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**THE ADAPTATION OF SOCIAL STUDIES CONTENT OF SOCIAL STUDIES  
TEXTBOOK IN HIGH SCHOOL WITH SOCIAL RECONSTRUCTION, SOCIAL  
KNOWLEDGE TRAINING, AND SOCIAL ACT**

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**ABSTRACT**

This study has been conducted with the purpose of determining the amount of attention toward social reconstruction, social knowledge training, and social acting in social studies textbooks in senior high school with conceptual analysis methodology. Community includes all pages, and framework of social studies textbooks in senior high school, considering the kind of study, sample is equal to the community. The research material is the checklist (reverse questionnaire); The results were analyzed by means of descriptive statistics indices. They show that in the total units counted in 3 social studies textbooks, the frequencies from the maximum down to the minimum one belonged to social reconstruction (43.4%), social knowledge (39.7%), and social act (16.9) respectively. In the social studies textbooks of the first senior high class, the frequency of social knowledge training, social reconstruction, and social act from the maximum to the minimum one were 44.1%, 34.4%, and 21.5% respectively. These scores for the second senior high class textbooks were: social knowledge training (45.7%), social reconstruction (36.1%), social act (18.2%), while those for the third textbook were: social reconstruction (44.7%), social knowledge training (41.6%), and social act (13.7%) respectively from the highest to the lowest frequency.

**Keywords: Social reconstruction, Social knowledge training, and Social act**

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## INTRODUCTION

The textbook is among the most important references and sources for the students in any educational system, the source is also of a high importance in the Iranian educational system. because of the role that textbook material plays in conveying information, training and developing culture, the materials covered in the social studies textbooks with their emphasis on social reconstruction , social knowledge training, and social act were on the focus in the present research. Social approach is among the approaches dominating curriculum. The approach supports a curriculum emphasizing social analysis, and considering an individual in a certain social environment, trying to design programs suitable for that situation .The approach has three Strategies: social reconstruction, social knowledge training and social act.Among curriculum planning approaches, the social approach has a notable position. Attention to social functions and social effects of curriculums in shape of social studies textbooks is one of the main approaches in the present study. How well social studies curriculum planning has played its role is the purpose of this study.The truth is that in the third world countries, this part of curriculum planning approaches has been denied, and it does not prepare children and teenagers to mingle in

"social development". Since textbooks from the most important feature of curriculum planning in the Iranian educational system, analyzing the concepts of the textbooks based on the 3 approaches related to social development is considered analyzing the concepts of curriculum panning.

Action as the most fundamental element of human's social life includes behaviors people have with each other for gaining certain objectives. This behavior directed to others is called social action [27],social action includes personal and group deliberate choices in gaining their objectives . on the basis of this meaning , social action should be meaningful for those involved in it [19], [4], can be considered among the contemporary pioneers of the trend to reconstruction . In "The future shock" Toffler writes: "To help man manage future shocks, we have to from an ultra –industrial educational system, so instead of studying the past,we have to determine our objectives and methodology for the future " . In "Learning for tomorrow ", Toffler writes: Education is not something that may happy in our mind; it involves our entire body members, senses ,glands, and our entire biochemistry and it is based on person – environment contraction " . Proponents of social reconstruction consider social matters outside school as s part of conditions that

determine school inner activities, and they build their axial matter school upon the ideal that there is a overlap between school and society ,and see social issues through this Ideology, School turns into a social laboratory where students become a self – enabled agents problem solving [33],, so those skills , and subjects are needed to determine and reform social issues that activate learning and in contact with the present , and future society .

Social knowledge points to the ability to understand social issues , how to live socially , coexist , and observe social systems [18],It also includes observing rules, accepting responsibility, social participation, observing social values, and communication skills (kindle, 2013). Someone who has social knowledge is ready for a potent life as a citizen adapted to quick developments in science and technology, and a variety of ideology and values.

This study focuses on factors including lawfulness, responsibility, tolerance, social knowledge, social participation, and the like [11],Isatland, an interesting base is formed to educate adults which introduces it among countries paying a special attention to education as a social action. Teacher and trainers play a vital role in this process, because education is a social challenge in this country and it is in the context of broad socio – political relations [6].

