

AN ANALYSIS OF TEACHER-CENTERED AND
LEARNER-CENTERED TEACHING STRATEGIES
IN METHODS COURSES, CLASSROOM
INSTRUCTION, AND SELECTED
SECONDARY TEXTBOOKS

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CHAPTER I

INTRODUCTION

A major problem faced by professors of education who teach methods courses is that what is taught in the methods courses and what is happening in the public schools is often dramatically different. Where these differences exist, serious problems may result in methodology, in content, and in the relationships between the college and university representatives and the public school teachers and administrators. These problems, of course, are exacerbated when neither the public school personnel nor the college professors knows what the other is doing. What is needed is a much better knowledge base from which to make decisions as well as to discuss concerns of mutual interest.

Information is needed on three dimensions. First, the actual instructional practices of classroom teachers, second, on the teaching approaches of the textbooks, the major teaching tool (Warming and Baber, 1980) that those teachers are using and have available to them, and finally, on the teaching strategies that are discussed within the methods courses that the potential teacher is attending.

If social studies educators want to provide their methods students with accurate information on what is going

on in their profession in the state at the secondary level, they would discover that little information exists. For instance one would find that Oklahoma is one of 26 states that operates under a state approved adoption list for the acquisition of textbooks for the public schools (McCloud, 1975). Within the specific area of social studies, only one study has been undertaken to ascertain which materials the classroom teacher was utilizing (Wells, 1973). In that study, Oklahoma social studies teachers responded to a questionnaire concerning their use of "new social studies" materials, materials developed through government grants to advance the critical thinking ability of students. The researcher found that only 11 percent of the classroom teachers within the state were using "new social studies" materials in their classrooms. This meager information forms the present knowledge base for secondary social studies educators within Oklahoma.

The problem then is one of establishing the best means of gathering information necessary to assist methods professors and prospective teachers as well as teachers in the field to understand what is being done in secondary social studies in their state. This means determining what is actually happening within the secondary social studies classroom. It calls for an investigation into the practices of the secondary social studies teacher, the nature of the textbooks that those teachers are using or have available to them, and the curriculum of the secondary

methods courses. One characteristic common to all three areas is teaching techniques. Therefore an investigation into teaching strategies utilized by each would provide some common ground for analysis and comparison.

The complexity of an investigation of teaching techniques is evident when one imagines the wide variety of teaching situations and personalities that are involved in the instructional process. In order to simplify any investigation of teaching strategies a means of classification of those techniques is necessary. One means of classification of the instructional process in recent literature has been the dichotomy of teacher-centered instruction and learner-centered instruction. This dichotomy can also apply to teaching strategies by analyzing the nature of the teaching technique being utilized.

Thus the outline of an investigation has been established. The teaching techniques currently in use in the instructional process are classified as either teacher-centered or learner-centered. Those classifications are in turn applied to information concerning classroom practices, instructional approaches suggested by textual materials, and methods course instruction. With this information, social studies professionals have an improved data bank.

Statement of the Problem

The problem is that a lack of accurate information

concerning the practices in the secondary social studies classroom, the methodology suggested in the textual material being used in or available for that classroom, and the content of secondary methods courses throughout the state exists. This lack of information can contribute to misunderstandings when professional colleagues within the field deal with one another.

The complexity of gathering information concerning these three areas only adds to the nature of the problem. A simple means of examining these areas of the instruction process must also be a part of the solution.

Purpose and Significance of the Study

The purpose of this study was to gather information concerning the actual instructional practices of secondary social studies classroom teachers, the teaching techniques suggested in the teacher's editions of the textbooks that these teachers are using and have available through the Oklahoma State Textbook Adoption List, and those teaching strategies which are discussed in secondary methods courses in teacher preparation institutions within that state.

The study was designed to classify teaching techniques as either teacher-centered or learner-centered, to examine the proportion of teacher-centered/learner-centered teaching techniques in the classroom, in the textual material, and in the instruction in secondary methods courses.

Furthermore, it compared the classroom practices with textual material, classroom practices with methods course instruction, and the textual material with the methods course instruction.

Information gathered and examined in this study may be of value in several ways. At the informational level, this study tells the social studies professional what is currently happening in the three areas examined. The study may also add information to the decision making process when professional educators are discussing such topics as textbook selection, methods course content selection, and compatibility of course content and actual classroom practices.

Research Questions

This study was designed to answer the following research questions:

Research Question One: What is the proportion of teacher-centered/learner-centered teaching techniques among secondary social studies teachers in public schools of the population studied?

Research Question Two: Is the distribution of the proportional teacher-centered/learner-centered teaching techniques ratings of secondary social studies teachers influenced by any of the following: sex, age, years of teaching experience, textbook used, or organizational affiliation?

Research Question Three: What is the proportion of teacher-centered/learner-centered teaching techniques for the teacher's editions of those textbooks utilized by secondary social studies teachers in this study and that appear on the Oklahoma State Textbook Adoption List?

Research Question Four: What is the proportion of teacher-centered/learner-centered teaching techniques for secondary methods courses taught at Oklahoma institutions of teacher preparation?

Research Question Five: How does the proportional teacher-centered/learner-centered rating of individual secondary social studies textbooks compare with the distribution of the proportional rating of teachers using that particular textbook?

Research Question Six: How does the distribution of proportional teacher-centered/learner-centered ratings of secondary social studies teachers differ from the distribution of proportional ratings for secondary methods courses?

Research Question Seven: How does the distribution of proportional teacher-centered/learner-centered ratings of the textbooks in this study differ from the distribution of the proportional ratings of secondary methods courses?

Assumptions of the Study

To complete this study, the following assumptions were made:

1. A sample population of American and world history

teachers, randomly selected from a complete population of social studies educators will reflect the characteristics of the general population.

2. Teaching strategies currently in use in secondary social studies classrooms, in curriculum materials, and in secondary methods courses can be classified as either teacher-centered or learner-centered.
3. The responses given on a written questionnaire accurately reflect classroom practices whether in the public school or university classroom.
4. The classification of teacher-centered and learner-centered is arbitrary and based on the individual opinions of social studies educators.

Limitations

The findings of this study were not generalized beyond the population from which the samples were drawn. The study was conducted exclusively in the state of Oklahoma. Teacher and textbook selection was limited to American and world history areas. While randomly selected, participation was voluntary; thereby possibly the results of the study may have been influenced.

Definition of Terms

The following terms were defined for the purpose of clarity of the study:

A teacher-centered teaching technique is an instructional method in which the teacher determines, organizes, and presents the studied information.

A learner-centered teaching technique is an instructional method in which the learner determines, organizes and presents the studied information.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The purpose of this study was to investigate the current status, both in the public school and college classroom, of secondary social studies in Oklahoma. This selected review of literature discusses secondary social studies methods courses, the training avenue of secondary social studies teachers as well as one of the aspects of this study. Also outlined are discussions in secondary social studies methods textbooks of teaching techniques, the variable of the study, and of secondary social studies textbooks, another aspect of the study. Another view of secondary social studies textbooks is presented in a discussion of current literature dealing with their value and quality. The formulation of the definitions of teacher-centeredness and learner-centeredness are supported with a brief review of previous studies. Finally, the chapter concludes with a segment concerning the type of state-wide surveys that appear in the literature.

Secondary Social Studies Methods

The success of the secondary social studies methods

courses in training competent secondary social studies classroom teachers has long been disputed. Critics include both the academic community and the classroom teachers, who, for the most part see little value to the methods course. In a follow-up study of secondary social studies majors in 1972, Parnell discovered that the classroom teachers (former students) listed their professional education courses, including methods courses, as having the least value when compared with their general education courses and discipline area courses.

The failure of methods courses to successfully train teachers, however, cannot be assumed automatically. McElroy and Templeton (1969) expressed the opinion that:

. . . prospects for changing teacher behavior through professional training is limited. However, the obvious difficulty in this area should not deter social studies educators from attempting innovation (p. 107).

The innovations which are suggested deal with turning the methods focus from the professor to the student, the future teacher. Anderson, however, in a 1971 study of innovational components in methods courses, found that the success of an innovational component in changing teacher behavior was dependent on the financial resources spent on materials dealing with the innovation, the time devoted to the discussion of the innovation, and the knowledge and skill of the methods instructor concerning the innovation.

Such innovations in secondary social studies methods courses have not taken place. Prince (1971) found that

methods courses provided little exposure to practice in the innovational social studies programs and projects. In addition, he concluded that a small portion of methods courses allowed practice in the teaching strategies needed to successfully teach the new social studies materials, but that these strategies were not tied to the materials. Selakovich (1975) cited this lack of teacher training as one of the reasons for the failure of the new social studies. He felt that "the best of all worlds for the new social studies would be a situation in which the methods course in social studies and the teacher training program would be keyed to the new materials" (p. 134). It did not happen.

Cook (1976) determined that secondary methods courses were still perceived by those teachers in the field as not meeting the needs of prospective teachers. Shaver, Davis and Helburn (1979, p. 151) in a report on three National Science Foundation surveys stated "the gap [between methods course and perceived needs] is as broad" as it has been at any time during the past 20 years.

The improvement of secondary social studies methods courses is still the subject of research and discussion. Randall (1972, p. 84) found that videotaped microteaching was ". . . an advantageous medium to employ in the development and training of social studies teachers." Students who had the opportunity to practice with microteaching groups asked a larger proportion of higher level questions and offered more student reinforcement than those students who

did not have the microteaching experiences. Giannangelo (1972) discovered that such practice need not be videotaped to be helpful. He concluded that ". . . a variety of first-hand and simulated teaching situations should be incorporated into pre-student teaching methods courses" (p. 124).

Spangler (1975) investigated the proposition that by setting self-appointed goals, prospective teachers would benefit more from the required methods course. It was determined that the experimental group perceived more benefit from the methods course than the control group. However, the researcher expressed concern that the self-appointed goals of the students may not coincide with the actual needs of the classroom teacher. Wilkens (1976) looked at the relationship of teaching philosophy and teaching style as both were affected by the methods course. He found that by discussing the educational philosophy behind a particular teaching style, a student was consistent in philosophy and style during the methods course; however, this consistent relationship declined during the student teaching period.

