

How Oregon Teachers Are Educating Future Citizens.... or Not

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Gayle Y. Thieman, Ed.D.
Portland State University
Graduate School of Education
Email: thiemag@pdx.edu

Survey of the State of Social Studies

- Purpose was to investigate current status of K-12 social studies reported by classroom teachers
- National online survey of over 11,000 social studies educators (sponsored by the National Council for the Social Studies)
- Oregon data collected in spring 2010
 - Survey was sent to 7858 individual K-12 educators who teach social studies
 - 10.6% response rate (834)

Demographics of Oregon Teachers Who Responded

Characteristic	Elementary	Middle School	High School
Teaching Position	29%	36%	34%
Teacher Gender	Male 18% Female 82%	Male 39% Female 61%	Male 60% Female 40%

Characteristic	Urban	Suburban	Rural
School Type	20%	35%	45%

Characteristic	<1-3	4-9	10-15	16-25	26-45
Years Teaching	7%	20%	27%	29%	17%

Research Questions

1. How much **instructional time** is devoted to social studies within and across grade levels in Oregon elementary and secondary schools?
2. How has **mandated testing** in subjects other than social studies influenced instructional time for social studies in Oregon?
3. What are the **major goals and key concepts** of the social studies curriculum in Oregon?
4. How often and in what types of **instructional activities** are Oregon K-12 students engaged?
5. How is **technology** used to enhance student learning in civic literacy?

Time for Social Studies Instruction

- Oregon elementary: 2.8 hours/week
 - 46% teach social studies during particular time of day
 - 13% rarely teach social studies or only when time left over
- US elementary teachers: 3.4 hours/week
- Oregon middle school:
 - 86% report 45-65 minutes per class
- Oregon High school:
 - 75% report 55-100 minutes per class

Impact of Mandated Testing in Oregon

Grade Level	Time for SS Decreased	No Change	Time for SS Increased
Elementary	69%	29%	2%
Middle	61%	37%	
High	63%	33%	

Impact of testing affected Oregon teachers more severely than nation-wide

Partnership for 21st Century Skills

- Core Subjects:

language arts, world languages, mathematics, science,
economics, geography, history, government-civics

Content:

global awareness, financial, economic...literacy

civic literacy, health & wellness, environmental literacy

Learning and Thinking Skills

critical thinking & problem solving, communication, creativity
and innovation, collaboration, information and media literacy
skills, contextual learning skills, social & cross cultural skills

