



Application of ICT tools to the teaching and learning of History in the 21st century Nigeria

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ABSTRACT

Pedagogical understanding of history teachers is driven by certain factors such as the needs of learners, availability of resource materials, introduction of modern technology system, changes associated with curriculum, as well as national events. In relation to modern technology as a means of communication, digital tools in teaching history are very important to supplement traditional teaching methods. Digitalization is an innovation that has changed the world. The impact of digitalization on the activities of man in different areas such as medicine, tourism, economics, law, engineering and politics, among others, cannot be underestimated as it has improved man's effectiveness and efficiency in diverse aspects of existence. However, such cannot be said of History as a discipline, this is because the discipline has only made little or no significant landmark in incorporating this innovative ideology (ICT) to aid the discipline and also encourage effective teaching atmosphere. However, a major objective in this regard is not to completely replace traditional teaching methods but rather, make such methods more effective. Thus, the end-goal of using digital tools in history class is in threefold: first, to simplify complex historical discourse; second, enhance students' learning experience and third, help teacher to teach better. Considering its prospect in this regard and for the fact that twenty-first (21st) century education is mainly ICT-based, Nigerian history teachers cannot afford to be left behind in the utilization of this potent innovation in teaching history. This paper therefore, addresses the primary function of digitization through the knowledge of Information and Communication Technology (ICT), which is to make available relevant methods that can be adopted to proffer a lasting solution to certain problems confronted by teachers and learners/students of history in the twentieth-first (21st) century Nigeria. This work submits that the adoption of Information and Communication Technology (ICT) has the capacity to add value to the traditional methods of teaching history, which can also make students/learners to embrace the discipline.

Keywords History, Information and communication technology, Pedagogy, Nigeria, Education.

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Introduction

Education is a social responsibility associated with teachers who are knowledgeable in one area or the other with a convincing personal influence on learners. However, the influence/impact of information and communication technology (ICT) in promoting quality education cannot be overemphasized especially in producing individuals with required needs of the society. The adoption of ICT in the teaching and learning system can promote quality education in different aspects such as learners' involvement and acquisition of basic knowledge in the use of ICT tools. Generally, the innovation behind ICT has promoted knowledge acquisition in many disciplines/subjects and if properly introduced, has the tendency of contributing immensely to the growth of effective teaching of History subjects.¹ Technology advancement is a major achievement which has shaped the affairs of man especially in certain notable areas such as education, agriculture, health and other important fields. A major area worth mentioning is the relevance of ICT to the education sector. However, this sector has not fully explored the innovation with some disciplines still lagging behind in its adoption such as history. This is quite alarming as learners become outdated in the use of technological tools and basic knowledge to promote the discipline. It is very important to note that with globalization, the spread of modern technology to almost all the countries in the world including those that are not innovative, has benefited their citizens in different areas which culminate to their development.² Graddol emphasizes the importance of technology which has become globalized and affected the culture and practice of different societies. By implication, it is important to recognize the use of ICT for effective teaching of history in schools where the subject/discipline is taught. This can be done by creating awareness on the benefits of

applying the technology to the pedagogy. However, this innovation poses a new problem to the regular activities of history teachers who have not been exposed to the nitty-gritty of the technology.³ Although this problem can be resolved with regular training on how to use the technology as it makes the teaching of history more interesting and productive, learners can also improve themselves within the teaching environment and add other values relating to the basic knowledge ICT applications. Hence, the adoption of ICT helps teaching and also improve the teaching techniques of a teacher, which in turn affects the learners and make the class more interesting and ready for knowledge acquisition.⁴

History is a subject offered in most secondary and tertiary institutions, and its importance in the twenty-first (21st) century demands the proper application of ICT tools such as mobile phones, tablets, laptops, video tapes and television, among others, that incorporate text, sound and colorful images, animations and other features which can be deployed to promote a challenging and authentic content that would not only involve the learners/students but also, simplify learning and make it concrete. Therefore, it is important for both history teachers and students/learners to be up-to-date on the latest technology development that would promote learning. This would enable them to know how to manage technological upgrade and also yield greater outcome from their teaching and learning culture.⁵ It is upon this background that this work examines the application of ICT to the study of history in the twenty-first (21st) century Nigeria.

Conceptual Framework

History

E.H. Carr described history as consistent

¹Adedoyin, A.A., Akinnuwesi, B.A. and Adegoke, M.A. 2010 "The Prospects and Challenges of ICT in Nigeria Tertiary Education" *Journal of Revitalization of African Higher Education*, 5(1) 278-279.

²Adams, G.O. 2006 "The Use of the Computer to Support Cognitive Behavioral Intervention among Special Students", *Journal of Computing in childhood Education*, 5(2), 1-2.

