Revolution of Methodology for Improvement of the Social Studies Lesson
— Spiral PDCA Cycle Based on Difference in Quality Formation —

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Abstract

The purpose of this study is to suggest how the social studies lesson should be improved. In this paper, there are two suggestions as follows.

The first one is to make a clear distinction between each stage of the lesson structure of whole lessons, the organization of the lesson, and the teaching skill to lessons, expected learning outcome and fact of the lesson, as well as knowledge, skill, and attitude of learners, and then combine each stage of the lesson structure with Plan-Do-Check-Action in order to integrate them as PDCA cycle. The second is to propose a new methodology for improvement of the lesson, namely, spiral PDCA cycle. This spiral PDCA cycle consists of decision of lesson type by learning outcome at the first stage, PDCA cycle for the lesson according to each quality formation at the second stage, and PDCA cycle with which the lesson is improved by examining and then looking down upon the difference between the relativized view on the lesson, upon which the practitioner depends, and other views on the lesson at the third stage.

Introduction

According to the previous literatures, there seem to be two main problems of current improvement systems of social studies lesson. The first type is that the current system bring only partial improvement of the whole lessons. The second one is that the improvement of the social studies lessons has been made based on a particular educational theory and philosophy with neglecting of the truly intentions which the practitioners have. The type of improvement related to the first problems focus on human factors such as learners’ minds and the characteristics of teachers. Thus, the improvements are also happened with emphasis on the motivation for learners, attitude, atmosphere of classroom
based on actual conditions of the lesson including, as well as superficial instruction techniques such as presentation of materials, way of questioning, way of writing on blackboard, learning style. This type of improvement has provided with the partial improvement of whole lessons such as selection and sequence of content of learning materials or selection of materials. It seems that the problem of his type of improvement is unclear relationship between the suggestions for improvements of lessons and the academic achievement unique to social studies. While, the latter type of improvement depends on particular lesson theories of social studies which individual critics, educational organizations, and research associations aim and the improvement was attained in order to realize the particular theories. Thus, the various suggestions of improvements, for instance, the contents of learning materials, instructional processes, presentations of materials, the ways of involvement by teachers based on the perceptions and interpretations which the particular theory stands for. However, this system does not include the examinations of the lessons theory itself objectively.

In order to solve the problems which traditional systems have, I suggest the new methodological-concept of PDCA cycle for development and improvement of the social studies lessons. Usually, PDCA cycle is known as a management term that means to make aim and plan of activities (Plan), do it (Do), check it (Check), and then to feed back in order to improve next activities (Action). When this PDCA cycle is applied, the development and improvement of the social studies lesson could be regarded as one consecutive event, and the improvements are proposed as a result of fairly evaluations of lessons based on the their own view of social studies supported by the individual practitioners. That is to say that I present Plan, Do, Check, and Action by linking development of educational content that appears in overview of lessons, organization of the lesson, and teaching skill of lessons, fact of the lesson that has been done, and evaluation of learning in which learning outcome is decided with coherent logic and then clarifying perspectives and elements of development and improvement of the lesson that are seen there. Moreover, PDCA itself can be relativized for improvement and development by objectivizing each PDCA that has been clarified and analyzing their respective problems.

**Methods**

The system which I suggest in this paper follows three steps. At first, a sampled typical lesson is selected because of the different types of lessons in terms of the quality formation. Generally, the social studies lessons can
be classified by the four aim as follow. 1) the lessons for understanding of social events and affairs, 2) the lessons for solving familiar problems which are faced in daily lives, 3) the lessons for expanding students’ social perceptions through inquiry-based activity, 4) the lessons for encouraging the students their value judgment and decision making toward social issues. As a result of examinations of the sampled lessons and extracting aim, content and method, it will be clear that what kind of ability and quality the teachers intend to foster for their students and which type of aim the teachers support.

Secondly, how the lesson is constructed, that is, the organization of the lesson and logical structure in teaching skill of lessons is focused. In each lesson, what kinds of learning outcomes are expected and what elements of evaluation are set out are clarified. After that, the gaps between the expectations and truly achievements of learners are examined and the points for improvements of social studies lessons are extracted. Then, PDCA of the lesson is clarified by clarifying how the teacher plans and practice in each lesson as well as clarifying evaluation elements and improvement methods according to quality formation.