Tucker and Joyce (1979) surveyed 18 secondary social studies educators for their monograph on social studies teacher education. Among their conclusions was that the "back to basics" movement had provided social studies educators with the opportunity to "place more emphasis upon skill development" (p. 52). The more popular layman's view that "back to basics" is a movement of strict disciplinary action was ignored for the most part by social studies educators.

New and stimulating content is viewed by the educators as "one of the bright spots in social studies" (p. 54).

Methods Textbooks on Teaching Techniques

This discussion of teaching techniques is based on the examination of 11 secondary social studies methods textbooks. This collection of textbooks, copyrighted during the last 15 years, is a sample of those available for use in secondary social studies methods courses. As a teaching technique is introduced, and thus added to a composite list, it will be underlined in the text of the chapter. Comments concerning a specific teaching technique will be credited to an author by citation though few techniques are unique to a single author. Nine major teaching techniques are discussed in detail and then additional teaching techniques are introduced for inclusion on the composite list. Figure 1 is a table of the frequency and distribution of the teaching techniques as they are discussed in the 11 reviewed texts. The order in which the techniques are discussed within this chapter was determined by the frequency.

Questioning was a teaching technique that received attention in all 11 methods texts. Many, such as Brubaker (1973) related the skill of questioning to the taxonomic scale of cognitive learning developed by Bloom and others (1956). Teachers were urged to ask questions at all cognitive levels and were usually given examples or simulated questioning sessions as reference.

AUTHOR	Teaching Technique								
	Questioning	Audio-Visuals	Oral Encounters	Creative Writing	Gaming	Graphics	Lecture	Field Trip	Drama
Armstrong (1980)	x	x	x		x	x	x	x	
Banks (1977)	x	x	x	x	x	x			
Beyer (1979)	x	x	x	x	x	x	x		
Brubaker (1973)	x	x	x	x					x
Ehman, <u>et. al.</u> (1974)	x	x					x		
Fenton (1966)	x	x	x	x		x	x		
Hunt and Metcalf (1968)	x	x	x	x			x		
Kanworthy (1973)	x	x	x	x	x	x		x	x
Massialas and Cox (1966)	x	x	x	x	x	x		x	x
Nelson and Michaelis (1980)	x	x	x	x	x	x	x	x	
Phillips (1974)	x	x			x				
Totals	11	11	9	8	7	7	6	4	3

Figure 1. Frequency and Distribution of Teaching Techniques in Social Studies Methods Textbooks

Some authors took these discussions further by introducing alternative classifications for questioning. Banks (1977) included a discussion of convergent and divergent questioning as proposed by Gallagher and Aschner. Still other authors suggested that questioning is an integral part of every teaching technique (Phillips, 1974). Improvement in questioning techniques was recognized as increasing the learning impact of any teaching strategy that a teacher chooses to use.

Audio-visual presentations were discussed by all of the authors of the methods textbooks; however, each presented the material in a different manner and viewed audio-visuals as having different purposes. Most representative was the discussion by Massialas and Cox (1966). Films, television, recordings, radio, and still pictures were presented as valuable data sources for the inquiry process if properly used. Unusual in this discussion was the inclusion of recent research findings concerning audio-visual use.

In a section entitled, "Using New Technological Aids," Fenton (1966) presented three questions that should be asked before a teacher uses an audio-visual such as tapes, slides, overheads, or filmstrips. These questions concerned the content of the material, the purposes for which the material is intended and how well the material achieves the intent of the first two questions. Hunt and Metcalf (1968) added to the list of audio-visuals by suggesting that models, exhibits, and specimens can aid a student in the acquisition

of reflective thinking if a teacher uses them appropriately.

It was their opinion, however, that

. . . the content of most audio-visual aids now available is unsuited to reflective learning But the teacher who makes a careful search can locate a sufficient amount that bears upon controversial issues . . . (p. 179).

Oral encounters whether between student and student, teacher and student, or student and outside resource person can contribute valuable information to a learning situation. Hunt and Metcalf (1968, p. 181) suggested, however, that ". . . instead of using undirected oral encounters as a basic technique of reflection, teachers do not use them at all. They simply allow them to occur" Among the oral encounters offered by various authors were: opinion polls (Hunt and Metcalf, 1968), oral reporting interviews (Beyer, 1979), and panels and debates (Brubaker, 1973). Both Brubaker and Beyer viewed the stated encounters as means to secure data for inquiry investigations.

The authors of the methods textbooks viewed creative writing from two perspectives. Some suggested teaching techniques which involve the student in the creative process while others outlined methods of using creative writing in the instructional process. Beyer (1979, p. 250) is among the authors who suggested that students may develop skills, knowledges, and values through creative writing exercises. He pointed out ways of generating ideas for creative writing, structures of writing to examine with the students, and sequencing strategies for creative writing assignments.

Banks went further by listing specific situations in which lessons can be augmented by book reviews, essays, poetry, stories, art work, journals, and logs of students.

Several authors viewed analysis of creative writing of other individuals' cartoons, illustrations and posters as data sources in the inquiry process. One of Fenton's (1966, p. 240) chapters, entitled "Fiction as Evidence," argued that although fiction cannot ". . . be used for students to gain 'fresh insights'" as so often stated by teachers, it can be used as evidence in historical investigations to supply information on ". . . real life details and values of the people who made a book popular" (p. 240). Massialas and Cox (1966) agreed with this argument and demonstrated it in a detailed discussion.

Gaming techniques were discussed by seven authors. Those who chose to include material concerning educational games agreed on their worth for both cognitive and affective learning. Beyer (1979, p. 291) was of the opinion that simulation games can successfully be used to ". . . call up feelings of students" and to ". . . develop feelings of empathy" (p. 294) in students. He also offered some specific suggestions of which simulation games to choose to achieve these purposes. Nelson and Michaelis examined the cognitive aspects of simulations, games, puzzles and role-playing when they explained how to use the teaching techniques to build thinking and decision-making skills. They also pointed out that such activities add variety to the

instructional process (p. 263).

Teaching techniques dealing with graphics were presented in several of the methods textbooks. Nelson discussed graphs, tables, charts, diagrams, maps, and globes as sources of data which can aid in the development of skills and concepts. He discussed these skills and concepts extensively but failed to explain how or through which means these goals can be gained. Armstrong devoted an entire chapter to graphic literacy skills in which he presented not only detailed suggestions for introducing previously listed graphics plus numerical data and time lines but also made suggestions concerning sequencing, interpreting, and determining accuracy.

Lecture was cited in a majority of the methods textbooks. Hunt and Metcalf (1968) expressed the feeling of other authors when they wrote:

Lectures have been in disrepute among professors of education, many of whom lecture for hours each semester on the evils of the lecture system. To the extent that lectures are condoned at all, it is urged that they remain infrequent, short, informal, and interesting. Yet, if instruction is approached with the aim of promoting reflection, the criterion for judging a lecture is not its frequency, its length, its informality, or even whether it is entertaining. The test is whether it does, in fact, stimulate or contribute to reflection (p. 177).

Armstrong (1980) added that the lecture can stimulate and motivate students when presented correctly. He listed guidelines for effective lecturing.

Nelson and Michaelis (1980) viewed the lecture in a somewhat different manner. For these authors, the teacher

is a data source whose means of communication is the lecture. This data source has the expressed restriction that its means of communication should ". . . present ideas well to achieve specified objectives" (p. 255).

Field trips and walking tours were discussed by several authors with the similar words of warning that field trips can serve very useful purposes if the teacher makes careful preparation. Kenworthy promoted field trips as a means of broadening a student's experience base, decried the use of exclusion from field trips as disciplinary action, and outlined detailed procedures for planning trips. Armstrong built a case for the local community as a haven for field trip experiences. An added dimension of his discussion was the inclusion of information concerning the legal implications of taking students from the school grounds.

Brubaker (1973) introduced drama by stating,

Skits and plays are most effective when done well to present a subject dramatically. Students often enjoy writing their own plays. They can also act extemporaneously in reaction to a theme or problem. Student involvement rather than passive acceptance is the goal of those who support drama as a social action activity (p. 146).

Kenworthy (1973, p. 92) agreed with this opinion when he said that when secondary students "are pretending, making-believe, trying out, exploring, and imitating, they are learning." He also outlined procedures, equipment, and situations for dramatics in the classroom. Massialas and Cox had some reservations concerning the place of historical plays in the inquiry process, but concurred with the other

authors that properly handled drama can play a significant role in learning.

The other teaching techniques discussed by the authors of the various secondary social studies methods textbooks do not fall into any one category. Some, reading guides (Beyer), study guides, and vocabulary (Armstrong), have to do with the renewed effort to help students to improve their reading comprehension. Others, research papers (Beyer) and notes (Fenton), deal with research skills. Others still, case studies and bulletin boards (Brubaker), fall into no category.

A composite listing of these teaching techniques follows:

lecture	questioning
film	television
recordings	radio
still pictures	tapes
overhead transparencies	filmstrips
models	exhibits
specimens	simulation games
games	puzzles
role-playing	graphs
tables	charts
diagrams	maps
globes	numerical tables
time lines	skits
plays	book reviews
essays	poetry
stories	art work
journals	logs
cartoons illustrations	resource person
posters	oral reporting
opinion polls	panels
interviews	field trips
debates	reading guides
walking tours	vocabulary
study guides	notes
research papers	bulletin boards
case studies	

Methods Textbooks on Secondary Textbooks

Secondary social studies methods textbooks offered varying amounts of information and differing views concerning the textbooks for secondary social studies courses. Ehman, Mehlinger, and Patrick (1974, p. 307) established the pattern when they stated ". . . the textbook is usually the dominant instructional device" and then went on to describe their own particular views on textual material. The views of the methods textbooks authors fell into two categories, the proponents and the opponents. The former were greatly outweighed by the latter.