³Graddol, D. 1997 *The Future of English*, London: British Council, 5.

⁴Sharma, P. 2009 "Controversies in Using Technology in Language Teaching", Retrieved from <http://www.teachingenglish.org.uk/articles/controversies-using-technology-language-teaching> on June 10, 2022.

⁵Adesote, S.A. and Fatoki, O.R. 2013 "The Role of ICT in the Teaching and Learning of History in the 21st Century", *Educational Research and Reviews*, Vol. 8, No. 21, 4-5.

communication between a historian and his evidence, as well as unending interaction between the past and the present.⁶ Collingwood maintains that history deals with an interpretation of human remains relating to the past in the understanding of the knowledge of the historian based on his perspective which could be justified to a large extent.⁷ This indicates that historians have the privilege to understand the past through the knowledge of relics, monuments and documents however, a historian can only interpret these sources based on his perception of when and how these sources were used in the past.⁸ These definitions of history indicate that the discipline focuses on the past through enquiry, analysis and interpretation of facts gathered by a historian.

History can also be described as a distinct form of knowledge, it does not only focus on the collection and memories of the past, but also entails the understand of a number of factors which are peculiar to the past. Therefore, a historian reconstructs significant past events base on the evidence available to him/her and also, draws his/her conclusion.⁹ Encyclopedia Britannica defines History as all significant events relating to the past, not merely all the events, but those events that are subject to change and not static in nature. Therefore, the universe and every part of it is connected to history.¹⁰

Onifade observes that the term history was coined from the Greek word *historia*, to mean 'enquiry', it represents a significant aspect of knowledge in the study of human society.¹¹ He further explains that history means the relationship that exists between man and his environment. History can also mean past events or phases and the influence of change, modernization and western culture on a people or

an individual within a given society.¹²

History as a field of study, is a systematic process of understanding the past activities of man and interpretation of the past in the light of change and continuity witnessed within a given society. It means a critical study of the past involvements of man that had yielded significant outcomes on nature of such events. It is the study of past human activities over a period of time which has a record of change and continuity, as well as other dynamics unique to historical events.¹³

ICT

ICT as a concept is perceived from different perspectives and standpoints by different scholars. The term was argued to have gained recognition in the early 1990s to replace the defunct information technology (IT) with a major concern on the communication uniqueness and ability associated with the use of a computer. Although many people often use the acronym ICT, those in tertiary institutions usually use the term communication and information technology (C and IT) to mean the same thing.¹⁴ The concept of ICT entails a wide coverage of applications, techniques and systems. In the view of Lallana and Margaret, ICT is described as a wide area encompasses the use of computers, communications equipment and services connected with them.¹⁵ This indicates that ICT is beyond applications as it involves skills that could be useful in the nearest future. It is in consonance with literacy and numeracy as basic skills that each person must acquire to live confidently and independently in his/her respective society.¹⁶ ICT could also be said as a unique innovation/idea that promote

⁶ Carr, E.H. 1954 What is History?, London: Macmillan, 2-3.

⁷ Collingwood, R.G. 1973 The Idea of History, London: Oxford University Press, 10-11.

⁸ Osokoya, I.O. 1997 Writing and Teaching History, Ibadan: Laurel Educational Publishers. 11-12.

⁹ Masterman, L. and Sharples, M., 2002. "A Theory-informed Framework for Designing Software to Support Reasoning about Causation in History", Journal of Computers and Education, 38 (1-3), 165-166.

¹⁰ The New World Encyclopedia Britannica 1911.

¹¹ Onifade, A. 2003 "Introduction to Modern Day Nigerian History", In Handbook for Foreign Students in Nigeria, Zaria: ABU Publications, 72.

¹² Onifade, A. 2003 "Introduction to Modern Day Nigerian History", In Handbook for Foreign Students in Nigeria, Zaria: ABU Publications, 72-73.

¹³ Onifade, A. 2009 "The Third Millennium Secretary and Information and Communication Technology: Nigerian Experience", International Journal of Management & Information System, Vol. 13, No. 2, 59-60.

¹⁴ Salau, K.K. 2005 Computer Application and Information Technology, Ilorin: Nathadex Publishers, 36-37.

¹⁵ Lallana, E.C. and Margaret, U.Y. 2003 "The Information Age", Retrieved June, 10, 2023 from www.eprimers.org

¹⁶ Clarke, A. 2006 Teaching Adults ICT Skills, Glasgow: Learning Matters Limited, 23.

learning skill in different fields/disciplines.