Purpose of Social Studies in Oregon

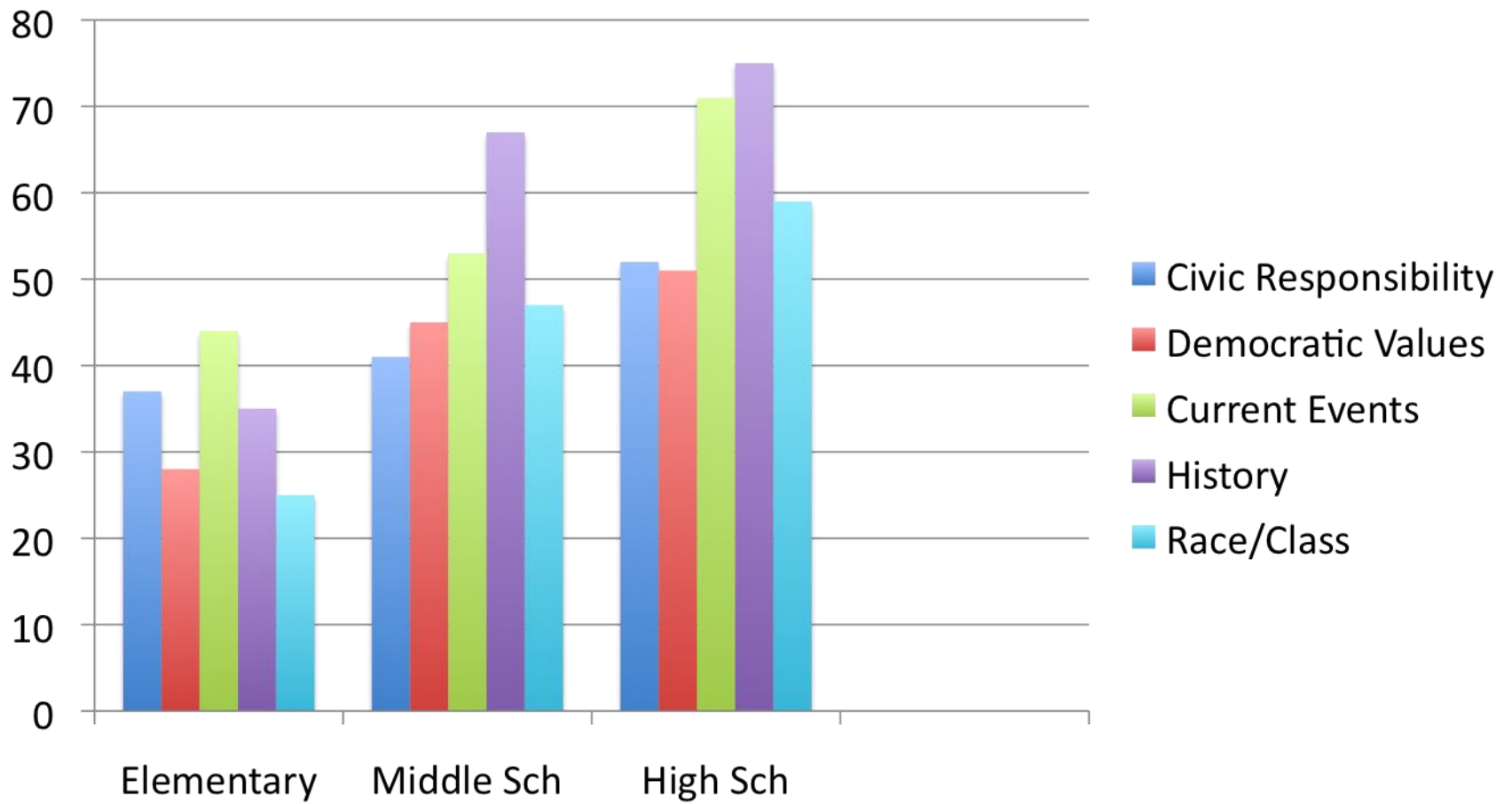
Scale: 1-High-6 Low

Purpose	Elementary	Secondary
Prepare good citizens	2.16	1.92
Teach life skills	2.77	2.82
Teach content knowledge	3.08	2.96
Teach Critical Thinking (agreed, strongly agreed)	97%	98%
Teach Facts and Concepts	64%	61%

Citizenship Skills

- Responsible citizens are **informed**; they are able to access, research, manage, evaluate and use information.
- Informed citizens **understand** complex public issues and diverse perspectives.
- Competent citizens **think critically** and creatively, evaluate and make informed decisions.
- Effective citizens **communicate** with diverse audiences.
- Committed citizens **work collaboratively** to solve problems.