Each of the opponents of secondary social studies textbooks suggested different reasons for his opposition as well as varying solutions to the problem of what to do with textual material. Brubaker (1973) listed the major criticisms of textbooks. Textbooks are dull because they are aimed at the average student and teacher. They avoid controversial issues and are extremely ethnocentric. Finally, students are not challenged to think critically by textual material. Armstrong (1980) added to the list the criticisms that textbooks lack an organizational framework that is consistent, are difficult to classify at a particular reading level, and are not useful as data sources. Banks (1977) reported that history textbooks have been criticized for inculcating democratic beliefs rather than fostering critical thinking in students.

Solutions to the problems created by these short-

shortcomings were outlined by several authors. Nelson and Michaelis (1980) proposed a list of "creative and stimulating" ways of using textual material. Included in the list were such ideas as making a content analysis of a given section, comparing and contrasting material from two or more textbooks, and utilizing only selected segments of the text. Massialas and Cox (1966) suggested that teachers avoid the problems of a deficient textbook by selecting one carefully. They described a questioning procedure that will enable the teacher to make a knowledgeable decision concerning the textbook that he selects. They concluded this section, however, with the warning that no single textbook can meet all instructional demands. Fenton (1966) outlined alternative uses for textual material, demonstrated how to use textual material as data sources, and discussed techniques for using the textbook wisely in the inquiry process.

A proponent of secondary social studies textbooks, Kenworthy's (1973) position was clear from the beginning of his discussion of textbooks.

Textbooks are the major scapegoats in education today. They are constantly criticized because they are too nationalistic or too world-minded in tone, because they include too much content or not enough, or because they overplay or underplay some special interest or minority group Most modern textbooks in social studies are remarkable productions . . . (p. 110).

The remainder of the section on textbooks was devoted to specific suggestions concerning using texts in the classroom. Beyer (1979) went further than that. He

demonstrated how to use the traditional secondary social studies textbook in an inquiry manner. First he outlined the procedures that a teacher must undertake in order to use a textbook in this manner and then concluded with sample lessons.

The Secondary Social Studies Textbook

The value or quality of secondary social studies textbooks has been debated for years. The fact remains that the textbook plays a major role in the secondary social studies classroom both in content selection and instructional methodology (Shaver, 1979). Three recent National Science Foundation studies offered some interesting findings concerning textbooks: at least one-half of the social studies teachers reporting have only one textbook at their disposal; the majority of textbooks are content oriented; those textbooks most widely used are traditional ones which are organized around traditional topics; and the texts appear to view social studies curriculum as primarily history, government, and geography with little discussion of controversial issues or little reading from multiple sources (Shaver, Davis, and Helburn, 1979).

Another recent study related to this discussion is from the perspective of the textbook publisher (Schneider and Van Sickle, 1979). This survey of 27 major publishers of social studies textbooks and text series concludes that: 1) the 'standard' hardback textbook dominates the market;

2) social studies instructional materials are following the back-to-basics movement; 3) less demand is demonstrated for broadening or humanizing the social studies through textual materials; 4) there is conflicting evidence concerning the demand for currently advocated (women's studies, values clarification) content; and 5) although criticism of textbooks appears widespread, publishers report more praise than fault-finding resulting from their attempts to revise textual material.

The debate on the quality of textual material is not a recent one. The quality of the content of textbooks has been discussed almost from the first publication of a schoolbook. Noah Webster, the author of an early textbook entitled History of the United States, pointed out that ". . . unless history is impartial, it misleads the student, and frustrates its proper object" (Johnson, 1925, p. 373). Several studies of textbooks in different periods of American education argue that this standard has never been achieved.

Elson (1964, p. 337), in a study of nineteenth century textbooks, stated that "The world created in nineteenth century schoolbooks is essentially a world of fantasy" This fantasy had been made up by adults as a moral guide for children to follow. Each race and nationality was defined by inherent mental and physical characteristics; individual personalities were seldom discussed. Textbook authors were guardians of tradition in American life; these

traditions were consistently conservative ones.

In 1930, Pierce analyzed 400 textbooks that were currently in use in classrooms. Her conclusions were that little had changed in the world of textbook writing. "Textbooks are permeated with a national or patriotic spirit" (p. 254). The attitudes engendered towards others could only be termed "ignominious", according to Pierce.

Even with the push during the late sixties, to eliminate content bias from textual material, Kane (1970) found

Although there have been some genuine improvements in the textbook presentations of Jews, black Americans, and Americans of Indian, Oriental and Spanish-speaking heritage, it has been an uneven improvement at best (p. 138).

Later studies (Griswold, 1975; Asia Society, 1976) have substantiated these conclusions.

Alexander (1960, 1969) examined the quality of secondary American history textbooks at both the beginning and end of the 1960's. In 1960, he expressed the feeling that most American history textbooks were "dull, lifeless, and strikingly similar; were critical of neither the past nor the present"; and offered "virtually nothing for the slow learner" (p. 11). In 1969, he felt that "the past eight years have not witnessed a significant change under the gray flannel covers of these texts (e.g., American history textbooks)" (p. 300).

Recent studies have also criticized the quality of the readability of textbooks. John and Vardian (1973) applied four readability formulas to passages of 68 social studies

textbooks. They discovered that the readability range in these texts was two years in some to as much as 12 years in others. Hash (1974) randomly selected three reading passages from five textual samples; within the 15 sample passages the readability level ranged six years.

Although perhaps not as documented as it might be, FitzGerald (1979) presents an assemblage of the criticisms of social studies textbooks in America Revised. Her major thesis is that social studies textbooks are changed for economic reasons, without regard for scholarship or accuracy, to meet the demands of the American mood or pressure groups.

Defining Teacher-Centeredness and Learner-Centeredness

Dewey (1916) was the first American educator to call widespread attention to the role of the learner in the educational process. Through his many articles and books, he continually developed and refined his description of the place of the learner in the school setting. Students could not ". . . acquire knowledge as spectators" (p. 140), but must be afforded an active role in the proceedings of the classroom. Dewey (1933) stated that ". . . learning arises out of directly experienced situations" (p. 19), which have taken into account the student's ". . . capabilities, interests, and habits" (1964, p. 430).

Scholars have examined both the role of the learner

and the teacher in the schooling process in research and papers designed to compare the instructional methods of learner-centeredness and teacher-centeredness. In studying instructional methods, Rudadeau (1967) based his definitions solely on the role of the student. Situations in which the pupil "received" knowledge were described as teacher-centered and situations in which the student "sought" knowledge were termed learner-centered (p. 8). In his study involving the teaching of high school English classes, Fenner (1972, p. 18) described the characteristics of a learner-centered situation as one in which the teacher was a ". . . facilitator to a self-guided class." The path of communication was pupil to pupil to teacher as they jointly sought solutions to problems. Mehaffie (1977) viewed learner-centered instruction as indicated simply by the presence of student-made choices. Morse (1978) equated learner-centeredness with how active the learner was in the instructional process.

Two educators have recently examined the implications of teacher-centered and learner-centered instruction in social studies classrooms. Shaver (1977, p. 349) cautioned that if learner-centered instruction is the goal, there is the danger that disciplinary study without careful attention to the planning of the curriculum might ". . . isolate the child's intellectual activity from the ordinary affairs of life." He further stated that the ". . . central emphasis should be on the child" as educators study how to

". . . structure the school to help the child learn" (p. 350). Brubaker (1977) was concerned with the language of the social studies classroom. He prefers the term student-centered to learner-centered because every one in the social studies classroom should be a learner including the teacher. Students must be an ". . . active agent to develop competencies" (p. 22).

State Surveys in Social Studies

State-wide surveys to secure information concerning the status of various aspects of social studies education are commonly reported in the literature. Most were undertaken by state institutions as need assessment instruments or as status reports. The Louisiana State Department of Education (1976), for instance, conducted a typical needs assessment survey when they questioned how well the present social studies educational system was meeting the needs of high school students and how well those students were performing on standardized social studies achievement tests. Other needs assessment surveys have dealt with course offerings in specific subject areas, most often economic education. Such surveys (Minnesota Council for Economic Education, 1971; California Council for Economic Education, 1975) requested information on course offerings in the subject area as well as information concerning teacher training in the subject area and course requirements. Status reports on social studies education examined course

offerings, course requirements and course content.

Examples of such surveys are the Social Studies Curriculum Survey conducted by the Research and Information Services for Education (1971) and the study conducted by the Virginia State Department of Education (1973).

Although research exists concerning classroom practices, textual material and methods courses in secondary social studies, studies have not examined the teaching techniques aspect of these three dimensions. The need exists for such an investigation.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This study sought to delineate the relationship among the teaching techniques being utilized in the secondary social studies classroom, those outlined in the teacher's editions of the textbooks being used in the secondary social studies classroom, and those discussed in preservice secondary methods courses in state institutions of teacher preparation. Included in this chapter are a description of the populations that were sampled in the study, the procedures followed in collecting the data, a description of the instrumentation, and the methods used to analyze the data.

Description of the Populations

This study necessitated four distinct populations; a group of leading social studies educators to facilitate the classification of teaching techniques, a random sample of secondary social studies teachers in Oklahoma, a collection of secondary social studies textbooks, and the instructors of secondary methods courses at Oklahoma institutions of higher education. A description of each

population follows.

The selection of the population of leading social studies educators was based on three criteria: active interest in the methods of teaching social studies, geographical location, and institutional affiliation. All of the social studies educators selected have a demonstrated interest in the methods of teaching social studies either by their publication of methods textbooks or their publication of recent research literature in social studies education. Social studies educators were next selected to represent all geographic regions of the country. Institutional affiliation was considered so that no more than one educator was selected from any institution of higher education. This population totaled 18; a list of these individuals appears in Appendix A.

The sample population of secondary teachers represented American and world history teachers. Using the Oklahoma State Department of Education computer print-out of all individuals teaching American or world history on provisional or standard certificates, 140 subjects were selected for each group. The selection process was facilitated by the use of the Table of Random Numbers contained in Basic Statistical Concepts in Education and Behavioral Sciences (Bartz, 1976). In selecting the American history teachers, the first four digits of the numbers in the table were used. The first two digits designated the page of the computer printout; the second two digits designated the

numerical placement of the name of the teacher on the page. The table was used by column from left to right. In this manner, a sample population of 140 American history teachers was chosen.

