



EFFECT OF GALLERY WALK STRATEGY ON CURIOSITY OF UPPER PRIMARY STUDENTS

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ABSTRACT

Gallery walk technique allows students to work together in a small group to share ideas or individually child can learn. Curiosity is the driving force of children. Curiosity has a huge impact on life. In a work environment, Curiosity can be controlling factor affecting career achievement and failures. Many professions require individual to have a well-developed sense of curiosity. Lack of proper curiosity can reduce employment opportunities. Problem of discipline is ultimately a problem of rightly motivating the child in the desired channel. Here comes the need of motivating instructional resources. Curiosity is linked to many other topics in Science especially agriculture and is used in daily life. In the present study, investigator prepared a curiosity inventory to assess student's curiosity level and curiosity is directly related to the achievement in other subjects, here investigator selected upper primary students as sample. It is presumed that a study of this type will be useful for the students, teachers and curriculum planners to make the teaching learning process more interesting, effective and meaningful.

Key words: Gallery Walk Strategy, Curiosity

INTRODUCTION

Education is very much related to daily life. Interest, Curiosity, Creativity, Logical thinking, Critical thinking etc. can be developed through learning. Gallery Walk Strategy provides opportunities that traditional methods of teaching cannot offer. Gallery walk helps children and adult with very low motivations. The standards for education provide expectations for the development of understanding for students through the entire course of education. Curiosity is very significant in all phases of education and learning. It is highly important to develop curiosity among upper primary students. At the upper primary stage, the child should be engaged in learning principles through familiar experiences. Here investigator has decided to check the effect on enhancing Curiosity in Upper primary students.

STATEMENT OF THE PROBLEM

The purpose of the present study was to develop a strategy based on Gallery Walk in order to investigate the effect of this Gallery Walk Strategy on Curiosity of upper primary students.

REVIEW OF RELATED LITERATURE

Luke (2007) reviewed instructional strategy is a powerful student- centered approach to teaching that is backed by years of quality research. In fact, strategic approaches to learning new concepts and skills are often what separate good learners from poor ones.

Day (2012) investigated the role of specific Curiosity in school achievement. Series of three studies, the importance of specific curiosity in school achievement for grades VII, VIII and IX pupils were examined.

Pricilla (2015) conducted a study on the effect of using Gallery Walk Strategy toward students speaking ability of the second year at sman 6 pekanbaru, Indonesia.

OBJECTIVE OF THE STUDY

To test the effectiveness of gallery walk strategy for enhancing curiosity by comparing experimental group and control group for total sample.

**HYPOTHESIS OF THE STUDY**

There will be significant difference between experimental group and control group with regard to curiosity.

RESEARCH METHODOLOGY

Method adopted for the study will be experimental method. The pre-test- post- test non equivalent group design adopted for the present study. Independent variable is Gallery Walk Strategy and dependent variable is Curiosity. Control variables are age, teacher factor, motivation, time of the day, length of the instruction etc.

The population is the students of upper primary school level. The sample will be limited to 500 students of upper primary School. 10 groups of 50 students each for the experimental and control group. Lesson transcripts on gallery walk strategy, Lesson transcript on existing method and Curiosity inventory are the tools used in this study.

PROCEDURE

We can change the classroom to a gallery. Put posters, stickers, notes, pictures etc. related to the study topic. Then make four stations in that room, we can name them- schema-1, schema- 2, schema -3, and schema-4. Because according to Piaget, new knowledge is add on to the existing one. We can make to hide some questions or ideas related to the topic in each corners or schemas. Students can share their ideas in groups or individually they can do. And finally they can analyse what they learned. We can explore student's sense organs and reach the maximum use of motor nerves through this method. The stimulus we give to sense organs will positively affect Motor neurones and finally gives favourable result.

STATISTICAL TECHNIQUE

Descriptive analysis- Arithmetic mean & Standard deviation

Inferential analysis- t test, ANCOVA, Cohen's d

ANALYSIS AND INTERPRETATION

The hypothesis formulated by the investigator was analysed separately, the details of which are given in the following sections.

There is significant difference in the mean scores of Curiosity between Upper Primary students following Gallery Walk Strategy and Existing Method. The Post test scores of experimental and control groups were analysed using Analysis of covariance by taking Post-test scores of Curiosity as dependent variable and Pre-test scores of Curiosity as co-variant.

The obtained mean standard deviation and sample size of the experimental and control groups are given in Table 1.

