NATIONAL OPEN UNIVERSITY OF NIGERIA

FACULTY OF EDUCATION

COURSE CODE: EDU 760

COURSE TITLE: HISTORY METHODS

EDU 760:   History Methods

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1.1 Introduction

Man, and time have not been static but ever dynamic. Often, there have been changes in man's activities because of challenges posed by his environment and his fellow man.   These challenges are either between man and his environment or between man and man. The challenges are also enormous. Although, the activities might have happened in the past, they usually left behind relics, traces and marks that become subjects of collection and interpretation. Bards, witch doctors, folk singers, poets, etc., who were responsible for preserving and recounting stories of the past activities of any person, tribe or society can be regarded as historians as they have been dated back to the earliest human societies. History has been developed as a discipline through the efforts of the above-listed preservers of tradition and culture.

In this unit you are going to examine the meaning and scope of history. An overview of history as a subject is paramount in understanding the methods of teaching it. A good grasp of the basic elements of history will give one a better footing in teaching the subject. Hence, there is the need to have an overview of the meaning and scope of history.

1.2 Learning Outcomes

By the end of this unit, you should be able to:

1. Explain the concept of history

2. Discuss the key elements embedded in the definitions.

3. Analyse the scope of history.

1.3   Meaning of History

History as an academic field of study defies a single universally acceptable definition as there exists a long list of interpretations regarding the conceptualization of the discipline. Therefore, various authorities have given different definitions of history. We shall examine some of these definitions. Barnes (1962) defined history as 'the sum total of human activities of the past'. It is imperative to note that this definition refers to all that had taken place whether naturally or through human activities and other agents. However, history as an academic subject can only focus on those aspects that appeal to the historian in his effort to reconstruct the past based on the traces left behind by such occurrences as past phenomena are not locked up in a store to be accessed at will by the historian. There is no way the historian can recapture the past in its entirety. In addition, facts do not become history until the historian has put in his own judgement or interpretation. In his own definition, Elton (1967) regarded history as "the study of human sayings, thoughts and sufferings which occurred in the past and have left present deposit; and it deals with them from the point of view of happenings, changes and particulars," Elton added that not all the past is available to the historian. Cox (1971) in Osokoya (1996) argued that history is an organized narrative of the past events, He was quite conscious of the fact historical reconstruction depends on the historian who has to select from the pool of data available to him, interpret them and translate them into a narrative form. This signifies that information on their own are not history until they are processed by the academic or professional historian who applies his craftmanship in this respect, Marwick (1984) submitted that history refers to what actually happened in the past; the activity of enquiry into the past, based on the rigorous study of sources; the interpretation(s) produced by this activity, the accumulated body of knowledge about the past: based on the interpretations of fallible human beings (historians) using often fragmentary and imperfect source of materials. This connotation of history by Marwick underscores the fact that neither the source materials nor historians are perfect while writing history. According to *Collins Essential English Dictionary* (2006), history is 'a record or account of past events and developments.' Similarly, Crabtree (1993) quoting his graduate advisor said that 'history is the story about the past that is significant and true.' Two words of importance in the last definition of history are 'significant' and 'true'. By significance, history is to tell a story about the past which captures the essence of an event while omitting superfluous details. The historian analyzes evidences and presents only that which is significant as perceived by his particular world view. At the same time, the historian in narrating his story is influenced by the community of historians who must have approved his narration. Therefore, historians tend to tell stories which reflect the values of the society in which they live. The other aspect of the above definition is truth in any historical narration. Truth depicts any evidence that is supported by facts. Wikipedia organization (2009) defined history as 'the study of the past, focused on human activity and leading up to the present day.' One key factor in

these different definitions is that history deals with man's past activities which include his political, economic and social activities that have subsequently impacted on the present. Ajayi (1991) conceptualized the subject in this way: "the word History has to be understood in its two-fold meaning. History is both the past and the study of the past. Its meaning covers both the reality of past events and the effort of historians to capture or retrieve and interpret something of that reality." This definition affirms that what the historian is writing about actually took place in the past, whether in the remote or recent. In a similar vein, Akinjogbin (1977) in Ajetunmobi (2010) asserted that "History is an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events or on other human beings in the course of events. It is not just a study of the past, nor is it an uncritical cataloguing of significant past events or is it the study of all past events." This implies that history involves critical analysis of the available data and their sources by the historian trying to write about any aspect of the past. He must therefore have sound understanding about the events and characters involved through rigorous academic discipline. For Osokoya (1996), in the contemporary time history is commonly used in three ways. First, it means the entire human past as it actually happened. Second, it is used to refer to man's attempt to describe and interpret the past. Third, it is used to refer to a field of study called History like other subjects such as English, Biology, Chemistry, Yoruba, and so on.

It is instructive to know that historical scholarship transcends mere cataloguing of past episodes. It involves looking at causes, course or process and effects of past phenomena the historian is interested in. That is why Herodotus, who is regarded as the father of history, simply described it as "enquiry", that is, rigorous probing into the past (Erinosho, 2007). It is in the light of this reality that it is apposite to agree with Carr (1985) who averred that history is "a continuous interaction between the historian and his facts, an unending dialogue between the present and the past."

From the above interrogation about the meaning of History, it quite axiomatic that we have as many connotations as the number of scholars, researchers, and writers who have engaged in historical writing. One major truth is that records on their own do not make history but the critical analysis, interpretation, and conclusion arrived at by historians that ultimately make history. That is why the historians often offer widely dissimilar accounts of the same historical phenomena even when using identical or the same sources and evidence. The account of the same event in oral tradition may have inconsistent and divergent versions. The divergent approaches of history to analysis and interpretation of the same evidence may lead to differences in conclusions and this development has made history an academic discipline (Ajetunmobi, 2010).

However, the rise of academic professionalism and the creation of new scientific fields in the 19th and 20th. centuries brought a flood of new information that challenged this notion. Archaeology and other social sciences now provide new information including theories about the past activities

of man. Hence, history is often classified under either the humanities or the social sciences and can be seen to be a bridge between them, incorporating methodologies from both fields of study.

Some traditional historians questioned whether these new studies were really history since they were not limited to the written word. A new term, prehistory, was coined, to encompass the results of these new fields where they yielded information about times before the existence of written records.

In general, the sources of historical knowledge could be primary, secondary or tertiary and has been divided into three categories: written, oral and what is physically preserved (archeology).

A working definition of History can therefore be given as the study of man and his environment in relation to past activities.

The scope of history has naturally led scholars to divide the past into manageable pieces for study. There are a variety of ways in which the past can be divided, including chronologically, culturally, and topically. Chronological approach in the study of history enables both the teachers and students to handle the teaching and learning of history from the simple to the complex and helps them to grasp the events from the beginning. In other words, chronology is essential to history because it outlines the order of events and provides students with an intellectual record of the past. Thus, it helps in providing links or connections between events and concepts such as continuity and change or cause and effect. As Olaniyi (2017) has posited, chronology involves the use of historical terminologies to describe time, periodization, and dating system. Hence, this variety involves systematic or sequential study of the subject. For instance, hypothetically, HIS 101: Nigerian History from the Earliest Times to 1500AD, must be taken and passed by history students. It serves as a pre-requisite course for HIS 102: Nigerian History, 1500-1800. Hence, HIS 101 prepares them for HIS102 which is a continuation of Nigerian History. Unless a candidate offers and passes the former, he or she is not eligible to offer the latter.

Besides the chronological approach, history is taught and learned topically reflecting the social, cultural, economic, political and even military exploits and external affairs of the people whose history is being studied. For instance, the two courses hypothetically pointed above are taught, taking into cognizance how the Nigerians lived and related economically, socio-culturally and politically, highlighting continuity and change across time and space. How these various aspects of life influenced the people are brought to the fore in the course of delivery of the contents. This done by breaking the courses into course outlines.

These three divisions are mutually exclusive, and significant overlap is often present, as in 'the Aba Women Riot of 1929'. It is possible for historians to concern themselves with specific and very general locations, times and topics although the trends have been toward specification.

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1.3.1 Sources of History

Sources are the pillars of history from which historians interpret events in the course of practicing their professional calling; sources of history are the working materials or evidence a historian consults in the reconstruction of the past. It is through source materials that serve as the backbone of any historical research because historians are guided by the information derived therefrom. They provide clues which the professionals collect, collate and interpret before producing any reliable history. The sources are paramount since historians do not have direct access to the phenomena they are working on. Without sources no historical reconstruction will be possible because they provide and constitute the basic foundation of historical scholarship. Sources of history are classified into, namely, primary and secondary.

 i.   **Primary Sources**:

These refer to original or direct information and these consist of two types. The first strand is comprised of documents, whether written or printed, which are generated by the events such as annual reports, letters and memoranda, speeches, official reports, and charters. Oral sources which basically include oral traditions and oral evidence fall under this category. Oral traditions refer to historical information being transmitted from generation to generation through word of mouth. Examples of oral traditions are folklores, songs, stories, proverbs, legends, tales, wise sayings, eulogies and ballads of all sorts (Adesote & Falade, 2020). Oral evidence deals with eye-witness accounts of the past or firsthand information provided by somebody who witnessed an event. This is also being transmitted through word of mouth. Another term or concept for oral evidence is oral testimony and it deals with recent or contemporary events or occurrences. Archival materials occupy a pride of place under this classification, especially those having to do with Intelligence Reports by colonial

officials and records dealing with colonial policies, programmes and proclamations. Personal letters, Arab records, and diaries belong to primary source. According to Ajetunmobi (2010) poetry, private papers, party manifestoes, colonial government papers, Muslim travelers accounts, missionary diaries are also part of primary sources.

ii.   Secondary Sources:

Secondary sources refer to sources of historical information, whether published or not, on which personal biases, prejudices, opinions and conclusions have been made or imposed (Ajetunmobi, 2010). These are made up of written materials or documents including books, biographies, and journal articles. These are from official, private and legal documents, autobiographies, memoirs, encyclopedia, journals, newspapers, magazines, newsletters or bulletins, manuals, directories, guide books, constitutions, maps, staff lists, budgets, speeches, censuses and development plans. It is important to note that research reports carried out by students are part of the secondary source materials. Thus, long essays, project essays, dissertations, theses, seminar, workshop, and symposium papers fall into this categorization. In addition to the listed secondary sources are Internet materials which have tremendously facilitated an enhancement of historical data base.

To make the writing and study of History a robust engagement, the experts have adopted interdisciplinary approach to the study of the discipline. As a result, historians sometimes seek sources from other disciplines like geography, economics, political science, serology, linguistics, archaeology, ethnology, botany, sociology, fine art, and zoology, and demography. Indeed, the relationship between history and the social sciences has received the attention of the late Emeritus J.F. Ade Ajayi (1991) while Ajetunmobi (2010) has studied the relationship between history, science, economics, ethnography, archaeology, ang historical demography.

Historians often consult these three categories. Primary sources are also referred to as original sources and are created at the time under study. These sources include: documents, recordings /eye-witness accounts, diaries, etc; secondary sources are writings and interpretations resulting from primary sources while tertiary sources are compilations of both primary and secondary sources such as library catalogs, bibliographies and directories.

As a discipline, history encompasses many subfields and ancillary fields, which include chronology which treats events in sequential manner, that is, in order of occurrence. Genealogy in history focuses on the study of the development of families or lineages, their ancestors, heroes and heroines and their contributions to the advancement of the society. , Historiography which has to do with historical professionalism will be discussed later.

Paleography and cliometrics, among many others exist as subfields of History and related disciplines.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Records on their own do does not make history but the critical analysis, interpretation, and conclusion arrived at by historians that ultimately make history. **True/False**
2. Chronological approach in the study of history enables both the teachers and students to handle the teaching and learning of history from the simple to the complex. **True/False**
3. Oral traditions refer to historical information being transmitted from generation to generation through word of mouth. **True/False**

1.4   Summary

In this unit, we can identify the various meanings of history, and we are able to conclude that history deals with the study of man's past activities which has influence on the present circumstances of man.

Despite the various definitions of history, two key words are very important: 'past' and 'man'. These words are crucial in the study of history. This means that history deals with the study of man's past activities. Anything that man did in the past becomes history; it has to be so because it is those past activities that culminate in the present condition or situation of man. Man, therefore needs to study those past events in order to understand his present circumstances. Furthermore, sound understanding of the past will enable us to avoid the mistakes of the past and also help us to project for a better future

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3.6 Possible Answers to SAEs
Answer to SAEs 1

1. True
2. True
3. True

Unit 2: **The Scope of History**

Unit Structure

 2.1 Introduction

History as an academic discipline covers a wide range of issues that relate to human experiences across time and space. There is no aspect of man's existence that does not have a history behind it. The activities that man engaged himself in in the past and the circumstances that had influenced his life are all responsible for his contemporary existence. Moreover, since man did not and cannot live in an immune island, he has had cause to relate with those around him and people outside his settlement. As a result, man's involvement in economic, social, cultural, political and   relations with his neighbours and distant individuals and groups had shaped man's life and these formed his historical process.

Therefore, in this unit, we shall be looking at the scope of history and what each of the sub-disciplines focuses on. It is essential to state that historians while carrying out their professional calling devote specially to any aspect of the subject they are interested in. This is why we have areas of specialization like in other academic disciplines. You as a student can start thinking aloud on what your own area of interest in the future will be.

 2.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Explain at least five sub-fields of history.

2. Discuss four sub-divisions of history with examples.

2.3 Regional and Local History

Any attempt aimed at history teaching and learning must consider the history of the locality and region of the learners, pupils or students. This will enable them to know the history of their immediate environment and region which will help them to appreciate their own common and peculiar origin, distinct from others. This division deals with the origins of villages, towns, chiefdoms, kingdoms, and city-states, as well as the history of heroes and heroines some of those who became deified as exemplified by *Alaafin* Sango of the Old Oyo Empire (Johnson, 1921) and Lisabi Agbongbo-Akala of the Egba Kingdom (Ajisafe, 1964, Biobaku, 1991). The study of regional groups such as the Kanuri, Hausa, Ijaw, Yoruba, Igbo, Bogawa and sub-groups of these and other numerous mega ethnic stocks should be made possible and encouraged. It is not proper for any Nigerian child not to be familiar with the history of his own family, immediate environment and region.

i. Culture History

Culture refers to the sum total of people's ways of life. Historians have interest in carrying out research into the culture of those people whose communities they have interest in. Culture historians therefore study cultural values of groups, communities and peoples, traditional costumes of groups, peoples and communities, as well as festivals among groups and communities and how such festivals originated, developed and their significance. As a result, Nigerian culture historians have beamed their searchlight on festivals like Boat Regatta, costumes, New Yam Festival, *Zangbeto*, *Egungun*, *Gelede*, *Oro*, *Ogun*, among many others (Ajetunmobi, Yonlonfoun, Osiyale & Erinosho, 2020). This branch of history also covers African Traditional Religions (ATR), local deities, communal taboos and rituals, the advent, growth and development, and impact of Christianity and Islam while not glossing over traditional methods of non-verbal communication, that is, signs and symbols.

ii. Economic History

Economic history deals largely with production and exchange as economy serves as the life-wire of other sectors of the economy of any given community, state or nation. Economic history, according to Osokoya (1996) "deals with the way men have produced, consumed, exchanged and distributed goods and services with all the subsidiary considerations of prices, rents, wages, rates of interest and others." This area of history examines growth, stagnation or decline of economies, the well-being of individual groups in the course of economic change. The internal

trade among people and their economic contacts with their neighbouring communities and response to foreign or European merchants are considered. Ajetunmobi et al (2020) have indicated that economic history also has under its umbrella indigenous industries, traditional and modern means of exchange, the trans-Saharan trade, pre-colonial trade relations with the Europeans especially the trans-Atlantic slave trade, marketing boards, farming in specified communities particularly agricultural plantations, botanical gardens, rubber plantations, groundnut pyramids, oil palm plantations, all these and innovations introduced by the British colonial administration. The post-colonial economic development plans, banking and finance, multi-national corporations, insurance as well as regional and global economic initiatives receive the attention of economic historians who focus mostly on economic factors and economic motives in history. The economic diplomacy that the country is involved in through bilateral and multilateral treaties and conferences form part of economic history.

iii.   Political History

  Political history has similarly received considerable attention of historians who have carried out research in the area of power sharing or power relations in pre-colonial, colonial and post-colonial Nigeria and beyond. This aspect of history has to do with state creation, political organization and political institutions or organs, the relationship between the rulers and the ruled, diplomatic or external relations between and among pre-colonial Nigerian polities, war and peace, the colonization of Nigeria and the British political structures and policies. Also under political history are nationalism, constitutional development, emergence of political parties, constitutional conferences, attainment of political independence and the First Republic political crises, military incursion into politics, the civil war, the various military regimes culminating in 1999 with the birth of the Fourth Republic. Political historians deal with how politics had shaped and is shaping intergroup relations among the people of Nigeria from the time immemorial till now. Hence, problems of nation building such religious violence, marginalization, ethnic militia, imbalanced federal system of government, corruption, electoral irregularities and violence, resource control agitation, imperfect federalism besides others have attracted the attention of historians (Ajayi, 1992; Adesina, 2015; Erinosho, 2016).

International relations and diplomatic history fall under political history. Thus, the internationalization of the pre-colonial Nigerian societies, kingdoms and empires in the areas of economy, military, social and cultural contacts with the wider world have been studied by historians. More importantly are Nigeria's external relations with her sister African states, Europe, America, Latin America, and Asia as well as the nation's membership and activities on international organizations like the United Nations Organization, the Commonwealth of

Nations, the defunct Organization of African Unity now African Union, the Economic Community of West African States to mention a few are under the purview of political history.

Self-Assessment Exercise (s) 1

> Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.
>
> 1. The total of people's ways of life is known as _____ (a) tradition (b) inheritance (c) culture (d) communication
> 2. _____ history deals largely with production and exchange of services of a given community, state, or nation. (a) human (b) economic (c) cultural (d) state
> 3. Those who carried out research in power sharing or power relations are referred to as _____ (a) political historians (b) political researchers (c) political followers (d) political analyzers

iv. Social History

Social history entails the study or the structure and process of human action and interaction as they have occurred in socio-cultural contexts in the recorded past. Social historians' primary pre-occupation is society and social change by paying attention to people's habits. beliefs, pleasure as well as their art (Osokoya, 1996). Social history includes inter-group relations spanning the pre-colonial, colonial and post-independence eras, history and policy of education with the allied agencies, commissions, professional ethics, indigenous education, Koranic and nomadic forms of education, ceremonies like marriage, naming, burial, traditional and other forms of music, festivals, gender studies, racism, ethnicity, church history and Islam among others constitute social history.

v. Medical History

This sub-field of history has to do with health-related issues in remote past, recent past and in the contemporary times. Indeed, every ailment has a history and this is revealed after the doctor's diagnosis carried out on the patients. Thus, traditional medicine, child delivery, birth control, male and female circumcisions, and cure of insanity attract the attention of medical historians. With the explosion in medically related research outputs and the development of modern health sciences with the numerous areas of specializations and establishment of health institutions, medical historians can carry out research in any branch of medicine. They can study the history of medical institutions such as general hospitals, universities' teaching hospitals, maternity centers and even schools of nursing and psychiatric hospitals or pharmaceutical companies. The main aim is to find out how such medical institutions and facilities have enhanced the health profile of the people that have patronized them and the general impact of

health facilities and services where they are made available. The medical historians may study the life, times and career of prominent medical experts like the late Prof. Adeoye Lambo, the late Prof. Olikoye Ransome-Kuti and his late younger brother, Dr Bekolori Ransome-Kuti, Prof. Adenike Crainge, Prof. Isaac Adewole and their contributions to the field of medicine in their various areas of specialization.

vi.   Legal History

Legal history is another branch which has received the interest and attention of historians. Laws are enacted to regulate social interactions and protect the citizens and properties. Legal historians are engaged in the origins of laws, their implementation and interpretation. The dispensation of justice is a major objective of professional historians in the sub-field. They therefore concern themselves with legislative functions carried out by lawmakers and the interpretation of laws being made under civilian governments and decrees or edicts under military autocracies. Resolution of electoral, political, land, marriage, industrial disputes and constitutionalism among several other matters fall under legal history. The proceedings of customary courts, high courts, courts of appeal, supreme court, military and election tribunals, sharia courts and industrial courts are veritable mine of the practitioners that are involved. Biographies of distinguished legal luminaries also attract the interest of researchers and scholars who specialize in legal history**.**

vii.   History Methods

As the name implies, this branch deals with writing of history and impartation of historical knowledge. Hence, historians pay qualitative attention to the problems of sources and their interpretation before arriving at logical conclusions. In this regard, academic historians have to marshal their professional skills in order to know the appropriate source or sources, how to interpret and make use of them. Fieldwork and excursion are embarked on to the study areas and other places where relevant information, both written and oral, could be gathered (Ajetunmobi et al, 2020).

Self-Assessment Exercise (s) 2

> Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.
>
> 1. The study or the structure and process of human action and interaction as they have occurred in socio-cultural contexts in the recorded past Is ____ (a) interaction history (b) inheritance history (c) socialization history (d) social history
> 2. Health-related issues in the past, recent past, and contemporary times is referred to as ____ (a) analysis of past sickness (b) inherited sickness history (c) health history (d) medical history

> 3. _____ historians are engaged in the origins of laws, their implementation (a) lawful (b) legal (c) illegal (d) licit

2.4 Summary

In this unit, we have identified and explored the scope of history. Our standing here has shown that every human activity and experience are integral part of man's history. There is no aspect of the society that does not affect man and vice versa. The sub-disciplines discussed are not the only forms of history

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2.6   Possible Answers to SAEs

Answer to SAEs 1

1. C
2. B
3. A

Answer to SAEs 2

1. D
2. D
3. B

Unit 3: Development of the Study and Teaching of African/ Nigerian History

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 History and its Preservation in pre-Colonial Nigeria
      3.3.1   Western Writers and Their Misconception about African /Nigerian History
      3.3.2   Traditional or Local Historians
      3.3.3   The Emergence of Professional/Academic Historians
3.4   Summary

3.5   References/Further Readings/Web Resources

3.6   Possible Answers to Self-Assessment Exercise(s) within the content

3.1 Introduction

Africans had their means of preserving history before the advent of Oriental and Western cultures and civilizations, which influenced African historiography. The study and teaching of African and Nigerian history were a gradual process beginning in the 1940s. This is not to suggest that history was not being taught before then. However, storytelling took center stage of history teaching at the primary school level. In contrast, British, Commonwealth, and European history were taught at the secondary level, even at the Yaba Higher College (now Yaba College of Technology) and the University College, Ibadan (now University of Ibadan. Local and regional history was not taught in Nigeria not to talk of African history. Against this backdrop, we shall be examining the evolution of historical studies and teaching of African/Nigerian history.