In selecting the world history teachers, a similar process was followed. The last two digits of a specific number designated the page of the computer printout; the next two digits determined the numerical placement of the name of the teacher on the page. The table was used by column beginning with the last number and continuing upward from right to left. This sample population also numbered 140 teachers.

The population of secondary social studies textbook teacher's editions utilized in this study met two criteria. First, they were used by the sample population of classroom teachers, and second, they appear on the Oklahoma State Textbook Adoption List for secondary social studies textbooks for 1972 or 1976. If a textbook met both of these criteria, it was placed on the population list of textbooks. This population numbered 14, 8 American history textbooks and 6 world history textbooks (see Appendix B).

The population of institutions in Oklahoma providing secondary teacher preparation was determined with the aid of the Education Directory: Colleges and Universities (Podolsky, 1978). If this resource stated that an institution in Oklahoma was actively involved in teacher education, it was placed on the population frame. This

population totaled 19; a list of the population frame appears in Appendix C.

Collection of Data

The data for this study were collected in three surveys. One series of mailings was sent to each human population. Each series of mailings was conducted under the optimum conditions described by research theory. The initial mailing of each series was timed to reach the participant in mid-week thus achieving maximum attention. Each survey was contained within one page so that participants would not conceive of the task as overwhelming. Each mailing contained a means of returning the information solicited at no expense to the participant. Each initial mailing was followed by additional mailings at appropriate intervals. From this starting point, the mailings varied to meet the needs of the study and the population.

The initial mailing to the social studies educators contained a letter explaining the study and insuring the confidentiality of the responses, a copy of the survey for the classification of 12 major teaching techniques categories as either teacher-centered or learner-centered, and a stamped envelope addressed to the investigator. Nine responses were returned after a period of two weeks had elapsed. Cancellation markings were used to identify the respondents, but were not used to identify specific answers. A postcard reminder was sent after a three week

period had elapsed to those social studies educators who had failed to respond. This mailing brought the total of returned surveys to 13. Each respondents' classifications were recorded. Appendix D contains each piece of correspondence for this series of mailings.

The series of mailings to the secondary American and world history teachers in Oklahoma classrooms was a more complex venture. The initial mailing contained a letter explaining the study and insuring confidentiality, a copy of either the Teaching Techniques Survey for Secondary American History or the Teaching Techniques Survey for Secondary World History, whichever was appropriate, and a stamped envelope. This mailing was coded by Roman numeral on the reverse side of the Teaching Techniques Survey. The Roman numeral corresponded to the number that had been assigned to each teacher on the population frame. As each respondent returned a survey, it was checked off on the master list; no responses were identified with specific teachers.

After a two week period of time had elapsed, surveys had been received from 47 American history teachers and 38 world history teachers. A postcard reminder was then mailed to each participant who had failed to return a survey. Another two week period of time elapsed in which 16 American history and 19 world history surveys were returned. A second letter of explanation was devised. This letter along with a second copy of the survey and a stamped envelope was mailed to those who had failed to

stamped envelope was mailed to those who had failed to respond to the first two mailings. From this mailing, 10 American history and 14 world history surveys were received. For the entire series of mailings, 73 participants responded to the American history survey and 71 participants responded to the world history survey. A copy of each piece of correspondence for this series of mailings is contained in Appendix E.

The population of teacher's editions of the secondary American and world history textbooks was secured in two ways. If a textbook was listed by a classroom teacher and appeared on the Oklahoma State Textbook Adoption List, it was needed for the study. The Curriculum Materials Laboratory of the Edmond Low Library on the campus of Oklahoma State University had established a textbook collection. Many titles necessary for the study were contained in this collection. If a specific volume was not contained in this collection, the principal investigator requested a copy of that edition from the publisher. One company required a payment of one-half on the market value of the textbook; all of the other publishing companies supplied the needed editions upon request.

The series of mailings to secondary methods course instructors was conducted in much the same manner as the other mailings. An initial mailing contained a letter of explanation which insured the confidentiality of responses, a survey instrument entitled Secondary Methods Course

Survey, and a stamped envelope addressed to the principal investigator. In addition, this specific mailing also contained a postcard addressed to the principal investigator which offered the respondent a copy of the completed study if desired. Ten responses were received from this mailing which was followed in three weeks by a postcard reminder. The postcard reminder drew 3 responses to bring the total response rate to 13 (see Appendix F).

Instrumentation

The means of instrumentation for this study was survey; one survey for each of the four distinct populations in the study. Each survey instrument was reviewed with the investigator's thesis advisor. The main body of the survey was the same throughout the study; only necessary demographic information was changed to meet the needs of the study and the population involved. This main body of the survey consisted of a listing of major teaching techniques or strategies categories. Through a review of recent social studies education literature (see Chapter II), a composite list of teaching techniques was assembled. This listing was then simplified into 12 major categories with two specific examples given in each category. These 12 categories were listed on the survey in reverse alphabetical order to facilitate standardization of responses. This listing was presented to 10 classroom teachers to determine if there were teaching strategies that were not represented

in the listing. The listing was deemed acceptable when the 10 respondents indicated that the listing was complete.

The survey for the population of leading social studies educators included definitions of a teacher-centered teaching technique and a learner-centered teaching technique and the 12 major techniques categories with the specific examples. The instructions on the survey asked the respondent to classify each major techniques categories as either teacher-centered or learner-centered. An example of this survey can be found in Appendix D.

The survey instrument for the secondary social studies classroom teachers listed the teaching strategies categories. It also solicited such demographic information as sex, age, years of teaching experience, and organizational affiliation of the participant. The respondent was also asked to indicate the title of the textbook that was being utilized in their classroom. The task requested of the respondent was to indicate through tallies the teaching techniques that they used in their classroom for each 10 minutes of teaching time over a typical two-week period. This complete survey and the cover letter were distributed to five classroom teachers who had not been randomly selected for the study. Each teacher was asked to indicate if they understood the task that was required of them; each responded in the affirmative (see Appendix E).

The instrument by which the teacher's editions of the American and world history textbooks were evaluated

consisted of a listing of the 12 major categories of teaching strategies. This listing can be found in either of the previously mentioned surveys.

The survey instrument for the secondary methods instructor at Oklahoma institutions of teacher preparation asked for demographic information concerning the average number of students in their courses and whether the course was specifically aimed at social studies methods or at general secondary methods. The instrument, which appears in Appendix F, also contained the listing of the major teaching techniques categories. The participant was asked to respond by indicating the percentage of total classroom instruction during the period of one complete course which was spent in discussing each of the 12 major categories.

Data Analysis

The analysis of the data was accomplished in stages as the information was assembled. The initial stage was to determine the classification as either teacher-centered or learner-centered for each of the 12 teaching strategies categories from the instruments obtained from the leading social studies educators. In turn, these classifications were applied to the results obtained from the classroom teachers, the teacher's editions of the secondary social studies textbooks, and the instructors of secondary methods courses. Finally, the data from these latter three sources was compared to each other.

The leading social studies educators indicated their classification of either teacher-centered or learner-centered for each of the teaching techniques categories on the survey form. When all of the forms had been received, a teaching techniques category was designated as either teacher-centered or learner-centered by a simple majority of responses. When a category had been designated as either teacher-centered or learner-centered, it remained so throughout the study.

The analysis of data from the classroom teachers was a determined by computing the percent of tallies for both classifications of strategies and assigning a proportional rating to each respondent. An example of this process is outlined in Figure 2. In the proportional rating, the teacher-centered percentage is presented first.

The analysis of the data from the teacher's editions of the secondary American and world history textbooks was acquired through a similar tallying process. Each teacher's edition was read completely by the investigator; each time a specific teaching strategy was suggested, it was tallied in the appropriate category. If the teacher's edition also referred to a specific activity in the student's edition of the textbook, it was also tallied. After this process was accomplished, a proportional rating was determined for the textbook.

The information obtained from the instructors of secondary methods courses was analyzed in much the same manner.

TEACHER ORAL PRESENTATIONS demonstrations, lectures	### ##
STUDENT WRITTEN WORK research papers, daily written work	###
STUDENT SILENT READING PERIODS	###
STUDENT ORAL PRESENTATIONS oral reports, panels	### III
STUDENT CREATIVE PRODUCTIONS art work, creative writing	
SIMULATED SITUATIONS simulation games activities	
STRUCTURED DISCUSSION AND QUESTIONING	###
RESOURCE-PERSON PRESENTATIONS guest speakers, other teachers	
OUT-OF-BUILDING EXPERIENCES walking tours, field trips	
EXTEMPORANEOUS OCCURRENCES role-playing, spontaneous discussion	
DRAMATIZATIONS plays, radio broadcasts	///
AUDIO-VISUAL PRESENTATIONS films, filmstrips, tapes	///
Total of tallies for teacher-centered categories	= 30
Total of tallies for learner-centered categories	= 20
Total of tallies for all categories	= 50
Percent of total that teacher-centered total represents	= 60%
Percent of total that learner-centered total represents	= 40%
Proportional teacher-centered/learner-centered teaching techniques rating for this example	= 60/40

Figure 2. Mathematical Example

As each survey instrument was returned, the percent of total time for the teaching strategies categories classified as teacher-centered and learner-centered was determined and a proportional rating was assigned.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of this study was to examine the teaching techniques currently being used in secondary social studies classroom instruction, suggested in the teacher's editions of the textbooks being used in those classrooms, and discussed in secondary methods courses in institutions of higher education in Oklahoma as well as to examine the relationship among them. This chapter seeks to present the data collected throughout the study and to summarize the results of the analysis of that data. The chapter is organized in this manner: a discussion of the response rates of the various surveys of each population, a presentation of the data collected from each population, and a summary of the comparisons of that data.

