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**ACCESSING NEW METHODS AND RESOURCES FOR  
TEACHING AND LEARNING OF SOCIAL STUDIES**

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**Abstract**

*Over the years, there has been a call for innovation in the educational system especially in Social Studies, with regards to methods and resources for teaching and learning. This was as a result of global trends in technological development integrated into education. This necessitated a paradigm-shift away from the traditional method of instructional delivery giving rise to the adoption of a more learner-centred, problem-centred method of teaching and learning in comparison to the dominant teacher-centred method of teaching and learning of Social Studies. Following a theoretical and empirical review of relevant literature, this paper identified several new teaching-learning methods which are more teacher-student and student-centred approach. They include but not limited to: collaborative, Inquiry-based, cooperative, mobile learning, teacher-student interactive method, word wall (WW), and simulation methods. Current innovations in Social Studies also required the use of new teaching/learning resources to meet up with global trends in technological development being integrated into education. The identified resources are e-teaching/teaching resources, projected resources and technology mediated*

*resources (mostly social media). The new methods and resources applied for teaching and learning, as indicated in this paper, has positive effect in enhancing learning outcomes and as well as improving instructional delivery than the conventional methods. It was suggested among others that conferences, seminars and workshops and relevant programmes should be organized on the use of new methods and resources for the teaching and learning of Social Studies.*

**Keywords:** Cooperative leaning, Inquiry-based leaning, New learning methods, New learning resources, New teaching methods, New teaching resources.

### **Introduction**

Social Studies curriculum has changed drastically over the past one decade both in methodology and content. The divergence of culture and ethnic groups has directly influenced the content and methodology to Social Studies. Social Studies is a study where the nature of man is its major focus of attention. It therefore organizes its content around relevant knowledge, values and skills that constitute the wide sphere of man. The subject has also been seen as a prime discipline embraced to socialize students and serve as a means of promoting progress towards the major social education goals that have been identified for emphasis – civic duties or development of citizen participation skills, acquisition of desirable attitudes and values and disciplined life (Sivakumar, 2018). Social Studies teachers are advised and in fact required to use the modern teaching methods teach so as to make classroom lively, understandable and comprehensively to all learners. Social Studies has been conceptualized and taught in a variety of ways. Teaching and learning resources can effectively be used to accomplish this purpose. Frequently, Social Studies lessons have been described as uninteresting, boring and unchallenging. This unfavourable and uninspiring state can be turned around through the identification, collection, preparation and utilization of teaching and learning resources (Ololobou, 2010).

Olokooba (2021) was of the view that Social Studies teaching resources in critical understanding seems to portray those educationally relevant and irrelevant human, non-human materials, experiences, places and events the student are exposed to during the teaching and learning situation and interaction. Teaching and learning resources provide learners with real learning experience. Most of the traditional teaching methods are teacher-centred with less activity for students which makes them passive learners and therefore acquiring knowledge from the teacher without structuring their engagement level with the subject matter and the approach is unsuitable, more theoretical and memorizing (Tebabal & Kahssay, 2011). According to Brindley (2015), student-centred approaches that are more effective for teaching and learning are more encouraged since they embrace the concept of discovery learning.

Presently, it has been discovered that appropriate teaching methods are more suitable for students' learning and achievement. For example, the use of field trips or visitation of historical sites may expose the student to acquisition of unintended behaviour. There are various types of methods that could aid effective teaching and learning of Social Studies in the 21st century (Ogbulogo, George, & Olukanni, 2014). In essence, the thrust of this paper was to access new methods and resources that can be utilized in the teaching and learning of Social Studies in addition to examining their effects.

### **New Methods for Teaching and Learning of Social Studies in the 21st Century**

Teaching method is defined as an instructional method used for delivering the content to students. Teaching method refers to the method a teacher uses to achieve goals of the teaching process which involves delivery of information, skills, and knowledge to students (Trabulsi, 2018). Teaching methods are the broader techniques used to help students achieve learning outcomes. Teaching methods help students: master the content of the course learn how to apply the content in particular contexts. Over the years, many aspects of the old teaching methods like lecture, memorization or rote learning in school which are teacher-centred have been unchanged.