Education financial issues as a factor of social knowledge to students is among human studies that is conducted via students' personal experiences in developed societies [14],Some researchers also consider education in primary school as a social practice and action [27],Perry's study shows that socio – cultural viewpoints on education includes theories emphasizing methodology through which people use knowledge in a social context. The theories have different degrees of importance, and vary in different aspects, and they focus on 3 aspects as social action, multi – literacy, and critical literacy. Obenchain and Pennington [21],chose the subject of U.S presidential election to assess concept, notions, and skills of social studies and literacy. [16],shows that 1/3 of U.S adults do not have enough knowledge about health needs, and low knowledge about health has become a major concern, because of its relation to low treatment results, about high cost of health cares and the related health problems . Ghafoori and Wein's study [9],shows that children need social knowledge to protect their social games, and succeeding and playing competitive games shows gaining media knowledge , digital knowledge , and social knowledge .

The role of educating literacy and critical reading, skill in educating social studies was analyzed by Reidel, and Draper [26],In fact,

literacy and critical reading are necessary to form a democratic society and curriculum based on experiences of critical reading is necessary for realizing democracy. St.Clair [31], analyzed the roles of reading, writing, human relation, and social capital in family education programs.

In the last decade, in politics, children were focused as active participants rather than passive receivers of adults' decisions, and interferences, and children were given attention as future citizen, and education was seen as a means of increasing social participation [19], Baltazar, Shutts, and Kinsler's findings [2], show that children have information about the details of negative social action than about those of positive social actions. Braxton [4], believes that what colleges and universities form a kind of social action system consisting of four main functions i.e conformity, gaining objective, integration, and stability of models.

Storm's findings [32], show that educational approach like empirical activities including students, experiences, personal knowledge, self – confidence increase learners, knowledge about social action. These educational approaches mostly consider concept as the key to prepare students to perform a role.

Facing real social issues in English class, Students actually get to look at the world

through others, viewpoints. Teachers should prioritize realization developments as facts according to other mental skills and citizenship skills. Studies on social knowledge are introducing new steps I realizations leading a lot analyzing projects and provoking realization while teenagers are responding [8], Some studies have paid attention to learning cycles as from producing knowledge about social actions [26], In a field study, Baggerly [1], finds that consultants do not pay attention to student's social knowledge and action while consulting them . In fact, involving them in social action and responsibility and role realization in this action framework is the necessary need of the present transiting society.

Olis [22], has studied formal and social aspects of actors, learning as they are learning skills and sciences while taking part in social action, Actors, in fact, learn figures of skill development in an active social environment . Actors learning is cognitive and is involved in action . Gordon's study [10], shows that in language as a second language classes, role play has been widely used in raising social action, and transforming multi – cultural phenomena in the U.S.A.

Middle – class teachers prefer a kind of speech democracy based on increasing personal aspects in team works, while work

class tends to team action approaches leading to democratic integrity [27], Challenges social action faces in US schools include time limitations, curriculum standards, and emphasis on personal success rather than team attempt [36].

The attempt in renewing the Iraqi educational system seems to be an example of separating political reconstruction from social reconstruction. As the need for a new system in proving political legitimacy rises, educational Institution realize broad developments so that local educational activities have been rebuilt to conform new political systems [35], Teachers played a vital role in 1934–1943 social, economic, and political reformations in developed countries [20].

Using stories in teaching sociology is what Harvey (2009) calls "reforming sociology" [5], Previous studies on the use of stories in sociology have focused on the use of novel, but novel has been poor in presenting key issues in sociological reformation.

According to Sherman's study [29], a positive relationship has been observed between social reformation variables, and morale and self – confidence both in males, and females. Tsuneyoshi (2004) has seen cultural diversity throughout the world, even in countries know to have a homogenous culture. The new forms that have led to diversity and the formation of social

classifications have challenged existing classifications. On the basis to the literature, this study answers the question: "How well concepts of social reformation, teaching social knowledge, and social action have been focused in the second junior high social studies textbook?"

## MATERIALS AND METHODS

The method is concept analysis. The statistical community includes all pages and lesson frames in the social studies textbook, So the sample is the statistical community, and census was used instead of sampling. The checklist based on the main variables according to the literature is made inform of a reverse questionnaire as the tool. The data have been described as usual using the method of analyzing concept with frequency, frequency parentage, and accumulative frequency.

## RESULTS

On the basis of the checklist data, and the descriptive results from i, the x test was used to assess the question. The results are given in the following tables.

The table above shows that in the 3 social studies textbook, social reformation, teaching social knowledge, and social action have totally gained 43.3%, 39.7%, and 16.9%, frequencies, respectively. Among other categories related to social reformation, look at the future, the relation between the lesson, and the present and

future society , focus on social training , and indentifying current social issues have the highest frequencies i.e 6.2% , 6% , 5.7% , and 4.5% , respectively . This while the lowest frequencies belong to universal thinking (1.2%), developing research – based schools (1.4%), turning school into a social laboratory (2%), respectively. See table 5 – 4 for the details.

