

THE USE OF TECHNOLOGY IN TEACHING AND LEARNING OF HISTORY IN SECONDARY SCHOOLS

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Abstract: *One of the roles of technology in teaching history is to develop pupils orientation and to make them more discerning and value for history. This paper is an effort to explore the impact of technology in the context of Teaching History to students. It first, analyzes education and technology. Second, it delineates the benefits of technology to teaching and learning of history. After that, it discuss the attitudes of students and teachers to technology and how it improve the effectiveness and impartation of knowledge. The findings revealed that technological tools such as computers, projectors, internet and audio-visuals can be employed in teaching history. This paper argues that if they are appropriately designed, it will provide students with a flexible, dynamic and multifaceted learning environment which would be helped in effective teaching and learning of history. Students were also found to portray positive attitudes in class when technology is used in teaching. Finally, the study revealed that teachers face a lot of challenges such as unavailability of technological resources, inadequate time and lack of motivation, in their attempt to use technology in delivering their lectures. The study recommends that in-service training sessions should be organized for History teacher exposing them to the types of technology and how to use them in teaching. Concludes that a judicious and balance use of technology is good for learning history.*

Key words: Technology, History, teaching, Benefit, Challenges,

I. INTRODUCTION

Education has been described by many scholars as a way of impacting knowledge and making a better society. Education is about learning skills and knowledge. It also means helping people to learn how to do things and support them to think about what they learn. It's also important for educators to teach ways to find and use information. Generally, the use of technology has shaped and helped on the impartation of knowledge most especially in teaching and learning of history. The changing trend of the world as made technology a basic component of every human organization. Technological advancement over the years has led to significant changes in human affairs most especially in the areas of education, agriculture, health and many others have all witness progress as a result of technological advancement. notwithstanding, progress in application of technology devices are mostly unavailable or insufficient in most of our classrooms, .one area of concerns regarding the use of technology is the educational sector. This sector seems to be lagging behind when it comes to integrating technology into teaching and learning of history. The situation is alarming as technological devices are mostly unavailable or insufficient for effective teaching and learning of history.

In this era of globalization, technology has impacted every aspect of human existence. It plays a decisive role in human development, facilitating both social and historical change. Graddol (1997) emphasizes that technology lies at the heart of the globalization process, affecting education, work and culture. Consequently, it becomes indispensable to use modern technology in effectively aiding and facilitating history education. Awareness is the key to determine how technology can add value in History teaching.

The enhancement of technology in the new era has naturally assigned new challenges and duties on the modern History teacher. The role of the History practitioner has undergone drastic change, along with the methods

and approaches to History teaching. Technology provides a plethora of options in making History more interesting, innovative and productive. Students learning History develop themselves both locally and internationally. They need to see those countries and those historical places even though they cannot visit all.

The impact of technology has become phenomenal in the context of teaching and learning history, apart from the role of the teacher. Therefore, it can be implied that the role of the teacher amalgamated with the role of technology can lead to advanced learning results (Sharma, 2009).

Globalization has enhanced the stature and significance of History all over the world. Consequently, the importance of History continues to grow ever.

The rapid development of science and technology has brought provided numerous technological tools to facilitate history teaching. These tools are online history learning websites, electronic dictionaries, computer assisted history learning programs, video clips, audio virtual and animation effects set on interesting and engaging platform for innovation in the contemporary History classroom. Thus, technology has promoted history learning activities and innovative for both students and teachers. In these writings, technology has been accepted as the quintessential part of teaching and learning. Therefore, it is paramount for history teaching and learning to be aware of the latest developments in technology. This awareness will equip them to handle the technological revolution and help them yield maximum outcome in the history classroom.

II. Education and technology

Technology is rapidly changing the way we live and work. The field of education is no exception. In fact, during the late 1990s, new technologies were being invented and designed almost monthly. Technology was a buzz and education was the primary target for those eager researchers who wanted to see if their product could transform education as we know it. Almost a decade later, the novelty of educational technology has somewhat worn off. Many schools are struggling to make ends meet, cutting costs wherever possible. Financial struggles are still a reality today for many school, yet even for those schools with limited financial resources, educational technology is still a prevalent part of education today (Vail, 2003).