Finally, the total PDCA of each lesson type is reflected and the logic for sustainable and spiral improvement of the lesson is presented.

As mentioned above the procedure of the system can be summarized the following three steps.

1 Social studies lessons are classified into I-IV types which is based on the learning outcome that is expected from students. After a typical sampled lesson of each type is picked out, it is clarified how the teachers plan, practice, evaluation and then improve the lesson.

2 Evaluation elements and improvement methods of each lesson of I-IV are picked out to see from what viewpoint of evaluation improvement is intended.

3 The meanings and the characteristics of the method for improvement of social studies lessons are summarized in consideration of inter-relationship among Plan-Do-Check-Action of each lesson type.

**Results**

A **The Method of Improvement of the Social Studies Lesson**

The method of improvement of lessons will be proposed by following three stages.

1 Lessons are classified by type of the quality that is expected by teachers (First stage)

Social studies lessons have been conducted by teachers in various ways that
are based upon teachers' views on academic achievement. In order to evaluate these lessons, it is important to consider the characteristics of each lesson, in terms what kind of understanding of the society and citizenship are expected to foster as an example. According to the teaching and learning methods, there are different focus of teachers' intentions and learners' achievements. In fact, the actual lessons are quite different from ideal lessons which has been expected, and thus students could not acquire the sufficient learning outcomes that their teachers have intended. This study classifies the lessons according to the actual lesson, namely, what students obtain as a result of learning, not intention and ideal lessons.

Elements of students' engagement in the society are classified into two categories; Society as objective reality, Or Society as subjective inherence. The former category is regarded society as the objective existence and society could be understood by discrete knowledge. Therefore, knowledge about social events, social functions, and social structure can be existed independently from people. The latter category are recognized that meanings of society are given by people Social studies lessons could be typed by indicator such as how students perceive the society and how students understand it (Table 1).

<table>
<thead>
<tr>
<th>Content Method</th>
<th>The society as objective reality</th>
<th>The society as subjective inherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>I Acquisition of knowledge about social events, social functions, and social structure</td>
<td>II Understanding ways of life (behavior) of individuals in the society</td>
</tr>
<tr>
<td>Learning</td>
<td>III Inquiry for views on and ways of thinking about the society</td>
<td>IV Inquiry for ways of existence of the society and ways of life of individuals</td>
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Based on table 1, lessons for understanding of the society as objective existence can be classified into two categories; those emphasize how much knowledge about social events, social functions, and social structure have been acquired, or, those focus on how much the views and the ways of thinking about the society which students have acquired. Lessons for understanding of the society as subjective inherence can be typed into two categories; those emphasize how much model behavior and attitude students can acquire, or, those
focus how much students can inquiry for society and the role of individuals. In summary, the lessons can be typed into I - IV are clarified; I lessons in which knowledge about social events, social functions, and social structure is acquired; II lessons in which understanding behavior and ways of individual’s life in the society are acquired; III lessons in which views on and ways of thinking about the society are inquired; and IV lessons in which ways of existence of the society and ways of individual’s life are inquired. According to each type of social studies lesson, PDCA cycle of lesson will be explored.

2 PDCA of lessons that are typed into I - IV (the 2nd stage)

In education of social studies, PDCA as management has been taken in as a method of improvement of the lesson. However, in this kind of PDCA, content of improvement is not explained in relationship with formation of academic achievement. In this study, it is analyzed how formation of academic achievement specific to social studies that is expected as learning outcome inheres in the lesson, using the concept of PDCA. As the 1st stage of PDCA, lesson that is typed by formation of academic achievement, that is, what type of overview of lesson, organization of lesson, and teaching skill of lessons are linked together is clarified. Next, the fact of the lesson how it is realized in curriculum, units, and learning in every lesson is clarified. Then, viewpoints for evaluation corresponding to each type are decided to see what should be evaluated from in each lesson and how. At last, according to viewpoints for evaluation, it is clarified how to improve the fact of lessons.

