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ABSTRACT

As part of a social studies instruction improvement program, measurement instruments were developed to measure attitudes of and evaluate courses for teachers and students in grades 3-12. The measurement instruments presented are surveys used in the social studies program. The purposes of the improvement project are to use the multimedia approach to learning; to emphasize sequential learning; to reduce the expository nature of teaching methods; to shift to a learner-centered classroom, to instructional materials of an inquiry-oriented nature, to an action-centered curriculum; and to emphasize the processes of locating rather than memorizing secondary information. The objectives, both cognitive and affective, of the program are enumerated, as are the criteria for evaluating printed and audio-visual instructional materials. A card used to record instructional material evaluation scores is reproduced. A student attitude survey, corresponding to the affective objectives of the course, is presented in its pre- and post-test forms. A course evaluation form is offered for teacher use. Copies of teacher and student questionnaires for use after completion of each unit are provided. (KSM)

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Title III, ESEA

A Program to Improve Social Studies Instruction
in the Ottumwa Community SchoolsSurveys, Grades 3-12, Measurement Instruments
Project #1009

- A. Criteria for Evaluating Instructional Materials
- B. Instructional Materials Evaluation Card
- C. Student Attitude Survey (1)
- D. Student Attitude Survey (2)
- E. Course Evaluation Form
- F. Teacher Questionnaire
- G. Student Questionnaire

Describes some instruments used to measure attitudes and course evaluation.

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BASIC PURPOSE OF PROJECT SOCIAL STUDIES #1009,
TITLE III, ESEA PROPOSAL:

A PROGRAM TO IMPROVE SOCIAL STUDIES INSTRUCTION
IN THE OTTUMWA SCHOOLS

As stated in the original proposal, the purpose of this project is to:

1. Use the multi-media approach to learning
2. Emphasize sequential learning and shift away from the accumulation of facts for their own sake, by helping students to see relationships and inferences between these facts
3. Reduce the expository nature of our teaching methods and course offerings
4. Shift the emphasis from the teacher-dominated classroom to the learner-centered classroom--change teacher behavior
5. Shift to more up-to-date and relevant instructional materials of an inquiry-oriented nature
6. Shift to a curriculum which will be action-centered and provide for maximum involvement of students
7. Emphasize the processes by which a person can locate information or data, rather than the mere memorization of secondary information

CRITERIA FOR EVALUATION OF K-12 SOCIAL STUDIES

Ottumwa Community Schools

1. Does it introduce boys and girls in elementary schools to the world through study of families and communities in several parts of the world?
2. Does it include a study of the neighborhood?
3. Does it accent urbanization throughout the program?
4. Does it include materials on minority groups?
5. Does it include a study of the "space-age" community?
6. Does it provide different approaches to the study of the United States?
7. Does it include economics at many points, including the economic activities of families and communities?
8. Does it include studies in anthropology and sociology in both the elementary and secondary levels?
9. Does it include in-depth studies in the different social studies disciplines including geography, history, government, sociology, anthropology, economics, and psychology?
10. Does it emphasize the problem-solving or inquiry approach throughout?

OBJECTIVES

I. For Students

A. Cognitive Objective:

After one year of academic instruction, in a course of study utilizing inquiry-oriented materials and methods, the student will demonstrate a significant improvement in his ability to grasp relationships and inferences between a given set of facts as determined by the pre/post CTB Test of Social Studies Processes.*

B. Affective Objectives:

1. After one year of academic instruction utilizing inquiry oriented materials and methods, there will be a significant increase in the number of students who feel that they can express their opinions freely and openly as evidenced by a pre/post attitudinal survey of the students, administered both to a control group and to an experimental group.
2. After one year of academic instruction, utilizing inquiry-oriented materials and methods, there will be a significant increase in the student interest level in social studies, as evidenced by a pre/post attitudinal survey of the students, administered both to a control group and to an experimental group.

