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Abstract

The understanding of social studies is important both to the teachers and student for meaningful Social Studies instruction. The subject is increasingly vital in helping to create individuals who are active dynamic participants in our society. This view of Social Studies raises the problem of the organization of its interrelated components and how to make students become conscious of the underlying forces that make up its elements and other related phenomena. There is therefore the need to select appropriate strategies that will facilitate all round development in the cognitive, affective and psychomotor domains of the students. It is obvious that no single method of learning can adequately fit all learning situation. However, there is no best method of teaching Social Studies but combination of the other method would definitely help in achieving the desired instructional objectives. Some methods of teaching Social Studies include, stimulation, laboratory, inquiry, project, dramatizations, questions and answer, field-trips, discussion, lecture, problem-solving, dramatization, home assignment and construction methods. Learning can be less tedious and more functional, if efforts are made to identify and make extensive use of available instructional, resources both material and human. The selection and decision on appropriate resources should be based on the student’s age, ability and interest. The wide range of resources include textbooks, newspapers, pictures and charts, maps, models, real object resource centers, audio-visual devices, chalkboard and flannel graph. When the school instructional material are available, they must be well organize and administered for effective use.

Key words: Methods, Resources, Teaching Social Studies.

Introduction

The Social Studies curriculum over the past one decade has changed drastically both in content and methodology. The recognition of culture, differences of various ethnic groups has directly influenced the content and approaches to Social Studies. The nature of Social Studies is that it is a study where the nature of man is its major central focus of attention. Social Studies 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 adopted to socialize our young and function 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, disciplined life etc. The scope of Social Studies therefore, varies depending on the level one wants to cover. Its scope involves the determination of what aspects of the various constituent contents would be most valuable for the realization of the objectives of Social Studies. It is therefore obvious that Social Studies is by its very nature a dynamic discipline which is wide and cannot be expected to have distinct boundaries. The scope certainly covers both immediate and distant environment in content and Methodology.

The exquisite and transfer of knowledge require some instructional strategies. The Social Studies teacher needs to acquire competence in his approaches to the teaching of Social Studies. These competences include content competence; competence in transmitting the content to the learner and competence in the
use of variety of instructional strategies, and competence in evaluating instruction. The teaching and learning processes involve some methods and means of enhancing meaningful learning through the use of instructional resources.

**Methods of Teaching Social Studies**

Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is the interplay between the teacher and the learners. Teaching, as a useful and practical art calls for intuition, creativity, improvisation and expressiveness. Though there are many teaching methods and techniques associated with the integrated Social Studies, there is no single mode of teaching which fits all the learning situations. A teacher of Social Studies has to be abreast of the innovations in teaching methods. In order to be effective, a teacher of Social Studies has to be a source of information, and a guide, an organizer of opportunities for learning and a person who can stimulate any environment for effective learning using the following teaching modes, among others, available to Social Studies teachers.

**Simulation Method**

This 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 comes from the Latin word "Similis" which means, to act like, to resemble. It is therefore expected that through this method, a situation will be created in which activities are presented as if they are real-life. There are three major kinds of simulation methods. These consist of historical simulation, simulation activities and simulation games. Historical simulations are dramatizations in which past incidents are relived and real characters portrayed. Simulation games or instructional games are used for educational purpose. They are activities that involve rules, competitions and players. The outcome of the game are determined less by chance and more by decision made by the players. Thus, simulation games are commercially sold-board-games of which "Monopoly" is very common. There are other games which model social, economic, and political events, but "Monopoly" is a simulation of buying, developing and renting of properties. There are other games that can simulate economic operations, election procedures, historic battles, miniature stock market operations, career choice etc. There seems to be evidence that these games are effective in dealing with the learners' attitudes.

Simulations are highly motivating to students and they bring about increased interest when they are used. They have been used in teaching skills e.g. war strategies. They provide the group (s) involved in the game with a common and shared experience that can be used to make learning more meaningful and effective. Topics that look too difficult or abstract e.g. morality, democracy, patriotism, followership, leadership, conflict prejudice etc. can be understood if demonstrated through simulation activities. Teachers using the simulation method must be aware that it takes a great deal of time and students tend to be very noisy, disorderly and sometimes prove very difficult to control. Students should therefore, be prepared and enlightened on how to conduct themselves during simulation activities. This demands adequate preparation from the teacher and the establishment of the value and relevance of the activities to the syllabus.