¹⁷This recognition of ICT spurred its introduction into the educational curriculum in developed nations.¹⁸ ICT covers three aspects in the curriculum, they are: learning about ICT, learning with ICT and learning through ICT. Learning about ICT means ICT as a subject to be taught in the school curriculum, while learning with ICT is the use of ICT as a channel to aid instructions.¹⁹ Learning through ICT means to integrate ICT as an important instrument peculiar to a course/curriculum, such that the teaching and learning of the course/curriculum becomes difficult to actualize without it.²⁰ Despite this, most schools have done little or nothing to introduce ICT and encourage its usage for teaching subjects/courses such as history.

The Teacher Training Agency (TTA) defines ICT as involving the use of computers, the internet, CD-roms, mobile phones, tablets and other software, television, radio, video, cameras and other equipment. ICT is any technology which can be deployed to send or receive end-to-end information. This definition includes the use of telephone, fax machine and television, radio, as well as computer and its related applications which include the World Wide Web (www) and E-mail.²¹ The constant development in the use of ICT in the early 1990s, along with the continuous growth of the World Wide Web (www), and the application to send information quickly to long distant areas through E-mail or electronic attachment, was argued to be a radical improvement of technology which could have exponential influence on education.²²

ICT is a broad term that involves any communication device or application such as radio, television, mobile phone, computer and

hardware and software devices, among others. It also entails the services and applications connected with the above devices such as video conferencing calls and distance learning privilege. ICT is often acknowledged in specific areas such as ICT in education, libraries and research centres, mainly to advance skills and also promote teaching and learning of a people or an individual within a particular community.²³ Ehikheimenor refers to ICT as “a technique and equipment that facilitates the acquisition, recording, processing, storing, reception transmission and retrieval of information using electronic gadgets.” ICT is a scientific technology, engineering and controlled techniques used in acquiring and storing information.²⁴

Lastly on ICT, Ogunsola sees it as an electronic-based application used in transferring information, processing and recovering of data, which has systematically improved the way people think, live and also their environment.²⁵ To him, students who deploy ICT into their learning stand a chance of having deeper knowledge of any subject-matter or topic and have the chances to recall and solve problems beyond the classroom. This means that through the use of ICT students/learners could have a deep understanding and possess the ability to investigate and inquire based on their interest and needs with the availability of data at different levels.²⁶

Theoretical Framework

This work deploys the theory of constructivism developed in 1936 by Jean Piaget, on the integration of ICT into education. Constructivism maintains that

¹⁷ Tanner, H. 2003 “The Place of ICT in Secondary Education”, In Kennewell, S., Parkinson, J. and Tanner, H. (Eds), *Learning to Teach ICT in the Secondary School*, London: Routledge Falmer, 12.

¹⁸ Akudolu, P. 2007 “ICT and Educational Development”, *Journal of Educational Studies*, 10 (2), 12-13.

¹⁹ Akudolu, P. 2007 “ICT and Educational Development”, 13.

²⁰ Pelgrum, W. and Law, N. 2003 *ICT in Education Around the World: Trends Problems and Prospects*, Paris: Learning Matters Limited, 12-13.

²¹ Teacher Training Agency 1998 *Using ICT to Meet Teaching Objectives in History: Initial Teacher Training, Secondary*, London: TTA Publishers, 1.

²² Cohen, M. 2000 “What is the Educational Value of IT?”, PhD Thesis, School of Education, University of Exeter.

²³ Margret, U.T. 2013 “ICT and instruction for better teaching and learning” Unpublished manuscript.

²⁴ Ehikheimenor, P.A. 1993 “An introduction to Information Technology”, A paper presented at the Computer application course, Ibadan, November 15.

²⁵ Ogunsola, L.A. 2005 “Information and Communication Technology in Nigeria: Revolution or Evolution”, *Journal of Social Sciences*, Vol. 11, No. 1, 18.

²⁶ Ogunsola, L.A. 2005 “Information and Communication Technology in Nigeria: Revolution or Evolution”, 18.

individuals/learners cannot acquire knowledge by passive understanding of a direct process of its transmission but rather, construct a new understanding of it through experience and social discourse by aligning new information along with what they already know (prior knowledge). It also argues that individuals acquire knowledge and make meaning based on their experiences. This covers learning, teaching methods, and reform in education. There are two key components of the construction of an individual's knowledge which are accommodation and assimilation.²⁷ Seymour Papert built on Piaget's constructivism theory when he submits that by learning and acquiring skills in computer programming, learners know how to think and learn for themselves. More so, the information learners discover on the internet becomes beneficial when it is interpreted and processed by them. This can be promoted through a constructivist theory where the teacher provides scaffolding and guidance to learners in order to achieve new knowledge.²⁸

