs of instruction at the school level, the Church is involved in the determining of:

(a) Program goals and objectives

No response - 14

Always 1]-
Often 3]

Seldom 15]-82
Never 67]

(b) Instructional resources

No response - 15

Always 1]- 4
Often 3]

Seldom 14]-81
Never 67]

(c) Learning activities

No response - 16

Always 1]- 4
Often 3]

Seldom 14]-80
Never 66]

28. A. In planning programs of instruction at the school level, Students should be involved in the determining of:

(a) Program goals and objectives

Undecided 16]-18
No response 2]

Agree 52]-62
Strongly agree 10]

Disagree 16]-20
Strongly disagree 4]

(b) Instructional resources

Undecided 15]-20
No response 5]

Agree 55]-61
Strongly agree 6]

Disagree 15]-19
Strongly disagree 4]

(c) Learning activities

Undecided 11]-13
No response 2]

Agree 62]-76
Strongly agree 14]

Disagree 9]-11
Strongly disagree 2]

B. In planning programs of instruction at the school level, my students are involved in determining:

28.   B.   (continued)

(a)   Program goals and objectives

No response - 13

Always   2 ⎤-27
Often   25 ⎦

Seldom   37 ⎤-60
Never   23 ⎦

(b)   Instructional resources

No response - 13

Always   2 ⎤-31
Often   29 ⎦

Seldom   35 ⎤-56
Never   21 ⎦

(c)   Learning activities

No response - 13

Always   4 ⎤-44
Often   40 ⎦

Seldom   33 ⎤-43
Never   10 ⎦

29.   A.   Each of the following should be a goal of evaluation:

(a)   Improvement of the program

Undecided   2 ⎤- 4
No response   2 ⎦

Agree   56 ⎤-94
Strongly agree 38 ⎦

Disagree   1 ⎤- 2
Strongly disagree   1 ⎦

(b)   Improvement in the allocation of resources

Undecided   8 ⎤-12
No response   4 ⎦

Agree   55 ⎤-86
Strongly agree 31 ⎦

Disagree   1 ⎤- 2
Strongly disagree   1 ⎦

(c)   Improvement of teacher performance

Undecided   5 ⎤- 8
No response   3 ⎦

Agree   54 ⎤-90
Strongly agree 36 ⎦

Disagree   1 ⎤- 2
Strongly disagree   1 ⎦

(d)   Measurement of student achievement

Undecided   4 ⎤- 7
No response   3 ⎦

Agree   55 ⎤-91
Strongly agree 36 ⎦

Disagree   1 ⎤- 2
Strongly disagree   1 ⎦

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29. B. In my classroom, each of the following is a goal of evaluation:

(a) Improvement in the program

No response - 17

Always 19 ⎤
Often   50 ⎦-69

Seldom 12 ⎤
Never   2 ⎦-14

(b) Improvement in the allocation of resources

No response - 19

Always 13 ⎤
Often   19 ⎦-52

Seldom 23 ⎤
Never   6 ⎦-29

(c) Improvement of teacher performance

No response - 17

Always 18 ⎤
Often   49 ⎦-67

Seldom 12 ⎤
Never   4 ⎦-16

(d) Measurement of student achievement

No response - 16

Always 32 ⎤
Often   45 ⎦-77

Seldom 6 ⎤
Never   1 ⎦- 7

30. A. A record should be kept of the problems studied by each student during the 1/3 unstructured time.

Undecided   16 ⎤
No response   9 ⎦-25

Agree   46 ⎤
Strongly agree 19 ⎦-65

Disagree   6 ⎤
Strongly disagree 4 ⎦-10

B. In my classroom, a record is kept of the problems studied by each student during the 1/3 unstructured time.

No response - 19

Always 17 ⎤
Often   24 ⎦-41

Seldom 20 ⎤
Never   20 ⎦-40

31. A. Students and teachers should jointly plan the use of the 1/3 unstructured Social Studies time.

Undecided   11 ⎤
No response   6 ⎦-17

Agree   52 ⎤
Strongly agree 24 ⎦-76

Disagree   6 ⎤
Strongly disagree 1 ⎦- 7

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31. B.   My students and I do jointly plan the use of the 1/3 unstructured Social Studies time.

No response - 17

Always 14 ⎤-48
Often   34 ⎦

Seldom 25 ⎤-35
Never   10 ⎦

[The higher the level of instruction, the more teachers indicated they involved students in joint planning: 53.1% at the 10-12 level; 53.9% at the 7-9 level; 51.1% at the 4-6 level; and 32.1% at the K-3 level. (Sig. level -- .0001)]

> In Section IV of the questionnaire we asked teachers to assess the usefulness and availability of certain resources.

32. In planning Social Studies units, I have found helpful:

(a) Sample Units in Experiences in Decision Making

No response - 4

Always   7 ⎤-43
Often   36 ⎦

Seldom 33 ⎤-53
Never   20 ⎦

[Only 26.2% of the respondents with 1 year's experience viewed these sample units as useful. This proportion increased to 32.9% among teachers with 2-3 years' experience, to 38% among those with 4-7 years, to 44.6% among those with 7-10 years, and to 49.2% among those with 11-15 years. (Sig. -- .04) Also, the units were viewed as helpful by 61.4% of primary teachers, by 48% of elementary teachers, by 38.3% of junior high school teachers, and by 22.1% of senior high school teachers. (Sig. -- .0001)]

(b) Consultants

No response - 3

Always   5 ⎤-28
Often   23 ⎦

Seldom 45 ⎤-69
Never   24 ⎦

[Only 13.1% of the senior high respondents viewed consultants as helpful -- compared to about 30% among other teachers. (Sig. -- .0001) Also, consultants were viewed as helpful by only 19.2% of teachers in small cities, by 23% of those in rural areas, by 26.1% of those in Calgary, and by 35.4% of those in Edmonton. (Sig. -- .0001)]

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32. (continued)

(c) Other teachers

No response - 2

Always 18 ⎤−80
Often 62 ⎦

Seldom 15 ⎤−18
Never 3 ⎦

(d) Sample units by teachers

No response - 2

Always 12 ⎤−66
Often 54 ⎦

Seldom 26 ⎤−32
Never 6 ⎦

[These units were claimed useful by 71.9% of primary teachers, by 69.9% of junior high teachers, by 67.5% of the elementary teachers, and 60.6% of the senior high teachers. (Sig. -- .0001)]

(e) Workshops, institutes, conventions

No response - 2

Always 10 ⎤−49
Often 39 ⎦

Seldom 39 ⎤−49
Never 10 ⎦

(f) Commercial curriculum projects

No response - 4

Always 5 ⎤−26
Often 21 ⎦

Seldom 39 ⎤−70
Never 31 ⎦

(g) Correspondence School Branch Social Studies

No response - 5

Always 1 ⎤−11
Often 10 ⎦

Seldom 27 ⎤−84
Never 57 ⎦

33. I find the following resources available for a values oriented Social Studies program:

(a) Audio tapes and records

No response - 3

Always 11 ⎤−50
Often 39 ⎦

Seldom 36 ⎤−47
Never 10 ⎦

(b) Films and film strips

No response - 3

Always 17 ⎤−71
Often 54 ⎦

Seldom 23 ⎤−26
Never 3 ⎦

33. (continued)

(c) Newspapers and periodicals

No response - 3

Always 18 ⎤ -68
Often 50 ⎦

Seldom 23 ⎤ -29
Never 6 ⎦

(d) Commercial Social Studies resources (texts, projects, simulations)

No response - 4

Always 13 ⎤ -64
Often 51 ⎦

Seldom 28 ⎤ -32
Never 4 ⎦

(e) Teacher prepared unit/resources

No response - 2

Always 13 ⎤ -61
Often 48 ⎦

Seldom 30 ⎤ -37
Never 7 ⎦

(f) Television programs

No response - 4

Always 6 ⎤ -36
Often 30 ⎦

Seldom 45 ⎤ -60
Never 15 ⎦

In Section V we questioned teachers' familiarity with and ratings of certain materials.

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34. Are you familiar with

(a) Experiences in Decision Making (Elementary Handbook)

Yes: 63 No: 34

(b) Responding to Change (Secondary Handbook)

Yes: 39 No: 54

(c) Program of Studies (Elementary)

Yes: 65 No: 30

(d) Program of Studies (Junior High)

Yes: 46 No: 46

(e) Program of Studies (Senior High)

Yes: 36 No: 54

34. (continued)

[Not surprisingly, differences in responses to this set of questions were related to level of instruction. (Sig. -- .0) It is interesting to note that in all cases, except one, _more_ teachers than might be expected, on the basis of the level-of-instruction distribution of the sample, are familiar with the various documents. That one exception is Responding to Change; though 46% of the respondents were secondary teachers, only 30% claimed to be familiar with the document.]

35. Please indicate your rating of Responding to Change and Experiences in Decision Making on the 6-point scale as indicated.

Positive	6	5	4	3	2	1	Negative
Useful for teaching	2	13	29	17	8	5	Useless for teaching
Easy to understand	5	20	26	16	5	3	Difficult to understand
Available	43	14	10	5	2	4	Not available
Well organized	5	18	32	12	5	2	Poorly organized
Ideas clearly stated	3	15	26	16	9	5	Ideas vaguely stated
Of value to me	2	13	25	16	12	7	Worthless to me

[Though well over 90% of our respondents claimed to be familiar with these documents, 25% did not respond to this question. Those who did appeared to be neither strongly negative nor strongly enthusiastic.]

36. Please indicate your rating of the Program of Studies related to your teaching level.

Positive	6	5	4	3	2	1	Negative
Useful for teaching	3	16	30	15	10	6	Useless for teaching
Easy to understand	8	27	26	12	5	3	Difficult to understand
Available	46	18	10	3	2	2	Unavailable
Well organized	7	22	31	14	4	2	Poorly organized
Ideas clearly stated	5	18	28	17	9	5	Ideas vaguely stated
Useful to me	4	15	27	17	10	7	Worthless to me

[Again, 19% of our respondents did not answer the question.]

37. For my classroom activities, the resources recommended by the Curriculum Branch are

Positive	6	5	4	3	2	1	Negative
Available to me	10	19	20	18	11	5	Unavailable to me
Appropriate for class	3	17	38	21	8	3	Inappropriate for class
Used in classes	4	19	25	18	14	9	Not used in classes

[Between 10 and 15% of the respondents did not answer various portions of
this question. And the responses of those who did differed significantly
on the matter of availability according both to level of instruction and
place of residence. The higher the grade level, the more available re-
sources were perceived to be. (Sig. level -- .0003) And urban teachers
perceived resources to be more available than did rural teachers.
(Sig. level -- .043)]

> In Section VI, we asked two open-ended questions -- one having
> to do with the use of the 1/3 unstructured time and the other with
> teachers' use of periodicals and their views on the usefulness of
> these periodicals.

38. What topics have you and your class studied during the 1/3 unstructured
Social Studies during 1974-75?

1. The most popular topic is Current Events -- including both Canadian
    and international issues.

2. In urban centres, local government issues receive a great deal of
    attention and students are encouraged to attend council meetings and
    examine differing points of view.

3. At the elementary level, the 1/3 unstructured time appears to focus
    on annual festivities (e.g. Christmas, Halloween), and on the cultural
    lifestyles of such nations as Norway, Japan, and the legends of
    Eskimos and Indians, and Ancient Civilizations.

4. A number of teachers use the 1/3 unstructured time to develop and en-
    courage discussion and debating skills.

5. Simulation games are used to add to the student's perspective, par-
    ticularly at the junior and senior high school level.

6. Outdoor education, with an emphasis upon environmental and geographic
    skills, is pursued in some of the Province's classrooms.

34. List the professional periodicals related to Social Studies that you find useful.

Half of the teachers failed to respond to this question. A number of the teachers who did complete the question appear to have misinterpreted the term "professional periodical"; such teachers listed Time, Readers Digest, Macleans, National Geographic, etc. as their professional magazine subscription. Some responses were "Haven't seen any recommended lists", "Unknown", "None available" -- which would suggest that teachers require guidance concerning professional periodicals and that school libraries fail to purchase such periodicals for professional development.

The most popular Social Studies journal is One World, which is published by the Social Studies Council of the Alberta Teachers' Association (this publication is made available to all teacher members of the Social Studies Council). The Instructor and The Teacher were popular among teachers at the elementary level. A number of teachers also subscribe to The Grade Teacher and Social Education.

In Section VII, we asked questions about the implementation of the new program and teachers' views with respect to the helpfulness of various agencies and activities.

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40. Which of the following were helpful to you in becoming familiar with the philosophy, the goals, and the objectives of the new program?

(a) Written materials from the Department of Education

No response - 7

Very helpful   8 ⎤-66
Helpful   58 ⎦

Not helpful   15 ⎤-27
No help received 12 ⎦

(b) ATA-sponsored workshops

No response - 11

Very helpful   8 ⎤-40
Helpful   32 ⎦

Not helpful   15 ⎤-49
No help received 34 ⎦

(c) School or district workshops

No response - 8

Very helpful 14 ⎤-58
Helpful   44 ⎦

Not helpful   13 ⎤-34
No help received 21 ⎦

40. (continued)

   (d) Courses in the Faculty of Education

                          No response - 10

   Very helpful 11 ⎤-35   *Not helpful   19* ⎤-55
   Helpful   24 ⎦   *No help received 36* ⎦

41. Which of the following were helpful to you in becoming familiar with the
    resources and materials of the new program?

   (a) Written materials from the Department of Education

                          No response - 7

   Very helpful 11 ⎤-65   *Not helpful   15* ⎤-58
   Helpful   54 ⎦   *No help received 43* ⎦

   (b) ATA-sponsored workshops

                          No response - 12

   Very helpful 6 ⎤-35   *Not helpful   15* ⎤-55
   Helpful   29 ⎦   *No help received 40* ⎦

   (c) School or district workshops

                          No response - 8

   Very helpful 15 ⎤-58   *Not helpful   13* ⎤-34
   Helpful   43 ⎦   *No help received 21* ⎦

   (d) Courses in the Faculty of Education

                          No response - 12

   Very helpful 6 ⎤-27   *Not helpful   18* ⎤-61
   Helpful   21 ⎦   *No help received 43* ⎦

42. Which of the following were helpful to you in becoming familiar with the
    proposed new teaching strategies for the program?

   (a) Written materials from the Department of Education

                          No response - 8

   Very helpful 7 ⎤-54   *Not helpful   22* ⎤-38
   Helpful   47 ⎦   *No help received 16* ⎦

   (b) ATA-sponsored workshops

                          No response - 14

   Very helpful 6 ⎤-34   *Not helpful   17* ⎤-52
   Helpful   28 ⎦   *No help received 35* ⎦

42. (continued)

(e) School or district workshops

No response - 10

Very helpful 15 ⎤
Helpful   41 ⎦ -54

Not helpful   14 ⎤
No help received 22 ⎦ -36

(f) Courses in the Faculty of Education

No response - 13

Very helpful 16 ⎤
Helpful   21 ⎦ -37

Not helpful   16 ⎤
No help received 40 ⎦ -56

In summary, it should be noted that the Department of Education was viewed by the most teachers as being helpful in all categories: in philosophy, 66% of the respondents; in resources, 64%; and in teaching strategies, 54%.

The local school or district ranked second in all categories: in philosophy, 58%; in resources, 58%; and in teaching strategies, 54%.

The ATA ranked third in all categories: in philosophy, 40%; in resources, 35%; and in teaching strategies, 34%.

The Faculty of Education ranked fourth in all categories: in philosophy, 37%; in resources, 27%; and in teaching strategies, 31%.

However, there were significant differences (at levels ranging from .03 to .0001) in the responses to each of these questions -- according to experience, level of teaching, place of residence, and in some cases separate or public system. These differences might be summarized as follows:

1. Persons who claimed to have received the most help from the Department tended to have at least seven or more years of experience, to teach in the public school system, and to teach grades 10 to 12. Also, however, the Department was viewed as being particularly helpful by teachers of grades 4-6 in the large cities, in the matter of orientation to the new philosophy; by teachers of grades 7-9, in small cities, towns and rural areas, in familiarizing them with the resources; and by primary teachers in the small towns and rural areas, in familiarizing them with teaching strategies.

2. The persons who received the most help in all three categories from their local schools or districts tended to have at least seven years experience, to teach either at the primary or junior high level, to reside in one of the two major cities, and (in matters of philosophy and resources) to teach in the public school system.

3. Persons who received the most assistance from the A.T.A. tended to have at least seven years experience, to teach at the high school level, to reside in small cities, towns and rural areas, and (in matters of philosophy and resources) to teach in the public school system.

4. Persons who received the most help from the Faculties of Education on all matters tended to reside in the small cities and towns and rural areas. Those who received the most help on the philosophy of the new program tended, also, to have less than three years experience and to teach

42. (continued)

at the upper elementary and senior high school levels. Those who received most help regarding <u>resources</u> tended to have more than 15 years experience and to teach at the senior high school level. Those who received the most help on <u>teaching strategies</u> had less than three years experience and taught at the upper elementary and senior high school levels. (All of these tendencies have been summarized from differences which were statistically significant at the <.01 level or greater.)]

43. Who, at the local level, was helpful in initiating the new programs by offering encouragement and advice?

(a) Principal

No response - 14

Very helpful   9 ⎤ -36
Helpful   27 ⎦

Not helpful   15 ⎤ -50
No help received 35 ⎦

(b) Supervisors

No response - 14

Very helpful 12 ⎤ -44
Helpful   32 ⎦

Not helpful   15 ⎤ -42
No help received 27 ⎦

(c) Other teachers

No response - 9

Very helpful 21 ⎤ -73
Helpful   52 ⎦

Not helpful   9 ⎤ -18
No help received 9 ⎦

(d) Teachers' organizations

No response - 14

Very helpful 5 ⎤ -29
Helpful   24 ⎦

Not helpful   22 ⎤ -57
No help received 35 ⎦

[In this case, other teachers were viewed by most teachers (73%) as being helpful, followed by supervisors (44%), principals (36%) and the teachers' organizations (29%).

There were significant differences however: those who viewed other teachers as the most helpful tended to teach grades 7-12, to have between 7 and 10 years experience, and to reside in the cities; those who viewed supervisors as helpful also tended to reside in the cities, but tended to teach at the K-6 level, and to have had more than three years experience; those who viewed principals as helpful also tended to reside in the cities, to teach at the K-6 level, but have had three years or less experience; and those who viewed the local   :hers' organization as most helpful tended to reside in small cities, tc   ind rural areas, to have taught more than 7 years, and to teach at the   -12 level. (All these tendencies have been summarized from difference: :nificant at <.01.)]

44. Who, at the Regional or Provincial level, was helpful?

(a) Department of Education

No response - 14

Very helpful   4 ⎤-38
Helpful   34 ⎦

Not helpful   17 ⎤-48
No help received 31 ⎦

(b) Regional Office

No response - 16

Very helpful   4 ⎤-26
Helpful   22 ⎦

Not helpful   17 ⎤-58
No help received 41 ⎦

(c) Faculty of Education

No response - 14

Very helpful   4 ⎤-21
Helpful   17 ⎦

Not helpful   20 ⎤-65
No help received 45 ⎦

(d) ATA Specialist Council

No response - 14

Very helpful   7 ⎤-32
Helpful   25 ⎦

Not helpful   ∼0 ⎤-54
No help received 39 ⎦

[Again, the Department of Education was perceived as being helpful by the most teachers (38%), followed by the A.T.A. Specialist Council (32%), then the Regional Office (26%) and finally the Faculties of Education (21%). It should be noted, however, that very small proportions of the teachers found any of these agencies to be very helpful.

Those who did find these agencies helpful tended to reside in the small cities, towns and rural areas -- not the large cities. Those who found the Department, the Regional Offices and the Specialist Council helpful tended to have had more than 7 years experience; those who found the Faculties of Education helpful tended to have had less than 3 years experience. Also, the Department tended to have had more impact at the grades 4-6 and 10-12 levels; the Regional Offices at the K-3 level; the Specialist Council at the 7-12 level; and Faculties of Education at the 4-6 level. Finally, the Specialist Council tended to have a greater impact in the separate school system than in the public. (These trends reflect differences at the .05 level or greater.)]

In Section VIII, we asked for information about our respondents.

---

45. Sex   *Male: 50*   *Female: 48*   *No response: 2*

46. Years of University learning:

1 year	4		6-7 years	12
2-3 years	10		More than 7	4
4-5 years	69		No response	1

47. Major:

History	34		English	9
Geography	4		P. Ed.	5
Soc. Science	15		Other	27

48. Years of experience:

1 year	6		7-10 years	19
2-3 years	11		11-15 years	18
4-6 years	22		More than 15	22

49. Position

Teacher	88		Coordinator	1
Dept. Head	2		Other	8

50. Level

K-grade 3	21		Grades 7-9	26
Grades 4-6	31		Grades 10-12	20

51. School System

Separate	19		Public	80

52. Residence

Metropolitan Edmonton	31		Other cities	6
Metropolitan Calgary	18		Towns and rural	44

II. FINDINGS -- THE STUDENT SURVEY

> *In Section I of the Questionnaire, we asked the same three open-ended questions that we asked teachers: (1) What in your view, are the two major* strengths *of the Social Studies program? (2) What are the two major* weaknesses? *What suggestions do you have for improving the program?*

1. The program strengths most frequently cited by students were: *(1) the emphasis upon cultural studies -- including that of Canada; (2) the use of discussion, debate and student envolvement; and (3) the relevance and interesting nature of the material.*

2. The weaknesses cited by some students were somewhat in contradiction with the strengths cited by others: *(1) lack of Canadian content; (2) lack of student involvement in planning classroom activities; (3) inappropriateness of resources; (4) lack of time for in-depth studies of selected topics; and (5) too much emphasis on tests, note-taking and lectures.*

3. Recommendations for improvement included: *(1) more Canadian content; (2) more and better resources appropriate to the various issues; (3) more relevant topics -- such as environmental studies, futuristic studies, international affairs; and (4) more student and parent involvement.*

One student summarized students' opinions somewhat as follows: "It is hard to talk about program strengths and weaknesses -- because it varies from situation to situation. One year you get a good teacher and you think the program is great. But the next year you get a lousy teacher and you think the program is terrible. Whether the program is good or bad depends entirely on the teacher".

4.   In a Social Studies program, emphasis should be upon:

(a)   Knowing what happened to people in the past

Undecided   16⎤-19
No response   3⎦

Agree   49⎤-56   Disagree   19⎤-25
Strongly agree 7⎦   Strongly disagree   6⎦

(b)   Knowing what is happening now

Undecided   4⎤- 6
No response   2⎦

Agree   33⎤-92   Disagree   1⎤- 2
Strongly agree 59⎦   Strongly disagree   1⎦

(c)   Predicting what might happen as a result of people's actions

Undecided   25⎤-30
No response   5⎦

Agree   36⎤-59   Disagree   9⎤-11
Strongly agree 23⎦   Strongly disagree   2⎦

(d)   Deciding what would be best for our society

Undecided   23⎤-29
No response   6⎦

Agree   42⎤-61   Disagree   8⎤-10
Strongly agree 19⎦   Strongly disagree   2⎦

(e)   Deciding what people should do

Undecided   23⎤-34
No response   11⎦

Agree   28⎤-36   Disagree   22⎤-30
Strongly agree 8⎦   Strongly disagree   8⎦

5. The Department of Education should provide a set of society's values that must be taught.

Undecided   22 ⎤
No response   12 ⎦ -34

Agree   13 ⎤   Disagree   23 ⎤
Strongly agree   3 ⎦ -16   Strongly disagree   27 ⎦ -50

6. Human values discussed in the classroom should reflect the concerns of:

(a) Parents

Undecided   19 ⎤
No response   6 ⎦ -25

Agree   37 ⎤   Disagree   23 ⎤
Strongly agree   8 ⎦ -45   Strongly disagree   7 ⎦ -30

[Disagreement with this item tended to be stronger at the senior high level than at the junior. Only 11.5% of the grade 7 students and 23.3% of the grade 8 students disagreed. Beyond this, disagreement increased to 32% at the grade 12 level. (Sig. -- .0001)]

(b) Teacher

Undecided   20 ⎤
No response   5 ⎦ -25

Agree   38 ⎤   Disagree   22 ⎤
Strongly agree   7 ⎦ -45   Strongly disagree   8 ⎦ -30

(c) The student

Undecided   7 ⎤
No response   2 ⎦ - 9

Agree   41 ⎤   Disagree   2 ⎤
Strongly agree   47 ⎦ -88   Strongly disagree   1 ⎦ - 3

(d) The community interest groups (Chamber of Commerce, Home and School, Legion, etc.)

Undecided   25 ⎤
No response   8 ⎦ -33

Agree   33 ⎤   Disagree   18 ⎤
Strongly agree   9 ⎦ -42   Strongly disagree   7 ⎦ -25

6. (continued)

(e) Churches

$$\left.\begin{array}{ll}\textit{Undecided} & 24 \\ \textit{No response} & 11\end{array}\right]-35$$

$$\left.\begin{array}{ll}\textit{Agree} & 18 \\ \textit{Strongly agree} & 5\end{array}\right]-23 \qquad \left.\begin{array}{ll}\textit{Disagree} & 23 \\ \textit{Strongly disagree} & 19\end{array}\right]-42$$

7. Departmental Social Studies final examinations should be required for:

(a) Grade 9 students

$$\left.\begin{array}{ll}\textit{Undecided} & 14 \\ \textit{No response} & 12\end{array}\right]-26$$

$$\left.\begin{array}{ll}\textit{Agree} & 23 \\ \textit{Strongly agree} & 9\end{array}\right]-32 \qquad \left.\begin{array}{ll}\textit{Disagree} & 17 \\ \textit{Strongly disagree} & 25\end{array}\right]-42$$

(b) Grade 12 students

$$\left.\begin{array}{ll}\textit{Undecided} & 16 \\ \textit{No response} & 10\end{array}\right]-26$$

$$\left.\begin{array}{ll}\textit{Agree} & 26 \\ \textit{Strongly agree} & 15\end{array}\right]-41 \qquad \left.\begin{array}{ll}\textit{Disagree} & 14 \\ \textit{Strongly disagree} & 19\end{array}\right]-33$$

[Objections to final examinations tended to differ by grade level and
school system. The lower the grade level the less the disagreement,
from 5.7% disagreement at the grade 7 level to 61.5% disagreement at
the grade 11 level. Curiously, disagreement diminished at the grade
12 level to 46.0%. (Sig. -- .0001)

Also, disagreement from public school students was greater, 42.8%, than
it was from separate school students, 36.0%. (Sig. -- .02)]

8. Canadian content in Social Studies should be increased.

$$\left.\begin{array}{ll}\textit{Undecided} & 16 \\ \textit{No response} & 5\end{array}\right]-21$$

$$\left.\begin{array}{ll}\textit{Agree} & 31 \\ \textit{Strongly agree} & 34\end{array}\right]-65 \qquad \left.\begin{array}{ll}\textit{Disagree} & 9 \\ \textit{Strongly disagree} & 5\end{array}\right]-14$$

---

*In Section III, we presented a further set of assertions about
what ought to be and asked the students to respond in two ways:
first, in terms of whether or not they agreed; and second, in terms
of whether or not the situation prevailed in their classrooms.*

9. A. In Social Studies program, human values _should_ be the major emphasis.

$$\left.\begin{array}{lr}\text{\textit{-ided}} & 23 \\ \text{\textit{No response}} & 5 \end{array}\right]\text{-}28$$

$$\left.\begin{array}{lr}\textit{Agree} & 44 \\ \textit{Strongly agree} & 12 \end{array}\right]\text{-}56 \qquad \left.\begin{array}{lr}\textit{Disagree} & 14 \\ \textit{Strongly disagree} & 2 \end{array}\right]\text{-}16$$

B. In our Social Studies class, the major emphasis _is_ on human values.

No response - 11

$$\left.\begin{array}{lr}\textit{Always} & 7 \\ \textit{Often} & 54 \end{array}\right]\text{-}61 \qquad \left.\begin{array}{lr}\textit{Seldom} & 26 \\ \textit{Never} & 2 \end{array}\right]\text{-}28$$

10. A. The Social Studies program _should_ provide opportunities for students to explore their feelings.

$$\left.\begin{array}{lr}\textit{Undecided} & 13 \\ \textit{No response} & 4 \end{array}\right]\text{-}17$$

$$\left.\begin{array}{lr}\textit{Agree} & 45 \\ \textit{Strongly agree} & 31 \end{array}\right]\text{-}76 \qquad \left.\begin{array}{lr}\textit{Disagree} & 5 \\ \textit{Strongly disagree} & 2 \end{array}\right]\text{-}7$$

B. Our Social Studies program _does_ provide us with an opportunity to explore our own feelings.

No response - 9

$$\left.\begin{array}{lr}\textit{Always} & 12 \\ \textit{Often} & 33 \end{array}\right]\text{-}45 \qquad \left.\begin{array}{lr}\textit{Seldom} & 36 \\ \textit{Never} & 10 \end{array}\right]\text{-}46$$

[Grades 11-12 students perceived the opportunities to explore their feelings to be greater than those perceived by grades 7-10 students. A full 57.6% of the grade 7 students claimed such opportunities occurred seldom or never; only 42% of the grade 12 students made this claim. (Sig. -- .0001)]

11. A. A teacher _should_ be willing to deal with controversial topics in the classroom.

$$\left.\begin{array}{lr}\textit{Undecided} & 5 \\ \textit{No response} & 3 \end{array}\right]\text{-}8$$

$$\left.\begin{array}{lr}\textit{Agree} & 40 \\ \textit{Strongly agree} & 50 \end{array}\right]\text{-}90 \qquad \left.\begin{array}{lr}\textit{Disagree} & 1 \\ \textit{Strongly disagree} & 1 \end{array}\right]\text{-}2$$

B. Our teacher _does_ deal with controversial topics in the classroom.

No response - 10

$$\left.\begin{array}{lr}\textit{Always} & 22 \\ \textit{Often} & 40 \end{array}\right]\text{-}62 \qquad \left.\begin{array}{lr}\textit{Seldom} & 23 \\ \textit{Never} & 5 \end{array}\right]\text{-}28$$

[A full 84.6% of the grade 11 respondents claimed they seldom or never dealt with controversial issues. Only from 20.5% (grade 12) to 29.6% (grade 10) made such a claim. (Sig. -- .0001)]

12. A. Students should study human behavior from many points of view.

$$Undecided \quad 16\Big]-19$$
$$No\ response \quad 3$$

$$Agree \qquad 42\Big]-73$$
$$Strongly\ agree\ 31$$

$$Disagree \qquad 6\Big]-8$$
$$Strongly\ disagree\ 2$$

B. We do study human behavior from many points of view in our classroom.

No response - 10

$$Always \quad 9\Big]-49$$
$$Often \quad 40$$

$$Seldom \quad 33\Big]-41$$
$$Never \qquad 8$$

[While 41.6% of the public school students claimed they seldom or never found the opportunity to study human behavior from many points of view, only 38% of the separate school students made such a claim. (Sig. -- .039)]

13. A. The community should expect to have its policies and leaders challenged in Social Studies classes.

$$Undecided \quad 27\Big]-35$$
$$No\ response \quad 8$$

$$Agree \qquad 31\Big]-53$$
$$Strongly\ agree\ 22$$

$$Disagree \qquad 8\Big]-12$$
$$Strongly\ disagree\ 4$$

B. The policies and leaders of the community are challenged in our Social Studies classes.

No response - 14

$$Always \quad 5\Big]-20$$
$$Often \quad 15$$

$$Seldom \quad 31\Big]-66$$
$$Never \quad 35$$

14. A. In the Social Studies program main emphasis should not be on history.

$$Undecided \quad 15\Big]-19$$
$$No\ response \quad 4$$

$$Agree \qquad 32\Big]-57$$
$$Strongly\ agree\ 25$$

$$Disagree \qquad 15\Big]-24$$
$$Strongly\ disagree\ 9$$

B. In our Social Studies class the main emphasis is not on history.

No response - 12

$$Always \quad 9\Big]-43$$
$$Often \quad 34$$

$$Seldom \quad 33\Big]-45$$
$$Never \quad 12$$

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15. A. During some class time Social Studies students should be involved with people in the community.

$$
\begin{array}{rr}
\textit{Undecided} & 15 \\
\textit{No response} & 5
\end{array}\Big]-20
$$

$$
\begin{array}{rr}
\textit{Agree} & 37 \\
\textit{Strongly agree} & 34
\end{array}\Big]-71
\qquad
\begin{array}{rr}
\textit{Disagree} & 7 \\
\textit{Strongly disagree} & 2
\end{array}\Big]-9
$$

B. During some of our Social Studies class time we are involved with people in the community.

$$
\textit{No response} - 12
$$

$$
\begin{array}{rr}
\textit{Always} & 4 \\
\textit{Often} & 13
\end{array}\Big]-17
\qquad
\begin{array}{rr}
\textit{Seldom} & 24 \\
\textit{Never} & 47
\end{array}\Big]-71
$$

16. A. Student progress in Social Studies should be reported in:

(a) Percentages

$$
\begin{array}{rr}
\textit{Undecided} & 9 \\
\textit{No response} & 5
\end{array}\Big]-14
$$

$$
\begin{array}{rr}
\textit{Agree} & 43 \\
\textit{Strongly agree} & 31
\end{array}\Big]-74
\qquad
\begin{array}{rr}
\textit{Disagree} & 8 \\
\textit{Strongly disagree} & 4
\end{array}\Big]-12
$$

(b) Parent-teacher interviews

$$
\begin{array}{rr}
\textit{Undecided} & 20 \\
\textit{No response} & 12
\end{array}\Big]-32
$$

$$
\begin{array}{rr}
\textit{Agree} & 25 \\
\textit{Strongly agree} & 7
\end{array}\Big]-32
\qquad
\begin{array}{rr}
\textit{Disagree} & 18 \\
\textit{Strongly disagree} & 18
\end{array}\Big]-36
$$

[Disagreement with the idea of parent-teacher interviews ranged from a low of 3.8% among grade 7 students to 57.3% among grade 11 students. (Sig. -- .0001)]

(c) Letter grades

$$
\begin{array}{rr}
\textit{Undecided} & 17 \\
\textit{No response} & 10
\end{array}\Big]-27
$$

$$
\begin{array}{rr}
\textit{Agree} & 26 \\
\textit{Strongly agree} & 11
\end{array}\Big]-37
\qquad
\begin{array}{rr}
\textit{Disagree} & 20 \\
\textit{Strongly disagree} & 16
\end{array}\Big]-36
$$

(d) Written comments

$$
\begin{array}{rr}
\textit{Undecided} & 14 \\
\textit{No response} & 9
\end{array}\Big]-23
$$

$$
\begin{array}{rr}
\textit{Agree} & 38 \\
\textit{Strongly agree} & 22
\end{array}\Big]-60
\qquad
\begin{array}{rr}
\textit{Disagree} & 11 \\
\textit{Strongly disagree} & 6
\end{array}\Big]-17
$$

1f.   A.   (continued)

(e)   Parent-teacher-student interviews

                        Undecided   13]-22
                        No response   9]

Agree   21]-45   Disagree   19]-36
Strongly agree 24]   Strongly disagree 17]

B.   Our progress in Social Studies _is_ reported in:

(a)   Percentages

                        No response - 11

Always 58]-77   Seldom   6]-12
Often 19]   Never   6]

(b)   Parent-teacher interviews

                        No response - 14

Always 9]-37   Seldom 27]-49
Often 28]   Never 22]

[A full 72% of the grade 11 students claimed that parent-teacher interviews
seldom, if ever, occurred. Only 39.3% of the grade 8 students and none of
the grade 7 students made such a claim. (Sig. -- .0001)]

(c)   Letter grades

                        No response - 15

Always 18]-33   Seldom 20]-52
Often 15]   Never 32]

(d)   Written comments

                        No response - 15

Always 15]-39   Seldom 29]-46
Often 24]   Never 17]

(e)   Parent-teacher-student interviews

                        No response - 13

Always 5]-13   Seldom 21]-74
Often   8]   Never 53]

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IV. A. Each of the following should be involved in selecting controversial topics to be studied.