3.2 Learning Outcomes

  By the end of this unit, you will be able to:

1. Explain the view of Western scholars about the history of Africa

2. Discuss the contributions of local or traditional historians to the writing of Nigeria.

3. Trace the emergence of academic historians and their efforts toward promoting African/Nigerian history.

3.3   History and its Preservation in pre-Colonial Nigeria

Traditionally, the study of history was limited to the written and spoken word. In this regard, it is important to note that Nigerians, like other Africans, were historically conscious in the pre-colonial era before learning to read and write. Thus, Africans and Nigerians, inclusive, used to

preserve the histories of their families, communities, states, and kingdoms by using the oral mode of which oral tradition is integral. Their history comprised customs, traditions, and folklores (Fadeiye, 1986) and was therefore transmitted from generation to generation. According to Erinosho (2016), in Africa, particularly in the pre-colonial Nigerian societies, history was held in high esteem in storytelling and oral traditions before the introduction of Western education. Migration stories, creation stories, war and peace, famine, flooding among others were narrated by adults to the younger generations in the process of cooking by the fire place and while relaxing after the day's toil. Before the 19th Century, traditional historians existed in the various palaces of the pre-colonial Nigerian polities for the preservation of the histories of their states, kingdoms and chiefdoms, for instance, the *Arokin* and *Ughoron* in the Old Oyo Empire and Benin Kingdom respectively. In the Hausa city states and Kanem-Borno (Kanuri) Empire which had come into contact with Islamic scholars and the Arab world by the 14th Century, the Muslim clerics kept abundant records of the states where they settled.

In fact, no ignoramus or an idiot could be appointed or selected as a king without being well acquainted with the history of his people, their relations with their neighbouring settlements. That was the pre-coronation training otherwise called royal seclusion which was strictly observed by a newly appointed ruler. This was necessary as he was taught the origins, religion, rituals, festivals, taboos, as well as political affairs and diplomatic relations of the polity he was to preside over. As Olaoba (2012) has demonstrated "Yoruba Kings since the ages had been personification of their towns and the deification of divine soul (suggesting that they were deified) as they represented the supernatural on the earth with poetic expression of their status and symbols. The totality of their personification and deification loomed large in process of installation and royal schooling, system whereby they received instructions and learning on how to govern well and esteem the status of the supernatural." This monarchical grooming was not peculiar to the Yoruba but in all pre-colonial Nigerian states. The Kanuri, the Jukun, and other centralized states' rulers were semi-divine (Erinosho, 2020). It is apposite to state that the pre-colonial Nigerians had superb sense of history. It is therefore out of ignorance that western scholars and writers had written that Africans had no history apart from the European activities on the continent.

3.3.1 Western Writers and Their Misconception About African /Nigerian History

It is important to note that the so-called Western writers relegated Africans to the background as far as history was concerned because they equated records with writing or record keeping. Africa and her people were discredited by the Europeans who wrote in this tradition. Writing in 1768, David Hume, a Scottish philosopher, had this to say about the continent and its people:

"I am apt to suspect the negroes to be naturally inferior to the white. There never was a civilized nation of any other complexion than white, nor even any individual eminent in action or speculation. No ingenious manufactures amongst them, no arts, no science." (Uya,1984). In the same manner, the German philosopher, George Hegel derided Africa with the following acerbity: "It is manifest that want of self-control distinguishes the character of the Negroes. This condition is capable of no development or culture, and as we have seen them at this day, such have they always been. At this point we leave Africa, not even to mention it again. For it is no historical part of the world; no movement or development to exhibit." (Uya, 1984).

 These irrational outbursts only displayed the myopic exposure of the writers who represented European cultural arrogance based on pseudo-scientific racism and given universal status by the assumed "white man's burden." This led the Europeans to equate civilization with Europeanization (Uya 1984) to justify the colonization of Africa in the 19th century. However, the biased writers continued to write even after the European imperial errand boys, basking in military uniforms and campaigns had taken over Africa. The jaundiced view of Africa by Dame Margery Perham in 1951 attests to this as she blindly wrote: "In Asia, there are great areas of cultural and religious unity and of common pride based on the inheritance of ancient civilisations. These people have brought their historical culture through centuries of subjection to Western influence with their deepest elements still inviolate the meeting of the West with Asia, for all the present disparity of material power, will have to be between equals in statu. The dealings between tropical Africa and the West must be different. Here in place of the larger unities of Asia was the multi-cellular tissue of tribalism; instead of an ancient civilization (it has) the largest area of primitive poverty enduring into the modern age. Until the very recent penetration by Europe the greater part of the continent was without the wheel, the plough and the transport animal; almost without stone houses or clothes except for skins: without writing and so without history." (Dike, 1980). However, more disturbing, spurious, and disparaging was Hugh Trevor-Roper's ill-informed assertion. The man who prided himself Regius Professor of History at Oxford University, England, still wrote in 1963 that "Perhaps, in the future, there will be some African history to teach. But at the present, there is none; there is only the history of the Europeans in Africa. The rest is darkness…and darkness is not a subject of history." (Uya, 1984)

The foregoing demonstrates how biased, shortsighted, unbridled, and uncultured the protagonists of European arrogance are. Africa was not in any way inferior to Europe as established by the seminal work of Rodney (1976). Indeed, he said Africa was more advanced technologically than Europe before the unholy and sinister of the latter in Africa. The unrivalled Egyptian civilization surpassed any of the Europeans. In fact, Africa had sound economies that

sustained the populations who engaged in socio-cultural and political activities which would not have been possible without home grown economy. While affirming this assertion, Aboyade (1976) remarked: Much scattered evidence is now being synthesized by scholars of African History to establish that before the colonial era, most of Tropical Africa could be described as having: (a)Thriving agricultural and pastoral communities producing adequate food for their requirements as well as some surplus for inter-regional commerce. (b) An essentially democratic economic organization based largely on small peasant proprietorship, with strong egalitarian elements in the access to land and in the resulting distribution of income by factor shares. (c) Fairly complex social institutions to support large political units that were able to organize and administer for the defense of their communities, as well as engage in trade with other large and distant communities. (d) Impressive indigenous works of art, crafts and artifacts, which are distinctive and could only be products of long settled communities with high cultural values, expressing an integral part of everyday economic life, religious worship and social order.

The above revelation debunked the jaundiced reports advanced by the Western writers that Africa reeled under vicious circle of poverty and that Africans were not selfish like the Europeans who cherished feudalism and slavery through land tenure system; while in Africa, lands were communally owned and controlled. Thus, Africans operated communalism as opposed to white individualism. Egalitarianism prevailed and paved the way for job creation, and able-bodied people were gainfully engaged industrially.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The study of history was limited to written and spoken words. **True/False**

2. Western writers relegated Africans to the background as far as history was concerned because they equated records with writing or record keeping. **True/False**

3. Egalitarianism prevailed and paved the way for unemployment. **True/False**

3.3.2   Traditional or Local Historians

Of what significance were literate traditional or local historians to historical education in Nigeria?

The blatant lies peddled by the white scholars in rubbishing the image of Africa and its people led to the emergence of academic or professional historians who refuted the writings of Western scholars. The first task of this new crop of historians was to prove the significance of oral tradition as a tool of historical analysis since their European counterparts denied that Africans had their peculiar history because they were not literate in the Western fashion. However, it is significant to point out that Nigeria produced many traditional or local historians, most of whom were school masters but not trained as professional historians. Such people included Ajayi Kolawole Ajisafe, formerly Olympus O. Moore, who produced History of Abeokuta in 1924 after researchiresearching Another writer in this tradition was Samuel Johnson, who authored *The History of the Yorubas* published posthumously by his brother Dr Obadiah Johnson in 1921. (Omolewa,1980). I. B. Akinyele wrote Iwe Itan Ibadan while Moses Botu authored *Iwe Itan Kukuru ti Ijebu ati Agbegbe Re* (*A Short History of Ijebu and its Neighbours.* Among the Edo was Jacob Egbavreba whose research findings as a local or traditional historian led to the publication of his *A Short History of Benin;* William Moore's *History of Itsekiri;* Kanu Umoh's *History of Aro Settlements;* and Losi's *History of Lagos (*Ofonagoro, 1984*).*

The literate traditional historians were unable to present the reports of their findings coherently in the same way the professional historians later did. For example, in his assessment of Samuel Johnson's *The History of the Yorubas,* the late Professor Emeritus J.F. Ade Ajayi commented that: "…he had a superb sense of history, particularly in the biblical epic style of dramatic episodes and heroic characters. The knitting together of many strands of an event into a connected story, he found difficult; but the story of each episode he knew how to tell very well" (Omolewa, 1980). This was a major shortcoming of the traditional historians. That notwithstanding, their pioneering ground breaking historical efforts served as barometers to the research endeavours of the professional historians that succeeded them.

3.3.3 The Emergence of Professional/Academic Historians

The 1950's witnessed revolutionary trends in Nigeria in particular and Africa as a whole. The first generation of academic/professional historians trained in the United Kingdom had successfully used oral traditions while doing their doctoral programmes. They demonstrated that oral traditions were/are valid and reliable historical sources in the reconstruction of the African past. Thus began the decolonization of African history which coincided with nationalistic hurricane triggered by the "wind of change" after the end of the Second World War. Prominent among these egg heads were the late Professors K.O. Dike, S.O. Biobaku, and J.F.A. Ajayi. Dike's research culminated in the publication of his *Trade and Politics in the Niger Delta* (1956) while Biobaku came up with *The Egba and their Neighbours* (1957). Ajayi's monumental work *Christian Missions in Nigeria, 1841-1891: The Making of a New Elite* was

published in 1965. Others who could be regarded as those belonging to the second generation included the late J.C. Anene, C.C. Ifemesia, Professors A.A.B. Aderibigbe, I.A. Akinjogbin, A.E. Afigbo,and B.O, Oloruntimehin; Professors E.J. Alagoa, Obaro Ikime.

The professional historians utilized both the primary and secondary sources in reconstructing the African past. Prof. Dike in his desire to promote the teaching and learning of African/Nigerian history established the National Archives in the University College (later University of Ibadan) and thus the provision of the historians' 'Laboratory.' In order to make the History Department a breeding ground for the training of professional historians at Ibadan, he recruited Messrs Alan Ryder, J.D. Omer-Cooper, H. F. C. Smith, C.W. Newbury, J.C. Anene, R.E. Bradbury and V.W. Treadwell. (Omolewa,1980) In addition, Dike's headship witnessed the transformation of the history courses through his foresightedness, diplomacy and resolution that led to the inclusion of courses in African history in the syllabus. This was to unveil Africa's glorious past distinct from the European activities on the continent. In the words of Omer-Cooper (1980) "It was argued on the one hand that concentration on European activities made sense as they had been the main dynamic force in Africa since the 19th Century and on other that our main task was the intellectual training of our students, it was better to concentrate on British and European History where the range of literature facilitated the development of critical judgement. Warm and though these arguments often were, a consensus reasonably favourable towards the introduction of courses in the study of African history had developed in the Department when Professor Dike was able to tell us that London had agreed to the inclusion of courses in African history in the Honours and General syllabuses." Indeed, the Ibadan School of History became the pivotal and flagship of historical scholarship in Nigeria with the floating of postgraduate programmes and some of Ibadan students completing their PhD in Britain. Seminars modelled on the pattern of those held in London's School of Oriental and African Studies were introduced to train the postgraduate students. "Through this the History Department not only trained most of its own new staff, but also the majority of the new universities of Lagos, Ife, and Ahmadu Bello in Zaria. The History Department in the University of Nigeria Nsukka was the only one in which the influence of scholars who had worked or trained at the University of Ibadan did not become preponderant. The Ibo retreat from the West in the run up to Biafran secession, however, established it firmly there also."(Omer-Cooper,1980)

 Both Kenneth Dike and Saburi Biobaku working respectively as Head of History Department and Registrar at the University College, launched substantial and lavishly funded research projects. While Dike led the research scheme on Benin studies, Biobaku led the Yoruba

Historical Research Scheme and their efforts yielded a good deal of publication substantial increase in knowledge of the societies with which they were concerned.

In furtherance of enhancing historical professionalism, the Historical Society of Nigeria was founded with Prof. Dike as the President and H.F.C. (later Abdullahi) Smith becoming Secretary. The Society acted as catalyst integrating historians and created room for secondary school history teachers with the sole aim of introducing African History at the secondary school level. The Society launched the *Journal Historical Society of Nigeria* through which ground breaking research findings by historians were disseminated. *Tarikh,* another journal for the use of secondary schools and the general public was also floated. As Prof. Omer-Cooper had remarked: "Probably the most vital role of the Society, however, was to act as the vehicle for a campaign aimed at the transformation of secondary school history syllabuses by the introduction of courses on African history. The campaign for the inclusion of African history in this respect received better discussion after it was mooted by Abdullahi (formerly Charles) Smith at the Conference of the Nigerian Historical Society's Conference in 1956. After some meetings held between the Society's delegation, representatives of secondary history teachers and the West African Examinations Council at Accra, Ghana, two African history papers were adopted to replace the erstwhile O-level history syllabuses on The Tropical Africa and the British Empire and Commonwealth. Another paper titled Modern European History, including Britain was projected. The History Department at Ibadan, in conjunction with the Institute of Education and assisted by a grant from the Carnegie Corporation, organized an international African History Workshop. The outcome of the revised papers presented at the conference formed the core materials for two books intended primarily for teachers and each covering one of the two African history syllabuses, viz,: *A Thousand Years of West African History* edited by J.F. Ade Ajayi and Ian Espie; and *Africa in the Nineteenth and Twentieth Centuries* edited by J.C. Anene and Godfrey Brown.

In order to cover some other areas in the continental history, the Department engaged in international collaborations with representatives of Longman's representatives a series of textbooks entitled 'The Growth of African Civilization' was planned.   The two West African History volumes involved cooperation between historians in Ibadan and Ghana, and for the first volume, Basil Davidson as well. (Omer-Cooper, 1980).

 The qualitative leadership established by the Ibadan Department of History in spearheading the promotion of African History yielded positive results as its tentacles were not restricted to the West African sub-region or Africa but beyond the continent's shores. In the words of one of the trailblazers of the new African historiography: "Soon after these projects were launched, the expansion of the Ibadan History Department's influence on the teaching of African history

in Africa was further extended by my own appointment to the Foundation Chair of History in the University of Zambia and Bertin Webster's appointment to the Chair in Makerere. The outbreak of the Nigerian Civil War and dispersal of Ibadan trained Ibo scholars, moreover, spread that influence still further afield, notably to several universities in the United States."(Omer-Cooper, 1980.

Prof. Kenneth Onwuka Dike undoubtedly devoted his time, resources and energy as a true nationalist and great mentor in nurturing many brilliant Nigerian scholars at the feet of his academic tutelage. Prominent among them were J.C. Anene, J.F. Ade Ajayi, Chieka C. Ifemesia, E.A. Ayandele, A.E. Afigbo, Obaro Ikime, T.N. Tamuno, Bolanle Awe, and many others among whom were expatriates he recruited on his assumption of headship at Ibadan. The appointment of Dike as Principal and later Vice Chancellor of the University of Ibadan and his relocation to Eastern Region in the wake of the outbreak of the Nigerian Civil War, created a vacuum in the Ibadan School of History. One of his disciples, J.F. A. Ajayi had to step into the large academic shoes of Dike. He became the President of the Historical Society of Nigeria in 1967 succeeding Biobaku, who took over from Dike in 1966 but had a very short tenure (Mohammed, 2014). Ajayi promoted postgraduate studies in the Department and General Editor of the Ibadan History Series published by the Longman Group in addition to *A Thousand Years of West Africa*. *History of West Africa* volumes 1&2 he co-edited with Prof. Michael Crowther. The Society also published *Groundwork of Nigerian History* edited by Obaro Ikime. (Osuntokun, 2014). The enigmatic leadership role displayed in historical scholarship has been well acknowledged by one of the practitioners of history: The Ibadan School of History exists in the mind of historians, it is not uniquely associated with the History Department of the University of Ibadan because there were other Departments of History at the University of Ife and Ahmadu Bello University, where historians embraced the paradigm established in Ibadan with its emphasis on oral tradition, multi-disciplinary approach to data collection including the use of data collected by sociologists, anthropologists, archaeologists, art historians and even botanists and zoologists…The difference in Ibadan was the reliance not just on written documentation but on all available data that can be used to establish a decent chronology of events." (Osuntokun 2014)

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The rubbishing of the image of Africans led to the emergence of academic or professional historians who refuted the writings of Western scholars. **True/False**

> 2. The first generation of professional historians trained in the United Kingdom did not use oral traditions during their doctoral programmes. **True/False**
> 3. Development came into African countries through the academic historians Professors **True/False**

3.4   Summary

From what we have been taught under this unit, it is established that Africans had devised means through which the pre-colonial African societies kept their history alive. Ina addition, the dedication of literate traditional or local historians as well as the zeal and determination of academic historians in the Department of History of the University of Ibadan in decolonizing and revolutionizing African history and historiography.

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3.6   Possible Answers to SAEs

Answer to SAEs 1
1. True
2. True
3. False

Answer to SAEs
1. True
2. False
3. False

Unit 4: Historiography and Objectivity in History
Unit Structure

4.1   Introduction

Historiography is central in the reconstruction of the past. It is a must for any academic historian to possess the skill of knowing the types of source materials required while undertaking a particular study or research; where and how to obtain relevant information, and rigorous analysis and interpretation of such before passing judgement. In doing this, he or she is expected to be objective in his study, free of bias and prejudices. This is otherwise referred to as objectivity. It is on account of this that historiography is examined in this unit.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Explain the concept of Historiography.

2. Discuss objectivity in history

4.3   Historiography

The academic study of the past is not an easy task for the historians who are involved in the art of reconstructing the past particularly since the past events are not locked up somewhere for the retrieval of historians whenever they desire to do so. In the process of doing this, their expertise must bear on their fieldwork. Historiography is therefore a very essential hallmark in the historical discipline. Hence, there are numerous definitions or interpretations of the technical construct which is the Art or Science of writing history. In the words of Ajetunmobi, (2010):"It has to do with the re-evaluation of methodological approach to theories and works in history. It is in part directly connected with philosophical interpretation of concepts and themes in history; it applies the tool of philosophy to conclusions in problem areas in history." *International Encyclopedia of the Social Sciences,* Volume 6 averred that "Historiography will be taken to

mean the craft of writing history and or the yield of such writing considered in its rhetorical aspect…Historiography is different from the collection of historical evidence, the editing of historical sources, the exercise of historical thought and imagination, the criticism of historical writing and the philosophy of history, but it is related to all of them and overlaps some of them. It is also different from the history of historical writing."(Fadeiye, 1986). In another conceptualization, A.E. Afigbo, while shedding more light on what historiography concerns itself with, advanced "…The is the discovery and critical analysis of historical sources, the second is the reconstruction and description of the past on the basis of facts queried from the discovered sources, the third is the construction on the basis of the ascertained facts of some general theory which gives meaning and inner logic to the known past…and the fourth is the reflection on the trends and patterns of historical writing."(Fadeiye, 1986)

From the above assertions, it can be deduced that historiography is a complex component in historical scholarship as it is aimed at unraveling the weaknesses in historical discourse in order to render it to conceptual, linguistic and philosophical analysis. The reason for this is that historians use the same word to mean different things, while at the same, they may use different words to mean the same thing. Moreover, cultural, background academic attainment, religious values, political interest, social status and personal interest often affect reported or interpreted events. Historiography helps in reconciling the differences and to arrive at a workable hypothesis if not a generally accepted culture. Therefore, "Historiography serves the role of an objective critic, guiding one to understand what one knows as well as making one to know what one does not factually know. Therefore, historiography leads to reality or objective truth."(Ajetunmobi)

As earlier pointed out, History can be studied on universal, regional or continental, sub-regional, national or ethnic basis. That is why, courses reflecting these various strata are being designed to indicate general and particular history as affecting the concerned people or groups. For instance, International Relations Between the Wars, 1919-1939 (Universal); Problems of Nation Building in Africa (Regional/ Continental); Economic Cooperation in West Africa (Sub-regional); Nigeria Since Independence (National); Igboland in the 19th Century (Ethnic); and Socio-Cultural History of the Ijebu (Local); all these hypothetically represent the different special coverage in history. While scholars/ teachers and students teach and learn their local and national history they should not be ignorant of regional and global historical processes, and vice-versa.

4.3.1 Objectivity

The issue of writing an objective is one of the major concerns of serious professional historians. We live in a society where we are being influenced by our social, cultural, economic and political inclinations and these are likely to blur the boundary between the historian on the one hand, and his sources, their interpretation and passing of judgement by the historian on the other. Objectivity as a corner stone was raised indeed stressed by Leopold von Ranke who believed that the events that happened in the past should be narrated "as it were" by the historian (Carr 1985; Fadeiye 1986; and Ajetunmobi, 2010).

Objectivity could imply detachment from the object of study which prevents the historian from allowing his emotion to affect his interpretation or presentation. In other word, the well-trained historian must take into consideration all the views and comments of all the parties involved in an incident before passing his or her judgement. Indeed, the ancient Greeks and Romans held the belief that that objectivity is attainable in history. Herodutus, the acclaimed father of history, believed that objectivity is possible in history if there are documentations which are contemporary (Fadeiye, 1986). The 19th century historical guru, von Ranke was convinced that objectivity or objective history is possible "but depended on documentation and critical evaluation of the sources, weigh the sources, the use of good archives, documentation etc,"(Fadeiye).

Ranke's view has been criticized on his personal idiosyncrasies, by Marwick (1989) who regarded the outcome of objectivity as "True History." According to Marwick, Ranke was unaware of the way in which his own work was coloured by his ultra-conservative sentiments. One the protagonists of objective history and a disciple of Ranke called Bishop Stubbs was scolded by Marwick who wrote that Stubbs "…was so dedicated to, and blinded by his painstaking search for documentary materials that did he did not realize how far his study of medieval England was governed by a basic Victorian faith in evolutionary liberalism and parliamentary institutions." These assertions lend credence to the fact that an objective his is an easy task for the historian as documents do not represent history until they are analyzed and interpreted.

