From the past, the instruction of social studies in Taiwan has been dominated by "authoritative-text" or "transmission" teaching models/theories. The social studies are considered as "content-driven" subjects, which ask the students to acquire the existing facts and rules about our living worlds. However, due to a series of education movements since 1990s, the traditional approach of "teacher as transmitter" is challenged by the new beliefs of social studies education. The instruction of social studies must help students acquire some target learning skills to learn by themselves, especially the reading strategies for multiple texts. The teacher should also reconsider how the variety of students' background upon their literacy level, learning interests, and school/home learning experiences affect the students' learning experience in social studies.

To address the problem mentioned above, five social studies teachers and a researchers' team at National Taiwan Normal University have formed a cooperative inquiry groups tried bridge the gaps between the theoretical knowledge and practical knowledge of teaching and learning social studies (Chen, 1997; Reason, 1988, 1999; Reason & Rowan, 1981). The targets of inquiry group aims at (1) examining the five teachers' belief about knowing, teaching, and learning and reflect on their pedagogical content knowledge in teaching social studies; (2) investigating how to integrating reading comprehension strategies into social studies instruction and how it improve teachers' pedagogical transformation. Two researchers initiated several workshops to introduce how to adopt multiple-text reading instruction in social studies classrooms. After that, the researchers demonstrated prolonged participatory observation of the teachers' social studies classes for six months and have dozens of group interviews with teachers and students. The audio-taped group discussions, students' read aloud tasks, transcripts of teachers and students' dialogues, and the students' worksheets have been documented and analyzed. Findings indicated that the intervention of inquiry group has changed the teachers' interpretation of the reasons of students' learning difficulties in social studies. It also provoked the teachers' critical awareness of how the readability of textbooks has affected students to grasp new concepts of textbooks. The study also reports the trajectories of five teachers' pedagogical change after they participated in the project.