(a) Teachers

                              Undecided   14]-21
                              No response   7]

Agree   44]-68   Disagree   10]-16
Strongly agree 14]   Strongly disagree   6]

(b) Parents

                              Undecided   26]-35
                              No response   9]

Agree   16]-20   Disagree   27]-45
Strongly agree 4]   Strongly disagree 18]

(c) Teachers and students

                              Undecided   7]-10
                              No response   3]

Agree   34]-87   Disagree   2]-3
Strongly agree 53]   Strongly disagree   1]

(d) School administration (principal, etc.)

                              Undecided   18]-27
                              No response   9]

Agree   17]-20   Disagree   29]-53
Strongly agree 3]   Strongly disagree 24]

(e) School boards

                              Undecided   19]-29
                              No response 10]

Agree   14]-19   Disagree   25]-52
Strongly agree 5]   Strongly disagree 27]

B. Each of the following is involved in selecting controversial topics to be studied in our class.

(a) Teachers

                   No response - 13

Always 30]-66   Seldom 14]-21
Often   36]   Never   7]

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17. B. (continued)

(b) Parents

No response - 14

Always 5]- 8
Often 6

Seldom 55]- 78
Never 14

(c) Teachers and students

No response - 11

Always 21]-54
Often 33

Seldom 23]-36
Never 13

[46.7% of the grade 11 students claimed seldom, if ever, to be involved
in selecting controversial issues for study. This proportion decreased
in both directions to 27.3% at the grade 12 level and 11.5% at the grade
7 level. (Sig. -- .0001) Also, while 36.2% of the public school students
claimed seldom or never to be involved, only 30% of the separate school
students so claimed. (Sig. -- .007)]

(d) School administration (principal, etc.)

No response - 14

Always 8]-29
Often 21

Seldom 26]-57
Never 31

(e) School Boards

No response - 15

Always 15]-38
Often 23

Seldom 19]-47
Never 28

18. A. In planning what is studied in Social Studies, parents should be in-
volved in deciding:

(a) Goals

Undecided 17]-28
No response 11

Agree 22]-27
Strongly agree 5

Disagree 22]-45
Strongly disagree 23

(b) Teaching materials (films, books, etc.)

Undecided 14]-25
No response 11

Agree 17]-23
Strongly agree 6

Disagree 27]-52
Strongly disagree 25

18. A. (continued)

(c) Learning activities

Undecided 22]-31
No response 9]

Agree 19]-25   Disagree 22]-44
Strongly agree 6]   Strongly disagree 22]

B. In planning what is studied in Social Studies, parents are involved in deciding:

(a) Goals

No response - 13

Always 2]-13   Seldom 22]-74
Often 11]   Never 52]

(b) Teaching materials (films, books, etc.)

No response - 11

Always 3]-14   Seldom 20]-75
Often 11]   Never 55]

(c) Learning activities

No response - 13

Always 3]-13   Seldom 22]-74
Often 10]   Never 52]

19. A. In planning what is taught in Social Studies, the Church should be involved in deciding:

(a) Goals

Undecided 13]-26
No response 13]

Agree 5]- 7   Disagree 26]-67
Strongly agree 2]   Strongly disagree 41]

(b) Teaching materials (films, books, etc.)

Undecided 13]-27
No response 14]

Agree 6]- 8   Disagree 25]-65
Strongly agree 2]   Strongly disagree 40]

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19. A. (continued)

(c) Learning activities

Undecided 15 ⎤-27
No response 12 ⎦

Agree 6 ⎤- 8   Disagree 25 ⎤-65
Strongly agree 2 ⎦   Strongly disagree 40 ⎦

B. In planning what is taught in our Social Studies class, the Church is involved in deciding:

(a) Goals

No response - 13

Always 1 ⎤- 4   Seldom 14 ⎤-84
Often 3 ⎦   Never 70 ⎦

(b) Teaching materials (films, books, etc.)

No response - 11

Always 1 ⎤- 4   Seldom 16 ⎤-85
Often 3 ⎦   Never 69 ⎦

(c) Learning activities

No response - 12

Always 1 ⎤- 3   Seldom 17 ⎤-85
Often 2 ⎦   Never 68 ⎦

20. A. In planning what is taught in Social Studies, students should be involved in deciding:

(a) Goals

Undecided 5 ⎤-10
No response 5 ⎦

Agree 36 ⎤-87   Disagree 2 ⎤- 3
Strongly agree 51 ⎦   Strongly disagree 1 ⎦

(b) Teaching materials (films, books, etc.)

Undecided 11 ⎤-15
No response 4 ⎦

Agree 35 ⎤-78   Disagree 5 ⎤- 7
Strongly agree 43 ⎦   Strongly disagree 2 ⎦

A. (continued)

( ) ...cular activities

Undecided 7
No response 4] -11

Agree 41
Strongly agree 48] -89   Disagree 1
                                            Strongly disagree 1] - 2

. In planning what is taught in our Social Studies class, students are involved in deciding:

( ) Goals

No response - 11

Always 14
Often 24] -38   Seldom 31
                                            Never 20] -51

(b) Teaching materials (films, books, etc.)

No response - 11

Always 11
Often 20] -31   Seldom 35
                                            Never 23] -58

( ) Learning activities

No response - 10

Always 15
Often 24] -37   Seldom 34
                                            Never 19] -53

[The perceived amount of involvement of students in deciding upon the three above items -- goals, materials, and activities -- was lowest at the grade 11 level, with well over 7.. claiming seldom or never to be involved. It was somewhat higher at the grade 12 level, with 58% claiming to be seldom or never involved. And it increased down the grades from grade 10 to grade 7, where only 30.7% claimed to be seldom or never involved. (Sig. -- .0001)]

A. Social Studies should help students decide on possible solutions to social problems.

Undecided 13
No response 6] -19

Agree 42
Strongly agree 35] -77   Disagree 3
                                            Strongly disagree 1] - 4

21. B. Our Social Studies classes do help us decide on possible solutions to social problems.

<p style="text-align:center;">No response - 14</p>

Always 11 ⎤−52
Often   41 ⎦

Seldom 27 ⎤−34
Never   7 ⎦

[Students at the upper grade levels apparently perceived the Social Studies to be more useful in this regard than did those in the lower grades. Only 20.4% of the grade 12 students claimed the Social Studies seldom or never helped them to decide on solutions to problems. But 42.3% of the grade 7 students and 46.2% of the grade 8 students so claimed. (Sig. -- .0001)]

22. A. Social Studies should help students evaluate their own beliefs, values and attitudes.

Undecided   10 ⎤−14
No response   4 ⎦

Agree   44 ⎤−81
Strongly agree   37 ⎦

Disagree   3 ⎤− 5
Strongly disagree   2 ⎦

B. Our Social Studies classes do help us evaluate our own beliefs, values and attitudes.

<p style="text-align:center;">No response - 12</p>

Always 12 ⎤−51
Often 39 ⎦

Seldom 29 ⎤−37
Never   8 ⎦

[Again, the value assigned to the Social Studies increased by grade. A full 46.2% of the grade 7 students claimed the Social Studies seldom or never helped them to evaluate their beliefs. But this proportion decreased to 28.4% at the grade 12 level. (Sig. -- .0001)]

23. A. Social Studies should give students opportunities to act upon the choices and decisions that they make as a result of their studies.

Undecided   15 ⎤−20
No response   5 ⎦

Agree   43 ⎤−77
Strongly agree   34 ⎦

Disagree   2 ⎤− 3
Strongly disagree   1 ⎦

B. Our Social Studies does give us the opportunity to act upon the choices and decisions we may make as a result of our studies.

<p style="text-align:center;">No response - 13</p>

Always 9 ⎤−37
Often 28 ⎦

Seldom 35 ⎤−50
Never 15 ⎦

[Respondents differed on this issue by school system. Only 41% of the separate school students claimed they were seldom or never given the opportunity to act. But 51.4% of the public school students so claimed. (Sig. -- .015)]

24. A. Social Studies should cause students to change their actions in daily life.

$$Undecided \quad 25 \big]-33$$
No response 8

Agree   15]-22   Disagree   26]-45
Strongly agree 7   Strongly disagree 19

B. Our Social Studies does give us cause to change our actions in daily life.

No response - 17

Always   3]-13   Seldom 34]-70
Often   10   Never 36

In Section IV, we asked students to indicate what topics he or she had studied during the 1/3 unstructured time and to give us some information about themselves.

---

25. Unstructured Time.

Approximately 25% of the students did not respond to this question. Some others indicated there is no such thing as unstructured time.

The following were listed by those who responded: *(1) discipline studies -- in history, geography, and economics; (2) urbanization and associated problems -- crime, poverty and transportation; (3) studies of particular areas -- Africa, Asia, Latin America; (4) Canadian and inter-national current events; and (5) debating -- on such topics as the future, government, and so on.*

26. Sex.

No response - 1

Male 46   Female 53

27. Grades.

No response - 1

VII   5]   X 15]
VIII 21]-53   XI 14]-46
IX   27]   XII 17]

27. School System.

No response - 1

Public 80   Separate 19

28. Residence.

Edmonton 24 ⎤-49   Other Cities   5 ⎤-51
Calgary   25 ⎦   Towns & Rural areas 46 ⎦

III. FINDINGS -- THE PARENT SURVEY[*]

> In Section I, we asked the same three open-ended questions that
> we had previously asked teachers and students: (1) What in your view
> are the two major strengths of the Social Studies program? (2) What
> are the two major weaknesses? and (3) What suggestions do you have
> for improvement?

The vast majority of the responses indicated that parents did not
know enough about the Social Studies to respond to this question -- or others.
However, some tried.

1. The strengths perceived by parents included: *(1) the emphasis upon
the disciplines of history and geography; (2) the orientation toward cultural
studies, valuing processes and the future; and (3) the relevance of the program
to the needs of today's students.*

2. The weaknesses cited were: *(1) a lack of Canadian content -- history,
geography and political science; (2) a lack of resources -- including prescribed
textbooks; (3) a lack of in-depth study of any issue; and (4) the emphasis upon
personal values, to the exclusion of social values.*

3. Recommendations for improvement included: *(1) that parents be helped
to know and understand the program; (2) more community involvement in the Social
Studies; (3) more Canadian content; and (4) more emphasis upon the processes of
change.*

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[*] It will be recalled that our parent sample totaled only 306. Also, it will be
noted that between 40 and 60% of the parents claimed insufficient knowledge to
answer many questions. Hence, it became meaningless to run cross-tabs or tests
of significance.

> *In Section II, we confronted the parents with a number of asser-*
> *tions, "ought to" statements about the Social Studies, and asked them*
> *to agree or disagree.*

4. In a Social Studies program, emphasis should be placed on:

(a) Knowing what happened to people in the past

$$\left.\begin{array}{lr} \textit{Undecided} & 4 \\ \textit{No response} & 5 \end{array}\right]- 9$$

$$\left.\begin{array}{lr} \textit{Agree} & 65 \\ \textit{Strongly agree} & 14 \end{array}\right]-79 \qquad \left.\begin{array}{lr} \textit{Disagree} & 10 \\ \textit{Strongly disagree} & 2 \end{array}\right]-12$$

(b) Knowing the current happenings in society and cultures

$$\left.\begin{array}{lr} \textit{Undecided} & 3 \\ \textit{No response} & 4 \end{array}\right]- 7$$

$$\left.\begin{array}{lr} \textit{Agree} & 40 \\ \textit{Strongly agree} & 52 \end{array}\right]-92 \qquad \left.\begin{array}{lr} \textit{Disagree} & 1 \\ \textit{Strongly disagree} & 0 \end{array}\right]- 1$$

(c) Knowing what might happen as a result of people's actions

$$\left.\begin{array}{lr} \textit{Undecided} & 11 \\ \textit{No response} & 6 \end{array}\right]-17$$

$$\left.\begin{array}{lr} \textit{Agree} & 48 \\ \textit{Strongly agree} & 31 \end{array}\right]-79 \qquad \left.\begin{array}{lr} \textit{Disagree} & 4 \\ \textit{Strongly disagree} & 0 \end{array}\right]- 4$$

(d) Deciding what would be best for our society

$$\left.\begin{array}{lr} \textit{Undecided} & 18 \\ \textit{No response} & 7 \end{array}\right]-25$$

$$\left.\begin{array}{lr} \textit{Agree} & 39 \\ \textit{Strongly agree} & 16 \end{array}\right]-55 \qquad \left.\begin{array}{lr} \textit{Disagree} & 16 \\ \textit{Strongly disagree} & 4 \end{array}\right]-20$$

(e) Deciding what people should do

$$\left.\begin{array}{lr} \textit{Undecided} & 17 \\ \textit{No response} & 14 \end{array}\right]-31$$

$$\left.\begin{array}{lr} \textit{Agree} & 32 \\ \textit{Strongly agree} & 8 \end{array}\right]-40 \qquad \left.\begin{array}{lr} \textit{Disagree} & 20 \\ \textit{Strongly disagree} & 9 \end{array}\right]-29$$

5. The Alberta Department of Education should provide a set of society's values that must be taught.

               Undecided   21 ⎤
               No response 8 ⎦ -29

Agree   27 ⎤   Disagree   19 ⎤
Strongly agree 11 ⎦ -38   Strongly disagree 14 ⎦ -33

6. In local program development the Alberta Department of Education curriculum guides should be used as the basis of the program development.

               Undecided   16 ⎤
               No response 9 ⎦ -25

Agree   54 ⎤   Disagree   9 ⎤
Strongly agree 9 ⎦ -63   Strongly disagree 3 ⎦ -12

7. Translating the curriculum into units of study should be the responsibility of teachers at the local level.

               Undecided   13 ⎤
               No response 6 ⎦ -19

Agree   49 ⎤   Disagree   12 ⎤
Strongly agree 17 ⎦ -66   Strongly disagree 3 ⎦ -15

8. Human values discussed in the classroom should reflect the concerns of:

  (a) Parents

               Undecided   10 ⎤
               No response 9 ⎦ -19

  Agree   51 ⎤   Disagree   6 ⎤
  Strongly agree 22 ⎦ -73   Strongly disagree 2 ⎦ - 8

  (b) Teachers

               Undecided   9 ⎤
               No response 10 ⎦ -19

  Agree   51 ⎤   Disagree   9 ⎤
  Strongly agree 15 ⎦ -66   Strongly disagree 6 ⎦ -15

  (c) Students

               Undecided   6 ⎤
               No response 6 ⎦ -12

  Agree   54 ⎤   Disagree   2 ⎤
  Strongly agree 31 ⎦ -85   Strongly disagree 1 ⎦ - 3

8. (continued)

(d) Community interest groups

Undecided   21⎤
No response 13⎦-34

Agree   39⎤-50
Strongly agree 11⎦

Disagree   11⎤-16
Strongly disagree   5⎦

(e) Churches

Undecided   17⎤
No response 14⎦-31

Agree   34⎤-47
Strongly agree 13⎦

Disagree   14⎤-22
Strongly disagree   8⎦

9. A Social Studies textbook should be prescribed by the Department of Education for each grade.

Undecided   15⎤
No response   6⎦-21

Agree   40⎤-62
Strongly agree 22⎦

Disagree   9⎤-17
Strongly disagree   8⎦

10. The Social Studies program should not be fragmented into separate disciplines such as history, geography, etc.

Undecided   15⎤
No response   7⎦-22

Agree   27⎤-42
Strongly agree 15⎦

Disagree   24⎤-36
Strongly disagree 12⎦

11. Departmental Social Studies examinations should be required for:

(a) Grade 9 students

Undecided   18⎤
No response 11⎦-29

Agree   20⎤-32
Strongly agree 12⎦

Disagree   25⎤-39
Strongly disagree 14⎦

(b) Grade 12 students

Undecided   14⎤
No response 11⎦-25

Agree   26⎤-42
Strongly agree 16⎦

Disagree   21⎤-33
Strongly disagree 12⎦

12. Canadian content in Social Studies programs should be increased.

Undecided	8	-14
No response	6	

| Agree | 31 | -79 | Disagree | 6 | - 7 |
| Strongly agree | 48 | | Strongly disagree | 1 | |

14. In the Social Studies program the main emphasis should <u>not</u> be on history.

| Undecided | 9 | -14 |
| No response | 5 | |

| Agree | 48 | -68 | Disagree | 12 | -18 |
| Strongly agree | 20 | | Strongly disagree | 6 | |

18. Parents are generally familiar with the Social Studies program taught in the schools.

| Undecided | 6 | -16 |
| No response | 10 | |

| Agree | 10 | -11 | Disagree | 43 | -73 |
| Strongly agree | 1 | | Strongly disagree | 30 | |

15. In order to meet future life situations, the Social Studies program should equip students with abilities to cope with conflict and uncertainty.

| Undecided | 8 | -14 |
| No response | 6 | |

| Agree | 45 | -78 | Disagree | 7 | - 8 |
| Strongly agree | 33 | | Strongly disagree | 1 | |

> *In Section III, we presented a further set of assertions or statements of principle and asked parents to respond, not only by agreeing or disagreeing with the various principles, but also by indicating whether or not they perceived these principles to be operative in their children's classrooms.*

16. A. In the Alberta Social Studies program human values <u>should</u> be the major emphasis.

| Undecided | 17 | -24 |
| No response | 7 | |

| Agree | 39 | -59 | Disagree | 14 | -17 |
| Strongly agree | 20 | | Strongly disagree | 3 | |

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16. B.   In my child's classroom, the major emphasis in the Social Studies _is_ on human values.

No response - 41

Always   5⎤
Often   33⎦-38

Seldom 20⎤
Never   1⎦-21

17. A.   The Social Studies program _should_ provide opportunities for students to explore their own feelings.

Undecided   10⎤
No response   6⎦-16

Agree   53⎤
Strongly agree 22⎦-75

Disagree   7⎤
Strongly disagree   2⎦- 9

B.   The Social Studies program _does_ provide an opportunity for my child to explore his own feelings in the classroom.

No response - 39

Always   7⎤
Often   29⎦-36

Seldom 21⎤
Never   4⎦-25

18. A.   A teacher _should_ be willing to deal with controversial topics in the classroom.

Undecided   4⎤
No response   2⎦- 6

Agree   50⎤
Strongly agree 39⎦-89

Disagree   3⎤
Strongly disagree   2⎦- 5

B.   The teacher _is_ willing to deal with controversial topics in my child's classroom.

No response - 40

Always 15⎤
Often   28⎦-43

Seldom 13⎤
Never   4⎦-17

19. A.   Students _should_ study human behavior from many points of view.

Undecided   3⎤
No response   3⎦- 6

Agree   59⎤
Strongly agree 33⎦-92

Disagree   1⎤
Strongly disagree   1⎦- 2

19. B. My child does study human behavior from many points of view in the classroom.

No response - 40

Always [?]
Often 31]-41

Seldom 16]-19
Never 3

20. A. Society should expect to have its policies and leaders challenged in Social Studies classes.

Undecided 13]-17
No response 4

Agree 49]-76
Strongly agree 27

Disagree 5]- 7
Strongly disagree 2

B. Societies policies and leaders are challenged in my child's Social Studies class.

No response - 44

Always 5]-29
Often 24

Seldom 19]-27
Never 8

21. A. During some Social Studies class time, students should be involved with people in the community.

Undecided 11]-14
No response 3

Agree 53]-79
Strongly agree 26

Disagree 5]- 7
Strongly disagree 2

B. During some Social Studies class time, my child is involved with people in the community.

No response - 43

Always 2]-18
Often 16

Seldom 22]-39
Never 17

22. A. Every school should have a common statement of purposes in Social Studies programs offered.

Undecided 13]-23
No response 10

Agree 56]-72
Strongly agree 16

Disagree 4]- 5
Strongly disagree 1

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22. B. My child's school does have a common statement of purposes in the Social Studies program offered.

No response - 58

Always   8⎤
Often   17⎦-25

Seldom 11⎤
Never   6⎦-17

23. A. Students' progress in Social Studies should be reported in:

(a) Percentages

Undecided   9⎤
No response 17⎦-26

Agree   32⎤
Strongly agree 21⎦-60

Disagree   8⎤
Strongly disagree   6⎦-14

(b) Parent-teacher interviews

Undecided   11⎤
No response 21⎦-32

Agree   46⎤
Strongly agree 14⎦-60

Disagree   4⎤
Strongly disagree   4⎦- 8

(c) Letter grades

Undecided   12⎤
No response 32⎦-44

Agree   22⎤
Strongly agree 6⎦-28

Disagree   21⎤
Strongly disagree   7⎦-28

(d) Written comments

Undecided   7⎤
No response 18⎦-25

Agree   50⎤
Strongly agree 16⎦-66

Disagree   7⎤
Strongly disagree   2⎦- 9

(e) Parent-teacher-student interviews

Undecided   17⎤
No response 25⎦-42

Agree   24⎤
Strongly agree 16⎦-40

Disagree   13⎤
Strongly disagree   5⎦-18

23. B. My child's progress in Social Studies *is* reported in:

(a) Percentages

No response - 46

Always 29⎤
Often   10⎦-39

Seldom 4⎤
Never 11⎦-15

(b) Parent-teacher interviews

No response - 49

Always 13⎤
Often 19⎦-32

Seldom 13⎤
Never   6⎦-19

(c) Letter grades

No response - 52

Always 14⎤
Often 12⎦-26

Seldom 8⎤
Never 14⎦-22

(d) Written comments

No response - 47

Always 13⎤
Often 24⎦-37

Seldom 11⎤
Never   5⎦-16

(e) Parent-teacher-student interviews

No response - 50

Always 4⎤
Often   8⎦-12

Seldom 11⎤
Never 27⎦-38

24. A. Each of the following *should* be involved in selecting controversial topics to be studied in the classroom.

(a) Teachers

Undecided   6⎤
No response 15⎦-21

Agree   51⎤
Strongly agree 20⎦-71

Disagree   5⎤
Strongly disagree   3⎦- 8

(b) Parents

Undecided   25⎤
No response 19⎦-44

Agree   26⎤
Strongly agree 10⎦-36

Disagree   14⎤
Strongly disagree   6⎦-20

24. A. (continued)

(c) Teachers and students

Undecided 6 ⎤
No response 9 ⎦ -15

Agree 50 ⎤ -81   Disagree 3 ⎤ - 4
Strongly agree 31 ⎦   Strongly disagree 1 ⎦

(d) School Administration (principal, etc.)

Undecided 16 ⎤
No response 17 ⎦ -33

Agree 39 ⎤ -49   Disagree 12 ⎤ -18
Strongly agree 10 ⎦   Strongly disagree 6 ⎦

(e) School Boards

Undecided 15 ⎤
No response 25 ⎦ -40

Agree 25 ⎤ -32   Disagree 19 ⎤ -28
Strongly agree 7 ⎦   Strongly disagree 9 ⎦

24. B. Each of the following is involved in selecting controversial topics for my child's Social Studies class:

(a) Teacher

No response - 55

Always 22 ⎤ -37   Seldom 6 ⎤ - 8
Often 15 ⎦   Never 2 ⎦

(b) Parents

No response - 57

Always 2 ⎤ - 8   Seldom 11 ⎤ -35
Often 6 ⎦   Never 24 ⎦

(c) Teachers and students

No response - 54

Always 11 ⎤ -29   Seldom 13 ⎤ -17
Often 18 ⎦   Never 4 ⎦

(d) School Administration (principal, etc.)

No response - 61

Always 7 ⎤ -19   Seldom 12 ⎤ -20
Often 12 ⎦   Never 8 ⎦

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24. B. (continued)

(e) School Boards

No response - 63

Always	6 ⌉-14	Seldom	10 ⌉-23
Often	8 ⌋	Never	13 ⌋

25. A. In planning what is taught in Social Studies, the Church **should** be involved in deciding:

(a) Goals

Undecided 12 ⌉-30
No response 18 ⌋

Agree	18 ⌉-26	Disagree	27 ⌉-44
Strongly agree	8 ⌋	Strongly disagree	17 ⌋

(b) Teaching materials

Undecided 14 ⌉-35
No response 21 ⌋

Agree	15 ⌉-22	Disagree	27 ⌉-43
Strongly agree	7 ⌋	Strongly disagree	16 ⌋

(c) Learning activities

Undecided 16 ⌉-38
No response 22 ⌋

Agree	14 ⌉-19	Disagree	25 ⌉-43
Strongly agree	5 ⌋	Strongly disagree	18 ⌋

B. In planning what is taught in Social Studies, the Church **is** involved in deciding:

(a) Goals

No response - 55

Always	2 ⌉- 6	Seldom	7 ⌉-39
Often	4 ⌋	Never	32 ⌋

(b) Teaching materials

No response - 55

Always	3 ⌉- 7	Seldom	7 ⌉-38
Often	4 ⌋	Never	31 ⌋

25.   B.   (continued)

(c)   Learning activities

No response – 56

Always   3 ⌉– 7
Often   4 ⌋

Seldom   7 ⌉–37
Never   30 ⌋

26.   A.   In planning what is taught in Social Studies, Students <u>should</u> be
involved in deciding:

(a)   Goals

Undecided   12 ⌉–25
No response   13 ⌋

Agree   41 ⌉–57
Strongly agree 16 ⌋

Disagree   13 ⌉–18
Strongly disagree   5 ⌋

(b)   Teaching materials

Undecided   15 ⌉–30
No response   15 ⌋

Agree   38 ⌉–45
Strongly agree 7 ⌋

Disagree   19 ⌉–25
Strongly disagree   6 ⌋

(c)   Learning activities

Undecided   12 ⌉–25
No response   13 ⌋

Agree   47 ⌉–60
Strongly agree 13 ⌋

Disagree   11 ⌉–15
Strongly disagree   4 ⌋

26.   B.   In planning what is taught in Social Studies, Students <u>are</u> involved
in deciding:

(a)   Goals

No response – 54

Always   7 ⌉–18
Often   11 ⌋

Seldom 16 ⌉–28
Never   12 ⌋

(b)   Teaching materials

No response – 55

Always   3 ⌉–13
Often   10 ⌋

Seldom 18 ⌉–32
Never   14 ⌋

26. B. (continued)

(c) Learning activities

No response - 54

Always 6 ⎤
Often   13 ⎦ -19

Seldom 15 ⎤
Never   12 ⎦ -27

27. A.   In planning what is taught in the Social Studies, Parents should be involved in deciding:

(a) Goals

Undecided   16 ⎤
No response 14 ⎦ -30

Agree   36 ⎤
Strongly agree 9 ⎦ -45

Disagree   21 ⎤
Strongly disagree   4 ⎦ -25

(b) Teaching materials

Undecided   19 ⎤
No response 19 ⎦ -38

Agree   25 ⎤
Strongly agree 5 ⎦ -30

Disagree   26 ⎤
Strongly disagree   6 ⎦ -32

(c) Learning activities

Undecided   20 ⎤
No response 18 ⎦ -38

Agree   30 ⎤
Strongly agree 5 ⎦ -35

Disagree   23 ⎤
Strongly disagree   4 ⎦ -27

B.   In planning what is taught in the Social Studies, Parents are involved in deciding:

(a) Goals

No response - 54

Always 2 ⎤
Often   7 ⎦ - 9

Seldom 14 ⎤
Never   23 ⎦ -37

(b) Teaching materials

No response - 55

Always 1 ⎤
Often   5 ⎦ - 6

Seldom 16 ⎤
Never   23 ⎦ -39

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27. B. (continued)

(c) Learning activities

No response - 54

Always   0 ⎤ - 8   Seldom 15 ⎤ -38
Often   8 ⎦   Never   23 ⎦

28. A. Parents should be kept informed about the Social Studies programs by:

(a) The Department of Education

Undecided   16 ⎤ -45
No response   29 ⎦

Agree   22 ⎤ -31   Disagree   20 ⎤ -24
Strongly agree   9 ⎦   Strongly disagree   4 ⎦

(b) The School

Undecided   5 ⎤ -15
No response   10 ⎦

Agree   52 ⎤ -82   Disagree   3 ⎤ - 3
Strongly agree   30 ⎦   Strongly disagree   0 ⎦

(c) Home and School Association

Undecided   16 ⎤ -49
No response   33 ⎦

Agree   23 ⎤ -28   Disagree   19 ⎤ -23
Strongly agree   5 ⎦   Strongly disagree   4 ⎦

(d) The School Board

Undecided   17 ⎤ -48
No response   31 ⎦

Agree   18 ⎤ -23   Disagree   24 ⎤ -29
Strongly agree   5 ⎦   Strongly disagree   5 ⎦

B. Parents are kept informed about the Social Studies programs by:

(a) The Department of Education

No response - 60

Always   3 ⎤ - 8   Seldom 10 ⎤ -32
Often   5 ⎦   Never   22 ⎦

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28. B. (continued)

(b) The School

No response - 56

Always 11⎤-22
Often   11⎦

Seldom 13⎤-22
Never   9⎦

(c) Home and School Association

No response - 61

Always   1⎤- 7
Often   6⎦

Seldom 11⎤-32
Never   21⎦

(d) The School Board

No response - 61

Always   2⎤- 6
Often   4⎦

Seldom 10⎤-33
Never   23⎦

29. A. Schools should hold sessions which acquaint parents with the Social
Studies program.

Undecided   14⎤-29
No response 15⎦

Agree   39⎤-67
Strongly agree 28⎦

Disagree   4⎤- 4
Strongly disagree 0⎦

B. Schools do hold sessions which acquaint parents with the Social Studies
program.

No response - 57

Always   5⎤- 9
Often   4⎦

Seldom 16⎤-34
Never   18⎦

In Section IV, we asked parents for some information about
themselves and their children.

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30. Grade level of child.

No response - 7

Elementary - 24

Junior High 37⎤-69
Senior High 32⎦

31. Participation in school affairs.

None/No response - 53

Home and School 15]-23
Sporting Events 8

Kindergarten 4]-24
Other 20

32. Sex.

No response - 9

Male 26

Female 65

33. Residence.

Metropolitan Edmonton 32]-59
Metropolitan Calgary 27

Other Alberta Cities 0]-41
Small Towns and Rural 41

34. School System support.

No response - 3

Public 77

Separate 20

IV.   SUMMARY COMPARISONS

THE RESPONSES OF TEACHERS, STUDENTS AND PARENTS

Parts of our questionnaires were constructed in such a way as to ask the three groups of respondents some identical questions. Our question now is: How do teachers, students and parents differ in their views on various aspects of the Social Studies?

A.   Perceived Strengths and Weaknesses of the Program -- And Recommendations for Improvement

1.   There appears to be little agreement among the three groups as to the strengths of the program. Teachers believe its strengths are its flexibility, its interdisciplinary nature, and its emphases upon valuing, decision-making, and critical thinking. Students believe its strengths are in its cultural studies and its relevance. Parents agree with the students about the program's relevance, but also perceive its attention to the traditional disciplines of history and geography to be another of its strengths.

2.   Teachers perceive the basic *weakness* to be lack of materials and resources -- including time for local program development. Also, some teachers are critical of the emphasis upon valuing and the lack of a solid base of disciplined inquiry and knowledge. Students agree with teachers that materials are a problem. And they are critical of the fact that they are seldom involved in program planning but, instead, are subjected to too much lecturing, note-taking, and testing. Students and parents both deplore the lack of Canadian content.

Parents are critical of what they perceive to be a kind of superficiality in the program (i.e. a lack of in-depth studies of any discipline or issue) and its concentration on personal values.