**Laboratory Method**

The Laboratory Method in Social Studies involves the employment of source materials, supplementary references, mechanical devices, audiovisual aids and many other life-like activities to supplement textbook instructions and to increase the effectiveness of presentation and mastery. Laboratory mode of teaching does not refer to a special place or a special class period, but to an activity. The activity...
can occur in a regular classroom, outside the classroom or in a specially designed room. The important point to note in this method is that students manipulate concrete objects, equipment, etc. under the direction of the teacher. Since the teaching of Social Studies in both primary and Secondary Schools is done in units, the laboratory method provides opportunities for the application of knowledge and skills. The advantages of this method may not fully be realized because of lack of the facilities and equipment necessary for the effective use of this method. This method can be used for almost all the topics in Social Studies. Interview and discussions on issues can be recorded on video-taped and be played back to the class.

**Inquiry Method**

Inquiry or discovery method encourages divergent thinking, allows students to find out information by themselves and it generates students’ enthusiasm at examining issues logically. The process of inquiry method involves identification of a problem, analysis of these information in order to arrive at possible solution and using the solution to generalize. Students can be required to find out the reasons for fuel shortage in the country, power failure, scarcity of some goods etc. A very desirable aspect of the inquiry technique is its emphasis on the use of higher levels of thinking.

**Project Method**

A project can be carried out by an individual student for his end product or by a group of students co-operating to produce something much larger than an individual student’s project. Project method involves doing concrete things and it is self-motivated. Project method needs extremely careful planning by the teacher but the aim is to get the students to co-ordinate his information in an intelligent manner. Using all the sources of information available to the students is fundamental to “learning how to learn”. Examples of areas in Social Studies where projects can be executed include writing a group story, interpreting and making of maps, building up an album for an event e.g. marriage or installation ceremony. Project method can also be used for topics like "Man and His Beliefs", "The Makers of the Nation" etc. The role of the teacher is to guide and inspire the students which can help to clarify concepts in Social Studies. A project should not be difficult to discourage the students and it should not take much time to complete.

**Demonstrations**

Demonstrations are the repetition of series of planned actions designed to illustrate certain phenomena. Demonstrations can be presented by the students or teachers. The use of demonstration is to make some information clear. Demonstration can also be used to introduce a certain topic for study by presenting some vivid illustrations. It can be used either as the starting point for a unit of instruction in Social Studies or to provide a convincing conclusion. There are many advantages of demonstration, especially when there is shortage of Social Studies equipment. Topics like cultural patterns such as mode of dressing of a certain tribe, music, dancing etc. can be effectively taught by demonstration. A good Social Studies teacher can by means of carefully planned demonstrations, teach a larger number of students than he could by any other method. It is economical in terms of teaching-hours and materials. Though demonstration is a useful teaching device, it should not be indiscriminately used or to the exclusion of other teaching techniques.

**Question and Answer Method**

This is a common teaching method used by teachers. The teacher in this method asks a question and then recognizes one student who answers the question. The teacher then reacts verbally to the student’s response. The sequence can continue with the teacher asking questions and a student at a time responding to the question. A situation may arise where another student can be asked to react to the previously given answer. Question and answer is, therefore, a process whereby the teacher asks a question, a student
responds, the teacher then reacts and asks another question which is answered by another student and so on. The question and answer method can be used throughout a lesson or part of the lesson. This method helps to test the extent and depth of the students’ knowledge. The method keeps both the students and teachers active throughout the lesson. A teacher of Social Studies employing this method should note that, it needs adequate planning and handling. A careful directed questioning technique can elicit answer about the students’ immediate environment. Hence, topics like Man and His Environment, Man and His Economic Activities etc. could effectively be taught through the questions and answer method. The questions used should be clear, precise and unambiguous.