II. For Teachers

After one year of academic instruction utilizing inquiry materials and methods, and working with the Guided Self-Analysis System, there will be a significant improvement in teacher performance as reflected in the Teacher Profiles of the Guided Self-Analysis System for Professional Development Education Series, Schedules A, B, C, and D.

*Copy of one level of CTB Test is included in the appendix of this report

CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

(These criteria apply to printed and audio-visual materials)

1. Does the content and scope meet the purpose or objective for which it was intended?
2. Are the facts and concepts suitable for the educational and/or experimental level of the student?
3. Is it too wordy? Are the audio and/or visual components clear and artistically done?
4. Does it appeal to the student? Can it hold his attention?
5. Is it the best means available to meet the objective?
6. Is the length of the presentation satisfactory to meet the objectives?
7. Is the material to be used available at the appropriate time?
8. Are supplementary materials available that can be used with the presentation?
9. Will the materials be available for absentees upon their return?
10. If cost is involved, can you afford it?
11. Has the presentation been used before? Has it been overused?
12. Will the presentation infringe upon other courses of study?

Evaluative Point System

| | |
|-----------|----------|
| Superior | 6 points |
| Excellent | 5 points |
| Very Good | 4 points |
| Good | 3 points |
| Fair | 2 points |
| Poor | 1 point |

Points will be assigned each of the twelve criteria in accordance with the expressed purpose or objective to be attained. Cumulative point totals will be ascertained and assigned to materials used or examined, with explanatory remarks where necessary or helpful.

INSTRUCTIONAL MATERIALS EVALUATION CARD

(for file)

| | | |
|---|---------------|--------------------|
| Slide ___ | Tape ___ | Subject Area _____ |
| Record ___ | Filmstrip ___ | |
| Motion Picture ___ | | |
| TITLE: _____ | | |
| LENGTH: _____ | | |
| Evaluation (Use Evaluative Criteria): | | |
| Total Point Average: | | |
| Points for each item: 1___, 2___, 3___, 4___, 5___, | | |
| 6___, 7___, 8___, 9___, 10___, 11___, 12___ | | |
| Comments: | | |

STUDENT ATTITUDE SURVEY
(Pre-Test, Objective I-E)

Using the following scale, please reply to the following statements:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

- ___ 1. I have learned a great deal from my Social Studies classes
- ___ 2. I have been given the opportunity by my Social Studies teachers to express myself
- ___ 3. I have enjoyed taking most of the Social Studies courses that have been offered
- ___ 4. Most of the materials used in Social Studies classes are not too difficult to understand
- ___ 5. There is usually only one correct solution to a problem
- ___ 6. In my past Social Studies classes, I have always felt free to express my opinion, as long as I respected the rights of others
- ___ 7. Social Studies classes are boring
- ___ 8. Students don't get a chance to express their opinions in Social Studies classes
-

9. Social Studies courses I have taken have been (check as many as you wish):

- | | |
|------------------------------|-----------------------|
| ___ difficult | ___ thought-provoking |
| ___ well-organized | ___ full of ideas |
| ___ interesting | ___ enjoyable |
| ___ dominated by the teacher | ___ important |
| ___ exciting | ___ complicated |
| ___ confusing | |

STUDENT ATTITUDE SURVEY (cont.)

10. The Social Studies classes you have taken have been:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> cooperative | <input type="checkbox"/> restless |
| <input type="checkbox"/> thoughtful | <input type="checkbox"/> involved |
| <input type="checkbox"/> boring | <input type="checkbox"/> active |
| <input type="checkbox"/> disorderly | <input type="checkbox"/> students don't get a chance to |
| <input type="checkbox"/> talkative | express themselves without being |
| | bawled out |

11. In the Social Studies courses you have taken so far, would you say that:

- a few students have done most of the talking
- the teacher has done most of the talking
- the teacher and a few students have done most of the talking
- everyone (both teachers and students) has participated about equally