Seymour maintains that teachers need to have deep understanding of how ICT can be used to promote teaching and learning environment to their advantage and also, the students/learners. Constructivist theory focuses on the integration of ICT as an instrument in the classroom with the sole aim of advancing the effectiveness of teaching and learning to the betterment of learners/students.²⁹

According to this theory, students share ideas and learn to interact with others in order to evaluate their opinions/views in an acceptable manner. They manage their own learning process, and lead the way by assessing their experiences. This engagement however, enables them to become experts of their own learning. This is important to achievement in the real world as they would

always be exposed to a variety of experiences where they would have to align and process the views of others by applying different ICT-based learning equipment for collective learning.³⁰

Constructivism is a theory that is connected with practical experience of learners, it however, views students/learners as thinkers, creators and constructors of their own knowledge. Proponents of collective learning argue that the active share of knowledge within a small group does not only increase the interest among the participants but also, encourage deep thinking. There is convincing evidence that a collective group achieve at higher levels of reasoning compared to learners who work in isolation. The collective learning affords learners the privilege to be involved in several discussions and be responsible for their own knowledge thus, transform to critical thinkers. In constructive gathering, learners form established principles that can also be useful to them in other learning environments.³¹

A constructivism setting strongly depends on collective learning, there are many reasons why collective contributions add value to learning. First, learners are responsible for creating their own knowledge and understanding through the things they experienced as they also reflect on them. They learn by experiment and not subject to what they only have to believe, they also have the opportunity to decide their own knowledge, discoveries and draw conclusions. Learners are the ones who relate with objects and events to acquire an understanding of the characteristics of such objects or events. Learners therefore, develop their own conceptualizations and proffer perceived solutions to problems. In this regard, learners' independence and creativity is welcomed and motivated with the use of different ICT instruments which encourage

²⁷ <https://www.teach-nology.com/currenttrends/constructivism/piaget/> Accessed on the 2nd July, 2022.

²⁸ White, Fiona, A. Hayes, B.K. Livesey, D.J. 2016 *Developmental Psychology: From Infancy to Adulthood* (4th ed.). Pearson Australia: Melbourne, 22

²⁹ Nola, R. Irzik, G. 2006 *Philosophy, Science, Education and Culture*. Berlin: Springer Science & Business Media, 175

³⁰ Matthews, M. 1998 *Constructivism in Science Education: A Philosophical Examination*. Dordrecht: Springer Science & Business Media, 10

³¹ Matthews, M. 1998 *Constructivism in Science Education: A Philosophical Examination*, 10

collective learning. These instruments for collective learning include Google Documents and Drive, Social Bookmarking, Social Networking, Instant Messaging, Forums, Wikipedia, Blog and WhatsApp, to mention but a few. All these are very important to teaching and learning environment if well-utilized as learners are permitted to use one or multiple tools mentioned above.³²

Lastly, Seymour submits that though the technology is ubiquitous, the use of ICT to promote teaching and learning in many secondary schools and tertiary institutions is not widespread. However, some teachers and lecturers have encouraged the integrate ICT and introduced the technology to their teachings by engaging their students in the practical use of ICT as an important part of their learning process. Unfortunately, there are still many clogs and hinderances against the successful integration of ICT to teaching and learning system in most schools and tertiary institutions.³³ This theory however, becomes significant in this regard as it shares similar ideology with the view of this study having identified the persisting problems relating to teachers and lecturers yet to fully adopt the use of ICT in promoting effective teaching and learning culture in their classes. To worsen it, some have not for once, given it a thought thereby contribution to knowledge retardation their learners.

The Uses of ICT for Effective Teaching and Learning of History

The technology behind ICT has contributed immensely to the development of humanity as almost everything pertaining to human existing has given way to ICT which is also consumer-driven. No matter the understanding of this innovation, there is no doubt on the fact that the world has been transformed by it and will

continue to encourage it in all facets.³⁴ This shows that the inclusion of ICT cannot be excluded from everyday living especially, when it includes educational development. ICT therefore, can be used to promote effective teaching and learning of history in the following ways:

Internet/Online Education: The relevance of ICT in education provides new methods of inculcating knowledge in both teachers and learners. Internet otherwise known as online education is fast becoming more relevant to human existence and knowledge acquisition, this does not only proffer privileges for schools to include this idea in their curriculum materials while in the classroom but also, enables them to promote learning outside the classroom like those connecting at homes, hospitals, or other places. This means that learning can take place and become effective through online classes.³⁵