Response Rate Data

A response rate of at least 50 per cent was achieved for each population through successive mailings. Of the 18 social studies educators contacted, 13 respondents (72.2 per cent) returned surveys. The total response rate for

the classroom teachers surveyed was 51.5 per cent or 144 of the original population of 280. That represented 52.1 per cent of American history teachers and 50.7 per cent of the world history teachers. Thirteen of the 19 (64.4 per cent) secondary methods course instructors responded to the survey. These data are presented by number and response rate for each population through each mailing in Table I.

Data From Classification Survey

The 13 responding social studies educators classified the 12 major teaching techniques categories as either teacher-centered or learner-centered. Both the tally totals and the final classification of each category appear in Table II. Those categories classified as teacher-centered are: teacher oral presentation, student silent reading period, structured discussion and questioning, resource-person presentation, and audio-visual presentation. Those classified as learner-centered are: student written work, student oral presentation, student creative productions, simulated situations, out-of-building experiences, extemporaneous occurrences, and dramatizations. It should be noted that totals for the various categories may vary because not all respondents chose to classify each category.

TABLE I
RESPONSE RATE OF POPULATIONS

Population	First Mailing	Postcard Reminder	Second Mailing	Totals
Social Studies Educators (18)	9 (50%)	4 (22.2%)		13 (72.2%)
Secondary Teachers (280)	85 (30.4%)	35 (12.5%)	24 (8.6%)	144 (51.5%)
American (140)	47 (33.6%)	16 (11.4%)	10 (7.1%)	73 (52.1%)
World (140)	38 (27.1%)	19 (13.6%)	14 (10.0%)	71 (50.7%)
Methods Course Instructors (19)	10 (52.6%)	3 (15.8%)		13 (68.4%)

TABLE II
CLASSIFICATION SURVEY RESULTS

Teaching Techniques Category	Teacher-Centered	Learner-Centered	Classification
TEACHER ORAL PRESENTATIONS	13		Teacher-Centered
STUDENT WRITTEN WORK	2	11	Learner-Centered
STUDENT SILENT READING PERIODS	8	5	Teacher-Centered
STUDENT ORAL PRESENTATIONS		12	Learner-Centered
STUDENT CREATIVE PRODUCTIONS		13	Learner-Centered
SIMULATED SITUATIONS	1	11	Learner-Centered
STRUCTURED DISCUSSION AND QUESTIONING	10	1	Teacher-Centered
RESOURCE-PERSON PRESENTATIONS	9	4	Learner-Centered
OUT-OF-BUILDING EXPERIENCES	4	8	Learner-Centered
EXTEMPORANEOUS OCCURRENCES	3	9	Learner-Centered
DRAMATIZATIONS	1	11	Learner-Centered
AUDIO-VISUAL PRESENTATIONS	13		Teacher-Centered

Data From Secondary Social Studies

Classroom Teachers

A random sample of secondary social studies teachers who taught world and American history was surveyed to determine the teaching techniques they were currently using in their classroom instruction. As each survey was received from a secondary teacher, the principal investigator tallied each teaching techniques category, determined the percentages of the total that were represented and assigned a proportional teacher-centered/learner-centered rating to each respondent.

One hundred forty-four teachers responded to this survey. Seventeen responses were unsuitable for analysis. The number of total respondents at each proportional rating interval as well as the percentage that this total represents is included in Table III. Each respondent was recorded as either an American or world history teacher by the population frame. Sixty-seven responses from American history teachers and 60 responses from world history teachers were analyzed. Table III shows the number of respondents at each proportional rating level by subject taught.

Secondary classroom respondents were asked to supply specific demographic information. The first distinction was sex. Twenty-eight respondents (22.2 per cent) were female; 99 respondents (78.8 per cent) were male. In this case, distinctions of subject matter taught are not considered. The breakdown of proportional ratings at each

TABLE III
 RESPONDENTS AT EACH PROPORTIONAL LEVEL BY
 TOTAL POPULATION AND SUBJECT

Proportion of Teacher- Centered and Learner- Centered Teaching Techniques	Total Number of Respondents at Each Proportional Level	Number of American History Respondents at Each Proportional Level	Number of World History Respondents at Each Proportional Level
100/0	2 (1.6%)	2 (3.0%)	0
90/10	4 (3.2%)	2 (3.0%)	2 (3.4%)
80/20	17 (13.6%)	8 (12.0%)	9 (15.3%)
70/30	47 (37.6%)	20 (20.0%)	27 (45.9%)
60/40	26 (20.8%)	15 (22.5%)	11 (18.7%)
50/50	27 (21.6%)	18 (27.0%)	9 (15.3%)
40/60	1 (.8%)	0	1 (1.7%)
30/70	2 (1.6%)	1 (1.5%)	1 (1.7%)
20/80	1 (.8%)	1 (1.5%)	0
10/90	0	0	0
0/100	0	0	0
N =	127	67	60

proportional level by sex appears in Table IV.

The second demographic distinction was age. Fifty-one respondents were in the 22-31 years of age category, 43 were in the 32-41 age group, 18 in the 42-51 group, 14 in the 52-61 group, and one in the over 61 age group. The per cent of total respondents by groups are as follows: 22-31 age group--40.8 per cent, 32-41 age group--34.4 per cent, 42-51 age group--14.4 per cent, 52-61 age group--11.2 per cent, and over 61 age group--0.8 per cent. Table V shows the respondents' ratings by age at each proportional level.

Years of teaching experience was the third demographic distinction sought. Thirty-six or 28.8 per cent of the respondents had 1-5 years of teaching experience; 38 or 30.4 per cent had 6-10 years of teaching experience; 25 or 20.0 per cent had 11-15 years of experience; six or 4.8 per cent had 16-20 years of experience; and 20 or 16.0 per cent had over 20 years of teaching experience. The total respondents' ratings at each proportional level by years of teaching experience appear in Table VI.

The title of the textbook in current use by the classroom teacher was solicited. Eighty-eight per cent of the American history teachers who responded to the survey indicated that they used a textbook that was included on the Oklahoma State Textbook Adoption List. Seven teachers, or 10.5 per cent of the respondents, indicated that they used an American history textbook that did not appear on the

TABLE IV
RESPONDENTS BY SEX

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	Number of Female Respondents at Each Proportional Level	Number of Male Respondents at Each Proportional Level
100/0		2 (2%)
90/10	1 (3.6%)	3 (3%)
80/20	4 (14.4%)	13 (13%)
70/30	6 (21.6%)	41 (41%)
60/40	5 (18.0%)	21 (21%)
50/50	10 (36.0%)	17 (17%)
40/60		1 (1%)
30/70	2 (7.2%)	
20/80		1 (1%)
10/90		
0/100		
N =	28	99

TABLE V
RESPONDENTS BY AGE

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	22-31	32-41	42-51	52-61	Over 61
100/0	2 (4%)				
90/10	2 (4%)	1 (2.3%)	1 (5.6%)		
80/20	5 (10%)	9 (20.7%)	3 (16.8%)	1 (7.1%)	
70/30	20 (40%)	15 (31.5%)	4 (22.4%)	8 (56.8%)	
60/40	8 (16%)	10 (23.0%)	4 (22.4%)	4 (28.4%)	
50/50	12 (24%)	7 (16.1%)	6 (33.6%)	1 (7.1%)	1 (100%)
40/60		2 (4.6%)			
30/70	1 (2%)				
20/80	1 (2%)				
10/90					
0/100					
N =	51	44	18	14	1

TABLE VI
RESPONDENTS BY YEARS OF EXPERIENCE

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	1-5	6-10	11-15	16-20	Over 20
100/0		2 (5.2%)			
90/10	2 (5.6%)	1 (2.6%)		1 (16.7%)	
80/20	5 (14.0%)	8 (20.8%)	2 (8%)	1 (16.7%)	2 (10%)
70/30	10 (28.0%)	15 (39.0%)	11 (44%)	1 (16.7%)	8 (40%)
60/40	8 (22.4%)	4 (10.4%)	6 (24%)	2 (33.4%)	5 (25%)
50/50	8 (22.4%)	8 (20.8%)	5 (20%)	1 (16.7%)	5 (25%)
40/60			1 (4%)		
30/70	2 (5.6%)				
20/80	1 (2.8%)				
10/90					
0/100					
N =	36	38	25	6	20

state adoption list. Of those seven, no two teachers were using the same textbook. Those included in this group are: The American Story, Quest for Liberty, America: Its People and Values, The Free and the Brave, The People Make A Nation, Impact of Our Past, and Two Centuries of Progress. One individual (1.5 per cent) reported that he used several textbooks in the classroom. These latter eight respondents are not included in any discussion or comparison dealing with textbooks in this study.

The total number of respondents for each of the eight American history textbooks that appears on the state adoption list was recorded in Table VII. Table VIII shows this total number at the proportional rating level by individual textbook.

Ninety-five per cent of the respondents to the world history classroom survey indicated that they used a textbook that appears on the Oklahoma State Textbook Adoption List. Only one teacher or 1.7 per cent of the respondents listed a textbook not on the list (Man's Heritage); one teacher (1.7 per cent) stated several textbooks were used. These two responses are not recorded in the discussion that follows.

Information on the usage of the six textbooks that did appear on the state adoption list appears in Table IX. The analysis of responses for individual textbooks is in Table X.

