

UNIT 1: EVOLUTION AND CLASSIFICATION OF EVALUATION IN SOCIAL STUDIES

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1.0 INTRODUCTION

When Social Studies education is mounted in the school curriculum, there are certain objectives expected of the learners in terms of desirable changes in cognitive, affective and psychomotor behaviours. Evaluation is an integral part of the Social Studies programme. This unit will help you to gain insight into evaluation in Social Studies.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define the concepts of Social Studies and evaluation;
- discuss the evolution of evaluation in social studies;
- describe the classification of evaluation procedures in Social Studies education; and
- discuss the characteristics of evaluation in Social Studies.

2.1 How to Study this Unit

- i. As you study this unit, identify the major concepts and try to define them in your own way.
- ii. Read and digest this unit adequately and thoroughly.
- iii. Attempt all the activities diligently without looking at the answer.

3.0 Word Study

Evolution: it has to do with historical origin.

Evaluation: ways of finding out the extent to which the instructional objectives are achieved.

3.0 MAIN CONTENT

3.1 Concepts of Social Studies and Evaluation

Social Studies as a discipline in the school curriculum has several definitions. This may be as a result of several reasons ranging from differences in the background of the early callers in the subject to the differences in the aspirations and needs of society using it. For the purpose of this unit, Social Studies is defined as an eclectic field of study which has to do with how man lives and interacts with his environments and how science and technology help him to cope approximately with the ever changing environment. Social Studies is a programme of study which a society uses to transmit their cherished values from one generation to another. It is also a process by which an individual acquires values, attitudes, skills and knowledge which will make him/her useful to himself or herself and the society at large.

Evaluation processes involve testing, measurement and assessment. It has to do with quantitative and qualitative judgments of learner's achievement in the teaching and learning pedagogy. Grouhund (1976) defines evaluation as a systematic process of determining the extent to which instructional objectives are achieved its objectives.

Activity I

- i. Define Social Studies?
- ii. What is evaluation in Social Studies?

3.2 Evolution of Evaluation in Social Studies

Evaluation predates formal schooling in Nigeria. In the indigenous education system in Nigeria, there was a form of evaluation recitation, inquiry, question and answer type, ability to endure hardship and rigorous assignment, communication skills, and so on. With the introduction of formal education, there are series of evaluation devices and strategies on the school curriculum. There are, presently, diverse evaluation techniques in Social Studies, but it should be noted that, in Nigeria, Social Studies evaluation is majorly directed towards cognition at the expense of affective and psychomotor objectives. This trend must be reversed so that affective goals of Social Studies could be realized.

Social studies teachers are ineffective in evaluation in the affective domain because of lack of professional training, lack of commitment by teachers, low motivation of teachers, and large class size, among others

Activity II

- i. "Evaluation is as old as man". Discuss.
- ii. Why is evaluation in affective domain being neglected by teachers of Social Studies?

3.3 Classification of Evaluation Procedures in Social Studies Education

In a Social Studies class, evaluation of instructions can be categorized into four based on its function.

1. **Diagnostic evaluation:** When a learner continues to fail in Social Studies class, despite his or her exposure to best practices in the teaching and learning of Social Studies, a diagnostic evaluation is needed to probe into the causes of the problem(s) and how to remedy the situation.
2. **Placement evaluation:** This has to do with the entry behaviour of the learner in Social Studies. It may be in form of pre-test, checklist, aptitude test or inventories.
3. **Formative test:** It deals with the process judgment of the progress of the learner. It is useful in monitoring the progress of the learner before, during and after classroom instructions.
4. **Summative evaluation:** It comes up at the end of a course, instruction or term. It is essentially for assessing the objectives, grading and for finding out the learner's mastery of the subject matter.

Activity III

- i. Differentiate between summative and formative evaluation in social studies.
- ii. What is the purpose of placement evaluation in Social Studies?
- iii. Why do we need diagnostic evaluation in Social Studies?

3.4 Characteristics of Evaluation in Social Studies

Evaluation in Social Studies has the following expected features:

- Evaluation in Social Studies should be valid.
- It should cover the area expected of it to cover and also the content and construct should be valid.
- Evaluation should be comprehensive enough to cover cognitive, affective and psychomotor domains of learning.
- It should be planned in a systematic manner.
- Evaluation is a continuous process in the Social Studies teaching and learning episode.
- It comes up before, during and after lesson interaction. It is often administered on learners in the lesson, end of term or semester, etc.

Activity IV

- i. Explain four (4) characteristics of evaluation in Social Studies.
- ii. "Evaluation is a continual process". Discuss.

4.0 SUMMARY

Attempt was made to define Social Studies and evaluation. It also delves into the evolution of evaluation in Nigeria. Based on its use, evaluation procedure can be categorized into diagnostic, placement, formative and summative evaluations. The characteristics of evaluation in Social Studies are given prominence.