ICT promotes inclusion: One of the major advantages of ICT in education is its ability to involve learners in activities relating to the individual's peculiarity. Students/learners with special attention are no longer deprived of learning along with others as there are relevant materials and ICT applications that can equate them with other students and also satisfy their academic yearnings. It is very important to note that ICT has the capacity to open new ideas on issues relating to digital divide and access to its applications to bridge the gap(s) between the less privileged and other learners.³⁶

ICT encourages critical thinking: This is one of the key provisions of ICT in the twenty-first (21st) century, this includes the ability of learners to evaluate, plan, monitor, and reflect on the knowledge of others. The use of ICT in

³²Matthews, M. 1998 *Constructivism in Science Education: A Philosophical Examination*, 11

³³Steffe, Leslie, P. Gale, J. 2012 *Constructivism in Education*. Oxon: Routledge. 32

³⁴<https://pedagoo.com/uses-of-ict-in-education/?lang=en> Accessed on the 2nd of July, 2022

³⁵<https://pedagoo.com/uses-of-ict-in-education/?lang=en> Accessed on the 2nd of July, 2022

³⁶<https://pedagoo.com/uses-of-ict-in-education/?lang=en> Accessed on the 2nd of July, 2022

inculcating knowledge requires basic skills which involves the explanation and justification of knowledge in proffering solutions to problems, students in this regard, are challenged to interact, evaluate, and compare the various strategies and results they will accept as new knowledge. This is because whatever they accept becomes their responsibility as they must have engaged in critical thinking and assessment of the same before drawing their conclusions.³⁷

Collaboration is encouraged through ICT:

Through this innovation, students are usually encouraged to work together as a team/group to promote healthy discussion that would be of benefit to their knowledge. In such atmosphere, A teacher can divide the students into different groups and give different tasks to each of them to solve. By so doing, the students would be involved in intellectual interactions and language development. They would also improve on the mastery of the subject-matter, while getting exposed to different ICT skills and applications available to them.³⁸

ICT promotes retentive memory: By adopting the use of graphics, electronic display of character, online documentaries, videos, among others, learners become more engaged and also have the advantage of retaining the knowledge acquired for long. This is because one of the interesting aspects of ICT is that it has different ways of making learning enjoyable and fun while transmitting knowledge at the same time. Consequently, learners tend to assimilate faster and retain such knowledge for a longer period with ICT mechanisms.³⁹

ICT encourages learning: The demand of the society towards new technology has not excluded children and their interests. The introduction of ICT paved way for different electronic gadgets that are children-oriented to spur the interest of learners and more importantly,

motivate them towards learning. Learners tend to develop interest in what is entertaining and can be accessed at their leisure time than conforming them to a particular dogmatic system of the classroom. This is what ICT is saddled to fulfill in teaching and learning environment.⁴⁰ These and many more are the ways that ICT can be used for effective teaching and learning of history in schools and tertiary institutions. If properly introduced and applied, ICT can satisfy the yearnings of education which is to impart knowledge and equip generations to come.

Advantages of ICT to Teaching and Learning History

There are many benefits that teachers and students of history stand to gain from integrating ICT tools as instructional materials for teaching history subject/courses, some of which are discussed below.

Availability of learning resources: ICT helps to facilitate spontaneous changes in the methods and resources used in transferring knowledge. According to Dogo, “for a history teacher to deliver quality instruction to his student; he needs to be vast and very current. This is because teaching is a discipline that relies so much on information both current and past”.⁴¹ In view of this, ICT has the capacity to secure updated resources via the mediator or the internet for the purpose of staying abreast with the current development around the world. The significant of ICT places at the disposal of both the teachers and the learners the ability to gain entrance, maneuver, change, keep and recover data to encourage individual's freedom of learning as the roles of learners would not only be to listen but also, participate in knowledge sharing.⁴²

Contributing to students' needs and interest:

Though the usual methods associated with teaching history remain relevant but need a more

³⁷<https://pedagoo.com/uses-of-ict-in-education/?lang=en> Accessed on the 2nd of July, 2022

³⁸Ehikheimenor, P.A. 1993 “An introduction to Information Technology”, A paper presented at the Computer Application course, Ibadan, November 21.

³⁹Ehikheimenor, P.A. 1993 “An introduction to Information Technology.”

⁴⁰Ogunsola, L.A. 2005 “Information and Communication Technology in Nigeria: Revolution or Evolution”, *Journal of Social Sciences*, Vol. 11, No. 1, 35.

⁴¹Dogo, E.M. 2010 “The Use of Information and Communication Technology (ICT) in Teaching in Senior Secondary School in Zangon Kataf L.G.A. Jos”,

A Thesis submitted to the Department of Social Sciences, University of Jos.