The final demographic information sought was the

TABLE VII
AMERICAN HISTORY TEXTBOOK USAGE

Title of Textbook	Usage
<u>A People and A Nation</u>	8 (12.0%)
<u>High School History of Modern America</u>	5 (7.5%)
<u>History of the United States</u>	6 (9.0%)
<u>History: U.S.A.</u>	12 (17.5%)
<u>Liberty and Union</u>	5 (7.5%)
<u>Rise of the American Nation</u>	12 (17.5%)
<u>Search for Identity</u>	2 (3.0%)
<u>United States History for High Schools</u>	10 (15.0%)
N = 60	

TABLE VIII
 RESPONDENT RATINGS FOR INDIVIDUAL HISTORY TEXTBOOKS

Proportion of Teacher- Centered and Learner- Centered Teaching Techniques	<u>A People and A Nation</u>	<u>High School History of Modern America</u>	<u>History of the United States</u>	<u>History: U.S.A.</u>	<u>Liberty and Union</u>	<u>Rise of the American Nation</u>	<u>Search for Identity</u>	<u>United States History for the High School</u>
100/0								1 (10%)
90/10		1 (20%)		1 (8.3%)				
80/20	2 (25.0%)	1 (20%)			2 (40%)	1 (8.3%)		2 (20%)
70/30	3 (37.5%)	1 (20%)		4 (33.2%)		5 (41.5%)		4 (40%)
60/40	2 (25.0%)	1 (20%)	2 (33.4%)	4 (33.2%)	3 (60%)	1 (8.3%)		1 (10%)
50/50	1 (12.5%)		4 (66.8%)	2 (16.6%)		5 (41.5%)	2 (100%)	2 (20%)
40/60								
30/70				1 (8.3%)				
20/80		1 (20%)						
10/90								
0/100								
N =	8	5	6	12	5	12	2	10

TABLE IX
WORLD HISTORY TEXTBOOK USAGE

Title of Textbook	Usage
<u>A Global History of Man</u>	1 (1.7%)
<u>Living World History</u>	6 (10.2%)
<u>Man's Unfinished Journey</u>	13 (21.1%)
<u>Men and Nations</u>	30 (51.0%)
<u>The Pageant of World History</u>	2 (3.4%)
<u>Story of Nations</u>	6 (10.2%)
N = 58	

TABLE X
 RESPONDENT RATINGS FOR INDIVIDUAL
 WORLD HISTORY TEXTBOOKS

Proportion of Teacher- Centered and Learner- Centered Teaching Techniques	<u>A Global History of Man</u>	<u>Living World History</u>	<u>Man's Unfinished Journey</u>	<u>Men and Nations</u>	<u>The Pageant of World History</u>	<u>Story of Nations</u>
100/0						
90/10			1 (7.7%)	1 (3.3%)		1 (16.7%)
80/20		1 (16.7%)	1 (7.7%)	6 (20.0%)		1 (16.7%)
70/30		1 (16.7%)	7 (53.9%)	15 (50.0%)		2 (33.4%)
60/40		2 (33.4%)	4 (30.8%)	3 (9.9%)	1 (50%)	
50/50		2 (33.4%)		5 (16.5%)		2 (33.4%)
40/60					1 (50%)	
30/70	1 (100%)					
20/80						
10/90						
0/100						
N =	1	6	13	30	2	6

organizational affiliations of the respondents. Each was asked to indicate if they were a member of the National Council for the Social Studies or a member of the Oklahoma Council for the Social Studies. One hundred fifteen respondents or 91.2 per cent stated that they were a member of neither organization; two or 1.6 per cent indicated that they belonged only to the National Council for the Social Studies; four or 3.2 per cent of the respondents belong only to the Oklahoma Council for the Social Studies; five or 4.0 per cent responded that they were members of both organizations. Table XI shows the total number of respondents at each proportional level for each of these categories.

Data From Secondary Textbooks

The population of teacher's editions of secondary American and world history textbooks numbered 14. Each was analyzed and assigned a proportional teacher-centered/learner-centered rating. Table XII contains the analysis of the eight American history textbooks and Table XIII contains the analysis of the six world history textbooks.

Data From Instructors of Secondary

Methods Courses

Information was solicited from the methods course instructor at all 19 Oklahoma institutions of higher education which offered a course in teacher preparation. Four

TABLE XI
RESPONDENTS BY ORGANIZATION AFFILIATION

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	Neither	Only National Council for the Social Studies	Only Oklahoma Council for the Social Studies	Both
100/0	2 (1.8%)			
90/10	4 (3.6%)			
80/20	17 (15.3%)	1 (50%)		
70/30	44 (39.6%)			1 (20%)
60/40	19 (17.1%)	1 (50%)	2 (50%)	4 (80%)
50/50	26 (23.4%)		1 (25%)	
40/60	1 (0.9%)			
30/70	2 (1.8%)			
20/80			1 (25%)	
10/90				
0/100				
N =	115	2	4	5

TABLE XII
 PROPORTIONAL RATINGS FOR AMERICAN
 HISTORY TEXTBOOKS

Title of Textbook	Proportion of Teacher-Centered and Learner-Centered Teaching Techniques
<u>A People and a Nation</u>	20/80
<u>High School History of Modern America</u>	40/60
<u>History of the United States</u>	30/70
<u>History: U.S.A.</u>	50/50
<u>Liberty and Union</u>	30/70
<u>Rise of the American Nation</u>	30/70
<u>Search for Identity</u>	30/70
<u>United States History for High Schools</u>	40/60

TABLE XIII
 PROPORTIONAL RATINGS FOR WORLD
 HISTORY TEXTBOOKS

Title of Textbook	Proportion of Teacher- Centered and Learner- Centered Teaching Techniques
<u>A Global History of Man</u>	0/100
<u>Living World History</u>	60/40
<u>Man's Unfinished Journey</u>	70/30
<u>Men and Nations</u>	40/60
<u>The Pageant of World History</u>	20/80
<u>Story of Nations</u>	40/60

of the 13 respondents (30.8 per cent) indicated that they taught a general secondary methods course, while nine (69.2 per cent) reported that their course was designed specifically for social studies methods instruction. Each course was assigned a proportional teacher-centered/learner-centered rating. Table XIV shows this information.

Comparison of Classroom Respondents and Textbooks

The proportional rating of the classroom teachers was compared with the proportional rating of the corresponding textbook. These comparisons are shown in Tables XV and XVI. The comparison is made by column; only those classroom teachers using a particular textbook are compared to the teacher-centered/learner-centered rating of the textbook. The boxed interval represents the rating of the individual textbook. In 10 of the 14 comparisons or 71.4 per cent, 100 per cent of the teachers using a particular textbook were more teacher-centered than the textbook. In two or 14.5 per cent of the comparisons, the majority of the teachers were as or more learner-centered than the textbook.

Comparison of Classroom Respondents and Secondary Methods Respondents

Table XVII indicates the comparison of the total number of respondents at each proportional level for both

TABLE XIV

PROPORTIONAL RATINGS FOR METHODS COURSES

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	Total Number of Respondents at Each Proportional Level for General Courses	Total Number of Respondents at Each Proportional Level for Specific Courses
100/0		
90/10		
80/20		1 (11.1%)
70/30	1 (25%)	2 (22.2%)
60/40	1 (25%)	1 (11.1%)
50/50	1 (25%)	3 (33.3%)
40/60	1 (25%)	2 (22.2%)
30/70		
20/80		
10/90		
0/100		

TABLE XV
COMPARISON OF RESPONDENT RATINGS TO TEXTBOOK USED

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	<u>History: U.S.A.</u> (50/50)	<u>High School History of Modern America</u> (40/60)	<u>United States History for High School</u> (40/60)	<u>History of the United States</u> (30/70)	<u>Liberty and Union</u> (30/70)	<u>Rise of the American Nation</u> (30/70)	<u>Search for Identity</u> (30/70)	<u>A People and A Nation</u> (20/80)
100/0			1 (10%)					
90/10	1 (8.3%)	1 (20%)						
80/20	1 (20%)		2 (20%)		2 (40%)	1 (8.3%)		2 (25.0%)
70/30	4 (33.2%)	1 (20%)	4 (40%)			5 (41.5%)		3 (37.5%)
60/40	4 (33.2%)	1 (20%)	1 (10%)	2 (33.4%)	3 (60%)	1 (8.3%)		2 (25.0%)
50/50	2 (16.6%)*		2 (20%)	4 (66.8%)		5 (41.5%)	2 (100%)	1 (12.5%)
40/60								
30/70	1 (8.3%)							
20/80		1 (20%)						
10/90								
0/100								
N =	12	5	10	6	5	12	2	8

*The boxed interval presents the teacher-centered/learner-centered rating of each textbook.

TABLE XVI
COMPARISON OF RESPONDENT RATINGS TO TEXTBOOK USED

Proportion of Teacher-Centered and Learner-Centered Teaching Techniques	<u>Man's Unfinished Journey</u> (70/30)	<u>Living World History</u> (60/40)	<u>Men and Nations</u> (40/60)	<u>Story of Nations</u> (40/60)	<u>The Pageant of World History</u> (20/80)	<u>A Global History of Man</u> (0/100)
100/0						
90/10	1 (7.7%)		1 (3.3%)	1 (16.7%)		
80/20	1 (7.7%)	1 (16.7%)	6 (20.0%)	1 (16.7%)		
70/30	7 (53.9%) *	1 (16.7%)	15 (50.0%)	2 (33.4%)		
60/40	4 (30.8%)	2 (33.4%)	3 (9.9%)		1 (50%)	
50/50		2 (33.4%)	5 (16.5%)	2 (33.4%)		
40/60					1 (50%)	
30/70						1 (100%)
20/80						
10/90						
0/100						
N =	13	6	30	6	2	1

*The boxed interval represents the teacher-centered/learner-centered rating of each textbook.

TABLE XVII
 COMPARISON OF RESPONDENT RATINGS AND SECONDARY
 METHODS COURSE RATINGS

Respondents at Each Proportional Level	Proportional Levels	Secondary Methods Respondents at Each Proportional Level
2 (1.7%)	100/0	
4 (3.4%)	90/10	
18 (15.3%)	80/20	1 (7.7%)
47 (39.8%)	70/30	3 (23.1%)
26 (22.1%)	60/40	2 (15.4%)
27 (23.9%)	50/50	4 (30.8%)
1 (0.85%)	40/60	3 (23.1%)
2 (1.7%)	30/70	
1 (0.85%)	20/80	
	10/90	
	0/100	
N = 127		N = 13

the classroom respondents and the responses from the secondary methods course instructors. The range of the classroom teachers' ratings (100/0-20/80) was broader than the range of the ratings of the methods courses (80/20-40/60).