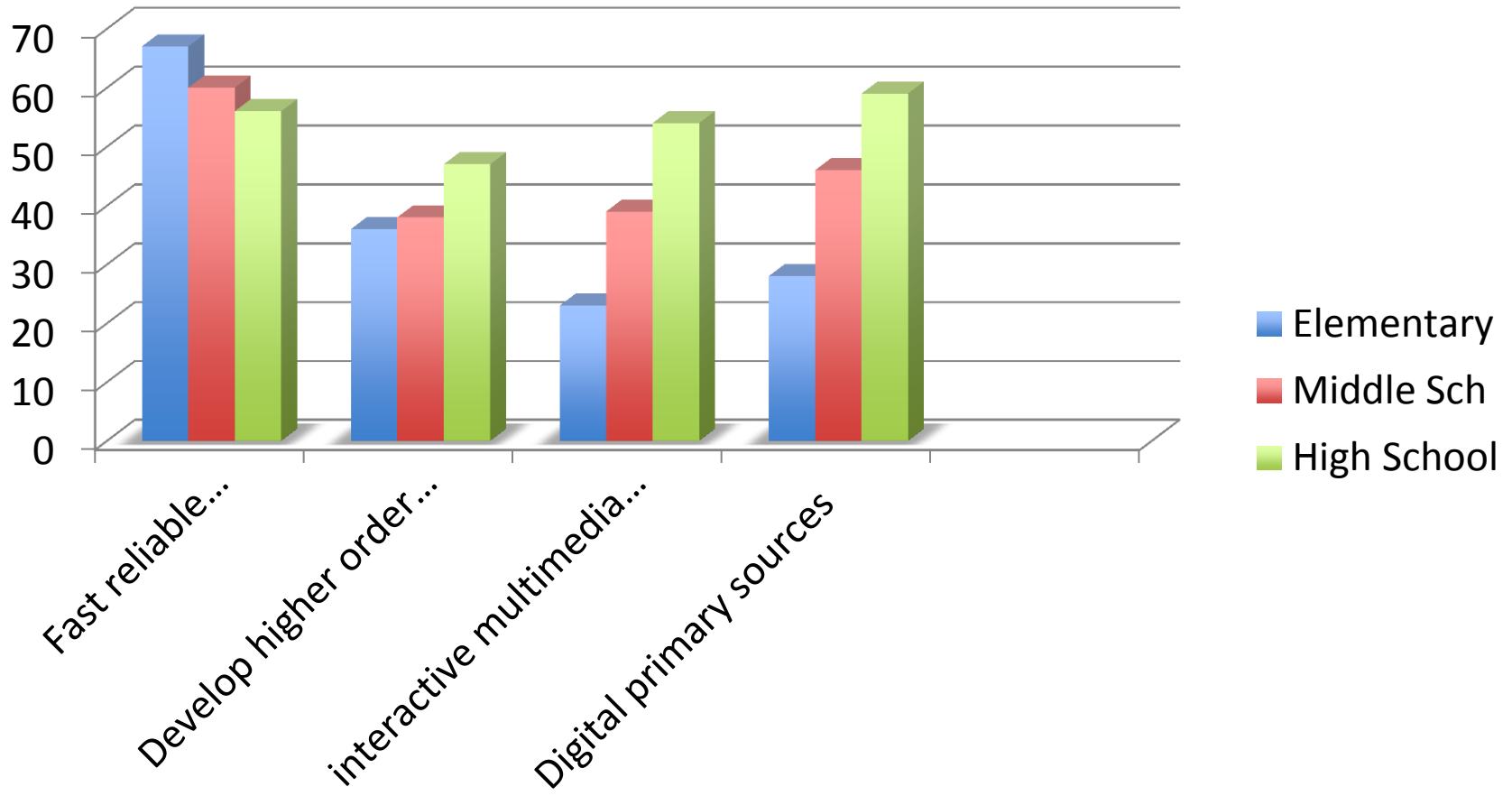
Social Studies Curriculum Oregon View



Instructional Strategies in Oregon

Strategy	Elementary	Middle School	High School
Whole class discussion	87%	91%	Not included on high school survey
Cooperative Learning	65%	67%	58%
Work with Maps/Globes	43%	52%	30%
Writing Assignments	32%	44%	54%
Examine primary sources	22%	37%	45%
Listen to lecture		36%	66%

Use of Technology in Oregon to Enhance Student Learning in Civic Education



More Oregon Technology Findings....