Field-Trips

Field-trips involve journey with the pupils to observe and investigate situations outside the classroom. Many of such expeditions might go no further than the school corridor, the school building or playgrounds. Within the school itself the teacher may find illustrative examples, for. his students. In the immediate vicinity of the school there may be available for examination and observation such things as different soils, vegetation, a river etc. The teacher may sometimes invite the co-operation of local industry or public services and visit places like the Obas’s palace, museum etc. Experiences gained from field-trips are vivid, lasting and often more meaningful to the students because they are real-life situations. There are three stages to field-trip; preparation, field-trip itself and recapitulation stages. Obviously, the success of this method depends a great deal on the age of the students.

The preparation stage must be extremely thorough with the teacher knowing exactly what he hopes to achieve during the field-trip. He should at this stage, collect all the information possible about the area to be visited. Adequate preparation should be made to make necessary contact with the people concerned in the area to be visited for due permission. Necessary arrangements should be made for transport, accommodations (If necessary) and the period of the visit. The third stage known as the recapitulation involves reporting back the expedition. Here a great deal of consolidation is done on the information gained during the field-trip. This may be in form of discussion, exhibition of specimen collected or sketches and diagrams drawn during the trip. Field-trip would be appropriate for topics like Man and His Environment, Man and His Economic Activities Problems of Urbanization, etc. Though field-trip makes lasting impression upon the students, it involves a lot of efforts, energy and time on the part of the teacher and the learners.

Discussion Method

This method refers to student - to - student talk with occasional intervention by the teacher. The method involves the use of small group of students where each group will have a leader who initiates the discussion of the issue or subject matter. It should be noted that the students are more active than the teacher when this method is used. But care should be taken to avoid the discussion being dominated by some students. Every member of a small group should be given equal opportunity or chances of making contributions to any discussion. Discussion method can be used for the following topics in Social Studies: Problems of Modernization, Living together in our National Community, Problem of Survival, Family Problems, Environmental Problems etc. The method can be effective if it Is deliberately planned and systematically used with the teacher guiding and mode rat-lag the students’ discussion.

Lecture Method

This method is the most commonly used mode by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. In this situation, students are expected to take notes and sometimes the teacher may write notes on the chalkboard. Often the lesson may end up with a summary and few recapitulate questions. A teacher would have no option than to use the lecture method when the
topic is abstract. Topics like Faith, Reason, Man and His Beliefs, Supernaturalism, Justice etc. can be explained through the lecture method. This method can be used where there is shortage of accommodation and personnel. Though it can cater for a larger population, it has the disadvantage of making learning teacher-centred rather than child-centred. A lesson becomes dull without combining this method with other methods and the use of teaching aids.

**Problem - Solving Method**

This method enables the students to think about a problem, try to understand the problem and finally evaluate information in order to find solution(s) to the problem that has been identified. The method demands the use of Scientific approach in the teaching and learning processes. The method recognizes that there is an orderly procedure in the thinking process. The method focuses the learner’s attention on activities which may involve arrangement, classification, sorting out and interacting with facts with the ultimate goal of finding a logical answer to a specific problem. In most cases, teachers are faced with the problem of determining the type of problem to be solved. They should be guided by the fact: that problem-solving method should be child-centred. The teacher should in this regard, make the problem relevant and appealing to the students’ experience. He should also encourage the students to think for themselves and be able to arrive at a deeper understanding of the information available in the process of solving a problem. The stage in problem-solving involves the student in this situation should be able to state the problem that confronts them and be able to propose possible ways of solving the problem. Discussion on the possible solutions follows with the aim of accepting the most reasonable solutions. The answer or solution is determined through the application of the acceptable suggestion. The original problem and solution are then re-stated. Interesting, issues and problems worthy of consideration in the use of the problem-solving method include food, family, financial, clothing, transportation, cultural and learning problems. It is pertinent to stress that a natural point of interest for the child is the method that generates questions and problems to be solved.