⁴²Dogo, E.M. 2010 “The Use of Information and Communication Technology (ICT) in Teaching in Senior Secondary School in Zangon Kataf L.G.A. Jos.”

entertaining and motivating method beyond the usual abstract teaching. By implication, stereotyped methods could no longer answer students' needs and interest within the teaching and learning environment anymore.⁴³ However, electronic media like audio, visual, audio-visual and animation, among others, help to captivate the imagination and attention of learners. This is because learners are mold to see things being discussed in their real form rather than in abstract.

Providing flexibility to course contents: A major advantage of applying ICT to teaching history lies in its ability to proffer different options in delivering course contents. Connelly and Clandrion emphasize that the use of ICT enables teachers to become the originators of their own curriculum.⁴⁴ History teachers can design class activities and assignments to encourage and prolong positive interactions among learners. The structure of teaching using ICT is not limited to the four walls of the classroom but also, beyond the physical classroom interaction.

Ensuring reliability and authenticity of information: Since history deals with facts, ICT through its multimedia facets, creates room for students/teachers to acquire new knowledge, make fast enquiry and exploration and adopt new approaches to teaching and learning of history. The process of receiving and retaining such information are reliable in order to determine its authenticity.⁴⁵ Maigoro states that the advent of ICT and the quality of information gathered for history instruction has a source of reliability to the discipline hence, events could be recorded as they happen through the use of satellites, which to some degree, ensures the quality and

authenticity.

Interactive learning is promoted: ICT facilitates students and teachers' acquisition of skills and potentials for active participation through interaction with ICT tools. It also helps to enrich the curriculum by replacing the existing face-to-face instructions with networks such as Facebook, twitter, Linked-in, Zoom, Telegram, WhatsApp, etc., which promotes students-teachers interest with one another to solve historical problem easily. ICT promotes interactive learning through computer-mediated-instruction and the use of multimedia applications for providing course materials. ICT can help history teachers to post course materials on their students' E-mails or portals to download for further instructions.⁴⁶

Promoting effective communication: A proper means of communication between a teacher and his/her students can promote accurate information thereby enhancing the quality of instruction. ICT as a means of communication include the use of internet mobile phones, Notepads, Computers, etc., where a history teacher could communicate effectively with his students' assignment, while distant learning could well be conducted through different ICT mediums.⁴⁷ It can also fulfill different teaching roles. For instance, the use of a computer and internet-based can help to discover and solve problems on different themes or related topics.

ICT promotes individualization of learning: Students learn new ideas as individuals rather than a group which enables them to give different perceptions on the same topic taught. However, ICT allows each learner to communicate with his/her suitable channel and

⁴³Dogo, E.M. 2010 "The Use of Information and Communication Technology (ICT) in Teaching in Senior Secondary School in Zangon Kataf L.G.A. Jos."

⁴⁴Dogo, E.M. 2010 "The Use of Information and Communication Technology (ICT) in Teaching in Senior Secondary School in Zangon Kataf L.G.A. Jos."

⁴⁵Maigoro, L.L. 2008 "Information and Communication Technology (ICT) and Quality of History Instruction in Tertiary Institutions", *Nigeria Volume of Teachers Education and Teaching*, 5(1), 23.

⁴⁶Gbenga, A. 2006 "ICT and Web Mining Techniques", A Paper Presented at ETF Capacity, Building Workshop for university lecturers in Nigeria on 28th August.

⁴⁷Adams, G.O. 2006 "The Use of the Computer to Support Cognitive Behavioral Intervention among Special Students", *Journal of Computing in Childhood Education*, 5(2), 45.

draw knowledge from it. The use of ICT in promoting teaching of history suggests that if applied as a means and not an end in itself, has the capacity to achieve effective teaching.⁴⁸

Satisfaction and Independence of Learners:

The regular traditional method known with teaching history is usually faced with some challenges relating to learners' needs and their peculiarities but, with ICT providing different options owing to its flexibility and adaptation, encourages learners to have a sense of belonging and participate in history classes. This means that through the introduction of ICT, learners/students enjoy greater satisfaction and freedom to utilize different applications relevant to their knowledge. Hence, the improvement in their level of exposure compared to the time when history classes were limited to the traditional methods.⁴⁹

Problems and Prospects of ICT Tools in Teaching History in the 21st Century Nigeria

