



USING CARTOONS AS EFFECTIVE TOOLS IN TEACHING LEARNING PROCESS OF SOCIAL SCIENCE

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Abstract

Present Education system demands new techniques in teaching and learning process. Today students expect joyful environment in the classroom for learning with interest and attention. There are teachers who use artistic material in teaching learning process to attract the students towards experiential learning. A cartoon is one such material with which a teacher can provide joyful environment and also can make her/his students to think differently and encourage them to create something on their own. It is a visual media with lot of humour which can be either in the form of single picture or series of pictures, captioned or non-captioned. This approach helps the teachers to develop imaginative power amongst students by building proper knowledge. Cartoon learning can be helpful for initiating debate and focused group discussions in a classroom among learners as it stimulates them to engage in critical thinking in order to assess and formulate their views and opinions. Among many subject of secondary school curriculum, Social science is subject full of controversial issues provokes teachers to think differently to make it free from misconceptions. Imaginary visuals created by the teacher in the form of cartoons for a controversial issue in History would give clear picture of concepts. Weaving concepts with cartoons is a challenge to the social science teacher.

Here social science teacher as a Researcher thought of an experimental study to verify about her assumptions in social science teaching and learning process.

Key words: cartoons, learning, social science



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Present Education system demands new techniques in teaching and learning process. Today students expect joyful environment in the classroom for learning with interest and attention because Media has attracted them very many ways with variety of programmes. In specific children are getting attracted to fun fulfilled programmes.

So, Teaching should not transform information from textbook to the students but it should make the students think critically and creatively by engaging themselves always in hands on experience or should make them active participants in learning.

There are teachers who use artistic material in teaching learning to attract the students towards experiential learning. Teaching is an art where in various tools and techniques are employed to make the students learn better.

A cartoon is one such material with which a teacher can provide joyful environment and also can make her/his students to think differently and encourage them to create something on their own. It is a visual media with lot of humour which can be either in the form of single picture or series of pictures, captioned or non-captioned. These are seen in magazines, newspapers, books, television etc.

A cartoon is a two dimensional illustrated visual form of art. The term cartoon is derived from Italian word 'cartone' and Dutch word 'Karton' means strong heavy paper or paste board.

According to Tamblyn 2002, the cartoon increases interest and intrinsic motivation and reduce boredom, academic stress and anxiety.

Toraok, Mc Morris & Lin 1999, says that cartoons can grab the attention of the students by making them healthy and interested in learning.

They are funny and non-offensive, enjoyable material which give memorable experience to everybody. By having comic strip with proper messages by adding humour to the topic a teacher can reach everybody very easily.

This says that cartons of visual elements with textual information, dialogues, gestures and animations may be interpreted in many ways by students with their imaginations. **This approach helps the teachers to develop imaginative power amongst students by building proper knowledge.**

Cartoon learning can be helpful for initiating debate and focused group discussions in a classroom among learners as it stimulates them to engage in critical thinking in order to assess and formulate their views and opinions. Learners are given the opportunity to participate in classroom discussions to support their own ideas and knowledge as well as identifying others conceptions of a particular topic with cartoons.

Researchers think that teaching via cartoon is effective in remedying misconceptions.

Similar findings were also reported by other researchers

There are also researchers who claim that concept of cartoons may be efficient tools in order to identify student misconceptions (Ingeç.et al, 2006 cited in Ekici.et al, 2007) and remedy them (Saka, et al, 2006 cited in Ekici.et al, 2007). Hence, the concept of cartoon can positively contribute to the learners existing knowledge and increase their participation in its process.

Kabapinar (2005) reported in her study that the concept cartoon teaching was effective in creating focused discussions where reasoning behind students' misconceptions could be uncovered, especially via teachers' thought-provoking questions.

Moreover, **dobell** (2004) postulates that concept cartoons helps students to question their thoughts, solve the problems they encounter in their everyday lives, broaden their horizons and provide different perspectives for the events.

Balim et al. (2008) in their research used concept cartoons for 7th grade science classes and determined that concept cartoons have affected students' enquiry learning skill perceptions by helping students to enquire new knowledge with their existing experiences.

The results of such experiments indicate that teaching via concept cartoons was effective in remedying the misconceptions. concepts may be from any subject of schools curriculum.

Among many subject of secondary school curriculum, social science is subject full of controversial issues provokes teachers to think differently to make it free from misconceptions. Imaginary visuals created by the teacher in the form of cartoons for a controversial issue in history would give clear picture of concepts. Weaving concepts with cartoons is a challenge to the social science teacher.

Here social science teacher as a researcher thought of an experimental study to verify about his assumptions in social science teaching and learning process.

Statement of the problem

A study on using cartoons as effective tools in teaching learning process of social science at secondary school level.

Objectives of the study:

- i.** To develop a comprehensive list of alternative media for teaching of history at viii standard level.
- ii.** To study about the uses of the cartoon media in teaching of history at viii standard level.

Riview of related literatur

the researcher has gone through some of the related studies that have been conducted in the field of media or audio-visual aids. This has helped the researcher in developing the conceptual framework, the methodology to be followed in the selection of the sample, tools, for collecting data, procedure, analysis etc. In this study.

Sampling

The present study was focused on the secondary school students of social science. students studying in the 8th standard in bengaluru government high school domlur were selected as the sample for the study. The students were divided into two groups with 25 students in each group after equating them based on their previous achievement.