3. With respect to *recommendations*, there is complete agreement on one matter: there ought to be more Canadian content. Also, both students and parents want more involvement in program decisions. And teachers and students both want better resource materials.

II. The Basic Orientations and Emphases of the Program

1. The following is a summary of the levels of support of the three groups for the five points of emphasis (Question 4).

Point of Emphasis	Level of Support (%)		
	Teachers	Students	Parents
1. The past	81	56*	79
2. The present	96	92	92
3. Relations -- actions & consequences	90	59*	79
4. Deciding desired social conditions	74	61	55*
5. Deciding desired action	66	36*	40*

Some interesting comparisons may be noted: (1) students would not emphasize the past as much as teachers and parents would; (2) nor would students be as concerned about the relationships between actions and consequences; (3) parents would not emphasize the attempt to set desired social conditions as much as either students or teachers would; and (4) neither parents nor students would emphasize action as much as teachers would.

2.   Though none of the three groups was very supportive of the idea that the schools *teach a set of prescribed values* (Question 5), students opposed the idea most vigorously. The specific ratios of agreement were: teachers, 27%; students, 16%; and parents, 29%.

3.   There were further interesting disagreements on the question of *whose concerns ought to be reflected in value inquiries* (Question 8 on teacher questionnaire).

Whose concerns	Level of Support (%)		
	Teachers	Students	Parents
1. Parents	72	45 *	73
2. Teachers	68	45 *	66
3. Students	90	88	85
4. Community groups	67	42 *	50
5. Churches	43	23 *	47

Clearly, students would not assign as much influence in this matter to any other group as would teachers and parents.

4.   The three groups supported the *interdisciplinary* nature of the program as follows: teachers, 74%; students, 57%; and parents, 68%.

5.   All agreed that *Canadian content* should be increased: teachers, 82%; students, 65%; and parents, 79%.

6.   Interestingly, final *Departmental examinations* at the grade IX level were supported by exactly 32% of each respondent group.   Such exams at the grade XII level were supported by 40% of the teachers, by 41% of the students, and by 42% of the parents.

7. Only 40% of the teacher respondents believe there ought to be *prescribed textbooks*, but 62% of the parents believe there ought to be.

III. What Is and What Ought To Be In The Operation Of The Program

The following is a summary of the perceptions of the three groups, both as to what ought to be and as to what is in real Alberta classrooms, with respect to various aspects of the operations of programs. [The issues are abbreviated from specific questions in Section III of the three questionnaires.]

The Issue	Level of Support or Agreement					
	What Ought To Be			*What Is*		
	T.	S.	P.	T.	S.	P.
1. A value orientation	45	56	59	60	61	38
2. Exploration of student feelings	86	76	75	74*	45	36
3. Dealing with controversial issues	81	90	89	55	62	43
4. Behavior from many viewpoints	92	73	92	71*	49	41
5. In-school teacher planning	92	—	—	19	—	—
6. Challenging society's values	82	53*	76	38	20	29
7. End the dominance of history	26	57*	—	32	43	—
8. Involvement with community	84	71	79	20	17	18
9. Statement of school objectives	58	—	72*	26	—	25
10. Objectives in behavioral form	42	—	—	33	—	—
11. Reporting student progress:						
i. percentages	36	74	60*	43	77	39
ii. parent-teacher interviews	33	32	60*	52	37	32
iii. letter grades	45	37	28	42	33	26
iv. written comments	82	60	66	64	39	37
v. parent-teacher-student interviews	—	42	40	—	13	12

(continued)

The Issue	Level of Support or Agreement					
	What Ought To Be			*What is*		
	T.	S.	P.	T.	S.	P.
12. Selecting controversial issues						
i. teachers	93	63	71	77	66	37
ii. parents	42	20	36	7	8	8
iii. students	85	87	81	53	54	29
iv. administration	42	20	49	16	29	19
v. school boards	28	19	32	13	38	14
13. Involvement of the Home:						
i. in setting objectives	35	27	45	5	15	9
ii. in selecting resources	33	23	30	9	14	6
iii. in planning learning activities	32	25	35	9	13	8
14. Involvement of the Church:						
i. in setting objectives	18	7*	26	4	4	6
ii. in selecting resources	16	8	22	4	4	7
iii. in planning learning activities	13	8	19	4	3	7
15. Involvement of the Student:						
i. in setting objectives	62	87*	57	27	38	18
ii. in selecting resources	61	78	45	31	31	13
iii. in planning learning activities	76	87	60	44	37	19
16. Goals of evaluation:						
i. improvement of program	94	—	—	69	—	—
ii. allocation of resources	86	—	—	52	—	—
iii. improvement of teaching	90	—	—	67	—	—
iv. measurement of students	91	—	—	77	—	—
17. Recording 1/3 unstructured time	65	—	—	41	—	—
18. Student-teacher planning	76	—	—	48	—	—
19. Deciding solutions to problems	—	77	—	—	52	—
20. Evaluation of student beliefs	—	81	—	—	51	—
21. Opportunities to act on choices	—	77	—	—	37	—
22. Causing change in actions	—	22	—	—	13	—

(continued)

The Issue	Level of Support or Agreement					
	What Ought To Be			What is		
	T.	S.	P.	T.	S.	P.
23. Responsibility for keeping parents informed:						
i. Dept. of Education	—	—	31	—	—	8
ii. School	—	—	82	—	—	22
iii. Home & School Assn.	—	—	28	—	—	7
iv. School Board	—	—	23	—	—	6
24. Holding Parent Information Session	—	—	67	—	—	9

A number of very important general observations should first be made about the above summary of comparisons:

1.   The discrepancy between the ideal and the real, perceptions of what ought to be and what is, is very great. All respondents -- teachers, students, and parents -- appear to hold one vision of what might be, but quite another perception of what really is. This sense of discrepancy (one might say, dis-illusionment) permeates virtually every aspect of the operational analysis.

2.   Though there appears to be a degree of consensus of a few issues, it is also apparent that the agreement between teachers and parents is considerably greater than the agreement between student and teacher or student and parent. In other words, the student appears to have different perceptions, both as to what is and what ought to be, than do teachers and/or parents.

3.   Though some parents did attempt to respond to the questionnaire, the rate of failure to respond as well as the inconsistency among their responses, would suggest that parents are not well informed about the Social Studies.

Their responses to one specific question and their written comments corroborate that suspicion.

4. The rate-of-agreement, within groups, is not particularly high. Support for many issues hovers around the 40-60% level. Hence, disagreement is likely to be at just about the same level. Indeed, it would appear that concerns within groups on some issues is little, if any, higher than it is between groups.

Some of the more striking inter-group comparisons are noted with an asterisk in the table.

ADDENDUM #1

THE SAMPLE, THE INSTRUMENTS, THE METHODS

1. THE SAMPLE

A random sample of 1853 teachers was selected from the Provincial
Social Studies teacher population; 1213 elementary teachers, 377 junior high
Social Studies teachers, and 283 senior high Social Studies teachers. The
total sample represented 15.1% of the Social Studies teacher population. (The
actual number of teachers receiving questionnaires was slightly less than 1853
due to duplication in the sample list.)

There were no other strata selected for survey sub-samples. All
junior and senior high school Social Studies teachers and all elementary school
teachers in Alberta were eligible for selection.

Seventy-eight teachers in the sample were randomly selected to dis-
tribute questionnaires to a class of Social Studies students. Of these 78,
30 classes (of approximately 30 students each from Grades 7 to 12) were asked
to complete a student questionnaire, and 48 classes (of approximately 30 students
each from Grades 1 to 12) were asked to take questionnaires home for parents to
fill out. The student survey, with a sample of 900, and the parent survey, with
a sample of 1440, increased the total sample to 4193.

2. THE INSTRUMENTS

A separate questionnaire was prepared for each of the three groups
(teachers, students and parents). To test the instruments for clarity and

comprehensiveness, we conducted a pilot survey in Edmonton from February 3 to
February 7, 1975.

(a) Teacher Questionnaire

Thirty-five teachers representing the elementary, junior high, and
senior high levels of instruction were selected by the Edmonton Public School
Board to test the teacher questionnaire. The 29 teachers who responded took
part in a discussion session with the survey team to further examine the in-
strument.

Also, 35 students in the University of Alberta Education evening pro-
gram completed the pilot instrument.

(b) Student Questionnaire

The student questionnaire was pilot-tested on 104 junior high school
students in Edmonton by members of the survey team.

(c) Parent Questionnaire

Twenty-nine parents of children from the student group were involved
in pilot-testing the parent questionnaire.

Following the pilot-testing, the questionnaires were redrafted with
appropriate amendments, approved by the research team and Advisory Committee,
and printed for distribution.

3.   DISTRIBUTION AND RETURNS

The questionnaires were distributed to 14 regions throughout Alberta
during the last week of February and the first week of March, 1975. In 11 of
these regions, representatives selected by the President of the A.T.A. Social
Studies Council received packages of questionnaires for distribution to teachers

in their area. It was hoped that this method of "personal contact" by the re-
gional representatives would result in a better rate of return. Questionnaires
for the remaining three regions (Outlying Edmonton, Outlying Calgary, and Big
Country) were mailed directly to individual teachers.

Table 1 on the next page shows the distribution and returns for each
region.

Following the May 14th final deadline for returns, an additional 34
teacher, 50 student, and parent questionnaires were received. However, these
have not been included in our tabulations since analysis was almost completed
when they arrived.

4. ANALYSIS AND FINDINGS

The data yielded by the questionnaires were coded, key-punched, and
then submitted to computer analysis using Statistical Package for the Social
Sciences data analysis programs. Initially, simple frequency distributions of
responses to each question were calculated. Subsequently, responses to some of
the questions were cross-tabulated against selected background variables to per-
mit identification of variations in responses and relationships between charac-
teristics of respondents and response patterns. Tests of significance (Chi Square)
were run on all cross-tabulations.

TABLE 1

DISTRIBUTION AND RETURNS BY REGION

Region	Type of Question.	Number Distributed	Returned Completed	Not Returned	Percentage Return Rate
Yellowhead	Teacher	45	C	45	0%
	Student	60	0	60	0%
	Parent	30	0	30	0%
Central West	Teacher	119	66	53	55%
	Student	30	9	21	30%
	Parent	60	29	31	48%
Central East	Teacher	129	56	73	43%
	Student	60	30	30	50%
	Parent	120	25	95	21%
Northwest	Teacher	136	50	86	37%
	Student	30	0	30	0%
	Parent	90	23	67	26%
Northeast	Teacher	63	34	29	54%
	Student	30	27	3	90%
	Parent	60	23	37	38%
Southwest	Teacher	140	59	81	42%
	Student	30	25	5	83%
	Parent	90	0	90	0%
Southeast	Teacher	64	24	40	37%
	Student	30	0	30	0%
	Parent	90	0	90	0%
Edmonton Public	Teacher	259	149	110	58%
	Student	150	102	48	68%
	Parent	240	52	188	22%

TABLE 1

(Continued)

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Region	Type of Question.	Number Distributed	Returned Completed	Not Returned	Percentage Return Rate
9. Edmonton	Teacher	113	79	34	70%
	Student	30	29	1	97%
	Parent	90	40	50	44%
10. Calgary Public	Teacher	283	104	179	37%
	Student	180	135	45	75%
	Parent	300	76	224	25%
11. Calgary Separate	Teacher	65	26	39	40%
	Student	30	0	30	0%
	Parent	60	7	53	12%
12. Edmonton Outlying	Teacher	259	62	197	24%
	Student	210	140	70	67%
	Parent	180	27	153	15%
13. Calgary Outlying	Teacher	82	12	70	15%
	Student	30	28	2	93%
	Parent	30	0	30	0%
14. Big Country (Drumheller)	Teacher	37	4	33	11%
	** There were no student or parent questionnaires sent to this region.				
TOTALS:	Teacher	1794	730	1064	41%
	Student	900	525	375	58%
	Parent	1440	302	1138	21%

ADDENDUM #2

THE SOCIAL STUDIES TEACHER POPULATION IN ALBERTA
A DESCRIPTION

There are 13,557 teachers in Alberta who have been identified as the
Social Studies teacher population. In senior high schools, there are 699 Social
Studies teachers (6.1% of 11,597), in junior high schools there are 1128 (9.8%),
and in elementary schools there are 9480 (87.4%).

Eighty-two percent of the senior high school Social Studies teachers
are male; 18.4% are female. In junior high, 69.6% of the Social Studies teachers
are male; 30.4% are female. In elementary schools, 24% are male; 75.7% are fe-
male.

The typical Social Studies teacher is between 32 and 37 years of age,
has taught from 7 to 10 years (4 or 5 years with the same school board), and has
four to five years at University.

In the following pages, more detailed descriptions of the population
are presented in statistical form. These data are from a Department of Education
inventory called the Educational Staff Record. The Record includes all elementary
teachers and those high school teachers who teach Social Studies or Social Science
options one-third or more of their time.

SOCIAL STUDIES TEACHERS IN ALBERTA:

SOME CHARACTERISTICS

Descriptive Category	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
1. Age (average years)	...	...	38.0	...	35.2	...	33.7	36.5	35.8
2. Percent married	80.3	60.9	77.7	86.4	70.5	7..7	81.9	73.3	75.4
3. Total teaching experience (average years)	8.5	3.0	5.6	7.5	7.3	7.4	8.6	9.8	9.4
4. Term with the same employer (average years)	4.2	3.4	3.6	3.4	3.2	3.2	4.2	3.3	4.0
5. Years of teacher education	4.7	4.5	4.6	4.4	3.8	4.2	4.4	3.3	3.5
6. Highest Degree (%)									
-B.Ed. only	42.5	45.3	43.9	48.6	52.3	49.7	51.4	41.3	43.8
-B.Ed. & other Bach.	23.9	14.1	22.1	15.7	6.4	12.9	12.6	3.3	5.5
-Other Bachelor only	14.9	17.2	15.3	18.9	15.8	18.0	14.8	8.4	10.0
-M.Ed.	7.4	6.0	7.2	4.1	0.9	3.1	5.9	0.9	2.1
-No degree	4.9	9.6	5.6	9.5	23.7	13.8	12.9	45.5	37.6
7. Certification Held (%):									
-Professional	92.3	89.1	91.7	87.8	80.0	85.6	85.9	58.3	65.0
-Provisional	3.0	3.9	3.1	4.1	4.4	4.2	4.5	5.6	5.3
-Standard E	1.4	1.6	1.4	1.5	3.8	2.2	2.9	13.8	11.1
-Junior E	0.3	0.8	0.4	0.6	5.3	2.0	1.8	16.9	13.3

AGE DISTRIBUTIONS (%)
ALBERTA SOCIAL STUDIES TEACHERS

Age	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
-??	?.?	?	0.3	0.4	0	0.3	0.3	0.5	0.5
??-2?	11.?	21.1	13.?	16.6	32.5	21.4	15.7	21.5	20.1
?-??	2?.?	2?.?	28.7	33.2	24.0	30.4	28.7	20.9	22.8
??-??	24.6	14.8	22.8	21.3	11.1	18.2	22.9	12.8	15.2
?-??	1?.0	10.9	1?.1	10.9	6.1	9.4	12.1	9.3	10.0
?1-??	6.?	3.?	5.6	7.0	7.0	7.0	7.6	8.1	7.9
??-5?	5.6	8.?	6.2	4.1	7.9	5.2	5.6	8.4	7.8
?1-??	3.5	6.3	4.0	4.1	6.1	4.7	3.5	8.5	7.3
??-??	1.?	4.7	2.4	1.1	3.5	1.9	2.3	6.1	5.1
??	0	0	0	0.4	0.6	0.4	0.4	0.9	0.8
??	0.?	0.?	0.3	0.4	0.3	0.3	0.5	1.1	0.9
??	0.?	0	0.1	0.1	0.3	0.2	0.2	1.0	0.8
??	0.2	2.3	0.6	0.1	0.3	0.2	0.1	0.5	0.4
??	0.?	0.8	0.3	0.1	0.3	0.2	0.1	0.1	0.1
65 +	0	0	0	0	0	0	0	0.2	0.1
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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TEACHING EXPERIENCE (%)

ALBERTA SOCIAL STUDIES TEACHERS

Experience in Years	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
-1	10..	....	...	13.9	15.5	14.6	11.6	8.3	9.6
1	9..	10..	...	6.4	12.3	4.2	6.3	6.1	6.1
2	6.4	7.8	6..	5..	8.8	7.8	6.6	5.6	5.8
3	5.5	5.5	5.4	7.8	6.4	7.4	6.4	6.7	6.7
4	7..	4.7	6.7	7.2	5.3	6.6	5.5	5.8	5.7
5	9..	5.5	8.2	8.7	3.5	7.1	6.4	6.0	6.1
6	5.3	5.5	5.7	6.5	5.5	6.2	5.4	4.5	4.7
7	6.8	4.7	6.4	4.1	5.3	4.4	4.3	4.5	4.4
8	6.1	2.3	5.4	5.0	4.4	4.8	4.7	4.0	4.1
9	4.7	3.1	4.4	4.7	2.2	4.3	4.7	3.7	3.9
10	6.1	4.7	5.9	4.3	2.3	3.7	4.1	3.6	3.7
11	4.0	4.0	4.0	3.4	2.3	3.1	4.2	3.2	3.4
12	3.2	4.0	3.3	2.0	1.2	1.8	3.6	3.3	3.4
13	2.1	0.8	18.6	2.2	2.3	2.2	2.9	2.9	2.9
14	2.1	2.3	2.1	1.8	1.5	1.7	2.9	2.5	2.6
14+	18.8	24.2	19.8	15.8	20.2	17.2	20.0	28.7	26.6
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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TEACHING EXPERIENCE WITH THE SAME EMPLOYER (%)

ALBERTA SOCIAL STUDIES TEACHERS

Experience in Years	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
. . .	58.9	62.3	57.7	68.1	60.8	65.9	65.7	61.8	52.7
	7.2	7.6	7.3	5.7	7.3	6.2	9.7	19.5	10.6
	5.3	5.5	5.7	3.9	5.5	3.7	4.4	5.7	5.2
	2.1	2.3	2.6	2.0	2.3	2.1	1.9	2.7	2.5
21-25	1.4	2.3	1.6	1.2	1.2	1.2	0.8	1.3	1.2
26-30	0.2	1.6	0.4	0.1	.0.3	0.2	0.1	0.4	0.3
31-35	0	0	0	0	0	0	0	0	0
36-40	0	0	0	0	0	0	0	0	0
Not Specified	16.2	17.0	17.1	19.8	22.5	20.6	17.4	16.1	16.4
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

YEARS OF TEACHER EDUCATION (%)

ALBERTA SOCIAL STUDIES TEACHERS

Years	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
1	0	1.9	0.3	0.1	5.3	1.2	0.6	11.3	8.7
2	0	0	0	0.0	5.8	2.4	1.5	13.7	10.7
3	2.1	3.9	2.4	2.9	9.3	4.4	5.8	14.7	12.5
4	47.1	53.1	48.2	60.7	67.8	62.9	57.5	50.0	53.5
5	27.1	19.5	25.7	22.8	8.5	18.4	21.6	6.0	9.8
6	21.8	18.7	21.2	10.9	3.2	8.5	11.0	1.7	3.9
7	0.2	0	0.1	0.3	0	0.2	0.5	0.1	0.1
7+	0.3	0.8	0.4	0.1	0.3	0.2	0.2	0.1	0.1
Not Specified	1.4	2.3	1.6	1.3	1.5	1.3	1.2	1.6	1.5
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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HIGHEST DEGREE OBTAINED (%)

ALBERTA SOCIAL STUDIES TEACHERS

Degree	Senior High			Junior High			Elementary		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
B.Ed. only	42.5	45.3	43.0	48.6	52.3	49.7	51.4	41.3	43.8
B.Ed. and other Bac.	23.9	14.1	22.1	15.7	6.4	12.9	12.6	3.3	5.5
Other Bachelor	14.9	17.2	15.3	18.9	15.8	18.0	14.8	8.4	10.0
M.Ed. only	7.4	6.0	7.2	4.1	0.9	3.1	5.9	0.9	2.1
M.Ed. and other	0	0.8	0.1	0	0	0	0	0	0
Other Master	6.0	7.8	6.3	2.9	0.9	2.3	2.1	0.6	0.9
Doctorate	0.4	0	0.3	0.3	0	0.2	0.3	0	0.1
No Degree	4.9	8.6	5.6	9.5	23.7	13.8	12.9	45.5	37.6
Total:	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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POSITION OF EMPLOYMENT

ALBERTA SOCIAL STUDIES TEACHERS

Position	Sr. High	%	Jr. High	%	Elementary	%
Teacher only	526	75.5	858	76.3	7487	77.7
Substitute teacher	23	3.3	21	1.9	256	2.6
Teacher and:						
Department Head	56	8.0	29	2.6	36	0
Librarian	3	0	5	0	175	1.8
Audio-Visual Coord.	5	0.1	8	0.1	72	0.1
Work Experience Coord.	8	1.1	3	0	3	0
Guidance Counsellor	9	1.3	19	1.7	19	0
Vice-Principal	32	4.6	74	6.6	406	4.2
Principal	23	3.3	74	6.6	470	4.9
Other	12	1.7	32	2.8	697	7.2
Rejected data	2	0	2·	0	13	0
TOTAL:	697	100.0	1125	100.0	9634	100.0

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX D

ANALYSIS AND ASSESSMENT OF INSTRUCTIONAL PROGRAMS

The analyses of documents reported in this Appendix were conducted by T. Aoki, D. Massey and their colleagues at the University of Alberta.

A list of the individual analysts is presented in Section VI of the report.

APPENDIX D

ANALYSIS AND ASSESSMENT OF INSTRUCTIONAL PROGRAMS

THE RATIONALE AND APPROACH

The content of this report is concerned primarily with the domain of instruction, which we have defined as the processes and products associated with (1) the Master Plan for Instruction as stated in the Curriculum Branch's major documents (e.r., Responding to Change, Experiences in Decision Making, Programs of Studies, etc.), (2) Instructional Programs (i.e., resource units and/or teaching units developed by school districts, teacher or teachers), and (3) the interactive phase of instruction (i.e., the classroom situation). Diagramatically, these show as follows:

```
┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Development  │   │ Master Plan  │   │ Development  │   │Instructional │   │ Classroom    │   │              │
│ of a Master  │──→│ for          │   │ of           │   │ Programs     │   │ Situation:   │──→│ Terminal     │
│ Plan for     │   │Instruction:  │──→│Instructional │──→│(resource     │──→│Interactive   │   │ Outcomes     │
│ Instruction  │   │ 2/3 time     │   │ Programs     │   │ units,       │   │ Activities   │   │              │
│              │   │ 1/3 time     │   │              │   │teaching units│   │              │   │              │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘
```
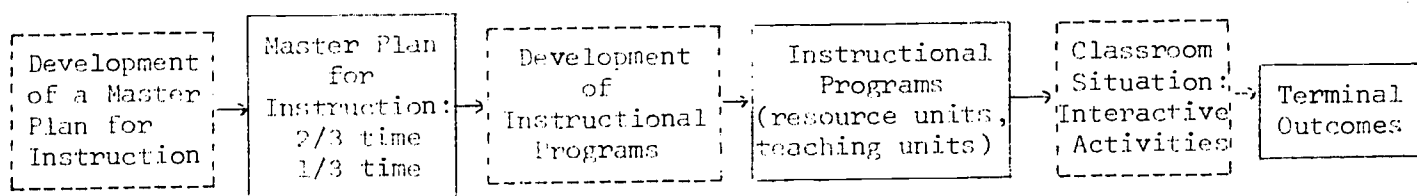
The focus of this report is on the instructional programs, that is, the resource units and teaching units developed by teachers in schools and school districts. For this study, we have interpreted these instructional programs as transforms for classroom use of the Master Plan for Instruction. Viewing the instructional programs in this way permits us to examine the content of a program as the program developer's interpretation of the Master Plan. It also permits

us to compare the instructional programs with the Master Plan: i.e., the
teachers' views of Social Studies with the Master Plan developers' views of
the Alberta Social Studies.

As indicated above in this study, the content of the teacher's
handbooks, Responding to Change and Experiences in Decision-Making, is re-
garded as an integral part of the Department's Master Plan for Instruction.
We are aware that the handbooks are "essentially service publications" and are
prescriptive only insofar as they duplicate the content of the Programs of
Studies. However, a careful analysis of the preliminary remarks in the Social
Studies section of the Elementary, Junior High School and Senior High School
programs of study reveals that the service documents (Responding to Change and
Experiences in Decision Making) are an elaboration of the contents of the three
programs of studies. Hence, in this study reference is made to Responding to
Change and Experiences in Decision Making as a critical base for evaluation.

The instructional programs, designed by teachers prior to instruction,
reveal explicitly or implicitly the teachers' intents: i.e., the outcomes an-
ticipated, the instructional displays and the teacher/student activities intended.
These programs, then, reflect the teachers' conceptualizations, certain aspects
of which form the content of this study.

We have borne in mind the possibilities of variance between instruc-
tional programs (intended) and the instructional situation (operational) that
ensues. The statements made in this report need to be viewed in terms of these
possibilities. They will receive fuller attention elsewhere -- within the lar-
ger context of information from the questionnaire and the on-site surveys.

We view the key purposes of this study as follows: (1) to examine
selected aspects of the teachers' conceptualizations of the Alberta Social
Studies as revealed in the instructional programs they have developed; and (2)

to assess these in terms of the conceptualizations in the Master Plan of the
Alberta Social Studies.

APPROACHES TO EVALUATION

In the total scheme of the evaluation of the Alberta Social Studies
program of which this is a part, three evaluation concepts were utilized:

    i.   verification, considered to be that process in which the worth
            of the object or process is judged in terms of an internal set
            of criteria;

    ii.   validation, considered to be that process in which the worth
            of the object or process is judged in terms of an external set
            of criteria, independent of the interests of the program;

    iii.   variance, considered to be the variation between the *what is*
            and the *what should be*, but a variation which could be viewed
            either positively or negatively. That is, whereas typically
            variance is considered a deviance or deficiency freighted with
            negative value, in our formulation we have attempted to avoid
            the one-sided negative connotation which tends to provide con-
            ceptual difficulties.

In the assessment of the instructional programs attention was given
primarily to the verification process. The internal set of criteria were derived
from the evaluation team's analysis of the Master Plan. In the verification
activities, the evaluation team was engaged in simultaneous consideration of (a)
the data generated by the analysts in the analysis of instructional programs,
and (b) the set of internal criteria resulting from the analysis of the Master
Plan documents. During this process, certain concerns relevant to the process
of validation emerged, concerns regarding the validity of the criteria generated
from the analysis of the Master Plan documents. In our endeavor to shed light
on the validation process as well as the verification process, we have consoli-
dated these concerns and now present our comments.

A DESCRIPTION OF THE ANALYTICAL APPROACH

In order to analyse the instructional programs, The . berta Social Studies Program Analysis Form (see p. 249) was designed specifically for this study. The organization, questions, and indeed the exact phrasing of this Form are heavily used in the discussion which now follows.

As the study was an attempt to examine selected aspects of the way in which teachers conceptualize the Alberta Social Studies, we surveyed initially for a general description of the instructional programs to seek:

- whether, among instructional programs examined, resource units or teaching units predominated;
- who were engaged primarily in the evaluation of instructional programs;
- whether the instructional programs were developed for the 2/3 prescribed portion or the 1/3 non-structured portion of the Social Studies program.

The main portion of the analysis focussed on six selected aspects, each of which is described briefly below.

1.   ORIENTATION TOWARD TOPICS/PROBLEMS AND TOWARD KNOWLEDGE TREATMENT

This aspect was guided by the central question: What is the general orientation of the programs toward topics/problems and toward knowledge treatment in instruction?

A major concern in the analysis of the instructional programs was the identification of the orientation of the programs *toward topics and/or problems*. Of particular relevance here is the formulation of Charles Morris in Signification and Significance, identifying three orientations: designative, appraisive and prescriptive. Each of these is described briefly on the next page.

(1) Designative Orientation (D). In this orientation, the emphasis is
on information related to the questions: *What was? What is? What will be?*
These point to three designative sub-modes based on the past, present, and
future temporal dimension:

Designation	Topic/Problem	Time
D1	What was? What happened?	Past
D2	What is? What is happening?	Present
D3	What will be? What will happen?	Future

The designative modes show a concern for statements about objects,
people and events in the past, present or future. Typically, stress on academic
disciplines related to Social Studies (e.g., history, geography, and the social
sciences) reflects a stress on the designative mode. History typically has a
designative interest in the events of the past; geography has typically a desig-
native interest in the present; some social sciences reflect designative interest
in the control of events in the future as characterized by their interest in pre-
diction, control and explanation.

The major development of Social Studies in Canada and in the United
States during the sixties was a thrust in the direction of rigor through closer
adherence to the modes of inquiry reflected in the disciplines. The orientation
of this thrust may be considered to be designative.

The intent of Alberta Social Studies with emphasis on <u>Experiences in
Decision Making</u> and on <u>Responding to Change</u> implies emphasis on the future,
rather than on the past or present.

(2) Appraisive Orientation (A). The emphasis here is on problems and state-
ments concerning *What should be?* or *What ought to be?* Social Studies resource
units and teaching units in which these questions are of central concern are said
to have an appraisive orientation. Value issues or problems concerned with pre-
ferred or desired states or conditions fall into this category.

(3) Prescriptive Orientation (P). This places the emphasis on problems and
statements concerning *What should be done?* or *What ought to be done?* Instructional
programs with a major concern for social action to bring about personal or social
improvements are said to have a prescriptive orientation. Value issues or problems
concerned with the formulation of a course of action fall into the prescriptive
category.

Beyond designative, appraisive and descriptive orientations, we
analyzed instructional programs in terms of their orientation *toward the treat-*
ment of knowledge in instruction. Two such orientations are considered: know-
ledge transmission and inquiry.

In the knowledge transmission orientation, the knowledge to be under-
stood by students is prescribed and emphasis is placed on the process of
"transmission of knowledge" from "one who knows" to "one who does not know".
The transmissive aspect predominates in instructional intent.

In the inquiry orientation, knowledge to be understood by the student
is not prescribed but rather constituted (constructed) or formulated by the stu-
dent as he is guided by a problem (designative, appraisive or prescriptive).
Here the process is characterized by the knower's actions upon his world as he
engages himself in the *construction* of designative statements concerning *What*
was?, What is? or What will be?; of appraisive statements concerning *What should*
be?; or prescriptive statements concerning *What should be done?* In the analysis,
inquiry is treated in a special way. For instance, if the inductive approach is
a feature of the program, it is interpreted to be inquiry oriented.

The use of these two orientations (orientation toward topics/problems
and orientation toward students' way of knowing) allowed us to formulate the
following:

	Knowledge Transmission (T)	Inquiry ( )
DESIGNATIVE (D)		
D1 (What was?)	D1/T	D1/I
D2 (What is?)	D2/T	D2/I
D3 (What will be?)	D3/T	D3/I
APPRAISIVE (A)		
(What should be?)	A/T	A/I
PRESCRIPTIVE (P)		
(What should be done?)	P/T	P/I

2.   CONCEPTS/CONCEPTUALIZING

The Social Studies Handbooks devote a large segment to   concepts, their use and formulation in instructional programs. In the Master Pl   are listed concepts to   utilized in the construction of programs.

Thus, in examining the resources and teaching units, after identifying the key concepts mentioned by the programmers, the analysts have indicated whether or not these concepts are reflected in the handbooks Responding to Change or Experiences in Decision Making. The content of each instructional program examined was further examined to see whether or not the concepts identified were actually developed in the unit.

The approach towards concepts as reflected in the instructional program was analyzed as follows:

(1) Concepts through examples. In this approach the generalized concept such as "family" is approached through examples (e.g. Indian family, Chinese family, Mexican family, etc.).

(2) Concepts through rules. In this approach the generalized concept is conceived as a construct of subconcepts which enter into lawlike relationships.

(3) Concepts as topics. This approach is based on a very loose usage of the term concept, and is essentially topical rather than conceptual. It is used as a category of concepts in the analysis because of its prevalence in Social Studies. (e.g. the topic, North American Indians, approached through education, problems, reserve settlements, culture, etc.)

For the first two approaches, concepts through examples and concepts through rules, we extended our analysis of the instructional programs in terms of the primary teaching strategy used: that is, whether the strategy called for *student attainment* of the concept, or *student formulation* of the concept.

3. VALUES/VALUING

The analysis of the programs in terms of orientation towards designa-
tive, appraisive and prescriptive topics and/or problems already provides a
general view of values emphasis or lack thereof in the programs. In this
section the analysis of the appraisive/prescriptive dimension is extended and
is guided by the following questions:

  i. Do the value concepts identified in the instructional programs
     reflect the major value concepts listed in the Master Plan
     documents?

  ii. Are the value concepts identified explicitly developed in the
      programs?

4. SKILLS

The Social Studies handbooks emphasize the Social Studies skills, some
of which have already been indicated. One broad set of categories was with re-
gard to the orientation toward knowledge *transmission* or toward *inquiry*. The
knowledge transmission orientation implies stress on skills such as recall,
recognition, comprehension; whereas the inquiry orientation implies stress on
generalizing, abstracting, analyzing, synthesizing, and so on.

Similarly, the general strategy of dealing with concepts was analyzed
in terms of emphasis on *attainment* or *formulation of concepts*.

In this section our analysis was extended and guided by the following
questions:

  i. Do the skills identified in the instructional programs reflect
     the major skills listed in the Master Plan?

  ii. Are these skills listed explicitly developed in the program?