Ajetunmobi (2010) conceptualized objectivity in "simple historical denotes impartiality, detachment and neutral attitude. It does not require the historian to be actually free from prepossessions, prejudices be it racial, political, religious or economic which is psychological impossibility." Humans by nature are made up of emotion, they are political animals. To him human beings are distinctively religious.   The historian task and approach should be free of all principles, theories, and philosophy of life; or that he should be free from sympathy for his subject, person, institution or emotions of love and hatred or dislike. Objectivity does not require that all circumstances surrounding an event in history be known before that event can

be recorded or studied which is otherwise called holistic history. This is an impossibility. In addition, objectivity does not require that the historian refrain from forming judgement or drawing conclusions which is an intellectual or moral impossibility. Therefore, historical objectivity is self-discipline (Ajetunmobi). In a nutshell, objectivity in historical scholarship means any act or explanation arrived at without allowing self-interest, fear, anger, personal sentiment, beliefs, biases, emotion and other personality variable to influence.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Historiography is different from the collection of historical evidence. **True/False**

2. History can be studied on a universal, regional or continental, sub-regional, national, or ethnic basis. **True/False**

3. objectivity requires that the historian refrains from forming judgment or drawing conclusions which is an intellectual or moral impossibility. **True/False**

4.4 Summary

This unit has been devoted to the discussion on two vital issues in the process of writing history, viz, historiography and objectivity. It is now crystal clear that we need to probe our historical sources and try as much as possible interpret them and pass judgement without deliberately being subjective.

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4.6 Possible Answers to SAEs

Answer to SAEs 1

1. True
2. True
3. False

Unit 5:   The Importance of Teaching and Learning of History

Contents
5.1   Introduction
5.2   Learning Outcomes
5.3   The Importance of Teaching and Learning of History
5.4   Summary
5.5   References/Further Readings/Web Sources
5.6   Possible Answers to Self-Assessment Exercise(s) in the content

5.1   Introduction

In the last two units of module I, we were able to define history, examine the nature and content of history. In this unit, we shall be looking at the rationale for the teaching and learning of history. In other words, can anything worthwhile be gained from continued research into historical events? History, seen as the study of the past, is an integral part of many education systems across the world. Many countries spend huge amounts of money and resources to uncover their past. Every year new and new historical sites are uncovered, excavations on those sites are conducted and the results are studied by archeologists throughout the world. But have we gained anything worthwhile from research into the past? As a result of this question, we shall be dealing with the reasons for studying history. This will clarify doubts as to the significance of teaching and learning history to you as an individual and to the society at large.

5.2   Learning Outcomes

By the end of this unit, you will be able to:

1. Discuss the importance of teaching and learning history.

2. Explain the importance of teaching and learning history.

5.3   The Importance of Teaching and Learning History

The importance of teaching and learning of history cannot be over-emphasized. History as a discipline offers the avenue for understanding the very nature of the society, its values and problems. This is because of the fact that societies are not static, but dynamic. Man is concerned with the nature of his society in terms of his past activities that serve as an indicator of the present and future. One's history is always his beginning. In other words, man's genesis is

always traced through history as it explains to him how he came to be, who he is and why he is where he is today. Hence, no society can get along without the knowledge of its history.

History is to the community, what memory is to the individual. A man suffering from loss of memory could be said to have lost his sense of identity. Similarly, a society without history is doomed as such society will lose its sense of identity and bearing. In other words, there will be no development since there is no knowledge of the past, no understanding of the present and no projection into the future.

History offers students the skills of critical thinking, reasoning and analysis of issues and development in all ramifications. It is only through historical reflections that one develops a particular view of the world and it allows one to appreciate his / her own views and the views of others that may seem different.

The study of history does not only broaden students' knowledge and appreciations of the world but offers the basis of constructive interaction and objectivity in analyzing issues. Knowing your history alongside developing your character brings your personality into alignment with yourself. This way, you become more confident in expressing your own views and ideas and you become more receptive to learning from others. By cultivating the healthy habit of constant reflection, one is less likely to repeat past errors.

In addition, history helps to trace our origins. It is through rigorous historical scholarship that members of a human collectivity such as family, town city, nation, region or continent can appreciate their sense of common origin. (Erinosho, 2007) In fact, Marwick (1984) and Ikime (2000) are of the opinion that individuals, communities and societies could scarcely exist if all knowledge of the past was wiped out because any society without history will have great difficulty in finding its bearing lost and its sense of identity.

History similarly helps citizens of a country to learn from the achievements, failures, strengths and weaknesses of past leaders. This can be achieved through the study of biographies of past heroes and heroines. Olusanyas (1990) believed that their conducts and misdeeds would teach the existing generation which will serve as a catalyst for building stable and economically strong nation. Therefore, if Nigerians especially the upcoming and unborn generations, are taught a more enduring sense of history, good leaders will emerge as they learn lessons from progressive elements, sycophants and dare-devil individual personalities. As Erinosho (2007) remarked the rise and fall of past leaders such as Dr Nnamdi Azikiwe, Obafemi Awolowo, Alvan Ikoku, Tafawa Balewa, S.L. Akintola, Aguiyi-Ironsi, Sani Abacha, and Olusegun Obasanjo, Sheu Shagari, Yakubu Gowon, Ibrahim Badamasi Babangida etc, provides us with a wide-range of lessons. Products of history will learn from such people's errors and try to avoid them and imbibe their sterling qualities. Thus, history helps to turn-around our understanding

of politics and governance of nations. As Olaniyi (2017) observed, "It cautions the activities of politicians, administrators, leaders, kings, queens and public office holders. This is because it provides us with information about leaders who succeeded or failed. It creates a sense of awareness that the actions of men and women shall not be forgotten by posterity."

In policy formulation, the importance of history cannot be ignored in as much as the knowledge of the past enables us to know how the present came into being and helps us to plan for the future. Daniels (1979) is of the opinion that history can explain the origins and indicate to the policy makers the probable consequences of their choices. Historians, political scientists, sociologists, economists and other experts in the humanities and social sciences are to conduct research and offer useful advice and guidelines to the government in its policy formulation and implementation towards mitigating the socio-economic sufferings and hardships of the citizenry. While writing in respect of this, Osuntokun (2002) commented that our (Nigerian) economists rely on the Soviet examples of quinquennial plans and development economist such as Maynard Keynes in the course of designing of five-year development plans. He further counselled that "when these plans fail, we have to look at comparable situations in other parts of the world."

History is a veritable vehicle or instrument through which social activities are retained and maintained. The discipline helps us to learn about the social and cultural heritage of a particular society such as norms, values, music, belief systems, social organization, and traditions which are made known, appreciated and preserved. Many countries have developed tourism sector from their cultural heritage as a major source of national income. In the same, Nigeria can further harness the opportunities accruing from centres of tourist attraction across the federation. This will not only serve as an avenue for enhancing the nation's financial base, it will also orchestrate the rich social and cultural heritage of the country to the wider world.

Historical education can help in reshaping the attitude of the political class or elite whose members no longer care about the welfare of the suffering masses, social and economic development of the nation. The constitution is often brushed aside by them in taking autocratic decisions and actions which were often than not frowned at in the pre-colonial period. The political office holders held offices in trust of the other members or citizens of the political communities they were governing and there were checks and balances which were religiously adhered to by the leaders especially in centralized states, kingdoms and empires. Those that tried to or actually became despots were dealt with. If the ruling elite have an iota sense of History, they will not be looting the public treasury, becoming so arrogant, heady, mischievous, and subject the masses to abject poverty because they would have learnt that the mass of the people will one day violently react. This is a major unhappy legacy of the British colonial government which relegated the monarchical system of government to the background and

enthroned rogues in power while they were here and at twilight of their disengagement from direct control of the nation's affairs. It is rather unfortunate that the citizens are helpless because the ruling elites have monopoly control of the state instruments of coercion which is also a by-product of colonialism (Erinosho, 2009/2010).

Qualitative sense of history will help to create a saner socio-cultural environment devoid of religious fundamentalism and its attendant genocide arising from sectarian cleansing. History helps to realize that religious intolerance creates social rancour and cleavages which polarize the polity. The reformation and counter-reformation that took place in place in Europe did a lot of damage and claimed countless souls. Many crusades between the Christians and Muslims in Europe, Middle-East, Asia and America had left ugly scars on the affected nations, families and individuals. A good sense of history would have convinced us that religious dogmatism did not exist in Africa before the infiltration of both Islam and Christianity. In other words, historical education will help us to leave harmoniously and relate cordially between and among ourselves. Our unity in diversity should be appropriated towards achieving good neighbourliness.

There are still other merits in the teaching and learning of History. However, it is instructive to intimate the learners with a particular advantage that is personal to them. The study of History offers the nation the opportunity of having high level manpower trained. As Erinosho (2021) has demonstrated, bureaucrats, technocrats, diplomats and consultants, with critical reasoning faculty are produced. Hence, it is the responsibility of history teacher to equip his or her students with the industrial confidence and opportunities open to them in the labour market. This is essential so as to dispel the general misconception that history graduates have no place to work after studying the subject. Indeed, Erinosho (2016) carried out a study in this regard to prove that History is a worthwhile discipline that deserves quality attention from all and sundry, the government, parents, educational policy makers, curriculum designers, educational administrators, students and the general public.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. A man suffering from memory loss could be said to have a sense of identity. **True/False**

2. History is to the community what memory is to the individual. **True/False**

3. The knowledge of history enables us to know our enemy. **True/False**

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5.4 Summary

In this unit, attempt has been made to explain the importance attached to the teaching and learning of history as a discipline. We have been able to establish the fact that without history an individual and the society will lose its focus and bearing, thus, putting the society in a state of confusion.

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5.6   Possible Answers to SAEs

Answer to SAEs 1

1.   False

2.   True

3.   False

Module 2: Dimensions of Planning in Teaching

Module Structure

Unit 1: Differentiation between Aims and Objectives in Planning Teaching

Unit Structure

1.1 Introduction

In our previous module we discussed the meaning, nature and importance of history. In this module we shall examine all facets of planning in teaching history. Planning entails detailed study of the syllabus now referred to as curriculum, drawn by specialists, to meet the demands of the society. Attempt will be made to look at the basic elements of planning in teaching from the breakdown of the curriculum to smaller units until one gets to the level of classroom teaching.

To start teaching without definite objectives in mind is like traveling to an unknown place without direction. The aims and objectives of a lesson give an indication of what is expected

of the pupils to learn by the end of the lesson. This also guides the teacher on the right path. The meaning of 'aims' and 'objectives' is one common area of misunderstanding among teachers and students. Some teachers use aims and objectives interchangeably to mean the same thing. Often, learners ask whether 'aims' mean exactly the same thing as 'objectives. The fact is that they are basically two different things. Educationists have tried to differentiate between the concepts of aims and objectives.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

(i) Identify the differences between aims and objectives in teaching and learning.

(ii) Explain why aims and objectives are necessary in planning for teaching of history.

(iii) State objectives from a given aim in history.

1.3 Meaning of Aims

Aims and goals are synonymously used. Aim is seen as a broad statement of intent and the first step about planning a programme. It is a general statement representing an idea or aspiration. In other words, an aim is a non-specific guideline and relates to overall policy or strategy rather than detailed specification.

Ndubisi (1981) defined aims as "overall, foreseen ends of schooling that give direction to activities and motivate behaviour". In curriculum and instructional studies, aims are usually seen as very general statement of goals and purposes. Aims are therefore, general targets of education, which are derived from the needs, problems and philosophy of society. For instance, aims of education may include the development of National consciousness, social and moral abilities of the child, etc.

Aims or goals describe the expected outcomes based on some value scheme, either consciously or unconsciously borrowed from the philosophy of education of the nation, The main reason for stating aims on such general level is to provide orientation to the main emphasis on educational programme. Aims differ from objectives because they do not directly relate to school or classroom outcomes. They are so distant that their attainment cannot be easily achieved during a learner's interaction with school. Put differently, aims can be achieved only after many years of the student's continuous and an uninterrupted exposure to content and learning experiences. Actually, it is only after the learner's graduation, or just before he graduates but has been exposed to the appropriate

practice situations, that we can determine whether such educational aims as intellectual development, 'self-realization' etc, have been achieved (Oloruntegbe, 1993).

From our example, it could be seen that aims and goals are 'global'; they are 'overall'; they are 'vague' but they give indication of what the schools should be doing.

1.3.1 Meaning of Objectives

Objectives are statements often of quantifiable operational nature, indicating events from which mastery of desired activities may be correctly inferred. It is a statement describing a proposed change in a learner. i.e. what the learner is to be like when he has successfully completed a learning experience. It is in fact a description of a pattern of behaviour expected from the learner after being exposed to a learning process (instruction, educational treatment or stimulation). Objectives should be expressed in terms of conduct or behaviour expected in relation to skills, ideas or values involved. Objectives are derived from the aims of education. While aims are general, objectives are more specific and definite. Objectives of education are therefore, subsets of aims of education as shown in Table 1.

Table 1: An Aim and its Related Objectives

Aim	Objectives
To develop national consciousness.	(a) To recite the national pledge. (b) To sing the national anthem. (c) To defend the cause of this nation.

The first column shows one of the general aims of education while the second column illustrates the objectives that are derived from the aim. Table 1 shows that objectives are specific, definite and clear while an aim is broad and general.

Types of Objectives

There are different kinds of objectives, namely.

(a) Instructional Objectives

(b) Content Objectives

(c) Process Objectives

(d)   Behavioural Objectives

(e)   Performance Objectives

(f)   Expressive Objectives

(g)   Domain-Referenced Objectives

a. Instructional Objectives

These define the specific and immediate outcomes of teaching-learning situations. They ordinarily take the form of a list of statements describing the intended learning for students. For example: By the end of the NOUN history programme, the students should be able to:

(i)   Identify major problems of teaching history in Nigeria.

(ii)   Discuss intelligently major issues affecting the teaching of history in Nigeria.

b. Content Objectives

Content objectives focus on the acquisition of facts, principles or concepts associated with the topic under study.

Examples:

(i)   To identify the major causes of military intervention in Nigerian political history.

(ii)   To explain why casual sex a threat to human health is.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ is the specific and immediate outcomes of particular teaching-learning situations. (a) learning objectives (b) learning outcomes(c) Instructional objectives (d) teaching objective

2. _____ focus on acquiring facts, principles, or concepts associated with the topic under study. (a) content objectives (b) method objective (c) lesson objective (d) intended objective

3. _____ are derived from the aims of education. (a) objective (b) process (c) methodology (d) content

c. Process Objectives

These are objectives that centre on treatment of content or an action suggested by the topic at hand.

Examples:

(i)   To evaluate the potential impact of computer on society.

(ii)   To propose ways of improving community services to handicapped persons.

d. Behavioural Objectives

The theoretical basis of behavioural objectives is operationalism. Professionalism in the words of Oloruntegbe (1993) implies "the process of consciously specifying those unambiguous observable indices that we agree imply the existence of the construct we wish to identify." and it is in light of this that Haden and King (1974 in Oloruntegbe, 1993) described a behavioural objective as an observable criterion of performance. It is a clear and specific statement of the student's or learner's behaviour that will be acceptable as evidence of having achieved what he and the teachers set to accomplish. According to Ndubisi (1981), behavioural objectives "are statements of educational outcomes which can be measured or observed in the learner".

Examples:

(i)   To define history.

(ii)   To identify the nature, scope, and content of history.

(iii)   To discuss the rationale for teaching and learning history.

e. Performance Objectives

These are variations of behavioural objectives. In this case, a performance objective is supposed to include four components: what is to be done (actively/behaviour), who is to do it (learner), when is it to be done (time), and what level of proficiency is to be accepted

(as criterion for acceptable performance).

Examples:

(i)   After listening to the guest speaker from the academia, the students will be able to identify through discussion four out of the five advantages of archaeological studies.

(ii)   After the debate on "Is oral source of history reliable?'' the students should be able to decide which side presented the best argument.

f. Expressive Objectives

Here the learning activity is specified, but the actual outcome is open-ended. This is because behaviour does not necessarily reveal all the feelings or attitudes that grow out of teaching-learning situations. In addition, learning is highly personal. Due to individual differences among learners, what is actually learned is both diverse and varied. Examples:

(i)   To visit the super market and discuss what was of interest there.

(ii)   To watch a football match and discuss on the best player.

g. Domain-Referenced Objectives

One way of thinking about learning is to imagine that it occurs in three areas of domains: cognitive, affective, and psychomotor. The cognitive domain refers to the acquisition and use of knowledge. This emphasizes the ability of the learner to remember or reproduce something which has been learned. The affective domain is concerned with feelings and attitudes because the learner's feelings and emotions are important and should be taken into cognizance in education especially in the teaching-learning process. To a group of theorists, according to Orungbemi (1993) "the primary goals of learning are affective." The psychomotor domain focuses on the development of physical skills. In other words, the psychomotor domain has to do with motor skills; and in the instructional objectives, performance skills are inherent in the human organism. The domain involves the learning of muscular and motor skills and naturally is concerned with the acquisition of abilities such as typing, manipulation of equipment as well as the assemblage of apparatus. Examples:

By the end of lesson students should be able to:

(i)   List the causes of the rise and fall of Mali Empire (cognitive).

(ii)   Discuss the popular leader in the rise of Mali Empire (affective).

(iii)   Draw the map of West Africa showing the areas covered by Mali Empire (psychomotor).

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ is seen as a broad statement of intent and the first step about planning a programme. (a) knowldeg (b) learning outcomes(c) objectives (d) aim
2. Performance Objectives are variations of _____ objectives (a) behavioural (b) learning (c) skill (d) intended
3. Objectives that are centre on treatment of content or an action suggested by the topic at hand is known as _____ (a) activity objective (b) process objective (c) practical objective (d) social objective

1.4   Summary

Aims and objectives are related but differ in terms of the period set for achieving either of them. While aims have long term effect, objectives have a short term or immediate effect. It is also discussed in this unit that objectives are derived from aims of education which in turn are derived from the needs, problems and philosophy of the society.

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1.6   Possible Answers to SAEs

Answer to SAEs 1

1. D
2. A
3. B

Answer to SAEs 1
1. C
2. A
3. A

UNIT 2:   Formulating Behavioural Objectives

Unit Structure

2.1   Introduction

In the last unit we were able to explain the meaning of aims and objectives, and we differentiated between the two concepts. We also identified different types of objectives in relation to teaching and learning. In this unit we shall dwell on formulating behavioural objectives in the teaching-learning process.

2.2   Learning Outcomes

By the end of this unit, you will be able to:

1.   Define behavioural objectives.

2.   Explain some reasons for stating objectives behaviourally.

3.   Discuss at least five behavioural objectives.

2.3 What is Behavioural Objective?

Most of the time, some objectives are stated in a vague manner. Such objectives are neither observable nor measurable. For effective teaching and learning, objectives should be behaviourally expressed.

Ndubisi (1981) defines behavioural objectives as statements of educational outcomes which can be measured or observed in the learner. When statements of outcomes are observable, they are said to be behavioural. Behaviours, according to Mager (1997), are overt actions. He argues that one cannot see learning or thinking but can see its manifestation. He further argued that the learning that cannot be measured is not learning. Therefore, for any behavioral objective to be complete, it must possess three characteristics. These include.

1. Behaviour
2. Condition
3. Criteria for acceptable performance.

1. Behaviour

Behavior is that part of instructional objective that shows what the learner should do. It is always accompanied by an action verb. The objective needs to be written in terms of the student and in terms of some performance that can be seen, changed, modified and measured. Important point to note here is that the behaviour must be observable. Let us look at some examples below:

'The student will be able to identify through discussion'.

'The student will be able to evaluate……….'

Words that can be used in writing behaviour objectives include to write, recite, list, identify, differentiate, solve, construct, compare, etc.

2. Conditions

It is that part which describes the condition under which the behaviour should be performed. In other words, what is it that you will do, or the student is expected to do or learn in order to change or modify his behaviour? For instance, is he to listen to a guest speaker, or observe a drama or listen to a debate, etc? What are the conditions? For example:

- After listening to the Guest Speaker from the Hospital, the students will be able to identify through discussion…

- After the debate on 'should education be free at all...' the student will be able to decide...…

3. Criteria for Acceptable Performance

This refers to the minimum acceptable level of proficiency that students should show that they have attained that level. In other words, how will you know if students are achieving

up to an appropriate standard? How much of the learning activity should be learned by each individual in the class? When no criteria are set, it is assumed that each student is expected to perform at the 100% level at all time. Let us look at the examples below:

- After listening to a Guest Speaker from the academia, the students will be able to identify through discussion four out of the five advantages of oral source of history.

- After the debate on "Should history be on Nigeria school curriculum at all levels?"

the students will be able to decide which side presented the best argument.

Although each of these items might help an objective to be more specific, it will not be necessary to include all the three in each objective.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Objectives are sometimes stated in a _____ manner (a) complex (b) complicated (c) vague (d) simple

2. _____is that part of the instructional objective that shows what the learner should do. (a) personality (b) character (c) manner (d) behaviour

3. _____is that part which describes the circumstances under which the behaviour should be performed. (a) conditions (b) ways (c) process (d) expression

2.3.1 Advantages of Stating Behavioural Objectives

There are some advantages that can be derived both by the teacher and students from writing objectives in behavioural terms. Some of these advantages include:

- When behavioural objectives are written in clear, definite, measurable, or observable manner, they give the teacher a clear sense of direction. Thus, they prevent the teacher from wasting time on irrelevant ideas and statements that often emanate from their lack of clear sense of direction.

- The choice of appropriate teaching materials can be most validly made when objectives are written in behavioural terms. Therefore, it guides the teacher on the type of teaching materials to use while teaching.

- Also, behavioural objectives have added advantage of directing the teacher as to what type of method or instructional strategy to be used in that lesson.

- For the teacher to be able to know whether his lesson objectives have been achieved or not, it is necessary for the objectives to be clear and specific. Thus, evaluation becomes easy where objectives are written in behavioural terms.

- Well-stated Behavioural objectives set the scope and limitation of what is to be taught. It therefore, prevents teachers from teaching too many facts in a short time thereby making the lesson over loaded with facts.

- Also, when teachers for genuine reasons absent themselves from classes, other teachers are at great loss on how to handle their classes appropriately. However, if the objectives of the lesson to be delivered by such teachers are clearly and specifically written, substitute teachers can conveniently and effectively handle such class.

- When objectives are clear and definite, the learner who knows the objectives of the lesson can study by himself to achieve such objectives. When objectives are clear, specific and meaningful, they challenge the students to go ahead on their own to try to achieve them.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. A well-stated behavioural objectives set the scope and limitations of what is to be taught. **True/False**

2. When teachers absent themselves from classes for genuine reasons, other teachers are always interested in handling their classes effectively. **True/False**

3. The choice of appropriate teaching materials can be most validly made when objectives are written in behavioural terms. **True/False**

2.4 Summary

This unit has dealt extensively on the need to always state objectives behaviourally. Effort should always be made by teachers to state their objectives behaviourally for the benefits attached to such objectives are numerous to a teacher. It is believed that at the end of this unit you must have learned a new dimension involved in the teaching and learning processes.