Comparison of Textbooks and Secondary Methods Respondents

Table XVIII shows the total number of American and world history textbooks and secondary methods course instructors at each proportional level. Ten (71 per cent) of the textbooks were rated in the 40/60-0/100 range; while two or 14.2 per cent were in the 60/40-100/0 range. Twenty-three per cent or three of the methods courses is reported in the 40/60-0/100 range; 43 percent or six methods courses are in the 60/40-100/0 range.

TABLE XVIII
 COMPARISON OF TEXTBOOK RATINGS* AND SECONDARY
 METHODS COURSE RATINGS

Textbook Ratings at Each Proportional Level	Proportional Levels	Secondary Methods Respondents at Each Proportional Level
	100/0	
	90/10	
	80/20	1 (7.7%)
1 (7.1%)	70/30	3 (23.1%)
1 (7.1%)	60/40	2 (15.4%)
2 (14.2%)	50/50	4 (30.8%)
4 (28.4%)	40/60	3 (23.1%)
3 (21.3%)	30/70	
2 (14.2%)	20/80	
0	10/90	
1 (7.1%)	0/100	
N = 14		N = 13

*The textbooks included are only those eight American and six world history texts which previously have been analyzed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to gather information concerning the actual instructional practices of secondary social studies teachers in Oklahoma, the teaching techniques suggested in the teacher's editions of the textbooks that those teachers have available to them and are utilizing, and those teaching strategies which are discussed in secondary methods courses in teacher preparation institutions in Oklahoma. After establishing a classification system for teaching techniques, pertinent populations were surveyed to collect the needed information.

Four populations were surveyed to achieve the objectives of the study. Leading social studies educators classified a list of 12 teaching techniques categories as either teacher-centered or learner-centered. Oklahoma secondary social studies teachers reported their classroom instruction practices, teaching techniques in teacher's editions of textbooks were evaluated, and secondary methods course instructors indicated the teaching strategies that were promoted in their courses. All of this information

was translated into a proportional teacher-centered/learner-centered rating.

Analysis of data was accomplished by examining the distributions of these ratings as well as through the comparisons of the populations. The classroom teachers' population was examined by five factors: age, sex, years of teaching experience, textbook used, and professional affiliation. The overall teacher ratings were compared to the textbook they were using; the overall textbook ratings were compared to the methods course ratings; and the overall teacher ratings were compared to the methods course ratings.

Findings

Answers to seven research questions were sought through this study and the results of the analysis of the data follow:

Research Question One: What is the proportional teacher-centered/learner-centered teaching techniques rating of secondary social studies teachers currently teaching in Oklahoma public schools?

Of the surveyed secondary social studies teachers 76.8 per cent were in the 60/40-100/0 proportion range; 3.2 per cent were in the 40/60-0/100 range. A majority (61.9 per cent) were at the 70/30 or 60/40 intervals. When examined by subject taught, 60.5 per cent of the American history and 83.3 per cent of the world history teachers were in the

60/40-100/0 range. Three per cent of the American history and 3.4 per cent of the world history teachers were in the 40/60-0/100 range. Quite clearly classroom teachers' self-ratings indicate that a majority of teacher-centered rather than learner-centered teaching techniques are being used in the American and world history classroom.

Research Question Two: Is the distribution of the proportional teacher-centered/learner-centered teaching techniques rating for secondary social studies teacher influenced by any of the following: sex, age, years of teaching experience, textbook used, or organizational affiliation?

The distribution was not influenced by the factor of sex. Although slight, the distributions of age and years of teaching experience varied. Those respondents who indicated a majority of learner-centered activities rather than teacher-centered ones were in the younger groups and had fewer years of teaching experience. The choice of textbook or organizational affiliation did not influence the distribution.

Those factors not influencing the distribution appear to be sex, textbook choice, and organizational affiliation. However, this last factor might be more influential if the sample population had included more members of both organizations. The factors having an influence, however slight, are age and years of teaching experience.

Research Question Three: What is the proportional

teacher-centered/learner-centered teaching techniques rating for the teacher's editions of those textbooks utilized by secondary social studies teachers in this study and that appear on the Oklahoma State Textbook Adoption List?

The range of the ratings for American history textbooks was from 50/50 to 20/80. Of the eight textbooks evaluated, two were rated 50/50, two were rated 40/60, three were rated 30/70, and one was rated 20/80. The range of rating for the world history textbooks was wider ranging from 70/30 to 0/100. Of the six textbooks evaluated, one rated 70/30, one rated 60/40, two rated 40/60, one was rated 20/80, and one rated 0/100.

One American history textbook tended to be equally teacher/learner-centered whereas the remainder tended to be learner-centered rather than teacher-centered. On the other hand, two world history textbooks tended to be teacher-centered rather than learner-centered while four textbooks tended to be more learner-centered than teacher-centered.

Research Question Four: What is the proportional teacher-centered/learner-centered teaching techniques rating for secondary methods courses taught at Oklahoma institutions of teacher preparation?

The range among methods courses was 80/20 to 40/60. In those courses which the instructors identified as general secondary methods courses, the range was 70/30 to

40/60. For specific social studies methods course the range was the same as for the combined total.

Forty-six per cent of the methods courses tended to promote teacher-centered rather than learner-centered teaching techniques; 31 per cent of the courses tended to promote the two classifications equally; and 23 per cent tended to promote learner-centered rather than teacher-centered techniques.

Research Question Five: How does the proportional teacher-centered/learner-centered rating of individual secondary social studies textbooks compare with the distribution of the proportional rating of teachers using that particular textbook?

An examination of the tabled data reveals that the vast majority (92.7 per cent) of the classroom teachers has a higher teacher-centered rating than the textbook which they are currently using in their classroom. Of the American history classroom teachers, 96.3 per cent were more teacher-centered than their textbook; of the world history teachers, 90.9 per cent of the classroom teachers were more teacher-centered than the textbook they utilized.

Research Question Six: How does the distribution of proportional teacher-centered/learner-centered ratings of secondary social studies teachers differ from the distribution of proportional ratings of secondary methods courses?

The rating range of the classroom teachers is wider than that of the range of the ratings of instructors in the

secondary methods courses. The rating range for the classroom teachers is from 100/0 to 20/80; the range of the ratings of the secondary methods course is 80/20 to 40/60.

A much larger percentage of classroom teachers (76 per cent) than methods course instructors (46 per cent) is in the proportional rating range of 60/40-100/0. Likewise, a much larger percentage of methods course instructors (23 per cent) than classroom teachers (3 per cent) tended to be more learner-centered than teacher-centered.

Research Question Seven: How does the distribution of proportional teacher-centered/learner-centered ratings of the textbooks of this study differ from the distribution of the proportional ratings of secondary methods courses?

Three times as many textbooks (71 per cent) as methods course instructors (23 per cent) tended to be learner-centered rather than teacher-centered; while three times as many methods course instructors (45 per cent) as textbooks (14 per cent) were rated in the 60/40-100/0 rating range.

Conclusions

This study was designed to investigate the instructional practices of secondary social studies teachers, the instructional approaches of the textbooks being utilized by those teachers, and the teaching techniques that are discussed in secondary methods courses in teacher preparation institutions. Further, it was structured to compare

these three areas of the instructional process.

The following conclusions can be drawn from the findings of this study:

1. Most secondary social studies teachers currently teaching in Oklahoma public schools are utilizing more teacher-centered teaching techniques than learner-centered teaching techniques. These instructional practices are teacher oral presentations, silent reading periods, structured discussion and questioning, resource person presentations, or audio visual presentations as opposed to these learner-centered activities: student written work, student oral presentations, student creative productions, simulated situations, out-of-building experiences, extemporaneous occurrences, or dramatizations.
2. Most secondary social studies teachers currently teaching in Oklahoma public schools are not utilizing the textbook as that particular textbook was designed and suggested to be used.
3. The use of a teacher-centered or learner-centered teaching techniques does not appear to be influenced by sex, textbook used, or organizational affiliation. There is some evidence that age and years of teaching experience do have some influence on the use of learner-centered teaching techniques.

4. Methods course instructors promote the use of learner-centered teaching techniques more than is evidenced by actual classroom practices, and they promote learner-centered techniques less than is advocated by the secondary social studies textbooks used by a vast majority of the teachers they are training.

Recommendations for Further Study

The findings and conclusions of this study lead to the following recommendations for further study:

1. Why do secondary social studies teachers use their textbook in a way other than how it was designed or suggested to be used?
2. A similar study could be conducted on other specific subject areas within the social studies area.
3. A study which concentrated on the teachers of one district or school building and the textbooks utilized would provide a more complete picture of the relationship of the teaching techniques of the classroom teacher and the textual material.
4. A study which centered on one specific methods course and a group of teachers who had attended that course would provide more detailed information concerning the relationship of the teaching techniques utilized by the teacher and those

discussed in the methods course.

5. A study of the criteria for textbook selection at the secondary social studies level would provide information concerning the consideration of the teaching strategies contained in the textual material are a part of that selection process.

The distance between social studies professionals and classroom practitioners cannot be effortlessly bridged. But if social studies professionals examine their own role and activities objectively as well as aid the classroom teacher to do the same, a start has been made in this endeavor. This study supplies data which can be valuable in these discussions.

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APPENDICES

APPENDIX A

LEADING SOCIAL STUDIES EDUCATORS

LEADING SOCIAL STUDIES EDUCATORS

Barry Beyer, Carnegie-Mellon University

Dale Brubaker, University of North Carolina at Greensboro

Ronald Galbraith, George Peabody College for Teachers

Jesus Garcia, Texas A and M University

Richard Gross, Stanford University

John Jarolinek, University of Washington

Leonard Kenworthy, Brooklyn College of the City University
of New York

Peter Martorella, Temple University

Lawrence Metcalf, University of Illinois

John Michaelis, University of California at Berkeley

Murry Nelson, Pennsylvania State University

Donald Schneider, University of Georgia

James Shaver, Utah State University

APPENDIX B

TEXTBOOKS

TEXTBOOKS

American History Textbooks

A People and A Nation, Van Steeg et al., 1975, Harper and Row, Inc.

High School History of Modern America, 2nd edition, Shaver et al., 1973, Laidlow Brothers.