Time constraint: History teachers are faced with the challenge of time management relating to the study of relevant ICT applications suitable for teaching history classes. This serves as a major constraint of using ICT tools in the understanding of history subjects/courses. Additionally, there are history teachers who are faced with the challenge of procuring ICT devices such as laptops, tablets, and the likes, and the few who could afford them spend little or less-quality time with these items due to the need to cover their course outlines/contents with a stipulated period of time. There are also some other related problems such as lack of confidence or knowledge on how to operate ICT devices and the fear of integrating ICT tools to classroom management. There is also ideological resistance which is as a result of the

ignorance of many history teachers on what ICT can offer to the discipline.⁵⁰

Lack of technology resources: The unavailability of resources, inadequate access to both hardware and software materials, as well as limited access to the internet, coupled with other technology hiccups are among the factors responsible for low ICT patronage among history teachers. It is quite disturbing to note that there are limited provisions for ICT gadgets and internet access in many Nigerian schools to motivate both teachers and students/learners towards embracing the technology in promoting history as a subject/discipline.⁵¹

Limited administrative backup/support: This is a major factor militating against the desire of teachers to adopt ICT technology into history classes. The need to explore a variety of ICT applications is crucial to promoting effective teaching and learning environment. However, Lack of administrative support often discourage teachers and learners from deploying ICT technology to influence and enhance knowledge in their classes. Among the administrative supports are lack of ICT tool or a subsidized provision of ICT gadgets, limited provision of internet subscriptions, lack of constant training/seminars for staff on ICT packages, lack of technical support; insufficient funding and bourgeois policies.⁵² In the view of Anderson, a lot of these problems surface due to the changes that followed the introduction of this innovation to the classroom exercise. Many institutions believed that the early introduction of ICT-based instruction is intimidating, intrusive, and aimed at replacing traditional modes of teaching and as such, identified possible obstacles to its integration in schools' curriculum.⁵³

⁴⁸ Adams, G.O. 2006 "The Use of the Computer to Support Cognitive Behavioral Intervention among Special Students", *Journal of Computing in Childhood Education*, 5(2), 45.

⁴⁹ Haydn, T. 2001 "Subject discipline dimensions of ICT and Learning History", *International Journal of Historical Learning, Teaching and Research*, 2(1), 124.

⁵⁰ Haydn, T. 2001 "Subject Discipline dimensions of ICT and Learning History", *International Journal of Historical Learning, Teaching and Research*, 2(1) 125.

⁵¹ Maholwana-Sotashe, N.L. 2007 "Challenges Faced by Secondary School Teachers in Integrating ICT into the Curriculum: A Multiple Case Study in the Grahams Town Circuit", Rhodes University Unpublished Master's Thesis.

⁵² Maholwana-Sotashe, N.L. 2007 Challenges Faced by Secondary School Teachers in Integrating ICT into the Curriculum: A Multiple Case Study in the Grahams Town Circuit".

Lack of personal development: Although the degree of technology diversity, whether optimal or inferior, does not really matter, it is mainly the commitment of the teacher to study and develop his/her classes around the technology that is more important. However, this tends to be a problem as little or nothing is usually done to develop personally. Among the factors responsible are insufficient time, unavailability of resources, lack of confidence, competence, technical support, motivation, as well as lack of institutional support. These factors tend to thwart the commitment teachers towards an effective ICT integrating approach to classroom setting. Nevertheless, the will on the part of teachers to acquire ICT skill and integrate its applications remain the core problem facing many history teachers and schools in Nigeria.

Lack of relevant software: Software is a set of programs used for the smooth operation of a computer; it is indeed the blood of a computer. There are several universal software programs for various applications globally. However, some of these software programs are not adaptable to the Nigerian education system, because of the disparity in its standard and cultural settings. Most Nigerian universities do not teach students how to write application software, while several nations in the world are developing adaptable software programs for greater effectiveness of ICT propelled pedagogy. For instance, the development of educational software is relatively well prompted in North Korea. There are two major problems associated in software development in Nigeria. First, is the cost of developing relevant software for the country's educational system, while the second is related to the scarcity of qualified software developers in the country. Consequently, this has directly or

indirectly affected the educational system especially, the teaching of history in many Nigerian schools.⁵⁴

Restricted access to the internet: Most interior parts of Nigeria have limited access to the internet due to their geographical location or underdevelopment, they are partially or totally segregated from the ongoing avalanche of information technology, and internet facilities are concentrated in the urban areas. There is only handful internet service providers (ISP) even in the urban areas due to high operational cost. Consequently, the few available ones have monopolized the system as they charge heavily for internet services.⁵⁵ Most secondary schools and even some universities find it difficult to meet the with the outrageous amount of connecting to the internet, thus, are deprived of this essential service. By implication, Nigerian education system continues to suffer setback while trying to respond to the new innovation. History, which has become optional in some schools and gradually losing its ground, can be revived/rescued only if necessary steps are taken towards encouraging the use of ICT tools and applications in teaching the subject/course in many schools and tertiary institutions in Nigeria.⁵⁶

Moreover, there are prospects of deploying ICT applications into teaching and learning of history in the Nigerian education system. The following are some of the prospects of ICT to history teachers if properly utilized.

