



## Course Syllabus: Teaching SS in Middle and High School

EDUC 4066 Section Y10

Fall 2025

Tuesday and Thursday 9:30-11:00

Location: TBD

### Contact Information

Instructor: Tim Swagerty

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Office hours: Monday and Wednesday 8:00-9:30, 1:00-3:30

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### Catalog Description

This field-based, 3-credit course focuses on middle and secondary school social studies pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of create approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc.

### **Textbook & Instructional Materials (required)**

Beal, Candy & Mason Bolick, Cheryl (2013) *Teaching Social Studies in Middle and High School*. Boston. Pearson.

### Study Hours and Tutoring Assistance

ASC offers a tutoring assistance schedule for selected subjects. Please contact the ASC at (940) 397-4684, or visit the [ASC homepage](#) for more information.

## **Course Objectives in Accordance with TEXES Competencies**

By the end of the semester, each candidate will:

- demonstrate their proficiency at TEKS- and NCSS standards/C3-based, data-driven instructional design aligned with the TEXES competencies;
- implement content-specific instructional strategies to facilitate student engagement and success;
- utilize student data to make instructional decisions;
- and develop professional and collaborative relationships with their peers and the PDS staff.

### **Disability Support**

As the West College of Education faculty, we are dedicated to helping meet the needs of our students with disabilities. We are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please inform your instructor to expect a letter from that office describing the accommodations to

### **Academic Honesty**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves submitting work that is wholly the student's work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

## Confidentiality

In our teacher preparation courses, we all learn from open discussions about school issues, problems, and possible solutions. As we talk in class about school incidents, it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." Written reports, too, do not include the real names of schools or school people; they create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

## Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

Plagiarism is a serious academic offense and goes against the principles of integrity and originality essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and using AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course. Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without appropriate acknowledgment. This includes but is not limited to, copying and pasting from online sources, using another student's work, paraphrasing without proper citation, and using AI-generated content without proper attribution.

The use of AI-generated content is not permitted in this course unless explicitly specified by the instructor. If it is allowed for specific assignments, students must disclose this fact and provide appropriate attribution to the AI tool used.

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work when, in fact, the content has already been submitted for assessment elsewhere.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

Any instance of plagiarism, AI-generated content, and/or self-plagiarism will be subject to disciplinary action per the Academic Integrity Policy outlined in the [Student Handbook](#).

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

### **Grading & Scale**

Assignments	Percent
Field experience observation/s	25%
Unit Plan	25%
Field Experience Feedback	20%
Teaching reflection/s	10%
Dispositions	20%

### **Grades and Percentages of Final**

Grade	Percentages
A	90%-100%
B	80%-89%
C	70-79%

Final Grades below 70% necessitate retaking the course.

## Important Dates

Check the MSU Academic Calendar and this semester's Schedule of Classes for important information including, but not limited to, the last day for term schedule changes, the deadline to file for graduation, the last day to drop with a grade of "**W**"; change of schedule; and refund and repayment policies.

It is the candidate's responsibility to visit with their academic advisor prior to withdrawing from a class must come to the Dean of Students office located in the Clark Student Center, room 104, to fill out a withdrawal slip.

An instructor may drop a candidate any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the candidate a verbal or written warning prior to dropping the candidate from the class. An instructor's drop of a candidate takes precedence over the candidate-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5-week summer term consisting of 20 days. After these periods, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. Refer to: [Drops, Withdrawals & Void](#)

## Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Attendance

Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and complete every assignment. **No late work will be accepted.** Exceptions to this are exceedingly rare and will be considered case-by-case with proper documentation.

## Absence Policy

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class and to

stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability and are taken seriously.

- Candidates will receive an F grade on the third absence. If a candidate is taking 'blocked' courses taught at a Professional Development School that require field experience, the candidate will also be dropped with an F from those classes.
- After every absence in the class or field, the student should schedule an appointment with the course instructor to discuss the absence. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points.
- It is the candidate's responsibility to make up any missed work or assignments due to the absence.
- If you must miss your field experience for any reason, you are expected to call the school and the teacher you are working with before school begins for the day. You must also contact the course instructor by e-mail or phone to inform the absence and to find appropriate ways to make up the absence.
- Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. Three instances of tardy arrival will be counted as one absence.
- It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date.

### **Instructor Class Policies**

Candidates are expected to assist in maintaining a classroom environment that is conducive to learning. To assure that all candidates have the opportunity to gain from time spent in this class, unless otherwise approved by the instructor, candidates are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the virtual school building or in a field experience. Inappropriate behavior in the virtual classroom shall result, minimally, in a request to leave class, and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the candidate may receive an instructor drop with an "F" for the course.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

## **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

## **Obligation to Report Sex Discrimination under State and Federal Law**

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information



on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Dispositions**

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
  - Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
  - Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
  - Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
  - Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
  - Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  - Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
  - Candidates actively share responsibility for shaping and supporting the mission of their school as advocates for learners and accountable for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic

committee on program quality. The evaluation is based on evidence gathered through classroom participation, assignments, observed field experiences, and unit planning.

### **Data Literacy Assignment**

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to read and interpret testing data accurately. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

### **Lesson Planning**

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures: 1. Questions and concerns listed in the directions given to you by your instructor

2. Setting purposes ("Today we will be...I want you to...because you will...")

3. Method(s) for engaging students in the lesson

4. Any questions asked during the lesson should be in **bold**

5. Higher order thinking reflected in questions

6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.

