

SOCIAL STUDIES PREFERENCE TABLE

Sample Instructions

The following statements are designed to provide information on how you feel regarding social studies education. You may find yourself agreeing with some statements, disagreeing with others, and being uncertain about still others. Whatever your response, you can be certain that many other people feel the same way that you do.

There are no right or wrong answers to these statements. Rather, your response simply indicates how you feel about each statement. Remember, your response to any statement should indicate how you *usually* feel.

Your response to each statement can range from strongly agree to strongly disagree as follows: 1 = strongly agree (SA); 2 = mostly agree (A); 3 = uncertain (U); 4 = mostly disagree (D); 5 = strongly disagree (SD).

Strongly Agree Strongly Disagree

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| 1 2 3 4 5 | 1. The principle task of social studies teachers should be to help students assess personal and social value conflicts. |
| 1 2 3 4 5 | 2. By internalizing the concepts and methods of the social sciences, students should be able to develop a disciplined mode of analytical thinking. |
| 1 2 3 4 5 | 3. Social Science concepts and the scientific method should be used to develop disciplined behavior in the social studies. |
| 1 2 3 4 5 | 4. Although our social system is imperfect, students should become citizens who have the moral courage to defend it as the best yet devised by man. |
| 1 2 3 4 5 | 5. Students should recognize that teachers and curriculum developers are best qualified to identify the important problems from our social heritage. |
| 1 2 3 4 5 | 6. Students can organize their knowledge about social affairs best by using the research procedures and findings of social science authorities. |
| 1 2 3 4 5 | 7. Students should develop skills in solving problems which social science scholars have agreed are appropriate for students to pursue. |

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| 1 2 3 4 5 | 8. The validity and relevance of content in solving student identified problems can best be judged by the students themselves. |
| 1 2 3 4 5 | 9. Students who have had the benefit of rigorous in-depth study of problems arising out of the different social science disciplines are more likely to become independent and objective in their analysis of social phenomena. |
| 1 2 3 4 5 | 10. Although perhaps of limited immediate appeal, students should recognize that knowledge of specifics and values which have stood the test of time will be needed in later life. |
| 1 2 3 4 5 | 11. The social studies teacher's task is to present the concepts and methodologies of the social science disciplines to students who must then apply these to selected problems. |
| 1 2 3 4 5 | 12. Teachers should use student ideas to illustrate and reinforce the traditional themes and values which support the best elements of our social heritage. |
| 1 2 3 4 5 | 13. Sources become authoritative when students and teachers judge them critically in relationship to problems which they sense. |
| 1 2 3 4 5 | 14. Students should accept the inherent logic of the beliefs, attitudes and values which have molded society. |
| 1 2 3 4 5 | 15. Students should place their loyalty in the objective and analytical processes of the social sciences rather than the imprecise understandings and feelings of the average person. |
| 1 2 3 4 5 | 16. Social studies teachers should use student ideas to promote discussions about social issues meaningful to students. |
| 1 2 3 4 5 | 17. Students should have the moral courage to constantly explore their beliefs, to persevere in their decision, and to alter their decisions based upon reflective judgement. |
| 1 2 3 4 5 | 18. Students should have the moral courage to defend the methods of social science investigation even when the results obtained run counter to popular opinion. |
| 1 2 3 4 5 | 19. Social studies teachers should organize their classrooms for the task of acquiring basic information and values. |
| 1 2 3 4 5 | 20. Social studies teachers should primarily evaluate the ability of students to identify, recall, and recognize basic information and values which are considered essential by society. |

