The use of the Guided Discovery Model with a form 4 economics class to encourage participation in the classroom and build interest and understanding for economics

EDSS 5280: Teaching of Social Studies

The Postgraduate Diploma in Education

School of Education

The University of the West Indies

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Thursday 14th April 2016

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Abstract

This study was used to investigate the effect of the guided discovery learning strategy on students' academic performance as well as their appreciation and interest for economics. 30 students of the form 4 economics class at School W constituted the sample for the study. The research was done using a variety of quantitative and qualitative data collection methods such as student and teacher journals, questionnaires, assessment sheets and pre and post written test. Two research questions were identified for this study. Results revealed a significant difference in favour of the students that were exposed to the guided discovery approach. The study showed that high performing students before the study continued to do well after the study but more importantly the lower scoring students before the study scores significantly enhanced after the study. The study was significant to the researcher because it showed that students interest and appreciation for economics increased after the implementation of the guided discovery strategy and that students were able to discover their mistakes and uniquely develop their own understanding. The use of this method of teaching is recommended for teachers across disciplines as it will not only enhance students' achievement but it has the potential to motivate students to learn and not passively but actively.

Keywords: guided discovery, economics, interest, academic achievement,