Over the years, our nation has felt the pressure from other countries who are continuing to successfully integrate Technologies into the education of their students. In order to prepare our students to thrive in the digital age, the United States has made a commitment to provide students with the skills and resources they will need to succeed in life (CEO Forum, 2001). According to the CEO Forum, educators are encouraged to make the best use of available technology in order to benefit our nation's schools, surrounding communities, and most importantly, our students. Today's students need to be taught twenty-first century skills that they will need in order to thrive in the future. Some of these skills include digital literacy, inventive thinking, effective communication, teamwork, and the ability to create high-quality projects. In order to do and reach this lofty goal, educators need to focus technology on the key building blocks of student achievement. Those building blocks include assessment, alignment, accountability, access, and analysis. Just as educators should consider the building blocks of student achievement, it is also important that they consider the many facets of education. One vital aspect to reflect on is how students learn. When teachers know how their students learn best, real authentic learning begins to take place and students are prepared and equipped for their future. Driscoll (2002) argued that while technology integration in schools is not easy, it is necessary.

She provided four broad principles as a framework for teachers as they think about how to integrate technology into their daily instruction. These four principles were as follows: 1) Learning occurs in context, 2) Learning is active, 3) Learning is social, and 4) Learning is reflective. It is important to remember that technology by itself will not guarantee true learning. However, the proper use of available technologies does have the power to enhance and transform education in today's classroom.

Even with all the positive assumptions about the effective use of technology in the classroom, technology still tends to be viewed almost timidly by many educators today. Educators are often inclined to be traditionalists; therefore, they are not as eager to latch on to the newest and latest technological advancement that has just come out on the market (Vail, 2003). Another factor that contributes to educators' hesitancy in regards to technology is that they don't want to embrace a new technology until they see a need for it. With the passing of the No Child Left Behind Act (NCLB) in 2001, however, educators' perspectives were bound to change. In fact, Vail argued that it would be nearly impossible for schools to meet the demands that are placed upon them without implementing technology in the classroom.

Benefit or Necessity of Adopting Technology in Teaching and Learning History

It is imperative to emphasize that the benefits of technology are numerous and therefore not limited to the area discussed below:

1. Enhancing the level of students interest and motivation. The traditional methods of history teaching may sometimes be dull and boring. Consequently, stereotyped teaching methods and environment fails to sustain students interest and motivation in the process of history and learning on the contrary, technology such as audio, visual and animation effects, and can thereby captivate the imagination and attention of the learners instantly.
2. Greater satisfaction and autonomy among Learning. In the traditional History teaching classroom, there were hurdles in building up an environment which addresses the individual needs and learning styles of the students. But now due to flexibility and autonomy that technology provides, some learners no longer feel marginalized in the history classroom. In other words, technology integration in History classes triggers greater satisfaction and autonomy among students. In the past, in most history closes, learners exposure was limited to the classroom. This issue has been successfully resolved with technology providing longer and a wide range of exposure to the history.
3. Improving the Efficacy and Quality of Teaching. History teaching through the medium of technology can successfully replace the traditional teacher – centered approach, and thereby can potentially enhance the efficacy and quality of teaching. Teaching with technology can enrich teaching content and can therefore fundamentally enhance class efficiency. The effective use of technology can provide better individualized and quality teaching. Compared to the traditional approach, technology provides experiences beyond time and space, and creates a more vivid and authentic History learning environment it triggers the imagination and involvement of students, thereby enhancing the efficacy and outcome of the History Classroom.
4. Promoting Interaction Between Teachers and Students. History teaching through the medium of technology is student – centric. It gives prominence to the role of students and thereby promotes interaction between teachers and students. One of the prominent objectives of technology teaching is training the students to enhance their interactive and communicative abilities. In the process of training the teacher serves as a facilitator, creating a context for history.
5. Equipping the course content with flexibility. One of the care advantages of using technology is its flexibility in delivering the course content. It has been rightly emphasized by Connelly &Clandrion (1988) that technology helps teachers become developers of their own curriculum History teachers can tailor assignments and instruments to create and sustain a positive interaction to enhance the interest and motivation level of the learners. The context of teaching through technology is not limited to the classroom.

Attitudes of History Students in the use of technology in teaching History

Attitude, according to Volk et al (2003), is developed, and once established, can enable or inhibit further learning. It is difficult for teaching experience and preferred behavioural changes to be shaped in an environment where learners’ attitudes are ignored (Ozdemir, 2012). Even though the development of positive attitudes in students is a difficult task, technology-based learning activities create an atmosphere of great engagement and dedication on the part of students which motivates even weak students to get involved in classroom tasks (Kassim et al, 2004). Turan (2010) points out that student mostly list History among their least favourite subjects. Similarly, Loewen (1995), argues that students view History courses as limited to reading the textbooks, memorizing facts, paying attention in class, and taking exams, giving them little or no chance for active participation (cited in Turan, 2010). This rather negative attitude towards the subject has led to a number of studies on technology-enhanced History education, which will hopefully change students’ attitudes and increase their interest in the subject.