7. Grouping: when and how

8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)

9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future

planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

## **Co-Teaching**

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

*One Teach, One Observe* — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

*One Teach, One Assist* — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

*Station Teaching*: The co-teaching pair divides the instructional content into parts and the students into groups. The groups spend a designated amount of time at each station, often using an independent station.

*Parallel Teaching*: Each teacher instructs half of the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of the student-to-teacher ratio.

*Supplemental Teaching* — This strategy allows one teacher to work with students at their expected grade level while the co-teacher works with those students who need the information and/or materials extended or remediated.

*Alternative/Differentiated Teaching* — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different. *Team Teaching* — Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions. (Adapted from Cook & Friend (1995))

## **Unit Plan**

The teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a

unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards, Texas Essential Knowledge and Skills (TEKS), appropriate to the lesson(s) the candidate is preparing.

<b>Tuesday, Aug 26 12:30 BH 204</b>	<b>Class</b>	<b>Introductions, course syllabi, course calendar</b>
<b>Thursday, Aug 28 12:30 BH 204</b>	<b>Class</b>	<b>Chapter 1</b>
<b>Tuesday, Sept 3 12:30 BH 204</b>	<b>Class</b>	<b>Chapter 1 Reading/Assignments due Sep 3 at 11:59 pm</b>
<b>Thursday, Sept 5 12:30 BH 204</b>	<b>Class</b>	<b>First 15 days Assignment Lesson Planning</b>
<b>Tuesday, Sept 10 FIELD</b>	<b>Field</b>	<b>Field</b>
<b>Thursday, Sept 12 12:30-FIELD</b>	<b>Field</b>	<b>Field First 15 Days Assignment due Sept 12 at 11:59 pm</b>
<b>Tuesday, Sept 17 12:30 BH 204</b>	<b>Class</b>	<b>Chapter 4 Lesson Planning</b>
<b>Thursday, Sep 19 12:30-FIELD</b>	<b>Field</b>	<b>Field</b>
<b>Tuesday, Sept 24 12:30 BH204</b>	<b>Class</b>	<b>Chapter 4 Reading/Assignments due Sept 24 at 11:59 pm</b>
<b>Thursday, Sept 26 12:30-FIELD</b>	<b>Class</b>	<b>Chapter 7 Lesson Plan Integration</b>
<b>Tuesday, Oct 1 12:30-BH 204</b>	<b>Field</b>	<b>Chapter 7 Reading/Assignments due Oct 1 at 11:59 pm</b>
<b>Thursday, Oct 3 12:30-FIELD</b>	<b>Field</b>	<b>Chapter 8</b>

<b>Table 1 Course Calendar</b>		
<b>Tuesday, Oct 8 12:30 BH204</b>	<b>Class</b>  <b>WFISD Parent/Teacher Conferences</b>	
<b>Thursday, Oct 10 12:30-FIELD</b>	<b>Field</b>	<b>Chapter 8 Reading/Assignments due Oct 6 at 11:59 pm</b>
<b>Tuesday, Oct 15 12:30 BH204</b>	<b>Class</b>	
<b>Thursday, Oct 17 12:30-FIELD</b>	<b>Field</b>	<b>Field</b>
<b>Tuesday, Oct 22 12:30 BH204</b>	<b>Field</b>	<b>Chapter 9 Reading/Assignments due Oct 15 at 11:59 pm</b>
<b>Thursday, Oct 24 12:30-FIELD</b>	<b>Field</b>	
<b>Tuesday, Oct 29 12:30-FIELD</b>	<b>Field</b>	
<b>Thursday, Oct 31 12:30-FIELD</b>	<b>Field</b>	
<b>Tuesday, Nov 5 12:30-FIELD</b>	<b>Class</b>	
<b>Thursday, Nov 7 12:30-FIELD</b>	<b>Field</b>	
<b>Tuesday, Nov 12 12:30-FIELD</b>	<b>Field</b>	<b>Unit Plan Part 2 due Oct 24 at 11:59 pm</b>

<b>Table 2 Course Calendar (continued)</b>		
<b>Thursday, Nov 14 12:30-FIELD</b>	<b>Field</b>	
<b>Tuesday, Nov 19 12:30-FIELD</b>	<b>Field</b>	<b>Unit Plan Part 3 due Oct 29 at 11:59 pm</b>
<b>Thursday, Nov 21 12:30-FIELD</b>	<b>Field</b>	
<b>Tuesday Nov 26</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>
<b>Thursday Nov 28</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>
<b>Tuesday Dec 3 12:30-FIELD</b>	<b>Field</b>	<b>Unit Plan Section 4 due Nov 5 at 11:59 pm</b>
<b>Thursday Dec 5 12:30-FIELD</b>	<b>Field</b>	
<b>Friday Dec 6</b>	<b>Unit Plan DUE—submit in D2L by 11.59 P.M. NO LATE WORK ALLOWED</b>	<b>UNIT PLAN IS DUE BY 11:59 P.M. DECEMBER 8th.</b>
<b>Dec 9-15</b>	<b>FINAL EXAM WEEK</b>	<b>Dec 9-15</b>

## References/Scientifically-Based Research/Additional Readings:

Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
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- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kiuvara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research*, 90(2), 179-226.**
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- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context*. Routledge.**



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- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>