**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED 437** |
| Course Title | **Teaching of Social Studies** |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course will help student teacher, to reflect on the purpose of teaching social studies and to shape their approach to teaching the subject. It will prepare students to teach the knowledge, skills, values, and attitudes essential for democratic citizenship. As a social studies teacher, students will have the opportunity to encourage informed and responsible civic action. Social studies teachers have an added responsibility to help children understand their world. Social studies are comprised of several disciplines such as history, geography, political science, and economics. Students will examine recurring social issues including controversies, specifically current and persistent local, national, and global issues. Students will also become familiar with using a range of skills drawn from the social studies disciplines, including information gathering and processing, map reading, critical thinking, and interpersonal, communication, and presentation skills. They will further develop your instructional and assessment repertoire and assessment practices.

**Course Learning Outcomes:**

Graduates will be able to:

1. Understand the nature, methods, key concepts, and skills in the social studies disciplines (e.g. history, geography, political science, civics, anthropology, sociology, economics) as tools to educate for informed, responsible, and active citizenship using ICT. C1
2. Develop an understanding of current, persistent, and controversial issues (e.g. global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in the classroom using ICT. C4
3. Engage in critical reflection on personal experiences (at university and in elementary grade classrooms) to improve practice through collaboration for personal and professional development to teach social issues. C3
4. Develop a repertoire of content and pedagogical knowledge as well as assessment tools appropriate for teaching social studies C5

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations  | 15% |
| Final Exam | 35% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction** | Outline |  |  |
| 2.  | **1. Meaning and Concept of Social Studies*** Concept of Social Studies
* Social Studies and Social Sciences
* Definition of Social Studies
* Differences Between Social Sciences and Social Studies
 | Ch.1 | Assignment  | 1 |
| 3. |  **Aims and Objectives of Teaching Social Studies*** Social Studies—As a Core Subject
* Curriculum for Social Studies
* Contents of Social Studies
 | Ch.1 | Quiz 1 | 1,2 |
| 4. | 2. **Role and Importance of Social Studies in National Integration**  * Meaning and Concept of National Integration
* Role of Social Studies in National Integration
 | Ch.2 | Assignment | 2 |
|  5. | * **Contents of Social Studies in Promoting National Integration**
* Methods of Teaching for Promoting National Integration
 | Ch.2 | Class activity | 1 |
| 6 | **Challenges and Issues in Teaching Practices of Social Studies*** Concept of Teaching
* Definition of Teaching
* Principles of Teaching
 | Ch.3 | Quiz 2 | 4 |
| 7 | * Issues in Teaching Practices of Social Studies
* Issues Related to Strategies of Teaching
 | Ch.3 |  | 1 |
| 8 | **Mid Exams** |  | Topics  |  |
| 9 | **Use of Instructional Aids in Social Studies** | Ch.4 | Presentation | 2,3 |
| 10 | **Social Studies Curriculum—Selection and Organization** * Study of Social Studies Curriculum for Different Stages as Primary, Secondary, and Senior Secondary
 | Ch.5 | Assignment | 3 |
| 11 | **Methods of Teaching Social Studies** | Ch.6 | Quiz 3  | 3 |
| 12 | **Social Studies Laboratory and Utilization of Community Resources**  | Ch.7 | Presentation | 4 |
| 13 | **Social Studies Teacher*** Characteristics of a Social Studies Teacher
 | Ch.8 | Assignment | 2 |
| 14 | **Micro-teaching in Social Studies*** Nature and Concept of Micro-teaching
* Main Propositions of Micro-teaching
 | Ch.9 | Presentations | 3 |
| 15 | **Models of Teaching and Team Teaching*** Disciplinary Model of Teaching Social Sciences
 | Ch.10 |  |  |
| 16 | **11. Lesson Planning in Social Studies****12. Evaluation in Social Studies** | Ch.11&Ch.12 | Topics  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  | ✔ |  | ✔ | ✔ |
| 2 |  | ✔ |  | ✔ |  |  |  | ✔ |
| 3 |  |  | ✔ |  |  | ✔ | ✔ | ✔ |
| 4 |  | ✔ |  |  | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  | **✔** |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  | **✔** |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  |  | **✔** |
| **PLO 5: Students’ Assessment-** |  |  |  | **✔** |
| **PLO 6**: **Learning Environment** |  |  |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  | **✔** |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  | **✔** |  |

**Recommended Text Books:**

R.P. Pathak (eds.) (2012). *Teaching of Social Studies*. Pearson Education.

**Recommended Reference Books:**

* Davies, 100 Ideas for Teaching Citizenship (London: Continuum, 2004)
* B. L. Dean and R. Joldoshalieva, ‘Key Strategies for Teachers New to Controversial Issues’, in H. Claire and C. Holden (eds.), The Challenge of Teaching Controversial Issues (London: Tren Aggarwal, J.C 2006.
* Teaching of Social Studies—A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd., pp. 288–306.tham Books, 2007)

**Internet Resources**

**Ø** [**www.proteacher.com**](http://www.proteacher.com)

Ø [www.moneyinstructor.com](http://www.moneyinstructor.com)

Ø [www.educationworld.com](http://www.educationworld.com)

Ø [www.pbs.org/teachers](http://www.pbs.org/teachers).

Ø [www.teachingideas.co.uk](http://www.teachingideas.co.uk)

Ø [www.learner.org](http://www.learner.org)

Ø [www.geography-site.co.uk](http://www.geography-site.co.uk)

Ø [www.teachervision.fen.com/diversity/teacher resources/33631.html](http://www.teachervision.fen.com/diversity/teacher%20resources/33631.html)

Ø [www.salsa.net/peace/teach/teachers.html](http://www.salsa.net/peace/teach/teachers.html)