

Information Technology in History Teaching for the Modern Age

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ABSTRACT

With the applying of instructional technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear, that after tests performed right away get results and track their progress. With the event of knowledge and communication technology, particularly computers, variety of researchers were making an attempt to examine the advantages and also the result of their use compared to older traditional learning.

1. INTRODUCTION

Statement of problem

1. It is extremely important to regain interest and respect for history as a school subject since the history education is irreplaceable in the process of developing historical thinking and democratic citizenship values.
2. Utilization of a modern technology, particularly computers and internet, in teaching history, may help in revitalizing interest for this social science in schools, and make history become alive again .
3. The history is quite significant in improvement of critical thinking, problem solving, and advancement of emotional and ethical spheres of students' personalities.

Development of problem

1. Students in a few institutions have been taught to examine various historical events, phenomena, and characters through evidence-based approach, by having access to diverse historical sources (written documents, video and audio evidences, historical maps, etc.) from various epochs and territories through the Internet.
2. Hence, history students using technology would be able to place the facts into already existing knowledge structures, from where information can be retrieved and used for various purposes .

3. A clearly existing problem of marginalizing history as a school subject in primary and secondary schools in India, may be solved by using a computer technology as a new teaching method.
4. They have been empowered to create a historical knowledge and conclusions through employment of technology in a classroom, which indicates that learning environment in the classroom becomes converted from teacher-centered to learner-centered and knowledge-centered.
5. The purpose of teaching history in school is not in useless and short-term memorizing of enormous facts about the past, but in understanding and analyzing the world phenomena and events from the past and present, and developing sense for critical analysis, logic and ability for argumentation .
6. These students have switched roles from passive recipients of selected information presented by a teacher to active subjects engaged in investigation, analysis and evaluation of the validity of historical sources, which are essence of a historical research.

2. BACKGROUND

What is history?

1. Ernest Bernheim, who says, “History is a science that investigates and presents in their context of psycho-physical causality the facts determined by space and time of the evolution of men in their individual additionally as typical and collective activity as social beings”.
2. Similarly, Lord Acton gave a different twist to history when he said, “History is the unfolding story of human freedom”.
3. Carlyle holds the view that history is nothing however the life of nice men, and that it is a record of human accomplishment, particularly of great souls.
4. Turgot and Condorcet developed the idea of progress, a conception which heralded the dawn of true history, bringing unity and synthesis to history.
5. Seignbos says that history is essentially a science of reasoning, since all historical knowledge is indirect.
6. Subsequently A.L. Rowse said that history is essentially the record of the life of men in societies in their geographical and their physical environment.

Values of History: Pros and Cons

1. History is the story of the development of human society, its arts and letters, philosophy and religion, adventure and administration, culture and way of life, and all other aspects relating to man’s significant activities .
2. A knowledge of the past as to how man has suffered because of his mistakes may help humanity to correct itself, and thus history may meet the demands of pressing social needs.
3. It is also notable to judge the value of history and it is rightly said that “Great men sometimes make small mistakes, and small men get the chance of pointing them out; the small men are very proud of their discovery and great men do not mind”.

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4. Having read Indian History, a Chinese scholar complained to Sardar Panikkar that it is more like a telephone directory with dynasties and dates.
5. Therefore history stimulates imagination and observation so that man may rectify his mistakes and improve his mistakes and improve his conduct.
6. History is attacked as having no clear aims, no special methodology no sense of its place and purpose, and no precision and exactness.

4. TEACHING HISTORY IN THE DIGITAL AGE

Carleton Bell represented the ways in which students nonheritable one thing he known as “the historic sense.” consistent with Bell, only some students were successful in achieving this “sense,” which included “great ability at intervals the orderly arrangement of their historical info, ability in seizing upon essential points of the narrative and keeping these well within the foreground of their thinking, talent in massing minor concerns to support their main positions.” As Robert Bain points out, many students come to the history classroom with the following view of their subject: “The past is stuffed with facts, historians retrieve those facts, students memorise the facts, and every one this somehow improves the current.” Knowing facts regarding the past therefore the gift will be improved is especially necessary to several students as a result of they additionally believe that history frequently repeats itself— thus if we tend to simply pay shut attention to what happened within the past, we are going to understand what to expect within the future and might avoid creating a number of those self same damn mistakes our oldsters, grandparents, and great- grandparents made.

- ❖ The ability to obtain information about the authority of the source and to assess that authority in light of other evidence.
- ❖ The ability to construct an original argument based upon evidence from various sources.
- ❖ The ability to recognize what one does not or cannot know from the evidence at hand.
- ❖ The ability to ask probing questions— not just what happened, but why did it happen this way and why didn’t it happen that way? The ability to recognize the role of causality.
- ❖ The ability to critique evidence both on its own terms and in terms of its value to a larger analytical project.
- ❖ The ability to present the past in clear ways, whether in writing or in other media, saying what can be said and not saying what cannot.
- ❖ The ability to set sources in their proper chronological order and to understand why that ordering is important.
- ❖ The ability to recognize lines of argument in historical thought.
- ❖ The ability to “source the source”; that is, figure out who created the source, when it was created, and so on.
- ❖ The ability to make comparative judgments about evidence.
- ❖ The ability to recognize the strangeness of the past without being put off by that strangeness.
- ❖ The ability to tell the difference between a primary and a secondary source.

❖ In distinction to the present rather long list, students typically have a much more basic list of what they think historical thinking means.

Why not take history high-tech today? If we have a tendency to require full advantage of the opportunities that digital media provide us to enhance the teaching and learning of history, we need to be very clear to ourselves and to our students what we have a tendency to mean after we say “historical thinking,” and then create rich learning opportunities for students that encourage them to see history as we see it.

1. The best thanks to use digital media to show them to visualize history as we have a tendency to see it's buildlearning opportunities that make it attainable for our students to do history— to apply it as we have a tendency to apply it— to assist them build history, using their own creative impulses, rather than simply giving us what they hope is the correct answer to a question we have posed.
2. George Landow— one in all the foremost prolific early adopters of digital media for his courses in literature— says that once students pursue their own lines of inquiry, they start up unmediated intellectual quests, free from the con-trol of college, textbook publishers, or others who might need controlled their inquiries in previous years.
3. Unlike the normal lecture/paper/exam model of history instruction, digital media offers the possibility of creating new, exciting ways for students to be historians as they learn about the past.
4. One way to use this familiarity is to employ educational mock social media sites to give students a creative outlet to get to know the people they're learning about in their history lessons .

Technology as tools of Teaching

1. Being a history teacher starting from school to higher education should adopt the available digital resources in teaching history and make the classroom fruitful.
2. The digital games are being provided as tools for the schoolroom and have tons of feedback as well as higher motivation for college kids.
3. Digital video-on-demand: Digital video eliminates the necessity for in-classroom hardware and permits academics and students to access video clips straightaway by not utilizing the general public net.
4. An organized access to these sources in each classroom would make history recover the respect and interest among students of all ages.
5. Wireless schoolroom microphones: uproarious school rooms ar a daily incidence, and with the help of microphones, students are able to hear their teachers more clearly.

4. 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 followup 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.

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.

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