As it can be seen in the table , text(2303) ,discuss (318) , and activity (307) have the highest frequency , while the lowest frequencies belong to key concepts(98), what you have learned (101) and analyze, respectively. Moreover, the results show

that the highest frequencies belong "text – responsibility", and "text – maintaining" social values". See table 3 for the results of  $x^2$  test.

The results show that according to the amount of Pearson's Chi-Square (which is 513.7), there is a meaningful relation at  $p < 0.05$  level. The following table shows the ranks for sub – categories on the basis of each class.

The results of ranking in the table show the situation of the place and preference of each sing of the categories (social reformation, teaching social knowledge, and social action) in each junior high social studies textbook.

Table 1: Simple and cumulative frequency and frequency categories and ratings on the three social studies book

| Categories                                | Indicators   | Cumulative Percent             | Percent | Frequency | Rank | Frequency |
|---|--|--------------------------------|---------|-----------|------|-----------|
| Social Reconstruct ion                    | Reconstruction of cultural institutions              | 100                            | 2.3     | 2.3       | 9    | 43.4      |
|   | Application of Science and Technology                | 151                            | 3.5     | 5.8       | 6    |           |
|   | Cultural Engineering                                 | 139                            | 3.2     | 9.0       | 8    |           |
|   | Create a new social order                            | 145                            | 3.3     | 12.3      | 7    |           |
|   | Looking to the future                                | 269                            | 6.2     | 18.5      | 1    |           |
|   | School to become a social laboratory                 | 89                             | 2.0     | 20.5      | 10   |           |
|   | Courses related to contemporary society & the future | 260                            | 6.0     | 26.5      | 2    |           |
|   | Emphasis on social education                         | 250                            | 5.7     | 32.2      | 3    |           |
|   | World Thinking                                       | 52                             | 1.2     | 33.4      | 12   |           |
|   | Promoting research-oriented schools                  | 61                             | 1.4     | 34.8      | 11   |           |
|   | Identify social issues                               | 194                            | 4.5     | 39.3      | 4    |           |
|   | Controversial issues                                 | 178                            | 4.1     | 43.4      | 5    |           |
|   | Education, social education                          | Understanding of social issues | 231     | 5.3       | 48.7 |           |
| How social life                           |  | 188                            | 4.3     | 53.0      | 7    |           |
| Coexistence and social protection systems |  | 237                            | 5.4     | 58.4      | 4    |           |
| Adherence to the law                      |  | 228                            | 5.2     | 63.7      | 6    |           |
| Responsibility                            |  | 298                            | 6.8     | 70.5      | 1    |           |
| Community Involvement                     |  | 256                            | 5.9     | 76.4      | 3    |           |
| Social action                             | Protection of social values                          | 293                            | 6.7     | 83.1      | 2    | 16.9      |
|   | Traditional practices                                | 244                            | 5.6     | 88.7      | 1    |           |
|   | Emotional action                                     | 214                            | 4.9     | 93.7      | 2    |           |
|   | Action based on the value                            | 179                            | 4.1     | 97.8      | 3    |           |
|   | Purposive-rational action                            | 97                             | 2.2     | 100.0     | 4    |           |
|   | Total  | 4353                           | 100.0   |           |      |           |