5.   STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

An aspect of program development which is repeatedly stressed in the
Master Plan is the notion of teacher and student involvement in program develop-
ment. Hence, in the analysis of the instructional programs, data were sought to
assist us in probing into this aspect. The three guiding questions were as
follows:

> i.   Is there evidence of student involvement in the development of
>   the program?
>
> ii. Is there provision in the program for student involvement in pro-
>   gram development after the program is launched?
>
> iii. If yes is the answer to either of the above, is this involvement:
>   -in the development of goals and objectives?
>   -in the development of instructional materials?
>   -in the development of teacher and/or student activities?

6.   PERSONAL ASSESSMENT

The final dimension analyzed was based on the analysts' judgment of
each program in terms of its usefulness in teaching, ease of understanding, or-
ganization, clarity of statement of ideas, appropriateness for grade level, and
student interest.

INSTRUCTIONAL PROGRAMS:
RESOURCE UNITS AND TEACHING UNITS DEFINED

Instructional programs may be of two kinds -- typically referred to
as *resource units* and *teaching units*. A resource unit usually consists of an
array of some or all of instructional objectives, instructional materials,
teacher and student activities, etc., from which a teacher is expected to fur-
ther select and to organize his own instruction. As an instructional program it
is loosely structured. A teaching unit, on the other hand, consists of the same

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..... , but .... There exists an overall intent to ...
..... instructional materials, ... and teacher
..... the ..... unit, I feel, is looked upon ... an instrument ready,
..... .

..... INSTRUCTIONAL PROGRAMS COLLECTED

The documents analyzed below are teaching and resource units pro-
..... school districts, groups of teachers, or individual teachers. These
..... acquired with the assistance of the Department of Education, the Social
Studies Council of the Alberta Teachers' Association, regional consultants,
school superintendents, and individual teachers. Of special assistance in
..... the units were Dr. H. Sherk (of the Department of Education), Mr. ..
..... , Mr. ..... , and Mr. F. Schreiber (regional consultants with the
Department of Education) and Mr. R. Wray (president of the Alberta Social
Studies Council and consultant with the Edmonton Catholic School Board.)

Over 280 teaching and resource units were collected originally.
Units that were duplicative in topic, content, and approach were eliminated
..... , as were units that were incomplete or were designed for social
..... rather than Social Studies. Table 1 on the next page summar-
..... number and grade distribution of units collected and analyzed.

		No. Units Analyzed By Division
		.0
		.0
Division		
		50
Division IV		
Grade		
Grade 11		2.
Grade 12		
TOTAL		117

I. DIVISION I

UNIT TOPICS

Experiences in Decision Making outlines the primary Social Studies program topics as follows:

1. For two-thirds of class time:

   Kindergarten - All About Me

   Grade 1   - Families -- analysis   Family living through case
                  studies of, for example,   contemporary family, a
                  family of long ago,   Afro-Asian family, and other
                  families.

   Grade 2   - Neighbours -- analysis of interactions which occur
                  among, for example, the local neighbours, rural and
                  urban neighbours, neighbours in other cultures.

   Grade 3   - Comparing People's Communities -- comparison and
                  contrast of community life in, for example, a
                  modern-day Indian or Eskimo community and a North
                  American megalopolis; a village in Africa or Asia
                  and a community in the Pacific, or tropical South
                  America; a Mennonite or Hutterite community and
                  other communities which lend themselves to compari-
                  son and contrast.

2. For approximately one-third of class time, classes in Social Studies
   may be devoted to problems that are of current interest to students
   and teachers.

Of the Division I units selected for analysis, 80% could be classified

as being devised for the two-thirds structured class time. They include unit

titles such as:

          Grade 1 -- Should I Ever Be The Boss In My Family?
                     A Family in Peru
                     How Do Rural Families Spend Their Time In Autumn?

          Grade 2 -- Should I Be A Good Neighbour At Christmas?
                     Neighbourhood Rules: Do We Need Them?
                     Our Local Neighbours

          Grade 3 -- Would You Like To Live In Africa?
                     Why Is Land So Important To Japan?
                     Would Today's Indians Be Happier If They Had Never Met
                        The White Man?

No kindergarten units were examined, although it would appear that a number of the grade one units might be adapted for kindergarten use. Units such as Who Am I? and How Am I The Same As Others? would be such sources. A number of the units seem to be a carry-over of topics from the 1964 Social Studies program -- Is There Anything New In My Schoolyard? (Schools), Should I Be A Good Neighbour At Christmas? (Christmas) and The Norwegians of Hennesberget (Norway). Twenty percent of the units classified as being appropriate for the one-third unstructured time would fall into this carry-over category.

UNIT ORIENTATION

Table 2 classifies the Division I units selected for study into five groups. The classification is based on the following five questions:

(1) Is the unit primarily concerned with knowledge transmission? Units that were representative of the previous Social Studies program (1964) primarily fell into this class. For example, Our School, People and Places from Literature, Eskimos.

(2) Is the unit inquiry oriented? The thrust of Experiences in Decision Making is such that one might expect units to focus on problems, open-ended questions and alternative conclusions.

(3) Is the unit mainly designative in nature? Designative questions focus on what was (A Pioneer Family) or what is (Our School).

(4) Is the unit mainly appraisive in nature? Appraisive questions ...us on what ought to be and what should be done. The new Elementary Social Stu..... program makes it very clear that there should be a shift from designative to appraisive concerns:

> Students are invited to deal not only with the "what is" but also with the "what ought to be".
> (Experiences in Decision Making, p. 5)

> By actively confronting value issues, students . . . they will deal not only with the "what is" but also with the "what ought to be . . . ."
> (Experiences in Decision Making, p. 9)

(5) Is the unit mainly prescriptive in nature? Prescription implies that students will be involved in determining what ought to be done. The Raths valuing model in *Experiences in Decision Making* is central to the new program. Inherent in the Rath's model is heavy emphasis on the prescriptive or taking of action upon held values.

Table 2.
ORIENTATION OF SELECTED DIVISION I UNITS

	Designative	Appraisive	Prescriptive	Total
Knowledge Transmission	49.5%	0.0	0.0	49.5%
Inquiry Oriented	28.5%	16.5%	5.5%	50.5%
TOTAL:	78%	16.5%	5.5%	100%

As is indicated in Table 2 the vast majority of the Division I units selected for analysis remain designative in orientation; further, about half are dedicated to knowledge transmission. Both trends would seem to be contrary to the thrust of the new Social Studies program.

CONCEPT TREATMENT

The concepts listed in Division I units analyzed are shown in Table 3 on the next page.

Table 3.

SUSTAINING CONCEPTS LISTED AND DEVELOPED IN SELECTED DIVISION I UNITS
(Units analysed = 20)

Concepts	No. of Units Including the Concept	No. of Units Which Actually Develop the Concept
Cooperation	8	8
Interdependence	9	9
Conflict	4	3
Culture	6	5
Scarcity	2	2
Place	2	2
Space	4	4
Environment	3	3
Change	3	3
Norms	3	3
Responsibility	1	0
Loss	1	0
Family	2	0
Decisions	1	0

The handbook sets forth the knowledge component of the primary Social
Studies program in terms of concepts and generalizations. The sixteen listed
concepts and others:

> . . . should be studied in more than one grade level on the under-
> standing that lower grades will attend to the concept in a specific,
> concrete and simple manner. Succeeding grades will treat each con-
> cept in greater generality, abstractness, and complexity.
> (Experiences in Decision Making, p. 13)

The conceptual design is a modification of the one developed by Taba (1967).

Unfortunately the controls Taba had over the application of such a
scheme to the specific units in her program are lacking in the Alberta program.

... individual teacher... developing units, there is no assurance that a particu-

... children in a number of grades, or that indeed

children will... acquainted with all the concepts.

... _____ ___ _____ Making indicates that there is a difference

... concepts... generalizations and the concepts and generaliza-

... used in the classroom:

... planning units and lessons, teachers should translate these
generalizations into language more appropriate to the level of
... or her students.

(Experiences in Decision Making, p. 25)

... have failed for the most part to make this distinction.

APPROACH TO CONCEPTS

... indicates several ways in which concepts were developed in
the Division I units.

Table 4.			
APPROACH TO CONCEPTS IN SELECTED DIVISION I UNITS			
	Through Examples	Through Rules	Topical
Concept Attainment	18 units	6 units	6 units
Concept Formation	24 units	0 units	30 units
Neither	0 units	0 units	18 units

The handbook urges teachers:

. . . In selecting social studies content, teachers should plan de-
ductively from generalization to concept to specifics. Students
should learn inductively; beginning with specific data, conceptualiz-
ing this data and then generalizing about the concepts.

The Place of Concepts in Social Studies

Teaching and Learning
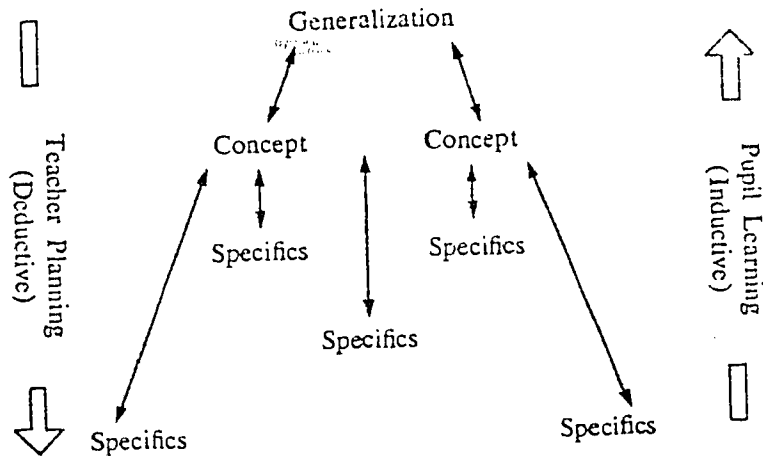
Table 4 indicates that about one-half of the units (54%) followed this model. That is, they developed concepts inductively either through examples or topics. About 30% of the units taught concepts directly -- that is, setting out the concept that is to be learned and following up with specific examples, rules or topics. A large number used a topical approach to concept development (54%). This probably is a reflection of the previous Social Studies program where all units were set forth on a grid in topical format.

VALUE CONCEPTS

The value concept outlined in the provincial handbook are starred in
Table 5.

Table 5.

VALUE CONCEPTS FOUND IN SELECTED DIVISION I UNITS
(Units analyzed = 20)

	No. of units including the concept	No. of units which actually develop the concept
*The dignity of man	5	4
*Freedom	7	6
*Equality	2	1
*Justice	1	1
*Empathy	10	9
*Loyalty	5	5
*Other Values		
Responsibility	3	3
Honesty	2	2
Respect	2	2
Cooperation	4	4
Life Styles	1	1
Authority	1	0
Interdependence	1	0
Cleanliness	1	1
Work	1	1

*Listed in Experiences in Decision Making.

The vast majority of the value concepts included in Division I units
have their origin in the handbook. Further, Table 3 would seem to indicate that
the value concepts not only appear in the objectives of the units, but have
actually been developed in the units.

Value concepts, as they appear in the objectives of the units, range from a position of value indoctrination to one which is essentially value free. Examples from two units illustrate this point:

Objectives

A. Values

    2. To instil a sense of responsibility in the child.

    6. To internalize a sense of honesty, justice, fair play, coopera-
        tion, loyalty in the children . . .

                        (Grade 1)

Objectives

A. Value Objectives

    Students will make value judgments regarding respecting the rights,
    feelings, and ideas of others living in a different type of commun-
    ity. (Empathy)   (Grade 2)

SKILLS

Experiences in Decision Making (p.11) identifies at least two categories of skill objectives: *cognitive* and *social*.

Cognitive skills include:

- Recall and recognize data which are pertinent to social problems.
- Comprehend pertinent data (this skill includes the ability to translate, interpret and extrapolate from data).
- Analyze pertinent data in order to identify elements, relationships and organizational principles.
- Evaluate pertinent data in terms of internal and external criteria.
- Synthesize pertinent data in order to create an original communication or propose a plan of action.
- Apply pertinent data in the solving of social problems.

Social skills include:

- Interpret the feelings and ideas of others.
- Respond to the feelings and ideas of others in a manner appropriate to the occasion.
- Express one's own feelings and ideas to others.
- Cooperate with others though not to the extent of compromising basic values.

This categorization of skills is but one of the plethora of schemes utilized in Social Studies programs in an attempt to bring order to skill development. Using this classification, it would be hard to conceive of any skill that could not be included within its boundaries; hence the utility of the scheme can be questioned. The writers of <u>Experiences in Decision Making</u> in fact state that the "staggering array of Social Studies skills" can be subsumed under the valuing process -- i.e., choosing, prizing and acting (p. 24).

Analysis of the units revealed that the following skills were listed:

1. Locating data
2. Classifying data
3. Hypothesizing
4. Interpreting data
5. Organizing data
6. Communicating
7. Data gathering
8. Group skills
9. Interviewing
10. Acting on decisions made
11. Problem-solving
12. Listening
13. Solution generating
14. Labelling

All these skills are mentioned in <u>Experiences in Decision Making,</u> and all could be fitted into the gross categories of cognitive and social skills. However, it is problematic whether or not the skills mentioned within the analyzed units do in fact fit with the meaning imposed upon them by the authors of <u>Experiences in Decision Making.</u>

These unit skill objectives were, according to the analysts, actually developed in the unit.

Table 6.

SKILLS DEVELOPED IN SELECTED DIVISION I MODEL UNITS

Skill	Are these skills reflected in Experiences in Decision Making?	Are these skills developed in the Unit?
	YES	YES
Locating data	9	9
Classifying data	7	7
Hypothesizing	6	6
Solution generating	7	7
Interpreting data	5	5
Organizing data	4	4
Communicating	4	4
Gathering data	7	7
Group skills	6	6
Interviewing	4	4
Labelling data	3	3
Acting on decisions	2	2
Problem-solving	1	1
Listening	4	4

The following principles seem to have been operative in the analyzed
units:

    i. Skills should be taught functionally in the context of a unit.

   ii. The program of instruction should be flexible enough to allow
        skills to be taught as they are needed by learners.

  iii. The learner must understand the purpose of the skill and have
        motivation for developing it.

This functional approach may ignore two other principles:

    i. Skill development is most effective when there is systematic
        and continuous application of skills.

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ii. Skill instruction should be presented at increasing levels of difficulty across the grades.

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

Student involvement and student/teacher planning play an important role in the Elementary Social Studies program. The Master Plan states:

> Within this broad framework called the master curriculum teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives. (p. 5)

> Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers . . . (p. 7)

> The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teacher. Purposes of this pupil-teacher discussion should be to identify:
> 1. Problems, themes, or topics which students wish to investigate.
> 2. Attitudes, feelings, beliefs, and values which need clarifying.
> 3. Skills which need strengthening.
> 4. Areas of knowledge in which conceptual understanding is lacking.
> (p. 29)

However, not one of the eighteen analyzed units contained any evidence of student involvement in the initial development of the program, or of involvement anywhere during the actual implementation of the program. In spite of the stated Master Plan objectives, the units do not abide by them. One might speculate as to whether the unit plan developers consider Division I students to be too immature to make their own decisions or whether the unit plan per se negates student involvement because of its specificity in objectives and teaching/learning strategies. If a unit plan is viewed as a recipe book for a teacher to follow, the recipe cannot contain unknown elements such as the decisions students might make if given the opportunity.

Overall, the units were viewed favorably by the analysts, as can be seen in Table 7.

	6	5	4	3	2	1	
Useful for teaching	3	6	4	2	2	0	Useless for teaching
Easy to understand		10	1	1	0	0	Difficult to understand
Well organized	3	8	6	2	2	0	Poorly organized
Ideas clearly stated	3	7	3	1	3	0	Ideas vaguely stated
Appropriate for grade level		7	2	2	1	0	Inappropriate for grade level
Interesting for students	2	10	1	3	1	0	Uninteresting to students

Table 7.
OVERALL IMPRESSIONS OF DIVISION I UNITS

Yet despite these favorable ratings the unit plan method can be questioned. If the intent of the Master Plan is to allow student/teacher decision-making, one can ask whether the "recipe book" unit plan meets this objective. For if decision-making in the classroom is to operate, then "recipes" become redundant.

II. DIVISION II

Experiences in Decision Making devotes one chapter to planning instructional units for the Elementary Social Studies program. And, although this handbook indicates that the unit method is only one means of implementing the program, the amount of space devoted to this method and the absence of any alternative approaches would seem to indicate that the program developers favor this format for organizing instruction.

It has been stated that the unit method was a child of the Progressive Era, and was strongly advocated during the first forty years of the twentieth century; further, that the primary purpose of the unit method was:

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. . . to limit the range of a topic and hence to permit a
more and more cooperative inquiry by the teacher and the
children, to enable children to acquire factual control,
and to develop well-grounded answers to significant ques-
tions. In addition, it was designed to facilitate the
practice of democracy in the classroom and to give every
child some responsibility for decision making and planning
for his own education.

(Joyce, 1965: 165)

The present day Alberta Elementary School Social Studies program

seems to deviate little from the original purposes set forth for the unit

method. Indeed it is asserted that Alberta teachers have been preparing

their own unit plans for many years, often with the help of externally pre-

pared resource units. The latter is a reference back to the basic planning

method used in the Enterprise, Alberta's unique response to the progressive

education movement in the United States.

Chapter III of the Elementary handbook sets forth suggested pro-

cedures for developing unit outlines. These characteristics provided a

yardstick which was used to appraise the units developed by teachers and

teacher groups in the Province for the new program. In using such a yard-

stick, however, two things were kept in mind.

First, at least two kinds of formal units were found in the Province

at the present time. These are *resource units* and what may be termed model

or *sample units*.

RESOURCE UNITS

Compendium of objectives skills,
content questions, references,
learning activities and evalua-
tion activities built around a
specific topic. Serves as a
source of ideas for teachers to
use in developing their own
units.

SAMPLE UNITS

A specific plan for developing
a topic. Includes objectives,
content, teaching/learning stra-
tegies and evaluation activities.
Serves as a model for teachers to
use in planning their own units.

→TEACHING UNITS ↙

Specific plans for a particular
group of children in a given
classroom.

Both kinds of units are expected to help save a teacher's time,
energy and effort in preparing a teaching unit for use with a specific group
of children. Table 1 gave a breakdown of the units examined and those sub-
jected to detailed analysis for this report. Unit Titles by Grade (p. 236)
provides a list of these units.

Resource and sample units are available to teachers in the Province
from a variety of sources. In many cases school districts have committees of
teachers prepare units. Individual teachers and students in classes at the
universities prepare and circulate units. Recently, the Social Studies Coun-
cil of the Alberta Teachers' Association offered to its membership a list of
units which may be purchased through the organization.

Several school districts in the Province, such as the Yellowhead
School Division, have gone one step further and prepared resource collections
which include resource units along with artifacts, photographs, films, film-
strips, and reference books. These collections are usually circulated to
teachers from a central booking depot. Experiences in Decision Making itself
contains six sample units for teachers.

It is interesting to note the absence of resource units prepared by commercial firms in the Province. This is probably attributable to the unique features of the Alberta program -- making such materials unmarketable in other parts of Canada, and hence economically risky.

A second consideration of those undertaking an assessment of the units from around the Province was the basic evaluation question, "How well do the units meet the criteria for units established in Experiences in Decision Making?" The question of the goodness or validity of the ideas contained in the units is reflected in the examination of the handbook itself.

CONGRUENCY OF EXPERIENCES IN DECISION MAKING
AND
DIVISION II (Grades 4-5-6) UNITS

The Provincial handbook states:

Approximately two-thirds of the social studies classtime Division II is to be spent inquiring into the following themes or topics:
Grade IV - People in Alberta - Historical, economic, sociological and/or geographic analysis in Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases.
Grade V - People in Canada - Sample studies to analyze historical and/or contemporary life in Canadian regions.
Grade VI - Historical Roots of Man - Anthropological analysis and social history of early civilizations.
Approximately one-third of the social studies class time is to be devoted to problems that are of current interest to student and teachers.

(Experiences in Decision Making, p. 16)

The Division II units selected for detailed analysis were classified as follows:

    2/3 Social Studies Classtime - 20
    1/3 Social Studies Classtime -   0
                                  -   2

Although it may be argued that any unit could be studied during the
one-third unstructured Social Studies class time, it seems that specific units
based on topics, other than those that fit the prescription of the Provincial
handbook, have not been prepared.

UNIT ORIENTATION

It would appear that the units to a great extent are similar to those
prepared for the previous Social Studies program. For example, the objectives
of the 1964 Elementary program were such that almost all Division II units pre-
pared for it would be classified as *designative*. That is, the units were con-
cerned with what was (Life in the Past), what is (Canada at Work), or what will
be (Social Progress in Canada and United States). The 1971 program should have
effected a shift from these *designative* concerns to *appraisive* and *prescriptive*
concerns. This shift would occur if units developed met the criteria as estab-
lished in Experiences in Decision Making. For example, reference to the apprai-
sive nature of the program:

> . . . they will deal not only with the "what is" but also with the
> "what ought to be" . . . (p. 9)

while the prescriptive notions of the program are embodied in the valuing process,
as conceived by Raths, which appears to be the heart of the program:

> Students in the Alberta social studies should demonstrate that they
> are:
>
> Choosing - 1. Identifying all known alternatives
> 2. Considering all known consequences of each alternative
> 3. Choosing freely among alternatives
>
> Prizing - 4. Being happy with the choice
> 5. Affirming the choice, willingly and in public if necessary
>
> Acting - 6. Acting upon the choice
> 7. Repeating the action consistently in some pattern of life.
>
> (p. 9)

Following the specifications of the 1971 handbook, then, the orientation of units should be on appraisive questions such as "what should be" or prescriptive questions such as "what should be done". Table 9 indicates that about ½ the units analyzed only about 36% meet this requirement.

Table 9.

	Definitive	Appraisive	Prescriptive	Totals
Knowledge oriented	48%	0	0	48%
Inquiry oriented	16%	32%	4%	52%
Totals:	64%	32%	4%	100%

This trend is reflected in the comments of the unit analysts:

> The values objectives apply mainly in the area of choosing – there is little prizing or acting to do with value decisions.

> The major criticism is that the unit is solely designative with no suggestions or ideas for either appraisive or prescriptive approaches to the various themes.

A second orientation concern of the program as outlined in _Experiences in Decision Making_ is the approach teachers are expected to take to the program. As has been indicated previously the unit method is the only organizing approach suggested by the handbook, which states:

> . . . it is strongly suggested that elementary social studies units be organized around value issues. Value issues are usually expressed in question form and require students to make value judgments. (p. 30)

The handbook (p. 18) lists criteria for selecting unit learning experiences. They should involve a pertinent value issue, have futurity, contribute to the development of social and/or inquiry skills, lead to an understanding of significant social problems and be relevant to the needs and interests of learners. This approach to learning still seems to reflect fairly consistently the philosophy of John Dewey and means little shift from the approach expected in the old Enterprise program.

Table 9 indicates that 52% of the units analyzed seemed to be inquiry-oriented. The remaining 48% of the units appear to focus heavily on the transmission of particular sets of knowledge. Inquiry oriented units included titles such as Should the Canadian Indian Adapt to the White Man's Way of Life, Canadian Minorities: Should They Maintain Their Identity?, and Should This Town Die?. Knowledge transmission oriented units included titles such as People in Alberta, Historical Roots of Man: Ancient China, and Do Alberta and Argentina Have Similar Problems?.

The unit titles raise questions of relevance and significance. Although caution must be exercised in judging units by their titles, they often provide an indication of what is in the unit. One of the units in the Provincial handbook, Did the Aztecs Deserve to be Conquered?, is typical of the genre of units that have been developed in the Province. Whether the Aztecs deserved to be conquered or not is unlikely to have any impact on any other issue that might be examined, and it is unlikely, therefore, that it can be justified in terms of future use, relevance, or student interest. Indeed an examination of this group of units leads to the conclusion that they are really fanciful titles to units which are primarily dedicated to knowledge transmission. Where they do attempt to follow through the suggestions of the Provincial handbook the question of their worthiness as a legitimate Social Studies pursuit must be raised.

CONCEPTS AND CONCEPTUAL APPRAOCHES

. . . the new social studies outlines major concepts and generali-
zations that are easily remembered, enduring, and transferable to
a variety of life situations. (p. 5)

Knowledge of conce｡   , generalizations, theories and structures
should result from students synthesizing the specific data ga-
thered or produced while confronting value issues. (p. 13)

Thus, Experiences in Decision Making sets forth the position taken

by the Alberta program that *organizing concepts* will become one of the major

knowledge objectives of the program.   The organizing concepts themselves are

identified as:

THE INTERACTION PROCESS

ENVIRONMENT
- Time
- Space
- Culture
- System

INTERACTION

CAUSALITY
- Goals
- Norms
- Technology
- Power

INTERDEPENDENCE
- Cooperation
- Conflict
- Stability
- Change

GEOGRAPHY · ANTHROPOLOGY · SOCIOLOGY · ECONOMICS · POLITICAL·SCIENCE · PSYCHOLOGY · ETHICS · HISTORY
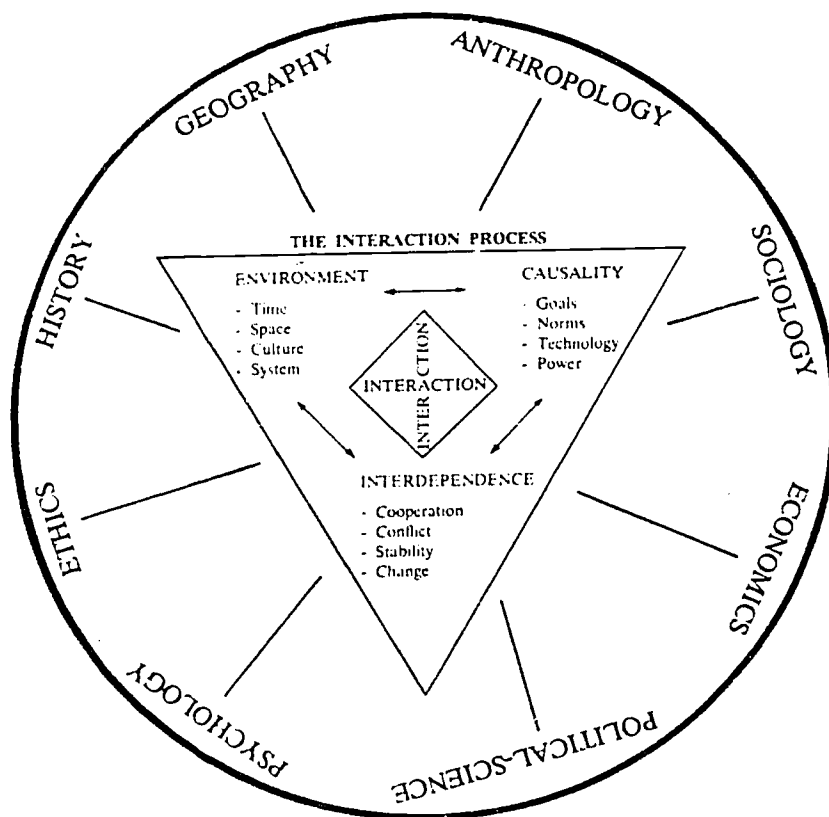
(Experiences in Decision Making, p. 13)

An examination of the units selected for analysis is given in Table 10 on the next page. The table indicates that for the most part the concepts developed in Division II units are those identified in Experiences in Decision Making. These concepts are only listed as unit objectives but in the main are also developed to some extent through learning activities. It should be noted that the use of organizing concepts such as those used in the Alberta program is built upon a number of hypotheses, including:

Concepts make remembering easier by helping organize large amounts of factual material.

Concepts encourage transfer of learning to new problems.

Concepts help children work in the language of academic scholars.

Concepts from the disciplines can be developed in a form that even young children can work with.

Concepts facilitate greater understanding.

A set of interdisciplinary concepts representative of history, social science, and behavioral sciences is an adequate base for a Social Studies program.

Concepts can be revisited with greater understanding as a learner progresses from grade to grade.

Concepts which are basic to the Social Studies are essentially simple.

Few of the units make explicit these hypotheses nor do they make clear the tentativeness of organizing concepts. That concepts may be modified or discarded is not made clear.

Experiences in Decision Making makes it clear that the acquisition of conceptual knowledge occurs or should occur inductively.

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Table 10.

CONCEPTS INCLUDED IN SELECTED DIVISION II UNITS
(Number of units = 22)

Concept	Included in the unit	Actually Developed in the unit
* Conflict	6	6
* Change	12	12
* Interdependence	4	3
* Environment	2	2
* Causality	2	2
* Culture	8	8
* Interaction	2	2
* Technology	5	5
* Time	2	2
* Norms	1	1
* Systems	2	1
* Stability	1	0
* Power	4	3
* Conservation	4	4
* Cooperation	4	3
Society	1	0
Justice	1	0
Valuing	2	2
Adjustment	1	0

*Listed in <u>Experiences in Decision Making</u>

The Place of Concepts in Social Studies

Teaching and Learning
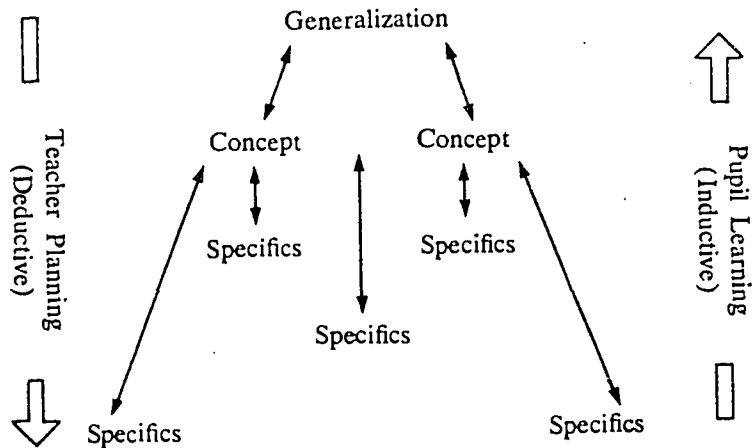
The analysis of the selected units indicated that the majority of the units (60%)

Table 11. APPROACHES TAKEN TO CONCEPT DEVELOPMENT IN SELECTED DIVISION II UNITS	
Concepts	%
Through Examples	12
Through Rules	28
Topical	60

were developed in a traditional topical approach. This approach is similar to

that used in the 1964 Elementary Social Studies program and has its origin in

the 1933 State of Virginia Social Studies program. It has had long use in the

Alberta Elementary School Social Studies program, having formed part of the Enterprise program. The least used approach through examples (12%) would seem to be the approach which closest approximates that advocated in Experiences in Decision Making.

VALUE CONCEPTS IN THE UNITS

Table 12 shows the value concepts that were included in the units analysed. For the most part the value concepts included in Division II units were those identified in Experiences in Decision Making. Further, the concepts were not just listed in the units: in most cases they were developed through suggested learning experiences.

Table 12. VALUE CONCEPTS FOUND IN SELECTED DIVISION II UNITS (Units analyzed = 22)		
Value Concepts	No. of Units Including the Concept	No. of Units Which Actually Develop the Concept
The dignity of man	13	13
Freedom	9	9
Equality	9	8
Justice	6	5
Empathy	7	7
Loyalty	4	3
Others:		
Love	1	1
Respect	2	2
Courage		
Cooperation	1	1
Interdependence	1	1

The treatment of value concepts in the unit shows a great deal of confusion about the role such concepts are to fulfill in the Social Studies program. For example, the following are listed as "objectives" as they appeared in units.

They should determine the effects of a class system on the dignity of man.   (Grade 6)

Loyalty - Development of an appreciation for the diversity of life styles in Alberta.   (Grade 4)

Do the arts improve the quality of life of the individual in society? (Grade 5)

Should we accept and respect differences among Canada's ethnic groups?   (Grade 5)

    . . students will:
  iv) demonstrate appreciation for the spirit of people who explore the unknown.   (Grade 6)

Part of the confusion among the unit developers can probably be traced to Experiences in Decision Making. Teachers there are given the following seemingly contradictory directives:

The new Social Studies invites free and open inquiry into the definition and application of individual and social values. (p. 9)
                              versus
Does the experience fit as a part of a sequence which will lead to a reasoned pride in Canada . . . (p. 9)

and

Students in the Alberta Social Studies should demonstrate that they are
  Choosing --
  1. . . .
  2. . . .
  3. Choosing freely from among alternatives (p. 9)
                              versus
In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals) . . . (p. 9)

The units reflect a variety of interpretations which range from the inculcation of a particular set of values to what is essentially a value free position. Unfortunately, the sample units in Experiences in Decision Making give little guidance to unit developers.

SKILLS

Experiences in Decision Making identifies at least two classes of skills which are to be included in the objectives of the Social Studies program: cognitive skills and social skills.

Cognitive skills include:

- Recall and recognize data which are pertinent to social problems.
- Comprehend pertinent data (this skill includes the ability to translate, interpret and extrapolate from data).
- Analyze pertinent data in order to identify elements, relation-ships, and organizational principles.
- Evaluate pertinent data in terms of internal and external criteria.
- Synthesize pertinent data in order to create an original communica-tion or propose a plan of action.
- Apply pertinent data in the solving of social problems.
                                                                (p. 11)

Social skills include:

- Knowledge of ways and means of dealing with social problems should also include the ability to:
  1. Interpret the feelings and ideas of others.
  2. Respond to the feelings and ideas of others in a manner appropri-ate to the occasion.
  4. Cooperate with others, though not to the extent of compromising basic values.

These two classifications of skills seem to be typical of the myriad of schemes that are used in Social Studies programs in an attempt to bring order to skill development. However, the classifications are so broad it is hard to conceive of any skill that could not be included and hence the usefulness of the scheme may be questioned. Samples of skills found in the Division units analyzed

included:

2.a.   Map skills - Map orientation, use of legends (grade 4)

        Data using - distinguishing fact from opinion
                   - hypothesizing
                   - defining (grade 6)

        Develop cause and effect statements (grade 5)

        Recognizing sequence and chronology (grade 6)

Table 13 indicates that all of the skills listed in the units were, at least to some extent, developed in the units. It also reflects the mixed categories from very global to highly specific skills which were contained in units.