Fig. 1: PDCA cycles

Figure 1 shows the lesson models that are made by combining each stage of lesson making shown by the vertical flow and plans as well as evaluation of practical learning shown by the horizontal flow. X in the figure runs
knowledge, decision, skill, and attitude that are aimed at in social studies, that is, the core of the lesson structure, with knowledge, decision, skill, and attitude that have been formed in learners as the fact of lessons, indicating what kind of improvement should be intended. This is improvement for which innovative changes in overview of lessons are urged. The improvement is indicated at levels of curriculum and units. Y runs selection and decision of content and methods based upon overview of lessons with those that are presented in the unit plan and actual lesson, indicating improvement for which innovative changes in the organization of the lesson are urged. Z indicates improvement for which innovative changes in lesson techniques used in teaching skill of lessons are urged in the light of the plan for guidance of learning for each lesson (questioning, direction, information, and materials) as well as various situations of lessons. That is, by seeing if connection among overview of lessons, organization of the lesson, and teaching skill of lessons are logically consistent, variance and discrepancy are evaluated, with which improvement can be indicated. At the same time, variance and discrepancy in facts of plans and practices in each stage are evaluated, with which improvement can be indicated. Evaluation and improvement are indicated by combining the vertical flow of each stage of lesson structure and the horizontal flow of plans and practices.

3 Spiral PDCA with which another improvement of the lesson is conducted by looking down at one’s own PDCA (the 3rd stage)

For each lesson typed, logically insistent and coherent improvement of the lesson that is internalized can be intended by repeating PDCA of the 2nd stage. However, is the lesson that matches each quality formation truly good in light of the ideal of social studies? It is also possible to intend to improve the lesson by confirming the difference from quality formation at which is aimed by other lessons and then considering what kind of quality and achievement should be nurtured in their learners. That is, there can be PDCA with which improvement of the lesson is intended by relativizing overview of lessons itself on which the practitioner depends and then examining difference from other views on the lesson. With this PDCA cycle, intentional and well-planned improvement of the lesson can be intended by critically examining the practitioner’s own view on the lesson and realizing problems and limit of lesson of social studies in character formation.

B PDCA of Lessons Typed
1 PDCA of lessons of which viewpoint of development and improvement
is enlargement in quantity and effectiveness of knowledge - social studies by which students acquire knowledge of social events, social functions, and social structure.

Let me explain about PDCA of social studies lessons by which students acquire knowledge of social events, social functions, and social structure. Such lessons of social studies mean those with the view on academic achievement that is symbolized by explanation by teachers as well as learning by heart and exhaustive learning of learners that are generally seen today. In this type of lessons, teachers use ingenuity in order to connect knowledge that they select and try to teach with existing knowledge of learners. As for organization of process of the lesson, selection range and content of materials as well as order of presentation of them are looked for in order to find with which information and materials the teacher should make their students understand the knowledge. PDCA cycle with which enlargement in quantity and effectiveness of knowledge are intended is suitable for such lessons.

- Plan (P) is made, based upon overview of lessons that the society can be understood as integrated individual knowledge and the society as objective existence is intended to be understood. Various elements on social events that are the subject of learning are collected and organized as coherent knowledge by content. According to the actual condition of learners, content of knowledge per unit is structured, and then development of the lesson and materials are prepared.

- Do (D), content of learning is organized with knowledge selected from existing curriculums and textbooks. Teachers devise to invoke learners' interests, efficiently explain content of knowledge prepared so that learners can acquire terms and knowledge.

- Check (C), quantity of knowledge that covers social events is confirmed. In evaluation of organization of the lesson, quantity and range of knowledge that is typed and covered as well as effective instructional flow are confirmed. In actual lessons, terms and knowledge that are actually presented as well as situation of knowledge acquisition by learners are confirmed. For example, knowledge and terms that learners have acquired are gotten by recall and reproduction that uses oral answers and reproductive tests during lessons.

