

EFFECTIVENESS OF ACTIVE LEARNING STRATEGY IN LEARNING SOCIALSCIENCE

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ABSTRACT

This paper presents the influence of Active learning in particular, the shift to a more student-centred approach to learning Socialscience among the students of standard VI on academic achievement. **Objectives of the study:** 1.To diagnose the problems of the students in learning Social science through conventional methods.2.To find out the significant difference in achievement mean score between the Pre test of control group and Post test of control group.3.To find out the significant difference in achievement mean score between the Pre test of Experimental group and Post test of Experimental group. 4.To find out the impact of Active Learning in learning Socialscience. **Methodology:** Equivalent group Experimental method was adopted in the study. **Participants:** Sixty students of standard VI were selected as sample for the study. **Instrumentation:** Researcher's self-made achievement test was used as instrumentation for the study. **Findings:** Active Learning strategy is more effective than traditional methods in learning Socialscience for the students of standard VI. **Educational implications:** It can be implemented in other levels and all other Socialscience learning.

Key words: Active learning strategy, Conventional method of learning, and Equivalent group experimental method

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INTRODUCTION

Active learning is the opposite of passive learning; it is learner-centered, not teacher-centered, and requires more than just listening; the active participation of each and every student is a necessary aspect in active learning. In active learning teachers are facilitators rather than one way providers of information. The presentation of facts, so often introduced through straight lecture, is deemphasized in favor of class discussion, problem solving, cooperative learning, and writing exercises (graded and ungraded). Other examples of active learning techniques include role-playing, case studies, group projects, think-pair-share, peer teaching, debates, Just-in-Time Teaching, and short demonstrations followed by class discussion. The nature of the active learning gives way for the diversification in the activities relevant to the students` needs, interests, abilities and attitudes, these cannot be met except with the presence of many activities from different sources and origins. Lorenzen (2006) found out that the active learning is a way of students teaching allowing them to effectively participate in the activities that takes place inside the classroom. The importance of the active learning emerges as showed by AbuRa`yash (2006) in its ability to form the learners previous knowledge through the active learning when learning new knowledge, this agrees with the perception that inducing the knowledge is the necessary condition for the learning. Learners through the active learning reach meaningful solutions to the problems, because they link the new knowledge or solutions to their familiar ideas and procedures. Without using the solutions of other persons, learners through the active learning receive enough enforcement about their understanding of the new knowledge and the need to reach an output to express an idea through the active learning,

REVIEW OF RELATED STUDIES

Hyun, Jung; Ediger, Ruth; Lee, Donghun (2017)examines Active Learning Classrooms [ALCs] which helps to increase student engagement and improve student performance. However, remodeling all traditional classrooms to ALCs entails substantial financial burdens. Thus, an imperative question for institutions of higher education is whether active learning pedagogies can improve learning outcomes when classroom resources are limited. In this study, we examined the effect of active learning pedagogies on students' satisfaction of learning processes in ALC and Traditional Classrooms [TCs]. The results show that active learning pedagogy activities are significant factors that increase students' satisfaction with their individual

and group learning processes. In addition, active learning pedagogical activities in both TCs and ALCs influence students' satisfaction with their learning processes positively.

Edwards, Susan(2015)describes and plan for different types of active learning instruction in middle grades classrooms. All of the teachers highlighted in this article were able to meet the standards that they are responsible for teaching. In some cases these were Common Core Standards, and in some cases these were state standards.What is active learning and what does it look like in the classroom? If students are participating in active learning, they are playing a more engaged role in the learning process and are not overly reliant on the teacher (Bransford, Brown, & Cocking, 2003; Petress, 2008).

Silberman, Mel, (1996) recommendsthe book contains specific, practical strategies that can be used for almost any subject matters to promote active learning. It brings together in one source a comprehensive collection of instructional strategies, with ways to get students to be active from the beginning through activities that build teamwork and get students thinking about the subject matter. There are techniques for full-class and small-group instruction, and methods for reviewing and assessing what students have learned. Although most of the strategies will apply to any age level, the book is directed at those who teach older children and adults, especially teachers in middle school, high school, college, and adult education centers. The 101 strategies are grouped into the following areas: (1) "Introducing Active Learning"; (2) "How To Get Students Active from the Start"; (3) "How To Help Students Acquire Knowledge, Skills, and Attitudes...Actively"; and (4) "How To Make Learning Unforgettable." (SLD)

SIGNIFICANCE OF THE STUDY

Teachers of elementary level are using different approaches in teaching Social science to the learners of standard VI, which was not effective to achieve the expected competency.Students faced many problems in learning social science. Students of standard VI failed to achieve more marks in Socialscience. Scoring more marks is necessary to promote higher education. Finding and implementing new methods of teaching and eliminate the problem in learning Social science. Al-Astal (2010),investigates the effect of applying two strategies for the active learning in the basic ninth grade students achievements in the history subject and in

developing their critical thinking. Hence the researcher endeavoured to find an innovative technique named Active learning strategy in learning social science at elementary level. Practicing Active Learning is more effective in learning social science at elementary level. Active Learning supplements for better understanding of the learners who enable to learning social science effectively in their real classroom transactions.

STATEMENT OF THE PROBLEM

Students could not score more marks in Social science by using conventional methods.

Bonwell and Eison [1] summarize the literature on active learning and conclude that it leads to better student attitudes and improvements in students' scoring and thinking. Hence the researcher selected the topic **Effectiveness Active learning Strategy in learning Social science**.

OPERATIONAL DEFINITION

In the Present study, **Effectiveness** refers to enhancing and scoring more marks of students in learning Social science by adopting Active learning strategy. **Active Learning Strategy** refers to learning Social science by adopting the activities such as : Discussion, Role playing, Problem solving and Game Based Learning. **Learning Social science** indicates the learning Social science of the students of standard VI in Sri Balaji English Medium school, Sri Kalakasthi, Andrapradesh.