History of the United States, Wade, 1972, Houghton Mifflin, Co.

History: U.S.A., Allen, 1976, American Book Company.

Rise of the American Nation, 3rd edition, Todd et al., 1972, Harcourt, Brace, Jovanovich.

Search for Identity, Wiltz, 1973, J.B. Lippincott, Co.

United States History for High Schools, Shaver et al., 1973, Laidlow Brothers.

World History Textbooks

A Global History of Man, Stravrianos et al., 1974, Allyn and Bacon.

Living World History, Wallbank et al., 1974, Scott, Foresman, and Co.

Man's Unfinished Journey, Perry, 1974, Houghton Mifflin, Co.

Men and Nations, 3rd edition, Mazour et al., 1975; Harcourt, Brace, Jovanovich.

The Pageant of World History, Leinwand, 1974, Allyn and Bacon.

Story of Nations, Rogers, 1975, Holt, Rinehart, and Winston.

APPENDIX C

POPULATION OF TEACHER PREPARATION
INSTITUTIONS OF OKLAHOMA

POPULATION OF TEACHER PREPARATION
INSTITUTIONS IN OKLAHOMA

Bartlesville Wesleyan College
Bethany Nazarene College
Cameron University
Central State University
East Central Oklahoma State University
Langston University
Northeastern Oklahoma State University
Northwestern Oklahoma State University
Oklahoma Baptist University
Oklahoma Christian College
Oklahoma City University
Oklahoma Panhandle State University
Oklahoma State University
Oral Roberts University
Phillips University
Southeastern Oklahoma State University
University of Oklahoma
University of Science and Arts of Oklahoma
University of Tulsa

APPENDIX D
CORRESPONDENCE TO LEADING SOCIAL
STUDIES EDUCATORS



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7125

Dear Social Studies Educator:

I need your help. As part of my doctoral dissertation, I am examining the proportion of teacher-centered teaching techniques and learner-centered teaching techniques which are being utilized by secondary social studies teachers in Oklahoma classrooms. My dissertation advisor suggested that I solicit help from leading social studies educators in determining which categories of teaching techniques could be considered teacher-centered and which could be considered learner-centered. Thus this letter.

On the following page I have included both my definitions of teacher-centeredness and learner-centeredness and the list of twelve teaching techniques categories. The specific teaching techniques that appear with the major categories are only examples; the list should not be considered inclusive. Using the definitions, please classify the teaching technique categories as either teacher-centered or learner-centered. You may return the sheet in the enclosed envelope. No response will be identified with a specific individual.

I appreciate your effort on my behalf. Thank you.

Cordially,

Candace B. Wells
Graduate Teaching Associate
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CBW/eo

PART I Definitions to be used in classification.

A teacher-centered teaching technique is an instructional method in which the teacher determines, organizes and presents the studied information.

A learner-centered teaching technique is an instructional method in which the learner determines, organizes and presents the studied information.

PART II Teaching techniques categories

Please place "teacher-centered" or "learner-centered" after each category. If you determine that neither classification applies, you may put "NA" for not applicable.

TEACHER ORAL PRESENTATIONS demonstrations, lectures	_____
STUDENT WRITTEN WORK research papers, daily written work	_____
STUDENT SILENT READING PERIODS	_____
STUDENT ORAL PRESENTATIONS oral reports, panels	_____
STUDENT CREATIVE PRODUCTIONS art work, creative writing	_____
SIMULATED ACTIVITIES simulations games, activities	_____
STRUCTURED DISCUSSION AND QUESTIONING	_____
RESOURCE-PERSON PRESENTATIONS guest speakers, other teachers	_____
OUT-OF-BUILDING EXPERIENCES walking tours, field trips	_____
EXTEMPORANEOUS OCCURRENCES role-playing, spontaneous discussion	_____
DRAMATIZATIONS plays, radio broadcasts	_____
AUDIO-VISUAL PRESENTATIONS films, filmstrips, tapes	_____

APPENDIX E

CORRESPONDENCE TO CLASSROOM TEACHERS



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7125

Dear Oklahoma Educator,

As part of my doctoral dissertation, I am conducting a teaching techniques survey of secondary American and world history teachers throughout Oklahoma. Through the random selection process, you have been designated as a respondent to the survey. It is a short survey which can usually be completed in 10 minutes. I would appreciate your taking a few minutes to complete the form and return it in the enclosed envelope. Your reply will be completely confidential; no responses will be disclosed or discussed within the dissertation on an individual basis.

The survey asks you to consider ONE class session over a two week teaching period and to tally the types of teaching techniques that you have utilized for each 10 minutes of that ONE class. For example, if you estimate that you have spent 10 minutes during each class session in structured discussion, then you would tally 10 marks in that category (1 mark for each 10 minutes of discussion for 10 days). If you allow students time during the class session to complete homework assignments, you should include this time in whatever teaching technique category applies to the homework assignment. The specific techniques that appear with the broad categories are only examples and should not be considered the only applicable techniques.

Having been a classroom teacher for many years, I fully understand the demand on your time that I am requesting and truly appreciate the time that you have given me. If at all possible, please return the form no later than Friday, November 9, 1979.

Cordially,

Candace B. Wells
Candace B. Wells

Candace B. Wells
Graduate Teaching Assistant
College of Education
306 Gundersen Hall
Oklahoma State University
Stillwater, OK 74074



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7125

Dear Oklahoma Educator,

Several weeks ago you should have received a secondary social studies teaching technique survey in the mail. This survey is an integral part of my doctoral dissertation. At this time the return rate on this survey is 38%. If you have not done so, I hope that you will take a few minutes to fill in the survey and return it in the enclosed envelope. Your reply will be completely confidential; no responses will be disclosed or discussed within the dissertation on an individual basis.

The survey asks you to consider ONE class session over a two week teaching period and to tally the types of teaching techniques that you have utilized for each 10 minutes of that ONE class. For example, if you estimate that you have spent 10 minutes during each class session in structured discussion, then you would tally 10 marks in that category (1 mark for each 10 minutes of discussion for 10 days). If you allow students time during the class session to complete homework assignments, you should include this time in whatever teaching technique category applies to the homework assignment. The specific techniques that appear with the broad categories are only examples and should not be considered the only applicable techniques.

I fully understand the demand on you that I am requesting at this busy time of year. I appreciate any effort that you make on my behalf.

Cordially,

Candace B. Wells

Candace B. Wells
Graduate Teaching Assistant
College of Education
306 Gundersen Hall
Oklahoma State University
Stillwater, Oklahoma 74074

CW:kc

APPENDIX F

CORRESPONDENCE TO SECONDARY METHODS

COURSE INSTRUCTORS



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
CUNDRSEN HALL
(405) 624-7125

Dear Colleague

As a dissertation topic I have chosen to examine the teaching techniques that Oklahoma teachers are using in their classrooms, what teaching techniques are being taught to teachers in Oklahoma methods courses and about teaching techniques teachers are being asked to use by the teacher's edition of their textbooks. In one aspect of this research I need your help! That is, of course, what teaching techniques the teachers are being taught in Oklahoma methods courses.

The enclosed list of categories of teaching techniques was included in a survey mailed to a random group of secondary Oklahoma American and world history teachers. Your task with the list is to determine what percentage of time during your total course that you spend discussing each category of teaching techniques. Some will obviously be of more importance than others; some may not be discussed at all. Because a methods course involves many issues other than teaching techniques, do not expect the percentages to add up to 100%. The specific techniques suggested after each category heading are only examples and should not be considered as inclusive.

Your cooperation in filling out the form will be greatly appreciated. I will be happy to supply you with the final analysis of the research if you will so indicate on the enclosed postcard, which may be mailed separately if you prefer.

Thank you for your effort in my behalf.

Cordially,

A handwritten signature in cursive script that reads "Candace B. Wells".

Candace B. Wells

CBW/eo

SECONDARY METHODS COURSE SURVEY

Please fill out this form in ink.

PART I DEMOGRAPHICS

The methods course that I teach is a general secondary course _____ or limited to secondary social studies specifically _____

PART II TEACHING TECHNIQUES SURVEY

What percentage of your total course time do you devote to the discussion of each of these categories of teaching techniques.

TEACHER ORAL PRESENTATIONS
demonstrations, lectures _____

STUDENT WRITTEN WORK
research papers, daily written work _____

STUDENT SILENT READING PERIODS _____

STUDENT ORAL PRESENTATIONS
oral reports, panels _____

STUDENT CREATIVE PRODUCTIONS
art work, creative writing _____

SIMULATED ACTIVITIES
simulations games, activities _____

STRUCTURED DISCUSSION AND QUESTIONING _____

RESOURCE-PERSON PRESENTATIONS
guest speakers, other teachers _____

OUT-OF-BUILDING EXPERIENCES
walking tours, field trips _____

EXTEMPORANEOUS OCCURRENCES
role-playing, spontaneous discussion _____

DRAMATIZATIONS
plays, radio, broadcasts _____

AUDIO-VISUAL PRESENTATIONS
films, filmstrips, tapes _____

VITA²

Candace Brownfield Wells

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF TEACHER-CENTERED AND LEARNER-CENTERED TEACHING STRATEGIES IN METHODS COURSES, CLASSROOM INSTRUCTION, AND SELECTED SECONDARY TEXTBOOKS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Sedalia, Missouri, July 13, 1949, the child of Lillian Brownfield and Theodore Wells.

Education: Graduated from Smith-Cotton High School, Sedalia, Missouri, in May, 1967; received a Bachelor of Arts degree in history from the University of Chicago in September, 1971; awarded a Master of Arts degree in secondary education from the University of Missouri, Kansas City, in July, 1973; completed requirements for Doctor of Education at Oklahoma State University in December, 1980.

Professional: Taught eighth and ninth grade social studies at Neil A. Armstrong Junior High School in Jacksonville, Illinois, 1973-1977; Instructor, Department of Education, Illinois College, Jacksonville, Illinois, 1975-1977; Graduate Teaching Associate, Department of Curriculum and Instruction, Oklahoma State University, 1977-1980.