

EARLY CHILDHOOD AND ELEMENTARY EDUCATION DISSERTATIONS

Changing Perceptions: Six Third Grade Teachers' Experiences Integrating Economics With Book Clubs

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Date of Award

1-8-2016

Degree Type

Dissertation

Degree Name

Doctor of Philosophy (PhD)

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Abstract

Due to the demands of federal legislation, the No Child Left Behind Act (NCLB) in particular, social studies instruction has become increasingly marginalized in elementary classrooms (Bollick, Adams, & Willox, 2010; Heafner, Lipscomb, & Fitchett, 2014; Holloway & Chiodo, 2009; Jones & Thomas, 2006; Morton & Dalton, 2007). One possible solution to this problem is to integrate social studies and reading instruction. This qualitative case study examined six third grade teachers' perceptions of and experiences with social studies and reading as they attempted to integrate the two subjects through the use of economics book clubs in their classrooms over six weeks. The primary research question under investigation was: What impact does integrating economics with reading through book clubs have on six third grade teachers' perceptions of social studies? The researcher prepared for and led professional development, split into two sessions, to teach the participants about integrating curriculum and book clubs. Then, data was triangulated (Stakes, 1995; Yin, 2003) by using multiple sources which included three focus group interviews, anecdotal notes from weekly planning meetings, two professional development sessions, weekly written reflections from each participant, and weekly lesson plans. The analysis of multiple data sets over time revealed that the participating teachers considered integrating economics and reading through book clubs a positive experience, an effective use of instruction time for both social studies and reading, and a meaningful approach to students' active learning. While the teachers initially struggled to adjust to an integrated instructional method and many students being pulled out for special need services, upon observing students being highly engaged in learning, the teachers started to develop positive attitudes toward the curriculum integration and perceived the integrated book clubs as a worthwhile strategy to prioritize social studies instruction. The current study contributes to the field of social studies by providing empirical research on elementary teachers' struggles and efforts with improving the state of elementary social studies instruction through innovative and integrated practices, specifically through the use of book clubs. The study also contributes to the field of social studies and reading content integration by focusing specifically on integrating economics with reading comprehension.

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Second, integrating teachers' perceptions will build a foundation and rationale for the assessment practice they use in their classrooms, through which one can learn to what extent and in what ways students' perceptions of classroom assessment impacts their learning. Teacher-student interviews vary from highly structured to informal conversations. Herrera et al. The study took three years and the authors used "a six-scale instrument, Perceptions of Assessment Task (PAT), 48 items from a 55 items questionnaire developed by Schaffner, Burry, Cho, Boney and Hamilton (2000)" (cited in Koul, Fisher & Earnest, 1998, p. 2). Their sample was constituted of 470 students from grades eight, nine and ten in 20 science classrooms in three. Western Australian schools. The teachers were English language teachers in Britain, Finland and Spain. The students were half EFL students and half British secondary school children. The two areas that most of the people mentioned were the teacher's rapport with the students and the teacher's personality. People wanted a teacher who was 'fun' or one who 'understands children'. But many people also mentioned the need for teachers to motivate students through enjoyable and interesting classes; and quite a few wanted their teachers to be 'well prepared' and to be teachers they could h... Beginners, as we have said, easily perceive success; since everything is new, anything learnt is a success. The experiences and perceptions of the departmentalized teachers informed the study about perceived positive and negative attributes of departmentalized instruction, self-efficacy beliefs, and experiences of a shift in instructional models. Aligning with related literature, findings revealed teacher preference for the departmentalized instructional model over the self-contained model due to lighter workload, more focused and higher quality instruction, and increased self-efficacy. Economics Books Teacher Books Business And Economics Study Teaching Math Studio Math Resources Learning. Upper Secondary Economics (IGCSE). Complete Economics Teachers Resource. You can trust Brian Titley to provide you with the high quality and useful teaching resources you need to effectively deliver Cambridge IGCSE and O Level Economics. Designed to directly support the new edition of the bestselling Complete Economics for Cambridge IGCSE & O Level student book, this new Teacher Resourc. Book Club Books Good Books Books To Read My Books Personal And Professional Development Personal Development Books Reading Lists Book Lists Entrepreneur Books. Changing Perceptions: Six Third Grade Teachers' Experiences Integrating Economics With Book Clubs, Sandra Cronin. PDF. Outdoor Play Behaviors of Pre-Kindergarten Students: Investigating Sociometric Scores, Familiarity, Gender, and Play Entry Strategies, Leslie McAlpin. PDF. Perceptions and Practice: An Investigation of Urban Teachers' Perceived and Observed Teaching Dispositions, Carla Bernard Miller. In and Out of the Matrix: Three Elementary Pre-Service Teachers' Reflective Journeys toward Culturally Relevant Pedagogy, Tonia Renee Durden. PDF. Linking Theory to Practice: Understanding How Two Reading Recovery Teachers' Reflections Inform their Teaching Practices, Lydia Criss Mays. Dissertations from 2008 2008. PDF.