



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6752

Society and Culture Method 2

Semester 2, 2017

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6752 Society and Culture Method 2 (6 units of credit)
Semester 2 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Bernie Howitt
Email: bernie.howitt@unsw.edu.au
Phone: 0421 417 544
Availability: By email

3. COURSE DETAILS

Course Name	Society and Culture Method 2	
Credit Points	6 units of credit (uoc)	
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Thursday 13:00 – 14:00 (Quadrangle G045)	Weeks 1-8
Tutorial	Thursday 14:00 – 16:00 (Quadrangle G045)	Weeks 1-8

Summary of Course

The course builds on Society and Culture 1 to prepare students for teaching Stage 6 Society and Culture in NSW high schools. It will focus on the content areas covered in the HSC course, and the teaching strategies that will enable this content to be delivered successfully in the classroom. The assessment program will give students the opportunity to gain experience in preparing appropriate assessment items and resources for successful teaching in the classroom.

The main ways in which the course has changed since last time as a result of student feedback: Adjustments to second assessment task to increase its relevance and value to students. Minor adjustments in tutorial sequence and content to support assessment tasks.

Important Information

Assessment: Students must **pass ALL assignments in order to pass the course**. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, **failure to attend 80% of classes in a course will result in failure**.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify essential elements of the NSW Board of Studies Society and Culture Syllabus, and strategies to support students as they transition between stages	1, 2
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	2
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Society and Culture	2
4	Provide clear directions to organise and support prepared activities and use resources	2
5	Assess and report on student learning in Society and Culture to all key stakeholders	1, 2, 3
6	Identify the characteristics of an effective Society and Culture teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	3

AITSL Professional Graduate Teaching Standards

Standard		Assessment/s
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1
2.2	Organise content into an effective learning and teaching sequence	2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3	Include a range of teaching strategies	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2

5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 5, 7	1, 2
B. Classroom Management	1, 2, 4, 5	2
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14	2
D. Literacy and Numeracy	1, 3, 4, 8, 11, 12	1,2
E. Students with Special Educational Needs	3, 4, 6	1, 2
F. Teaching Students from Non-English Speaking Backgrounds	1, 3, 4, 5, 7, 8,11	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Society and Culture to secondary school students with an emphasis on the NSW Society and Culture curriculum. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Society and Culture classroom. Emphasis will be given to the relationship between Society and Culture, literacy and numeracy and the role and value of Society and Culture in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website
- Online discussions
- Peer teaching in a simulated classroom setting
- These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 27/7	Teaching The HSC Core: what the syllabus says (NPAE: B.1,B.5, C.3, C.4, C10, C.13,D.1, D.11, D12, F.1, F.3, F.4)	Introducing continuity and change: Pleasantville film study
2 3/8	Teaching the HSC Core: unpacking the country study (NPAE: B.1,B.5, C.3, C.4, C10, C.13,D.1, D.11, D12, F.1, F.3, F.4)	Linking the country and the concepts: Son of a Lion – the Core in action Guide to test setting
3 10/8	The Personal Interest Project (PIP) (NPAE: A.3, A.5,C.2, C.9, C.10, C.13, D.1, D.3, D.6, D.13, D.16, E.2, E.5, E.6, F.3, F.4, F.7, F.8, F.11)	Hurdle requirement – PIP marking workshop – Marking and moderating
4 17/8	Popular Culture (NPAE: B.1, B.5, C.1, C.2, C.3, C.4, C.6, C.8, C.9, C.10, C.14, D.1, D.3, D.11, E.2, E.3, F.3, F.4, F.5)	Assessment task 1 Due Popular Culture: unpacking the syllabus Focus study example: Rock'n'roll
5 24/8	Belief Systems and Ideologies (NPAE: B.1, B.5, C.1, C.2, C.3, C.4, C.6, C.8, C.9, C.10, C.14, D.1, D.3, D.11, E.2, E.3, F.3, F.4, F.5)	Belief systems and Ideologies: unpacking the syllabus Selecting a focus study
6 31/8	Inclusion and Exclusion (NPAE: A.1, A.2, B.1, B.5, C.1, C.2, C.3, C.4, C.6, C.8, C.9, C.10, C.14, D.1, D.3, D.11, E.2, E.3, F.3, F.4, F.5)	Inclusion and exclusion: unpacking the syllabus Dark Horse film study
7 7/9	Conformity and Nonconformity (NPAE: B.1, B.5, C.1, C.2, C.3, C.4, C.6, C.8, C.9, C.10, C.14, D.1, D.3, D.11, E.2, E.3, F.3, F.4, F.5)	Conformity and nonconformity: unpacking the syllabus Selecting a focus study
8 14/9	Final preparation: a guide to resources (NPAE: B.1, C.1, C.2, C.3, C.4, C.6, C.8, C.9, C.10, C.14, E.4)	Assessment task 2 Due Am I prepared? Gathering and maintaining resource files Resource “swap shop”