5.0 ASSIGNMENT

- i. Explain the principles of evaluation in Social Studies.
- ii. Discuss the reasons why social teachers always neglect evaluation of affective and psychomotor domain.

6.0 REFERENCES

- Abodunrin, R. (1992). *Test and Measurement in Education*. Ibadan: Bezekos Printing Press.
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UNIT 2: ESSENTIALS OF EVALUATION RESULTS IN SOCIAL STUDIES

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- 1.0 Introduction
- 2.0 Objectives
- 2.1 How to Study this Unit
- 2.2 Word Study
- 3.0 Main Content
 - 3.1 Principles of Evaluation
 - 3.2 Essentials of Evaluation Results in Social Studies
 - 3.3 Characteristics of Social Studies Test Instruments
- 5.0 Summary
- 6.0 Assignment
- 7.0 References

1.0 INTRODUCTION

The benefits of end products of evaluation processes in Social Studies are not meant for teachers and administrators only, but also for the learners, parents, guardians and other stakeholders in education industry. In this unit, you will learn the principles of evaluation in Social Studies, characteristics of Social Studies, test instruments and the essentials of evaluation results to those that have interests in Social Studies education.

2.0 OBJECTIVES

At the end of this unit, the learners should be able to:

- identify the principles of evaluation;
- explain the essentials of evaluation to the pupils, parents, guardians and public, teachers, school authority and administration; and
- discuss the characteristics of Social Studies test instrument.

2.1 How to Study this Unit

- i. Make sure you grasp the meaning of the concepts involved in the unit.
- ii. Do the stated activities on your own without looking at the answers.

2.2 Word Study

Essential:	the benefit, value, significance or importance.
Evaluation method:	ways of getting feedback from the learners.
Social Studies:	a programme of study in schools.

3.0 MAIN CONTENT

3.1 Principles of Evaluation

Evaluation in Social Studies is very imperative since without it, we cannot examine whether the programme objectives and lessons are achieved or not. The principles underlying the construction and administration of evaluation instrument are:

- i. *Identification of what is to be evaluated:* This is a crucial principle in evaluation process. There is need for the evaluation to have a clear understanding of what is to be evaluated; it may be the entire Social Studies programme, objectives of the lesson, teaching resources methods, teacher's qualifications, learners' progress, etc.
- ii. *Evaluation device:* The appropriate evaluation device must be selected based on the domain to be evaluated. Available devices or techniques are essay type, objective type, assignment, observational techniques, etc.
- iii. The strength and weaknesses of each evaluation device should be considered. This will help to choose the technique that is adequate.
- iv. Evaluation should be comprehensive enough to accommodate two or more devices, e.g. essay objective and practical tests. In this case, the weakness of one technique will be taken care of by another technique, e.g. objective tests involve factual knowledge, whereas essay tests involve critical thinking.
- v. Identification of the decision to be taken with the evaluation result is imperative before choosing the appropriate evaluation technique relevant to the decision type.

Activity I

- i. Why is evaluation important in Social Studies class?
- ii. State the principles of evaluation in Social Studies.

3.2 Essentials of Evaluation Results in Social Studies

There are many beneficiaries of evaluation results in the teaching and learning pedagogy. These include:

Learners:

- i) It helps the learners to identify their areas of strengths and weaknesses and take an informed decision.
- ii) It leads to healthy competition among the learners as the results motivate them to strive to outdo one another.
- iii) The result of evaluation is used to promote them from one class or level to another.
- iv) It helps them to choose the subjects that are imperative to their future career according to their performances.

Teachers, school authorities and government:

- i) They use the results to report the learner's progress to their parents and keep same for future reference or decision.
- ii) They use the evaluation results for guidance and counseling purposes.
- iii) They use it to project the quality of the school teaching and learning adventure.
- iv) They use it to gain insight into the effectiveness of the teachers and the school programmes.

Parents, guardians and the general public:

- i) They use it to gain insight into the effectiveness of the school programmes.
- ii) They use it to know the progress of the learner and use the results to guide them.
- iii) They use the results to know whether or not the learner needs remedial activities.
- iv) They use the evaluation results to take future decisions about their wards.

Activity II

- i. Discuss four (4) rationales of evaluation results to the learners.
- ii. Highlight the values of instructional evaluation to parents, guardians and the general public.
- iii. Account for the essential purposes of evaluation results to teachers and school authorities.

3.3 Characteristics of Social Studies Test Instruments

There are two basic characteristics which are: validity and reliability.

Validity: This has to do with the ability of the test to measure what it is designed to measure. When test instruments effectively measure the stated behavioural objective(s), we conclude that it is valid. This is very important to Social Studies teachers because they must be able to know what they want to measure before designing the evaluation device.