12. How much have you talked in your Social Studies courses so far?

- very little
- some
- a moderate amount
- a lot

13. The most difficult things to do in Social Studies courses are:

- read the material and understand it
- express my own opinion
- write essays, reports, etc.
- examine pictures and maps for evidence
- participate in and understand group discussion
- debate
- understand the point of the trials, games, and other activities

14. Check the things which you feel have helped you learn the most in Social Studies (you may add to these, if you like)

- | | |
|--|---|
| <input type="checkbox"/> having a debate | <input type="checkbox"/> hearing tape recordings |
| <input type="checkbox"/> having an election | <input type="checkbox"/> or records |
| <input type="checkbox"/> listening to the opinions of others | <input type="checkbox"/> viewing motion pictures |
| <input type="checkbox"/> having a trial | <input type="checkbox"/> writing essays |
| <input type="checkbox"/> working in small groups | <input type="checkbox"/> having a chance to express |
| <input type="checkbox"/> having a class discussion | your own opinion |
| <input type="checkbox"/> having a lecture by the teacher | <input type="checkbox"/> being treated as a |
| <input type="checkbox"/> reading the materials | responsible person |
| <input type="checkbox"/> examining pictures, maps, slides, etc. | |

STUDENT ATTITUDE SURVEY (cont.)

15. On a scale of 1 to 5 with 1 being strongly disliked and 5 being strongly liked, please rate the subjects you have had during your school career. Do not answer those that don't apply.

- 1 - strongly disliked
- 2 - disliked
- 3 - so-so
- 4 - liked
- 5 - strongly liked

- a. science_____
- b. music_____
- c. social studies_____
- d. art_____
- e. mathematics_____
- f. physical education_____
- g. English_____
- h. foreign language_____
- i. vocational training and industrial arts_____
- j. home economics_____
- k. business education_____
- l. driver education_____

16. Add any comments you would like to make

STUDENT ATTITUDE SURVEY
(Post-Test, Objectives I-B)

Using the following scale, please reply to the following statements:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

1. I have learned a great deal in this Social Studies class
2. In this class I have been given the opportunity by the teacher to express myself
3. I have enjoyed this class
4. Most of the materials used in this class are not too difficult to understand
5. There is usually only one correct solution to a problem
6. In this class, I have always felt free to express my opinion, as long as I respected the rights of others
7. This class is boring
8. Students don't get a chance to express their opinions in this class

9. This class has been: (check as many as you wish):

- | | |
|---|--|
| <input type="checkbox"/> difficult | <input type="checkbox"/> thought-provoking |
| <input type="checkbox"/> well-organized | <input type="checkbox"/> long |
| <input type="checkbox"/> interesting | <input type="checkbox"/> full of ideas |
| <input type="checkbox"/> dominated by the teacher | <input type="checkbox"/> enjoyable |
| <input type="checkbox"/> exciting | <input type="checkbox"/> important |
| <input type="checkbox"/> confusing | <input type="checkbox"/> complicated |
| | <input type="checkbox"/> boring |

STUDENT ATTITUDE SURVEY (cont.)

10. This class has been:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> cooperative | <input type="checkbox"/> interesting |
| <input type="checkbox"/> thoughtful | <input type="checkbox"/> involved |
| <input type="checkbox"/> boring | <input type="checkbox"/> active |
| <input type="checkbox"/> disorderly | <input type="checkbox"/> dominated by the teacher |
| <input type="checkbox"/> exciting | <input type="checkbox"/> students don't get a chance to express themselves without being bawled out |
| <input type="checkbox"/> talkative | |
| <input type="checkbox"/> restless | |

11. In this class, would you say that:

- a few students have done most of the talking
- the teacher has done most of the talking
- the teacher and a few students have done most of the talking
- everyone (both teachers and students) has participated about equally

12. How much have you talked in this class:

- very little
- some
- a moderate amount
- a lot

13. The most difficult things to do in this course were:

- read the material and understand it
- express my own opinion
- write essays, reports, etc.
- examine pictures and maps for evidence
- participate in and understand group discussion
- debate
- understand the point of trials, games, and other activities

14. Check the things which you feel have helped you learn the most in this course (you may add to these, if you like)

- having a debate
- having an election
- listening to the opinions of others
- having a trial
- working in small groups
- having a class discussion

(cont.)

