

UNIVERSITY OF EAST ANGLIA
CENTRE FOR APPLIED RESEARCH IN EDUCATION

A Revised proposal to the Schools Council for an Integrated Social Sciences Project for Sixth Forms.

1. Introduction. This proposal is a revision of SC70/122 in the light of the Sixth Form Social Sciences Conference held at the University of East Anglia, 28th June to 1st July, 1971. It differs from the earlier proposal in that it recognizes the need to utilize existing materials and to minimize the production of materials by the project. (It is some indication of the cost of producing first-rate social science materials that a major American enterprise in this field cost \$4,500,000).
2. The Project is intended to make a contribution to the development of integrated social science curricula for sixth forms. Since it will not produce a single tightly organized curriculum, it should be capable of responding to the needs of non-examinable as well as examined courses, and to changes in the examination structure.
3. The Project will explore the principles of integration, report patterns of integrated courses, describe promising teaching strategies, produce a guide to existing materials (including film) suitable for such courses, produce a handbook of social science experiments and activities which can be mounted in schools and experiment to a limited extent with new kinds of teaching materials, particularly educational games and simulations.
4. The present proposal is based on a staff of director and two research officers, one concerned mainly with work in schools, the other mainly with producing the guide to existing materials. This would be a two year project preceded by sixth months of preparatory work by the director and a research officer and followed by six months extension for the research officer responsible for the material handbook in order that he can write this up.
5. Any strategy is likely to need modification in practice, but the following is a beginning:

Period 1: 1st April to 31st August (1973). Director, research officer and secretary. Contract 6 to 10 schools which wish during the following two years to initiate integrated social science courses at sixth-form level. Contract with such schools as are at present teaching social science in the sixth form and with colleges of further education, colleges of education and universities teaching integrated social science, whose experience would be drawn on to support the development schools. During this period each

development school would draft its own curriculum in consultation with the central team and with the institutions already working in the field. Each school would require to face the questions set out in section 6 below. The curricula would also have to take account of the availability of materials, for example, in the choice of case studies. The research officer would meanwhile be seeking out materials to support the schools in their first term's work. Contact would be made with an examining board as a basis for cooperative development of an examination: one board should probably serve all the development schools at this stage.

Period 2: 1 September (1973) to 31st August, (1975).
Director, 2 research officers, 1½ secretaries. Introductory conference for development schools with follow-up conference at Easter 1974 and Easter 1975, the second mainly evaluation. During this period the team should offer bibliographical and research support for schools, should help in devising experiments and activities and should produce experimental teaching materials. It should study and report work done in schools.

Period 3: 1 September (1975) to 31st March(1976). Extension for one research officer and secretary to write up.

6. The questions put in the original proposal should be offered to schools as part of the brief of the whole project. They are:

- (i) In what sense can one integrate the social sciences? To what extent will an integrated approach rest on common ground between disciplines? To what extent should it highlight the distinctiveness of the disciplines?
- (ii) Which of the following should be included if the whole is to be coherent: sociology, social anthropology, social psychology, politics, economics, psychology, archaeology, history and geography?
- (iii) To what extent would it be possible to start from the questions about human society which actually concern sixth formers?
- (iv) To what extent should an integrated social science curriculum be conceived as an introduction to a number of related but distinct modes of enquiry, rather than to bodies of knowledge?
- (v) What are to be the principles of integration: knowledge, skills, problems, concepts, methods?
- (vi) What inductive base is possible in teaching social sciences? What is the equivalent of laboratory work in the physical sciences?
- (vii) What is the role of (a) problem solving; (b) case studies; (c) games and simulations; (d) practical activities; (e) experiments; (f) books; (g) topics or themes?

SIXTH-FORM SOCIAL SCIENCES CURRICULUM PROJECT

Estimates for the period 1.4.1973 to 31.3.1976

	<u>1.4.1973</u> to <u>31.3.1974</u>	<u>1.4.1974</u> to <u>31.3.1975</u>	<u>1.4.1975</u> to <u>31.3.1976</u>	Total
	£	£	£	£
<u>Professional staff</u>				
Director $\frac{1}{2}$ time	3,000	3,000	1,500	
Research Officer A	3,000	3,000	3,000	
Research Officer B	1,750	3,000	1,500	
	<u>£7,750</u>	<u>£9,000</u>	<u>£6,000</u>	<u>£22,750</u>
<u>Other Staff</u>				
Secretary	1,200	1,200	1,200	
Part-time secretary	250	500	250	
	<u>£1,450</u>	<u>£1,700</u>	<u>£1,450</u>	<u>£4,600</u>
Telephones, stationery and postage	600	500	350	£1,450
Equipment	200	nil	nil	£200
Travel and subsistence	1,000	1,300	600	£2,900
Materials, etc.	200	800	nil	£1,000
Consultancies, etc.	100	200	nil	£300
	<u>£2,100</u>	<u>£2,800</u>	<u>£950</u>	<u>£5,850</u>
<u>Summary</u>				
Professional staff	7,750	9,000	6,000	
Other staff	1,450	1,700	1,450	
Expenses	2,100	2,800	950	
	<u>£11,300</u>	<u>£13,500</u>	<u>£8,400</u>	<u>£33,200</u>

7. Staffing. The research officer whose main task is to produce the guide to available materials should be either a social science librarian or a social scientist interested in the bibliography of the subject. The research officer concerned with the study of the work in schools should be a teacher with qualifications in social science. The director should be responsible for the oversight of both these branches of the work, for links with colleges and universities, for experimental materials and for liaison with the examining board. No doubt there would be some blurring of these roles when appointments were made in the light of individual strengths and weaknesses.

8. Publications. The intended publications would be: A Handbook for Teachers of the Social Sciences (an annotated guide to materials - printed, sound and film); Teaching Integrated Social Sciences in the Sixth Form (an account of the experience in schools); Examining Sixth-Form Social Science; Social Science Experiments in the Sixth Form; The Social Survey: its use in Education; and experimental materials.

9. We should like to give hospitality to this Project in the Centre. I should be prepared to undertake the directorship on a half-time basis. A budget is appended, based on present costs.