First, the use of ICT can enhance educational efficiency of both history teachers and students. The primary objective of teaching history as a subject/course can gain improvement through the introduction of ICT. For instance, most secondary teachers and university lecturers are

⁵³ Anderson, W.D. 2008 "The Use of Technology in Education Benefits and Challenges", State University: Unpublished article

⁵⁴ Dogo, E.M. 2010 "The Use of Information and Communication Technology (ICT) in Teaching in Senior Secondary School in Zangon Kataf L.G.A Jos", A Thesis submitted to the Department of Social Sciences, University of Jos.

⁵⁵ Adebayo, G.Y. 2007 *ICT as a Tool for Teaching and Learning Mathematics*, Lagos: NSCN Online Press Publisher, 24.

⁵⁶ Adebayo, G.Y. 2007 *ICT as a Tool for Teaching and Learning Mathematics*. Lagos: NSCN Online Press Publisher, 25.

already managing large classes of students/learners, which in turn has reduced the interest of most teachers/lecturers in satisfying the desired needs/assistance of many students in their classes. However, a teachers can possibly use prepared computer programs to accurately and systematically instruct and meet the needs of learners. Also, ICT device such as a computer can promote the knowledge of history students through the provision of additional information on any particular subject-matter thereby reducing the stress of the teacher. It can also assist students/learners to develop a thinking culture relevant to the knowledge of history.

Secondly, the integration of ICT can promote administrative functions, this can undoubtedly replace the strenuous exercise of arranging papers in filing cabinets or shelves where records have become dusty and faded due to the length of time they have been kept. The application of ICT tools has the capacity to preserve and prevent historical facts/information for many generations without being tampered with. More so, ICT tools and packages such as Tablets, laptops, mobile phones can be used for presentations, reports, assigning students to classes, monitoring and evaluating students' and scoring tests, which also helps to minimize paper work. Unfortunately, most of these functions are not effectively carry out by history teachers in many secondary schools and tertiary institutions in Nigeria.

In addition, ICT tools can be deployed for individualized learning of history subjects. As a result of large classes and individual differences in terms of learning style and assimilation, the use of microcomputers can help students/learners to progress at their own pace, and also receive continuous assessment feedback and corrections for mistakes made. In the light of this, ICT tools can encourage both

group and personal development while recognizing the individuality of every student. More so, ICT can perform the function of a tutor and present leaners with different contents and symbols. All these have the tendency of making history attractive and interesting as a discipline or field of study to both teachers and learners.

It is also important to note that the use of ICT can redefine the current pedagogical skills of teaching history in the twenty-first (21st) century Nigeria, which is still lagging behind compared to other courses/subjects. Unarguably, ICT tools such as a computer or tablet allows independent exploration, personally targeted activities, teamwork, and more significantly, less didactic instruction. The function of a history teacher in this regard therefore, switches from information giver to that of information manager, from authoritative channel of information to someone who show the way leading to self-propelled exploration.⁵⁷

Lastly, the use ICT tools can help history teachers to improve in the techniques of research. The tedious exercise of searching by hand through the library's catalog can be relaxed just by imputing few key words peculiar to the research topic into an ICT device and the outcome is a wide range of suggestions relating to the research topic, this could be in form of books, journal articles or write-ups. It however, promotes time management by providing a list of related information within few seconds rather than wasting time searching for materials in the libraries which could take a whole day. All these and many more, are the prospects of ICT to history if well adopted.⁵⁸

⁵⁷ Carlso, S. and Firpo, J. 2007 *Integrating computer into teaching*, London: Larchmont Press, 54.

⁵⁸ Carlso, S. and Firpo, J. 2007 *Integrating computer into teaching*, 54.

Conclusion

From the foregoing, it could be said that the application of ICT in promoting teaching and learning of history subjects is very essential to learners' understanding of the discipline and also, encourage others to develop interest in studying the course. In Nigeria, there are still many history teachers who have not fully welcomed the technology of ICT into their teachings due to some hiccups. However, the implication of this is enormous as it does not only affect the teacher but also, the learners and even the learning process. It can therefore, be said that History teachers still have a long way to go in terms of the application of ICT tools as an integral of inculcating knowledge in their students/learners. Hence, the need to strife at all cost to acquire this innovation and technology advancement in promoting learning and encouraging history as a subject/discipline at all levels of education in Nigeria becomes very important to all those concerned.

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