

**RESOURCES FOR TEACHING SOCIAL
STUDIES IN THE NEW WORLD**

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Abstract

There is a growing need for Social Studies educators to adapt to new world (21st century) resources that can enhance teaching and learning process that can improve curriculum-driven lessons in the discipline. This paper worked briefly at the concept of Social Studies as an integrated field of study. Also, the paper discusses resources required for more effective studies of Social Studies in the new world order; such resources include ITunes-U which is the correct developmental resource for educators in their bid to share knowledge on gainful teaching resources at global level that can link Social Studies students to the new world order. The paper concluded by suggesting, among others, that Social Studies educators should be more compliant with happenings in the new world order.

Key words: Academic resources, New world order, Social Studies, Teaching aids

Introduction

Social Studies is regarded as a dynamic subject because of its ability to respond to issues and problems as they emerge. The social content or society where teaching and learning of the school subject takes place keeps changing. As this happens, the contents of what is offered as Social Studies must change since school curricula draw their objectives and materials from the needs and aspiration of the society. In order to promote relevant knowledge, skills and values, Social Studies educators must keep abreast of development in their immediate as well as the wider environment in order to meet up with the new world (Tihamiyu, 1998). Present day Social Studies teachers are encouraged and in fact required to use modern teaching resources to teach Social Studies in order to make classroom more lively and relevant to the new world. When learners are matter taught. The more of the senses of the learners the Social Studies teacher are able to stimulate and bring to bear on issues taught the greater would be attainment of stated objectives in the learning domains. Resources can be effectively be utilized to accomplish this purpose. Too often Social Studies lessons have been described as boring, uninteresting and unchallenging. This negative and uninspiring state can be learned around through the identification, collection, preparation and utilisation of instructional resources (Olojobu, 2010 quoted by Ediyang & Effiom, 2017).

Therefore, it is important for modern day Social Studies teacher to teach with careful selection and use of resources that can be suitably employed by the teacher at all levels to promote effective teaching and learning. Despite this importance, effort has not been pronounced in literature on introduction or popularisation of modern resources in teaching and learning of Social Studies. In view of this lacunae, this paper is set to open discourse on resources for teaching Social Studies in the New World Order using the following objectives:

- i. To evaluate the current state of resources in teaching Social Studies in Nigeria
- ii. To explore likely challenges for Social Studies educators in bid to use modern resources in contemporary order

- iii. To argue for possibility of Social Studies educators' usage of modern resources in contemporary order.

Conceptual Issues

Social Studies is an integrated field of study which focuses on man in his environment with a view to sensitizing man with the symbolic relationship or interaction between him and his environments and equipping him with the intellectual reflective or contemplative skills to identify and conquer his life and environmental problems and make his social living worthwhile. Furthermore, Social Studies inculcates in its clients societal socially approved and desirable value systems and attitudes Mezieobi (2013). Ogundare (2003) gave his definition Social Studies in three ways; content, purpose and methods. In defining Social Studies according to content, Ogundare (2003) posited that Social Studies are those whose subject matters relate directly in the organization and development of human society and no man as a member of a social group. Ogundare definition according to purpose, dictated that Social Studies is a set goal which describes how the content of citizenship education is organized and taught. His definition, according to method reiterated that Social Studies is a discipline which deals with the process of thinking, decision making, value analysis and inquiring skills. The term "Social Studies" also depicts ways in which teaching and learning activities slide over to produce facts and information.

Social Studies resource seems to portray those educationally relevant and irrelevant human, non-human materials, places and events and experiences that the learners are exposed to teaching-learning situation are interaction with the larger society. For instance, the use of field trips or visitation of historical site may expose the learner to acquisition of unintended behaviour. Also the mixture of complex social attitude and conflicting values in the modern society, call for teacher's use of value clarification in the application of Social Studies instructional materials and resources. The proper use of instructional resources requires teacher appropriate guide of instruction (Endiyang, 2017). Meziobi (2013) Opined that professionally trained Social

Studies teachers with professionally exposure and orientation in the demand of Social Studies instructional materials usage and development are instructive in the effective implementation of Social Studies curriculum.