Reliability: This is the consistency with which a test measures the learner's ability. For instance, if a student responds to a test or similar test two times he or she must be in the same relative position, then we say that the result is reliable. Several factors can account for a lack of consistency in a test, e.g. if the learner is sick, emotional or cheats in the first test, it may affect his/her performance in the second test. Also, if the test is too simple or complex or unclear, it may be unreliable.

It should be noted that validity and reliability are interwoven. If a test is valid, it must also be reliable.

Activity III

- i. Define reliability of test instruments in a Social Studies achievement test.
- ii. Explain validity of a test.
- iii. Discuss the relationship between validity and reliability of a test.

4.0 SUMMARY

In this unit, principles of evaluation in Social Studies were discussed. The essentials of instructional evaluation to several stakeholders were highlighted. Characteristics of test instrument in Social Studies were looked into. Read further from books and social media about the topics discussed in this unit.

5.0 ASSIGNMENT

- i. Explain how a Social Studies teacher can determine the reliabilities of a test instrument.
- ii. Discuss the role of evaluation results in Social Studies education

7.0 REFERENCES

- Akinola, D. B. (2015). Evaluation Methods for Social Studies in T. Ismail & D. B. Akninola (Eds). *New Trends in Social Studies Education for Tertiary Institutions in Nigeria*.
- Mezieobi, K. A., Fabura, V. R. & Mezieobi, S.A. (2008). *Social Studies in Nigeria: Testing Methods, Instructional Materials and Resources*. Owerri: Acadapeak Publishers.
- Okam, C. C. (1998). *Teaching Issues, Insights and Problems in the Social Studies Education in Nigeria*. Jos: Deka Publications.

UNIT 3: EVALUATION DEVICES FOR SOCIAL STUDIES**CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Evaluation Device
 - 3.2 Domains of Learning
 - 3.3 Evaluation Devices Relevant to Domains of Learning
 - 3.4 Useful Hints on the Administration of Tests and Examinations
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

1.0 INTRODUCTION

Evaluation is very important factor in any field of human Endeavour. It is a systematic process of knowing the worth of a programme. It is a systematic instrument for ascertaining how a programme, institution or person is fairing and indicates area(s) of improvement if need be. The process of evaluation of any programme has a direct relationship with the stated objectives or goals of the programme.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- mention and discuss the features of Evaluation in Social Studies; and
- identify and explain the importance of Evaluation in social studies;

2.1 How to Study this Unit

- i. Put down the major points. Answer the questions in the activity.
- ii. Read and study this unit carefully. Jot major points down in your note book, master these points.

2.2 Word Study

Patriotism: is love for your country and loyalty towards it

Manipulative: you disapprove of them because the skillfully force or persuade people to act in the way that they want.

Device: a device is an object that has been invented for a particular purpose.

Indispensable: you mean that they are absolutely essential and other people.

3.0 MAIN CONTENT

3.1 Evaluation Devices

Evaluation device is the process adopted by the testes to elicit responses from the tester. It mean also be referred to as techniques, tools, ways, etc.

Evaluation techniques are devices used in an evaluation process. Social studies as a discipline employed different techniques of evaluation; these includes: essay-type of tests, objective tests, practical work observative, interview, questionnaire, rating scale etc. a meaningful evaluation process in social studies must therefore involve the use of combination of the various methods.

Check List

Check list as technique of evaluation in social studies is an improvement upon observation method. It is prepared with a particular aim in views and even before the evaluation process begins.

Observation

Observation as a technique of evaluation in social studies is a very effective instrument a teacher uses to correctly asses the behavioural change in his students; for instance, respect for elders and others constituted authoritative dignity of labour, co-operation and other desirable attitudes and values. It is one of the best techniques of evaluating students' educational growth in social studies.

Anecdotal Record

This is a record that provides specific information on incident or events in the list of a pupil or student. It actually provides complete information of an event, the date, and place of the event.

Interview

This is also a very relevant technique of evaluation in social studies. Interview could be structured or unstructured, and may be in oral or written form. It can be used to find out and measure the degree of change in learners' attitudes interest and perception.

Questionnaire

This is a list of printed question which are framed in such a way that students' response to them might be used as a basis of knowledge their attitudes or disposition to certain things. There are many ways of designing a questionnaire; the best is that which rating scales are used. Student are asked list of questions and required to respond whether they Strongly Agree (SA), Agree (A), undecided (U), Disagree (D) or strongly disagree (SD).

Questionnaire is used to collects ideas, information, facts and figures by students of institutions of higher learning when they are writing their long essay, project, dissertation and thesis.

Matching Theme

It requires the matching of two or more associated words or phrases. Matching test is most suitable for lower levels of education; nursery, primary and secondary. It is made of two columns A and B and students are required to match the corresponding items in the two columns.