- Action (A), improvement is conducted, based upon if learners can reproduce terms and knowledge that teachers regard as important and if quantity of knowledge acquired by learners has increased. Selection range and content of topics, episodes, and other materials as well as presentation order are considered so that knowledge which the teacher makes learners acquire can be connected with daily lives, become picturesque, and concretized.
Improvement of writing-on-blackboard and other instructional ways as well as lead to right answers by supplementary questioning, indication, denial, and guide are conducted so that knowledge in the textbook is grouped by type and aligned, and terms and knowledge can be efficiently explained.

In lessons of social studies through which knowledge on social events, social functions, and social structure are acquired, social events are connected with daily knowledge, widening network of knowledge. In PDCA cycle for such lessons, quantitative enlargement and effectiveness of knowledge are the viewpoints of development and improvement.

2 PDCA of which viewpoint of development and improvement is expression of inside of the learner-social studies through which behaviors and ways of life (attitude) are understood-

As typical lessons, there are practical lessons of which challenge in the study has been educational practice for utilizing individuals. In this type of lessons, the teacher makes their students create their own standards for decision in order to solve problems arising out of the society in the relationship with themselves, and makes their students think how to solve such problems and behave. For improvement of the lesson, in which the teacher makes their students think how they should be as humans who live in the society, it is planned that learning by individuals and groups is positioned in the instructional process, actual conditions are grasped by careful observation, and activities and experiences are successively and instantly organized with questioning, direction, and materials so that students can make questions. The learner tries to solve problems in relation with thems elves, finding ways of solving as well as thinking how to behave, and he/she change their ways of viewing and thinking when he/she faces another problems, deepening and enlarging them. In PDCA with which the teacher tries to draw expression of inside, their improve lessons by grasping learners’ attitude to participation in learning as well as transformation in content of their statements.

- Plan (P), the teacher aims at learners’ attitude for Inquiry problems and questioning about facts of social events. So, learning how to solve problems, in which learners can be aware of and seek problems in relation with themselves, is organized.

(In relation with the course of study and content of the textbook) content with which learners can change their common-sense ways of viewing and thinking is selected, and successive learning, in which learners find problems, investigate them, and then find another problems, is intended. The teacher
make learners generate awareness of problems by directing investigation and activities as well as utilizing talk with classmates and notebooks so that learners can find social problems dealt with in the lesson from daily lives.

- Do (D), learning that the teacher finds the value and learners themselves have questions is organized, so the teacher develops learning that learners themselves can be aware of, find, and seek problems. The teacher guarantees setting of scenes that questions and findings are shared among the lesson group as well as keeping a place where each learner seeks problems.

- Check (C), the teacher sees awareness of social problems, achievement to investigate, observation power, if their students are Inquiry humans, if ways of viewing and thinking about the society of individual student have been changing, if they can express their questions and ideas, and if they attend the lesson and can make statements, from students’ statements and expressions.

- Action (A), based upon the evaluation, the teacher grasps the level of social awareness and problem awareness from daily observation, cuddling up to development characteristics of students, and the teacher’s questioning, direction, and materials are modified by the teacher, as necessary, which is feed backed to Plan so that every student finds problems and can successively organize investigation. Learner try to solve a present problem, but once they face another problem, they transform their awareness. Thus, deepening and enlargement of the learner’s growth is intended.

In PDCA cycle for social studies through which learners understand behavior and ways of life (attitude), learners’ statements and participation attitude, which are seen by detailed observation of learners’ sentiment and change of their behaviors, as well as expression of learners’ inside such as change of inside seen in their statements are the viewpoints of development and improvement.

3 PDCA of which viewpoints of development and improvement are structured of knowledge and organization of deduction-Social studies through which ways of viewing and thinking about the society.-

Let me explain PDCA of social studies in which the teacher makes his/her students seek ways of viewing and thinking about the society. For example, lessons for unit “Australia” by Kazuhiko Nakamoto, explore viewing and thinking about the society that is based upon the theory on social structure. PDCA for this type of lessons is structuring of knowledge and process of deduction.

- Plan (P) is formed by teaching philosophy that helps students to understand that the society is consisted of individual elements and can be understood objectively. Explanatory knowledge that the teacher makes their students
to reach and verify their hypothesis is organized based upon case studies. In consideration of learners’ actual conditions and characteristics, teachers think through lesson procedures, and then prepare materials and learning activities so that learners may answer supplementary questions and then major questions.