2.5 References/Further Readings/Web Resources

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2.6 Possible Answers to SAEs

Answer to SAEs 1

4. C
5. D
6. A

Answer to SAEs

1. True
2. False
3. True

Unit 3: Syllabus versus Scheme of Work

Unit Structure

3.1 Introduction

3.2 Learning Outcomes

3.3 Syllabus

    3.3.1 Factors to be Considered when Planning Syllabus

    3.3.2 Scheme of Work

    3.3.3 Unit Plan

3.4 Summary

3.5 References/Further Readings/Web Sources

3.6 Possible Answers to Self-Assessment Exercise(s) in the content

3.1 Introduction

In the last unit, we dwelt on the ways through which we can draw out behavioural objectives. In this unit, the syllabus and scheme of work in relation to teaching and learning process shall be discussed. A clarification of these two concepts will go a long way in enhancing your effectiveness in teaching.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Define syllabus and scheme of work.

2. Differentiate syllabus from scheme of work.

3. Discuss advantages of developing a scheme of work.

3.3 Syllabus

The term syllabus is fast losing its place as an educational term. In a modern educational thinking, people no longer really worry about the term. Its use has been engulfed in the umbrella term: curriculum. This notwithstanding, we need to know what syllabus means. The term syllabus generally refers to a list of topics or a collection or outline of what pupils or students should study in a given year or specified period of teaching. It is a brief outline of the ground to be covered in a course of lessons or lectures. Strictly speaking, it is that aspect of the curriculum that lists topics to be taught in a given course or programme. The

outline of the syllabus tends to guide the teachers on the extent of work involved in a particular class. It must be pointed out, however, that the term syllabus can only be discussed meaningfully in terms of content consideration in the curriculum. It is part of the curriculum and not the curriculum itself.

There are two types of syllabuses:

(i) School syllabus, which refers to specific programme of study in the school. The topics to be covered are listed in the subjects.

(2) Examination syllabus, which refers to several topics outlined specifically for examination purpose, it is usually given by   examination bodies such as the West African Examinations Council, WAEC, National Examinations Council, NECO, etc.

Factors to be Considered When Planning Syllabus

In planning syllabus either for schools or examination, the planners have to consider a number of factors: Among these are:

- The philosophy of the nations.
- The age ability of the learner.
- Learning materials.
- Resource persons (teachers).
- Sequential arrangement.

After these considerations, the topics should proceed from known to the unknown. For instance, in history, begin with local history before embarking on topics that are external to the pupils' immediate environment.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ refers to a list of topics or a collection or outline of what students should study in a given year or specified teaching period. (a) unit (b) curriculum (c) scheme of work (d) syllabus

2. Which of the following is not a factor to be considered when planning a syllabus? (a) philosophy of the nations (b) age ability of the learner (c) status of the learner(d) learning materials

3.3.1 Scheme of Work

As a teacher-to-be, what do you stand to gain in preparing your scheme of work?

Looking at the meaning of syllabus, the class teacher does not contribute very much to its preparation. The teacher is only involved at the level of the scheme of work, unit and lesson planning. When the syllabus is sent to schools by the authorities concerned, there is the need to divide the yearly content of the syllabus into definite amount of work that may be covered per term.

If, for instance, there were thirty topics to be covered for the Senior Secondary School history for the three years, there would be about ten topics per year. When the history teacher splits the year's work into portion that may be studied every term, we have what is called 'scheme of work'. The Scheme of work, therefore, describes the content and learning experiences that should be treated every term of the academic year. The scheme presents the sub-division of the syllabus into portions reflecting the content and learning experiences that should be treated every term of the academic year.

The scheme of work is very important to the teacher. It guides him in planning the unit of instruction and consequently the daily lessons in line with the time available for each topic in the term. It also guides supervisors of schools in determining the efforts of the schools and teachers towards meeting the societal demands on them.

The scheme of work is aimed at serving the following purposes:

- As a guide to the teacher
- For organizational convenience
- For keeping records of what is taught and what ought to be taught.

Advantages of a Scheme of Work

1. A carefully and logically arranged work allows a thorough teaching of each lesson.
2. Habits of attention and careful work are formed. Children will love to attend school and irregular attendance and other troubles or challenges will be reduced to the minimum.
3. The revision taken regularly will indicate the progress being made, then children will be fit or prepared for regulation.
4. Efficient work is done; satisfactory supervision enables the teachers to do their best.

3.3.2   Unit plan

When the scheme of work for each term has been outlined, it becomes necessary to breakdown further the term's work into smaller potions that can be treated within a period of a few weeks. The unit plan can therefore, be described as the organized sequence of content and learning experience derived for an analysis of the term's scheme of work designed to be covered by the class within a period of about two to six weeks.

It is worth noting that the topics selected for the unit plan must be homogenous. That is, they must be inter-related. The idea of unit suggests some kind of unity or relationships of the concepts being taught or learned.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The teacher is involved in all the following, Except _____ (a) scheme of work (b) curriculum development (c) lesson planning (d) initiation

2. Which of the following is not a factor to be considered when planning syllabus? (a) philosophy of the nations (b) for keeping records of what is taught and what ought to be taught (c) for organizational convenience (d) student's performance

3.4 Summary

Syllabus and scheme of work are documents necessary for any meaningful teaching to take place at any level of our educational system. While the syllabus is usually prepared by the examining body, the scheme of work is prepared by the teacher. The benefit of preparing a scheme of work to teacher is highlighted in this unit.

3.5 References/Further Readings/Web Resources

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Kyriacou, C. (1986). *Effective teaching in schools*. Oxford: Basil Black Well.

3.6 Possible Answers to SAEs

Answer to SAEs 1

1. D
2. C

Answer to SAEs 2

1. B
2. D

Unit 4:   Writing Lesson Plans

Unit Structure

4.1 Introduction

4.2 Learning Outcomes

4.3 What is Lesson Plan?

4.3.1 Importance of Lesson Plan

4.3.2 Components of a Lesson Plan

4.4   Summary

4.5   References/Further Readings/Web Sources

4.6   Possible Answers to Self-Assessment Exercise(s) in the content

4.1 Introduction

In the last unit, we have seen the meaning of syllabus and scheme of work whereby topics drawn are expected to be covered by the teacher. The yearly plan (syllabus) is divided into termly plan, weekly plan and daily plan or lesson plan. Our main focus in this unit is the lesson plan.

4.2 Intended Learning Outcome

By the end of this unit, you will be able to:

1. Describe what a lesson plan is.

2. Explain the components of a lesson plan.

3. Prepare a lesson plan on a given topic in history.

4.3 What is a Lesson Plan?

The lesson is the lowest or most specific level of instructional plans. It is derived from the analysis of the unit plan. Thus, when the unit plan is broken down into smaller topics and sub-topics, we have the lesson topics, which can be used to plan a lesson.

A lesson plan could therefore, be described as a planned organized amount of subject – matter and learning experiences that the teacher will communicate to the learners with details of how instruction will take place within a lesson period. Lesson planning is an important activity for a teacher. It supplies guidance and feelings of confidence to the teacher in the art of teaching. If lessons are planned, both learning and teaching become simplified. Some benefits the teacher derive from planning his lesson could be seen below.

Importance of Lesson Plan

As a teacher, why is the writing of a lesson plan important?

A lesson plan is useful for the following reasons:
- ➢ The teacher follows correct steps and procedures in teaching.
- ➢ Time is not wasted in the class since the period of one lesson must be used to cover the day's lesson topic.
- ➢ Meaningful objectives are pursued in the lesson.
- ➢ Activities are related to the content and objective.
- ➢ Instructional materials are adequately selected and utilized.
- ➢ Proper evaluation procedures and tools are used.
- ➢ A substitute teacher can use the lesson plan to hold on the class.
- ➢ The most important content is identified for learners.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Lesson planning is an important _____ for a teacher (a) game (b) assignment (c) duty (d) activity
2. It is a/an _____ to the teacher in the art of teaching. (a) solution (b) guide (c) obligation (d) rule

4.3.1 Components of a Lesson Plan

1. General Information

These include the subject, date, time of the day, length of the lesson. They equally include the title of the lesson to be taught the class and in some cases the average age of pupils in the class. Osokoya (1996) identified the following as essential components of a History lesson plan:

i. Subject
ii. Topic
iii. Class
iv. Duration
v. Date
vi. General Objective
vii. Specific Objectives
viii. Previous Knowledge /Entry Behaviour
ix. Apparatus
x. References
xi. Content
xii. Introduction
xiii. Procedure
xiv. Conclusion
xv. Assignment
xvi. Evaluation

2. Objectives

This is called performance, terminal or behavioural objectives. It is a statement describing what the learner will be able to do to show that learning has taken place. A clear statement of objective will enable both the teacher and the learner to evaluate or assess the learning experiences.

3. Instructional Materials (Teaching Aids)

These are the resources or materials used to facilitate teaching and learning inside and /or outside the classroom. Things like maps, charts, pictures, artifacts, etc.

4. Entry Behaviour

Entry behaviour was formerly referred to as previous knowledge. It is the information or ideas pupils possess about the topic they are about to discuss. Entry behaviour as it affects

lesson preparation is only that knowledge that will help students to learn more successfully if they are reminded of it.

5. Set Induction

It is referred to as introduction or initial activities. These are evaluative or learning activities provided at the beginning of the lesson either to motivate or to lay good foundation for the new lesson. Good and well-planned set induction encourages pupils to participate in the lesson since children will be anxious to see what will follow next. Short stories, drilling questions, etc could introduce a lesson.

6. Instructional Procedure

It is referred to as presentation or development of the lesson. This is a clear statement of what is to be taught in the lesson and how it is to be taught. This serves as the main body of the lesson, where the subject matter or main points of the lesson are presented to the pupils. Instructional procedure comes in stages varying from one to five stages or steps depending on the area of coverage. Various activities could also form part of the instructional procedure where pupils or students are involved in different activities to confirm the achievement of lesson objectives.

7. Evaluation

Though Evaluation is something that is continually going on during the lesson, it is also good to have some exercises in evaluation towards the end of the lesson. At this stage, the teacher can briefly list the things he plans to do, the questions he is going to ask or the problems he is going to pose to test the students' knowledge.

8. Student's Activities and assignment

It is good to give assignments regularly. It should not only be restricted to English and Mathematics teachers. In the lesson plan you should briefly describe the assignments by indicating what exactly you want them to do.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. In a lesson plan, the subject, date, time of the day, and length of the lesson could be found under _____ (a) activities (b) general information (c) assignment (d) evaluation

2. Entry behaviour was formerly referred to as _____ (a) previous knowledge (b) pre-knowledge (c) entry knowledge (d) long-time knowledge

4.4 Summary

In this unit, attempts have been made to examine the concept of a lesson plan, identify the importance of a lesson plan to a teacher. We have also listed and explained the components of a lesson plan. A good lesson plan is surely the first step in the right direction as far as teaching and learning is concerned.

4.5 References/Further Readings/Web Resources

Ayot, H. O. (1979). *New approach in history teaching in schools*. Nairobi: Kenya Literature Bureau.

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4.6 Possible Answers to SAEs

Answers to SAEs 1

1. D
2. B

Answers to SAEs 2

1. B
2. A

Module 3: Methods/Strategies of Teaching and the Place of Resource Materials in Teaching History (PART ONE)

Module Structure

Unit 1: Methods and Strategies Differentiated
Unit 2: Methods of Teaching History I (Lecture and Demonstration Methods)
Unit 3: Methods of Teaching History II (The Discussion, Project and Dramatic Methods)
Unit 4: Method of Teaching History III (The Questioning Technique and Simulation)
Unit 5: The Place of Audio-Visual Materials in Teaching History

Unit 1: Methods and Strategies Differentiated

Unit Structure

1.1   Introduction

1.2   Learning Outcomes

1.3   Differentiation between Methods and Strategies

        1.3.1 What is Method?

        1.3.2 What is Strategy?

        1.3.3 Principles of Selecting Methods and Strategies

1.4   Summary

1.5   References/Further Readings/Web Sources

1.6   Possible Answers to Self-Assessment Exercise(s) in the content

1.1   Introduction

In the first two modules, we have been able to define history, examine the scope, nature and content of history, and itemize some dimensions of planning to teaching, which are aims, objectives, syllabus, scheme of work and lesson plan at the classroom level. In this module attempts will be made to examine some methods of teaching history and the place of resource materials in the teaching of history beginning with this unit.

As there are many teachers, so there are many methods and strategies for teaching history. No matter a teacher's level of qualification, he/she must master the use of certain methods and strategies for effective teaching and learning to take place in his or her class. This unit will avail you an opportunity to differentiate the two concepts.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

1. Explain methods and strategies.

2. Differentiate between a method and a strategy.

3. Enumerate some principles of selecting methods and strategies in teaching history.

1.3   What is a method?

Differentiate between method and strategy.

A method is a way of doing something. It is an approach which a teacher adopts to impart subject matter to a group of learners. This definition can be represented by a simple triangle thus:
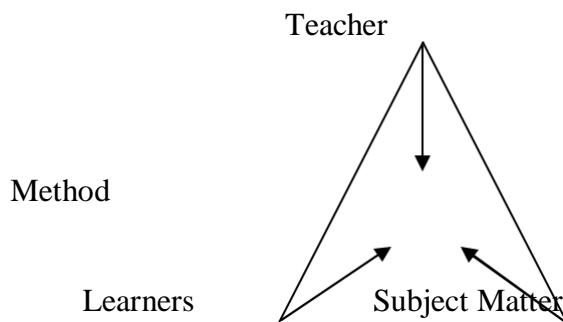
Figure 1:   Interrelationship among the Teacher, Learner, Subject Matter and Choice of Method.

The above figure shows the interrelationship among the teacher, learners, the subject matter and choice of method. At the top of the triangle is the teacher, and the two other angles at the base are the learners and the subject matter. Each of the angles of the triangle is very important to the selection and development of a method. For a method to be successful, it must bring about positive relationship between the teacher, learners and the subject matter. Hence, the three variables cannot be separated.

1.3.1   What is Strategy?

Whatever method a professional teacher decides to adopt in classroom teaching, there are many techniques which a teacher can use to effectively improve on the methods. The sequential order through which these techniques are utilized can be described as strategy. In other words, strategies are special techniques organized and employed in a systematic way by the teacher to make any method unique in his/her way. That is to say that two or more teachers may be using the same method but different strategies. A strategy, therefore, is a

teaching device or technique adopted by a teacher to teach a lesson. Strategies include the use of films, games textbooks, library study, project, field trips, and simulation. Strategies act as a stimulus to learning. In any teaching activity, a teacher has to use several strategies within a teaching period to make his classroom lively.

1.3.2   Principles of Selecting Methods and Strategies.

It is important for any teacher to consider certain factors or principles before selecting any teaching method or strategy. This is usually done for a teacher to achieve ultimate success. The following must be considered when selecting a method/strateg:

➢ Suitability of method to the learner and the topic.

➢ The interest of the learners must be considered.

➢ Teacher's mastery or technical-know-how of the method/strategy to be adopted.

➢ Both the chronological and mental age of the learners must be considered.

➢ The period of the lesson must be taken into consideration in selecting any method/strategy.

➢ Give room for individual differences in the class.

Self-Assessment Exercise (s) 1

> Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.
>
> 1. ___ is a way of doing something. (a) activities (b) method (c) strategy (d) technics
>
> 2. _____ is what the teacher uses to improve on the methods effectively. (a) strategy (b) style (c) process (d) technique
>
> 3. Who selects the method and strategy for teaching? (a) principal (b) students (c) Teacher (d) parents

1.4 Summary

In this unit attempt has been made to define methods, strategy and to examine some of the principles to be considered in selecting whatever method/strategy to be employed by the teacher.

1.5   References/Further Readings/Web Resources

Alaezi, P. (1990). *Groundwork of teaching strategies*. Nigeria: Fab Anieh (Nigeria) Limited.

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introduction to methods of teaching. Hong Kong: Macmillan.

Robinson, A. (1980). *Principles and practice of teaching*. London: George Allen and Unwin.

1.6   Possible Answers to SAEs

Answers to SAEs 1

1. B
2. A
3. C

Unit 2: Methods of Teaching History I (Lecture and Demonstration Methods)

Unit Structure

2.1   Introduction

Some educationists tend to classify methods of teaching in many ways e.g. traditional versus modern methods, teacher-centered versus learner-centered method. However, it is important to note that the skillful teacher uses as many methods as possible because there is no single method, which will be regarded as best for every teaching situation. The success in using these methods depends on the purposes, the ability and nature of the students in the class and the subject matter that will be treated. Thus, it is better to have a knowledge and mastery of some of the formal methods of teaching irrespective of their classification. In this unit, we shall be looking at Lecture and Demonstration methods of teaching History.

2.2 Learning Outcome

By the end of this unit, you will be able to:

1. Discuss lecture method.

2. Explain demonstration method.

3. Demonstrate how to use both methods in teaching history.

4. Enumerate the advantages and disadvantages of lecture and demonstration methods.

 2.3 Lecture Method

This method is also called one-way-oral communication method. About 90% or more of the time is spent by the teacher talking. The teacher presents information, ideas, facts and knowledge probably collected from books and expantiates on the topic while students listen and take notes simultaneously. It is a kind of verbal presentation of subject matter with the students at the receiving end. Sometimes, the teacher dictates salient points, or repeats the points for emphasis. The teacher, at times, uses charts, filmstrips, projectors, and other visual aids to illustrate points. The method is commonly used in higher institutions but could be modified for use in secondary schools.

i. Principles to follow in the use of Lecture Method

When lecture method is inevitably used, you should follow the following principles:

➤ Use illustrative materials.

➤ Reduce the speed at which you deliver your lesson.

➤ Important points and ideas must be repeated severally.

➤ Allow more students questions and answers.

➤ Be less formal, i.e. taking away all the seriousness of facial expression, tone, voice, and other distracting characteristics of learning.

➤ Always, notice restlessness, boredom, confusion and provide changes as necessary.

➤ Follow the lecture with an assignment and marking them immediately.

ii. **Advantages and Disadvantages of Lecture Method**

Advantages of Lecture Method

There are some benefits to be derived when lecture method is used in teaching history. These advantages are:

> ➢ The use of lecture method will enable the teacher to cover a lot of grounds within a short time.

> ➢ Lecture method saves time and energy in that a single teacher can lecture as many as 1,000 students assembled in a large hall.

> ➢ The teacher spends little or nothing on teaching materials and other equipment.

iii. Disadvantages of Lecture Method

- Lecture method does not cater for individual differences among students.

- Lecture method allows little or no room for learners' active participation.

- In lecture method learner-teacher interaction in the lesson, a process that is fundamental to a meaningful teaching and learning is absent.

- In lecture method only one of the senses of the learner can be utilized. i.e. listening. This makes it difficult for the average pupil to remember what was learned.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Lecture method caters to individual differences among students. **True/False**

2. The lecture method enables the teacher to cover a lot quickly. **True/False**

3. The lecture method is also called the one-way-oral communication method.

True/False

2.3.2   The Demonstration Method

This method is a demonstration of doing and showing. The method applies sight and touch rather than hearing as the major means of communication. This method combines telling, showing and doing for the benefit of the students. This method is essential in arriving at fundamental skills and practice in a very short time. It is the basic method for introducing new skills to students and for developing understanding. It is also basic in getting students accept new and better ways of doing something.

The demonstration is always done by the teacher while the students watch. At the same time the teacher does the explanation. In many subjects, the demonstration method appears to be the only possible means of achieving the objectives of learning by doing.

i. Principles of Demonstration Method

When the need to use demonstration method arises, you should pay attention to the following:

➤   Stimulate the learners to enable them see the need for demonstration. This will arouse their interest and enable them to participate actively.

➤   Have your working materials ready and in good condition. This will ensure a smooth and uninterrupted demonstration.

➤   Arrange the learners properly. The physical environment must be comfortable. The teacher should stand in a position where every member of the class can see and hear every explanation.

➤   Provide every necessary information and theory before beginning the demonstration. You should explain exactly what you are about to demonstrate and relate same to the students' previous knowledge.

- ➢ Follow the procedures sequentially and slowly to ensure understanding.
- ⬜ Follow up with an application activity.

ii. Advantages and Disadvantages of Demonstration Method

Advantages of Demonstration Method

The following merits can be derived in a demonstration method:

- ➢ Active participation of the learners in the learning process is ensured.

- ➢ There is not monopoly on the part of the teacher.

- ➢ Learners are fast to grasp the meaning of the concept taught since most of their senses are appealed to i.e. they can hear, see, touch, and even smell.

iii. Disadvantages of Demonstration Method

- ➢ It is not suitable where the class size is too large.
- ➢ It is very expensive as it involves a lot of teaching materials.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. With the demonstration method, active participation of the learners in the learning process is ensured. **True/False**

2. Lecture method can be used for all levels. **True/False**

3. Demonstration method applies sight and touch rather than hearing as the major means of communication. **Ture/False**

2.4   Summary

In this unit, the lecture and demonstration methods are treated. Attempt is made to look at the meaning of the two methods. We have also identified ways to improve on their usage by a teacher. We also took time to examine their advantages of disadvantages.

2.5 References/Further Readings/Web Resources

Alaezi, P. (1990). *Groundwork of teaching strategies*. Nigeria: Fab Anieh (Nigeria) Limited.

Ayot, H. O. (1979). *New approach in history teaching in schools*. Nairobi: Kenya Literature Bureau.

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Robinson, A. (1980). *Principles and practice of teaching*. London: George Allen and Unwin.

2.6   Possible Answers to SAEs

Answers to SAEs 1
1. False
2. True
4. True

Answers to SAEs 1
1. True
2. False
5. True

Unit 3: Methods of Teaching History II (Discussion, Project and Dramatic Methods)

Unit Structure

3.1   Introduction

3.2   Learning Outcomes

3.3   Discussion Method

  3.3.1 The Project Method
  3.3.2 The Dramatic Method

3.4   Summary

3.5   References/Further Readings/Web Sources

3.6   Possible Answers to Self-Assessment Exercise(s) in the content

3.1 Introduction

In our last unit we were able to examine the lecture and demonstration methods. In this unit we are going to look at discussion, dramatic and project methods of teaching history. To do justice to this we shall be looking at the meaning, types, advantages and disadvantages of the three methods. Efforts will also be made to identify ways through which to improve on the use of these methods so as to enhance effective teaching and learning of history.