**Dramatization Method**

It is one of the most effective methods of stimulating the students in what they learn. It is a natural way by which students express freely their understanding of the life around them. The method allows for a great deal of involvement and participation by the students physically, emotionally and mentally. In a situation where a lesson or topic is dry, dramatization could effectively help to sustain the students’ attention and interest. Dramatization involves direct and simple techniques such as mining play let and role-playing which can be allocated for such techniques. The teacher could engage students who are less active in academic work. This opportunity would create a sense of belonging in them. The teacher must make adequate preparation to allow the participants know what part to play. The drama to be staged must rely a good deal on the realistic imagination of the students to make it effective and relevant. Unfortunately, this imagination may sometimes be too realistic to be relevant. While student written plays are useful and often the most important part of the exercise, they do take up a lot of time which the teacher may feel they do not justify. Nevertheless, dramatization provides among other things, an avenue for respect of opinion of others, the attitude of co-operation within the co-actors, development of desirable skills, confidence and self-esteem, and the opportunity for the students to express themselves freely. Students can be led to dramatize the function of a family, the role of the father or mother, honesty, leadership, followership etc. which are topics in the Social Studies syllabus.

**Home Assignment**

This is not a method but a device which can be used to engage the students outside the lesson period. In the light of students’ attitude to home assignment, the teacher should give assignments that can
be completed within a short time. Such home assignment must be interesting and relevant to the subject matter. It should not be given, as punishment, otherwise, students would develop negative attitude to anything assignment outside the classroom. Home assignment can be given in any topic in Social Studies. It could be reading assignment, finding answers to some questions or seeking information about a particular topic etc.

**Construction Method**

This method helps the students to learn by doing, to be initiative and to engage in self directed activity. The construction activity can be of two kinds. One involves the use of print materials like newspaper construction, file folder, scrap book, vertical file, magazine construction and book construction. On the other hand, some materials are used to make items like models, sculptures and other instructional constructions. It is the role of the teacher to guide in the initiation of construction method. Construction method could be used for the following topics in Social Studies: The Family Structure, The Systems of the Government, Social Organizations, Cultural pattern etc. There should be thorough supervision when the construction involves the use of sharp objects like knives and saws. This method is stimulating, motivating and functional in the higher classes of school. In conclusion, there is the need to select appropriate methods that will help the cognitive, affective and psychomotor domains of the learner. Though efforts have been made in this article to discuss a few out of other methods available for use in the teaching of Social Studies, the methods discussed are not exhaustive. It is also obvious that no single method of learning can adequately fit all learning situations. However, it should be noted that there is no best method of teaching Social Studies of other methods would definitely help in achieving the desired instructional objectives.

**Resources for Teaching in Social Studies**

Education has come a long way in the last thirty years from using educational resources which have served as enrichment aids to teaching and learning. Teaching resources in Social Studies mean anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier and be able to remember the material learnt for a longer time. The teacher should, however, note that the resources used should be able to captivate or arouse the interest of the students. Resources in Social Studies include human, place and material resources. The teacher (human resource) is concerned with the management of instructional materials and is a repetition of knowledge which he transmits to the learner. There is much to be said for the use of human resource other than the teacher as resources for learning. Some persons other than the teacher can be invited to contribute their knowledge and experience to the students. It can even be another student who would be in position to share his or her knowledge and experience in the classroom. Knowledge and experience are not limited by age or amount of schooling. It is not in all cases that the resource persons need to come to the class. Students can be asked to conduct interviews with people to gather information from people. Though the use of resource person can be a powerful device for getting full attention and focus on a topic, yet care should be taken to give the resource person advance notice in order to avoid any unfortunate embarrassment.

The resource person invited should have a clear idea of what will be expected and the limit of his or her discussion. Resource places include places that have much value for the purpose of classroom teaching. A trip to a place of known interest is of obvious value and ensures the use of available resources. The value of trips can be immensely enhanced by varying or extending the format of the trip. For example, visits to more than one place of similar nature allows for comparative study. The trip could be combined with a competition aimed at knowing the student who observed the most or a quiz testing students' understanding of what they have observed during a trip. Places of interest that could be visited include museum, factories,
palaces, geographical feature sites, historical buildings etc. Materials consist of the major tools the teacher employs in transmitting knowledge, e.g. environment resources, printed materials which could be textbooks or semi-text (i.e. charts, maps, pictures, photographs which are commercially made) and non-texts which include models, real objects, video, films and audio aids. From the foregoing, it is evident that some schools are now able to make greater use of some of the more dynamic and attractive techniques of education now possible with the device of educational technology. Below are some resources available in a variety of forms in the teaching of Social Studies.