True or False Test

True or false test as the name implies is a type of test that each question represents a statement which could either be true or false. For each question, students are given two options that is, to agree and tick () “Yes” that the statement is (question) is true, or disagree and click (-) “No” that the statement (question) is a false statement.

Essay Test

This method is the commonest technique and it could be carried out in three conditions: the close-book essay, the open-book essay, and the out-of class essay conditions. The essay test gives students the opportunity to express themselves and therefore stimulates creative thinking in students and held them in the organization and presentation of thought, facts and ideas in a logical manner.

There are three (3) forms of essay test; short answer types, extended type and restricted type.

1. **Short Answer Type:** contains only one central idea and can be answered in one or two sentence e.g. define, briefly describe or explain in two (2) or three (3) sentences.
2. **Extended Type:** as the name implies, it demands extensive response and so it courses several pages. It is used to measured student’s ability to deal with complex relationship, comparison, analysis, synthesis and evaluation.
3. **Restricted type:** this type of essay test requires students to give specific number of response for example, mention three (3) types of vegetation in Nigeria.

Activity I

- i. define evaluation device
- ii. List and explain three (3) devices or techniques of evaluation in social studies.

3.2 Evaluation Devices Relevant to Domains of Learning

The teacher must be meticulous enough to design questions that would test different domains in Social Studies.

- i. **Cognitive domain:** The following evaluation techniques are relevant in measuring the cognitive domain among the learners: objective test items, essay tests, assignment, projects and checklists.
- ii. **Affective domain:** In order to evaluate behaviour, attitudes and the feelings of learners, these devices are appropriate: anecdotal records, attitudinal scale, self-report, opinion polls, checklists, etc.
- iii. **Psychomotor domain:** This can be evaluated by the following devices: projects, assignments, debate, conferences, workshops, and seminars.

Activity II

- i. State three (3) domains of learning.
- ii. Identify and explain three (3) evaluation devices relevant in measuring the cognitive domain.
- iii. Discuss the devices that can be used in the evaluation of behavioural objectives in the affective and psychomotor areas of a course of instruction in Social Studies.

3.3 Useful Hints on the Administration of Tests and Examinations

- i. The examination hall should be well ventilated and conducive.
- ii. Examination materials should be adequately provided e.g. question paper, answer booklets, attendance sheet, etc.
- iii. The authorities must give a deadline for the marking and submission of results.
- iv. The sitting arrangement should be appropriate to avoid examination misconduct.
- v. Learners should come to examination hall with relevant materials such as biro, pencil, eraser, and thread,
- vi. The instructions on the paper should be clearly stated.
- vii. There should be appropriate marking schemes.

These hints are necessary so that the results of the evaluation will be valid and reliable.

Activity III

- i. Identify and explain five (5) useful hints necessary for the administration of tests and examinations.
- ii. State the consequences of the improper sitting arrangement of learner in the examination hall.

4.0 SUMMARY

In this unit, you have learnt the definition of evaluation devices, domains of learning in Social Studies, evaluation devices relevant to each domain of learning, as well as useful hints for administration of tests and examinations.

5.0 ASSIGNMENT

- i. Get a Social Studies module for any named JSS class for a term. Set essay and objective tests with marking scheme.
- ii. Explain the role of teacher in evaluation process.

6.0 REFERENCES

- Akinola, D. B. (2015). Evaluation Methods for Social Studies in T. Ismail & D. B. Akinola (Eds). *New Trends in Social Studies Education for Tertiary Institutions in Nigeria*.
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UNIT 4: FEATURES OF EVALUATION IN SOCIAL STUDIES**CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
 - 2.1 How to Study this Unit
 - 2.2 Word Study
- 3.0 Main Content
 - 3.1 Features of Evaluation in Social Studies
 - 3.2 Importance of Evaluation in Social Studies
 - 3.3 Forms of Evaluation
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

1.0 INTRODUCTION

Evaluation in social studies should involve a cooperative process between teacher, students and parents. This means that the roles of teachers, students and parents cannot be over emphasized in the process of evaluation in social studies.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Discuss the features of evaluation in social studies;
- List and explain the importance of evaluation in social studies;
- Explain the forms of evaluation in social studies.

2.1 How to Study this unit

- i. Highlight the of evaluation in social studies;
- ii. Remember to work on features the activity at the end of this unit

2.2 Word Study

Focus: concentrate on it and think about it.

Integral: essential part of that thing.