Table 13. SKILLS DEVELOPED IN SELECTED DIVISION II UNITS (Units analyzed = 22)		
Skill	No. of Units Included in Objectives	No. of Units Actually Developing
Data gathering	11	11
Analysis	12	12
Evaluation	12	12
Problem solving	5	5
Reporting	3	3
Social skill	5	5
Mapping	2	2
Graphing	2	2
Synthesis	1	1
Comparisons	3	3
Interviews	1	1
Group dynamics	1	1
Choosing	1	1
Prizing	1	1

The skills included in <u>Experiences in Decision Making</u> and the units analyzed seem to be based on the following principles:

    i.   Skills should be taught functionally in the context of a unit.

    ii. The program of instruction should be flexible enough to allow skills to be taught as they are needed by learners.

    iii. The learner must understand the purpose of the skill and have motivation for developing it.

The following principles of skill development seem to be ignored:

    i.   Skill development is most effective when there is systematic and continuous application of skills.

    ii. Skill instruction should be presented at increasing levels of difficulty across the grades.

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

Student involvement and student-teacher planning plays an important role in the Elementary Social Studies program. The Master Plan states:

> Within this broad framework, called the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives. (p. 5)

> Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers . . . (p. 17)

> The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teachers. Purposes of this pupil-teacher discussion should be to identify:

>   1. Problems, themes, or topics which students wish to investigate.
>   2. Attitudes, feelings, beliefs and values which need clarifying.
>   3. Skills which need strengthening.
>   4. Areas of knowledge in which conceptual understanding is lacking.

> Most teachers already use suitable formats in the preparation of unit plans. However, some may prefer to use the following format which allows for effective integration of objectives and learning opportunities. (p. 29)

However, as Table 14 indicates, the accommodation for student involve-
ment in the units analyzed is minimal.

Table 14.
PROVISION FOR STUDENT INVOLVEMENT IN THE DEVELOPMENT
OF SELECTED DIVISION II UNITS
(Units analyzed = 22)

	Percentage of Units Analyzed	
	Yes	No
Evidence of student involvement in the development of the unit.	10	90
Student involvement provided for in the unit.	25	75

In those few instances where student involvement was incorporated in
the unit, none were included in goal determination as is shown in Table 15.

Table 15.
PLANNED STUDENT INVOLVEMENT IN SELECTED
DIVISION II UNITS
(Units analyzed = 22)

Involvement In	Yes	No
Goal development	3	2
Instructional materials	3	2
Teaching/learning strategies	2	1

The predicating of a Social Studies program on the unit method of
instruction raises the question of how useful the unit method is considered

It is discouraging to read the comments of Orlosky and Smith, who, in ending their review of the unit method and unit planning, conclude that they are:

> A thing that has not been accepted as a frequent characteristic of teaching but has left a residue that influences educational practice.

(Kappan, March 1972, p. 413)

III.   JUNIOR HIGH SCHOOL

UNIT ORIENTATION

The comments made in this section are based on 50 Junior High School units (grades 7, 8 and 9) that were examined. All teaching units examined applied only to the two-thirds instructional time as prescribed within Departmental handbooks. The majority of these units were created by groups of teachers or individual teachers. In some instances (10%) units were developed by school districts, although it is recognized that school districts had assigned groups of teachers or had teachers released for the development of units. No units concerning the one-third "optional" time were available for examination. This may be due to the fact that the one-third time is devoted to individual projects, that teachers plan differently for this time, or that the time is not being utilized as set out by the Department of Education.

The units examined were almost equally distributed between the knowledge transmission orientation and the inquiry orientation (56% to 44%). (See Table 16 on the next page.) In the DAP dimension, 86% of the units had a designative orientation (D1, D2 and D3), 12% an appraisive orientation, and only 2% a prescriptive orientation.

Orientation to Topic	D1	D2	D3	A	F	
Table 16. ORIENTATION TO TOPIC/PROBLEM (%)						
Knowledge transmission oriented	18	36	0	2	0	56
Inquiry oriented	18	14	0	10	2	44
	36	50		12	2	
TOTAL:	86			12	2	100

Within the knowledge transmission orientation, practically all of
the units emphasized the "what is" -- i.e., the present state of affairs with-
in topics under study. Units oriented towards inquiry also concentrated upon
the designative ("what was" and "what is"). The designative stance in both
knowledge transmission and inquiry orientation (86%) indicates where the
classroom teacher appears to be concentrating his/her attention. The apprai-
sive and prescriptive stance of Responding to Change is not stressed: unit
developers appear to be ignoring the appraisive and action stance of the Master
Plan.

The stance of the units suggests that program developers concentrate
upon having students "understand", "examine", "have an appreciation of" and
"know" about facts and concepts. Our impression is that their designatively
oriented instructional programs stress historical and geographical dimensions.
The units also reflect a general tendency toward these disciplines which would
appear to contradict the interdisciplinary intent of the program (Responding to
Change, p. 93)

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In most units student activities are controlled by the teacher. Students' presentation of ideas and methods of learning techniques are "massified": instructional display materials reflect the interest of the teacher rather than the interest of the student. This stance is somewhat inconsistent with premises evident in Responding to Change (pp. 2-3, 11, 52-54, 88-89, 95-99).

The use of behavioral objectives in many of the units can be seen as a control or monitoring device in the approach students use towards problem defining, the location of data, and the conclusions that students arrive at within the units' experience. The heavy emphasis upon the designative component of units examined suggests that teachers are mainly oriented toward factual information. Students are often presented with readings and then asked questions such as the following:

i. What was the extent of the Church's influence over the live of the people in Latin America?

ii. What problems did the politicians face in attempting to curb the Church's power?

iii. How was the problem of the Church resolved in Mexico? In Argentina?

iv. Why did a problem such as this not exist in Canada in the 19th century?

The major skills emphasized appear to be data collection and data organization.

The very title Responding to Change reflects the belief that due to societal "change", the Alberta Social Studies program should provide content that is future-oriented. The emphasis on the "what was" and "what is" components of the designative orientation at the same time point to the neglect of the "what will be" or "what will happen" dimension. This is contrary to the future orientation of the Alberta Social Studies as reflected in the handbook's title, Responding to Change.

The questions of student evaluation provided in the teaching units also represent the heavy emphasis upon recall and factual knowledge. Students are asked to answer the following types of questions (emphasis added):

1. Identify three occasions when the U.S.A. interfered in Latin America to "stop Communism". (grade 9)

2. What effects would the various climate types have on the way people live in the different regions of Africa? (grade 8)

3. Locate the following on the map of Africa, e.g. Sahara Desert, Nile River, etc. (grade 8)

4. Name several ways in which Mexicans show this attitude each November 2. (grade 9)

5. Define what an anthropologist is. (grade 7)

6. Discuss: Are Minority Groups Trapped in the Poverty Cycle? (grade 9)

While these questions appear to meet the criteria suggested in sections of Responding to Change (p. 15-16), the contradictory nature of the segments of the handbook leaves the teacher in some doubt as to what form of evaluation he/she is expected to pursue. The handbook states:

1. All too often it [evaluation] is seen as if it were only measurements — a way of determining marks, grades and credits. (p. 55)

2. Objectives of Evaluation . . . (3) to provide for individual needs (p. 57)

The variance between Chapter 8 on evaluation and Chapter 3 on objectives needs some examination in order to assist teachers to meet the program's main emphasis -- which appears to be value clarification, value inquiry and value concepts. The units examined represented this lack of clarity with their concentration upon cognitive recall to the detriment of the valuing dimension implicit within the Alberta Social Studies program.

CONCEPTS/CONCEPTUALIZING

It would appear from Table 17 that the substantive concepts used in the units examined are taken from Responding to Change. The teaching units also suggest that the teachers concerned develop the concepts as listed in the handbook. The concepts emphasized within the units, at the Junior High School level, are those of technology, culture and change, and this is in keeping with the intent of the program guides.

Table 17.
CONCEPT DEVELOPMENT (%)

	Yes	No
Are the concepts listed in column A reflected in the suggested grade outline in Responding to Change (pp. 21-45)?	100	0
Are the concepts actually developed in the unit?	93	7

The teacher's concept of a concept, as shown in Table 18, appears somewhat varied. The general view of a concept (60%), that it is one of *topicality*, indicated the program developers' "weak" understanding of concepts. The looseness of the understanding of concept is reflected in the fact that 28% of the units examined approach concepts through *examples*. Concepts through *rules* was pursued in only 12% of the teaching units examined. The control of concepts in this case appeared to be determined by the use of a social science discipline (e.g. political science, history, geography, etc.)

Table 18.

GENERAL APPROACH TO CONCEPTS (%)

12%
Rules

60%
Topical

28%
Examples
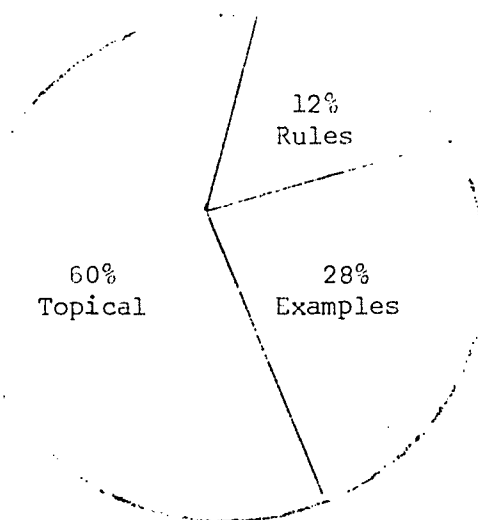
Table 19 shows that most program developers were concerned primarily with concept attainment (48%), although formulation of concepts was fairly actively pursued (30%). Some units, while listing concepts, show little or no understanding of either concept formation or attainment.

Table 19. THE STRATEGY OF DEALING WITH CONCEPTS (%)	
Concept attainment	48
Concept formulation	30
Neither	22

This interpretation given to concepts varied from teacher to teacher and this, in part, may be due to the inadequacy of Responding to Change's handling of concept development (p. 8). While the handbook refers to the interdisciplinary base of Social Studies' concepts in many units, concepts

were examined in a disciplinary structure. The diagramatic representation of "spiralling concepts" is shown on page 9 of Responding to Change seems to have created problems for teacher interpretation. The concepts for value clarification (e.g. Dignity of Man, Freedom, Equality, etc.) are seen as being applicable in varying degrees of complexity to all grade levels. The "expanding horizons" belief built into the Alberta Social Studies program has a tendency for grades 1 - 6 teachers to concentrate upon environment, with the stress on space, time, culture and system; the Junior High teaching units examine the relationships among the concepts of *technology*, *man* (goals and norms) and *culture* in causal terms; and the High School examines interdependence in terms of cooperation, conflict, stability and change. This would suggest that the basic idea of concept development proceeding from the simple to the complex is being "ignored" by many teachers. A weakness may be the lack of clarity in the diagram on page 9 and the lack of amplification of the key concept of interaction which is stressed in the handbook.

VALUES/VALUING

The value concepts that were identified in the teaching units examined were in keeping with those suggested in Responding to Change (see Table 20 on the next page). In general, the value concepts as suggested within the teaching units, and supported by departmental handbooks, were also developed within the teacher produced products. The value concepts that received the most attention within the teaching units were *empathy*, *freedom*, *dignity* and *justice*. It should be noted that 10% of the teaching units examined failed to provide value concepts (see Table 20), and that the same percentage of teaching units failed to develop value concepts that they considered an internal part of the unit that had been developed.

The units examined would suggest that value concepts are being examined within the "should" dimension, but the predisposition to act may not be amplified to a degree consistent with Responding to Change. While many teaching units attempt to examine value issues, the extent or generalizability of value concepts suggested in the handbook allow for many interpretations of their "development". The basic premise of "prizing, acting, choosing" would appear to be unclear as a method within valuing, and this is reflected in the units examined. Units did reflect an attempt at values clarification: this was particularly noticeable when simulation games, readings which represented various views, and attitudinal scales were used.

| Table 20. | | |
VALUE CONCEPT DEVELOPMENT (%)		
	Yes	No
Are the *value concepts* listed in Column A reflected in the suggested grade outline in Responding to Change (p. 6)?	100	0
Are the *value concepts* actually developed in the unit?	90	10

SKILLS

The major skills, as identified from the examination of teaching units, reflected those proposed in Responding to Change (see Table 21 on the next page). It was also clear that teaching units attempted to develop the skills that had been selected from Provincial guidebooks. The skills that

were clearly emphasized consisted of dat thering and data organization, tending to support the designative component of the examined teaching units. It would also appear that the teaching units have a tendency to concentrate upon reading and writing skills. The teaching units also attempted to develop "thinking" skills, although not to the same degree as data collecting skills.

The action dimension of problem solving has not been interpreted by teachers in a manner that is consistent with the intent of Responding to Change. The emphasis, as stated earlier, has been on data gathering skills and their organization; little attention has been given to the "active" mode of skill development. The traditional emphasis on knowledge is still predominant and the active mode has yet to be understood or implemented in the teaching units examined.

	Yes	No
Table 21. SKILL DEVELOPMENT (%)		
Are the skills listed in Column A reflected in the suggested grade outline in Responding to Change (Chapter X, pp. 74-89)?	100	0
Are the skills actually developed in the unit?	100	0

STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT

It would appear that little student involvement takes place in the initial development of teaching units. This suggests that teachers either use topics from Responding to Change or else they select what is considered relevant

to students. In only 10% of the teaching units (see Table 22) was there any
recognition given to student involvement in the initial development of programs.
In Chapter 7 of Responding to Change criteria are listed in the planning of
units of study; criteria 18(a) (p. 54) specifically refers to the involvement
of students in the development of programs. From the units examined it would
appear that teachers or groups of teachers develop programs and ignore the
factor of student input.

Table 22. STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT (%)	Yes	No
Is there evidence of student involvement in the initial development of the program?	10	90
Is there provision for student input somewhere in the development of the program?	28	72
If "yes" to either or both above, is this involvement		
-in the development of goals and objectives?	20	80
-in the development of instructional materials?	76	24
-in the development of teaching and/ or learning strategies?	60	40

The scene as determined from the examination of teaching units
appears a little better in the case of student input within the ongoing de-
velopment of programs. In this case, 28% of the teaching units allow for
student input, although 72% of the units show no direct student involvement
(see Table 22). The 28% of units examined provide students with the oppor-
tunity to become involved in program development, although student role varied

considerably.

The units that do allow student involvement admit this input in
rather specific ways. The student is seldom involved in the development of
goals and objectives that are a part of each teaching unit; students are
generally involved in the development of display material and, to a degree,
there is also involvement in the developing of teaching and/or learning
strategies. The units examined, where student involvement was provided for
while meeting some of the criteria as specified by the Department of Education,
do not fully meet the intent of the program development implicit within
Responding to Change.

The analysts were asked to consider the teaching units examined
on the basis of the following:

    i.   usefulness for teaching

   ii.   ease of understanding

  iii.   organization

   iv.   clarity of ideas stated

    v.   appropriateness for student grade level

   vi.   interest for students

In general, the teaching units were found to be "acceptable" from
the teacher's perspective. The teacher's recognition of a need for teaching
units and "should" experiences helped the analysts to understand the intent of
the programs developed. The consensus was maintained except for issues v. and
vi: while teachers recognized the intent of the teaching units, the interpre-
tation of appropriateness to grade level and student interest tended to be
somewhat negative. In some part this is undoubtedly due to the heavy emphasis
on the designative component of the teaching units, and the lack of student in-
volvement in the development of programs. "Interest for students" is of crucial

importance: ignoring it may well result in loss of motivation.

IV. SENIOR HIGH SCHOOL

UNIT ORIENTATION

All of the units examined at this level were designed for the two-thirds prescribed instruction time. These units consisted of unipaks units distributed by school boards, units being sold by the Alberta Teachers' Association, and units developed by individual teachers. The sample consisted of 25 units.

On the basis of the units examined, we cannot make any inferences concerning the one-third unstructured portion of the Alberta Social Studies Program. The units did not contain any evidence concerning the topics, approaches, and extent of time "devoted to problems that are of current interest to students and teachers" (pp. 10, 11).

Table 23 on the next page summarizes the orientation evident within units to the topic or problem of concern. Methodologically, the orientation of units to a topic tends to be inductive. Students are to approach factual material in terms of a question or problem and are expected to arrive at a conclusion or generalization. This tendency to an inductive approach was loosely classified as being inquiry oriented (72%). However, what is considered in these teaching units to be inquiry is not similar generally to the inquiry strategies suggested in Responding to Change (pp. 95-100, 6, 53, 54); if these strategies were to define inquiry, then very few of the units would be other than straight knowledge transmission. Program developers would appear to

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interpret inquiry as students answering specified questions and solving pro-
blems from display materials which are teacher selected. Students
are given very little choice in exercising decision-making skills when defining
the "what" and "how" of unit topics. Student activities are teacher controlled,
and appear to be premised on:

    i.   homogeneity of student interest, experience, and learning
       style; and

    ii. teacher selection and interest rather than the interests of
       students.

These two premises are not consistent with the view of inquiry evident in
Responding to Change (pp. 2-3, 11, 52-54, 88-89, 95-99).

Table 23.	
ORIENTATION TO TOPIC/PROBLEM (%)	
Knowledge transmission oriented	28
Inquiry oriented	72
Designative	
D1-What was. What happened. (past)	36
D2-What is. What is happening. (present)	44
D3-What will be. What will happen. (future)	4
Appraisive	
What ought to be. What ought not to be. What should be. What should not be.	16
Prescriptive	
What ought to be done. What ought not to be done. What should be done. What should not be done.	0

Although the majority of the units are oriented towards teacher con-
trol, there is variation among units concerning the degree of structure and
method prescribed for inquiry. On the one hand, units which are designed in

the form of a unipak or with behavioral objectives tend to give a student very little choice and tend to monitor closely a student's problem-defining, information-locating, and generalizing. On the other hand, units which are designed with no explicit objectives tend to lack conceptual or methodological structure. For example, one grade 11 unit consists of a list of questions of which the following are extracts:

    i.   Is the idea of eternal damnation of non-Christians still valid?

    ii.   How can the Church which is a traditional institution perform in an age of change?

    iii.   Why did the Reformation take place when it did?

    iv.   Is the civil violence in the world today a symptom, a cause, a result or a method of change?

    v.   Should a society attempt to maintain its traditions? Why or why not? What good are they?

Twenty-five questions such as these are not researchable within the time span of one unit. In this example, inquiry needs to be based upon a methodological and conceptual structure, or else the "answers" to these questions become little more than a gloss. It can be concluded that there is a wide variation in that which is conceived by program developers to be inquiry strategies.

An examination of the type of inquiry and knowledge transmission predominating in the units examined is summarized in Table 24.

Table 24. DESIGNATIVE/APPRAISIVE/PRESCRIPTIVE ORIENTATION (%)						
	D1	D2	D3	A	P	Total
Knowledge Transmission Oriented	16	12	0	0	0	28
Inquiry Oriented	20	32	4	16	0	72
Total	36	44	4	16	0	100
GRAND TOTAL:		84		16	0	100

The great majority of units are designatively oriented (84%), em-
phasizing factual material related to "what was" (36%) and "what is" (44%)
occurring. Only a few of the units (16%) are appraisively oriented and none
are prescriptively oriented. This is surprising in light of the appraisive
and prescriptive stance of Responding to Change. Teachers appear to be ignor-
ing or reinterpreting the valuing and action premise of the program:

> . . . [students] will deal not only with the "what is", but also
> with the "what ought to be" and will have the opportunity to make
> this world a more desirable place in which to live.
>
> (p. 5)

The large emphasis in Responding to Change upon the "valuing process" (pp. 5-6,
13, 52-54, 64-74, 85-86, 98-99) and upon "social action" (pp. 5, 6, 13, 63, 99)
is not reflected generally in the units examined.

An examination of the intents of the units strongly suggests that
teachers are concerned primarily with the factual content. Students are to
negotiate large amounts of information, lists of questions, and multiple read-
ings. Factual material is to be "known", "understood", and "reorganized" by
students into written form; consequently, the skills intended are data collec-
tion and organization. The major orientation of the units, therefore, is to-
wards factual information of the past and present.

Very few of the units (4%) were designatively oriented towards infor-
mation related to "what will be". Responding to Change is premised on the belief
that because of accelerated and continuous societal "change", Social Studies
content should emphasize projected trends and problems, provide skills "to cope
with a world of uncertainty", and develop "a concern in students that is future-
oriented" (pp. 2, 5, 13, 64, 95). As this premise is reflected in very few of
the units examined, it does not appear that teachers share the same concern for
content and for skills related to "change", "uncertainty", and "what will be" as
does Responding to Change.

It would appear that teachers utilize the social sciences as the context, source and model for organizing factual material. History and geography are the widely used exemplars for unit development, although many units utilize aspects of various social science disciplines. However, the predominance of discipline-based unit development does explain partially the designative rather than appraisive or prescriptive orientation of most units.

The use of behavioral objectives also tends to maintain a designative orientation in those units in which such objectives are used. This designative stance is particularly evident in unipaks because the unit organization in accordance with behavioral objectives focuses the student upon mastery of bits of information rather than upon valuing, inquiry and social action. Those units that are organized around a value question or a social problem tend more towards an appraisive perspective.

Student evaluation is based primarily upon written assignments and tests. Examinations are weighted heavily towards the recall and interpretation of factual material. Students are asked, for example, the following types of questions (emphasis added):

1. List the mammation needs of man. (grade 10)

2. In two or three sentences give a clear definition of the science of anthropology. (grade 10)

3. What is the basic function of Parliament? (grade 10)

4. Identify at least four different political institutions that make decisions regarding your school life. (grade 10)

5. Explain in one or two sentences each two differences in the authors' attitude towards Quebec. (grade 10)

6. Locate on the outline map of Canada, the location of the first English speaking settlements in Upper Canada. (grade 10)

7. Discuss the role of the Soviet Union, the Western Nations and Japan in the Chinese Revolution. (grade 11)

8. Compare and contrast the programs of the Kuomintang and the C.C.P. Which do you feel had a more realistic program? (grade 11)

That questions such as these would appear to be inconsistent with the following guidelines suggested in *Responding to Change* (emphasis added):

1. Regardless of the way in which an objective has been stated, there is no way of determining whether or not it has been achieved until there is an observable, overt behavior on the part of the learner (p. 15).

2. The objectives should be attainable by instruction (not by accident) and should be capable of being measured (p. 16).

3. Are objectives stated in terms of student's behavior or performance which can be evaluated? (p. 54)

However, it is difficult to interpret the evaluation strategies utilized in teaching units in the light of *Responding to Change* as a totality. Recommended guidelines for evaluation tend to be contradictory when they have to be applied in unit development. The following statements are not easily interpreted if evaluation is to be understood by teachers in terms of Chapter 3 on behavioral objectives (emphasis added):

1. All too often it is seen as if it were only measurement – a way of determining marks, grades and credits (p. 55).

2. Are students involved in the evaluation? (p. 54)

3. Objectives of Evaluation . . . (3) To provide for individual needs (p. 57).

Indeed, Chapter 2 on evaluation and Chapter 3 on objectives need to be articulated with the program's major emphasis on value clarification, value inquiry, and value concepts. The units examined have neglected evaluation of the valuing dimension and focussed rather upon measureable cognitive recall. The orientation in student evaluation, therefore, tends also to be designative.

CONCEPTS

The majority of substantive concepts identified in the units were reflected in the suggested grade outline in Responding to Change (see Table 25 on the next page). Concepts stated appear to be developed throughout the units, although many concepts (30%) are merely listed without being followed up. Some

units do not appear to be concerned with concepts or generalizations per se; however, many units do attempt to develop and use concepts as tools for inquiry.

	Yes	No
Table 25. CONCEPT DEVELOPMENT (%)		
Are the concepts reflected in the suggested grade outline in Responding to Change (pp. 21-45)?	82	18
Are the concepts actually developed in the unit?	70	30

A characteristic of many units is a lack of emphasis upon explicit strategies for concept development (pp. 90-93, 97). Strategies for attaining or formulating concepts are often difficult to identify in units because of emphasis upon organizing and interpreting factual material. As summarized in Table 26, one-half of the units did attempt to use concept attainment strategies to some degree, defining and illustrating concepts for students primarily by providing various readings. One-quarter do not attempt any strategy. For example, in a unit entitled "A Study of Revolution", grade 11 students are to examine the following sequential topics:

A. Introduction to China
B. Basic Facts of China and the Chinese
C. Traditional Society
D. Rebirth of China
E. Life in Communist China
F. New China Policy
G. The Mind of China

China's history and geography is "covered" topically, but the concept of "revolution" is not developed. Students merely answer questions and are tested

on content covered. Perhaps Responding to Change (pp. 93, 97) needs to be more explicit as to how concepts are to be developed and used.

Table 26. THE STRATEGY OF DEALING WITH CONCEPTS (%)	
Concept attainment	52
Concept formulation	28
Neither	20

The varying interpretations of Responding to Change with reference to concepts evident in the units appear to reflect confusion over what a concept is (see Table 27 on the next page). The majority of units (60%) do not appear to be based upon a concept of concept. Information is organized by topics or by questions rather than by generalizations and concepts. One-quarter of the units view a concept as a general label or category into which examples can be placed. Few units (16%) develop concepts as rules or criteria for discriminating events. For example, "imperialism" may be developed in terms of interrelated subconcepts which provide a rule system for student thinking about events rather than a list of examples for topics. When one examines the concept of concept implicit in Responding to Change, there is no consistency between the discussion of concepts undertaken (pp. 90-91) and the illustrations supplied (pp. 21-45). What a concept is needs to be established more clearly, because the units examined appear to show some confusion.

Table 27. GENERAL APPROACH TO CONCEPTS (%)	
Concepts through examples	24
Concepts through rules	16
Topical	60

We had difficulty in interpreting units in light of the "interaction process" specified in Responding to Change (pp. 7-9, 14, 94-95). It would appear that teachers also have difficulty in understanding the conceptual scheme and "spiral" relationship prescribed. As a result, there are many interpretations of what a concept is, what the program's conceptual base is to be, and how concepts are to be developed.

The "interdisciplinary" source for concepts assumed in Responding to Change (pp. 93) has many interpretations in the units examined. "Interdisciplinary" appears to be interpreted in three ways by the unit developers:

1. Each unit is developed within the confines of one social science. Over the course of a grade, students would examine concepts from four or five disciplines separately. For example, grade 10 students in one school system study:

    (a) "I am an Indian". Two of the objectives of the unit are "to learn fundamental concepts of anthropology" and "to learn the skills of an anthropologist".

    (b) "French-English Tensions". In the preamble of this unit students are told: "In this topic you will be using the skills of the historian in studying the development of the French and English cultures in Canada . . ."

    (c) "Politics: The Art of Decision-Making". Students are told that the purpose of the unit is "to aid you in learning concepts from the discipline of Political Science" in order to understand "man's political behavior".

    (d) "Geographic Development of Canada". Concepts are selected from physical, cultural and economic geography.

7. Each unit is developed by selecting concepts from four or five distinct disciplines. For example, a student would deal with geographical concepts, then history, then sociology, and so on, in examining a problem. Disciplines are kept separate and distinct.

8. Each unit is developed by selecting concepts which are not related to a specific discipline base. The boundaries among disciplines tend to be broken down in this approach.

The first two approaches would seem to be closer to being multidisciplinary than interdisciplinary, although _Responding to Change_ (p. 93) is not clear in presenting what the distinction should be.

VALUES

The value concepts suggested in _Responding to Change_ (pp. 6, 91) are of such general nature that most (76%) of those identified in the units are related to the "dignity of man, freedom, equality, justice, empathy, loyalty" and so on (see Table 28). However, the primary emphasis of the units is upon substantive concepts. Value concepts tend to be more implicit within the units.

Table 28.
VALUE CONCEPT DEVELOPMENT (%)

	Yes	No
Are the *value concepts* reflected in the suggested grade outline in Responding to Change (p. 6)?	76	24
Are the value concepts actually developed in the unit?	85	15

The "valuing process" is not evident generally in units. Part of the
reason for this may be the briefness with which valuing strategies are dealt
with in Responding to Change (pp. 5, 52-54, 64-74, 85-86, 98-99). The value
frameworks of Raths and Krathwohl, value clarification techniques, and value
inquiry approaches are not used commonly in units. Value clarification does
occur with simulations, attitude scales, and readings which present various
points of view on an issue.

Units are not organized generally around a central value question or
a constellation of questions. When value questions do appear in units, it is
difficult to trace their development. One could conclude that value questions
are often "tacked on" to the beginning or the conclusion of a unit, rather than
being an integral part of the unit's objectives, display and strategies. It is
the substantive material that is of primary concern.

The ideal of "free and open inquiry into the definition and application
of individual social values" *does* appear to be "inconsistent with the application
of theistic goals" in some of the units examined (p. 5). For example, one general
objective of a unipak is to:

> Acquaint you with various methods of initiating social change which
> are acceptable to Christians today.

A guideline recommended for planning and implementing units is that "the teacher
respect the students' rights to hold points of view that differ from his own"
(p. 53). It would appear that the valuing premises of Responding to Change are
interpreted differently by various school boards.

SKILLS

Skills suggested and developed in the units are related largely to
the student's collecting, organizing, and presenting of data (see Table 29).

This emphasis is consistent with the designative orientation of the units in general. Students are taught primarily to translate information from various print sources into their own written expression; consequently, the emphasis is upon locating, interpreting, synthesizing and presenting information. The community, television, and media other than books and local newspapers are ignored as legitimate data sources. Modes of expression are mainly written, consisting of essays, answers to questions, and "reports". Very few of the units can be interpreted as being concerned explicitly with "social" skills (6%), "communication" skills (15%), "critical thinking" (5%), "problem" defining and solving (7%) and "decision making" (4%).

Skills related to the "valuing process" (pp. 74,86), "exploring feelings" (p. 85) "interpersonal problem solving" (p. 85), "inquiry" (pp. 95-99) and "concepts of methods" (p. 91) as set out in Responding to Change are largely neglected. The premise of the Social Studies program that effective and cognitive skills are to be integrated does not appear to be particularly useful to the teacher (pp. 5-6, 74).

Table 29.
SKILL DEVELOPMENT (%)

	Yes	No
Are the skills reflected in the suggested grade outline in Responding to Change (pp. 74-89)?	100	0
Are the skills actually developed in the unit?	90	10

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STUDENT INVOLVEMENT

Students were not involved in the development of the units. In-
dividual or groups of teachers constructed units *for* students rather than
with students. This producer-consumer pattern does not appear to be consis-
tent with the assumption of Responding to Change concerning the classroom as
the locus for unit development:

> The planning of a Unit of Study for use with a particular class
> of students should be preceded by an assessment of the students
> in the classroom - a diagnosis of their needs, problems, inter-
> ests, background, and social learning . . . Much of this know-
> ledge will have to be gathered as the Unit of Study is developed
> with the students . . . (p. 51, emphasis added).

Further, a criterion to be applied to the planning of units is:

> Are the students involved in the formulation of objectives and
> in the planning of content and learning experiences?
> (p. 54) (see also p. 8)

None of the units examined showed evidence of student involvement as it seems
to be suggested by Responding to Change.

Further, many of the units examined have been published *for*, and
distributed *to* teachers for general usage. This apparent trend towards de-
veloping teaching units *for* teachers is difficult to interpret in light of
Responding to Change:

> If groups of teachers work together in planning units of study
> the participants can gain valuable learning experience, especially
> those who are less experienced or less knowledgeable in the new
> program. (p. 51)

Teachers are not cooperatively planning and developing units of study for the
purpose of their own professional growth. Rather, units are prepared by an
individual teacher or group of teachers *for* other teachers. A basic presup-
position of Responding to Change is that every teacher *is* a program developer;
this does not appear to be evidenced in the units examined. Apparently teachers

need units of study prepared for them. Inconsistency in <u>Responding to Change</u> as to whether units are (1) to be developed by teachers cooperatively, or (2) to be developed by teacher and students jointly, does not appear to affect the developmental approach taken in the units examined. School boards may have selected a third option, that of having units developed for and distributed to teachers. This may suggest that two assumptions underlying the present program are questionable:

    i.   that teachers have the interest, time, and expertise to develop their own units; and

    ii.   that it is desirable or feasible for students to be involved jointly with teachers in unit development.

What is clear, though, is that further clarification concerning the notion of "development" is needed by the Department of Education.

However, in some of the units (40%) there is a weak provision for input of student concerns and suggestions into the unit framework (see Table 30 on the next page). This input is not in the development of the unit's goals and objectives, but in the instructional materials and strategies used. Teachers retain control of what the units are designed to accomplish by defining the value, knowledge, and skill objectives for students. The assumptions appear to be that (1) students are not capable of defining jointly with their teacher what students are to learn, or that (2) this defining should be the teacher's prerogative. Student involvement in the development of instructional material and strategies is qualitatively minor and is usually of a supplementary nature. Students are allowed to choose "topics", for example, although these topics are generally within a teacher prescribed framework. Especially in those units which are based on behavioral objectives, as recommended in <u>Responding to Change</u> (pp. 15-20), the possibility for student input into the unit itself is significantly minimal.

Consequently, it would appear that the units examined are conceived by their developers as products rather than as classroom processes and activities. The units are frameworks to be imposed upon student activities and tangible materials to be mastered rather than problem solving, valuing, and acting. Significant questions could be raised concerning the social control function of such units, the view of knowledge underlying them, and their consistency with present learning theory.