**Textbooks**

Textbooks are, of course, another traditional instrument of instruction. In its most rigid form a textbook represents a series of lessons which demands the teacher’s initiative. In almost every study, pupils are required to move from textbooks to specialized references for kinds of data such as encyclopedias, dictionaries, atlases, information almanacs, government bulletins, commercial publications and miscellaneous periodicals. Textbooks are among the most instructional materials readily available for the use in the classroom for the implementation of Social Studies curriculum, hence the heavy reliance on textbooks particularly in the developing countries. Rice (1982) gave some assumptions for rational textbook selection in Social Studies. These include the fact that:

- There is a consciously designed Social Studies curriculum for school and the curriculum has specified objectives. Therefore, the school will want to find a textbook with objective for the Social Studies programme.
- Textbooks are often primary means of translating the curriculum into the local school teaching programme. Therefore the school should seek to select a book that is compatible with its ongoing teaching programme.
- Textbooks often present the major source of the content for a subject. The order in which the content is presented and the depth and scope of its treatment in the classroom are essential things to note.
- Textbooks often serve as one of the students’ primary resources of learning. From these statements, it is evident that textbooks will still continue to remain as essential resources of learning. But care should be taken to consider the age, readability level and the relevance of the textbooks to the students’ need and interest.

**Newspapers**

Raymond (1965) observed that "since many Social Studies teachers direct the attention of their classes frequently to contemporary problems and to tropical issues which can be woven into the on-going course of study, they can make significant contribution to enlightened citizenship by examining newspaper with the student". This simply means that the teacher could use newspapers and other resources to sensitize students to the need for caution and to broaden reading habits. This is also to say that newspaper remains the most current of any printed source available. But unfortunately, only few teachers border to utilize this resource.

**Pictures and Charts**

Pictorial presentation is effective particularly for students having reading difficulties or small vocabularies. Pictures help to illustrate and bring a sense of reality to what is taught, while charts contain the lesson material itself. While pictures stimulate interest, create correct impression and bring lesson to life, charts, on the other hand, are valuable in the presentation of materials to be taught in their simplest form. When pictures are used, the teacher should use a variety of them in order to impress his points on the students. When charts are used to stress some important facts, they should be clear and large enough to be seen from any part of the classroom.
Maps

The studying, drawing and interpreting of maps are activities essential in the teaching of Social Studies. Maps indicate economic and physical features, location of places, political boundaries cultural limitations, occupational zones etc. The teacher should, therefore, expose the students to the use of maps so that correct interpretations can be given to the maps used in social Studies.

Models

Tillman (1976) emphasized the use of models in helping the teacher organize relevant information in the process of teaching. He asserted that "when information is presented in the format of an instructional model, we have a readymade plan or the kinds of teacher-behaviour that brings about desired student-learning. Hence, models and specimens have distinct appeal to children and attract their close attention better than a chart. The usefulness of models cannot be over-emphasized because they reduce to handy sizes things that would otherwise be difficult to study.

Real Object

The category of materials resources that can be valuable in the teaching of Social Studies is the use of the actual or real object in the classroom. These things are called REALIA and can have a powerful impact on students' interest and motivate them to learn. Example of these items include weapons, clothes, machines, implements etc. These things bring the real outer world into the classroom. Real objects are valuable in teaching topics that are related to culture, agriculture, currencies etc.

Resource Centres

A resource centre has different meanings. But generally, it refers to a place or space where the students and teachers may find information and instructional materials not available in the classroom. Among these may be toys, maps and references or library materials, instructional equipments, real objects or specimen and artifacts. Some major resources centre of educational values to Social Studies are the library, the immediate environment, museums and national archives. The provision of school library with adequate supply of books should be a priority item for schools. It is the major resource centre for learning activity. The resource offered include not only books in abundance, but also microfilm, charts, filmstrips, videotapes and other materials. The library is therefore, set aside to meet the appetite for learning and to feed the hunger for understanding. Students can be assigned to read some items in the library to broaden their understanding of what the teacher has taught in the classroom. The national archives has official records of all government agencies and noncurrent records of the government considered worthy of permanent preservation. The archives help students to open many new vistas of our experience. The museums on the other hand, provides the opportunity for the students to examine artifacts and see statue which can aid the understanding of what they have read in books.

