ROLE OF USING BRAINSTORMING ON STUDENT LEARNING OUTCOMES
DURING TEACHING OF S.STUDIES AT MIDDLE LEVEL

Dr. Tayyaba Zarif
Abdul Mateen

Abstract
The key rationale of the study was to discover the role of using Brainstorming on Student learning outcomes during teaching of S.Studies at middle level. A private school was selected through purposive sampling. For this, The selected students were from a class of middle level. There were 25 students in the class: 10 boys and 15 girls. First step was pretest of the class and in second step teacher taught different themes with the help of Brainstorming. Third step was taking post-test of the students. Data of pre-and post-test was analyzed in percentage and there is considerable difference in the result of the students’ pre-test and post-test. The average achievement of the students’ pre-test was 14.4% and 73.76% in the post-test. The main reason affecting this improvement was the students’ interest in class participation and the importance given to their thoughts.

Keywords: Puppets, Languages, English Vocabulary, Foreign Language (L3)

1. Introduction and literature Review

‘Teaching’, although theoretically wide, can be basically quoted as the act of a teacher to share educational content like skills, knowledge and habits to students in a definite context, whereas ‘learning’ comes to mind as a complement to teaching. Through learning we attain skills, abilities, knowledge, behaviors, experiences etc. but that does not essentially sum up the whole association of student and teacher infact it only gives an idea of how the development of learning applies empirically or systematically (Moore).

As for as teaching of social studies is concern the basic goal of Social studies is the encouragement of civic competence.

National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

For achieving aims and objectives of teaching social studies teachers are supposed to use different techniques like group work, class discussion, role play and brainstorming etc.

Technique of brainstorming is depending on the capability of human brain to make association. Let see when any science student see or hear the term “plant” automatically brain associated it with other words like leaves, roots, and flowers etc as learner see and listen term “city” so cognitive map of his/her mind associate it with buildings, roads, shopping centers, bridges etc.

Brainstorming is an modern conference with particularscenary in order to create a list of ideas that can be used as clues guide students to the growth of the problem while giving every student the possibility to articulate her ideas and share those ideas with others and support new ideas. (Al-blwi, 2006).

The approach of brainstorming in the education of the modern methods that persuade creative thinking and let go the potential when educated in an atmosphere of liberty and security allows the appearance of all views and ideas so that the learner at the top of the communication and interaction with the circumstances and fit this approach in the issues and topics open that have no answer.

Al-Maghrawy, (2012) defines Brainstorming as a “group creativity forum for general ideas”. According to Zayton (2001), brainstorming was developed by Alex Osborn to create ideas without inhibition. Brainstorming technique engage oral and pre-writing exercises for helping the learner and for articulating ideas by the teacher. It is a technique that is used under the discussion method.

Brainstorming techniques has a great importance in the teaching process. Referred to its importance for students in as follows:

1. Helps students to solve problems, an innovative solution.
2. Helps students to benefit from the ideas of others through the development and build on them.
3. Helps the cohesion of the students and build relationships among them and assess the views of others. (Sayed.292:2009)

Humaidan refer its importance for the teaching and learning process as;

“Helps the teacher to conclude ideas that are broader than students' thinking solutions. Makes the teacher more democratic and respectful of views regardless of the different points of view” (Humaidan 105:2005).

Richards (1990) found that

“……….student interaction was an important part of developing the cognitive skills involved in generating ideas, and found brainstorming was an ineffective way of achieving this. Results from this study showed that students who were trained in brainstorming techniques were more efficient at generating and organizing ideas than students in a control group.”

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Stages in brainstorming session;

- **Performing warm up**
  To catch the attention of the students and incline their interests towards the topic.

- **Getting ideas**
  To know what the students think about the topic by bringing out different ideas from the students.

- **Writing/displaying the four principles of brainstorming on board**
  To involve the students in the systematic way by focusing the process as displayed for brainstorming and channelizing their knowledge output.

- **Writing and presenting ideas (Proposed).**
  To write the stimulated information and display it.

- **Frustration must be avoided**
  To include all the students of class by gathering all sorts of points.

- **Boring must be avoided**
  Linking all the points and information and integrating the knowledge in a way that the session is made more and more interesting.
Al-Blwí (2006) conducted a study to examine the usefulness of brainstorming in developing creative thinking and measuring the thinking occurs along with science students.

Rao (2007) found that;

“……..Students who had been trained in brainstorming techniques and used them regularly over a twelve-month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research project felt positive about the effectiveness of the brainstorming techniques. “

2. Research Question
- Is brainstorming suitable for teaching S.Studies topics in middle level classroom teaching?
- What role could brainstorming play in content enhancement of students in S.Studies (middle level)?

3. Objectives of the Research
The purpose of this study is: to investigate the role of Role of Using Brainstorming on Student learning outcomes during teaching of S.Studies at middle level.

4. Methodology
For this study, a private primary school was selected through purposive random sampling, where the students had a diverse background. The selected students were from a class (VI) of middle level. There were 25 students in the class - 10 boys and 15 girls. First step was pre-test of the class and in second step teacher taught different themes with the help of brainstorming techniques like culture, Geographical conditions, life of city to analyze the learning outcomes. Third step was taking post-test of the students. Data of pre- and post-test
was analyzed using percentage to differentiate in the result of the students’ pre-test and post-test.

5. Findings

Table 1: Analysis of Pre- & Post- Test results (in %)

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<th>Students</th>
<th>Pre-Test %</th>
<th>Post-Test %</th>
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<tbody>
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<td>85</td>
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</tbody>
</table>
Figure #3: Graphical Representation
Table 2: Average -Pre- & Post-Test in Percentage

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average -Pre- &amp; Post-Test in %</td>
<td>14.4</td>
<td>73.76</td>
</tr>
</tbody>
</table>

Figure # 4: Graphical Representation

7. Conclusion

The results of the pre-test and post-test become visible in Table # 1 and Table # 2. As depicted in these tables that there is a significant difference in the result of pre-test which was 14.4 and post-test which was 73.76. In post-test students obtained higher score compared to pre-test.

This means that brainstorming can play a significant role to improve student’s content understanding, thematic integration with real life while enhancing the confidence and communication skills in the middle level students. It is largely due to the fact that brainstorming not only stimulates students’ attention but also interests them to participate in the class in an interactive and fun-active manner while motivating them towards the topic in focus.
8. Recommendation

The conclusions drawn from this study can assist teachers in better understanding the use of brainstorming specifically in teaching Social Studies in middle level classes. It also points out that while teachers can get the most out of their students during a brainstorming session, at the same time it creates an environment of harmony of thoughts and respect of the point of views of others present in the class.

This therefore advocates a case for implementation of such a study on a larger scale for more diverse themes.
References