In the quest to overcome the identified learning challenges faced by teachers and learners and support deeper learning to improve students' learning, researchers have suggested the use of some modern teaching/learning methods. These new approaches commonly referred to as the 21st century teaching/learning methods that are learners- centred; encourage life-long learning and enhance acquisition of skills for quality delivery in workplace. There are varieties of teaching and learning methods on the basis of their validity, authenticity and worth among learners. It should be noted that all teaching methods do not have the same value but depend on the content and students' needs. The classroom learning environment should support real interaction of multiple activities with pupils' scholastic achievement (Grossman, Loeb, Cohen & Wyckoff, 2013). They include but not limited to: participatory, personalize, problem-based, collaborative, motivational, creative and innovative, tools, strategic questioning, mobile technologies, social media, real-world activities, meta-cognitive skills, right relationships, learner-centred model, learning without boarder, life-long, open education and accredit and credential non-traditional learning (Osuji & Awala, 2019).

Collaborative learning, a new teaching-learning method, which is student-centred, as noted by Yang (2023) is now used as an umbrella term for various instructional approaches to small group learning, including but not limited to cooperative learning, team-based learning, peer tutoring, study groups, project-based learning, problem-based learning, and learning communities. Johnson and Johnson, as cited in Yang (2023) defined cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (p. 2). They emphasized interdependence in group work: students "can reach their learning goals if and only if the other students in the learning group also reach their goals". Collaborative learning approach is a teaching/learning method that moves learning from lecture-centred situation to students' collaborative ones (Adolphus, Alamina & Aderonmu, 2013). This type of method, according to Osuji and Awala (2019) gives control of the learning activities to students. It

involves mutual reasoning among students or between the students and teachers.

According to Okeke and Ordu (2018), the idea of using collaborative learning in teaching and learning process is relied on the premise that knowledge is a social construct. They opined that collaborative learning also known as active learning is a method that changes that traditional lecture or teacher centred classroom into a students' centred classroom. In addition, a peer learning or peer instruction is a type of collaborative learning that permits students to work in smaller groups to talk about ideas or proffer solution to problems while the teacher functions as a facilitator. Another modern teaching-learning method, as noted in Isa, Mammam, Badar and Bala (2020), is the teacher-student interactive method which applies the strategies used by both teacher-centered and student-centered approaches.

In the teacher-student interactive teaching method, every student is a part of the success of a group as they help each other to reach the desired result, and they also learn to communicate with each other. Learners learn to tolerate others, develop skills to listen to others and how to work in a team. They will be able to meet different personalities and can get a genuine review of their work. Students present their ideas and expect a response when they are in group learning. It allows them to exchange their creativity and gain more knowledge. In return, it helps them to learn to face healthy criticism and cross-questions (Isa, *et al.*, 2020; Hesson & Shad, 2007).

Word Wall (WW) method of teaching, according to Ullah and Iqbal (2020) is another new method of of teaching which provides a pictorial illustration of a significant vocabulary or concept selected from the topic of interest. In this method, the teacher provides instructions to the students regarding the selection of difficult and frequently used terminologies and definitions for prominent display on the walls of the classroom, which involves the teachers and students in effective teaching-learning trajectory. This method is mainly adopted by teachers in order to strengthen the conceptual understanding. Moreover, through Word Wall method, the students get acquainted with the new terminologies and vocabulary and this

strategy can be helpful in clarifying the complex academic concepts (Harmon, 2017; Ullah & Iqbal, 2020).

Inquiry-based learning is another new method of teaching Social Studies which is sometimes referred to as discovery method. Inquiry-based learning is a teaching method that prioritizes student curiosity and independent analysis. Students work to find the answer to an open-ended question or problem, using evidence-based reasoning and problem-solving skills to reach a defensible conclusion. Inquiry or discovery method encourages divergent thinking, allows students to find out information by themselves and it generates students' enthusiasm at examining issues logically. Students can be required to find out the reasons for religious intolerance in the country, poor road network, drug abuse among higher education students etc. A very desirable aspect of this technique is its emphasis on the utilization of higher levels of thinking. The role of the teacher is to move students beyond mere curiosity and into critical thinking and understanding, encouraging them to ask questions and supporting them as they investigate the problem at hand (Sivakumar, 2018).