3.0 MAIN CONTENT**3.1 Features of evaluation in social studies**

In social studies there are certain features of a good social studies evaluation process must possess. Some of these features are as follows:

- i. Evaluation in social studies must be an all inclusive process. This means that evaluation as an indispensable instrument should have the viability of collecting relevant data about students learning need and that instrument should cover all areas of the domains.
- ii. Evaluation in social studies must be goal oriented, the goals of the evaluation process in social studies must be defined or identified to provide a focus. In

other word, it is imperative to determine what is to be evaluated in social studies instruction so as to avoid loss of focus long the line.

- iii. Evaluation in social studies should be a continuous process and forms an integral part of social studies instructions. Since evaluation is part of teaching learning process, it should be go through the process of instruction continuously in as much as instruction is on-going. Hence, the process of “re-circling” should optimally be adopted in the evaluation process to help identify aspects of a course where revision is necessary.
- iv. Evaluation technique in social studies should be selected based on the purpose they serve. In other words, it must meet the needs of learners.
- v. Reliability evaluation procedure in social studies should be reliable. It should be an instrument that would give the same result when administered at different time.

Activity I

Identify the features of evaluation in social studies.

3.2 Importance of evaluation in social studies

It has eelier been said that, evaluation is an indispensable component in social studies instrument; this is owing to this important roles which cannot be over emphasized. Some of these importances are as follows:

- i. It enables the teacher to ascertain the level of performance of the students so that if it is below minimum, he may decide to retouch the topic or provide remedial section;
- ii. It enables teachers to modify instructional procedure to attain the desire goals;
- iii. Evaluation of objectives and goals helps the teacher to determine how satisfactorily learning has occurred and it further enables him to focus attention on areas that need attention;
- iv. Evaluation provides the teacher with basis for making judgment on the work he has accomplished.

Activity II

List and explain the importance of evaluation in social studies.

3.3 Forms of evaluation

There are variations in the number of types of evaluation as suggested by some experts for instance, Ben Yunusa (2000), opined that basically, there are two major forms of evaluation, these are: formative Evaluation and summative Evaluation.

Formative Evaluation

This type of evaluation is usually undertaken when the programme or process of instruction is on-course (in progress) it is simply used to monitor learning progress during instruction or when the course is on. As instructions goes on, the teacher consciously embarks on formative evaluation which enable him to determine whether

all the inputs of instruction are effectively performing their required functions. Formative evaluation affords both the teacher and the students the opportunity to receive instant feedback of what has been learnt. This therefore makes it possible to immediately tackle problems or difficulties identified in the process of instruction. It is indeed a daily and frequent assessment a teacher carries out on the students learning progress and the adequacy of his (teacher) instructional performance.

Summative Evaluation

As the name implies, this type of evaluation is always at the tail end of a unit lesson to ascertain the effectiveness of the entire teaching – learning process. Examples of summative evaluation are end of term examination, first school leaving certificate examination. The main purpose of summative evaluation is grading, or certification and for promotion into the next class. In other words, the purpose of summative evaluation is to measure and interpret the student progress in a global fashion. The results are bench-marks or guide post to future instructional planning and interpretation of data about students learning that can be communicated to students and parents.

Activity III

Explain the forms of evaluation of evaluation in social studies.

4.0 SUMMARY

The attainment of some objectives would be impossible without first attaining some prerequisite objectives. Teachers should be involved in evaluation. This will ensure good understanding of the relationship between philosophy, aims, goals, students' activities and evaluation.

5.0 ASSIGNMENT

List and explain three (3) features of Evaluation in social; studies.

6.0 REFERENCES

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UNIT 5: CONSOLIDATION**CONTENTS**

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- 2.0 Objectives
 - 2.1 How to Study this Unit
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 - 3.1 Concepts of Social Studies and Evaluation
 - 3.2 Evolution of Evaluation in Social Studies
 - 3.3 Principles of Evaluation
 - 3.4 Beneficiaries of Evaluation Results in Social Studies
 - 3.5 Characteristics of Evaluation in Social Studies
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

1.0 INTRODUCTION

When Social Studies education is mounted in the school curriculum, there are certain objectives expected of the learners in terms of desirable changes in cognitive, affective and psychomotor behaviours. Evaluation is an integral part of the Social Studies programme. This unit will help you to gain insight into the evaluation in Social Studies.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define the concepts of Social Studies and evaluation;
- highlight the evolution and classification of evaluation;
- discuss the characteristics of evaluation in Social Studies; and
- state the principles of evaluation.

2.1 How to Study this Unit

- i. As you study this unit, identify the major concepts and try to define them in your own way.
- ii. Read and digest this unit adequately and thoroughly.
- iii. Attempt all the activities diligently without looking at the answer.

2.2 Word Study

Evolution: it has to do with historical origin.

Evaluation: ways of finding out the extent to which the programme instruction are achieving or have achieved their objectives.