STUDENT ATTITUDE SURVEY (cont.)

14. (cont.)

- ___ having a lecture by the teacher
- ___ reading the materials
- ___ examining pictures, maps, slides
- ___ hearing records or tape recordings
- ___ viewing motion pictures
- ___ writing essays
- ___ having a chance to express my opinion
- ___ being treated as a responsible person

15. On a scale of 1 to 5 with 1 being strongly disliked and 5 being strongly liked, please rate the subjects you have had during your school career. Do not answer those that don't apply.

1. strongly disliked
2. disliked
3. so-so
4. liked
5. strongly liked

a. science___

b. music___

c. social studies___

d. art___

e. mathematics___

f. physical education___

g. English

h. foreign language___

i. vocational training and industrial arts___

j. home economics___

k. business education___

l. driver education___

16. Add any comments you would like to make.

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COURSE EVALUATION FORM

Name of Project _____

Specific Units or Books Covered _____

Teacher _____ School _____ Date _____

This evaluation form is to be filled out after completing an entire curriculum project or the designated course of study. Some of the questions will require only a yes or no response but elaborate on the items which would be important to the overall course evaluation.

I. How worthwhile were the course activities?

- A. What type of objectives were stressed? (i.e., knowledge, attitude, skills)
- B. Were the objectives consistent with:
 - a) what the authors of the course stated as important?
 - b) what you as teachers think important?
 - c) what will be required of the student for participant citizenship?
 - d) what will be expected of the student in future course work?
- C. Does the student's terminal behavior reflect the stated goals of the course?
- D. What aspects of the course contributed best to the course objectives? (i.e., materials, methods, instructional aids, etc.)
- E. What aspects of the course contributed least to the course objectives? (i.e., materials, methods, instructional aids, etc.)
- F. How does this course compare in quality with others you have taught?
- G. Would learning be better if the sequence of activities were changed? (elaborate)

II. How appropriate were reading materials?

- A. Was the format of the material appealing?
- B. Are the readings clearly written and appropriate for the intended grade level?
- C. Is the amount of reading appropriate for the attainment of the course objectives?

III. How appropriate were the instructional aids?

- A. What limitations do the instructional aids have?
- B. In what way could the student materials be better utilized?
- C. In what way could the Audio-Visual materials be better utilized?

IV. How appropriate were the teacher guidelines for the course?

- A. Did they clarify the course objectives?
- B. Did they provide variety in learning activities?
- C. Did they stifle creativity by providing too much direction?
- D. Did the teacher's guide provide the necessary subject background to teach each course?
- E. Did the guide provide supplementary materials for different levels of ability?

V. Was the course content appropriate for the stated grade level?

- A. Could more or less time be effectively spent on the course?
- B. If tests were provided, do they actually measure the objectives of the course?

V. (cont.)

- C. What activities or units of the course did the students find most interesting?
- D. What activities or units of the course did you as teacher find most interesting?
- E. What are five of the most important things the students learned from the course?

VI. Is this the theme and content that should be taught at this grade level?

- A. If the course was not adopted, what activities would you want to preserve?
- B. How would the above activities be integrated into a social studies framework at your grade level?
- C. Could you suggest how the worthwhile activities might be used at other grade levels?

VII. What overarching conceptual framework or organizing principle did the course contain?

VIII. Comments (other strengths or weaknesses of the course)

TEACHER QUESTIONNAIRE (Unit or Activity)

Name of Project _____ Name of Activity _____

Teacher _____ School _____ Date _____

This questionnaire is to be filled out after completing a discernable segment of course content. This will probably be an activity or unit from the project materials. After each Roman numeral (II - V) fill in the scale describing the relative importance of each item. One is the lowest and four is the highest. The alternatives which follow will be used to complete the numbered items. Use the letter E for any items which do not apply to your activity.