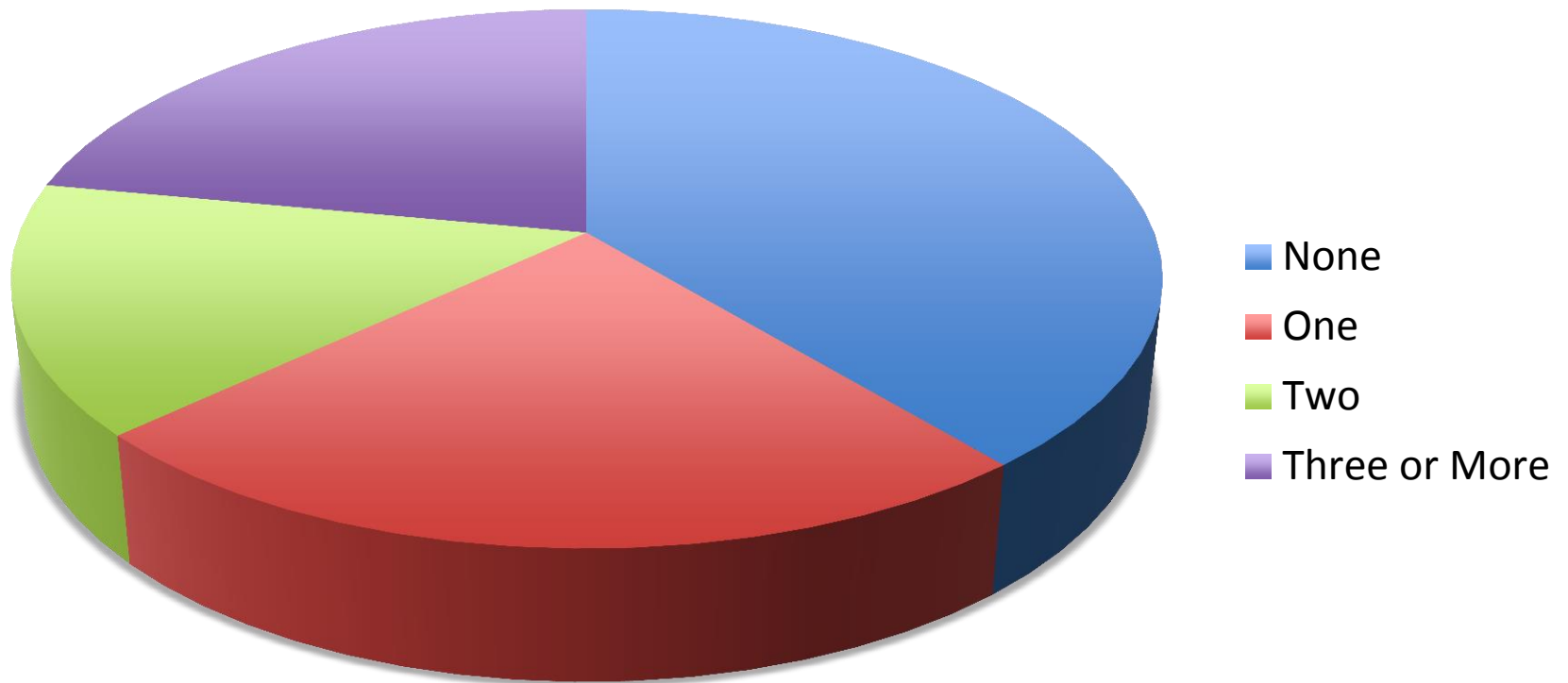
- Only 28 % of elementary, 17% of middle school, and 25% of high school teachers have their **students use** the Internet to collect information for reports or projects weekly
- Only 14% of elementary & middle school teachers & 19% of high school teachers have their **students use** the Internet to find or examine primary source materials weekly
- **Most teachers rarely or never have their students** complete a webquest, take a virtual field trip, communicate with experts or students from another country or develop Web 2.0 projects

Survey Conclusions

- Many reported use of technology to develop higher order thinking
- Many reported integrating current events
- Many reported using multimedia presentations
- **BUT** few reported role playing/simulations or Web 2.0 projects
- **BUT** fewer reported students access primary sources
- **But** few reported students use Internet to complete inquiry activities, communicate with others

Social Studies Professional Development Activities Past Year

Social Studies Prof Develop Activities



Professional Development Attitudes

- Top 3 professional development topics requested
 - Methods of teaching
 - Use of technology in instruction
 - Content in social studies subjects I teach
- **Most significant barriers to participating in professional development**
 - **Time (45%)**
 - **Cost (24%)**
 - **Nothing offered in my content area (17%)**