• Do (D), the stage of making concept of the unit, learning materials of subject are researched, and then outcome of research of social sciences are selected. The teachers build up their own logic (interpretation), for their lessons based on general and universal logic (interpretation) that researchers have presented. Questions and directions are given according to structures and outline of questions previously organized and planned. The teachers prepare lesson worksheets, and then makes their students read and summarize them.

• Check (C), check amount of knowledge on social studies content that has been covered by lessons.

The teachers evaluate amount and range of knowledge acquired by students through questioning and knowledge based testing. It also can be evaluated by students’ application of their knowledge intellectual operation of generalization and abstraction as well as that of individualization and concretization.

• Action (A), structure of the lesson is reviewed in order to improve the contents knowledge by changing it from highly general and abstract. Explanatory knowledge into individualized and concretized knowledge, according to its quality and area. The lesson can be improved by clarifying the process through which learners themselves analyze and generalize the subject as well as by reviewing logical structure of materials that lead to questions and answers. Questions and answers are reviewed so that variety of interpretation of materials and process of deduction can be made precise, two or more materials are linked with together, and the gradual deduction can be performed.

In PDCA cycle of social studies, acquiring knowledge to see and thing about the society is important. Therefore, the main issue of development and improvement of the social studies is the relations between structuring knowledge and questions as well as preciseness of process of deduction.

4 PDCA of which viewpoints of development and improvement are manifestation of evaluative knowledge and logical structure of value-judgment -social studies that seeks behaviors and ways of life-
Let me explain PDCA of social studies in which teacher’s helps students to inquire individual behaviors and ways of life in the society. For this type of lessons, it is import to examine the process of consistency in logic for value judgment to see how to try to solve problems arising from the society after social structure is objectivized and analyzed. The process of the lesson, of which learning materials are social problems, consists of value judgment and rationale, inquiry of casual relation of facts and examination of adequacy of value judgment, formation of own value judgment examined, social problems being learning materials. Indicators of improvement of the lesson include examination of value analysis, judgment process, and elaboration of judgment.

· Plan (P), with principles of democracy as judgment standard, solutions for social problems are drawn. This method aims at nurturing of substantive attitude with which the learner can select and decide their actions among all of solutions and behaviors that can be considered, based upon scientific recognition of facts and value judgment reflectively examined. By making learning materials on conflict and struggle on value, the process of the lesson in which learners can conduct value judgment and decision making is organized. Concretely, the teacher makes a place of discussion where position and value each of an individual and others in decision making is clarified and value judgments can be compared with each other. The teacher prepares materials that present individual and concrete social events including social problems with which the teacher pressures their students make value judgment and decision how they should do in order to solve the problem scene as well as plans persuasive development for contradictory opinions and allegations.

· Do (D), learning materials are made for problems with which individuals, groups, and organizations face and on which judgment varies as well as argumentative problems of which reasonable solution is difficult, for example, Those of which solution is different by sense of value. The teacher makes flow of the lesson that consist of setting of problem scenes where value judgment and decision making are conducted, representation of one’s own position by discussion, and reasonable solutions. Upon solution of problems, the teacher presents questions that clarify allegations from each contradictory position, evidences, and reasons. The teacher fosters supportive atmosphere of the classroom where discussion can be conducted.

· Check (C), the teacher evaluates evaluative knowledge on social events, intellectual skills with which evaluative judgment is done, and substantive attitude in which solutions for social problems, in which individual dignity
is minimized, are considered. The teacher examines evaluative knowledge that has been acquired by students and the process of learning. The teacher examines social value judgment and each student's adequacy of structure of evaluative judgment. The teacher examines clarification of values that students support and rightness of argumentation for evaluative judgment as well as number and adequacy of evidences, grounds, and rationales.

• Action (A), organization of the lesson is improved by clarifying evaluative knowledge (evaluative and normative knowledge as proposition) and value judgment (logical consistency and reasonable justification) as well as reviewing logical structure of materials with which questions and answers are gotten. Issues of the problem are organized. The process of the lesson of which adequacy can be verified by clarifying solutions that are feasible at the present time and organizing logical structure of value judgment by fact, allegation, and rationale. The teacher conducts supports including collection of information and data that become evidences for formation of opinions. The teacher conducts direct instruction of skills for gradual argumentation such as rightness of argumentation for value judgment, the number of reasons and rationales, adequacy, etc.