Table 30. STUDENT INVOLVEMENT IN PROGRAM DEVELOPMENT (%)	Yes	No
Is there evidence of student involvement in the development of the program?	0	100
Is there provision for student input somewhere in the development of the program?	40	60
If "yes" to either or both above, is this involvement		
-in the development of goals and objectives?	0	100
-in the development of instructional materials?	75	25
-in the development of teacher and/or learning strategies?	82	18

PERSONAL ASSESSMENT

Analyzers assessed the units as favourable generally on the following criteria:

1.   useful to teachers

ii.   easy to understand

iii.   well organized

iv.   Ideas clearly stated

v.   appropriate for student grade level

Most of the units are considered to be acceptable from a teaching perspective. Teachers do understand and communicate with one another through the units that they develop.   In other words, teachers do share a common reality as to what the primary criteria of a teaching unit is to be.

However, when the analyzers were asked to take the student's perspective concerning interest of the unit, there were a variety of responses.   Many of the units are perceived as lacking in student interest.   (See Table 31.)

Table 31.

PERSONAL ASSESSMENT BY ANALYZERS (%)

	6	5	4	3	2	1	
Useful for teaching	23	32	27	3	3	12	Useless for teaching
Easy to understand	27	50	12	3	3	3	Difficult to understand
Well organized	32	23	32	7	3	3	Poorly organized
Ideas clearly stated	15	48	12	15	3	7	Ideas vaguely stated
Appropriate for student grade level	20	44	12	7	7	0	Inappropriate for student grade level
Interesting for students	13	24	25	13	7	17	Uninteresting to students

V.   UNIT TITLES BY GRADE

Grade One: A Family of Long Ago

A Family in Peru

Should I Ever Be the Boss in My Family?

How Do We Get Along Together?

A Dutch Family

A Month With Red Deer the Indian Boy

What is Good and Evil?

Who Am I?

What Is A Family?

How Am I The Same As Others?

How Do I Find About My World?

Is There Anything New In My Schoolyard?

What Should I Do About Christmas?

In What Way are Japanese Families Similar to Canadian
    Families?

A Contemporary Family

Would You Like To Live In An African Family?

How Do Rural Families Spend Their Time in Autumn?

Physical Environment - Effect on Family Functions

The Family - Would you rather live in your type of family
    or in an early Indian family?

Would I Like to have Been a Boy or Girl in a Pioneer Home?

Would I Like to be a Member of a Pioneer Family?

A Family in Japan

Grade One: (cont'd.)	How Should I Spend Christmas
	A City Family
	What I Am
Grade Two:	Should You Have a Pet?
	An Overview of Unit Plans for Grade Two Social Studies
	Should I Be A Good Neighbour at Christmas?
	Why Do People Choose to Live in a Particular Neighborhood?
	How Do Rural Families Spend Their Time in Autumn?
	Where Would You Rather Live?
	Neighborhood Rules: Do We Need Them?
	Would You Be Happy Living in Japan?
	Neighborhoods: Rural and Urban Neighborhoods
	Our Local Neighborhoods
	Should I Go to School?
	A Family of Biblical Times
	Would you Like to Live in China
	Why do People Live in the City?
	Would you like a Hutterite Neighbour?
	Neighbours
	A Family of Long Ago
	The Indian Today and Yesterday
	I Would Like to Live in _____
	The Growth of the City
Grade Three:	Are the Bushmen Primitive? Bushmen of the Kalahari
	Would You Rather Live in a Larger City?

Grade Three: Study of Community Problems
(cont'd.)
Would You Like to Live in a Coffee Plantation in Brazil?

Change is Characteristic of Man and his Natural Environment;
    but is this change in his Natural Environment the same
    throughout the world?

Why is Land So Important to Japan?

Life in the Jungle - Brazil

How is Our Community a Part of Edmonton

How Was the Eskimo Changed In His Journey Through Time?

Is Christmas Celebrated Differently Throughout the World?

In What Way Does the Fire Department Illustrate Community
    Interdependence?

Are People Living in Norway Different To People Living in
    Edmonton?

Would You Like to Live in Africa?

Life in a Modern Eskimo Community

Africa Below the Sahara Kenya

A Contemporary Family Resource Unit

A Comparison and Contrast of Communities
    1. A Fishing Village in Japan
    2. Life on a Prairie Indian Reserve
    3. A Masai Community in Kenya

Man in Communities

Would Today's Indians Be Happier if they had Never Met the
    White Man?

Would you like to live in an Eskimo Village?

Would you like to live on a Coffee Plantation?

Would you like to live in Kenya?

A Local Community Problem

Grade Four: Alberta and the U.S.S.R.

Does the Alberta Parks Program Provide Adequately for the
    Vacationer?

How Does Alberta's Economy Affect It's People?

Should Edmonton Have Been Chosen for the Capital of Alberta?

Do Alberta and Argentina Have Similar Problems?

Oil in Alberta and the Middle East

What is Alberta Really Like?

Should a Town be Allowed to Die? (The Birth and Death of a Town)

Towering Skyways

Should I Ever Be The Boss In My Family: Teaching Unit in Social
    Studies

Australia: Local Study V.S. Australia

Would You Like to Have Been an Alberta Pioneer?

Our Cultural Roots

Will We Run Out of Trees?

A Comparative Study of Cattle Ranching in Alberta with Sheep
    Ranching in Australia

Early Days in Alberta

The Wealth of Alberta

Local Study Compared to Australia

Alberta: A Vacation Land to be Developed

The Alberta and Argentine Cowboy

Man in Alberta

Would you Stay in an Alberta City?

Does History Affect Native People?

Should Apartment Families Have the Vote?

History of Alberta, 1754-1905

Grade Four: (cont'd.)	How Should We Use Our Land?
	Should Minorities Keep Their Identity?
	Would You Like to Live in the Outback of Australia?
Grade Five:	Canada - Fact or Fallacy?
	Bowness - Past, Present, Future (In Depth Study of a Local Area)
	Beads, Blood and Battle
	How Should People Determine Land Usage in Which Land is Valuabl Available Land and Valuable Industrial and Urban Development
	Canada: Where Should We Live?
	The Search for Greener Pastures
	Calgary: Past, Present, Future
	What is Culture?
	Yellowknife - Capital of the North West Territories
	Winnipeg - Gateway to the West
	Transportation Past, Present and Future
	An Analysis and Comparison Geographical, Sociological, Economical, Historical, and Political of Four Regions of Canada: Quebec, Ontario, The Maritimes, and the City of Vancouver
	Should Valuable Arable Land be used for Industrial Development and Urban Housing?
	Should the Canadian Indian Adapt to the White Man's Way of Life?
	Hamilton: Wheels of Progress
	The Fishermen of Lunenberg
	Okanagan: Valley of the Sun
	The North: Should It Be Developed?
	Should a Provice Be Allowed to Secede?

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Grade Six: Ancient Civilizations

Are Some Primitive Customs Worth Preserving?

Should Hagar Have Been So Horrible?

The Past So What?

An Urban Environment Study

How Does Man Choose a Home?

Why Did Ancient Greece Rise and Then Fall?

Should The Greeks Deserve to be called the Backbone of our
     Heritage?

Historical Roots of Man: Ancient China

Ancient Greece? The Birthplace of Democracy

Unit Outline for the Analysis of the Development of Nationhood
     in Canada

Early Civilization of Egypt

Are Patterns of Our Democratic Government Similar to that of
     Some of Ancient Greece?

Did the Ancient Romans Make use of the Ideas of Other Peoples?

Was the Structure of Medieval Society Dictated by Conditions
     of the Times?

Could There Have Been an Egyptian Civilization Without the
     River Nile?

Was There Any Justification for the Crusades?

Nationhood in Canada

Civilization - An Anthropological View

The Aztecs: Imposed Death?

Medieval Society

Village Life in India

Why did a great nation like Egypt sink into oblivion?

Should We Preserve the Remnants of Past Civilizations?

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Grade Six: Why was religion so important in Medieval man's life?
(cont'd.)
              Did Western Civilization destroy the Mayans?

              The Incas - Kingdom in the Clouds

              The Phoenicians

              Culture of the Romans

              Barbarians V. the Romans

Grade Seven: The Canadian Indian

              Pre-Industrial Society Great Britain From Roman Occupation to
                  the Industrial Revolution

              Man-Culture-Technology in Pre-Industrial Societies Britain-
                  Roman Occupation to Industrial Revolution

              An In-Depth Study of Canadian Culture

              On Values

              Social Studies Handbook, Grade 7

              General Outline for Unit Study of Pre-Industrial Cultures

              What is Alberta?

              The Masai

              Ride to Nowhere: Indian Culture in Conflict and Co-operation

              Man, Technology and Culture in a Pre-Industrial Society The
                  Australian Aborigine

              Man, Technology and Culture The Bushman

              What is Culture?

              Canadian Indians - Coming of White Man to the Present Time

              Pre-historic Man

              Does Environment Affect Culture

              Similarities and Differences of Pre-Industrial Cultures

              Man: The Different Animal

              The Cultural and Technological Progress of Early Man

Grade Seven: The Culture and Technology of Tasaday
(cont'd.)
How does socialization take place?

Technological Change in Eskimo and Aborigine Culture

The Stone Age Cavemen of Mindanas

Early Man

Cultural Conflict

What is Technology?

Hunters and Gatherers: The Bushmen

Grade Eight: The African World

Pacific Islands

Man, Culture, and Technology, in Afro-Asian Societies

Should the Rights of the Individual Be Considered More Important
    than the Rules of Society?

Social Studies Handbook Grade 8

Pardon Me

Should the Rights of the Individual Be Considered More Important
    Than the Values of Society: Modern China

How Should You Respond to a Conflict Between Nations Such as
    the One that Created the State of Bangla Desh?

Population and Production in Afro-Asian States

African Geography

African History

India

Industrialization

China

Economic Development in Africa

The Middle East

Grade Eight: Cultural Change in Africa
(cont'd.)
                  An African Culture

                  Afro-Asian Man

                  Apartheid in South Africa

                  Political instability in Afro-Asia is often a result of a lack
                      of political experience

                  Afro-Asian Nationalism

                  Colonial Africa

Grade Nine: Political Systems - Democracy

                  Should the State Assume Responsibility for the Welfare of the
                      Individual?

                  Poverty

                  By what means and to what extent should the state control the
                      individual?

                  Individual Liberties

                  South America (Overview)

                  The Church in Latin America

                  Latin America - V.S. Relations

                  Culture of the Soviet Union

                  Should Latin American Countries Adopt Cuba's Policy of
                      Revolution to Liberate Themselves from U.S. Political and
                      Economic Domination?

                  Culture in the Western World

                  Political Systems - Democracy

                  By what means and to what extent can the individual and the
                      group influence decision making?

                  The Geography of Latin America

                  The Individual and Society

                  The Welfare State

Grade Nine: To what extent have revolutions in Latin American countries
(cont'd.)   resulted in progress for the people?

Industrialization

Is Industrialization desirable for all societies?

Is Change Always Progress?

Europe

The History of Latin America

The History of the U.S.S.R.

Communism V Democracy

Urbanization in Latin America

Grade Ten: Tourist Map Interpretation

Social Studies 10 Value Issue III

Social Studies 10 Canadian History

Federal (a game)

Urbanization

Geographic Development of Canada

French-English Tensions

Canadian Ethnic Groups

Riel: Saint or Sinner?

Canadian - U.S. Relations

Study of Canada - Its People and Culture

Politics: The Art of Decision Making

I Am An Indian

Grade Eleven: Cultural Conflict

Population and Production

Religion and Change

Grade Eleven: Geography 20
(cont'd.)
                 Social Studies Unit Grade XI Religion and Change

                 Renaissance and Reformation

                 What do we mean by Tradition and Change (Case Studies)

                 How Does Art Reflect Man's Quest for the Ideal?

                 Should a Society Maintain its Traditions?

                 How is Change Reflected in Societal Responses to Problems?

                 Social Change: The Non-Violent Approach

Grade Twelve: S. Union: A Problem Study

                 Soviet Union: Value Issue

                 Geography of the Soviet Union

                 A Suggested Approach for a Study of the U.S.S.R.

                 Soviet Union: Motivational Activities

                 An Introduction to the Study of the Soviet Union

                 Formulation of Understanding, Problem, and Minor Problems

                 Group Organizations

                 Study of India Using the Problem-Solving Approach

                 Suggested Opening Activities for What is Technology?

                 Inferring and Generalizing

                 Articles on Culture: Change

                 Suggestions for Developing Objectives, Content and Evaluation
                     Strategies Related to the Decision Making Process in
                     Secondary School Social Studies

                 Values Inquiry in High School Social Studies

                 Development of Socialistic Democracy vs. Development of
                     Capitalistic Democracy

                 Economics 30

Grade Twelve: Social Studies Unit Grade 12 Conflict and Co-operation
(con't.d)
                  World War I

                  China: In Revolution

                  Democratic Capitalism vs. Democratic Socialism

VI.   LIST OF ANALYSTS

Lillian Babiuk

Joan Bewick

Diane Beechey

Robert Borubo

Joan Bruder

Frances Duperron

Marianne Erl

Ronald Graham

Chuck Gourlay

Sandra Hanley

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Heather Hopp

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Connie Mackoruk

Don Mah

Yvette Mann

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Anna Polianec

Joyce Purves

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Linda Romaniuk

Bruce Rowswell

Lillian Sabo

Iris Sadownik

John Schiller

Andrew Skaelid

Dianne Tenir

Terry Terlecky

Brenda Walker

Walter Werner

VII.   ALBERTA SOCIAL STUDIES PROGRAM ANALYSIS FORM

(Developed by T. Aoki, D. Massey, B. Connors
W. Werner, D. Wilson, and I. Wright)

Analyzed by _____

Date   _____

Phone No.   _____

(1) This program is a Teaching Unit ☐   or Resource Unit ☐

(2) Title (as given) _____

Subtitle (as given) _____

Develop by School District ☐   Program is for Div. I II III IV
                                                  (circle)
        Group of Teachers ☐   Grade (if identifiable) _____

        Teacher ☐   School or School District _____

        No references given ☐   _____

(3) The program is designed to be used in the 2/3 prescribed portion ☐

                                     in the 1/3 "unstructured" portion ☐

                                     unable to tell ☐

1.0 ORIENTATION TO TOPIC/PROBLEM

1.1 From the examination of the unit briefly state what you think is the intent of the unit:

_____

_____

Hence the unit tends to be:	Knowledge transmission oriented	
	Inquiry oriented	

1.2 The major emphasis of the unit tends to be (check one)

Designative

D1 - What <u>was</u>. What <u>happened</u>. (past)

D2 - What <u>is.</u> What <u>is happening</u>. (present)

D3 - What will be. What <u>will happen</u>. (future)

Appraisive

What <u>ought to be</u>. What <u>ought not to be</u>.

What <u>should be</u>. What <u>should not be</u>.

Prescriptive

What <u>ought to be done</u>. What <u>ought not to be done</u>.

What <u>should be done</u>. What <u>should not be done</u>.

SUMMARY OF 1.1 and 1.2

	D1	D2	D3	A	P
Knowledge Transmission Oriented					
Inquiry Oriented					

.0 Concepts/Conceptualizing

2.1 In this section you have three tasks to do.

Task 1 - In column A, list the major substantive concepts that are
identified in the program.

Task 2 - Are the concepts listed in column A reflected in the
suggested grade outline in Responding to Change (pp. 21 - 45)
or in Experiences in Decision Making (pp. 13 - 25)?

Task 3 - Are the concepts listed actually developed in the unit?

Column A	Column B		Column C	
	Yes	No	Yes	No
_____				
_____				
_____				
_____				
_____				

2.2 General Approach to Concepts

A - Concepts through examples
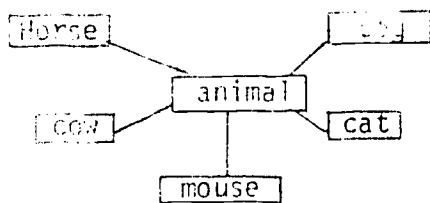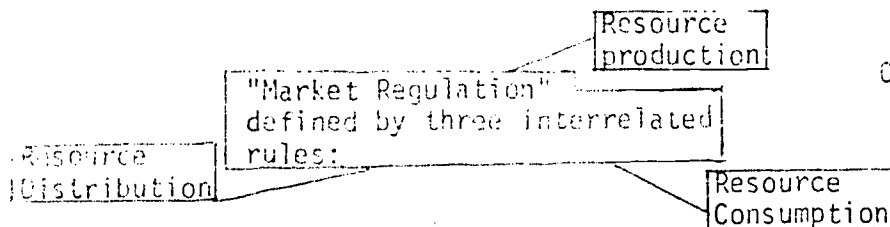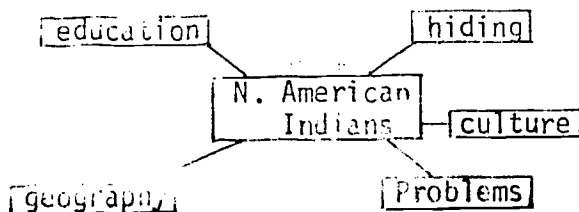
Using the schemes on the
left as a framework for
analyzing the conceptual
approaches, indicate which
one best represents the unit.

A [ ]

B - Concepts through rules

B [ ]

C [ ]

C - Topical

2.3 The strategy of dealing with concepts focuses on

    concept attainment

    concept formulation

    neither

SUMMARY OF 2.2 and 2.3

General Approach to Concepts

Concept attainment

Concept formulation

A   B

3.0 "Should be" Values/Valuing

3.1 In this section you have three tasks to do.

Task 1 - In column A, list the major value concepts that are identified in the program.

Task 2 - Are the value concepts listed in column A reflected in the suggested grade outline in Responding to Change (p. 6) or in Experiences in Decision Making (p. 11)?

Task 3 - Are the value concepts listed actually developed in the unit?

Column A

Column B

Yes   No

Column C

Yes   No

4.0 Skills

4.1 In this section you have three tasks to do.

Task 1 - In column A, list the major skills that are identified in the program.

Task 2 - Are the skills listed in column A, reflected in the suggested grade outline in Responding to Change (Chapter X, p. 74-89) or in Experiences in Decision Making (p. 24)?

Task 3 - Are the skills listed actually developed in the unit?

Column A	Column B Yes No	Column C Yes No

5.0 Student Involvement in Program Development

5.1 Is there evidence of student involvement in the initial development of the program? ☐ yes ☐ no

5.2 Is there provision for student involvement somewhere in the ongoing development of the program? ☐ yes ☐ no

5.3 If yes to either or both above, is this involvement

(5.3.1) in the development of goals and objectives? ☐ yes ☐ no

(5.3.2) in the development of instructional materials? ☐ yes ☐ no

(5.3.3) in the development of teaching and/or learning strategies? ☐ yes ☐ no

6.0 If I were teaching this unit I would consider it:

Useful for teaching
$\overline{6}$ $\overline{5}$ $\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$
useless for teaching

Easy to understand
$\overline{6}$ $\overline{5}$ $\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$
difficult to understand

Well organized
$\overline{6}$ $\overline{5}$ $\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$
poorly organized

Ideas clearly stated
$\overline{6}$ $\overline{5}$ $\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$
ideas vaguely stated

Appropriate for student
Grade level
$\overline{6}$ $\overline{5}$ $\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$
inappropriate for student
grade level

Interesting for
students
$\overline{6}$ $\overline{5}$ $\overline{4}$ $\overline{3}$ $\overline{2}$ $\overline{1}$
uninteresting to students

THE SOCIAL STUDIES IN ALBERTA -- 1975

A REPORT OF AN ASSESSMENT

APPENDIX E

THE SITE VISITS -- INTERVIEWS AND OBSERVATIONS

The site visits -- interviews and observations -- were conducted by teams, one for each of the grade divisions.

Participants were as follows:

DIVISIONS I and II	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
R. Connors	H. Baker	T. Aoki
D. Massey	E. Olstad	L. Downey
H. Toews	D. Wilson	W. Werner
I. Wright		

APPENDIX E

THE SITE VISITS -- INTERVIEWS AND OBSERVATIONS

INTENT AND EXECUTION

PURPOSE

The site visits as planned and executed constitute the third phase of the data-gathering activities. The major purpose of these visits was to provide background that would be useful in interpreting the results of the first-phase questionnaires and the second-phase document analyses. In particular, they afforded glimpses into Social Studies classroom life, the orientation of teachers toward the new program, the reactions of students, the views of parents, etc. Every effort was made to keep the interviews informal, yet precise and accurate.

Generalizations from these visits must, however, be guarded. Although the schools and classrooms were chosen to include large and small, urban and rural, public and separate, they constitute only a small portion of the provincial total, and are not statistically representative. The observations which follow -- under the headings of *strengths*, *concerns* and *implications* -- must therefore be thought of as illustrative or suggestive rather than as firm or typical (although in combination with other findings they may well be valid).

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SCOPE

During the last ten days of April 1975, twelve researchers working in four teams (three persons each for Division I, Division II, the Junior High School and the Senior High School) visited 25 schools in and near Edmonton, Calgary, and Medicine Hat. The activities of all researchers totalled as follows:

Teachers interviewed 149
Students interviewed 532
Administrators interviewed 33
Parents interviewed 64
Classrooms visited 106
Library/resource centres visited 41
Student projects examined 92
Instructional programs examined 73
Librarians interviewed 16
Others interviewed 7

EMPHASES

Separate interview protocols were used for children, teachers, and parents (see pp. 325 to 330 of this Appendix). The protocols varied depending upon the setting of the school, the time available for the interview, and the sophistication of the interviewee. Within these constraints the following categories of reaction were explored: instructional programs, local program development, Department of Education publications, program change, program resources, program evaluation. These categories reflect the organization of the questionnaires and of the document analysis. They also constitute the format under which observations on the site visits, following, are presented.

I. DIVISION 1

Traditionally there has been a strong attempt made to integrate the primary Social Studies program with other Elementary School program areas and particularly the language arts. The previous 1964 Elementary Social Studies program, and prior to that the Enterprise program, were both strongly committed to the notion of integration. However, there is growing support for the recognition of the importance of phenomena which lie more exclusively within the Social Studies domain. If young children are to attend to problems which center around personal and social decision-making, the need to set aside a portion of the day to attend to these matters increases. If a special pattern of social science concepts is to be developed from grade to grade, and if children are to be involved in value processing, it would seem there is need to handle these matters in more than an incidental manner as part of the reading or language program.

Research which indicates that political ideas, attitudes towards other racial and religious groups, notions of authority and loyalty, and basic personality development occur primarily in the early years and remain somewhat stable thereafter, would seem to belie the notion that it is "reading and writing that counts". Researchers in the area of child development constantly remind us that children are not miniature adults. "What they don't get now they can catch up on later" may not be true for young children.

Experiences in Decision Making seems to have made this shift. Although the authors of the document would probably support the idea of integration in the primary grades, they appear to make a good case for a definable Social Studies program in the early years.

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INSTRUCTIONAL PROGRAMS

The classroom observations and interviews explored the instructional programs in operation in Division I classrooms. Representative questions were as follows:

  i.   What does the program emphasize -- skill development, acquisition of factual data or concept development?

  ii.   Does the program explore controversial issues or local problems?

  iii.   Is the program primarily designative, appraisive, or prescriptive?

  iv.   How well is Canadian content being handled?

  v.   Should there be a single or a group of basic texts for each grade?

  vi.   What kinds of Social Studies program records are kept or should be kept?

As one might expect, the results of the visits showed tremendous variation across the Province. From the teacher who indicated that Social Studies was not part of her program because she had to teach the basics, to the teacher who had her class heavily involved in the examination of the proposal for a new provincial park, it was obvious that the key to the program was the teacher. Her background, interests, enthusiasm, and initiative were crucial. What also became apparent was that even the most ambitious teacher was rendered ineffective without the support of administrators, resource personnel and instructional resources.

Strengths

(1) The team could not help but be impressed by the dedication and optimistic nature of the primary school teachers, children and associated parents. The teachers, many working under trying circumstances, maintain an enthusiasm and zest for teaching that frequently made up for poor or non-existent program support.

(2) The amount of time some Division I teachers give to the development of Social Studies programs is considerable. Many are involved in producing resource kits at the local level. Often this includes writing readable material for young children -- a time-consuming task.

(3) Where practiced, the development of valuing skills was effective.

(4) Many primary grade children were actively involved in Social Studies learning experiences. A variety of techniques were used in both the traditional and new programs viewed.

(5) The use of programs such as those of Taba and Senesh were seen as having considerable merit. Although they are not consistent with the Master Plan, children are still highly interested and motivated. Teachers felt that they were able to offer a quality Social Studies program that would not have been possible had they attempted to design their own.

(6) The use of the MACOS kit in some classrooms was seen as being congruent with the aims of the Social Studies program.

(7) The development of a set of school objectives for Social Studies by the teachers was seen as desirable.

Concerns

(1) Many of the programs were designative in nature -- focusing, as have previous programs, on "what was", "what is", or "what will be". Even here the main thrust was on teacher-directed activities and not on student inquiry. This appears contrary to the intent of the new program, which would move towards the appraisive or prescriptive (i.e., "what should be" and "what should be done"?) and on student inquiry.

(2) For many teachers there has been no change from the 1964 program. They are using the same resources and materials with the same orientation that they have always used.

(3) Few primary children in the classes visited are involved in decision-making units. The exploration of personal and social problems for the most part is not being undertaken at this level.

(4) The social-action component of the program is difficult to implement. The traditional program topics make it difficult to focus instructional programs on prescriptive concerns.

(5) There is wide concern that the valuing dimension of the program is too sophisticated for young children.

(6) Many teachers felt that the program did not allow for individual learner differences.

(7) Parents, children, teachers, and in fact all groups, expressed concern over the ... of Canadian content. Somehow it was felt that the 4th grade ... and the 5th grade topic (People in Canada) were inappropriate ... and ... deal ... matically with geography, history, and government.

Many teachers seemed unclear as to what the actual objectives of their ... only in rare cases were objectives stated in behavioural form. This ... problem in teaching/learning activities and evaluation procedures.

... ...

(1) It would seem imperative that, if a new program is introduced on the ... that it is superior to the program it is replacing, some sort of compulsory in-service training of teachers occur. It would seem tantamount to malpractice for the Department of Education or local program administrators to allow young children to be taught programs that they have, by virtue of creating a new program, labelled as out-dated.

(2) If primary teachers are expected to develop their own instructional programs it is imperative that they be given in-school time to accomplish this task. Money should be made available to explore ways and means of providing this time.

(3) The Department of Education should consider making regional consultants ... Their role as evaluators detracts from their usefulness in a teacher support role.

LOCAL PROGRAM DEVELOPMENT

Experiences in Decision Making emphasizes the making of decisions by those who will be most affected by them. The program casts the teacher in the role of program developer. Using the Master Plan as a basis teachers are expected to develop Social Studies units based on a diagnosis of the needs, interests and abilities of the children in their classrooms. Units which successfully meet the

criteria set forth in the handbook would meld two or three of the basic concepts set forth, Rath's valuing process, a specified grade level topic, a number of skills related to Rath's model, the concerns of children, the interests of parents, and available resources, into a unit which would result in children being involved in personal or social action of some kind.

Strengths

(1) A number of teachers indicated satisfaction with the flexibility and freedom that the Master Plan allowed them.

(2) The new program has caused many teachers to be drawn into projects involved in producing resource and/or teaching units which reflect the goals of the 1971 program. This has been valuable in-service training.

(3) A number of local administrators have demonstrated considerable expertise in involving teachers in the development of programs.

(4) Satisfaction was expressed by teachers, in their capacity of program developers, over the autonomy allowed in using the local environment both as motivation for, and as an integral part of the Social Studies program.

Concerns

(1) The lack of scholarship in a great many of the units and materials produced by teachers is distressing. Much misinformation is being passed on to young children. The tendency to accent the exotic when dealing with foreign nations is still very much prevalent in primary classrooms. Dutch windmills, Japanese Kimonos, Eskimo ice houses, and berobed desert nomads abound.

(2) The role of the teacher as a program developer rather than a program adapter seems inappropriate for many primary school teachers. The time, expertise, and interest required to produce a Social Studies unit places an unrealistic burden on many teachers who are faced with the responsibility of managing seven or eight other programs.

(3) Some program developers have exhibited a lack of knowledge of the 1971 Alberta Social Studies program.

(a) Little evidence was found that joint teacher/pupil planning was
... carried on in the primary school Social Studies program.

( ) The one-third unstructured time was virtually non-existent in the
schools visited.

Implications:

(1) The notion of there being "the Social Studies program" for the
... must examination. If objectives were set at the Provincial level
... that a number of programs both commercial and locally de-
... could be used to achieve the given set of objectives?

( ) Before publishing units, the scholarship of the material should be
... examined. This might be accomplished by the Department of Education
... authorities who would be available to review units
... areas, e.g. geography, history, political science.

( ) The Department of Education should examine ways in which parents could
... appropriately involved in Social Studies program development.

(4) If local program development is to occur, money should be made avail-
... explore different methods of program construction.

DEPARTMENT OF EDUCATION PRESCRIBED PROGRAMS AND SERVICE PUBLICATIONS

Social Studies programs and other programs have traditionally been
... by the Department of Education. Ideally, the Department of Education
implements the educational directions specified by the Provincial legislature.
In the main, program changes have been embodied in the offical program of
studies, which outlines what teachers are legally bound to teach, and in-service
publications which expand upon, explain and often give methodological sugges-
tions for carrying on new programs. In the case of primary school teachers,
the distinction is not important. To them Experiences in Decision Making is

the prescribed program. [illegible] were unfamiliar with the official [illegible] of [illegible] which [illegible] program [illegible] into being.

[illegible]

(1) [illegible] Experience in Decision Making [illegible] [illegible] to [illegible] Experience in Decision Making [illegible]

(2) Experience in Decision Making includes ideas which are [illegible] [illegible]. No [illegible] was made of [illegible] notion of spiral [illegible] [illegible].

(3) A few teachers felt that Experience in Decision Making was [illegible] [illegible], and useful.

[illegible]

(1) Division I teachers almost unanimously indicated that they found Experience in Decision Making difficult to understand. They felt that there was little logic in the publication and that ideas were poorly presented and further confused by liberal amounts of jargon.

(2) Most teachers found experiences in Decision Making of little [illegible] to them in teaching.

(3) Teachers did not [illegible] [illegible] the real intent was of the "values emphasis" outlined in Experiences in Decision Making.

(4) The simple units in Experiences in Decision Making have become [illegible].

Implications

(1) Social Studies service publications should be submitted to special groups for evaluation and possible revision prior to distribution throughout the Province.

(2) An attempt should be made to state ideas clearly and succinctly with a minimum of technical vocabulary in service publications. They should be designed for teachers who are familiar with, but not necessarily specialists in the area of social studies.

(3) Service articles should focus upon the process of unit development rather than the final product.

(4) There is a need for earlier sample units to be made available to teachers at all grade levels.

(5) There is a need for a sequential skills development chart.

(6) The Department of Education should provide a wide range of units at all grade levels and distribute them through the auspices of the School Book Branch.

PROGRAM CHANGE

The problem of effecting a change-over of Social Studies programs is one that deserves more attention than it has received. It seems obvious from the discussion that the majority of primary teachers are still teaching the old social studies program. Misunderstanding of the aims and objectives of the new program and uncritical rejection of it is characteristic of many classrooms. University courses, workshops, the work of consultants seem to have had little effect except at the knowledge level. Most primary teachers are aware that there is a new program; few are committed to seeing it successfully introduced to their own classrooms.

There seems to be little incentive for primary teachers to follow the new program. There is no pressure from colleagues, the change does not offer them any advantages in terms of saved time and effort, and the emphasis on valuing has many of them sceptical of the basic worth of the program.

Strengths

(1) Many school jurisdictions have provided release time for teachers to work on the new Social Studies program. In some cases this has allowed the systematic and comprehensive involvement of all teachers in some school districts.

(2) District-prepared kits help make the change to a different program easier for some teachers.

Concerns

(1) The change-over to the new program was not systematically planned. There was not, nor does there currently exist, any way of knowing whether all teachers in the Province have been at least exposed to the ideas in the new program.

(2) One-shot workshops, institutes and programs seem to be of little help in effecting changes at the classroom level. These activities appear to make teachers aware of change, yet fall short of committing them to it.

(3) "Earthquake" program changes negate most research that has been done on change strategies.

(4) Some teachers were merely handed <u>Experiences in Decision Making</u>, and some did not even have it.

Implications

(1) Any program change should be effected in a planned, logical manner prior to and during this change so that teachers are not only aware of changes but are encouraged to effect change. This would involve workshops, institutes, university or other courses and follow-up activities in the school. These latter activities are of key importance.

(2) The Department of Education should not presume that earthquake change is either desirable or feasible, but should establish more communication with teachers and other interested parties to explore the desirability of change.

PROGRAM RESOURCES

Experiences in Decision Making places some unique demands upon resources. If children are to be involved in exploring personal and social value questions, there must be materials from which the value positions of individuals and groups may be extracted. Fugitive materials of many kinds such as diaries, pamphlets, newspaper articles, speeches, brochures, recordings and posters seem to be the best sources for value processing. Traditional references as such provide some material for concept development and social inquiry, but value questions, particularly for young children, require explicit value-laden material.

The retention of the traditional grade topics in the primary program provides an illusion that many resource materials are available. In actual fact, when the ideas in the Master Plan are carried on in the classroom, few of the traditional materials are of any help.

Strengths

(1) Some excellent resources such as the DUSO kits are available for young children.

(2) Many school districts are putting together, with the help of their teachers, resource kits for circulation in the district.

(3) Instructional Materials Centers are providing valuable resources for student and teacher use. Some teachers felt that resources were both available and appropriate for their students.

Concerns

(1) There are few commercial materials available that specifically meet the needs of the Alberta Social Studies program. Basing a program upon non-existent resources, or upon those which must be produced locally, is at best a questionable practice.