The term 'resources' in Social Studies, refer to persons, places and materials which can be employed by Social Studies teacher to enhance the teaching and learning process. This is with the great desire to achieve the stated objectives of our lesson in particular and the goals and objectives of Social Studies in general. Akinbote (2008) states that The term 'resources' are used in the context to mean all the resources within the reach of the teacher and the learner which are employed to facilitate teaching and learning. It therefore, follows that such resources may be human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitude, moral and value which Social Studies are designated to promote (Inyang-Abia, 2004)

Resources materials are indispensable factor in a teaching-learning process. This is because ordinary words or verbalization has been found to be inadequate for effective teaching. Resources serve as channels through which message information, ideas and knowledge are disseminated. They enhance teaching and learning through the various senses modalities, they help to develop intellectual curiosity and the power of imagination, thinking and creativity of the learners. A carefully planned and used resource for Social Studies lesson can do much to banish apathy and sustain the learners' interest through the practical things they can see, touch or even civic training, that is, the resources if properly harnessed can help to inculcate in the learners the type of attitudes, roles and values expected of them as good citizens in their respective communities (Akinbote & Omoniyi, 2000).

More importantly, Social Studies teachers should combine the use of reading resources with other categories of resources to practically illustrate and demonstrate process of Social Studies teaching resources in the new world. The usual complaint by teachers both male and female, young and old is that government has not provided the necessary resources or funds to purchase resources for them. This claims by Social Studies teachers partly

due to their ignorance of the fact that, the Social Studies has the widest range of teaching and learning resources which can be found locally. That is, teachers and students are always living with a lot of resources for the effective teaching and learning in Social Studies (Akinbote, 2008;Ogunyemi, 2008).

Although, it is true that some of the resources, particularly the audio-visual, are expensive, yet there is the need for Social Studies teachers to make the best use of the locally available resources at little or no cost at all. Students apart from enjoying their creative abilities into practice when asked to produce or provide some materials, they also feel proud whenever they use their own resources in the lesson (Akinbote, 2008).

Social Studies Teaching Resources in the New World

Interactive Whiteboard (IWB): is a touch based interactive device connected to computer, displaying information by way of overhead projector with other optional components but are not limited to the use of colour-changing electromagnetic pen and a remote control. Whiteboard lessons typically include visual presentation with auditory feedback are often video demonstration as well, students often interact with the whiteboard, manipulating objects and images directly on the board itself. This multi – modal approach to learning allows for the diverse learners to be more engaged and gain access to the curriculum in a way that meets their needs, it also allow for multiple means of expression, engagement and representation (McDonald & Battaglia, undated).

To properly use this resources in the classroom, it includes integration of multiple modalities (i.e. visual, auditory as well as integration of multimedia (i.e. videos, websites, pictures, charts, graphics, thereby increasing student motivation to participate in classroom activities (Ekhami, 2002;Higgs, Beauchamp & Miller, 2007).

Mobile Computing: - Laptops: As technological enhancement allows engineers to develop computing devices that are smaller than even, Mitchell (2008) states that learners are now in the “age

of mobilism”. They qualified this term by identifying three key characteristics, are, connectedness to people at any time, regardless of physical location, affordability, cost is rarely a barrier to access of a laptop computer, globalness, mobile technology is a global phenomenon. As laptops replace the paper and pen of yesterday in some classrooms, which bring about technological support for educational initiatives, as well as professional development.

Mobile Computing Tablets: A tablet computer is a mobile computer with all components embedded as a singular unit. Tablets may be used for multiple purposes, research, communication, collaboration and productivity. Tablets were indeed, found to be a motivating tool for maintaining as a tool for maintaining student engagement. However, as the landscape changes and more students exchange their paper and pencil for tablets and the teacher must be diligent to ensure that the teaching with tablets is effective and excellent way to engage students within a topic area. That stated the use of tablets for interactive learning is recommended as a supplement to more traditional methods of classroom instruction. Students and teachers are reported to be positive about the use of tablets and even refer to them as an essential part of “tool box” for a 21st century classroom (Edinyang & Effiom, 2017).