3.2 Learning Outcome

By the end of this unit, you will be able to:

1. Define discussion, project and dramatic methods of teaching history.

2. Explain how to make optimum use of these methods to enhance history learning.

3. Discuss the advantages and disadvantages of each method in teaching history.

3.3   The Discussion Method

As a history teacher which of the types of discussion would you prefer to employ?

Discussion takes place when two or more persons verbally interact with each other. In a classroom situation, it could be planned and deliberate or spontaneous. In this method both the teacher and learners are engaged in thinking together to consider various aspects/facets of a problem.

This method justifies the adage which says that 'two heads are better than one'. The teacher or any leader chosen by the teacher regulates the activities of the discussion group. The teacher or any leader of the group should not monopolize the discussion but he/she must ensure that every body is carried along in the discussion.

The teacher poses the problem, initiates interaction and allows the learners to pursue the discussion towards the realization of the stated objectives. The problem chosen must have meaning, interest and appeal to the learners.

1.   Types of Discussion

teacher is divided into the following

(a)   Whole class discussion: Here the whole members of the class are involved in the discussion.

(b)   Small group: In this type of discussion the class in divided into smaller groups and given either the same topic or different aspects of a topic to be discussed. The small group may be in form of mixed abilities or same abilities.

(c)   Debating discussion: This is a situation where the class is divided into two groups to discuss on two sides of a topic. E.g. 'There is no need to study history in the secondary

schools'. The two groups will take: 'There is no need' and 'There is need' respectively and argue out their points to justify the topic.

(d) Panel discussion: In this type of discussion, a team of people are chosen to take part in the discussion. Any of a panel member is usually an expert on that topic to be discussed.

Panel discussion is also accompanied by an audience who listens attentively to the discussion and later makes some inputs.

i.   Improving the Discussion Method in History Teaching

Whatever types of discussion you want to employ, observe the following for effective result.

➢ Adequate planning of the discussion.

➢ Identification of a problem must be relevant to the whole class so as to establish a
➢ focus.

➢ Direct the learners to read all the necessary sources of information about the problem to ensure full and active participation.

➢ Appoint group leaders.

➢ Provide rules for the discussion

➢ Both teacher and pupils should contribute, but the teacher should only guide not dominates.

➢ Discussion must take place under a friendly atmosphere.

➢ Make a summary of the main ideas discussed. This should be done by the teacher and the learners cooperatively.

ii.   Advantages and Disadvantages of Discussion Method

a. Advantages of Discussion Method

Some of the advantages of discussion method are listed below

➢ Builds confidence on the learners as points raised are their views only guided by the teacher.

➢ Learning becomes more permanent and lasting

➢ Leadership qualities are identified in some learners.

➢ The slow learners are always carried along by the fast learners.

➢ A lot is discussed within a teaching period.

b. Disadvantages of Discussion Method

➢ Where it is not properly organized, it could lead to noisy environment.

➢ It may lead to domineering attitude by the most intelligent learners if not properly controlled.

> Some lazy learners may hide under the umbrella of discussion to play away their
> time.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Discussion takes place when two or more persons_____ interact with each other _____ (a) orally (b) verbally (c) signal (d) eye contact
2. Who poses the problem in the discussion method? (a) student (b) school (c) principal (d) teacher
3. All are types of discussion methods Except ____ (a) panel discussion (b) age discussion (c) debating discussion (d) whole class discussion

2. The Project Method

Any undertaking by an individual or group, which results in a tangible product, is a project. It is a natural life-like learning activity involving the investigation and solving of problems by an individual or small group. This method is derived from the educational ideas of John Dewey, who argued that education should not prepare a child for the future that is not known but rather it should fit him rightly into the society. On this premise, the child should be allowed to take full part in the life of the village and the wider neighbourhood. Indeed, it is the cooperative study of a real-life situation by either a class or the whole school usually under the guidance of a teacher.

Under this method, the teacher inspires, supervises and coordinates the activities of the various groups to be involved in the project work.

a. Improving Project Method for Teaching History

> Projects should not be set too often for learners.
> Learners must clearly know the purpose, what they have to do, and that the project has a worthwhile educative enterprise.
> Consider the level of the learners
> The project must contain problems that the learners are capable of solving through curiosity and the search for new information.
> Complete projects must be used to advantage and not a mere assembly of materials which may eventually gather dust.

b. **Advantages and Disadvantages of Project Method**

Advantages of Project Method

➢ Learners will be gainfully employed in searching for information from various sources concerning the project.

➢ Learners' sense of collective responsibility is ensured. Children learn to plan and cooperate with one another when working together, better than when working individually.

➢ Learners come more in contact with real-life situations and problems through project work than they would work in classrooms alone.

➢ This method helps learners to use their experience, initiative, creativity especially in though-provoking activity.

c. **Disadvantages of Project Method**

➢ Some topics on the planned scheme of work may become neglected as a result of over concentration on particular project topics.

➢ Where examination is the order of the day in the educational system, this method can lack objectivity.

➢ There is no assurance that all the learners in the group project work are equally interested in the topic. As a result, equal active participation is not guaranteed.

d. **The Dramatic Method**

This method is derived from the words 'to dramatize' or 'to act'. It is a method used to convert facts or skills to be learnt into drama in order to make the learning of such facts and skills more interesting and more real. In History, learners can act the role of many characters of honour in the past that assisted in one way or the other to bring about wars or development. e.g. the role of Mansa Musa in the development of an Empire in West Africa. Another topic that can be dramatized in history is: 'War between two villages' so as to indicate how one village became superior to the other and became Lord over the weaker village.

e. **Advantages of Dramatic Method**

➢ The method is practical and child-centred.

➢ It makes recall easy and learning more meaningful and permanent.

➢ Active participation of all members of the class is encouraged.

> ➢ Learners' power of imagination is developed. This may shape their character since

some of the learners would want to imitate the lives of the role model they have represented.

f. Disadvantages of Dramatic Method

➢ If the teacher is not careful, the drama may take much time at the expense of other lesson periods.

➢ If not properly organized, it may degenerate to rowdiness and noisy environment.

➢ Learners may be easily carried away by the enjoyment of dramatization and consequently, forget the purpose of the lesson.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Any undertaking by an individual or group, which results in a tangible product, is a project _____ (a) work (b) assignment (c) project (d) research
2. A project must contain problems the learners can solve through curiosity and searching for new information. (a) problems (b) solution (c) heading (d) title
3. _____ is a method used to convert facts or skills to be learnt into drama to make learning such facts and skills more interesting and real. (a) demonstration method (b) discussion method (c) dramatic method (d) roleplay method

3.4 Summary

In this unit, we have examined three methods of teaching history. i.e. discussion, project and dramatic methods. We examined the advantages and disadvantages of each method and also looked at ways of improving on these methods to enhance their use in teaching history.

1.7 References/Further Readings/Web Resources

Alaezi, P. (1990). *Groundwork of teaching strategies*. Nigeria: Fab Anieh (Nigeria) Limited.

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1.8   Possible Answers to SAEs

Answers to SAEs 1

1. B

2. D

3. B

Answers to SAEs

1. C

2. A

3. C

Unit 4: Method of Teaching History III (The Questioning Technique and Simulation)

Unit Structure

4.1 Introduction

4.2 Learning Outcomes

4.3 The Questioning Techniques

   4.3.1 Simulation Technique

4.4 Summary

4.5 References/Further Readings/Web Sources

4.6 Possible Answers to Self-Assessment Exercise(s) in the content

4.1 Introduction

We have all along in Units 2 and 3 of this Module examined some methods of teaching. Some of these methods can be enhanced by using some strategies/techniques of teaching. There is no one method that can succeed without employing a technique or strategy. Consequently, this unit will be dedicated to treating two techniques/strategies namely: the questioning technique and simulation.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

(i)   Discuss the two techniques.

(ii)   Demonstrate how to use the above techniques.

(iii)   Explain ways of improving the two techniques of teaching history.

4.3   The Questioning Technique

Of what importance is questioning during the presentation of your lesson?

Questioning is the art of asking for information. Put in another way, it can be referred to as a way and manner one clarifies certain issue at stake. Questioning technique is very important in a teaching situation. The importance of this technique cannot be over-emphasized. Indeed, the success of teaching history depends to a great extent upon our skill in questioning. Good questions direct students thinking and learning.

History teachers should use the questioning technique together with other methods of teaching discussed earlier. Questions to be asked must interest the students; they must not be ambiguous.

They should be logical; they should not be too easy or difficult and they should be treated from simple to complex.

a. Purpose of Questioning

Every teacher asks questions at one stage or another in the course of his lesson. Have you ever taken time to ask? Why do teachers and students ask questions during any lesson? Questions serve different purposes in teaching and we must be aware of these purposes so as to identify when to ask questions and what type of questions to ask. The under listed are some of the purposes of questioning.

➢ Finding out the level of our learners on the topic to be taught. This type of question is asked often at the beginning of the lesson to identify how much of the topic of the lesson the learners can conceptualized before going into the main teaching. This in other words refers to the entry behaviour of the learners.

➢ Reminding the pupils what they have learned previously: this type of question is also asked at the beginning of the lesson to identify how much the learners can remember from the previous lesson. This will surely awaken the students' interest and command attention.

➢ Developing a line of thought. These types of questions are always arranged in an array and are of real value in helping the learners to arrange, connect and relate facts, to form a flow of thought.

➢ Making learners to use their knowledge. Having taught a lesson, a teacher may want to know whether or not the learners can make use of the new knowledge acquired and so may pose questions accordingly.

b. When Do We Ask Questions?

The following are the times you can ask questions during the period of teaching a lesson. However, you do not have to be rigid about the stages. They are just guiding principles. The nature of the topic being taught will determine when you can ask questions and how many questions are required.

➢ At the beginning of a lesson: We may ask questions at the beginning of a lesson to find out the learners' entry behaviour of the topic to be taught and to connect that knowledge to what is about to be taught. Such questions enhance good introduction to your new lesson topic.

➢ Throughout the presentation stages. Questions asked at these stages give room to active participation of the learners in the lesson. It also prevents passive listening and day dreaming. In moving from one point to another, we may pause to ask questions to clarify misconceptions of the points raised

in the lesson. The level of participation of the learners in answering the questions serves as directives to the teaching in which way forward (either to wind back or move ahead).

➢ At the end of the lesson: Questions are useful means of revising a lesson. At this stage you are already evaluating the success of your lesson. Questions asked and answered at this stage can help a teacher to build up his chalkboard summary for the learners to write down in their notebooks. When necessary, such questions should aim at emphasizing the salient points raised during the lesson period.

c. Techniques of Questioning

There are certain guidelines to follow when asking questions in a teaching situation. These guidelines enhance maximum benefit in using the questioning technique in the classroom.

➢ Ask the question before you point to a learner to answer.

➢ Spread your questions evenly across the class.

➢ Give the learners time to answer.

➢ Avoid leading questions.

➢ Questions must not be ambiguous but clear and to the point.

➢ Avoid irrelevant questions.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ is the art of asking for information. (a) Google (b) questioning (c) research (d) case study
2. The success of teaching history depends greatly upon our _____ in questioning. (a) skill (b) experience (c) idea (d) knowledge
3. At the end of a lesson, questions are useful means of a lesson (a) reteach (b) re-assess (c) re-visit(d) revising

4.3.1 Simulation Technique

This is a way of presenting ideas, issues, and problems in life-like manner either in the past or in the present. Simulation is from the latin word 'similes' which means 'to act or to resemble'. Simulation, therefore, presents real-life situation. It is 'pretence' or an imitation device used to help learners discover how certain situations affect human behaviour. It attempts to model some kind of reality in which the learners work through a problem or an activity rather than simply discussing it. Note that simulation technique cannot be used on its own. It can only be used alongside with other methods of teaching like discussion and lecture methods earlier discussed.

Historical simulation can take the form of dramatization. e.g. learners can re-enact historical occurrences like the Igala-Benin wars and the Jukun-Wukari wars of the 18th century, the Benin Massacre; the military takeover of power in the early 60s.

a.   **When and How to Use Simulation**

When to Use Simulation

➢   When the teacher desires to have the learners fully involved in the experience being taught.

➢   When the teacher wants to establish important aspects of a life situation.

➢   When the teacher wants to develop in the learners the ability to take important decision.

b.   **How to Use Simulation**

➢   State the objective clearly and discuss it with the learners.

➢   Make a simple model of the game/drama that shows the elements/characters to be simulated.

➢   Specify the role of each player.

➢   Set the rules, conditions and a time limit.

c.   **Advantages of Simulation**

➢   It gives room for active participation of the learners in the teaching and learning process.

➢   It adds variety to the daily teaching activity of the History lessons.

➢   It enhances problem solving. In other words, it helps learners understand more clearly the historical issues and problems in the art of living.

➢   It helps the learners to achieve attitudinal, behavioural and value-oriented objectives of education like self-development, self-awareness, personal independence and acquisition of skills.

➢   It enhances motivation and stimulates interests which are two most important traits to successful learning.

➢   It promotes cooperation among learners and develops their creative abilities.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ is a way of presenting ideas, issues, and problems in life-like manner either in the past or present. (a) discussion technique (b) roleplay technique (c) simulation technique (d) dramatizing technique
2. To present real-life situations in the teaching and learning process, use _____ (a) research technique (b) drama technique (c) role-play technique (d) stimulation technique
3. Historical simulation can take the form of (a) discussion (b) dramatization (c) project (d) flier

4.4 Summary

In this unit, we have attempted to examine two techniques of teaching history which are Questioning and simulation techniques. We x-ray the meaning, purposes, when and how to use them in teaching history. We also took a cursory look at the advantages of these techniques which when analyzed contribute immensely to the effectiveness of teaching and learning history.

4.5 References/Further Readings/Web Resources

Alaezi, P. (1990). *Groundwork of teaching strategies*. Nigeria: Fab Anieh (Nigeria) Limited.

Ayot, H. O. (1979). *New approach in history teaching in schools*. Nairobi: Kenya Literature Bureau.

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Robinson, A. (1980). *Principles and practice of teaching*. London: George Allen and Unwin.

4.6   Possible Answers to SAEs

Answers to SAEs 1

    1. B

    2. A

    3. D

Answers to SAEs 2

    1. C

    2. D

    3. B

Unit 5: The Place of Instructional Materials in Teaching History I

Unit Structure

5.1 Introduction

5.2 Learning Outcomes

5.3 What are Instructional Materials?

     5.3.1   Importance of Instructional Materials in History

     5.3.2 Types of Instructional Materials in History

     5.3.3 Guiding Principles on the Selection and use of Instructional Materials

     5.3.4 Improvisation of Instructional Materials

5.4   Summary

5.5   References/Further Readings/Web Sources

5.6   Possible Answers to Self-Assessment Exercise(s) in the content

5.1 Introduction

Units 1-4 of this module are dedicated to various methods of teaching history. This unit will be dedicated to resource materials in teaching history. As a teacher of today, you do not need

to do all the talking alone, while the students remain passive listeners. You need some materials to simplify your teaching and make teaching process a lot easier. Hence, there is need for this topic

5.2 Learning Outcomes

By the end of this unit, you will be able to:

1. Explain the various instructional materials in teaching history.

2. Discuss the importance of instructional materials in teaching history.

3. Improvise some instructional materials when necessary.

5.3 What are Instructional Materials?

Instructional materials are those materials used by a teacher to simplify his/her teaching. They include both visual and audio-visual aids/materials. They could be concrete or non-

concrete. The teacher uses these materials in his/her lessons to promote teaching and learning activities in history. These instructional materials bring life to learning by stimulating students to learn. However, they are not ends in themselves, but they are means to an end. Good teaching materials can never replace the teacher, but the teacher uses them to achieve his teaching and learning objectives.

5.3.1   Importance of Instructional Materials in History

a.   Instructional materials simplify teaching and learning process. They help teachers to reduce the amount of talking and then, make their teaching to be more interesting and successful.

b.   Instructional materials assist the teacher to be more explanatory, thus, bridging the communication gap between the teacher and the learners.

c.   Instructional materials build more confidence in the teacher and consequently assist him to be more efficient in the handling of his topics. Hence his teaching ability is enhanced.

d.   Instructional materials create high degree of interest. When students' interests are captured in any lesson, there will be high level of success in that lesson. Moreover, students are interested in what they can see, hear, handle, smell and touch.

e.   High level of interest can lead to maximum attention of the learners being captured through the use of instructional materials.

f.   Instructional materials appeal to learners' senses which include hearing, seeing, smelling, touching/feeling and handling. These senses when combined in teaching and learning produce better result.

g.   Instructional materials encourage clear thinking and concentration as pupils/students like to listen to radio broadcast, television and watching the cinema with deep attention and concentration.

h.   When the right materials are used at the right time, it can multiply and widen the channels of communication between the teacher and the learners. Instructional materials, therefore, make teaching and learning easier.

i.   Instructional materials save teaching time and fortify cooperation in class work.

5.3.2   Types of Instructional Materials in History

Instructional materials can be conveniently divided into two namely: visual aids and audio-visual aids.

Visual materials are those materials that the learners can only see. They are less expensive. They include materials such as pictures, maps, chairs, textbooks, magazines, periodicals, newspapers, models, board displays, and costumes.

Audio-visual materials are those materials that learners can see and at the same time hear them talk and do some body movement. They are very expensive and include materials such as tape recorders and players, film trips, projectors (film projector and over-head projector) slide, video tape recorder, television set, etc.

5.3.3   Guiding principles on the selection and use of Instructional Materials

There are certain vital principles that guide a teacher in the selection and use of instructional materials. Following the under listed guiding principles will avert one being a slave to his own servant.

1. Suitability and appropriateness: History teachers must consider the suitability and appropriateness of the teaching materials before using them. You should think of the age and ability of students to benefit from the instructional materials.

2. Clarity of the instructional materials: The instructional materials must be clear and specific to the lesson taught. They should not contain too many pieces of information which may confuse the learners. Rather, they should be simple and clear.

3. Attractiveness: The instructional materials should be attractive enough to capture the interest of the learners which will in turn stimulate the students to learn.

4. Availability and Affordability: The teacher must consider the availability of materials and how affordable such materials can be. There is no point indicating an instructional material which is neither available nor affordable.

5. Relevance: The most relevant instructional materials which are capable of stimulating the interest of the learners should be used.

6. Time of the Lesson: The period allotted to the lesson determines the type and nature of instructional materials to be used by history teachers.

5.3.4   Improvisation of Instructional Materials

Instructional materials, though highly important in any teaching activity, cannot be adequately sourced for by the school whether federal, state, local government councils or

even private ventures. Hence, there is the need to improvise these materials by teachers. What then is improvisation?

Improvisation of instructional materials means creation of substitutes. In other words, improvisation means an invention or an art of producing a similar or near similar teaching materials to facilitate the process of teaching and learning. An instructional material is identified to simplify your teaching but unfortunately, it is not available in your school. As a teacher you will go all out to produce something that is near to the needed material to aid your teaching.

The challenge of improvising some of the needed teaching materials has become more relevant now in Nigeria, bearing in mind that Nigeria is going through a terrible economic and financial crisis. Teachers are known to be resourceful. They should, therefore, use local materials to make some of the instructional materials. Teachers cannot run away from this challenge and the earlier they woke up to this challenge the better for our country.

5.4   Summary

In this Unit, efforts have been made to examine the place of instructional materials in the teaching of history. Instructional material is defined as simple teaching materials to simplify teaching and learning. We also looked at the possibility of providing a substitute to an instructional material that is not readily available by improvising from the local materials available.

5.5   References/Further Readings/Web Resources

Alaezi, O. (1990). *Groundwork of teaching strategies*. Nigeria: Fab Anieh (Nigeria) Limited.

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N ⚒ **5.6   Possible Answers to SAEs**

Answers to SAEs

1. B
2. A
3. D

Answers to SAEs 2

1. C
2. D
3. B

MODULE 4: Methods/Strategies of Teaching and the Place of Resource Materials in Teaching History II

Module Structure

Unit 1: Technology and Innovation in Teaching History

Unit 2: Field Trips or Excursions in the Teaching and Learning of History

Unit 3: Teaching and the History Teacher

Unit 4: The Use of Resource Person in the Teaching of History

Unit 5: Micro-Teaching in Teaching and Learning of History

UNIT 1: Technology and Innovation in Teaching History

Unit Structure

1.1 Introduction

1.2 Learning Outcomes

1.3 Basic Concepts: History, Technology and Innovation

> 1.3.1 History Teachers' Perception of Technology

> 1.3.2 Extent of Technology in the Teaching and Learning of History

> 1.3.3 The Impact of Technology on the Teaching and Learning of History

> 1.3.4 The Need for Instructional Change

> 1.3.5 Challenges Facing History Teachers in the Use Technology

1.4 Summary

1.5 References/Further Readings/Web Sources

1.6 Possible Answers to Self-Assessment Exercise(s) in the content

 1.1 Introduction

The changing trend of the world has made technology a basic component of every human organisation. Technological advancement, over the years, has led to significant and ubiquitous changes in human affairs - changes that hitherto were impossible or at least minimal. The agricultural sector, health sector, manufacturing sector, security agencies, and many others, have all witnessed progress precipitated by technology. Notwithstanding, progress in application of technology in the field of education has been has been very slow. In rich industrialized nations like the United States, technology is abundant in schools and classrooms, but the situation regarding technology in schools is not the same in developing countries (Afari-Kumah & Tanye, 2009).

In Nigeria for instance, the technology situation is alarming as the basic and essential technology devices are mostly unavailable or insufficient. A close look at Senior Secondary

Schools and Tertiary Institutions, shows that most teachers, for various reasons, do not engage in technology-infused instruction. However, the numerous subjects taught in our schools demand the incorporation of technology (Vrasidas & McIsaac 2001). History which used to be treated as one of the elective Art subjects in the school curriculum, by its nature, requires that its teachers become innovative in how they handle it. History, like every national curriculum subject, has clear requirements to use technology but it seems that History teachers feel a burden to make use of Information and Communications Technology (ICT). This implies that for a long time History teachers have resorted to the old and dogmatic ways of teaching the subject without new technological innovations (Field 2003).