The students could focus and learn better when technological materials were used in classroom activities, and this increased their academic achievements. Students could learn History better by watching a movie or documentary than they could by reading a textbook. The use of technology, especially audio-visual materials, must take in fostering positive attitude towards History lessons. Doppen’s (2002) study portrayed students’ apparent liking for technology as most of them used computers often to learn about Historical events for the reason that it gave them a sense of control over their own learning. Also, students perceived the internet as an exciting way to learn History because it enabled them to search for information and tried to make sense out of the multiple sources they themselves found. Students could thus learn Historical events from multiple perspectives with the aid of the available technology. Rampersad (2011) explored how students’ interest, motivation and engagement in Modern Studies were affected by the integration of technology. The use of technology helped to create more conducive learning environments for students learning. Again, technology was found to have served as a means of capturing students’ interest which led to greater student involvement and engagement in lessons. Students were able to recall contents when technology was used since it incorporated the use of concrete and real examples with which students easily identified. In a research conducted by Lavin et al (2011), students whose instructors used technology

moderately or extensively in class were asked how the absence of technology would impact their learning on the course. Student responses indicated that the removal of technology from the class would have a negative impact on content learned in class, their attentiveness in class, their desire to take more lessons from that particular teacher, and their desire to take more lessons in the subject area. It also indicated that students who experienced technology in the classroom would rate a course less favorable if the technology was taken away.

III. Extent to which teachers use technology

History teachers' use of technology in teaching largely depends on their perceptions and well as the conditions of the institutions in which they work. These conditions notwithstanding, Fisher (2000) observes that teachers of History "should view technology as a tool that can make the teaching and learning of History more stimulating, rewarding and rigorous for all". According to Earle (2002), using technology in teaching is to the teacher, a very personal process. He adds that it involves teacher preparation, teacher commitment, teacher follow-up and resolved teacher concerns as well as a three-level process of confidence, competence, and creativity. Again, he contends that the focus of the integration of technology should be on the effectiveness of teaching and learning and that "teachers need to be able to make choices about technology integration without becoming technocentric by placing undue emphasis on the technology for its own sake without connections to learning and the curriculum". Field (2003) adds that History teachers should use technology when they can identify its benefits to the lesson. He continues that there is no point at all for History teachers to use technology just for its own sake. Thus teachers should not ask what History can do for technology, but ask what technology can do for History. In adapting to technology use, Field (2003) observes that History teachers must ensure that the objectives of using the technology are clear, and highlight how it helped achieve those objectives. A study by Ruto&Ndaloh (2013) on the use of instructional materials for the teaching of History and Government in Kenya found that 62% of teachers in the study used textbooks frequently while 54% used maps. Again, 80% of the respondents reported to have never used the radio in teaching History and Government in their schools with only 3% reporting frequent usage. Oppong (2009) who reported that apart from the History textbook, History teachers did not make use of other instructional and technologically oriented resources such as audio media, visual media and audio-visual media in History lessons. A similar study by Adeyinka (1989) also revealed that technology aids such as television and radio, slides, projectors, films and film-strips were either never used to teach History in majority of schools or only sometimes or rarely used in a few of them.

History teachers did not make use of technologies in teaching, even those who used them did so occasionally. This implies that History teachers are likely to rely heavily on the History textbooks and other resources that may not stimulate the interest of students. This concurs with earlier studies by Adeyinka (1989); Oppong (2009) and Ruto&Ndaloh (2013) that History teachers used textbooks frequently and did not make use of other instructional and technologically oriented resources such as audio media, visual media and audio-visual media in History lessons.

Challenges Teachers Face in Using Technology to Teach History

Haydn (2001) also revealed in a study that 30 out of 42 History teachers indicated lack of time to plan how to integrate computers into History lessons as the most influential, and the most common barrier to technology use. This was closely followed by difficulty in getting access to computers, and the pressure to cover curriculum content. Other barriers indicated by the respondents were lack of confidence or knowledge on how computers work; anxiety about classroom management implications of the use of computers; and ideological resistance to the use of computers. The ideological resistance, according to the study, was because most respondents did not believe that computers have much to offer in developing students' Historical knowledge and understanding.

The unavailability of technology resources was a major problem to teachers' use of technology. This confirms the position of Maholwana-Sotashe (2007) that unavailability of infrastructure, lack of hardware and software, lack of internet access and other of technology resources as factors for low technology patronage among teachers.