Table 1 :Mean, S.D and sample size of groups of Experimental and Control groups

Group	Mean	Standard deviation	Sample size
Experimental	21.91	4.82	35
Control	13.51	4.28	35

The Summary of ANCOVA of experimental and control groups is given in Table 2

Table 2

Summary of ANCOVA of Curiosity between Experimental and Control groups

Source of variance	Sum of squares	df	Mean Squares	F	Level of Significance
Pre test	510.51	1	510.51	87.65	P<0.05
Group	1183.97	1	1183.97		
Error	904.97	67	13.50		



From Table 2 it is evident that the adjusted F value (87.65) is greater than the tabled value of F (3.98) required at 0.05 level of significance for degrees of freedom (1, 67). This indicates that there is significant difference in the mean scores of Curiosity between Upper Primary School students following Gallery Walk Strategy and Existing Method by considering Pre-test scores as co-variant.

The adjusted mean scores obtained for the two groups as a result of applying ANCOVA is given in Table 3

Table 3

Adjusted Mean Scores Obtained by Experimental and Control groups

Group	Adjusted Means
Experimental	21.82
Control	13.60

The adjusted mean scores of the two groups as given in Table 3 shows that the group following Gallery Walk Strategy has an appreciably higher mean score compared to the group following Existing Method. The effect size for ANCOVA of Curiosity between Upper primary School students following Gallery Walk Strategy and Existing Method computed using the technique of Cohen's d is 2.239. This value is found to exceed Cohen's convention for a large effect size ($d=0.80$). Hence Gallery Walk Strategy has a significant effect over Existing Method in enhancing Curiosity of Upper primary students.

THE MAJOR FINDINGS OF THE STUDY

Comparison of mean scores of the curiosity between upper primary students following Gallery walk strategy and Existing method.

Result of the analysis showed that there was significant difference in the mean scores of Curiosity between Upper primary school students following Gallery walk strategy and Existing Method ($F=87.656$, $P < 0.05$). Since the adjusted mean scores of experimental group ($M_E = 21.829$) is greater than that of control group $M_c = (13.600)$, it can be concluded that Gallery walk strategy is significantly better than the Existing Method in enhancing Curiosity among Upper Primary School students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study intended to measure the effect of Gallery walk Strategy on Curiosity among Upper primary school students. It was found that Gallery walk Strategy enhanced the curiosity of students. The result of the study reveals the following educational implication.

- The study proved that the Gallery Walk Strategy is found to be appropriate and suitable for enhancing curiosity. Hence, it is recommended that teachers can incorporate Gallery Walk Strategy in their classes so as to improve curiosity of students.
- The study inculcate democratic values, competitive minds etc.
- The new Strategy calls for placing the learners as the 'active' participants in the acquisition of knowledge.
- The Upper Primary education will be seen with more promising eyes. The development of cognitive abilities is possible with the use of the strategy mentioned.
- The basic instinct in children can be fostered to by the use of the innovative strategy- Gallery Walk.
- The sensory experiences of students can be nurtured.

RECOMMENDATIONS OF THE STUDY



- The Head of the institutions must ensure that the teachers are using novel strategies in their classroom.
- Conduct discussions in schools to know the attitude of Upper Primary School teachers towards innovative teaching strategies.

SUGGESTIONS FOR FURTHER RESEARCH

It hopes that the present study would open new avenues for further research. The areas and variables which are not covered by this study may be put to test to enlighten the factors associated with the inculcation and development of Curiosity. Some of the possible areas in which further studies can be carried out are listed below;

- A similar study can be done to find the effect of Gallery Walk Strategy on other mental abilities like reflective thinking and reasoning.
- A survey can be conducted to explore the attitude of teachers towards Gallery walk strategy.

LIMITATIONS OF THE STUDY

Even though all possible precautions have been taken up to get valid and reliable results, certain limitations have crept in to the present study. They include:

1. The time available to the investigator was too short and it made her unable to conduct an elaborate study on the problem.
2. The study was confined to only one upper primary school of Ernakulum district.
3. Due to the constraint of time, only 12 lesson Transcripts could be delivered.

CONCLUSION

The study was intended to measure the effect of Gallery Walk Strategy on Curiosity and Achievement in upper primary students. The findings of the study revealed that this strategy is effective for enhancing Curiosity and is hoped that result of the study would be helpful to all those who are concerned with the field of education.

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