

## **Overview**

### **Department of Social Science Education**

The origins of our contextual learning involvement can be traced back to an overarching commitment, especially in social science education, to quality, relevant education for preservice and inservice teachers and for classroom students in public and private schools.

During **Year I** of the Project, department members Stuart Foster and Sherry Field participated by:

- serving on key CTL grant committees
- leading discussion groups and helping to plan the CTL November Conference
- revising 2 existing course syllabi to emphasize contextual teaching and learning activities and principles (ESOC 43/6350, Social Science Curriculum in Secondary Schools; ESOC 43/6360, Methods of Teaching Social Science in Secondary Schools)
- engaging approximately 75 teacher education students in CTL-based activities
- participating in the May 1999 Faculty Business Tour.

In **Year II** of the Project, department members Sherry Field, Stuart Foster, John Hoge, and Pat Nickell, participated in various activities that included:

- piloting additional CTL activities in 3 courses (ESOC 6400, Teaching Social Studies in the Middle Grades; ESOC 7420, Social Studies for the Young Child; ESOC 6000, Special Problems in Social Science Education)
- revising existing course syllabi to emphasize contextual teaching and learning activities and principles
- engaging approximately 150 teacher education students in CTL-based activities
- developing 2 CTL cases appropriate for middle grades students and teachers with assistance from business partners in the community (Foster/Hoge—School Uniform Inquiry; Nickell/Field—Ethics in the Workplace)
- piloting CTL-developed case-based curriculum in middle school social studies classrooms (with teacher Geri Collins, in Hall County)
- participating in the May 2000 Faculty Business Tour

During **Year III** of the Project, faculty members Sherry Field, Stuart Foster, John Hoge, Pat Nickell, and Ron VanSickle participated in the following:

- piloted additional CTL activities in 5 courses (ESOC 7080, Curriculum Planning in Social Sciences; ESOC 6990, Research Seminar in Social Science Education; ESOC 7520, Teaching Politics, Government, and Citizenship; ESOC 8250, Values Education for Citizenship; ESOC 7200, Economic Education in the Social Science Curriculum)—Fall 2000, Spring 2001

- revised existing course syllabi to emphasize contextual teaching and learning activities and principles--ongoing
- engaged approximately 300 teacher education students in CTL-based activities—Fall 2000, Spring 2001, Summer 2001
- teamed with graduate students and teacher-educators to develop additional cases (a total of 10 cases were developed)—completed by Spring 2001
- piloted CTL-developed case-based curriculum in middle/secondary school social studies classrooms (Hall County and Athens-Clarke County)—Spring 2001
- created a Social Science Education CTL website/link to UGA CTL website—May-June, 2001
- aggressively disseminating CTL materials developed by the CTL social science education faculty (two journal articles under review; another in progress; book chapter in progress by Field, Nickell, book proposal authored by Nickell, Field, Foster, and Hoge out for review)--ongoing
- continued informal and formal assessment of courses
- proposed a National Council for the Social Studies panel presentation/workshop with the graduate students, inservice teachers, and faculty who developed social studies CTL cases) faculty-- Nickell, Field, Hoge, Foster, VanSickle, graduate students/in-service teachers—Pam Roach, Geri Collins, Joe Feinberg, Carolyn Lyon. If accepted, the workshop will occur at the NCSS Annual Meeting in Washington, D.C., November, 2001.