In PDCA cycle of social studies lesson through which ways of being of the society and living of individuals are sought, clarification and justification of value judgment and logical structure of value judgment are the viewpoints of development and improvement.

C PDCA Cycle That Relativizes The Teacher’s Own View On Social Studies

1 Criticism and examination based upon uniform standards for quality formation

It has been indicated that knowledge for formation of social recognition and ways of learning it, content and methods of nurturing of citizenship, and viewpoints of development and improvement are different by difference in idea of academic achievement of social studies among lessons respectively typed. On the other hand, as difference in view on the lesson has been traditionally regarded as difference in essentialist theory, it has been too sharply distinguished, so consequently it had not been linked with improvement of the lesson. However, as social studies are positioned in the school education, true improvement cannot be conducted without unified standards for knowledge, judgment, achievement, and attitude that should be nurtured. For true improvement, it is necessary to conduct improvement of the lesson in which limit and problems of PDCA based upon each view on the lesson are realized
and examined as well as also other views on the lesson are looked down at.

2 How can evaluative elements required for social studies be relativized?

![Fig. 2 Connection of knowledge, society, and Learners](image)

Figure 2 shows the relationship among knowledge, society, and learners that are the subjects of social studies. In A (knowledge) and B (society) related to ways of viewing and considering the society, ① is the position that the society regarded as real existence is presented with objective knowledge, and ② is the position that the society is internalized and given meaning by recognizing entities. In A (knowledge) and C (learner) related to teaching and learning, ⑤ how to teach and ⑥ how to learn are presented. In B (society) and C (learner), ③ influence from and closeness with the society and ④ involvement and how to participate in the society are presented.

Difference in views on the lesson is indicated by which element is chosen as the focus point among elements that are the subjects of social studies. At the same time, as results of lessons, the difference comes out as difference in range and degree of quality formation that is required to learners. However, the ideal lessons that are guided by the philosophy of social studies have the same purposes as follows; ① Learners themselves deepen their ways of viewing and considering the society; ② Learners aggressively participate in learning; ③ Learners form their own opinions on the society; ④ Learners are involved in the society. As for ① and ③, the question is whether social awareness of learners is guaranteed or not, and as for ② and ④, the question is whether their attitude of participation in learning and their involvement in the society are guaranteed or not.
Among questions requested in the lesson, characteristics and problems each of lessons I - IV can be found as follows. For example, the teacher who tries to conduct quantitative enlargement and streamlining of knowledge reviews own lessons to see how rightness of knowledge is backed up, if learners get interested, how results of learning is related to the society, if organization and concrete content of the lesson are adequate, and if learners have changed and grown up. As for PDCA with which the teacher tries to make expression of learners' inside come out, it is examined for what reasons the knowledge is selected, how rightness of the knowledge is backed up, if organization and concrete content of the lesson are adequate, and if learners have changed and grown up.

3 Spiral PDCA from intrinsic criticism through extrinsic criticism

As for lessons that are typed into I - IV, PDCA is conducted from the viewpoints of development and improvement such as quantity of knowledge, statements and expressions on relationship between the learner and the society, structure of knowledge, process of deduction, value judgment, and process of its justification. Each of the viewpoints is one of reasons for improvement of lessons of which coverage and degree on nurturing citizenship by social studies are different. Moreover, by criticizing and improving the teacher’s own lesson, based upon elements that are the subjects of social studies as well as questions requested to social studies, the lesson becomes better, taking in good points of other lessons (Fig. 3).

• P’ (Plan), variance and difference between the plan and the facts are
examined by reflecting on expected learning outcome, the facts of the lesson, and learning outcome that learners have acquired in the context of questions requested to social studies, with data analysis and monitoring that are conducted with VTR. Then, considering what kind of lesson should be envisaged in order to nurture quality and achievement, according to learners’ situation, the teacher selects viewpoints of development and improvement among those for creating lessons with different views on the lesson. The teacher takes fusion-cable elements from other views on the lesson into own view on the lesson.