3.0 MAIN CONTENT

3.1 Concepts of Social Studies and Evaluation

Social Studies as discipline in the school curriculum have several definitions. This may be as a result of several reasons ranging from differences in the background of early scholars in the subject to the differences in the aspirations and needs of the society using it. For the purpose of this unit, Social Studies is defined as an eclectic field of study which has to do with how man lives and interacts with his environments and how science and technology help him to cope approximately with the ever changing environment. In other words, Social Studies is a programme of study which a society uses to transmit their cherished values from one generation to another. It is also a process by which an individual acquires values, attitudes, skills and knowledge which will make him/her useful to himself or herself and the society at large.

Evaluation processes involve testing, measurement and assessment. It has to do with quantitative and qualitative judgments of learner's achievement in the teaching and learning pedagogy.

Grouhund (1976) defines evaluation as a systematic process of determining the extent to which instructional objectives are achieved by pupils.

Activity I

- i) Define Social Studies.
- ii) What is evaluation in Social Studies?

3.2 Evolution of Evaluation in Social Studies

Evaluation predates formal schooling in Nigeria. In the pre-colonial indigenous education in Nigeria, there were forms of evaluation, recitation, inquiry, question and answer type, ability to endure hardship and rigorous assignment, communication skills, and so on. With the introduction of formal education, there are series of evaluation devices and strategies in the school curriculum. There are, presently, diverse evaluation techniques in Social Studies, but it should be noted that in Nigeria, Social Studies evaluation is majorly directed towards cognition at the expense of affective and psychomotor objectives. This trend must be reversed so that the affective and psychomotor goals of Social Studies could be realized.

Classification of Evaluation Procedures in Social Studies Education

In a Social Studies class, evaluation of instructions can be categorized into four based on its use:

Diagnostic evaluation: When a learner continues to fail in Social Studies class despite his or her exposure to best practices in the teaching and learning of Social Studies, a diagnostic evaluation is needed to probe into the causes of the problem(s) and how to remediate the situation.

Placement evaluation: This has to do with the entry behaviour of the learner in Social Studies. It may be in form of a pre-test, checklist, aptitude test or inventories.

Formative test: It deals with the process judgment of the progress of the learner. It is useful in monitoring the progress of the learner before, during and after classroom instructions.

Summative evaluation: It comes up at the end of a course, instruction or term. It is essentially for assessing the objectives, grading and for finding out the learner's mastery of the subject matter

Activity II

- i) "Evaluation is as old as man". Discuss.
- ii) State the classes of evaluation.

3.3 Principles of Evaluation

Evaluation in Social Studies is very imperative since without it, we cannot examine whether the programme's objectives via lessons are achieved or not. The principles underlying the construction and administration of evaluation instrument are:

- i. **Identification of what is to be evaluated:** This is a crucial principle in evaluation process. There is a need for the evaluation to have a clear understanding of what is to be evaluated; it may be the entire Social Studies programme, objectives of the lesson, teaching resources/methods, teacher's qualifications, learners' progress, etc.
- ii. **Evaluation device:** The appropriate evaluation device must be selected based on the domain to be evaluated. Available devices and techniques are essay type, objective type, assignment, observational techniques, etc.
- iii. The strengths and weaknesses of each evaluation device should be considered. This will help to choose the technique that is adequate.
- iv. Evaluation should be comprehensive enough to accommodate two or more devices, e.g. essay, objective and practical tests. In this case, the weakness of one technique will be taken care of by another technique, e.g. objective tests involve factual knowledge whereas essay tests involve critical thinking.
- v. Identification of the decision to be taken with the evaluation result is imperative before choosing the appropriate evaluation technique relevant to the decision type.

Activity III

- i. Why is evaluation important in Social Studies class?
- ii. State the principles of evaluation in Social Studies.

3.4 Beneficiaries of Evaluation Results in Social Studies

There are many beneficiaries of evaluation results in the teaching and learning pedagogy. These include:

Learners:

- i) It helps the learners to identify their areas of strengths and weaknesses and takes an informed decision.
- ii) It leads to healthy competition among the learners as the results motivate them to strive to outdo one another.
- iii) The results of evaluation are used to promote learners from one class or level to another.
- iv) It helps them to choose the subjects that are imperative to their future career according to their performances.

Teachers, school authorities and government:

- i) They use the results to report the learner's progress to their parents and keep same for future reference or decision.
- ii) They use the evaluation results for guidance and counseling purposes.
- iii) They use it to project the quality of the school teaching and learning adventure.
- iv) They use it to gain insight into the effectiveness of the teachers and the school programmes.

Parents, guardians and the general public:

- i) They use it to gain insight into the effectiveness of the school programmes.
- ii) They use it to know the progress of the learner and use the results to guide them.
- iii) They use the results to know whether or not the learner needs remedial activities.
- iv) They use the evaluation results to take future decisions about their wards.