Audio-Visual Devices

There is at present varieties of instructional tools known as audiovisual devices and materials. The application of these instructional tools range from the use of small cameras by an instructor to show close-ups within his classroom to an airborne studio broadcasting to many states. Self-contained classroom television system, camera, video tape recorder, radio and filmstrips offer exciting possibilities for all sorts of teaching. Video tape would be of help in the class role-playing activities. Tape recording has been found to be valuable in meeting such problems as found in mixed ability group. The adaptability of tape recorder for passive or active use has its great advantage. The teacher can record the students' activities i.e. discussion and this could be played back as many times as possible. Television is one of the great electronic devices which shape our changing world. It has been found to be powerful medium which can be used to improve
the quality of instruction, enrich the curriculum and extend the benefits of such schooling to millions of children who will otherwise be deprived of opportunities that should have been opened to them.

The students can learn from it as they can from teachers, text and other resources. Through television programmes, current affairs, discussions on issues could be seen and heard. Filmstrips are effective for teaching Social Studies. They serve two purposes: The projector and screen can produce pictures and sound at the same time. Presentation of a film could prelude a discussion lesson. Hence filmstrips help to stimulate and activate students' interest on a topic. A film projector on the other hand can only produce pictures without any sound. It could also be urged to stimulate the students' interest and attention before a discussion on the subject matter shown on the screen. The recent years have witnessed tremendous interest in micro computer as educational medium. The varied capabilities of the computer could add an exciting instructional features to simulation games in Social Studies. Though the audio-visual devices have been known to improve and affect learning, the expensive and relative sophistication of these devices have, to some extent, restricted their educational use.

**Chalkboard**

The chalkboard or the blackboard is the commonest visual aid utilized by the teacher. The chalkboard is used to write outline or summary, to illustrate what the teacher intends to teach and to draw sketches, maps and pictures. The teacher should note that whatever he or she writes on the board should be clear visible, bold and legible. The chalkboard should, after use, be kept tidy. In conclusion, when teachers are to undertake the teaching of any topic, their choice of resources out of the wide range resources should be determined by what is available. Their decision on what is appropriate should also be based on the students' age, ability and interest. Where the school instructional materials are less than excellent, whatever materials that are available must be well organized and administered for effective use. Where intended aids are not readily available, there is the need to improvise and adapt materials for use in the class. It should be stressed that learning can be less tedious and more functional, if efforts are made to identify and make extensive use of available resources both material and human.

**Summary and Conclusion**

There are many teaching methods and resources available to Social Studies teachers. The methods among others include simulation methods which include historical simulation, simulation activities and simulation games: laboratory method which involves the employment of source materials; supplementary references, mechanical devices, audio-visual aids and other lifelike activities to supplement textbook instructions. Others include inquiries, projects, demonstration, question and answer, field-trip, discussion, lecturer, problem-solving methods etc. It should however, be noted that no single methods of teaching Social Studies can adequately fill all learning situations. The combination of other methods would definitely help in achieving the desired instructional objectives. Teaching resources on the other hand mean anything that can assist the teacher in promoting meaningful teaching and learning. Resources in Social Studies include human, place and materials resources.

The teacher (human resources) is concerned with the management of instructional materials. The places include places of interest that have much value for the purpose of classroom teaching. Places of interest could be museums, factories, geographical features and sites, historical buildings etc. Material resources consist of the major tools of teaching and learning. These include printed materials like textbooks or semi-text (i.e. Charts, maps, pictures) and non-texts which include models, real objects, video, films and audio aids. It should be noted that the teacher's choice of resources should be determined by what is available and relevant to the students’ age, ability and interest. The resources available should be well organized for effective and meaningful learning.
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