**Table 2: Matrix lot of research on the content and format of the marker**

| Indicators   | Content Templates |            |               |            |            |              |            |                    |            |            |            | total       |
|--|-------------------|------------|---------------|------------|------------|--------------|------------|--------------------|------------|------------|------------|-------------|
|  | Text              | Activity   | Bring samples | Interpret  | Analyze    | Key Concepts | Summarize  | What did you learn | Complete   | Chat       | Think      |             |
| Reconstruction of cultural institutions              | 63                | 5          | 3             | 5          | 1          | 0            | 10         | 5                  | 2          | 1          | 5          | 100         |
| Application of Science and Technology                | 93                | 17         | 10            | 2          | 4          | 1            | 6          | 5                  | 1          | 4          | 8          | 151         |
| Cultural Engineering                                 | 77                | 7          | 17            | 4          | 2          | 3            | 7          | 5                  | 3          | 5          | 9          | 139         |
| Create a new social order                            | 83                | 3          | 13            | 8          | 5          | 2            | 3          | 9                  | 1          | 10         | 8          | 145         |
| Looking to the future                                | 170               | 12         | 10            | 11         | 9          | 4            | 11         | 6                  | 3          | 21         | 12         | 269         |
| School to become a social laboratory                 | 57                | 4          | 5             | 6          | 2          | 1            | 2          | 1                  | 0          | 1          | 10         | 89          |
| Courses related to contemporary society & the future | 149               | 16         | 13            | 12         | 8          | 5            | 13         | 8                  | 3          | 20         | 13         | 260         |
| Emphasis on social education                         | 102               | 28         | 12            | 10         | 11         | 9            | 17         | 10                 | 9          | 23         | 19         | 250         |
| World Thinking                                       | 30                | 3          | 4             | 2          | 1          | 0            | 2          | 2                  | 0          | 3          | 5          | 52          |
| Promoting research-oriented schools                  | 40                | 8          | 3             | 0          | 1          | 0            | 5          | 0                  | 1          | 2          | 1          | 61          |
| Identify social issues                               | 91                | 12         | 13            | 8          | 5          | 5            | 10         | 5                  | 12         | 19         | 14         | 194         |
| Controversial issues                                 | 59                | 3          | 16            | 5          | 7          | 4            | 13         | 3                  | 14         | 29         | 25         | 178         |
| Understanding of social issues                       | 125               | 17         | 7             | 11         | 7          | 3            | 10         | 3                  | 3          | 33         | 12         | 231         |
| How social life                                      | 95                | 27         | 6             | 8          | 9          | 3            | 11         | 2                  | 2          | 15         | 10         | 188         |
| Coexistence and social protection systems            | 138               | 24         | 13            | 6          | 3          | 6            | 14         | 0                  | 8          | 11         | 14         | 237         |
| Adherence to the law                                 | 74                | 25         | 19            | 10         | 6          | 7            | 16         | 6                  | 10         | 32         | 23         | 228         |
| Responsibility                                       | 179               | 11         | 21            | 2          | 9          | 6            | 18         | 4                  | 13         | 17         | 18         | 298         |
| Community Involvement                                | 133               | 16         | 22            | 7          | 7          | 7            | 14         | 5                  | 17         | 14         | 14         | 256         |
| Protection of social values                          | 162               | 1          | 31            | 7          | 11         | 9            | 14         | 8                  | 16         | 19         | 15         | 293         |
| Traditional practices                                | 139               | 24         | 17            | 6          | 5          | 8            | 9          | 6                  | 10         | 13         | 7          | 244         |
| Emotional action                                     | 112               | 29         | 11            | 5          | 11         | 5            | 3          | 4                  | 13         | 10         | 11         | 214         |
| Action based on the value                            | 84                | 8          | 15            | 8          | 15         | 7            | 7          | 3                  | 10         | 7          | 15         | 179         |
| Purposive-rational action                            | 48                | 7          | 6             | 9          | 3          | 3            | 2          | 1                  | 5          | 9          | 4          | 97          |
| <b>Total</b>   | <b>2303</b>       | <b>307</b> | <b>287</b>    | <b>152</b> | <b>142</b> | <b>98</b>    | <b>217</b> | <b>101</b>         | <b>156</b> | <b>318</b> | <b>272</b> | <b>4353</b> |

Table 3: Chi-Square Tests

|                              | Value                | df  | Asymp. Sig. (2-sided) |
|------------------------------|----------------------|-----|-----------------------|
| Pearson Chi-Square           | 513.700 <sup>a</sup> | 220 | .000                  |
| Likelihood Ratio             | 543.411              | 220 | .000                  |
| Linear-by-Linear Association | 4.293                | 1   | .038                  |
| N of Valid Cases             | 4353                 |     |                       |

a. 59 cells (23.3%) have expected count less than 5. The minimum expected count is 1.17.