- D’ (Do), based upon an intentional and subjective lesson plan, the teacher confirms limitation and problems of lesson development and improvement based upon own view on the lesson as well as selects and decides content and methods of learning among those based upon different views on the lesson, and then organizes lesson. The teacher reflects actual conditions of learners, lesson development, materials, etc. on curriculums, units, and practice of every lesson. It will be flexible and comprehensive practice.

- C’ (Check), it is checked if quality and achievement aimed at have been tried to nurture from an aim-oriented evaluative viewpoint by evaluative method and evaluative means that are based upon PD.

- A’ (Action), the teacher seeks lessons according to the ideal of social studies, so he/she relativizes view on the lesson by intrinsic and outside criticism on own lesson and then integrates several different purposes, according to learners’ situation, in order to improve lessons. For example, there are creation of lessons by cooperative work with colleagues in a group of teachers as well as improvement through talks with and criticism by people with different opinions at examination meetings. Also, there are other research methods on the lesson such as attendance to lessons that are regarded as excel and consultation with books for new views on the lesson in order to increase teachers’ competence for the lesson. Or it can be considered to improve and change the lesson by consciously adjusting and reflecting on the lesson with means including verbatim records of the teacher’s own lessons, data analysis, and VTR monitoring. Thus, spiral PDCA is to be conducted through intrinsic and extrinsic criticism.

Discussion

Spiral PDCA Cycle As Methodology For Improvement of the Lesson of Social Studies
In this study, I described the steps for spiral PDCA cycle as the methodology for improvement of the lesson of social studies.

First of all, social studies lessons are classified according to the lesson types defined by the way students understand the society as well as students’ achieved knowledge and behavior in the end of the lesson. Secondly, lesson structure of different types is examined, and then viewpoints for lesson evaluation and improvement are picked out in order to grasp the facts of the lesson. Then, lesson improvement is conducted by employing logical insistent PDCA that results in organization and concrete content of the lesson consistent with overview of lessons. However, each PDCA according to quality formation still needs work. Then, another improvement of the lesson is to be conducted. It is conducted with spiral PDCA in which the teacher relativizes the ideal of social studies and view on the lesson on which he/she depends, compares them with ways of being of different lessons, and then critically examines own view on the lesson. Such method for improvement of the lesson conquers problems of existing improvement of the lesson.

This method of lesson improvement overcomes the issues of existing ways of partial and individual improvement of the lesson. The first issue is that different elements of the lesson improvement are not treated independently. The lesson improvement of lesson techniques such as questioning, ways of writing on blackboard, and ways of talking, the improvement of lesson organization such as alignment, selection, and development, and the improvement of lesson overview such as aims, content, and methods are mixed. Another example is that lesson plans have not been separated from practices, and facts of the lesson have not been separated from learning outcome. Second issue is that the way of improving the lesson that I am proposing in this paper is different from existing one. The existing way of lesson improvement is mainly done not by teachers but by outside who can review the lessons of social studies based on various ideals and/or essentialist theories and then they let teachers to improve their lesson according to the evaluation that they have received. In order to overcome the issues listed above, I have presented evaluation methods and means of lesson improvement that is unique to the lesson typed by difference in quality formation. Lesson improvement specific to each lesson type are derived from key elements of intrinsic PDCA that have been picked out. Then, extrinsic PDCA, in which coverage of and ways of involvement in citizenship formation as the subject are questioned anew; why lesson structure based upon each view on the lesson is better than other lessons is conducted.

In sum, I have presented spiral PDCA cycle that has three steps; the first step is classification of lesson type according to the students learning outcome;
the second step is PDCA cycle according to each quality formation; the third step is the improvement of the lesson by helping teachers to review their teaching philosophy and compare own lessons with other lessons based on the different philosophy.

This is a new method for improvement of the lesson that is based on pluralistic views on academic achievement. Therefore, this method overcomes issues arising from the literature review that is partial improvement of lesson structure elements and improvement of the lesson based upon a unified view on academic achievement of social studies.

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