- | | |
|---|-----------------|
| A | Never |
| B | Seldom |
| C | Often |
| D | Always |
| E | Not appropriate |

I. The length of the activity (____ periods)

1. ____ More time could have been effectively spent
2. ____ Less time could have been effectively spent
3. ____ The time spent equalled the importance of the activity

II. The motivational level of the activity (low = = = high)
1 2 3 4

1. ____ Motivation was inherent in the materials
2. ____ Motivation was teacher-induced
3. ____ The activity involved most of the students
4. ____ The activity challenged the brightest students
5. ____ The activity challenged the slowest students
6. ____ The activity format and design was appealing

III. The clarity of curriculum intent (low = = = high)
1 2 3 4

1. ____ The activity objectives were explicit
2. ____ The activity objectives were achievable
3. ____ The teaching procedures were explicit
4. ____ The teaching procedures were workable
5. ____ The teaching procedures complimented the activity objectives
6. ____ The objectives were realistic given the teacher's background
7. ____ The teaching procedures were realistic given the teacher's background
8. ____ The objectives were realistic given the student background
9. ____ The teaching procedures were realistic given the student background

IV. Level of student thought (low $\frac{1}{1}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{4}{4}$ high)

1. ____ The activity was student-centered
2. ____ The activity was subject-centered
3. ____ The reading level was appropriate for the students
4. ____ The student directions and guidelines were clearly stated
5. ____ The A-V materials were effective

V. Ease of implementation (low $\frac{=}{1}$ $\frac{=}{2}$ $\frac{=}{3}$ $\frac{=}{4}$ high)

1. Teacher background materials were provided
2. The teaching methods were varied
3. The materials provided for teacher creativity
4. The questioning strategies raised the level of student thought
5. The activity was developmental within a larger course structure

VI. List the major concepts and/or generalizations dealt with in the activity

- 1.
- 2.
- 3.
- 4.
- 5.

VII. Comments (i.e., other strengths or weaknesses of the activity)

STUDENT QUESTIONNAIRE (Unit or Activity)

Name of Project _____ Name of Activity _____

Name of Teacher _____ School _____ Date _____

In this questionnaire, you are asked to give your own feelings about the activity or unit you have just finished in your social studies class. You will not be graded on this and your honest opinion will improve social studies in Ottumwa.

In I and II place the correct letter in the space provided.

I. What did you think of the activity (unit) in terms of its interest to you?

- | | |
|--|----------------------|
| ___ 1. The unit or activity as a whole | A. Uninteresting |
| ___ 2. The reading in the unit | B. Interesting |
| ___ 3. The way the activity was taught | C. Very interesting |
| ___ 4. The tapes, films and slides | D. I do not remember |
| ___ 5. The simulation game | E. Does not apply |
| ___ 6. The group activity | |

II. How much do you feel you learned from the following?

- | | |
|---|----------------------|
| ___ 1. The activity (unit) as a whole? | A. Nothing |
| ___ 2. The readings in the unit? | B. Little |
| ___ 3. The way the activity was taught? | C. A great deal |
| ___ 4. The tapes, films and slides? | D. I do not remember |
| ___ 5. The simulation game? | E. Does not apply |
| ___ 6. The group activities? | |

III. Did you feel you knew what you were supposed to learn from the activity? (Place a check before the correct response below)

- 1. Never
- 2. Seldom
- 3. Generally
- 4. Always

IV. How does this activity compare with others you have studied? (Place a check before the correct response below)

- 1. It was the hardest activity
- 2. It was one of the harder ones
- 3. It was about average in difficulty
- 4. It was one of the easier activities
- 5. It was the easiest subject I've had

V. How many hours a week did you spend on out of class preparation for the activity? (Place a check before the correct response below)

- 1. None
- 2. One-two hours
- 3. Two-four hours
- 4. More than four hours
- 5. No homework required

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