Today, mention of technology generally conveys the idea of advancement, improvement, and progress, whereas the lack of technology stirs feelings towards a practice as archaic, ineffective, and awkward (Dunmire, 2010). Africa, a developing region, for instance seems to be making lesser strides towards using technology as a means of instruction. In Nigeria, one area of concern 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. Improving the declining status of history in our secondary schools and Tertiary Institutions requires a clear vision of the place and importance of History in general education of students. Historians by nature, quest into the past events. Historians are revered in the society because of their inquisitive nature that is, accessibility to the fact about the order of events in the society. According to Fafunwa (1979), History is "to people what memory is to the individual. A people without a knowledge of their past will suffer collective amnesia, grouping blindly into the future without guide post of precedence to shape their courses." For any educational reform, knowledge of previous experience is necessary for planning any future course of action. For these purposes, history must occupy an indispensable place in the school curriculum. History goes beyond the provision of explanation of causes to incorporate courses of events, consequences, and implications. The nature of history precludes the historian from achieving in his descriptions, interpretations and analysis, the kind of objectivity that characterizes scientific work. History is as old as man, and existence of societies continues to spell the existence of history. Any society of the world that is not interested in the knowledge of the past is heading towards ruin.

Crabtee (1994) asserts that "*Knowledge of History is the Precondition of Political Intelligence*". According to him, *"without History, a society shares no common memory of where it has been, of what its core values are, or of what decisions of the past account for present circumstances."* Without history, one cannot undertake any sensitive inquiry into the political, social, or moral issues in the society. Thus, Ajetunmobi (2010) affirmed that history is analytical and critical in

the sense that the historian seeks to understand those significant past events and he interprets them in the light of his own knowledge of the present.

The question that arises now is, if history connects with human activities in the past, how does it work itself into the modern contemporary global issues in which technology is of importance? As the various information technologies wave begins to roll-out, in an unimaginable manner, accessibility to various historical information is easier through the internet, through iPad, twitter, facebook, blackberry, texts, images, music, video (audio and visual). As a result, it could be easier and faster to teach and learn history with these technologies.

1.2 Learning Outcomes

1. By the end of this unit, you will be able to:
2. Explain the following concepts: Technology, Innovation and Fourth Industrial Revolution.
3. Discuss the extent to which technology has been deployed in teaching and learning of History.
4. Analyse some technologies used in teaching History.
5. Discuss the impact of technology on the teaching and learning of History.

1.3 Basic Concepts

a. History

What are the benefits of technology and innovation in history?

History has been defined by many scholars from different but related perspectives. Anna Cannera describes history as a time in its irresistible and ceaseless flow which carries along its flood and drowns them in the depth of obscurity but, the tale of history forms a very strong bulwark against the stream of time, and checks in some measure in its irresistible flow, so that, of all things done in it, as many as history has taken over, can be secured without allowing any of it to slip away into the abyss of oblivion.

An essay from the 1911 Encyclopedia Britanica views History in the wider sense as all that has happened, not merely all the phenomena of human life, but those of the natural world as well which include everything that undergoes change; and as modern science has shown that there is nothing static, therefore the whole universe, and every part of it, has its history.

E.H Carr sums it up as he sees the *historian without his facts as rootless and futile; the facts without historians are dead and meaningless. He then defines history as a continuous process*

of interaction between the historian and his facts, an unending dialogue between the present and the past.

b. Technology

Technology is taken to represent the confluence of telecommunication, video, and computing technology or rather technologies which support a diversity of applications (e.g., microcomputer-based specially software applications, video, multimedia, the internet, world-wide web, etc.). Technology in this context involves the transmission and storage of information through computer technology. The globalized world has ensured fast networking of computers around the world which make information accessible to a researcher.

Technology (IT) is used in this chapter as an umbrella term to represent communication, and computing tools, that can provide access to worldwide resources; facilitate the accumulation and presentation of data; and enable communication interaction, and collaboration among students and teachers of history to improve the practice of teaching and the experience of learning. Technology therefore involves a form of scientific activity of processing, storing and sending out information through computers. Both software and hardware are made use of to enhance effective process collation of data as stored in the data base for any field of study or interest including history.

 d. Innovation

Innovation can be referred to as something new, such as an invention, or the practice of developing and introducing new things. An innovation is often a new product, but it can also be a new way of doing something or even a new way of thinking. Innovation is most commonly associated with business and technology, but it happens in any field where people introduce change, including the arts, medicine, politics, cooking, language—even philosophy and religion. The internet changed society and is often considered the ultimate example of

innovation, but it was built on the backs of many smaller, previous innovations. Innovation therefore is an act of creativity; the ability to develop new ideas to solving a persisting problem According to Alan Altshuler and Robert D. Behn, Innovation often takes place through the development of more-effective products, processes, services, technologies, art works or business models that innovators make available to markets, governments and society. Innovation is related to, but not the same as, invention: innovation is more apt to involve the practical implementation of an invention (i.e. new / improved ability) to make a meaningful impact in a market or society, and not all innovations require a new invention. Technical innovation often manifests itself via the engineering process when the problem being solved is of a technical or scientific nature. The opposite of innovation is exnovation. Innovation includes original invention and creative use and defines innovation as a generation, admission and realization of new ideas, products, services, and processes.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ involves a form of scientific activity of processing, storing and sending out information through computers. (a) software (b) technology (c) computer (d) internet
2. _____ is referred to as something new, such as an invention, or the practice of developing and introducing a new thing. (a) technology (b) new trend (c) knowledge (d) innovation
3. Innovation is associated with business and _____ (a) technology (b) commercialization (c) industry (d) economy

e. **The Fourth Industrial Revolution**

The world is undergoing tremendous revolutions in the use of ICT which has enhanced communication exchange. In the contemporary era, the globe is experiencing what is being referred to as the Fourth Industrial Revolution. Technology is defined as the application of scientific knowledge in the development of tools, hardware, software and systems for practical purposes (Schatzberg 2018 in Omotere 2021). The foremost technologies in this period include artificial intelligence (AI), Internet of Things (IoT), 3D printing, Big Data analytics, Blockchain technology, gentic engineering, virtual learning, 5G technology, quantum technology, drones, augumented reality etc. The Western world and some Asian countries have keyed into these technologies while African nations are lagging. As a result, many History teachers are yet to use them in the teaching and learning of their subject and this creates digital divide between Africa and the rest of the world (Omotere). This development terribly impacted negatively on teaching and learning process in 2020 when lockdown became the order of the day due to

coronavirus pandemic. Most African countries including Nigeria had to rely on the use of radio and television in teaching. History teachers were not exempted from these media which proved very ineffective. Hence, failure of History to recognize and adapt to digital technologies in the new Fourth Industrial Revolution is danger signal for our students who are undoubtedly far behind of their contemporaries in other parts of the world as far as knowledge production is concerned.

1.3.1 History Teachers' Perception of Technology

Teachers are important elements in classroom interaction and their perceptions do have an impact on what they teach and how they teach it. Baylor & Ritchie (cited in Miima et al 2013) argues that the use of technology in the teaching and learning process depends to a large extent on teachers" perception, which is a key factor in determining their pedagogical practices. Gulbahar & Guven (2008) agree to this argument by contending that the attitudes and perceptions of teachers are major predictors of the use of new technology in instructional settings, and that these attitudes toward technology shape teachers" own experiences as well as experiences of the students they teach. Notwithstanding the powerful state of a particular technology, the extent to which it is implemented is determined by the attitudes its users have towards it (Huang & Liaw, 2005). This implies that the integration of technology into the curriculum is not likely to succeed without teachers" acceptance and commitment to technology (Zhao, 2007).

The perception of history teachers about the use of technology in teaching history has been the focus of several researchers. Amengor (2011) studied the perception of History teachers towards ICT in the teaching and learning of History. He submits that 95.6 % History teachers believe ICT make teaching more effective, 80.6 % believe ICT helps to meet the varying needs of students while 85.1% believe ICT increased their productivity. This depicts a fairly good perception towards technology. This is because History teachers believe that the use of technology benefits them and their students as it makes teaching effective, helps to meet the varying need of students, motivates students, promotes collaboration among students, enhances students' interest, and increases teachers' productivity. Studying the perceptions of history teachers towards the use of technology, Gulbahar & Guven (2008) reports that most history teachers believe that the use of technology will be of more advantage to them, but they lack the basic skills of computer usage. They also think that their skills are lacking other types of technology which could also be used as an aid in the classroom.

Buabeng-Andoh (2012), explores history teachers' perception of technology in giving instructions. He argues that technology can offer opportunities to history teachers to obtain educational resources from the internet and enrich course content. It also can improve the teaching and learning process. Technology is a tool that enhances students' participation and

feedback, while at the same time improves students' collaboration. The study concludes that teachers' perceptions on the application of technology in the teaching and learning of history is positive. Similar findings such as Rampersad (2011) indicates that history teachers perceive technology as an important motivational tool that encourage them to be creative in their approach to teaching. Kandasamy & Shah (2013) analyses the knowledge, attitude and use of ICT among history teachers and found that most of them believe that computer is a valuable tool for teachers as it can change the way students learn in class. They are also of the view that the computer helps students to understand concepts in more effective ways and also helps teachers to teach history effectively.

Miima et al (2013), examine teachers' view on the use of technology in teaching history as providing a rich environment for learners; valuable facilities to support students' learning; assisting learners to access authentic current information; and making learning interesting due to learners' involvement. However, most teachers still feel that the integration of technology into teaching and learning is time consuming and delays syllabus coverage. Haydn (2001) and Enayati et al (2012) also establish the fact that teachers have fairly positive views on the potential of technology to improve teaching and learning in History. In sum, teachers perceived technology as that which makes History less abstract but more comprehensible, and lively; enables teachers to meet the varying needs of students; and improves students' understanding, contribution, and questioning in class. Technology is also found to increase History teachers' motivation to teach effectively and also facilitates syllabus coverage. As indicated, the way teachers perceive technology is crucial if technological integration into classroom instruction is to be successful. It could therefore be said that History teachers, who have positive perceptions about the usefulness of technology to teaching, are likely to use more of such technology in their lessons. These perceptions about technology must be made manifest in the teachers' actual use of the various technologies in teaching History so as to bring a new dimension to how the subject is taught.

1.3.2 Extent to which History Teachers Use Technology

The frequency or otherwise of 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 ICT as a tool that can make the teaching and learning of History more stimulating, rewarding and rigorous for all" (p.48). 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" (p.16).

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 ICT 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, he 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. This study is corroborated by Oppong (2009) who reports 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. The results of these studies show that the use of technology tools for instruction is an area which has not been explored by most History teachers. The European Association of History Educators (EUROCLIO) (1998) conducted a survey on the use of ICT in History Education in Europe. It was reported that CD-ROM was the most widely used form of ICT in History education, followed by computers. The results also indicated that some countries have special websites for educational purposes.

According to the study, though ICT was used in History education in several countries, they were not generally and very frequently used as its use was restricted to a certain schools and a few teachers. Doppen (2002) in his study also indicated that History teachers used computers for curricular and instructional purposes as well as administrative tasks, such as recording students' grades, and posting them on the Internet. Again, teachers in the study agreed on using technology to teach Historical thinking, multiple perspectives and Historical empathy. In his study on History teachers' use of ICT, Haydn (2001) revealed that a few teachers made substantial use of ICT in their History lessons, while most respondents fell between 'some', and 'little' use. Almost all respondents said that they used television and video more often in the classroom than computers.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

4. Technology into the curriculum cannot succeed without the _____ (a) teacher (b) instructor (c) facilitator (d) coordinator
5. The frequency of history teachers' use of technology in teaching depends on their perceptions and the conditions of the _____ in which they work. (a) school (b) institutions (c) company (d) home
6. History teachers should use technology when they can identify its to the lesson. (a) objectives (b) aim (c) benefits (d) usefulness

1.3.3 Impact of Technology on Teaching and Learning of History

Several historians/authors have written on the need to improve the teaching and learning of history and thereby arrest the declining status of the subject. Akinloye (1980) blames lack of qualified teachers to teach history as a subject as one of the factors affecting poor performance in the subject.

Carr (1981) also expressed the view that students do not hate history as such but their loss of interest is due mainly to the method of teaching the subject by the teachers handling it in our schools. He therefore advocated a practical approach with the need for excursion, field trip and the use of teaching aids.

On instructional materials which are educational input vital to the teaching of history in secondary schools' curriculum, Wales (1975) believed the use of instructional resources would make discovered facts glued firmly to the memory of students. Thompson (1970), moved further to attest to the new waves on information revolution that has had tremendous impact on development of social and cultural history. In just a few years ago, Nollywood had rolled out an unimaginable amount of historical information, through music, video, disc to the Nigerian audience and world at large which were made available to our students and helped a lot in understanding past events with ease.

The use of digital media in the teaching and learning process had enjoyed a wider practice in academic in recent years. Apart from a media related, technology or science-based field of study that has long enjoyed a monopoly of this information technology device, other fields of study like history have prudently embraced its use in the teaching and learning of History.

The use of films and video production has greatly promoted the aesthetics of history through production of films and video tapes that deal with the events of the past. For example, films tagged Lisabi, Kurunmi, Moremi Ajansoro, Afonja, Oduduwa, Bashorun Gaa, Ogbori Elemoso etc. have made histories easier and transmissible through the help of information technology.

- VCD, Video and projectors

- Despite the complexity of schools of historical thought, the history student still needs to find evidence about the past and evaluate its significance, meaning, and importance to a particular area of study. History is no longer thought of as the business of fact collection. It is also about amassing appropriate historical evidence to enable one to establish causal relationship and pattern that will shed light on the how's and why's of history.

1.3.4 The Need for Instructional Change in History Teaching and Learning

Faced with expanded access and increased storage and retrieval capabilities in an electronic environment, we are fast discovering how obsolete the former methods of instruction have become and how particularly limiting the textbook - lecture - classroom approach is to learning in this new electronic age.

With improvement in telecommunications, cable and satellite resources, computer hardware and software, scanners, CD-ROMS, and the internet, the history teachers have the ability to provide information to students on a scale that had never been imagined before.

The use of technology and innovation can make the teaching of history more absorbing, more fascinating and more enjoyable. If the purpose of a teacher is for his/her students to be educated, these IT skills are key components of that enterprise.

The use of information and communication technology (ICT) with relevant basic contents of a course or a lesson helps in-depth understanding of such lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus motivating them to learn.

Therefore, the academic world which has now become inseparable with the information technology has as part of its area of jurisdiction, the scientific application of information technology in the teaching of history especially in some unity schools and private secondary institutions in Nigeria.

Technology has indeed revolutionized historical/documentary information in the world as a result of continuous invention of sophisticated equipment and materials that can serve as a medium of transmission of historical information to every nook and cranny of the world, to which the learners and teachers can be effectively adapted. These equipment and materials are discussed below:

a) Computer Hardware/Software: Computer is an electronic device that accepts data through input device, process the data and yields result through output device. It is already a fact that the value of computer lies solely on its high speed and capability which can be used to store large amount of historical data with accuracy and precision. Softwares are sets of instructions or programmes through which computer system operates.

b) CD RAM/CD ROM: CD RAM means Compact Disc Random Access Memory while CD ROM means Compact Disc Read Only Memory. Both are devices that can be used for storing voluminous historical information. However, the difference between the CD RAM and CD ROM is that information stored in CD RAM can be read and copied while CD ROM can only allow the information to be read, however there is need to be carefully stored to avoid cracking.

c) Flash Drives/Diskettes/Films: Video/audio cassettes and films can be used also to store visual and audio information. They are particularly useful not just for entertainment but for academic purposes. Simple and complex manufacturing processes of items can be recorded in them and air to people in need of such information. Also, academic programmers can be stored in these medium and made available to anyone in need of them. E.g. *Bashrun* Gaa - revealed the truant and traitor of one time Prime Minister of old Oyo Empire (1816-1820s). His wickedness caused the death of ten Alaafins (who died in quick succession). These films are relevant for both entertaining academic purposes of teaching the Rise and Fall of Old Oyo Empire in the 18th century.

d) Telecommunication equipment include telephones, Fax machines, Internet etc. Telephones can be used to relay information in a fastest way. Fax machine is a special copying machine which is linked to a telephone. Any form of historical documents and drawings can be transferred and received by either fax machine or the internet.

e) Satellite: As a result of increasing sophistication on ICT, transfer of historical information on a massive scale by satellite broadcasting networks such as the British Broadcasting Corporation (BBC), Cable Network News (CNN), and Aljazeera etc. is made possible. Thus, teachers and students of history anywhere in the world could get informed through cable network.

f) Mobile phone/iPod: They are electronic devices that are handy and can easily be carried about without much problem. These devices are very suitable for the History students especially during the field trip as receptive devices because they have large storage facilities, the students can store videos and audio on them for replayed at their convenience. These devices can aid teaching and learning of History in no small ways, for example the student can seek for permission from the lecturers to record their lectures or field trip/excursion if this is approved, the students will have access to the teaching and lecturers that was done and the various answers provided for questions raised.

g) Google/yahoo search engines: These are services on which information could be gotten very fast all that is needed is for you to type in the appropriate key words in and click, the information is readily available. These search engines are very useful to history students

when it comes to research work though a lot of quick answer gotten from these search engines still require some literary modification or fine-tuning and research.

Self-Assessment Exercise (s) 3

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Students lose interest in history due to the teaching method by the teachers handling it in their schools. **True/False**
2. The use of instructional resources is a distraction in history class. True/False
3. Google/yahoo search engines is a means of enquiry for historians. **True/False**

h) Yahoo groups: a yahoo group on which he can start inviting members (i.e. students). If he so wants, he can leave the group to anybody who is interested in the group or he can leave it close so that only him that can invite people. This service is most profitable to teaching and learning in history as it encourages group discussion, teaching and learning of history as a subject.

i) Bulk SMS: These are services that can enable history teacher to reach lot of students through SMS. It is very useful when it comes to passing information to a lot of students or sending assignment (either on the same or different questions) to a good number of students.

j) Radio/Television: Radio stores and transmits auditory information while television store and displays pictures and information. Both devices are effective for historical classes.

In addition, History teachers can access textbooks on African History from the UNESCO General History of Africa. The free resource covers eight volumes of African History with the ongoing development of three other volumes

https://en.unesco.org/general-history-africa

Furthermore, Internet Archive is useful for History teachers to develop lesson plans that are multimedia in nature, 33million books, millions of historical web-based documents, audio-interviews, etc via https://archive.org

In teaching history students, the following hardware electronic devices are relevant: Computer, Laptop, Tablet, Smartphones, Internet access, Headphones, HDMI witcher, Smart boards, Document visualizer, Webcam and Video Camera (Omotere). History teachers can as well adopt the following in teaching their students online: communication applications (apps) or software that include Zoom or Microsoft Team. In most cases, communication apps are integrated with learning management system (LMS) apps such as Google Classroom, Canvas, Talent LMS, Cornerstone learning, Schoology and Blackboard Learn. In the offline class, while

a projector could be used for slides and videos, smartboards are much more effective in that it enables the teacher to leverage on Augumented and Virtual Reality to take students around popular historical sites such as the Pyramids in Egypt (Omotere, 2021).

1.3.5 Challenges Facing Teachers in the Use of Technology

The effort and commitment towards integrating technology into instruction are sometimes challenged by obstacles which can in the long run cripple teachers' motivation to adopt technologically informed pedagogical practices in teaching History. History teachers usually consider the unavailability of technology resources as a great challenge to their use of technology in teaching. Even though a few teachers believe that they have access to computers and internet in their schools, most of them do not have access to such facilities. Similarly, teachers in History department do not own projectors and computers and so, they have to borrow from other departments. Besides, most of the electrical sockets in almost all the classrooms and lecture halls are faulty and further inhibits their use of technology.

All these reveal the structural inadequacies that characterize most schools and institutions in Nigeria. The absence of such basic facilities in most schools point to the fact that there is more room for improvement in terms of the level of development and advancement in such schools. It also connotes that teachers' readiness for technology use will ultimately suffer since such technologies are unavailable. In effect, the present-day call for technology-infused instruction in History instruction may not materialize. This therefore confirms the view of Maholwana-Sotashe (2007) that unavailability of infrastructure, lack of hardware and software, lack of internet access and other ICT resources are factors for low technology patronage among teachers.

Going further, most teachers of history barely have enough time to use technology in class. Some are of the view that they do not have enough time during the normal lesson period except at weekends or on holidays. Possibly, the reason for the lack of time may be the inadequate number of periods allocated for History on the school time-table as it was established by Oppong, (2009). Time constraint hence features prominently among the factors known to militate against the effective teaching of History. History teachers' complaint about insufficient time is thus buttressed by Amengor (2011), Haydn (2001), Kandasamy & Shah (2013), and Miima et al, (2013). They all agree on teachers' lack of sufficient time to prepare instructional materials using technology as well as time to plan how to integrate them into History lessons, are the most influential, and the common barrier to technology use. On their efficacy and competence in using technological tools or devices, they have divergent views on these. Most teachers claim to have the necessary skills and competent to use technology in their lessons.

However, some lack the needed skills in using the various technologies because they do not have any training on them. This often leads to waste of time in undertaking simple task.

One other challenge is the inability of schools' management/administration to provide the technology tools or applications for use in teaching the subject. The 'head' of institutions are always feeling reluctant to procure the facilities because they do not understand why teachers sometimes need such technology before they can teach history or any other subject. They still believe in the use of marker and board to teach. This lack of administrative support does not give teachers the motivation to use technology in teaching the subject. The deficient support of administrators and other managerial staff towards History teachers' use of technology reflect their underestimation of the usefulness of technological innovation in the teaching of the subject. This corresponds with Nuuyoma's (2012) who argues that teachers' lack of motivation from school management makes them reluctant to use technology for instructional purposes. One could thus say that these challenges, to a great extent, hinder History teachers" use of technology in the teaching of History.