- 1 2 3 4 5 21. Students should recognize and accept the principles, generalizations, and values which are essential to the continuance of society.
- 1 2 3 4 5 22. Social studies teachers should primarily evaluate students on their ability to apply problem solving skills, judge alternative courses of action, and make choices.
- 1 2 3 4 5 23. Teachers' questions should focus students' attention on recalling important information and values which are essential for becoming a participating adult member of our society.
- 1 2 3 4 5 24. Students' capacity to become more logical will improve as they sense and identify problems and reflect on the decision-making process inherent in resolving conflicts.
- 1 2 3 4 5 25. What and how students know arises from investigating problems derived from their own needs and interests.
- 1 2 3 4 5 26. Students who understand their values and the consequences of their decisions will be better prepared to formulate responsible solutions to personal and social problems.
- 1 2 3 4 5 27. Legitimate problems can only arise if students sense and perceive conflicts within their own belief and value systems.
- 1 2 3 4 5 28. Social studies teachers should help students clarify their thinking through reflection about issues which concern them.
- 1 2 3 4 5 29. Students should become loyal to those ideals from our social heritage which have traditionally offered a large measure of personal freedom and economic opportunity.
- 1 2 3 4 5 30. The goal of social studies should be to help students recognize and accept the fact that their independence is subject to limitations imposed by their social heritage.
- 1 2 3 4 5 31. The goal of social studies should be to help students acquire the analytical thinking skills and logic used by social scientists.
- 1 2 3 4 5 32. The questioning strategies of social studies teachers should be aimed at helping students criticize, test, and evaluate their beliefs about social issues.
- 1 2 3 4 5 33. To guarantee the continuation of our prized heritage, it is the teacher's task to clarify for students the traditional beliefs upon which our society was founded.

- 1 2 3 4 5 34. Loyalty should be directed not at a particular set of values or institutions, but to a process which emphasizes reflection upon the students' own needs and interests.
- 1 2 3 4 5 35. Constantly refining one's skills in making decisions about personal problems leads to more disciplined behavior.
- 1 2 3 4 5 36. Students' understanding of the scientific method can best be developed if they are directly involved in the analysis and interpretation of scientific data.
- 1 2 3 4 5 37. Students should learn the basic obligations and responsibilities of good citizenship from their social studies teachers.
- 1 2 3 4 5 38. Teachers should use student ideas in formulating and conducting studies similar to those done by social scientists.
- 1 2 3 4 5 39. Students should recognize as sources of authority those text writers and scholars who have selected the most important and enduring values and content for the social studies.
- 1 2 3 4 5 40. Students should discipline their behavior to conform with certain basic information and values.
- 1 2 3 4 5 41. Student progress can best be assessed by how well they apply social science concepts and methodology to problems novel to them.
- 1 2 3 4 5 42. Students who regularly engage in reflection on problems of their own choosing should become more independent in their thinking and actions.
- 1 2 3 4 5 43. Clarifying relationships of social science concepts should be the focus of questioning strategies employed by social studies teachers.
- 1 2 3 4 5 44. Students who use social science concepts and the social science method will probably formulate and propose responsible decisions.
- 1 2 3 4 5 45. Teachers should clarify both the generalizations and processes of the social sciences for students who will perceive their importance in the future.

The Matrix

Instructions:

Each of the statements you have marked has a corresponding number in the matrix below. Place the rating number you have circled next to the statement number in the matrix. For example: if on statement number 1 you strongly disagreed (circled 5), place 5 next to number 1 in the place provided in the matrix. Finish filling in your ratings in the matrix until all 45 items are completed. When you have done this, see further instructions below.

	Social Studies as Citizenship Transmission	Social Studies as Social Science	Social Studies as Reflective Inquiry
Purpose	4.....	9.....	17.....
	14.....	15.....	24.....
	29.....	18.....	26.....
	30.....	31.....	34.....
	37.....	44.....	42.....
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Method	12.....	11.....	1.....
	19.....	38.....	16.....
	20.....	41.....	22.....
	23.....	43.....	28.....
	33.....	45.....	32.....
	cell total _____	cell total _____	cell total _____
Content	5.....	2.....	8.....
	10.....	3.....	13.....
	21.....	6.....	25.....
	39.....	7.....	27.....
	40.....	36.....	35.....
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