(2) The resources kits produced by some school districts contain many materials which are inappropriate for children. For example, one first grade kit contained no books that were useable by first grade children.

(3) The portability of many Social Studies material presents problems for young children. In some districts teachers were attempting to solve the problem by writing their own student materials.

(4) Some of the resource materials listed by the Department are not available.

(5) Many of the resources used in the program have not been evaluated for their appropriateness and readability level.

Implications

(1) Future Social Studies programs should not be introduced until appropriate pupil materials are made available.

(2) The Provincial Government should make available to local school jurisdictions model resource kits which accurately reflect the goals of the Social Studies program.

(3) A system of materials evaluation by teachers should be instituted, and records of these assessments should be published.

(4) Contracts should be negotiated with publishers to produce suitable sets of source materials appropriate for primary Social Studies programs.

(5) Many teachers recommended that a text or set of texts be made available so that they could be used by the teacher if he or she desired.

PROGRAM EVALUATION

Formative evaluation of programs designed for young children would seem to be crucial. This is especially true of a program such as that outlined in Experiences in Decision Making, which involves a thrust quite different from that of its predecessor, and in fact of any program in Canada.

many

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If formative evaluation has taken place, it has been done almost
....fied .... -- with the resultant selection
of .... on the basis of little or no class-
....

......

.... which are used to .....
....

.... were .... with on-going evaluation of student's
.... skills.

.... were .... revision of reporting procedures, attempt-
... . the best possible way of what students had studied and
....

....

(1) ... the most part formative evaluation of the primary grades Social
Studies program is not being undertaken. Trial-and-error attempts at the pro-
.... the program seem to replace any evaluation program. Unit plans
.... becomes reified.

(..) Many teachers were utilizing the same resources and programs year after
.... materials, teaching/learning activities, or student out-
....

(3) .... evaluation procedures were often haphazard or so general that
.... little information concerning what students were
.... doing or how well they were progressing.

(..) Many teachers .... concern regarding the difficulty of evaluating
...., ... in the affective domain.

....

(1) The .... of Education should study methods whereby formative and
summative evaluation of programs could be carried out. These methods should in-
clude evaluation of resources used by both teachers and students, evaluation of
student outcomes, evaluation of teaching/learning activities by both teachers and

students, and student and teacher evaluation.

(2) More professional development time should be spent on helping program developers use diagnostic, formative and summative evaluation tools.

(3) Program development projects should have a formative evaluation component built into them.

(4) Developmental activities should not be terminated upon completion of the kit or unit plan.

SUMMARY

Despite the non-representativeness of the sites visited, the Division I team was struck by the amount of variation in Social Studies programs. We saw both quality Enterprise and "new" Social Studies programs, and very inadequate Enterprise and "new" Social Studies. We were also made acutely aware of urban/rural differences. Large urban centres appeared to offer the teacher a great many more opportunities for professional development and the obtaining of resource materials than did the small rural areas. On the whole we also found better trained and more informed teachers in the urban areas. Yet the amount of teacher dedication and student interest in the Social Studies was apparent in all sites visited.

What came out clearly in this phase of the research was that the teacher made the difference, and that the quality of the difference was dependent upon the human and material resources available.

It was also clear that implementation activities for the new program were far from effective and that Experiences in Decision Making was not regarded as a useful document by the majority of teachers. Most teachers were confused about the valuing emphasis and therefore rejected it or interpreted it in their own way. However, concerns about the flexibility of the program were polarized. Teachers either were in favor of classroom autonomy, or wanted a far more structured and prescribed program. This fact leads the team to wonder if it might not

... be desirable and feasible for the Department to have alternative programs
... ... will lead to the ... ... of common objectives.

... our estimation the intents of the new programs have, in the sites
... ... rarely been implemented. This could be due to a number of factors
such as the lack of implementation activities, lack of teacher support or time,
... lack of feasibility of the program in the first place. Many teachers assumed,
... ... or wrongly, that social action, student decision-making and valuing were
inappropriate for young children.

The majority of parents were concerned that their children receive a
... ... Social Studies program. They were in favor of children exploring value
... ... but were concerned about the lack of information they received regarding
their childs' progress and what their child had actually been studying. Parents
... ... extremely pleased that their views had been ... ... One parent in-
... ... that this was the first time she had ever been asked for her opinions.

The majority of students appeared interested in and motivated by their
... Studies activities, despite the often lack of congruency of these activi-
... with the Master Plan.

The paradox of the old and new programs appears to lie in the attempt
... meld new interests with old topics. How does a teacher explore feelings and
valuing processes on such traditional topics as the role of the father in the
family or a study of Holland? Few attempts have been made at the Department of
Education or local levels to carry on a "re-think" on primary grade programs in
a holistic, sequential way. This is especially borne out in situations in which
a teacher is suddenly called upon to teach Social Studies and has little or no-
thing on which to base the program, having received little or no exposure to the
... ...

Table ...

... ...

	11.4.75 Edmonton Public	22.4.75 Edmonton Separate	23.4.75 Whitecourt	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 Blackie	29.4.75 Calgary	30.4.75 Medicine Hat	TOTALS
Teachers Interviewed			7	5	3	3	5	8	41
Students Interviewed	7	16	2.	7	9	2°	0	1°	96
Aerial ...	1	0	0	0	1	0	1	2	4
Parents	3	4	2	2	2	1	2	0	16
... Visited					0	3	4	3	35
Library/Resource		1	1	1	1	0	1	1	7
Student Projects		10	15	7	0	3	1		38
Instructional Program Examined	0	6	8	1	3	2	0	0	30
Librarians			0	1	0	0	1		2

II. DIVISION II

INSTRUCTIONAL PROGRAMS

The *Handbook for Social Living* sets forth criteria which provide a
[...] development of instructional programs. The more obvious direc-
tions are the following:

  i. Units should focus on an appraisive or prescriptive concern
      — that is, the stress should be on the *what should be or*
      what should be, say, rather than exclusively on the *what was,*
      what is or what will be.

  ii. Units should be developed around the interdisciplinary con-
      cepts outlined in the Handbook.

  iii. Units should focus on controversial issues, personal problems
      or social problems.

  iv. Units should result in children acting upon the decisions they
      make.

  v. Units should be concerned with a value issue.

  vi. Record should be kept of the units and concepts children
      given throughout their school career.

The Division II interviews attempted to determine to what extent the
actions and opinions of teachers, children, parents, administrators, and support
personnel implemented the directions set forth in the Handbook.

The visits indicate that it is nearly impossible to speak in general
about Division II classrooms. The instructional programs were as diverse as
the teachers involved in their planning. Excellent examples of both the 1964
Social Studies/Enterprise and the new Social Studies were in operation. Poor
examples of both programs were also to be found. At least two teachers tried
to convince the interviewers that a return to rote learning was essential for

successful Social Studies; however, many of their colleagues expressed satis-
faction with a process approach to the Social Studies. It is within this con-
text of conflicting views that the following statements are made:

Strengths

(1) The enthusiasm and interest of students in the program, whether it
was the old or the new, was admirable. One parent commented: "The gap between
the student and the teacher has noticeably narrowed". She obviously considered
this very desirable and attributed it to the humanism of the Social Studies pro-
gram.

(2) Where instructional programs more closely matched the Master Plan, it
seemed that trained teacher librarians played a significant role.

(3) Many Division II teachers are making good efforts in the area of
Canadian content. Parents felt the 4th and 5th grade programs made a good con-
tribution in this area.

(4) Some school districts are making an effort to provide continuity and
sequence in children's Social Studies experiences. Various forms of records
have been devised for this purpose.

Concerns

(1) Many Division II classrooms are engaged in Social Studies programs
which are difficult to justify in terms of the Master Plan. One 5th grade class
spent the year studying the legislature. Both the children and the teacher were
excited about it, but the project hardly fits the criteria established in
Experiences in Decision Making. Another 6th grade class was involved in a
university-like survey of European and Canadian history. Again, possibly a
worthy endeavor but hardly consistent with the 1971 program of studies.

(2) The policy of some boards in relegating the operation of the library to
library aides is unsatisfactory. These people certainly fill a need but they in
no way replace a professional librarian.

(3) Where a school district has created units or resource kits, these be-
come the Social Studies program for teachers in these jurisdictions. Often the
intents of the provincial program become almost unrecognizable. The program in
many cases becomes topic-oriented and focuses almost entirely on designative
concerns.

(4) The decision-making thrust of the program is being circumvented. Pupil/teacher planning seems confined to the student selecting from two or three predefined topics or activities. Teachers are still making almost all instructional program decisions.

Implications:

(1) Teacher-librarians should be included in any Social Studies in-service programs. Their influence on programs seems basic to the success of any program.

(2) The services of a trained teacher-librarian should be considered essential to the successful operation of an Elementary Social Studies program.

(3) The 6th grade program should be examined. The study of ancient civilizations breaks the expanding horizons pattern. Consideration should be given to including North America and South America.

(4) Consideration should be given to include more specific Canadian content at each grade level.

(5) Methods of monitoring pupil progress in Social Studies grades 1-6 should be explored. This would help alleviate gaps and overlaps in program development, and curtail problems involved in pupil mobility.

(6) The teacher-pupil planning aspect of the Elementary Social Studies program needs bolstering.

LOCAL PROGRAM DEVELOPMENT

The 1971 Social Studies program casts the teacher in the role of program developer. The assumptions are: (1) that unless the teacher does the planning he/she will have little commitment to the program, (2) that teachers have the required social science background to identify generalizations and concepts to plan units, (3) that teachers have access to resources appropriate for the topics in the program, (4) that teachers thoroughly understand the role of the valuing process in the Social Studies, (5) that teachers can coordinate and plan for the

spiral development of pre-selected organizing concepts across a child's Elementary school experience, (6) that teachers are interested in planning Social Studies units, (7) that the unit approach to Social Studies program is a satisfactory technique, (8) that teachers have the time to plan and develop Social Studies units.

Many of these assumptions seem more appropriate for Social Studies specialists and may be very inappropriate for the generalist role played by most Elementary teachers.

Strengths

(1) Many teachers were involved at least to some extent in program development. However, there was great variation in both commitment and expertise.

(2) Some teachers accepted the reality of Elementary classroom life and were using commercially-developed programs (e.g. Taba) to provide what they considered a quality Social Studies program. They felt this was better than using an inferior program of their own design.

(3) Some systems had given serious consideration to defining Social Studies objectives for their program.

(4) Some systems provide good support in terms of resources, release time from classroom duties, financial assistance, support staff, and encouragement to classroom teachers engaged in local program development.

Concerns

(1) A number of secondary-trained teachers hired for positions in the Elementary School were aborting the program in that they failed to recognize the unique characteristics of elementary children and tended to treat them as miniature adults. The focus of their program was often contrary to that of the Master Plan and consisted of "giving kids the facts". From demanding the drawing of free-hand maps of Canada to a survey course on European history -- these teachers exhibited little sympathy for, or understanding of the Alberta Social Studies program as outlined in Experiences in Decision Making.

(2) The regional consultant's role as both consultant and evaluator in [...] [...] Rural [...] especially need the support and assistance of [...] staff. [...] indicated they had never seen a regional Social Studies consultant.

(3) There is a [...] duplication of effort across the Province in the name of [...] program development in planning. It seems wasteful of resources to give [...] on [...] in twenty different jurisdictions without any [...] effort, little attention to quality, or the effecting of economies [...] possible through volume buying.

[...]

(1) Teacher trained as Secondary School teachers and hired for Elementary school positions should be required to undertake training.

(2) For teachers who do not wish to develop their own programs a basic Social Studies program for each grade level should be made available.

(3) The Department of Education should undertake to produce a series of [...] which would be replicated by local jurisdictions operating within limited resources.

(4) A provincial Social Studies program development center should be continued. The major tasks of such a center would be to (1) design models for local program development, (2) serve as a demonstration center for teachers, (3) train consultants in in-service techniques, (4) produce model materials for classroom use.

(5) The Department of Education should carefully examine and upgrade the support [...] for rural Alberta teachers. The disparity between many rural jurisdictions and the large urban centers is unjustifiable.

(6) A central registry should be established where units developed by local [...] would be sent for review by scholars in the area, suggestions for materials added, and contacts established with other groups in the Province working on similar themes.

DEPARTMENT OF EDUCATION
PRESCRIBED PROGRAMS AND SERVICE PUBLICATIONS

The distinction made between the official program of studies and a service publication such as Experiences in Decision Making does not exist for teachers. For them, Experiences in Decision Making is the legal program. For example, the sample units are seen as decreed units for each grade, not as examples of unit development.

Strengths

(1) Some teachers found Experiences in Decision Making useful.

(2) Teachers see and approve of the flexibility in the program.

Concerns

(1) Many teachers see Experiences in Decision Making as jargonistic and containing a number of contradictory statements.

(2) Publications for parents and students are non-existent.

(3) Little effort has been made to let parents know about the Social Studies program and to invite their participation in its development.

Implications

(1) Efforts should be made to ensure that service publications are understandable by teachers familiar with Social Studies, but who may not have specialized training in the area.

(2) Some clarification of the purpose of a service publication should be attempted. Methodological concerns might best be handled separately from the rationale and content concerns.

(3) A publication for parents re "The Social Studies Program K-12" should be prepared and made available.

(4) A series of articles should be made available on a regular basis to local newspapers re the Alberta Social Studies program.

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PROGRAM CHANGE

Research into the area of program change is inconclusive at best. How is a change from one program to another really carried out? Social Studies in the province has its own peculiar problems. Unlike other program areas where change in textbook seems to have effected classroom change, Social Studies change have most often been made at the philosophical level, with the actual selection of pupil material left to individual teachers.

Alberta Social Studies programs seem to have been tied to particular curriculum individuals or groups, and this seems to have resulted in less than adequate evaluation of the programs prior to implementation.

Strengths

(1) Teachers with recent university courses seemed familiar with the aims of the new program.

(2) Some school boards are making efforts to involve teachers in in-service activities such as workshops, seminars, and resource kit development.

(3) The enthusiasm and professionalism of many teachers is making the change to the new program more effective than it might otherwise have been.

Concerns

(1) There is no systematic Provincial program for assuring that *every* Social Studies teacher will be familiar with or trained to handle the new program.

(2) One-day workshops seem to be useful only in providing knowledge-level information about the program. Little seems to be done at the commitment or classroom operation level.

(3) Consultants have inadequate time to actually provide classroom consulting services. One or two days in a school is totally inadequate in terms of real assistance to teachers.

(4) Parents were generally unaware of the change in Social Studies programs. They felt somewhat apologetic about their ignorance of the program.

(5) Teachers did not feel comfortable with consultants who attempted to
to fill the role of both consultant and evaluator. The distinction between
line and staff functions was not made to teachers.

Implications

(1) If new programs are really superior to the programs they replace, it
would seem imperative that every social studies teacher in the province should
be required to teach them. A comprehensive plan for in-servicing the entire
teaching force would seem to be a prerequisite to instituting a new program.

(2) A center for social studies program development should be established.
A primary function of the center would be to tackle the in-service implications
of new programs.

(3) The role of provincial consultants should be clearly defined. If they
are going to be truly be consultants, their numbers should be greatly increased.
This is particularly crucial in rural areas where support systems appear to be
very limited.

(4) Newsletters, public advertisements, a speaking program, and even T.V.
spots should be considered in an all out effort to let parents know about the
Social Studies program.

(5) Methods of involving parents in program planning should be explored.

(6) Funds should be made available for local program planning and develop-
ment.

(7) The Department should consider the development of models for program
planning that might be used for local program work.

(8) Data from pilot projects should be widely disseminated during the pro-
gram change phase. It seems indefensible to ask teachers to change programs
without some indication of what happens to students using such programs.

PROGRAM RESOURCES

Resource Materials for Elementary Social Studies (1972) provides an
annotated list of materials for the new program. Unfortunately the vast majority
of the materials listed, together with those found in schools, are more appropriate

... program team for the 1971 program with

... the new program required materials that ... of "interest" to youth. However, the value ... nature of most of the ... children ... that they can re- ... a wide variety ... communi- ... magazines ... of ... films, popular music and TV, ... traditional flash films related

... compilation of resource lists particularly in ... period to secure. The resource facilities ... inferior to those available ... An ... resource list is only a partial solution ... between real time and time ago in that the lists often con- ... ... read or understand.

...

... resource lists in providing much needed help to tea- ... ... to work with. ... limited resources to draw upon, they are re- ... material. ... development in material evaluation as part of central resource ... and efficient in selecting and making avail- ... resource materials.

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Concerns

(1) The availability of many of the materials used in Social Studies classes is too difficult.

(2) Some of the materials may be considered that it provides mis-information and promotes stereotypes while others were considered "dated" in quality.

(3) That each individual or the individual Department for the operation of programs should reach the schools; the technique of school boards siphoning funds for other purposes should be investigated, and an active policy to prevent such occurrences should be pursued.

(4) The knowledge of resources available to teachers is somewhat dismal; a communication gap exists, especially in the rural areas of the Province.

Implications

(1) The Department of Education should consider providing libraries and Social Studies personnel with bi-monthly annotated publication lists of Social Studies materials.

(2) Local regional offices should considerably expand their resource holdings that can be examined by Social Studies teachers. In order for rural teachers to reach regional offices, the hours of operation may need to be expanded.

(3) The issue of readability and the lack of materials could be met by the Department hiring personnel to produce Social Studies materials; arrangements with publishers could also be conducted by the officials of the Department.

(4) A Center for local resources and programs could examine issues such as readability, mis-information and stereotypes, and suggest suitable resources for teachers in the field.

(5) Before the implementation of Social Studies programs the availability of suitable resources should be carefully explored.

PROGRAM EVALUATION

Program evaluation is a crucial component of any program: this is recognized in Experiences in Decision Making. Formative evaluation, if it has taken place, has been the responsibility of the classroom teacher. The traditional

emphasis witnessed in many classrooms suggests that (1) the program has yet to be implemented, or (2) it has been virtually totally rejected.

Observed:

(1) A number of the resource kits contain evaluation sheets; periodically required of teachers used to remove unsuitable resources, or pursue more relevant material for inclusion within the kit.

(2) Some groups have revised their reporting procedures in order to better inform parents about the progress of their children.

Observed:

(1) Many teachers and schools are providing children with the same resources and programs year after year, with little evaluation of the materials used or of the children's progress.

(2) Evaluation tools for teacher use are scarce. The Canadian Test of Basic Skills is used to evaluate map reading and work study skills, but it is of limited value.

(3) The evaluation materials used during piloting of the Provincial program are not made available to teachers. These should have provided useful models for those involved in designing evaluation instruments.

Implications:

(1) The Department of Education should provide methods whereby formative and summative evaluation of the program should be carried out. These methods should include resource evaluation by both teachers and students, evaluation of student progress, evaluation of teaching/learning activities by both teachers and students, and self-evaluation instruments for both teachers and students.

(2) Pilots of new programs should be carefully conducted, and results widely disseminated prior to program implementation.

(3) A formative evaluation component should be built into program development projects.

(4) Resource and unit kits should be continuously upgraded by means of teacher and student evaluation.

Table 2.

SITE VISITS TALLY
DIVISION II

	21.4.75 Edmonton Public	22.4.75 Edmonton Separate	23.4.75 Whitecourt	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 Blackie	29.4.75 Calgary	30.4.75 Medicine Hat	TOTALS:
Teachers		7			4				24
Students	22	31					0	22	114
Administrators	1	2	2	1	1	1	2	1	11
Parents				3	2			0	19
Classrooms Visited	7	5		3	0	4	5	2	32
Library/Resources	1	1	1	1	1	1	1	1	8
Student Projects	0	1	2	2	0	0	1	0	6
Instructional Programs Examined	0	1		3	3	0	1	0	17
Librarians	0	1	1	1	1	0	0	1	5

III. SENIOR HIGH SCHOOL

[...] with the Department's stated rationale, Social Studies [...] in the Senior High School and indeed in the [...] schools ought properly to reflect the basic assumption that "schools [...] students in their quest for a clear, consistent and defensible system [...]". There should, furthermore, be a steady emphasis on "free and open [...] the definition and application of individual and social values". [...], that this assumption and this emphasis were not predominant-ly in evidence in the schools visited.

INSTRUCTIONAL PROGRAMS

[...]-prepared units, which are widely disseminated among teachers [...], appear to form the basic framework for classroom instruction. [...] units are handled in a variety of ways: some are modified to suit indi-vidual teacher interests, while others are presented without modification [...] little use is made of the one-third time option.

Most teachers suggest their preference for units organized around [...] related to a particular grade level. The attempt at "concepts", however, [...] commonly to give way to an emphasis on *what was* or *what is* kinds of infor-mation. Some units tend to be a collection of factual worksheets that simply "cover" a substantive area or country, rather than possessing a unifying idea. The notion of coverage is clearly evident in class examinations and handouts. For example, handouts from a geography unit indicate extensive map work -- [...] cities, rivers, products, etc. -- with little attempt to apply or relate such geographical facts to an idea or to an issue. Units focusing on

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While we were disappointed in the balance and emphasis and the general
quality of activities in valuing, we saw enough impressive work to confirm a view

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Implications

(1) Renewed attention to teacher selection is very much indicated. While the difficulties of selection on other than academic bases are recognized, it seems clear that a program dedicated to open inquiry and the free exploration of value issues cannot succeed without a corps of emotionally mature, openminded teachers — regardless of how beginning teachers think of products, but in the climate of the community a receptivity to the exploration of pluralistic ideas.

(2) Further study of teacher education for social studies teachers is similarly indicated. It would be unfair to assign inadequacies in the implementation of the new program exclusively or even primarily to teacher education. But its spirit is not getting through, nor are the necessary competencies being achieved by many teachers. It is important, therefore, to inquire to what extent these inadequacies are relative to teacher-education programs. Many young teachers speak disparagingly of these programs.

(3) Opportunities and needs in in-service education, both for beginning and experienced teachers, ought similarly to be studied.

(4) Arrangements for the greater availability of consultants for both beginning and experienced teachers should be negotiated. A four o'clock deadline for consultants deprives most teachers of an opportunity to make use of their services.

(5) B options should be more referable to student interests and local needs (value or issue oriented) rather than to teachers' academic interests (e.g. history options).

LOCAL PROGRAM DEVELOPMENT

A characteristic response by parents to questions as to whether they are involved in program planning is "not really". A characteristic response by students is "not very much". The *teachers*, say most of our interviewees, *do the planning*.

We have described (above) the main ways in which teachers make use of units -- adoption, adaptation, or development, for planning purposes. We have

all noted - manage use of the one-third time provision for the planning and
study of problems of current interest to teachers and students, and of 8 options.
... students engage in learning within designated lists, little student par-
ticipation has been observed either in selecting issues or in planning strategies.

Teachers, sometimes tend to explain or excuse their lack of direct in-
volvement in program planning by suggesting that they make their influence felt
in other, more general ways -- i.e., through home and school contacts, through
... either informal, or even through indications of approval or non-approval via
... general political processes and the ballot box. Students, however, are more gen-
erally inclined to resent, if not actually to protest their lack of involvement
in program planning. They express their dissatisfaction not only with respect to
the one-third time "option" but to the basic two-thirds as well.

Strengths

(1) In many cases, school and/or regional teacher groups are engaged in ef-
fective planning enterprises.

(2) In a number of instances, school or regional teacher groups solicit
parent/student reactions in curriculum planning.

(3) In a few cases, teacher-parent-student school and/or curriculum committees
are operating effectively.

Concerns

(1) In most instances, parents and community groups are not involved in pro-
gram planning, nor do they expect to be.

(2) Students, except in a token way, are generally excluded from the plan-
ning process. They have little opportunity to select issues for individual or
group study.

Implications

(1) Schools should attempt to create broader opportunities for public in-
volvement in program planning. This would not mean that all parents and public

Summary

(1) The Illinois Library ...

(2) For whatever reason, ... others are not getting access to ... mental publications and documents.

(1) ... ... both tremendous effort, often at great sacrifice of personal time and energy, to make the new program work.

(2) In a number of classrooms students are getting a look at a broad range of ideas and values not possible under the old program.

Concerns

(1) Many teachers seem not to have grasped the spirit of the new program. Some who have grasped it do not approve it -- with the result that its implementation is rejected outright or goes by default.

(2) Some teachers appear to lack both the sensitivities and the skills required for the new program. Not infrequently they suggest that they have been inadequately briefed or prepared, claiming inadequacies in documentary materials or in teacher-education programs, respectively.

Implications

See items 1 - 4 (inclusive) under Instructional Programs - Implications; and item 1 under Department of Education Publications - Implications.

PROGRAM RESOURCES

Access to a broad spectrum of resource materials is clearly crucial to the success of the new program. This is generally understood. Indeed, most teachers and librarians have made special efforts to acquire for their programs materials beyond textbooks -- pamphlets, periodicals, reports, television programs, audio-visual and audio tapes, filmstrips, pictorial and graphic materials.

Strengths

(1) The resources situation broadly (perhaps partly because of special allocation for the Social Studies) ranges from adequate to good -- both as to primary materials housed in classrooms, and broader reference materials in libraries.

(2) Most teachers have attempted to be selective in their choice of resource materials -- relating them to specific program topics as well as to the program generally.

(3) The instructional media center begins to emerge as an economic and

effective means of providing special materials.

Issues

(1) Some teachers have, however, been unduly selective in terms of their own (personal) interests.

(2) A number of schools are still inadequately supplied.

(3) Despite the general range and adequacy of materials, there are serious problems of distribution and access. These result in part from failure to think through the proper placement of materials (as between library and classroom), and in part because of inadequate housing (which hinders availability, promotion and display).

(4) There is a lag in the provision of suitable Canadian materials.

Implications

(1) Resources in underprivileged schools and classrooms must be brought up to standard. All must be supplied with a sufficient stock of those varied resources that make the broad approach to the Alberta Social Studies program feasible.

(2) Physical facilities, notably library space and equipment, require upgrading in many schools.

(3) Schools need to re-examine the relationship between libraries, resource centres, and classroom materials so as to better coordinate the purchase of materials and to improve access to them. In many instances more effective consultation is required between librarians and teachers. (Many library holdings appear not to be much used by students.)

(4) Teachers require more information as to the range and availability and quality of Canadian materials.

(5) Instructional media centres (especially in rural areas) warrant further exploration, study and development.

PROGRAM EVALUATION

There is great variation here. Evaluation in some schools is rigorous. Evaluation in others, if it takes place at all, is based simply on the opinion of

teachers and others.

Strengths

    (1) That teachers do attempt *some* kind of evaluation.

Concerns

    (1) The evaluation activities appear minimal in design and only informal in nature -- not truly a part of program development.

    (2) Follow-up activities and modification do not appear to be guided by built-in formative evaluation procedures, but rather by individual teacher experience.

    (3) Although schools and county districts appear to sponsor numerous development opportunities, they tend to be directed toward new developments rather than to the improvement of already existing programs.

Implications

    (1) There is need to build into the program formative evaluation activities (beyond teacher opinions), and to make available teacher time and resources for this task.

    (2) The Department and school districts should be more concerned with the role of evaluation in program development (as distinct from new programs).

Table 5.

SITE VISITS TALLY
JUNIOR HIGH SCHOOL

	21.4.75 Edmonton Public	22.4.75 Edmonton Sep.	23.4.75 Mayerthorpe	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 High River	29.4.75 Calgary	TOTALS:
Teachers	8	2	1	4	3	2	8	28
Pupils	28	28	30	26	14	6	58	190
Administrators	2	1	0	1	0	1	1	6
Parents	5	1	0	3	5	6	1	21
Classroom	4	8	2	2	3	1	7	27
Library Resources	1	1	1	1	3	1	2	10
Student Projects	3	5	5	5	4	0	6	28
Instructional Programs Examined	0	0	2	0	0	0	3	5
Others		1	0		1	0		2
Instructional Media Center		1				0		1

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IV.   SENIOR HIGH SCHOOL

The expectation of the Department of Education for Social Studies

instruction is expressed in the Program of Studies for Senior High Schools, as

follows:

> By actively confronting value issues, students will come to know the
> ideas and feelings of themselves, their peers, and the adult genera-
> tion; they will deal not only with the "what is" but also with the
> "what ought to be" and will have the opportunity to make this world
> a more desirable place in which to live. (p. 131)

The Department's prescription is that Social Studies at all levels

should be concerned with three modes of inquiry based on the basic problems of

what is, *what ought to be* and *what ought to be done*. This provided us with a

basis for interpreting aspects of the instructional programs in the Senior High

Schools included in the site visits.

In interpreting and assessing the instructional programs in the Senior

High Schools, we utilized the concepts of *verification* and *validation*. By veri-

fication we mean the interpretation of the variance between the instructional

programs and the Master Plan (Responding to Change/Senior High School Program of

Studies); by validation we mean the interpretation of the variance between the

instructional programs found and external criteria. This approach enabled us to

identify strengths and concerns of the instructional programs and to draw implica-

tions.

INSTRUCTIONAL PROGRAMS

Departmental official and service documents (<u>Program of Studies for Senior High Schools</u> and <u>Responding to Change</u>) set out general indications of processes and content in the Social Studies, but leave the detailed programming for instruction to each teacher and class, with the prescription that such instructional programs be "consistent with the objectives" outlines in the major documents.

In this section of the report, the following aspects of instructional programs are considered:

> Program Emphases
> Unstructured Portion (one-third time)
> Teacher Commitments and Attitude
> Impressions of Parents and Students

PROGRAM EMPHASES

Strengths

(1) Flexibility in terms of content selection and teaching/learning strategies is perceived by teachers to be the program's major strength. The program can be adapted to accommodate local concerns and interests. Topics specified in <u>Program of Studies</u>/<u>Responding to Change</u> are not perceived by parents, students, and teachers interviewed as being restrictive. We found, however, that teachers do interpret the program in a variety of ways.

(2) Many teachers, parents and students interviewed were supportive of the emphasis of the new Social Studies on the skills of problem solving, critical thinking, and valuing.

(3) The contemporary orientation of the Social Studies is a source of considerable interest and enthusiasm among students. Social Studies appear to be taking on a new meaningfulness and increasing popularity among those students who were exposed to this orientation in most of the "value issues" in Social Studies 10, in the unit on "Population and Production" in Social Studies 20, and in the unit on "Political and Economic Systems" in Social Studies 30.

(8) Students' interests and concerns as well as teachers' interests and predispositions can be incorporated into programs. We did find that the involvement of student interests as an integral aspect of program development was acceptable to, and was being implemented by some teachers.

Concerns

(1) In general, we have found emphasis on the *designative* aspects of the program (i.e., information giving through traditional forms of lecturing, question-and-answer, assignments, etc.) is still in vogue. The *appraisive* aspects of the program are only slightly in evidence: valuing processes seem to be misunderstood or rejected by many. The prescriptive aspects are virtually ignored: social action is discouraged more than promoted.

(2) There tends to be a unidisciplinary (primarily historical) rather than an interdisciplinary emphasis in many situations. A large number of the teachers interviewed are teaching history rather than Social Studies. This orientation towards history is especially evident in the Social Studies 20 unit, "Tradition and Change" and in the Social Studies 30 unit "Conflict and Cooperation". Grade 10 value issues are also approached by many teachers historically. Teachers justify this emphasis by stating that the value issue approach lacks rigor and background content needed by students.

(3) There is a prominent feeling among teachers and parents that students do not know where places are located: consequently, geography is perceived as 'an important aspect of the program, especially at the Social Studies 10 level. However, geography, as taught, is largely a recital of place names and physical features. Rarely is economic or cultural geography utilized.

(4) A "report syndrome" has resulted from the Master Plan's encouragement of student involvement. Almost all research for reports is interpreted as search of information on topics, and is conducted in the library. Seldom is the community used as a source of data.

Implications

(1) It appears that teachers find difficulty in implementing the appraisive and prescriptive aspects of the program: consequently, a designative stance is taken by most teachers. The Department should consider new ways to foster teacher commitment to valuing and to social action inquiry.

(i) W... ... inquiry... ...is conducted, it often takes on the
... ...of library research or topics. There appears to be a need for
... ...evaluative inquiry.

...

...

...students seem to be aware of the one-third unstructured time provision
...their...have used it to ...in teacher-student initiated projects.

...

(i) The ...of this, however, was misinterpreted by teachers -- some
...they use it to ...help ...discussions of current events, others see
it...the pursuit of a teacher's "pet interests", others see it as a
...free...inquiry...it as ... to be selected from teacher-prescribed a-
...topics, and still others see it as expanding upon the topics structured
in ...specific ...(i and i).

...students...have little opportunity here. When interviewed about
...they...an ...of...of...students were baffled by a question
...the ...of their own decision-making. Apparently most teachers do
...regard as ... or feasible the assumption of Responding to Change concern-
...student-planned... living activities.

...schools keep records of student activities in
...study, and few have established techniques for records to accompany
...the grade. However, we found that one group of teachers in a
...kept records of all projects and topics undertaken by each
...this was necessary because the entire Social Studies program was individu-
... In all other schools visited, students complained about topic overlap
...Junior and Senior High School grades. Librarians suggested that some
topics (e.g. Indians, ecology, abortion) seem "overworked" by teachers.

...

(i) The Department of Education. the ATA Social Studies Council, and Univer-
sity personnel should develop in-service and pre-service programs that focus on

the intention of the one-third unstructured time, and on ways in which successful teachers have developed a teacher-student jointly planned program.

TEACHER COMMITMENTS AND ATTITUDES

Strengths

(1) There is evidence that many teachers are committed in varying degrees to the new Social Studies. Most Social Studies 10 teachers interviewed indicated general satisfaction with the value issues that comprise the content of the program, although they had some reservations about the relevance of a few of the options.

(2) Most Social Studies 20 and 30 teachers interviewed were supportive of the topics of the two prescribed units.