Self-Assessment Exercise (s) 4

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ are services that can enable history teacher to reach their students (a) face book (b) bulk SMS (c) twitter (d) google
2. _____ stores and transmits auditory information (a) radio (b) WhatsApp (c) tape recorder (d) messenger
3. _____ help to store and displays pictures and information. (a) pictures (b) film(c) television (d) radio

1.4 Summary

This unit has familiarized us with the meanings of technology, innovation and Fourth Industrial Revolution. It has similarly informed us about the state or extent of the usage of information and communication technology and thereafter the need to adapt to advanced technology. The challenges and impact involved in the deployment of ICT are also discussed,

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1.6   Possible Answers to SAEs

Answer to SAEs 1

7. B
8. D
9. A

Answer to SAEs

4. A
5. B
6. C

Answer to SAEs

1. True
2. False
3. True

Answer to SAEs

1. B
2. A
3. C

Unit 2:   Field Trips or Excursions in the Teaching and Learning of History

Unit Structure

2.1 Introduction

2.2 Learning Outcomes

2.3 Meaning of Field Trip or Excursion

    2.3.1   Preparation or Planning Field Trip or Excursion

    2.3.2   Challenges of Field Trip or Excursion

    2.3.3   Merits of Field Trip or Excursion

2.4   Summary

2.5   References/Further Readings/Web Resources

2.6   Possible Answers to Self-Assessment Exercise(s) within the content
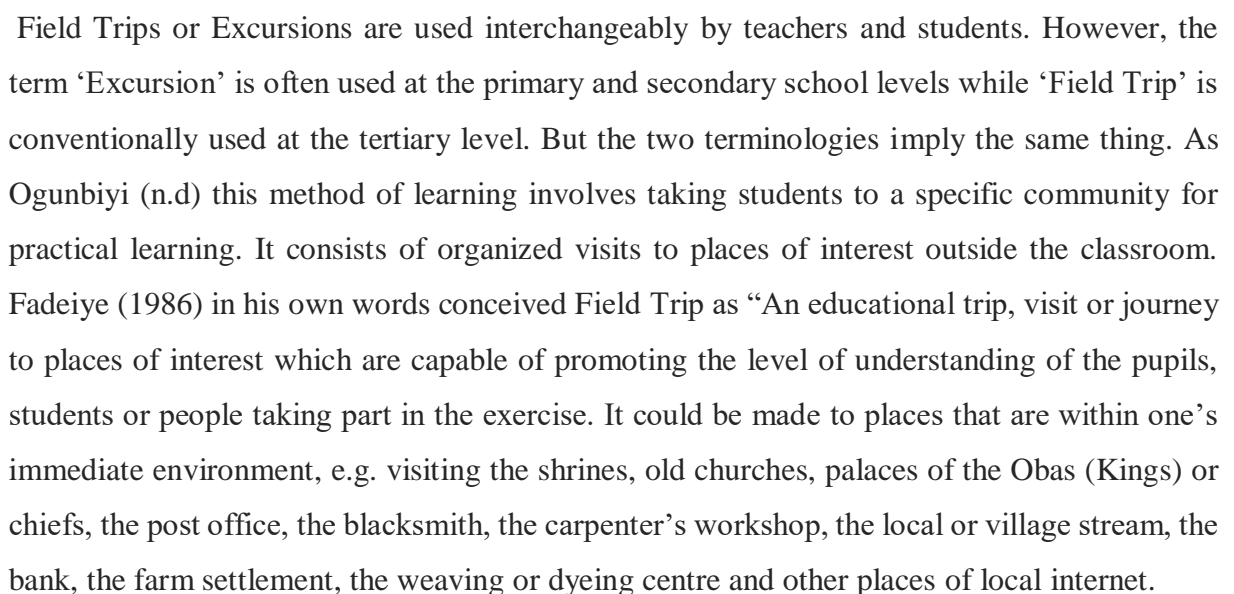
 2.1   Introduction

One of the major methods of teaching and learning History is Field Trip or Excursion. The essence of teaching-learning process is to achieve some set objectives and field trips, or excursion serve as a strategy for achieving permanent change and experience in the life of the learners involved. Other methods have been earlier discussed. However, those ones take place within the school environment, and they are utilized at the various stages of teaching in accordance with the nature of subjects taught, topics, the environment where teaching is taking place and the needs of the learners. Embarking on field trips or excursions is another experience that is quite unique, more demanding in preparation and stimulating than other methods. History by its nature can be taught like other subjects with the use of field trips or excursions. Therefore, in this unit we are examining issues that are related to field trips or excursions.

 2.2   Learning Outcomes

By the end of this unit, you will be able to:

1. Explain Field Trips or Excursion

2. Demonstrate steps to be taken in planning Field Trips or Excursions

3. Discuss the challenges associated with Field Trips or Excursions

4. Examine the merits of Field Trips or Excursions

2.3 Meaning of Field Trips or Excursions

Field Trips or Excursions are used interchangeably by teachers and students. However, the term 'Excursion' is often used at the primary and secondary school levels while 'Field Trip' is conventionally used at the tertiary level. But the two terminologies imply the same thing. As Ogunbiyi (n.d) this method of learning involves taking students to a specific community for practical learning. It consists of organized visits to places of interest outside the classroom. Fadeiye (1986) in his own words conceived Field Trip as "An educational trip, visit or journey to places of interest which are capable of promoting the level of understanding of the pupils, students or people taking part in the exercise. It could be made to places that are within one's immediate environment, e.g. visiting the shrines, old churches, palaces of the Obas (Kings) or chiefs, the post office, the blacksmith, the carpenter's workshop, the local or village stream, the bank, the farm settlement, the weaving or dyeing centre and other places of local internet.

Given the nature of History as subject, students should be encouraged to undergo field trips or excursions which will afford them to visit places like those enunciated by Fadeiye in his above definition. At the stage of research or project write writing, students in our colleges of education or universities are expected to get involved in field trip or field work to gather necessary information. This is particularly important for postgraduate students who are being expected to do outstanding research whose reports would bring about the broadening the frontiers of historical knowledge.

In addition, with the existence of the Department of History and Strategic Studies or Diplomatic Studies or International Studies or French Studies, the places that history students in our universities have significantly increased. Hence, the academic staff could organize and prepare their students to visit Ministry of Foreign Affairs, Nigeian Institute of Policy and Strategic Studies, the Nigerian Institute of International Affairs, embassies of foreign nations in the country (Erinosho, 2021) In fact, preparations could be made to visit foreign countries like France by those studying History and French Studies. Those carrying out reseach in international relations, economic diplomacy, diplomatic history can visit the Secretariat of the Economic Community of West African States, the United Nations Security Council, customs' posts across Nigeria's borders with other West African countries.

2.3.1 Preparation or Planning Field Trip or Excursion

As a result of great importance attached to field trips or excursions, deliberate actions or steps must be taking in carrying along the various authorities while planning to take pupils or students to places outside the classroom by their teachers or lecturers. In this regard, the stakeholders involved are the staff taking leaners on excursion, the head teacher, or principal, or provost/rector or the vice chancellor, it all depends on the type of educational institutions involved. Preparation is not to be handled with levity. In the opinion of Iyewarun (1989), instead of casual and unplanned exposure to the experiences taught during lessons or lectures, field trips or excursions are organized to maximize such experiences in an orderly manner. In other words, field trips are specially and deliberately planned for educational purposes outside the classroom experiences. They are organized not to only take students to places of interest but alo to where relevant materials, information or knowledge are available for better teaching and learning.

For a smooth and hitch-free field trips or excursions, the following steps are taken while planning:

1. The teachers and students must exhaustively discuss places of interest and harmonize their views.

2. The cost implications should be done taking into cognizance many factors among which transportation are based on distance, places to visit, tickets to gain access, feeding, number of days which will determine estimates on accommodation.

3. The next step is to inform the head of the institution whose permission must be sought and approved. Detailed information on the places to visit, costs implication, number of staff and students, duration and so on but be presented to the head in writing.

4. The parents or guardians of the participating students must be carried along and their confidence won about the places to be visited, financing, duration, etc.

5. The organizers, that is, the staff of the department or school/institution authority must inform the personnel of the places to be visited about the time, day, week, month or year that they (students and teachers) would be visiting them and the duration of the field trip or excursion. The approval of the officials of the place to be visited must be secured before embarking on the excursion (Fadeiye).

6. Transportation is very essential in preparing for field trip and it is the responsibility of the staff to make adequate and solid preparation by contacting and negotiating with responsible transport firms or individuals. If the staff and students planning for the trip are of a tertiary institution, the transport committee of the institution can be approached. The vehicles to transport the participants must be in good conditions, free of worn-out tyres, leaking roofs and mechanical faults are provided for the safety of those embarking on the trip.

7. The staff and students who are proposing to embark on a field trip or excursion must make sure that all paper works involved, especially if the trip has to do with visiting foreign countries which demands international passport and visa of the country to be visited, are completed before the commencement of the trip. Furthermore, the staff must make provision for the First Aid Box to combat sudden illness that may occur during the trip.

8. It is apposite to encourage the students to go along with writing material and recording machines or equipment like tape, digital cameras, and cell-phones. In addition, clothing materials, eating utensils and pocket money should be taken along. The need for the students to apply decorum should be strongly emphasized as they are representing their, college, school or university and the institution must not be badly represented. As a result, they should avoid any act of misbehavour that may tarnish the image of their institution.

9. The participating students should be motivated to ask intelligent and thought-provoking questions concerning their observation, perception and information being given to them. They should be courteous enough to say 'thank you' to their guides who serve as informants.

10. On their return from the trip, discussion on the field trip/ excursion must take place. This will afford the students to share the experiences they had garnered during the exercise and how it had added value to their intellectual advancement, external exposure outside the classroom while the staff have to do a critical evaluation of the trip in order to have a better outing in the future. The staff may instruct the participants to write individual reports to know the extent to which the latter had been influenced by the field trip or excursion.

11. Finally, it is important for the staff to give a comprehensive report to the school/college/university administration on their return from the trip.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

Another name for field trip is _____(a) learning trip (b) teaching trip (c) excursion (d) visitation

_____ is a teaching method that helps students to use their five senses (a) discussion (b) field trip (c) demonstration (d) role play

Taking students to places outside the classroom by their teachers is associated with _____ method (a0case study (b) project (c) inquiry (d) field trip

2.3.2 Challenges of Field Trips or Excursions

What are the challenges of Field Trip or Excursion?

There are quite several challenges that are associated with field trips or excursions. Hence, such problems receive our attention under this sub-unit.

i. Organizing field trips or excursion is time consuming as the organizers have to convince the pupils/students, the institution's administration and the parents. To reach across to the staff of the places to be visited and obtain their acceptance require a lot of time. Transportation and accommodation arrangements are not less time consuming. A lot of patience is therefore required for a colourful outing.

ii. Planning for an excursion gulps a lot of money which to be borne by the students whose parents have to sponsor. The harsh economic realities now make field trips more expensive as the parents are at the receiving end. The situation discourages teachers/academic from initiating excursions.

iii. Road hazards pose another serious challenge. Many parents are afraid of road crashes arising from reckless driving, bad road network, mechanical faults, and hazy weather. It takes a lot of time to convince the parents of accident-free trips. Some educational officers including teachers, lecturers and students have had their lives cut short through road accidents during field trips.

iv. The prevailing general insecurity being fueled by militant groups, religious fanaticism, traditional festivals that non-initiates particularly womenfolk must not see, kidnapping, armed robbery and several others have aggravated the situation.

v. Some parents and guardians may be unwilling to release their children and wards especially the girls or womenfolk for the fear of possible immorality. This means that the staff will have to convince such parents that their wards would be protected from being sextually assaulted. In addition, separate accommodation should be provided for the male ang female pupils/students.

Close monitoring of the learners by the staff should be made known to the parents and strictly carried out.

2.3.3 Merits of Field Trips or Excursion

In spite of the challenges inherent in field trip or excursion, there are advantages that both the students and teachers derive from it among which those highlighted here.

In the first place, excursions or field trips like instructional materials, ease the work of the teacher by reducing his scope or length of talking in the classroom and similarly help to arouse the learners' curiosity and interesting thereby prevent boredom. Travelling is part of education and it enhances the pupils' or students' level of understanding and knowledge. They become exposed to geographical features of the places so visited outside their own environment. They have physical contact with topography. Vegetation, rivers hills and valleys.

Secondly, field trips or excursions enrich and validate information from printed and abstract sources. As Ogunbiyi (n.d.) remarked, excursions involve taking students to the community for practical which reinforces their learning. For example, as Erinosho (2020) claimed, historical excursion to the first story building at Badagry in Lagos State will familiarize the learners with the facial marks of Bishop Ajayi Crowther through his picture. The first Holy Bible to be brought to Nigeria by the Church Missionary Society agents. In addition, a trip to the Osun Oshogbo Shrine in Osun State would avail those involved the opportunity to have background information about the origins of Osun as a deity and its significance in the history and culture of the Oshogbo. The same applies to a visit to the Olumo Rock in Abeokuta which will enable the participants to know about the political and social privations to which the Egba were subjected in the third decade of the nineteenth century during the Owu war and subsequent relocation of the Egba to Abeokuta and centrality of the rock to their survival.

Thirdly, field trips make learning permanent, What the learners see whenever they embark on excursion ill linger longer in their memory, Fadeiye (1986) opined that through personal contact with centres of tourist attraction, the interest of the learners will be stimulated and they will be well prepared to learn History the more. Visits to Osun Waterfall in Osun State; Idanre Hill and Ikogosi WaterFall (Ondo State) and Yankari Games Reserve bring learners closer to nature and this in turn stimulates their interest in historical education and scholarship.

Further still, Erinosho (2021) averred that field trips develop the reasoning faculty of the students thereby making them more matur intellectually. Excursions or field trips influence them to ask searching and thought-provoking questions from professionals such as technicians, medical doctors, goldsmiths and architects and even the guides taking them around. This is because these individuals are in a better position to proffer satisfactory answers to technical questions than what the History teacher himself can provide.

In addition, field trips/excursions enhance spirit of unity, harmony, fraternity, and affection among the participants, Conducive atmosphere is created for inter-personal interaction between and among the students on the one hand, and between the students on the other. More friends are made, new relations established and sense of solidarity and togetherness concretized. Thus, hatred, prejudice, ethnic chauvinism and individualism are reduced to the barest minimum. (Erinosho, 2021).

Finally, teachers and students can use excursions to build up some historical artifacts in their schools or departments. For instance, students can bring specimens of historical objects and other materials of historical significance to the class or the school/college/university from places they had visited during an excursion. Through this, the learners are being trained as resource agents and can thereafter explore their own immediate environment to improvise instructional materials for the teaching and learning of History as a subject.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Field trips or excursions are time-consuming as the organizers must convince the pupils/students, the institution's administration and the parents. **True/False**

2. Teachers and students can use excursions to build up some historical artifacts in their schools or departments. **True/False**

3. Field trip method can be classified under the lecture method. **True/False**

 2.4   Summary

This unit has intimated us with the meaning of the concept of field trip or excursion, how to strategical organize one with the logistics required, its challenges and merits. Every school or college or university should adopt it as an effective strategy for a successful study of History.

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2.6 Possible Answers to SAEs

Answer to SAEs 1

1. C
2. B
3. D

Answer to SAEs

1 True
2 True
3. False

Unit 3: Teaching and the History Teacher

Unit Structure

3.1 Introduction

Teaching as a professional calling is very crucial in the transmission of knowledge from the teachers to the learners or students. Students perform woefully in their studies partly because of the inability of many teachers to handle their subjects effectively in the classroom. History as an academic discipline is no longer attractive to many students as a result of its poor handling by the teachers. This unit therefore deals with teaching and the qualities required of a good teacher. It is the teacher who to a large extent determines the disposition or attitude of his learners towards his subject, whether good or otherwise.

3.2 Learning Outcomes

By the end of the unit, you will be able to:

1. Explain the meaning of Education.
2. Discuss some of the qualities of a good History teacher.

📛 3.3 Meaning of Teaching
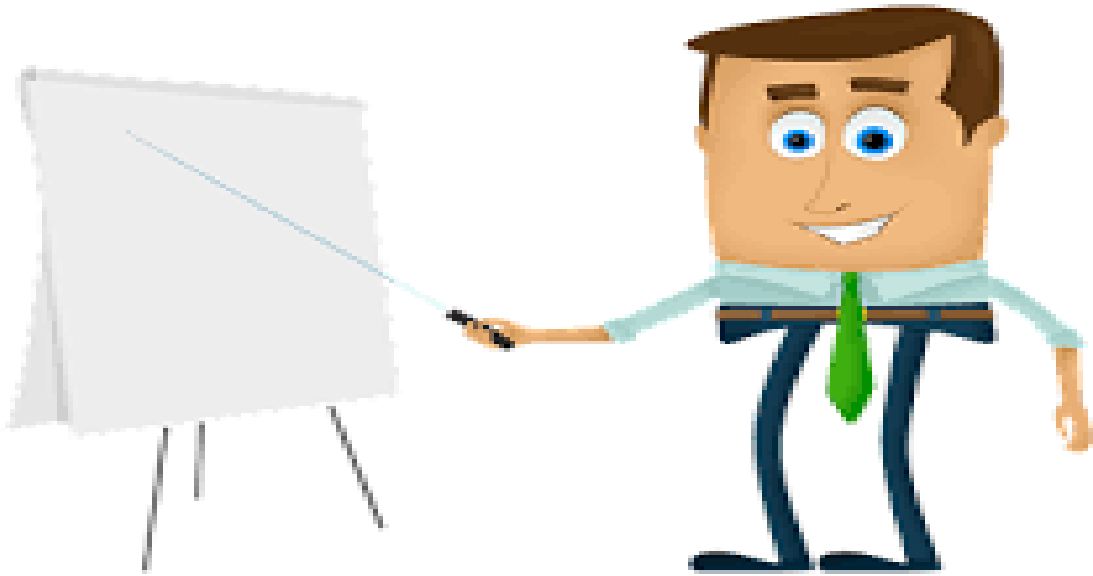
Teaching as a concept has been variously defined by educators and other scholars. Oke in (Kamalu, 1992) defined teaching "as a process of developing the cognitive, affective and psychomotor power of the learner, through giving the learner knowledge of facts about the subject matter, reinforcing or developing positive attitudes in the learner and also, developing in the learner certain physical manipulative skills." For Ajetunmobi (in Kamalu), education is "an art as well as a science because it deals with the theories and concepts of knowledge; it involves the verbal and non-verbal communication between the learners and the teachers".

But Eisner (1979) in Osokoya (1996) regarded teaching as the array of activities the teacher employs to transform intentions and curriculum materials into the conditions that promote learning. Le Francois (1985) was of the opinion that teaching involves implementing strategies that are designed to lead the learner to the attainment of certain goals. The strategies, according to him, area communication, leadership, motivation and control. Ukeje (1998 in Adeyanju, 2011) conceptualized teaching as a systematic presentation of facts, ideas, skills and techniques to pupils or students or any leader. It is also any interpersonal influence aimed at changing the ways in which other persons can or will behave. Imogie (1999) in Adeyanju (2011) defined teaching as a means of guiding students in securing the amount and quality of experience which will promote the optimum development of their potentials as human beings.

From the above definitions, there is no universally accepted definition of the concept "Teaching". However, it is axiomatic that the learners/students possess certain innate potentials that need to be developed and become manifest through the activities of the instructor or teacher. It is on this note that Adeyanju posited that "teaching can best be described as an interaction between an instructor / teacher who is more knowledgeable than the learner in the focused area for the purpose of impacting (sic) knowledge on the learner who is willing to learn and make the learning permanent." For Osokoya (1996) to teach is to help someone acquire or change some behaviour, that is, some skill, attitude, knowledge, appreciation or idea. He further stated that teaching is much than presenting information or ideas to students or learners. It includes probing, analyzing and discovering usually referred to as reflective thinking. It involves the provision of conditions that promote the building of attitudes, values, skill development and other aspects of learning unless learning has taken place as a result of some effort, the effort cannot be interpreted as permanent change in behaviour of the learner after teaching has taken place. This means that the teach has a lot to do if he is to propel the innate potentials of his students to full manifestation.

3.3.1   Qualities of a Good History Teacher
How do you know a good history teacher
Teaching involves three main components, namely, the teaching, the content to be taught and the learners. In this case, there are two main actors, that is, the teacher(s) and the learners. Erinosho (2021) remarked that teaching is not a one-way traffic as it involves a receptor or participant who is conventionally referred to as the learner or student. This pre-supposes that the teacher is looked upon as a benefactor, mentor, motivator, socializer and stabilizer who is expected to effect a positive change in the behaviour of his mentee. This place therefore discusses the qualities that a good History teacher must possess for effective teaching and mentorship of the learners.

First, the teacher should personally present himself decent in his or her physical appearance. He / she must be corporate in his / her dressing and look attractive. This will endear his students to him and would be eager and willing to hear from him. His good appearance would influence the students to move close to him. Indeed, Osokoya averred that "As a mirror to students, the teacher is expected to dress properly and have a sensitive attitude towards his pupils. On the other hand, if the teacher is careless in his appearance and looks dirty, unkempt and unattractive, his learners will lose interest in him and his teaching.

Secondly, for a history teacher to be effective, he must be conscientious and hardworking. Naturally, History as an academic discipline, demands reading different books, listening to the radio and television, attending debates, seminars, symposia, workshops and lectures, visiting

historical places on excursion (Fadeiye, 1986). In the contemporary period, any serious history teacher, for him to be effective, must be computer literate and be able to search the internet for information with the development of information and communication technology. This requires money, time, expertise and commitment (Erinosho, 2021). It is essential for the teacher to read books, journals and research reports in other disciplines like Economics, Political Science (Government), Social Studies, Philosophy, Archaeology, Anthropology, and Sociology. This is for him to compare notes by engaging in cross fertilization of ideas. Reading of newspapers, periodicals and magazine will definitely enhance his knowledge and effectiveness.

Thirdly, a good History teacher must also demonstrate skillfulness which is basically the acquisition of the major teaching modes and strategies. He should be vast on the effectiveness and psychological roles of teaching. In most cases, teaching results from psychological and affective type situations, such as inability to understand children's needs and interests, inability to get along with colleagues, parental problems, disorder, apathy or criticism. A firm understanding of teaching modes and strategies is necessary to enable the History teacher select the method that best serves a particular need or interest of the group. The teacher who is not skilled in the types of methods usually relies on the strategy that best suits his needs, as opposed to the needs of the group (Osokoya). Ajetunmobi, while borrowing a leaf from Osokoya observed that teaching itself is an experience which is so close to us that we find it difficult to separate from our being since every individual, whether such an individual is a professional or conventional teacher, imparts one form of knowledge or another, either consciously or unconsciously through examples, dramatization, assigning of roles, role play, instruction or actual art of teaching (in Kamalu, 1992). This signifies the need for diversification of teaching methods which in turn calls for skillfulness and this implies the teacher must cultivate or possess a creative mind.

Furthermore, a good History teacher must have good mastery or sound knowledge of his subject. This entails that he must read extensively as he cannot dish out what he does not possess. By implication, he cannot teach what he does not know. Consequently, the teach must be up and doing by ensuring that he updates his knowledge through constant reading and further training and gaining more knowledge by participating at conferences, symposia, seminars and other scholarly gatherings. It is unfortunate that many secondary school teachers including specialists in History taught for several years with the Nigeria Certificate in Education (NCE) or pure Bachelor of Arts or Science in the recent past. Those with NCE did not bother to enroll for B.Ed or B.A. (Ed) or B.Sc. (Ed) programmes while those with the B.A. or B.Sc degrees refused to go for professional Postgraduate Diploma in Education Degree. This situation did a lot of damage to the nation's education industry as the affected tutors became grossly

ineffective, monotonous and unproductive, causing their learners to fail woefully. They are not current and lack exposure regarding contemporary issues in their disciplines.