Hypothesis

- I. There is no significant difference in the use of cartoon media in teaching of history at viii standard level.
- II. There is no significant difference in using alternative media for teaching of history at viii standard level.

Research design of the study

The study was experimental in nature and involves two groups of students

Experimental and control group.

The control group was taught in a normal traditional way of teaching with the selected concepts of viii std social science.

To the experimental group, the same concepts of viii std social science were chosen. Cartoon based teaching and learning package was developed. Students were exposed to the new method or approach.

Tools

Cartoon based teaching and learning package was developed

Two different question papers were prepared for chosen topics of social science (developed by the investigator).

The data collected from both the groups was assessed later.

Methodology

The design was prepared by keeping the following objectives in mind:

1. Generating situations for presenting the subject matter systematically.

2. Selecting and using appropriate teaching strategies and techniques for desired learning structures.
3. Identifying and using suitable communication techniques for the proper comprehension of subject matter.
4. Establishing rapport with the learners for effective teaching and learning.

The researcher has done the investigation in two phases namely-

Phase I

In the first phase, the current course content of the viii social science syllabus was studied in depth from the point of view of several cognitive abilities that could be developed through them. Based on instructional design a **cartoon based teaching learning package** was prepared and validated with different groups at different levels and field tested.

Phase II

Procedure

Cartoon based teaching learning package was introduced to the selected units of social science and the achievement mean scores were measured by administering the achievement tests to the learners.

Cartoon based learning technique made all the students participate actively in the class.

Data analysis

The effectiveness of cartoon based teaching learning package on achievement of cognitive skills was studied and analyzed statistically with the help of scores obtained.

Table

S. No.	Group	Tests	No	Mean	Sd	't' Value	Remarks
1	Control group	Post test	25	59.00	22.11	0.91	N.s
2	Experimental Group	Post-test	25	79.30	18.48	5.27	S

N s- non significant s- significant

Table reveals that the calculated 't' value (0.91) is less than the tabled 't' value (2.02) even at 5% level. Therefore, the first null hypothesis is accepted. And it is interpreted that there is no significant difference in the post-test mean scores of the pupils in the control group taught through conventional method.

Serial no.2 discloses that the calculated 't' value (5.27) is greater than the tabulated 't' value (2.71) at 1% level. Therefore, the second null hypothesis is rejected. It means that there is significant difference in the post-test mean scores of the pupils in the experimental group taught through dramatization.

The following are the findings of the study.

1. A strategy implemented with cartoon based teaching learning technique brings about improvement in social sciences on the achievement of students of experimental group.
2. A focused treatment with cartoon based teaching learning media techniques would definitely enhance the achievement of students of experimental group in social sciences.

Educational implications

1. The result of the study revealed the superiority of cartoon based teaching learning media techniques over traditional method.so it is more psychological to view this as a highly individualized instructional process for better learning
2. The students can be exposed to a new atmosphere in which they can interact with computer assisted material by learning on their own pace.
3. The computers have attracted the learners with varieties of media.
4. Individualized learning material helps in enrichment of curriculum of subject social science.

Gradually students get interest in learning of social science by getting rid of boredom. the concept of cartoon helps students to learn concepts correctly as well as to recall them. Children are very good observers and it is easy for them to remember gestures or even body languages of a character based on a particular topic rather than recalling texts from their books. When any particular topic or chapter from the school curriculum is presented using cartoons, students can easily remember the scenes presented to them. It is also hard, for small children to recall lengthy lines of text from their books, especially those who do not have great potential for learning or good recalling abilities.

in this way, cartoon based learning can be helpful to the young learners to formulate better understanding of the instructional topic as well as help teachers' supported ideas becomes more explicit to them

Cartoons can be used as very good teaching approach to a certain topic to entertain children in their learning process in a way that they do not even know they are learning. The visual elements with textual information helps them to work to their imagination especially through the use of

colorful characters, funny animations and proper sound effect. The cartoons develop social skills like ability to collect categorise and assemble the information and materials

- Cartoons create new insight
- Cartoons develop the logical thinking ability
- Cartoons rouses curiosity and interest.
- Cartoons reinforces the learning in the classroom
- Cartoons positively enhance constructive learning, cooperative learning and collaborative learning.
- Cartons develops confidence in writing paragraphs, essays etc.
- Cartoon highlight the importance of interactive involvement of the students
- Cartoon gives the opportunity to the pupil to recall, reflect and apply the principles already learned.

Conclusions

With this we can say that children interpret the learning activities in their own way and build their knowledge.

Further it would be time and cost in effective if teachers looked for suitable and appropriate media.

Though important progress is being made in the direction of learning theories in educational psychology and technology. Educational methodologies need to be enriched in india, to make better choice of theoretical learning.

To help young students to develop their ability to establish authentic task oriented relationships, the task analysis and description should be taught to teachers and students.

In all these an integration between theories of teaching-learning and media is being considered more and more necessary and it would not be wrong to assume that the growing interaction between teaching and media is going to bring about the fundamental changes in all teaching pedagogy.

A system should centralize the learner and carefully construct the effective learning resources. To improve the qualitative aspect of education, audio-visual aids have proved more effective than any other source. Hence it is absolutely necessary for teachers to get a clear idea of importance of audio-visual aids in teaching.

students should always be motivated by bringing in variety and using different media. Teachers should always be on the lookout for the best methods to motivate the children. Technology has the potential for improving the quality of education at every level. To realize this potential long term commitment to research and development is essential in this area.

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