Activity IV

- i. Discuss beneficiaries of evaluation results.

3.5 Characteristics of Evaluation in Social Studies

Evaluation in Social Studies has the following expected features:

- Evaluation in Social Studies should be valid.
- It should cover the area expected of it and also the content and construct should be valid.
- Evaluation should be comprehensive enough to cover cognitive, affective and psychomotor domains of learning.
- It should be planned in a systematic manner.
- Evaluation is a continuous process in the Social Studies teaching and learning episode.
- It comes up before, during and after lesson interaction. It is often administered on learners in the lesson, at the end of term or semester, etc.

Activity V

- i. Explain four (4) characteristics of evaluation in Social Studies.

4.0 SUMMARY

Attempt was made to define Social Studies and evaluation. It also delves into the evolution of evaluation in Nigeria. Based on its use, evaluation procedure can be categorized into diagnostic, placement, formative and summative evaluations. The characteristics of evaluation in Social Studies are given prominence.

5.0 ASSIGNMENT

Discuss the reasons why social teachers always neglect evaluation of affective and psychomotor domain.

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ANSWER TO ACTIVITIES AND ASSIGNMENTS

SSE 336: Evaluation in Social Studies Education

Unit 1: Evolution and Classification of Evaluation in Social Studies

Activity I

Define social studies.

Social studies as a discipline on the school curriculum have several definitions. This may be as a result of several reasons from differences in the background of the early scholars in the subject to the differences in the aspirations and needs of society using it. Social studies is defined as an eclectic field of study which has to do with how man lives and how science and technology help him cope approximately with the ever changing environment.

What is evaluation in social studies?

Evaluation predates formal schooling in Nigeria. In the indigenous education in Nigeria, there was a form of evaluation recitation, inquiry, question and answer type, ability to endure hardship and rigorous assignment, communication skills, and so on. With the introduction of formal education, there are series of evaluation devices and strategies on the school curriculum.

Activity II

“Evaluation is as old as man”. Discuss.

Evaluation predates formal schooling in Nigeria.

- There was a form of evaluation in pre-colonial Nigerian education. E.g. ability to produce practical results of knowledge that has been acquired.
- Exhibition of practical skills in the provision of family needs.

Why is evaluation in affective domain being neglected by teachers of Social Studies?

- Lack of professional training.
- Low motivation of teachers
- Lack of commitment by teachers
- Large class size, and so on.

Activity III

i. Differentiate between summative and formative evaluation in social studies.

Summative evaluation as the name implies, this type of evaluation is always at the end of a unit lesson to ascertain the effectiveness of the entire teaching learning process. While formative evaluation is a type of evaluation that is usually under-taken when the programme or process of instruction is on-course (in progress).

In other words, Summative evaluation comes up at the end of a course, while formative evaluation involves assess progress of learners step by step.

ii. What is the purpose of placement evaluation in Social Studies?

Purpose of placement evaluation is to provide the teacher with useful information that helps him to have adequate knowledge about the entry behaviour, attitudes/values and skills a student possess prior to the commencement of instruction.

Purpose of placement evaluation is to determine entry point or behaviour to ensure adequacy of contents.

iii. Why do we need diagnostic evaluation in Social Studies?

Diagnostic evaluation is to identify the level of understanding of a particular course to ensure proper placement.

We need diagnostic evaluation to provide permanent solution to persistent or recurring learning difficulties left unresolved by the standard corrective prescription of formative evaluation, hence diagnostic evaluation becomes a necessity.

Activity IV

i. Explain four (4) characteristics of evaluation in Social Studies.

Characteristics of evaluation in social studies have the following features.

- Evaluation should be comprehensive enough to cover cognitive affective and psychomotor domain of learning.
- Evaluation is a continuous process in the social studies teaching and learning episode.
- Evaluation in social studies should be valid.
- It comes up before, during and after lesson interaction. It is often administered on learners in the lesson, end of term or semester.

Unit 2: Essentials of Evaluation Results in Social Studies

Activity III

i. Explain validity of a test.

Validity: this has to do with the ability of the test to measure what is designed to measure. When test instrument effectively measure the stated behavioural objective we conclude that is valid. This is very important to social studies teachers because they must be able to know what they want to measure designing the reliability of test.

ii. Discuss the relationship between validity and reliability of a test.

Validity is the ability of the test to measure what is designed to measure, while reliability is the consistency with which test measure learner's ability.

Unit 3: Evaluation Devices for Social Studies

Activity I

i. Define evaluation device

Evaluation device is the process adopted by the tester to elicit responses from the testee. It may also be referred to as techniques, tools, ways, etc.

Activity II

i. State three (3) domains of learning.

Domain of learning

Blooms and his associates (1956) classified educational objectives or domains of learning into three (3).