OBJECTIVES

1. To assess the problems of the young learners using Active Learning Strategy in learning Social science at standard VI in Sri Balaji English Medium school, Sri Kalakasthi, Andrapradesh.
2. To find out the significant difference between the Pre- test of control group and Post test of Control group in achievement mean scores of the students in Social science.
3. To find out the significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the students in Social science.
4. To assess the impact of Active Learning in learning Social science.

HYPOTHESES

1. There is no significant difference between the Pre-test of control group and post test control group in achievement mean scores of the students of standard VI in Social science at Sri Balaji English Medium school, Sri Kalakasthi, Andrapradesh.
2. There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in Social science.

DELIMITATIONS

- This study was restricted students of standard VI in Social science at Sri Balaji English Medium school, Sri Kalakasthi, Andrapradesh.
- Only 60 students were taken for the study.

METHOD

Equivalent group Experimental method (control group and experimental method) was adopted for the study.

Sample design:

Sixty pupils of standard VI from Sri Balaji English Medium school, Sri Kalakasthi, Andrapradesh, were selected as sample for the study.

Tools:

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question paper was used for both pre and post tests to evaluate the pupils' skills in Social science through objective types of question which carried one mark for each question and contained 35 marks. Pupils could answer appropriately by using the Active Learning method in learning Social science.

Reliability of the tool

Test- retest method was used for the study .The co-efficient correlation was found 0.85 in the tool through test-retest method.

Validity of the tool

Content validity was established for the test through expert suggestions.

Hence reliability and validity were properly established for the study.

Procedures of the study:

The following are procedure of the study

Role Playing: "each student takes the role of a person affected by an Earth science issue, such as a volcano or a polluted lake and studies the impacts of Earth science issues on human life and/or the effects of human activities on the world around us from the perspective of that person."

Peer Review: students review and comment on materials written by their classmates.

Discussion: promoting a successful discussion depends on correctly framing questions. Discover tips for framing discussion questions to promote higher order thinking.

Role Playing: students look at the topic from the perspective of a character, who will affect and be affected by a chosen topic.

Problem solving using real data: students use a variety of data to explore scientific questions.

Game Based Learning: uses competitive exercises, either pitting the students against each other or through computer simulations.

Statistical analysis

Statistical technique 't' was applied for the study.

RESULTS

Testing of hypotheses

Hypothesis-1

1. There is no significant difference between the Pre-test of control group and Post test of control group in achievement mean scores of the students of standard VI in Social science at Sri Balaji English Medium school, Sri Kalakasthi,,

Table No:1

Mean Difference between Pre Test Control Groups and Post Test of Control Groups

Control	N	Mean	SD	Df	't' Value	Sigificance 0.05
Pretest	30	10.70	3.24	58	0.059	Not significant
Posttest	30	10.75	3.20			

Table No:1 confirms that learning in Social science by adopting traditional method is ineffective. Mean score of Pretest of Control group is 10.70 and Post test of Control group is 10.75. It is proved that learning Social science through conventional method is failure of scoring more marks as well as ineffective method. Mean score difference between the Pre test of Control group and Post test of Control group is 0.05. It is also discouraged the learning Social science through the conventional method. The calculated table value 0.059 is less than tabulated value 1.96. Hence null hypothesis is accepted at 0.05 level. There is no significant difference between the Pre test of Control group and Post test of Control group in achievement mean scores of the students in Social science.

Hypothesis-2

There is no significant difference between the Pre test of Experimental group and Post test of Experimental group in achievement mean scores of the students in Social science.

Table No:2 .

Mean Difference between Pre Test Control Groups and Post Test of Control Groups

Experimental	N	Mean	SD	Df	't' Value	Significance 0.05
Pretest	30	10.70	3.24	58	7.65	Significant
Posttest	30	15.42	3.21			

Table No 2 substantiates that learning Social science through using Active Learning is more effective. Mean score of Pre test of Experimental groups is 10.70 and Post test of Experimental groups is 15.42. It is proved that learning Social science through Active learning strategy is more effective than conventional method. Mean score difference between the Pre test of Experimental group and Post test of Experimental group is 4.72. It is also ensured that learning Social science through Active Learning Strategy is more effective than conventional method. The calculated table value 7.65 is greater than tabulated value 1.96. Hence null hypothesis is rejected at 0.05 level. Hence there is a significant difference between the Pre test of Experimental group and Post test of Experimental group in achievement mean scores of the students in Social science.

FINDINGS

1. There is no significant difference between the Pre-test of control group and post test control group in achievement mean scores of the students of standard VI in Social science by using conventional methods at Sri Balaji English Medium school, Sri Kalakasthi.
2. There is a significant difference between the pretest of Experimental group and posttest of Experimental group in achievement mean scores of the pupils in Social science.
3. Learning Social science by using Active Learning strategy is more effective than existing approaches.

EDUCATIONAL IMPLICATIONS

Recommends the following: 1). Conducting workshops and training courses for the teachers to train them on the active learning strategies and on the other modern teaching strategies. 2). Motivating the teachers to increase the students participation in the educational process, and the need for the field visits by the supervisors. 3). Increasing the classroom interactions to develop the active learning in an active classroom environment. 4). Conducting other similar studies to investigate the effect of learning strategy in improving other linguistic skills

CONCLUSION

The study reveals that the learners of standard VI in Sri Balaji English Medium school, Sri Kalakasthi had problems in learning Social science by using traditional approaches. But Active Learning Strategy eliminated the problems of the students and enriched the more score in the achievement test of the students in the same school. Hence it will be more supportive to promote elementary education.

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