



THE UNIVERSITY OF THE WEST INDIES
FACULTY OF HUMANITIES AND EDUCATION
SCHOOL OF EDUCATION
ST. AUGUSTINE

TEACHER EDUCATION UNIT

IN-SERVICE POSTGRADUATE IN EDUCATION PROGRAMME

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Curriculum Study

TOPIC:

**The use of Simulation with a Form Four
Principles of Accounts class to increase
participation and interest in the classroom
while facilitating understanding of the subject
matter**

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DATE: **Tuesday April 14th, 2009**

Running head: USE OF SIMULATION TO INCREASE CLASS PARTICIPATION
AND INTEREST WHILE FACILITATING UNDERSTANDING OF
THE SUBJECT

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Topic: The use of Simulation to increase classroom participation and interest while
facilitating understanding of the subject matter.

DATE: Tuesday 14 April 2009

Abstract

This study examined whether the use of simulation would improve class participation and interest while facilitating understanding of the subject matter. The participants were fifteen Form Four Principles of Accounts students who exhibited passivity towards their education and showed no interest in the subject matter.

A simulation of a small stationery store was created; the class was divided into four groups and a unit of ten lessons was taught. Student Record Sheets recorded changes in classroom behaviour, levels of participation and interest, and changes in attitude towards the subject matter. A project was given to assess understanding of the subject material. Student and Teacher Journals documented our journey and thoughts about the exercise. The results of the study show that simulation is especially effective with respect to the learners' affective domain.

The increased levels of participation and interest witnessed by me the researcher indicated that simulation provided the platform for active participation and student interaction in the classroom. Consequently, simulation was an indispensable tool for improvement in classroom participation and interest in the subject matter. I would recommend that teachers try the simulation strategy it is an enabling feature towards achievement of improved class participation and students' willingness to learn.