Table 4: Level of Indicators of differentiation grade

| Categories                  | Indicators   | Level Indicators |        |       |
|-----------------------------|--|------------------|--------|-------|
|                             |  | First            | Second | Third |
| Social Reconstruction       | Reconstruction of cultural institutions              | 7                | 8      | 9     |
|                             | Application of Science and Technology                | 3                | 5      | 7     |
|                             | Cultural Engineering                                 | 6                | 3      | 8     |
|                             | Create a new social order                            | 7                | 7      | 6     |
|                             | Looking to the future                                | 3                | 1      | 2     |
|                             | School to become a social laboratory                 | 8                | 9      | 10    |
|                             | Courses related to contemporary society & the future | 2                | 4      | 1     |
|                             | Emphasis on social education                         | 1                | 2      | 5     |
|                             | World Thinking                                       | 9                | 10     | 12    |
|                             | Promoting research-oriented schools                  | 5                | 11     | 11    |
|                             | Identify social issues                               | 4                | 7      | 3     |
|                             | Controversial issues                                 | 8                | 6      | 4     |
| Education, social education | Understanding of social issues                       | 6                | 4      | 4     |
|                             | How social life                                      | 2                | 6      | 7     |
|                             | Coexistence and social protection systems            | 4                | 2      | 6     |
|                             | Adherence to the law                                 | 1                | 6      | 5     |
|                             | Responsibility                                       | 5                | 1      | 2     |
|                             | Community Involvement                                | 4                | 3      | 3     |
|                             | Protection of social values                          | 3                | 5      | 1     |
| Social action               | Traditional practices                                | 2                | 1      | 2     |
|                             | Emotional action                                     | 1                | 3      | 1     |
|                             | Action based on the value                            | 3                | 2      | 3     |
|                             | Purposive-rational action                            | 4                | 4      | 4     |

**CONCLUSION**

The results of the study show that in the total items counted in the 3 textbooks, the highest, and lowest frequencies belong to social reformation (43.4%), teaching social knowledge (39.7%), and social action (16.9%), respectively.

Among the sub – categories related to social reformation, look at the future, the relation

between the lessons, and the present and future society, focus on social training, and recognizing current social issues have the highest frequencies, respectively, and the lowest frequencies belong to universal thinking, developing research – based schools, and turning school into a social laboratory, respectively.

There has been no study of analyzing textbook concepts focusing on concepts including social reformation, teaching social knowledge and social action, neither are there any related literature. This study has indeed opened a broad horizon in concept analysis methodology, yet, the results confirm those gained by Vongalis[35], on the need for educational reforms in critic social reformation, and Murrow's study (2011) on teacher's role in 1934 – 1943 social, economic, and political reformations in developed countries, and Harvey's findings [5], on the experience of sociological reformation, and focus on the educational aspect of using story and novel discussing key social reformation issues, and Rowe's findings[27], on including teaching financial knowledge as a social knowledge, and those by Pennington (2012) on the conceptual analysis of courses on U.S presidential election.

Ringgold [14], names 5 main knowledge in this field including: attention, participation, critical consumption, network awareness. Social medias make socialization of communication, organization of communication, learning game, exchange and business possible, and one needs the above 5 knowledge to make a good profit in these fields.

Ranking the sub- categories related to each main concept of social reformation, teaching

social knowledge and social action can be attributed to a position where the authors of these books have for them in mind.

Among the 2 categories related to social reformation in the three textbooks, the look at future, the relation between the lessons, and the present and future society, and focus on social training are involved. Rejection of cultural frustra ration, and meanwhile, the authors, encouragement about future and social developments can be seen in the books, while universal thinking, developing research – based schools, and turning school into a social laboratory which are examples of modern education are at lower levels.

About teaching social knowledge, accepting responsibility, maintaining social values, and social participation rank first through third, respectively; and how to live socially, following rules, and understanding social issues have gained the lowest ranks. Most of the authors' concerns are related to government's authority over people rather than people's rights, and keeping the present condition than developments or a change in priority. About social action, traditional and emotional actions are preferred than rationality, and recognition of values.

#### Recommendations

Finally, our recommendations on the basis of our findings follow:

1. Pathology of curriculum planning for the second junior high class on

- the basis of attention to concepts such as social reformation, teaching social knowledge and social action.
2. Comparing the Iranian social studies textbooks to those of developed countries according to those concepts.
  3. Analyzing the position of social reformation concepts, teaching social knowledge and social action in hidden, wrong and null curricula.
  4. Comparative analysis of intended and performed curricula on the basis of social reformation, and teaching social knowledge and social action.
  5. Because of the important of such concepts as social reformation and teaching social knowledge and social action in academic studies, it is necessary that school principals consider their organization responsible and use any formal or informal opportunity to create learning experiences.
  6. Training and education officials are in a strategic position control the society moving toward development, while development chances are fading off; today's teenagers want an ideal society of their own time, they had better be the architects to reform their society.
  7. Today, teaching social knowledge, media knowledge and health knowledge are being controlled by those who are deprived of the knowledge themselves, so they cannot lead students; this problem has separated education officials from each other.
  8. Social action cannot be reformed on its own, to organization it, scientific steps should be taken, and scientific management should be performed. Traditional action do not fit a developed society. Today people in such Megalopolises as Tehran, Isfahan, cannot play modern roles with traditional and emotional actions, so rationality and value – based actions have to appear in curricula.

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