Concept building of Elementary Level through Activity-Based Instruction

Abstract

The presented article was an attempt to explore the differential concept building by teaching students of the elementary level through activity-based instruction. An experiment was conducted in a public sector secondary school on students of grade 6 in teaching of social studies. The major finding of the current showed that concept building was made easier and understandable by teaching students with the use of activity-based instruction as compared to lecture-based instruction in teaching of social studies. It was further explored that the academic achievement of students taught with the use of activity-based instruction was significantly better than that of students taught with the use of lecture-based instruction. Therefore, it was suggested that the effects of activity-based instruction can be investigated by teaching other subjects using this method and teachers may be trained in how to teach their respective subjects with the use of the activity-based teaching method.

Keywords: activity-based instruction, elementary level, students, social studies, concept understanding

Introduction

Teaching is a practical human activity in which two individuals are involved: the teacher and the learner, i.e., the senior (the teacher) and the junior (the learner/student). Certainly, it is an interaction between the teacher and the learner for the purpose of learning. In this interaction the teacher helps the learner in the learning process. The teacher selects a lot of learning experiences for the purpose of learners’