Cooperative learning is another new method that can be utilized by Social Studies teachers. In cooperative learning projects, each student plays a different role in a structured group activity and makes their unique contributions to the group's success. The teacher's role is to facilitate the groups and guide their research or problem posed to them. Like the collaborative learning, cooperative learning teaches students that every group member's efforts are important to both the individual and the group's success. This teaching-learning method, which is student-centred encourages students to empower themselves and be accountable for their work. The group's problem is shared among the members and each contributing their part in solving the problem. The student in this method belongs to two groups – an expert group and a home group hand (Sivakumar, 2018).

Mobile learning approach refers to using mobile devices like iPad, Smartphone and other Tablets in classroom instructional situations. The mobile technology approach assists the instructors and learners to have access to learning materials through the

internet since there is no time the secondary school system can afford to provide all the needed and necessary textbooks to enhance effective and efficient teaching-learning process; which has remain a learning challenge (Abachi & Muhammad, 2014). Simulation method is another important new or modern method of instruction. It is a simplified model of a real-world situation. Simulation is usually used for teaching concepts and principles that are not easily observable such as theoretical concepts. They are dynamic and lively ways of presenting ideas, problems, issues and realities in our past and present societies. Simulation method is of three major kinds which are historical simulation, simulation activities and simulation games. Its use provides the students involved in the simulation activity with a common and shared experience that can be utilized to make learning more meaningful and effective (Sivakumar, 2018).

### **New Social Studies Teaching and Learning Resources**

The term teaching and learning materials 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, attitudes, moral and value (Edinyang & Effiom 2017). Renner, Opong and Okeh (2022) in their study identified the following technology mediated resources that can be used for effective teaching and learning of Social Studies which consist of WhatsApp Chat Group, Facebook Chat Group, Zoom, Youtube, Ipads, Computers, Projectors, Microphones, Laptops and Electronic Whiteboard. However, Electronic Whiteboard was not used by teachers because they were not available for use. Coyle and Caughan as cited by Renner (2023) perceived that in today's society student and teachers can make use of the following modern electronic resources such as Twitter, Instagram, Youtube, Facebook and even Google to be connected with other students or friends and also share information around them. Through these social media learning resources, collaborative and group learning can take place where students can control their learning at their own pace. Ordu (2021) pointed

out that an important new or modern teaching-learning resource which can be utilized in the classroom are projected resources such as PowerPoint, slides, film-strips, overhead projectors, TV/VCR as they can be projected on screen to give an enlarged image of the material. They can be used suitably for large and small groups. The large, bright and colourful images make them more effective than a non-projected aid.

Another new resource which can both be used by teachers and learners is e-teaching (when used by teachers) or e-learning (when used by learners). The term e-Learning applies to a broad range of ways of computing and communication technologies can be used for teaching and learning. Adelaja and Muraina (2018) refer to e-learning as e-teaching; when the technology media is handled, controlled and used by the teacher rather than students. While on the other hand, when the resources is handled by the learner it is referred to as E-learning (e-learning). Hence, Adelaja and Muraina (2018) sees E-teaching as the use of computer, internet and other electronic equipment to transfer knowledge and skills from a teacher to a learner(s). It is a 21st century instructional platform or concept, which involves teachers managing a convergence of digital information from a wide range of sources and devices when presenting, discussing and reflecting upon a concept with a class group.

Rodrigues, Almeida, Figueiredo, and Lopes, (2019), define e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centred, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes. Carmona (2016) stated that e-learning involves the use of information and communication technologies (ICTs) to enhance the art of teaching. The characteristics of this next generation of pedagogies are: (a) Student-centred; (b) distributed technically, socially, and organizationally; (c) crowd-driven support and emergent; (d) integrated, just-in-time, and authentic; (e) courses will play a less significant role; and (f) learning will be separate from accreditation.



Asogwa and Olaitan (2012) stated that e-teaching involves harnessing the potential of digital technology in presenting a concept, placing the concept in various contexts, creating links with existing knowledge and leading discussion that probe students understanding of the concept and its context.