Google drive: is a free cloud based storage service where one can upload and store files, user of Google drive can both share and edits file simultaneously, and users can “chat” within the actual document, making the collaborative process both more creative and more personal. Google drive accepts uploads of multiple files type such as image, files, video files, Microsoft word and Excel, Zip files. More recently, users can now use Google drive offline (i.e. without internet connection) if using Google chrome a search engine. McDonald and Battaglia (nd) students can submit work online and parent and teacher can both receive and submit supporting documents and monitoring the educational process and progress of their children making it highly efficient online tool for learning.

Wikis: A wiki is a web application that allows people to add, modify, or delete content in collaboration with others. Text is typically written using a simplified mark-up language or rich-text editor. Wikis allow content management but differ from blogs in that there is no “owner” per se but rather Wiki encourages the structure to emerge and evolve based on the need of the users (Mitchell, 2008). The way in which the Wiki is set up allows for dynamic and complex interaction using technology as the medium. One of the benefits of Wiki technology is that pages can be created and updated very easily. Many Wikis are open to the general public and do not require user accounts to access them. Editing can be done by any of the users and the changes typically occur in real time (Ekham, 2002).

Richardson (2006) stated that, when students are encouraged to write using Wikis, they are further engaging in the social process involved. Writing entries in a Wiki requires that a student have specific skills such as negotiation, cooperation, collaboration and respect for one another work and thought. Allison, (2005) found that secondary students demonstrated advanced collaborative social skills when using a Wiki. A further benefit was that students also learned effective writing strategies for their peers, rather than from a traditional, teacher-driven lecture are students also enjoy having their work published online and available for others to see, hear and use. Wikis may further provide users with international perspective on any given topic, students can use Wikis to insert photos, graphics, music and videos in their written projects.

Blogs: A blog is defined as website used for multimedia expression of thought or ideas. Blogs are often maintained by one person considered to be the “leader”. Blogs have served as a source of journaling over the years and have piqued interest in a wide number of topics of discussion (Wang & Hsu, 2008). More recently, the idea of using blogging as a source of discussion and increased participation has been carried over into the education realm. Blogs allow for the creator to begin a discussion about a topic and then for users to respond to initial comment or question that the creator

posed to respond to other user's comments and questions. There are a number of reasons that blogging may be more attractive than verbal discussion in the classroom, the accessibility of the discussion beyond the classroom walls, the ability to type the responses rather than speak them, the opportunity to reflect before responding within the discussion (Meyer, 2003). Blog can be used in the classroom as a supplement rather than a replacement to in-class discussion.

Blogs can be used to extend classroom lesson and provide opportunities for independent work. Allowing for blogging after class hours provides teacher with more flexibility with class time, allowing for discussion to flow naturally (Hendrom, 2008). Blogs have great potential for collaboration and can be an ideas forum for social communication in a less threatening environment. Blogs are easy to learn and provide an engaging environment for on learners (Casell, 2002).

Conclusion

Social Studies teacher should take into cognizance the modern teaching resources to facilitate learning in order to achieve the goal of 21st century lesson objectives. The 21st century classroom may be described as an interactive, technology-rich learning environment. Embracing this idea retrires educators, to shift their thinking from more traditional methods of curriculum delivery, to inclusion of technology, as appropriate, for all learners. More specifically, the objective of the 21st century classroom is to make learning engaging while addressing student strengths, thereby perpetuating student motivation to embrace the process of learning. As many of our 21st century learners have been raised on technology in, it is important to incorporate technology in our teaching in a meaningful way to maximize our student's outcomes.

Suggestions

The use of most of these resources especially the electrically operated materials requires skills to operate and maintain, mass training of Social Studies teachers in this area will be required,

government should interfere in the provision of basic and up-to-date tools or these resources for schools, budgeting allocation to educational sectors should be increased for the procurement and maintenance of resources materials. Lastly, adequate time should be allocated to Social Studies to enable them effectively utilize array of resources available to promote effective teaching and learning in 21st century.

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