- Cognitive: has to do with measurable changes with a learner; this encompasses knowledge, comprehension, application, analysis, synthesis and evaluation.
- Affective: which is to do with the behaviour, attitude, beliefs, values respect, and patriotism. The categories of affective domain are receiving, responding, valuing, organization and characterization.
- Psychomotor: this is learning of skill domain. It involves manipulation of machines, use of body, jumping, drawing, etc. skills here are: intellectual communication, group work, manipulation, and other related activities.

Activity III

i. Identify and explain five (5) useful hints necessary for the administration of tests and examinations.

1. examination materials should be adequately provided e.g. question paper, answer booklets, attendance sheet, etc.
2. the authorities must give deadline for making and submission of results.
3. the sitting arrangement should be appropriate to avoid examination misconduct.
4. learners should come to examination hall with materials such as biro, pencil, eraser, and thread.
5. there should be marking schemes.

Unit 4: Features of Evaluation in Social Studies

Activity I

Identify the features of evaluation in social studies.

Features of evaluation in social studies include:

- Inclusiveness
- Goal-oriented
- Continuous process
- Serve the beneficiaries
- Reliability of instrument

Activity II

List and explain the importance of evaluation in social studies.

The importance of evaluation in social studies include the following:

- It ascertains level of performance.
- Provides opportunity for teachers to modify teaching and learning procedures,
- Helps to determine how satisfactory learning has occurred and remediation of areas that need attention.
- Provides basis for passing judgment or decision making.

Activity III

Explain the forms of evaluation of evaluation in social studies.

Forms of evaluation in social studies include the following:

- Formative evaluation, which is undertaken when the program or process of instruction is on course. It is used to monitor progress.
- Summative evaluation, which implies that evaluation, is at the end of the course of instruction.

Assignment

List and explain three (3) features of Evaluation in social; studies.

Features of evaluation in social studies include the following:

- Possessing the capacity to collect relevant data about learners' needs and covers the three domains.
- Provision of focus or area to be evaluated to avoid loss of direction.
- Conducted through the process of teaching and learning, because it is part of it.
- The needs or focus to be achieved should be the concern of evaluation. This is because the process would bring out aspects of the course that need revision.
- The instrument used in evaluation should be able to give the same results when administered at different times and in different places.

Unit 5: Consolidation

Activity I

i. Define Social Studies.

Social studies is an eclectic area of study which has to do with man and his interaction with the environments and acquires knowledge, attitudes, values and skills the benefit of self and society.

ii. What is evaluation in Social Studies?

Evaluation in social studies involves the process of testing, assessing, qualitatively and quantitatively judgments of learners achievement in the teaching and learning processes.

Activity II

i. “Evaluation is as old as man”. Discuss.

The evaluation of evaluation in social studies is as old as man. Pre-colonial societies had their methods and techniques of getting feedbacks and assessing the performance of an individual on a task. For instance, members of the society or community were subjected to recitation and ability to endure hardship and rigorous assignment communication and practical skills. The quality of products confirmed the qualifications of the producer.

ii. State the classes of evaluation.

Classes of evaluation include the following:

- Diagnostic evaluation
- Placement evaluation
- Formation evaluation
- Summative evaluation

Activity III

i. Why is evaluation important in Social Studies class?

Evaluation is important in social studies because it gives the feedback required to assess the success of the programme.

ii. State the principles of evaluation in Social Studies.

The principles of evaluation in social studies include:

- Identification of what to be evaluated
- Selecting the evaluation device and technique.
- Evaluation should be comprehensive, involving all the domains,
- Evaluation should determine the decision to be taken.

Activity IV

i. Discuss beneficiaries of evaluation results.

The beneficiaries of evaluation in social studies are:

- Learners, who are assisted to identify areas of strengths and weaknesses.
- Teachers, who use the results of evaluation to report learners performance
- School administrators and governments use evaluation results to gain insight into the effectiveness or otherwise of the school programmes.
- Parents and guidance use evaluation reports to gain insight into the progress of learners and the need for remedial activities.

Activity V

i. Explain four (4) characteristics of evaluation in Social Studies.

Characteristics of evaluation in social studies include the following:

- Validity
- Reliability

- Content coverage or comprehensiveness
- Planned and systematic
- Continuous process
- Flexibility

(Accept relevant discussion of points listed).

ASSIGNMENT

Discuss the reasons why social teachers always neglect evaluation of affective and psychomotor domain.

Teachers always neglect evaluation of the affective and psychomotor domains because of the following reasons:

- Evaluation devices are difficult to construct.
- The problem of generating relevant and reliable data.
- Human attitudes and values are not stable.
- Lack of professional skills
- Lack of commitment on the part of teachers.
- Classes are very large, thereby, posing challenges of adequate number of devices and techniques