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Test construction	2500 words	40%	1, 5	1.5; 2.1; 2.5; 3.1; 3.6; 5.1; 5.2	A.1, A.3, A.5, A.7,D.1, D.4, E.6,F.3	Week 4 5pm Thursday 17 th August
Assessment 2 Depth study resources guide	3500 words	60%	1, 2, 3, 4, 5	1.3; 1.5; 2.2; 2.3; 2.5; 2.6; 3.2; 3.3; 3.4; 3.5; 4.5	A.1, B.2, B.4, C.1, C.2, C.3, C.4, C.5, C.6, C.11, D.1, D.4, D.8, E.3, F.3, F.4	Week 8 5pm Thursday 14 th September
Hurdle Requirement Assessment, Feedback and Reporting		Hurdle requirement	5, 6			Week 3

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

ASSESSMENT COMPONENT 1:

Construct a final, summative exit test for a unit of work. The test will assess student knowledge, skills and understandings for a Stage 6 class you have taught or observed. The test needs to provide evidence that can be used formatively to help you evaluate student learning in the class and modify teaching and learning programs.

The test should cover EITHER the Preliminary OR HSC course, and be presented in a format **modelled on the current HSC examination**.

You must also include a rationale that includes:

- An explanation why you have chosen the topics and questions
- Why it is an appropriate test for this specific group of students. You should include a brief description of the intended class.
- Map outcomes against the questions asked.
- A conclusion that explains how reflection on expected responses to the assessment could help you evaluate student learning in the class and modify teaching and learning programs.

- e) Correct answers for objective response questions and marking guidelines for all other questions
- f) The basis for pedagogical choices made in compiling the test.

The test will have two sections.

Section I: (Total 20 marks)

Eight objective response (multiple choice) questions, each with 4 options, linked to the HSC Core or Social and Cultural World (Preliminary). If you are unsure of which sections of the syllabus can be examined by multiple choice, please check in advance.

Up to **three** questions requiring short written responses, up to a total of 12 marks, drawn from the HSC Core or Social and Cultural World (Preliminary).

Section II: (40 marks)

You are to construct questions for **TWO** depth studies from the four available if you are examining the HSC course, **or** Personal and Social Identity **and** Intercultural Communication, if you are examining the Preliminary course

For each of the Depth Studies there will be 1 question in two unrelated parts worth a total of 20 marks:

- the first part will be worth 5 marks
- the second part will be worth 15 marks

For examples of exam style questions it is recommended that you look at the 2015 or 2016 exam packs available on NESA's website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers> (Go to Society and Culture entry)

Value: 40%

Length: 2500 words

Date due: Thursday 17/8 at 5pm

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

Assessment Task 1

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Identify the topic, the syllabus outcomes and syllabus content, relevant outcomes, appropriateness of test for the topic(s) being tested. • Clarity and accuracy in use of key terms and concepts in Society and Culture teaching 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference specifically to material, research and ideas presented in Society and Culture method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Constructs a test that accurately reflects the current exam structure, and displays a depth of understanding of the process of compiling an exit examination for a course • Reflection linked clearly to the summative nature of the test, learning goals and how the test will be used formatively to provide evidence and evaluation of effective teaching and learning programs 					
Structure and organization of response <ul style="list-style-type: none"> • Provide the correct answers multiple choice items. • Provide 'Marking Guidelines' for the written answers in Sections I and II. 					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment 2: Depth study resources guide

Develop a resource file to support the teaching and learning of a specific Preliminary or HSC depth study. It should be designed to introduce a teacher to the range of resources that are available to teach this topic.

Your file should contain a cover sheet that comments on:

- a) The type of class that the resources are designed for
- b) The depth study the guide is supporting
- c) An explanation of the pedagogical approach you would take to teaching the depth study

You should then identify **ten** resources that would be useful in teaching this depth study. The ten resources should recognise the range of learning styles found in a typical classroom.

The **ten** specific items, may include, but are not limited to:

- books
- articles
- magazines
- TV shows
- films
- websites
- songs
- social media
- video clips
- traditional media

Each item should be analysed to explain its usefulness for the topic, any issues relevant to its classroom application, and suggestions for the way it could be used in the classroom, including recognising its value in developing literacy strategies and/or cultural diversity in the classroom where relevant. A comment should be made on how/why each resource would engage students. The origin/source of each resource must be acknowledged with it.