Concerns

(1) Though a large proportion of teachers express commitment to the new program, it appears that they are more inclined to adopt the themes and the issues than they are to adopt the processes of valuing and inquiry. Although a large proportion of teachers approve of the flexibility in the program, many of them are overcome by its implications.

There are a number of reasons for this state of affairs. In the first place, many teachers of the Social Studies are untrained as Social Studies teachers; such teachers almost inevitably fall back on textbooks, prepared units and the student report as the bases for instruction and learning. Also, many teachers lack the expertise in and the time for program development which this program calls for: as a result, packaged materials become attractive. Finally, many teachers claim that teacher education programs do not prepare them to cope with the demands of the new programs: as a result, when confronted with the realities of the real teaching situation, they find it necessary to depart from their ideals and search for alternative, make-do, approaches.

Clearly, it is a complex mixture of attitudes, commitments, and pressures that makes Social Studies teachers respond as they do to the new program. Most of them feel they were "not allowed in on the plan" at the outset; most of them agree, nevertheless, that the basic ideas behind the new program are sound -- though in need of refinement and clarification. They accept the themes and issues; but they find that the task of development and implementation remains extremely difficult.

(2) There are great differences among teachers in the way they define
Social Studies -- as history and geography, as multi-disciplines, as social
philosophy, as social science, and so on. These differences have influenced the
degree of acceptance and implementation of the program.

(3) The *inquiry* and *valuing* orientations of the program are not well under-
stood by many teachers. Major difficulties are experienced by some in attempting
to translate the discussions on inquiry and valuing from Responding to Change into
program planning and instructional procedures.

Implications

(1) In-service and pre-service programs need to be developed to provide tea-
chers and student-teachers with conceptual tools that will allow them to view at
a meta-level the varieties of forms of inquiry that can exist.

IMPRESSIONS OF PARENTS AND STUDENTS

Strengths

(1) Generally, students and parents perceive Social Studies as relatively
important, but difficult to teach and study in comparison with other high school
subjects. The greatest parent and student interest in and support for Social
Studies was expressed in those schools which have successfully implemented a value
and inquiry oriented program.

Concerns

(1) Because parents are not very familiar with the Social Studies programs,
their impressions are quite vague and their recommendations are general rather
than specific. Some parents, of course, deplore the demise of history and geo-
graphy -- as "stuff" of trained academic thought. Others, however, applaud the
emphasis upon contemporary issues and express gratification with their youngsters'
concerns with present-day affairs. All parents advocate "more Canadian content".

(2) Student reactions are similarly mixed -- though for different reasons.
Many students deplore the lack of student input into program development and
activity planning. Many students resent the emphasis upon history and geography
and indicate that they prefer an emphasis upon contemporary issues. Many students
react negatively to the "report syndrome": they believe there must be other ways

of achieving student involvement and promoting individual inquiry.

Implications

(1) We had difficulty finding parents who were interested in discussing the Social Studies. Teachers also expressed concern over lack of success in achieving any parental involvement in the program; they also expressed doubts concerning the desirability and feasibility of such attempts. Careful consideration needs to be given to both rationale and approaches presently used to inform and familiarize parents with new programs, and to involve parents in aspects of program development and evaluation.

LOCAL PROGRAM DEVELOPMENT

The Master Plan (Program of Studies for Senior High Schools/Responding to Change) lists the aims and objectives of the Alberta Social Studies as "a general indication of the processes and content of learning opportunities in the Social Studies". Hence, the Master Plan holds each teacher and class responsible for detailed planning of instructional programs (Program of Studies, p. 133). Local program development is a key feature in the Master Plan for instruction. We see in this prescription at least two basic concepts. First is the notion of "decentralization of program development", i.e., personnel at the local level are held responsible for detailed instructional programming within the basic framework of the aims and objectives.

Second, since the Master Plan holds that "schools must assure the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for", it is clearly implied that the community ought to be involved in program development activities. Hence, one requirement of the new Social Studies is that program development become a task involving not only teachers, but also students and parents.

The "one-third unstructured time" prescription is, in fact, a device for insuring that the individual student will be allowed to pursue at least a part of the Social Studies program according to his own choosing.

.... In interviews with parents, students, and teachers, we .... information pertaining to activities associated with program develop-ment. .... the position of ..... to make statements regarding the strengths of ..... about program development activities in the schools we visited.

Strengths:

(1) In our visits we encountered a wide variation in the range of local program development activities. We found that in about half of the nine High ..... visited, there was a high level of Social Studies program development ...... maintained. Considering that most of the teachers were conducting .... activities in addition to their regular teaching duties, the number of .... engaged in program development may be regarded as reasonably high.

In those schools where we found a high level of activity in program development, we found highly motivated and committed teachers. It seems that .... productive program development activity is the presence of committed ...., and that without this commitment program development activity would be minimal.

(2) In most schools with a high level of program development activity, we noticed a certain "aliveness" which seemed to change the whole Social Studies Department .... into .... When students were asked to rank order major subjects they were studying, Social Studies ranked first or second.

Weaknesses:

(1) Much of the developmental activity was designative: i.e., emphasis was placed on the topical and factual knowledge.

(2) One of the central demands of the new program is that program develop-ment become a joint endeavor -- involving at least teacher and student and, preferably, teachers, students and parents. The one-third unstructured time is, in fact, a device for insuring that the individual student will be allowed to

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pursue at least some learnings of his own choosing. However, we have found very little evidence of parental involvement in program development and indeed little evidence of student involvement.

(3) A concern expressed by many of the teachers is the lack of "enabling" conditions that, to them, seemed essential to operationalize local program development. Most frequently cited were:

Lack of instrumental knowledge (know-how) in constructing programs;

Lack of resources -- time and funds (the former is considered more crucial by teachers);

Lack of consultative assistance in program development activities.

Implications

(1) It is apparent that many teachers are interested in program development but lack expertise in such activity. If local program development is to occur in local schools, provision must be made to provide service programs to teachers. Suggested are:

In-service programs: teachers organizations, Department of Education, Faculties of Education might launch in-service "local program development" institutes;

Pre-service programs: program development skills might be included as a part of pre-service teacher education programs.

(2) It is apparent that many teachers who are willing to be involved in program development are unable to do so because of the lack of time. The time requirements of program development as a part of a regular teaching load should be explored by administrators and school boards.

MASTER PLAN AND SERVICE PUBLICATIONS

The Program of Study and parts of chapters 1 and 4 of Responding to Change are prescriptive. These handbooks outline the rationale, objectives and topics to be utilized by teachers for planning their instructional programs.

Service publications include Responding to Change (chapters 2, 3, 5-12) and Resource Materials for Social Studies. These documents interpret the prescribed program in terms of methodology, teaching aids, and reference materials.

Findings concerning the prescribed topics and the rationale and ob-
jectives specified in the handbooks are summarized in this section.

THE TOPICS

Broad prescriptions for topics appropriate for each grade are out-
lined in chapters 1 and 4 of _Responding to Change_.

Findings

(1) Prescribed topics appear to be accepted and implemented by most tea-
chers interviewed. In Social Studies 10, we found an emphasis on the following
topics: regional disparity, poverty, urbanization, consumer problems, national-
ism, and bilingualism.

Both teachers and students indicated consistently that at the Social
Studies 20 level they focus on "Population and Production" and "Change versus
Tradition". Social Studies 30 teachers were satisfied with the prescribed units,
"Political and Economic Systems" and "Conflict and Cooperation". We concluded
that instructional programs in the schools visited reflect a high degree of fi-
delity to the topics prescribed in the Master Plan documents.

(2) Most teachers were supportive of the content of the handbook in a
variety of ways. Some indicated that the handbook was useful in providing a
general orientation toward inquiry and valuing; others indicated usefulness of
the handbook because it provided content direction; still others because it of-
fered a moderate degree of concrete guidelines in lesson planning. Teachers,
however, varied greatly in their familiarity with _Responding to Change_.

(3) Nearly all teachers, parents and students interviewed were very favor-
able to the Canadian accent in Social Studies 10. They indicated support for the
several dimensions of Canadian life students are able to examine through the
value issues listed in the _Program of Studies_.

(4) In some schools teachers have given serious attention to the question
of relevance of topics for students, particularly at the grade 10 level. Some
groups of teachers were concerned with the abstractness of some of the value
issues in Social Studies 10, particularly the issues concerning multiculturalism,

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bilingualism, regional disparity and foreign aid. These groups have attempted to make these value issues more concrete: for example, the value issue dealing with multiculturalism was transformed into a case study of an appropriate Canadian ethnic group (i.e., Hutterites) and its relationship to the dominant society. Such adaptive efforts are encouraging.

Concerns:

(1) There is some evidence to suggest that the over-all program may, in some respects, be lacking in proper sequence. Students in Social Studies 10, for example, appear to lack the basic knowledge for dealing with the complex issues they encounter in the course.

(2) Although many grade 10 students spoke positively of the *Canadian content* of the Social Studies 10 program, many of them expressed serious concern about the limited emphasis on Canada in grades 6-9, in which the program is as follows:

Grade 6   - Historical Roots of Man

Grade 7   - Man, Technology and Culture in Pre-Industrial Societies

Grade 8   - Man, Technology and Culture in Afri-Asian Societies

Grade 9   - Man, Technology and Culture in Western Societies
                 (excluding Canada)

Students were not implying rejection of the topics listed above: many of them expressed approval of knowing about regions beyond Canada. Rather, they were concerned about their lack of knowledge of Canada, and deplored the fact that they seem to know more about African and Asian countries.

(3) Social Studies 10 students and teachers interviewed were in general favorably disposed towards certain of the value issues: urbanization, and high mass consumption (interpreted as consumer education). However, they were less favorably disposed to value issues on Canadian national unity, bilingualism, non-alignment and foreign aid. Some students and teachers regarded these as adult issues relevant to some students (usually the bright ones), but non-relevant to the interests of many students. Teachers indicated that in attempting these value issues they had not been successful in generating student interest, and would hesitate to embark on the issues again.

Many indicated concern for the difficulty level of these issues. They were concerned that students lack the knowledge base required and interest in dealing with "difficult" topics such as national unity, bilingualism, non-alignment,

[illegible line]

[illegible heading]

(1) [illegible] approach to Canadian themes should be maintained, [illegible] dealing with bilingualism, national unity, non-alignment [illegible] (which some regard as being "adult" issues) should be re-[illegible] relevance to students and for the difficulty level. In such re-[illegible] information should be sought from both teachers and students.

[illegible] AND OBJECTIVES

[illegible]

(1) A major strength suggested by [illegible] was the freedom the documents [illegible] for teacher planning. Every teacher who was conducting a successful [illegible] social studies program was favorably disposed to the valuing and inquiry orien-[illegible] of the documents. One teacher stated:

> It has contradictions and limitations, as do most programs. However,
> if one accepts humanistic and democratic values, and if one feels
> that people must be given guided experience in the complex task of
> making decisions, then one should support this new curriculum. It
> [illegible] be supported as a definite step in the right direction, par-
> ticularly in comparison with the old course of studies.
>   (From a written critique of Responding to Change presented by
>   the author-teacher)

[illegible]

(1) Teacher reactions to the Master Plan, Responding to Change, were mixed. [illegible] instructive and useful in its treatment of philosophy, orien-[illegible] and objectives; others found it vague, inconsistent and impractical in [illegible] areas. No matter what teachers considered to be the strengths and [illegible] of the document, they were close to unanimous in their opinion that [illegible] program was not very "useful" as a guide to teaching and to program develop-[illegible]. It seemed to us that the document served little more than to suggest the [illegible] and topics appropriate to the various courses.

[illegible]

(1) There is a need for a fundamental re-examination of the program's basic

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philosophy -- followed by a strong reaffirmation or modification.

(2) There is a similar need for a more adequate definition and description
of the *inquiry* and *valuing* orientations of the program. Unless these are better
understood, they will be passed off as "jargon".

IMPLEMENTATION AND SERVICE ACTIVITIES

The following intentions are clear:

That implementation activities be shared by the Department, school

system, and teacher:

> The Department of Education develops lists of objectives and curricu-
> lum outlines in broad general terms. In the school system, and within
> a specific school, it is expected that further specification of ob-
> jectives, content, and processes will be developed. At the classroom
> level the curriculum "comes alive", for there, under the guidance of
> the teacher is where "the action is". It is at the classroom level
> that interaction between the curriculum and the student occurs. In
> the final analysis, it is the decisions and expertise brought to the
> learning situation by the teachers that determine the nature and im-
> pact of the curriculum.
> (Responding to Change, p. 50)

That implementation of the general prescriptions provided by the Depart-

ment (see Responding to Change, chapters 1 and 4) be the responsibility primarily

of teachers:

> In planning and implementing the new program in social studies, a
> teacher's primary concern is an understanding of the theoretical
> basis of the curriculum and of teaching skills for implementing it.
> To achieve this understanding teachers will need to participate in
> activities which foster their professional competence, such as in-
> service meetings and workshops, study groups, visits and discussions
> with other teachers. The reading of current professional references
> and periodicals related to social studies is recommended also.
> (p. 50, emphasis added)

That familiarity with the program initially be achieved by means of

consultants, workshops, and the handbooks.

That activities be provided by the regional offices, Department publica-

tions, A.T.A. specialist council, universities, and the central offices of school

systems.

Interval

As we examined various situations and judged them to be more or less successful in terms of *Responding to Change*, we concluded that a host of factors were involved:

(1) Teacher initiative and commitment were judged to be more important than Departmental consultative service in the achievement of success.

(2) When asked how familiarity with the intended program was obtained, every teacher interviewed said that workshops conducted by teachers who had successfully implemented the program within their own classrooms were of most help. Many of the teachers interviewed were, on the whole, complementary about efforts of the Provincial Social Studies Council to promote the implementation of the new program. Many teachers participated in workshops, institutes and sessions of conferences held by the ATA Provincial Social Studies Council.

(3) Group commitment and group activity seem more productive than individual commitment and activity. Those schools in which the program was implemented most effectively had a Social Studies staff who were committed to change and worked together in joint planning. These teachers perceived themselves as being in agreement with a common Social Studies philosophy and set of goals for their department. They jointly planned and evaluated programs. Continuous collection and pooling of resource materials, such as newspaper and journal clippings, was a shared responsibility. These teachers all agreed that it was possible to implement the program only because of such group commitment and activity.

(4) Successful implementation is due in part to support provided by school administration. This support is not only financial but philosophical. In the three schools which evidenced the greatest degree of implementation, all of the Social Studies teachers perceived the principal as understanding the valuing and social action orientation of the program. These teachers felt that they had administrative support for continuous program and resource development.

(5) Librarians appear to be key individuals in successful implementation if they understand the goals and rationale of the program. We found that these librarians actively support Social Studies teachers, primarily by clipping and filing material related especially to the grade 10 value issues, putting teachers in contact with current multi-media material, and working with individual students.

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The library rather than the classroom is a focal point for many teachers.

Concerns

(1) Teachers are most critical both of the initial implementation program and of the follow-up service activities provided by various agencies.

(2) Some teachers remain bitter because they were encouraged to become involved in the early pilot testing -- only to be ignored in the subsequent implementation program. Others are critical because they know that some pre-testing was done -- but they are unable to learn anything about the results. Still others feel neglected because no effort was made by any agency to help them "get started" on the new program. And still others, younger teachers, are critical of the Faculties of Education for not preparing them to deal properly with the programs when they first entered the profession.

(3) The valuing and social action stance of the program has not been implemented by many teachers.

(4) Ineffectiveness of the implementation program has had significant effects. Teachers who do not fully comprehend the new program and have not "internalized" its philosophy, orientation and objectives, feel insecure. In their insecurity they demand more structure, more history content, and prescribed textbooks.

(5) Now that the programs are under way, teachers remain critical of the support services they receive. They allege that the Department's consultants are not very helpful to them in coping with the program. They judge workshops sponsored by Specialist Councils, the Universities, and the Department to be virtually useless. And they contend that some efforts to provide service (notably the development and distribution of units) are dysfunctional and in contradiction to the philosophy of the program.

(6) Due to unsuccessful implementation, some school districts and service agencies (consultants and the specialist council) are making available unit plans to teachers. This trend is perceived by some teachers as being contrary to the intents, rationale, and flexibility of the program. Also, the quality of some of these units is questioned by teachers.

Implications

(1) ... now, especially ... after initiation, a second phase of implementation activities ... to be warranted. The second phase should not, however, ... th... formal. Instead, new ways should be sought to "spread" and in-... to ... as ... they are lacking.

... of the program's philosophical position is a primary fac-... in ... phase of the program. In-servicing needs to focus upon ... development, the meaning of valuing oriented programs, and alternative ... approaches.

(3) Experiments with new methods of in-servicing could be attempted by ... for example, teachers who have been successful in implementing ... program should be given release time in order to work with other schools ... which they have been invited. Over a period of two or three weeks such a tea-... could help another group of teachers to develop and implement their own pro-... Methods of inquiry, ideas for resources, and alternative ways of planning for and developing value issues would be shared by this joint activity.

(4) The Faculties of Education should re-examine their role to determine:
  i. why so many beginning teachers regard so much of their experiences in the Faculty of Education as irrelevant;
  ii. how they could help prepare teachers to cope better with the new program;
  iii. how they might aid in the professional development of practicing teachers.

(5) The Department should re-examine its own service role to determine:
  i. why consultants are not viewed as helpful by teachers;
  ii. how it might assist in formative evaluation;
  iii. how it might assist teachers, particularly in rural areas, to find resource materials.

(6) In some situations, methods need to be devised to help teachers develop their own units within a framework of inquiry, valuing, and student interests.

INSTRUCTIONAL RESOURCES

The success of the Social Studies program depends upon availability and appropriateness of a variety of instructional resources. Value clarification and

inquiry are related to the extent and quality of materials and data utilized by students. Responding to Change states clearly the role resources are to occupy:

> The new social studies program requires a wide range of instructional resources. No single textbook will do. Students will need a variety of appropriate print materials such as reference books, periodicals, newspapers, pamphlets and articles. Also, they will need to enrich reading and verbal learning activities through the use of audio-visual materials such as films, filmstrips, slides, pictures, diagrams, tapes, recordings, artifacts and models. (p. 50)

AVAILABILITY OF RESOURCES

Strengths

(1) In many schools visited, it was apparent that concerted efforts have been made since the establishment of the new Social Studies to develop instructional resource centers. We have found that typically in large schools (e.g. urban composite high schools) a special Social Studies Instructional Resource Center has been established, usually housed in the Social Studies teaching area complex. Both print and non-print materials are housed here. The establishment of such a center is generally a cooperative venture involving teachers, department heads, school and central office administration.

In these centers we found the following:

i. multiple sets of print materials;

ii. collections of xeroxed articles;

iii. simulation games;

iv. selected segments of kits (e.g., from Harvard Social Studies Program, Anthropological Curriculum Study Project [Chicago], Fenton's Inquiry Program, Sociological Resources for Social Studies, etc.);

v. videotapes of selected TV programs;

vi. audiotapes (cassettes)/filmstrips/slide sets

vii. others.

Concerns

(1) The smaller schools where the Social Studies teaching staff numbered only a few (one to three teachers), we found the classroom itself to be the instructional resource center. The quantity of holdings in these smaller schools was generally lower than the holdings in urban composite schools. This situation raises a concern for equality between urban and rural schools.

(2) Library holdings, particularly in the rural schools visited, are not adequate to support a multi-resource program. In such situations we found typically a reliance upon such magazines as Time, The Plain Truth, and two Alberta newspapers.

(3) Grade 10 is the course representing the greatest problem. Because all students must take this course, teachers need materials suitable for a wide readability range. Teachers find that much of the material available and relevant to Canadian issues (regional disparity, poverty, urbanization, mass-consumption, national unity, bilingualism, non-alignment, economic autonomy, and foreign aid) are not always readable by grade 10 students.

(4) Teachers and students were concerned about the lack of Canadian material available.

Implications

(1) Teachers and librarians in rural areas recommended that the Department periodically publish a listing of possible sources, especially of non-book material, which may be available for the major value issues of the program. This listing could include publication titles, addresses, or even suggestions.

(2) There is still a manifest need for methods to implement the following recommendation found in Responding to Change:

> Unfortunately, school budgets generally restrict the annual funds available for the purchase of this instructional material . . . groups of teachers in a school or in a school system should find it advantageous to coordinate their efforts in assessing, accumulating, and organizing the resource materials. Social Studies Resource Centres may be established to make more materials available for all teachers in a school or school system.
> (p. 50)

Teachers in schools where a resource center is established find it invaluable. It would appear that other teachers would benefit by being shown how to establish such centers and how to share them among schools.

APPROPRIATENESS OF RESOURCES

The new program has given impetus to the development of new and better resource materials at all levels. Most schools are endeavoring to place such materials at the disposal of students.

Strengths

(1) Obtaining quality resources is not nearly the problem it was five years ago. We found that teachers and librarians have built up over time collections of selective books and files relevant to all grade levels.

Concerns

(1) A major problem is maintaining current resource materials for grade 10. Film material available from the National Film Board is often 10 to 15 years old, and therefore not entirely appropriate for dealing with "perplexing value issues facing contemporary Canadian society" (Responding to Change, p. 39). Where resource materials are not varied and up-to-date, we found that teachers treat the course in a more static way. Because of the time factor involved in continuously locating contemporary material, some teachers have interpreted the grade 10 course within the restricted context of history and/or geography.

(2) At all grade levels there was some student complaint about the obsolete texts.

(3) Materials representing a variety of viewpoints on political and social issues are not generally in evidence. Teachers and librarians in smaller schools lacked information about the sources of such materials.

Implications

(1) Some of the concerns indicated in this section call for major undertakings in the development of instructional resources. N.F.B. films and T.V. shows are produced primarily for the viewing public, are designed to give information, and place viewers in the stance of recipients. Pedagogical needs may well demand a different approach to film production. However, such undertakings would require a large financial and human resources commitment, and appear now to be beyond the capabilities of any local program development group. It appears that the Department should identify these resource needs, and explore the possibilities of funded resources development activity.

EXTENT OF RESOURCE USE

Teachers, librarians, and students were interviewed concerning the extent

... resources used in various programs.

Ontario

(1) There is evidence of increasing use of multiple resources in Social Studies instruction. Nowhere in our visits did we encounter teacher reliance on a textbook ... for the study of any unit.

... commercial Social Studies projects are used selectively. Teachers ... ... use parts of projects which are related to topics under study.

Quebec

(1) *Guidelines to Change* suggests that:

> The use of the resources of community persons, institutions, and
> organizations should be considered as well in planning the instruc-
> tional resources. By the use of speakers, field trips, interviews,
> surveys and by the involvement of students in community projects,
> the social studies classroom can draw upon community resources for
> learning. (p. 50)

... ... examined, we had to conclude that students rarely utilize any ... are ... housed in the classroom or the library. Non-print data sources are largely neglected even in the one-third unstructured portion of the courses.

... Although materials are being produced commercially, many teachers (particularly in small centers) are unaware of them. Simulations, television, ... films, and posters are not extensively used, except in the largest ... visited.

(3) In smaller schools there tends to be an emphasis upon class sets of textbooks at all grade levels. Some teachers recommend that textbooks be recom- ... ... by the Department.

PROGRAM EVALUATION

<u>Responding to Change</u> suggests that:

> All too often it (evaluation) is seen as if it were only measurement
> -- a way of determining marks, grades and credits. However, when
> evaluation is more broadly viewed as feedback, it resonates through
> every stage of the educational process and contracts the next step
> in all our educational decisions.   (p. 55)

The objectives of this continuous evaluation "feedback" are to improve the pro-
gram, the allocation of resources, and the performance of teachers and of stu-
dents. The role of evaluation is thus perceived by the Department as primarily
formative. We attempted to determine the extent of formative evaluation under-
taken by teachers during local program development and by the Department during
Provincial piloting of the program.

FORMATIVE EVALUATION IN LOCAL PROGRAM DEVELOPMENT

Strengths

(1) We saw a variety of evaluation procedures being used by teachers. For
one instance, students were encouraged to share responsibility for evaluation
through self-evaluation.

(2) No students and few teachers wanted Departmental examinations. Those
who did wanted such exams on an optional basis. Parents, however, were generally
in favour of centralized examinations.

Concerns

(1) Evaluation focuses primarily upon knowledge objectives, there is prac-
tically no evaluation of skill and affective objectives. Teachers expressed a
general concern for both the desirability and feasibility of evaluating "valuing
processes".

(2) Evaluation is defined by teachers as measurement of student knowledge
and achievement. Testing thus becomes an instrument of social control by the
teacher.

(3) A variety of evaluation methods, as suggested in <u>Responding to Change</u>

(j. +0-62), were not evidenced in the programs we examined. Written reports and essay tests were the primary means for attributing marks to students.

Implications

(1) Common classroom evaluation (testing) practices should be examined in terms of the underlying interests and assumptions.

FORMATIVE EVALUATION IN PROVINCIAL PILOTING

Strengths

(1) The Curriculum Branch conducted a series of pilot tests for the courses implemented. A major aim of the piloting was to assemble evaluative data for the purpose of making revisions. We found several teachers who were involved in pilot testing; this we take as evidence of the sensitivity of Curriculum Branch personnel to the need to be in touch with teachers during program development activity.

Concerns

(1) However, it appears from comments received from pilot teachers that there was no planned program of formative evaluation. This lack of planning may be the reason why some of the pilot teachers were not called upon in any serious way to supply evaluative data for program revision. Because of this failure to follow through, pilot teachers tend to have a negative attitude toward those who initially requested the pilot activities.

(2) Lack of any planned program of formative evaluation during the phases of the program has allowed the program to evolve in many diverse and unmonitored ways.

(3) There is concern among some teachers that there was insufficient time gap between program development and Province-wide implementation. It is felt by these people that not sufficient time was allowed for satisfactory revision of the programs following piloting.

Implications

(1) It would appear that, in future, a formative evaluation program should be built in with a program development activity.

FORMATIVE EVALUATION OF INSTRUCTIONAL PROGRAMS

Strengths:

(1) In teachers' and program development activity, some use was made by teacher developers of feedback information from students. These evaluation activities were based primarily on instructional responses and on activities (e.g. objectives, methods, techniques). Although systematic formative evaluation was not found even in those interviewed, many teachers were sensitive to the need.

Weaknesses:

(1) Systematic evaluation of intended outcomes, instructional displays, teacher responses, learner activities, etc., is necessarily an ongoing activity. What was found to be of interest here was the conscious building-in of formative evaluation as a developmental activity in program development.

Implications:

(1) A program of in-service activities in formative evaluation should be developed and implemented.

(2) A Faculty of Education pre-service program in formative evaluation should be designed and implemented.

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Table 4.

SITE VISITS TALLY
SENIOR HIGH SCHOOLS

	21.4.75 Edmonton Public	22.4.75 Edmonton Separate	23.4.75 Mayerthorpe	25.4.75 Ponoka	28.4.75 Innisfail	28.4.75 Black Diamond	29.4.75 Calgary	30.4.75 Medicine Hat	Total
Teachers	8	2	2	7	3	2	8	8	46
Students	36	42	5	0	19	10	10	0	132
Administrators	2	1	1	1	2	1	1	0	9
Parents	0	0	0	6	0	0	2	0	8
Classrooms Visited	2	3	2	0	3	1	1	3	15
Library/Resources	2	1	1	1	0	1	1	3	10
Student Projects	11	0	2	0	2	1	4	0	20
Instructional Programs Examined	0	4	2	2	1	10	6	1	26
Librarians	2	0	1	0	0	1	0	1	5
Teacher Aids		1			0	0	0	0	1
Others		2		2	0	0	0	0	4
Instructional Media Center			1		0	0	0	0	1

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7. MAJOR FINDINGS -- SITE VISITS

INSTRUCTIONAL PROGRAMS
(including local program development)

Strengths

(1) At all levels there is evidence of the interest, enthusiasm, energy and indeed the dedication of a substantial core of teachers committed to making the new program work.

(2) At some levels (notably Divisions I and IV) students are getting a quality program not heretofore possible.

Concerns

(1) Programs are often too designative -- stressing historical, geographic, or other "facts" via traditional teaching techniques rather than inviting student inquiry and valuing.

(2) Teachers are making almost all program decisions -- with virtually no student or parent involvement.

(3) Units, however generated, are often abortive -- poorly patterned, sometimes offbeat, or rigid.

Implications

(1) Attention to teacher selection and education, both in-service and pre-service, is very much indicated. So also is the role and availability of consultants.

(2) If teachers are to be program planners and developers, they must be given time and opportunity for these tasks.

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MASTER PLAN AND SERVICE PUBLICATIONS

Strengths

(1) Teachers generally approve the freedom and flexibility of Master Plan documents.

Concerns

(1) On balance, however, teacher reaction is unfavourable. Responding to Change, for example, is regarded by most teachers as "not very useful". Experiences in Decision Making is criticized broadly on the basis of readability, jargon, and vagueness.

Implications

(1) It is generally felt that service publications need to be reviewed and revised with a view to clarification of philosophy and intent, simpler and more succinct statement of ideas, the provision of high quality sample units, skills development procedures and valuing strategies.

PROGRAM CHANGE

Strengths

(1) This has been most effective where group commitment and involvement have been fostered through system provisions of various kinds -- released time, workshops, documentary and other resources.

Concerns

(1) Many, perhaps most, teachers have not truly grasped the spirit and intent of the new program, nor do they evince the sensitivities and skills necessary for its implementation.

Implications

(1) Change must be systematically planned, with sustained support activities ranging from pre-service education to in-service education (including workshops and institutes), together with easy access to resource materials. A second phase of

implementation is required.

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VI.   INTERVIEW PROTOCOLS

INTERVIEW SCHEDULE (TEACHERS)

structional Programs (Teaching/Resource Units)

(T4, 8, 11, 13, 14, 15, 16, 17, 19, 20, 21)

Does your program emphasize:

  history?

  interdisciplinary/multi-disciplinary?

  exploration of feelings/values?

  challenge societal issues?

  student involvement in community?

  many views?

  orientation to D/A/B?

  Canadian content?

  prescribed single text at each grade?

oncerns

ecommendations

ecord of Topics (1/3 time) (T30)

    Are records kept?

    Continuity

    Transmission

Concerns

Recommendations

Local Program Development

  Have teachers (you) assumed the responsibility
  of translating department prescriptions?

  Have local teachers been involved in trans-
  lating interests of new S.S. programs?

  How: during school time?

RVIEW SCHEDULE (TEACHERS)

s the school a common set of S.S. objectives?

e objectives stated behaviorally?

e programs based upon controversial issues?

o are involved in goal setting? home, church, students?

o are involved in development of instructional materials? home, church, students?

o are involved in development of student learning activities? home, church, students?

 teachers and students jointly plan 1/3 time?

ncerns

commendations

er Plan (T6, 10, 34, 35, 39)
esponding to Change/Experiences in Decision Making/ograms of study)

find documents easy to understand?

- clear in idea presentation?

- suitable organization of content?

- flexible/broad in content?

Overall value to you.

- usefulness in teaching?

- usefulness in program development?

ncerns

commendations

liarity of new program (T32, 40, 41, 42, 43, 44)

iliarity obtained from whom?
(i.e. consultants, other teachers, workshops, etc.)

) most helpful in you becoming familiar with:

resources and materials?

INTERVIEW SCHEDULE (TEACHERS)

    teaching strategies?

    philosophy/goals/objectives?

(For Elementary) usefulness of sample units for
    local program development.

<u>Concerns</u>

<u>Recommendations</u>

<u>Instructional Resources</u> (T33, 37, 39)

- availability?
- appropriateness?
- how well used in class?

<u>Concerns</u>

<u>Recommendations</u>

<u>Formative Evaluation</u> (T29)

- during local program development?
- during provincial piloting?

<u>Concerns</u>

<u>Recommendations</u>

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INTERVIEW SCHEDULE (STUDENTS)

Instructional Programs

- What is the emphasis in social studies? (4, 8, 9, 10, 21) (Past, Present, Future, Canadian Content, Human Values, Feelings)

- Do schools tell you what to believe? (5, 6)

- Controversial topics are explained in Social Studies? (12, 13)

- Are students involved in community social action during class time?

- Who selects topics for social studies? (17) (Teachers, Parents, School Board, Students, Church)

- Who is involved in planning social studies goals?

                                    learning activities?
(18, 19, 20) (Parents, Church, Students)

- Does social studies give students opportunities to act upon decisions made in their studies? (23, 21, 22)

- Does social studies cause students to change their actions in daily life? (24)

    Comment

    Recommendation

Evaluation

- Should there be Departmental Examinations?

                                    Gd. 9?

                                    Gd. 12?

    (7)

- How should progress in social studies classes be reported?
  (16)

    Comment

    Recommendation

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INTERVIEW SCHEDULE (PARENT)

Instructional Programs

- What is the emphasis in social studies programs?
  (the past, current happenings, Canadian content)
  (4, 5, 10, 12, 16, 17, 19, 13)

- Who determines what is taught in social studies?
  (parents, teachers, students) (8, 6, 7)

- Are controversial issues being explored in the
  classroom.
  (Population control)

- Are Social Studies students involved in the comm-
  unity during classtime?

- Is there a prescribed textbook? (9)

- Does your school have a statement of purposes?
  (22)

Comment

Recommendation

Implementation

- Are you familiar with the new program? (14)

- Where did you learn about it?
  (teachers, child, school program)

- Are parents informed about their students programs;
  if so by whom? (Dept. of Ed.?, H.S.A.?, School
  Board?) (28, 29)

Comment

Recommendation

INTERVIEW SCHEDULE (PARENTS)

Grading

- Should Departmental exams be held? (11)

- How is progress to be reported to parent?
  (interviews, grades, %, written comments) (23)

Comment

Recommendation