Another challenge found was time. Teachers complained they did not have enough time to use technology in class. This result is consistent with the results of previous studies by Amengor (2011); and Haydn (2001). These studies concur on teachers' lack of have sufficient time to prepare instructional materials using technology as well as time to plan how to integrate computers into History lessons as the most influential, and the most common barrier to technology use. Again, lack of administrative support was challenge that militated against teachers' desire to employ technologies in teaching History.

The application of a variety of technological approaches in teaching is crucial in enhancing teacher efficacy and improving students' learning. However, like any other endeavor, teachers are bound to face certain challenges

in their attempt to integrate technology into their classroom activities. Raman & Mohamed (2013) observe that there are several obstacles that hinder the frequent use of technology among subject teachers. These obstacles include unavailability of infrastructure; lack of hardware and software; lack of access to the internet; lack of technology competent teachers; insufficient training; resistance to change and insufficient knowledge possessed by teachers; lack of technical support; insufficient funding; and lack of appropriate technology policies (Maholwana-Sotashe, 2007). According to Anderson (2008), most of these challenges arise as a result of the required changes that accompany the introduction of new technology into the classroom. In the view of Anderson, many educators feel that the onset of technology-based instruction is intimidating, intrusive, and aimed at replacing traditional modes of instruction. As such, identifying the possible challenges to technology integration in schools is an important step in improving the quality of teaching and learning and making teachers proactive adopters of technology in the future (Bingimlas, 2009)

Doppen (2002) examined the factors that affected History and Social Studies teachers' use of technology in classroom instruction and reported that the major barrier to the use of technology was teachers' own self-inefficacy. The study revealed that although the state of the technology infrastructure, whether optimal or inferior, did not appear to matter, it was the teachers' individual disposition that determined whether they integrated technology in the classroom or not.

The literature indicates that insufficient time, unavailability of resources, lack of confidence, competence, technical support, motivation, as well as lack of institutional support are the major barriers teachers encounter in their attempt to integrate technology into teaching. These challenges tend to thwart the efforts of teachers and educators towards a meaningful integration of technology into the classroom setting.

IV. Recommendation and conclusion

Base on the findings so far, both federal and state educational agencies have a major roles to play most especially in the area of the usage of technology and relevant instructional materials in secondary school for effective teaching and learning of History. The education ministry should provide technological resources needed by schools and heads of institutions should introduce incentives to motivate teachers to use technologically oriented pedagogies for their lessons.

V. CONCLUSION

In Lavin (2011) study students whose teachers did not use technology in class were questioned on how the addition of technology would impact their behavior. The responses suggested that courses that did not use technology could be improved by the introduction of technology into them. The use of technology in teaching, especially History lessons, is crucial in improving students' attentiveness and their desire to choose History courses ahead of other courses. Those students exhibit positive attitudes towards technology-enhanced lessons.

The findings reveals that teachers do not make frequent use of technology in teaching History even though they used them for other educational purposes. It could thus be said that History teachers to a large extent, do not make use of technology in their teaching activities

It has been established that teachers faced a major challenge with the unavailability of technology resources that could be used to teach. Another challenge found was the lack of time to use the various technologies in class as well as the lack of motivation from the school administration in terms of the provision of the needed technologies for teaching. These challenges, to a great extent, hindered teachers' use of technology in the teaching of History.

Motivating, engaging and getting students involved have always been a difficult task in teaching and learning of history. Different mediums of technology has enhanced motivation and learning interest, thereby providing a practical way to get learners involved. It has promoted the innovative and initiatives of the teachers and thereby has enhanced the entire History learning process. Technological innovations have drastically changed the ways and methods of History proliferate the use of technology in History teaching. One of the core contributions of technology is that it has provided greater satisfaction and autonomy to the learners. It has effectively raised the ability of the learners to communicate. In addition, technology has also equipped the learners with understanding and exposure to the native culture of the History. It has also provided greater flexibility to the course content, facilitating both students as well as teachers.

Nonetheless, there can be serious negative implications of technology as well over indulgence in technology can replace the leading role of the teacher by assisting tools, minimize the scope and opportunities for communication and other effective history activities in the classroom, and restrict the cognitive abilities of the students. It can also neutralize the scope of human and psychological conditioning which the teacher provides to his learners. Consequently, it is of paramount importance that History teachers should strike a balance in the use of

technology and traditional learning. Only a judicious and balanced use of technology can process the desired outcome of History teaching in the classroom. In addition, technology has also equipped the learners with understanding. It has also provided greater flexibility to the course content, facilitating both students as well as teachers. Overall, it can be concluded that technology has improved the efficacy and quality of teaching History,

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