An annotated bibliography should reflect the readings that underpin the pedagogy reflected in the choice and application of the resources. Each resource item should be acknowledged appropriately when it is discussed. The bibliography is for pedagogical references only.

Value: 60%

Length: 3500 words

Date due: Thursday 14/9 at 5pm

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

Assessment Task 2

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Identify the topic and syllabus content that the topic resources are being gathered for. Clarity and accuracy in use of key terms and concepts in Society and Culture teaching 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Reference specifically to material, research and ideas presented in Society and Culture method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Explain how each resource is appropriate for the class and topic chosen and reflects an understanding of literacy needs and culturally diverse classrooms, and the need to engage students Diversity of resources reflects recognition of the multiple approaches to learning found in the classroom 					
Structure and organization of response <ul style="list-style-type: none"> Display understanding of the applicability of each resource in a specific classroom setting, including relevant literacy needs and cultural diversity 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Annotated bibliography comments specifically on the usefulness of readings in supporting pedagogical choices Final submission reflects an understanding of ICT requirements in the classroom where relevant 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [BOSTES](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.

1. A collection of five or six authentic student texts (one can be oral, one can be visual). The number depends on the length of the text. For each text
 - ensure anonymity by removing student names and destroying the samples at the end of the course.
 - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
 - annotate the task to indicate what worked well and what needs changing if it were to be used again
 - include the marking scheme/rubric for each task
 - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 - include a key for marking symbols
 - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
 - provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in

his/her learning. (If the task was used summatively you can still use it for formative purposes.)

- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.



STUDENT TEACHER		
Name:	zID:	Date:
Details		
Method	Topic/level	
AITSL Standard 5 Assess, provide feedback and report on student learning		Comments
<p>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</p> <ul style="list-style-type: none"> • Has the purpose of the assessment task been described appropriately? • Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? • Does the marking rubric/style provide diagnostic information for the student? 		
<p>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</p> <ul style="list-style-type: none"> • Does the feedback allow the assessment to be used for formative purposes? • Is feedback expressed in appropriate language for the age/stage of the students? • Does the feedback <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -identify areas where the student needs to do more work? -indicate strategies to help the student improve? 		
<p>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</p> <ul style="list-style-type: none"> • Is the difference between ranking and moderation understood? • Does the student recognise the importance of following marking guides/rubrics? • Can the student listen professionally to the opinions of others? • Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint? 		
<p>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</p> <ul style="list-style-type: none"> • Has the student analysed and evaluated the schools' global assessment data? • Has the student collected a range of the students' past performance data? • Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? • Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching? 		
<p>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</p> <ul style="list-style-type: none"> • Are feedback and reporting understood as separate tasks? • Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? • Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades? 		
<p>Comments:</p>		

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)

8. RESOURCES

Required Readings

- NSW Board of Studies, *Stage 6 Syllabus, Society and Culture, Preliminary and HSC Courses*, October 2013

Alternatively, it is possible to download these syllabuses from the Board of Studies website www.boardofstudies.nsw.edu.au

Or you can buy a hardcopies for from the UNSW Bookshop on lower campus.

Leaver, M et al. (2015) **Society & Culture: Preliminary and HSC**. 2e. Nelson Cengage Learning

The subject t's professional organisation, the Society and Culture Association can be accessed at: <https://sca.nsw.edu.au/>

Further Readings:

Other potential sources of information, depending on specific interests and depth studies/focus areas include:

Beuchler, S. (2010). **Understanding Social Movements: A Sociological History of Social Movement Theories**. Boulder, CO: Paradigm Publishers.

Curtis, B and Curtis, C. **Social Research: A Practical Introduction** (2011) London: Sage Publications

Habisis, D., Hutchins, B., Martin, G., Maton, K., Smith, P., Van Krieken, R. (2010). **Sociology (4th ed)**. Frenchs Forest, NSW: Pearson

Harrison, N (2008), **Teaching and learning in Indigenous education**. Oxford, Sydney

Howitt , B. and Julian, R. **Heinemann Society & Culture 2nd edition** (2009) Sydney: Pearson Heinemann

Kurlansky, M (2013) **Ready For a Brand New Beat: How "Dancing in the Street" Became the Anthem For a Changing America**. New York. Riverhead Books.

Bottery, M (1990). **The Morality of the School: The Theory and Practice of Values in Education**. London: Cassell.

Fuller, C & Stone M.E (1998). **Teaching Social Studies to Diverse Learners. The Social Studies, 89(4)**, 154-157.

Hahn, C.L (1991). **Controversial Issues in Social Studies**, in J.P. Shaver (ed). **Handbook of Research on Social Studies Teaching and Learning**. New York: Macmillan.