Adelaja and Muraina (2018) noted that e-learning makes teaching available everywhere and every time; it makes teaching cheaper and authenticated. They highlighted that e-learning is modifiable, enhanceable and can be in embedded resources such as e-text books. In the same vein, Adelaja and Muraina (2018) stated the e-learning enables a lecturer to repeat a lesson to different groups of students at different times and locations. It reduces delivery cycle for lecturers and lowers expenses incurred at each period of their service delivery. In the view of Garrison (2017), e-teaching enables a teacher to reach students in different schools at their locations in his teaching and practice using appropriate technology devices. In this study, e-learning refers to the activities carried out by lecturer in harnessing the potential of information and communication technologies for implementing instruction for students to take their learning in relevant direction.

### **Effect of Utilizing New Methods and Resources for Teaching and Learning of Social Studies in the 21st Century**

Teachers are great facilitators of knowledge and skills in the 21st century teaching and learning profession (Joseph, 2015). Teachers use teaching aids to enhance classroom instruction, extract learners' attention and create a motivation to learn. It was observed that the students participating in the study have benefited from the application of balanced mathematics instruction (BMI). Recently, students have demonstrated poor interest towards learning and ability to recall what has been taught (Joseph, 2015). This could be as a result of the teaching methods used by the teacher during the teaching and learning process. In order to enhance teaching and learning activities, and avoid learners getting bored during teaching sessions, teachers should utilize diverse teaching methods.

Other studies have also shown that teachers' utilization of new or modern teaching methods had an impact on students' achievement and to handle real life situations (Nye, Konstantopoulos, & Hedges, 2004; Chetty, Friedman & Rockoff, 2014). Isa *et al.* (2020) stated that the new teaching methods utilized by teachers determine the extent to which students perform in their academics. The findings from their study revealed that most of the new instructional methods of teaching-learning which is either teacher-student centred or student-centred have a great effect on students' academic performance.

In the educational context, new resources, like e-learning/teaching, projected media or technology mediated media has the potential to increase access to education and improve its relevance and quality. New resources generally have a positive effect on learners' learning. This can be seen from a number of studies assessing outcomes for learners in different stages of education. Hung, Huang, and Hwang (2012) explored the effect of using multi-media tools in science learning in an elementary school's science course in Taiwan. There is indicative evidence that new resources can help to reduce gaps in subject attainment where they are effectively implemented. There is promising evidence that digital equipment and resources can help learners with additional support needs to improve their skills and competences in literacy and numeracy.

Zheng (2014) found that providing a laptop to access new resources, in order to improve disadvantaged lower secondary learners' science learning, was effective in reducing the gap in knowledge and understanding, as well as increasing their interest in science subjects. They attributed this to the more individualized learning that was possible. Hess (2014) found a significant difference in reading assessment scores for the group using the e-readers. Scores improved for both male and female learners and the gap between males and females decreased. The use of new teaching and learning resources also appears to affect levels of literacy.

### **Conclusion**

Over the years, the call for innovation in the teaching of Social Studies, as a result of global trends in technological development, necessitated innovations in a shift from the traditional method of teaching-learning to new methods and resources. Modern teaching methods which are more student-centred or teacher-student centred such as collaborative learning, teacher-student interactive method, word wall (WW) method, Inquiry-based learning, cooperative learning, mobile learning and simulation method approaches are of significant importance as they are known to improve learning and teaching. Innovations in Social Studies also required the utilization of new teaching-learning resources. The identified resources are e-teaching/teaching resources, projected resources and technology mediated resources. The new methods and resources for teaching-learning, has positive effect in enhancing learning outcomes and as well as improving instructional delivery than the conventional methods.

### **Suggestions**

Based on the conclusions made, it was suggested that the government, school administration and stakeholders should organize conferences, seminars and workshops and relevant programmes should be organized on the use of new methods and resources for the teaching of Social Studies. In view of current practices, new teaching/learning resources in the form of e-learning/teaching resources, computer mediated resources and projected resources should be provided for schools if teachers and students are to gain from it. Finally, it was suggested that well-equipped digital information centre and internet should be established in all secondary schools to ensure the utilization of e-learning/teaching resources, and technology mediated resources.

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