Further still, good mastery of the English language is a major criterion needful for effective service – delivery as far as teaching – learning process is concerned in History. As Erinosho (2021) underscored, the History teacher should have good command of language; the beauty of history and other liberal arts disciplines is language just as Mathematics is to sciences. Therefore, great linguistic competence should be demonstrated by a good and effective teacher of History. He should be able to express himself correctly and fluently without any ambiguity. It is sad that many teachers find it difficult, if not impossible, to coherently express themselves in English. This was a major factor responsible for the poor state of history students' enrollment due to poor teaching arising from poor language on the part of the teachers (Erinosho, 2000).

In addition, for an effective lesson delivery to take place, the History teacher must be highly resourceful especially in the area of procuring and applying instructional materials. Teaching aids make teaching permanent and less cumbersome besides saving time. As instructional materials are very difficult to get due to poor funding of the education sector the teacher should be able to improvise many of the apparatus from locally produced materials. Visual aids like posters, models, diagrams, charts, pictures, concrete objects etc could be provided by the teacher. Indeed, in the opinion of Fadeiye (1986), those objects mentioned did not cost much in terms of money. He added that fanciful pictures and other photographic illustrations could be collected from newspapers and magazines. This calls for the resourcefulness of the teacher who has to decide which aids or instructional materials match which topics and at which stage. However, the current economic realities have further exerted debilitating effects on the teaching industry as newspapers, magazines, calendars, globes, charts, and others are now very expensive to procure. The various government ministries, parastatals and agencies hardly print wall and table calendars as well as official diaries as a result of global economic recession. The poor conditions of service characterized by poor remuneration, irregular payment of salaries, delayed promotion, poor working environment among others have worsened the situation.

Again, the History teacher that is good and effective is expected to show interest in the subject and be prepared to promote its teaching and learning with utmost sense of commitment. It is unfortunate that many history graduate teachers are fond of teaching subjects like Government, Social Studies and Citizenship/Civic Education while many wander away further by teaching English language and Christian Religious Knowledge and / or Islamic Studies at the secondary school level. This implies that those who are not interested in teaching the subject only do so grudgingly if and when forced to teach it by their superior officers. The result of this is that no meaningful and effective teaching will take place. But if the practitioner devotes his time, woos and encourages his learners with seriousness and demonstration, his students will show interest

in the subject. Erinosho (2021) canvassed that the onus falls on the teacher to make his lessons very lively, interesting, exciting and stimulating. He should not disparage his discipline.

There is also the need to apply the element of confidence in his students. Quite a great percentage of Nigeria's population has queried the usefulness of not only the Humanities / Arts but more importantly History as a discipline. It is the responsibility of the teacher to win the confidence of his learners regarding the usefulness of Humanities and History in national development. This is very essential since senior secondary education in most cases determines the future careers of the students. The teacher should be able to convince his students industrial prospectus or marketability in the study of History. On this, the current reviewer has contributed two main studies in this direction, namely the humanities in national development in Nigeria (2021) and historical scholarship and job prospects in the Nigerian labour market (2016). Shedding light on the utilitarian value of Arts / Humanities generally and History separately will encourage the learners and influence them to pay more attention to their History teacher and lessons. This can be better achieved in a congenial atmosphere where the teacher is humorous, friendly, dependable, unruffled, courageous and well mentally equipped in responding to his students' probing questions.

Similarly, an effective and good teacher must evaluate the effectiveness of his teaching in two ways; in the first place, he should devote time toward the evaluation of his effectiveness in the classroom. This could be done by reflecting on the appropriateness of teaching methods used to carry out classroom activities in terms of learners' needs and the historical topics being taught. He can review the effectiveness of the various types of classroom and homework assignments given to the students (Osokoya). The evaluation of the students provides him an ample opportunity to know the level of success his teaching has achieved and what still needs to be done.

Another major quality that of an effective teacher of History should be endowed with is that he should be able to create an enabling environment for himself and the learners. In this regard, he should ensure an effective classroom management and control. He should be able to attract the attention of the students. In doing so, the classroom must be swept clean and furniture items such as chairs and tables well arranged. As Akubue (991) has emphasized, classroom management and control should aim at preventing classroom misbehaviour, reducing students' frustration, disciplining a misbehaving student, using punishment judiciously, increasing self-control among students; helping students obey rules; and correcting misbehaviour. As a result, the teacher himself should be self-disciplined as he has to imbibe the spirit self-control before he could successfully maintain discipline in the classroom. Otherwise, he would just be a focus of ridicule to the students (Obadara, 2006). Discipline according to Adesina (1980) in Obadara (2006), connotes "the readiness or ability to respect authority and observe conventional or

established laws of the society or any organization". The teacher should have the courage to administer punishment at the appropriate time and directly attach it to the offence committed in order to be effective. He should exhibit fairness while dispensing punishment and should not be sentimental or wicked in the process.

On the final note, the teacher must take good care of himself to be up to the task because teaching requires and demands alertness and good stamina. He should create the habit of having sufficient test, relaxation and exercise. Osokoya (1996) counseled that the History teacher should develop regular and healthy habits of eating, sleeping and physical exercising in order to avoid emotional and physical stress and to have both mind and body functioning optimally. He should visit recreational centres to relax his nerves as this will go a long way in refreshing himself. He should not concentrate all his time on academic work. In addition, he should not allow himself depressed with the negative prevailing circumstances as this may do a lot of harm to his body, soul and spirit, and premature death or paralysis.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Education is "an art as well as a science because it deals with the theories and concepts of knowledge. **True/False**

2. Introduction of history in the curriculum causes intercommunity war. **True/False**

3. The most important element in teaching is the relationship between teachers and students. **True/False**

 3.4 Summary

This unit has explored teaching and the History teacher. It has opened our eyes to the intrinsic values that a good History teacher must possess to do justice to the topics he handles and have his learners encouraged, focused and resolute.

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3.6 Possible Answers to SAEs

Answers to SAEs 1
1. True
2. False
3. True

Unit 4: **The Use of Resource Person in the Teaching of History**

Unit Structure

4.1 Introduction

In the dissemination of information in any given academic discipline, the relevance and use of resource persons cannot and must not be glossed over by the experts in the field. There are quite a lot of individuals that are loaded with practical experiences in their chosen professions, either trained academics or artisans who are not so well educated or who are not even educated but who are sound and highly revered in their careers. It is important to tap the experiences of such distinguished individuals by consulting them in order to drink from their wells of knowledge. There are certain issues that the teachers / lecturers may not be able to provide satisfactory answers to because he was not a major stakeholder in the events on which the questions focus. As a result, to do justice to any academic field in the interest of both the teaching and his students, it is imperative to make use of resource persons who are highly knowledgeable in the concerned fields of state. As a result, traditional healers, diviners, local chiefs and kings, clergy men, traditional priests and priestesses, market men and women, industrialists, diplomats, teachers, politicians, journalists, artisans such as carvers, blacksmiths and goldsmiths among a galaxy of others serve as veritable sources of information for historical education.

In this regard, historians need to key into this novelty particularly those doing their research for any degree especially postgraduate scholars who are expected to contribute new findings to the existing knowledge. The use of resource persons offers such researchers ample opportunity to enrich their works while both teachers and students would also be intellectually better equipped by consulting resource persons.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

1.   Explain who is a Resource Person

2.   Describe areas in history where resource persons could be made use of.

3.   Discuss the merits and demerits of Resource Persons

4.3 The Meaning of a Resource Person

Who is a Resource Person?

A resource person either in History or any other subject is a person or somebody in the community that is invited to the class or to the class to give a talk or a lecture on a given topic in which he or she has adequate knowledge about. Put differently, a resource person refers to somebody who can give or providing satisfactory explanations on the topic which he or she is invited to discuss. (Fadeiye, 1986). Human resources are central for effective implementation of curriculum plans. As Iyewarun (1989) posited, students, for example, turn to their teachers, parents, and to one another for interpretations of what they need and see. Resource method is a teaching strategy whereby Social Studies teacher invites community leaders, professionals and specialists to educate the learners on specific instructional contents. For instance, a lawyer can be invited when the teacher is thrashing out topics like fundamental human rights, duties and obligations, the roles of the court, Nigerian legal system etc. (Ogunbiyi, n.d).

In his own definition of resource persons, Osiyale (2021) said this is the use of human resources, or a member of the community who may be a teacher, student, farmer, tailor, soldier, trader or any other professional, used by the teacher to enlighten the students on a specialized learning experience. The involvement of a resource person is for effective handling of topics that pertain to some specialized areas or subjects. Resource persons are also approached and invited if and when the teachers are aware of their inability to handle the subject matters involved satisfactorily. Making use of community people as a resource is very important in the teaching and learning of History.

Branches of History in which Resource Persons can be engaged

History has a wide spectrum of areas of specialization. Hence, it is apposite to know the key areas that a resource person fits into and is utilized. For instance, someone dealing with Yoruba culture and traditional religion can invite Prof. Wande Abimbola to come and teach his class members, that is, students, about *Ifa*. In a similar vein, *Egungun* worshippers or other traditional festivals' devotees may be invited to talk regarding the origins, development, objects and

importance of such festivals. As Fadeiye has demonstrated, a medical doctor may be invited to give a lecture on "modern medicine" or "traditional medicine". These two topics fall under medical history.

However, any invitation to a traditional chief to give a lecture on "chieftaincy titles in the locality" or a commissioner for local government and chieftaincy affairs can be invited to deal with "Chief Laws and Traditional Rulers". The two topics are under political history. In 2003, the Department of History, University of Ibadan under the headship of Dr (now Prof.) O.C. Adesina engaged Senator (retired Brigadier General) Tunde Ogbeha to discuss issues surrounding local government administration in his capacity as the Senate Committee Chairman in the Red Chamber of the National Assembly on local government affairs. The lecture was attended by the Department's undergraduates and post-graduate students as well as notable scholars in the university.

In the area of diplomatic service, Chief Emeka Anyaoku could be invited to share his experiences with a class in his capacity as Secretary General of the Commonwealth of the Nations for ten years. This is part and parcel of diplomatic history and international relations. Similarly, former president Olusegun Obasanjo could be consulted to give a key note address on "Africa and the Western Powers during the Cold War "era" or "Elections in Africa in the twentieth century: The Role of International Observations". The former military head of state and president commands high level of competence to handle these topics by virtue of his exposure to and involvement in international politics and election processes in Africa.

In area of military history, retired Gen. Theophilus Danjuma can serve as a resource person in a topical issue like "Bad Governance and Coup Making in Nigeria: The Way Out." In the same way Emeritus Prof. Akinjide Osuntokun and Professor O.B.C. Nwolise, a retired egg head in the Department of Political Science as resource persons on topical issues like "Militarization of the Post-Independence African States: Genesis, Impact and Solution". All these hypothetical illustrations point to the relevance of well exposed individuals who are achievers in their chosen careers and are sophisticated members of politico-diplomatic elite.

It is important to go to the local level. For instance, the village women could be approached regarding the processing of palm oil or the farmers on the process of yam cultivation, starting from bush clearing to the harvest stage. These two examples belong to economic history. The teacher and his students may be interested in traditional ways of resolving conflicts through the assistance of a village chief. This belongs to legal history or by learning on outstanding legal luminaries either in the Bar on the Bench.

Professional historians like E.J. Alagoa, Obaro Ikime, Biodun Adediran, Anthony Asiwaju and other living historical guru who had successfully made use of oral traditions in their professional calling. This specifically falls under history methods. A church historian may approach a clergyman to talk on "The role of religion in the society". The list is endless. Tailors, brewers of local gins, farmers, market women and women, priests and priestesses of Traditional Religion, experts in traditional circumcision, politicians, bankers, insurance brokers, sociologists, scientists, law enforcement agents, drug law enforcements, traditional chiefs, regents, *Oba*, *Obi*, *eze*, *emir*, *amanayabo* etc. form a galaxy of resource persons that historians studying and teaching history can benefit from in the teaching-learning process. Field trips or excursions provide ample opportunity for making use of guides and other experts as resource persons. In a nutshell, there is no area or sub-discipline in history in which resource persons can be ignored.

The next thing is to examine the merits and demerits of resource persons in the impartation of historical knowledge.

4.3.1　　Merits of Using Resource Persons

There are quite a number of advantages that are associated with the utilization of resource persons as an alternative to direct contact between the teacher and his pupils/students. The community people offer special advantage for students as resource persons not only to know about the community itself but to gain first-hand knowledge from the people themselves. This is the opinion of Iyewarun (1989) which is true as the learners are not dealing with an intermediary or a third party. Rather, they are dealing directly with the people who are the custodians of their own history.

A resource person helps the pupils or students to have a clear understanding of the topic being discussed. This is because the resource person is a specialist in his or her own capacity and as such would be able to fully discuss a given topic. For instance, a traditional worshipper like an Ogun priest (priest of the god of iron) can affectively handle a lecture about Ogun Festival or how to worship the deity. The same applies to any invitation to the *Amadiora* priest to enlighten his audience on the fierceness of the god of lightening among the Igbo.

The use of resource persons can motivate learning. Pupils and students are always eager to learn whenever there are motivating factors. In fact, the engagement of a resource person helps to break the monotony of using the same instructor / teacher with whom they are familiar with. They will be willing to meet the new person, listen to his or her teaching, see him or her in actions, speech and demonstration especially if the topical issue is very interesting. For example, the use of a medical doctor or professional nurse on sex education will attract the rapt

attention of the learners. Thus, this approach provides a relaxed and informal atmosphere and minimizes mental fatigue on the part of the students.

Fadeiye (1986) made it known that a resource person helps to train and educate the pupils and students on ways and manners of collecting information as regards their educational pursuit. By inviting a resource person to the class, the learners are able to know that reading of books, journals, periodicals and other printed matters or listening to the news, discussions etc is not the only means of information gathering. They are similarly intimated with how to collect information from experts who know about the topic(s) they are dealing with or collect information from archaeological sources, linguistic evidence and oral sources like oral evidence and oral traditions.

Learning can be made permanent through the resource person. For example, pupils and students are able to recall the topic(s) that resource person(s) treated anytime they come across such resource persons in the community.

The learners tend to learn through concrete objects they come across in the course of using resource persons instead of teaching in abstract. The method enables, for instance, the teacher and his students, the opportunity to have physical contact with the community, its people particularly the traditional ruler and his chiefs-in council. In addition, when dealing with traditional religion, the students are given the opportunity to see the concrete objects that represent or symbolize the traditional gods/goddesses in their shrines. If they remain in the classroom, they will not have such an opportunity.

In addition, the use of resource persons helps in widening pupils' and students' experiences. This happens as a result of engaging in different topics which are treated by different resource experts. This development helps to broaden the frontiers of knowledge of the participants. It also helps the resource persons to update their knowledge as some knotty questions may be asked by the students. This calls for a better preparation against the future on the part of engaged professionals.

4.3.2   Demerits of Using Resource Persons

There is no method that is free from certain shortcomings. One of the disadvantages of using resource persons is that relevant knowledge alone may not qualify certain individuals for effective dissemination of knowledge. A resource person is not a trained teacher may not be able to handle the topic.

Again, there is likely to be a problem of language, and the age of students may not be ripe enough to understand the resource person. The problem of language may arise in multi-ethnic class in which the use of the English language as our *lingua franca* would have served the purpose but for the unfortunate inability of the resource person to speak good and flawless English. Worse still, he or she may not understand English at all. This situation will naturally create confusion and embarrassment for all the stakeholders.

Moreover, the usage of some terminologies may create confusion even when English as the official language is used. This is more correct in the areas where legal and military technical terminologies are used, thereby making the students feel lost to the whole discussion.

The environment where the information is being disseminated may not be conducive to the learners. For instance, a smithery or bakery where heat and smoke make staying there uneasy. In the long run, the participants may lose interest in the whole teaching-learning process.

There is the possibility that the students will disrespect him, hence, disorganizing the class and achieving nothing at the end of the exercise. This may not be the situation when non-literate or non-well-educated individuals like farmers, fishermen, traders, artisans and others in this category serve as resource persons.

Finally, it is both time consuming and financial costly. The arrangement between the institution and the resource person after than not consumes a lot of time. In addition, it would cost the pupils/students financial sacrifice as they may have to be transported to the venue of the teaching and the resource person has to be given some amount of money in form of honorarium.

Joel M. Levine (in Osokoya 1996) gave the following seven steps to be taken when inviting a resource person to the classroom:

- Prepare a list of potential resource persons and inquire about their availability.
- Define and state the main purpose for the audience. Provide information on the grade level, nature and size of the class and include a list of questions students have asked about the topic. Confirm the purpose, date, and time of the visit in a letter that also include travel directions.
- Determine the need for any special equipment of facilities, such as filmstrip projectors, maps, or charts, and arrange for their availability on the date and hour of the presentation.
- Brief students about the resource person and his or her area of expertise. Such classroom discussion helps focus their attention during the actual presentation.
- During the presentation, maintain an orderly classroom environment and stay alert to any possible needs of the speaker.

– Follow up and reinforce what has been learned in the presentation with activities that will move students to ponder how the presentation may affect their lives. Essays, classroom discussions and research projects also serve this purpose very well.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. A resource person is a trained teacher. **True/False**
2. Ifa is associated with the Hausa. **True/False**
3. The involvement of a resource person is for the effective handling of topics that the teacher can not handle. **True/False**

4.4 Summary

This unit has familiarized us with the importance of making use of resource persons underscoring the fact that no teaching method is free from limitations or demerits.

4.5 References/Further Readings/Web Resources

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4.6 Possible Answers to SAEs

Answers to SAEs 1
1. False
2. False
3. False

Unit 5:   Micro-Teaching in Teaching and Learning of History

Unit Structure

5.1 Introduction

Most of the teachers in other disciplines except education in most cases do not receive a special training in pedagogic techniques, as it is not considered necessary for their recruitment or for an efficient continued performance. Their ability to teach therefore largely depends on self-training, either by trial and error, while teaching or by observation of colleagues, who may or may not be helpful example(s). Getting in front of students is a trying experience for a budding teacher. In theory, everything seems much simpler, in practice the complexity of a teaching situation can be overwhelming. To deal effectively with it, teachers must not only have a good knowledge of the subject in hand, but also some communication skills.

A micro-teaching session is much more comfortable than real classroom situations because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or even hostile. Micro-teaching has been developed as a course in many teacher-training institutions around the world. It readily combines theory with practice. When one considers that teacher trainees in many training programmes do their teaching practice under inadequate supervision with no student feedback, the relative merits and economy of micro-teaching become more and more apparent.

The Stanford model consisted of a three-step (teach, review and reflect, re-teach) approach using actual students as authentic audience. The model was first applied to teaching science,

but later it was introduced to language teaching. A very similar model called Instructional Skills Workshop (ISW) was developed in Canada during the early 1970s as a training support programme for college and institute faculty. Both models were designed to enhance teaching and promote open collegial discussion about teaching performance.

5.2 Learning Outcome

By the end of this unit, you will be able to:

1. Examine the concept micro-teaching
2. Explain issues inherent in the method

5.3 Meaning of Micro-Teaching?

Micro-teaching is a scaled-down simulated teaching encounter designed for the training of both pre-service or in-service teachers. It is an organized practice teaching. The goal is to give instructors confidence, support and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. It is a quick efficient, proven and funny way to help teachers get off to a strong start.

It has been used worldwide since its invention at the Stanford University in the late 1950's by Dwight W. Allen, Robert Bush, and Kim Romney. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills, while learning how to develop simple, single-concept lessons in any teaching subject.

Micro-teaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple instructional materials to make lesson more interesting, effective reinforcement techniques, introducing and closing lessons effectively. Immediate, focused feedback and encouragement combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the micro-teaching protocol.

Over the years microteaching has taken many forms. At the early stage, it was very formal and complex. Real students (typically four or five) were placed in a rotation of teaching stations in a micro-teaching clinic. Teachers would teach for an initial five to ten minutes, single element lesson that was critiqued by a supervisor. The teacher would have a brief time to revise the lesson and then re-teach the same lesson to a different group. In later years, these sessions were videotaped. Videotaping micro-teaching lesson became the optimal practice because it allowed teachers to view their own performance.

With time, it soon spread to more than half of the teacher preparation programmes in the United States and other parts of the world. Though successful, its complexity overwhelmed its effectiveness as a training device and its use declined over the following decades.

5.3.1 The New Micro-teaching

In the late 1980's and early 1990's microteaching was reinvigorated with a completely new format developed in Southern Africa and later in China. Early modification was made in Malawi, but it was in Namibia and China that micro-teaching was completely transformed.

Twenty-first-century microteaching increases training effectiveness using an even more scaled down teaching simulation environment. The new micro-teaching format was primarily shaped as a response to in-service teacher education needs in Namibia, where the vast majority of teachers were uncertified and there were few resources with which to train them. In China, it became part of a national effort of modernizing teaching practice. Three new concepts were incorporated.

(a) **Self-Study Groups:** Teachers rotate between the roles of teacher and students, building on earlier version of "peer teaching". Self-study groups of four or five teachers have become the norm.

(b) **The 2 + 2 Evaluation Protocol:** In earlier versions of micro-teaching, rather elaborate observation protocols had been developed to evaluate performance for each teaching skill. In the new micro-teaching, each new skill is introduced to trainees in varied combinations of face-to-face training sessions, multi-media presentations, and printed materials. These training materials give hints about behaviour to watch for and comment on in the accompanying micro-teaching lesson. After a micro-teaching lesson, each of the teachers playing a student role provides peer evaluation of the teaching episode using the 2 + 2 protocol-two compliment and two suggestions. Compliments and suggestions are focused on the specific skill being emphasized, but may relate to other aspects of the lesson as well.

(c) **Peer Supervision:** Originally, the micro-teaching protocol required the presence of a training supervisor during each lesson. However, with minimal training the compliments and suggestions of peers can become powerful training forces.

Trainees feel empowered by the practice of encouraging them to evaluate the compliments and suggestions they receive from their peers (and supervisors, when present), allowing them the discretion to accept or reject any or all suggestions. On average, the suggestions are considered worthwhile and are equally valued.

The new, simplified format makes it easier to incorporate the full, recommend protocol of teaching and re-teaching each lesson for each student. The Gestalt experience of planning and

executing a brief lesson that is closely monitored and scrutinized and the offering and receipt of feedback from respected peers is an integral part of the experience.

Furthermore, the flexibility of allowing each micro-teaching self-study group to make its own schedule, find its own location, and organize its own training and feedback procedures becomes an important part of the training experiences. This leads to substantial saving of resources.

5.3.2 Modifications in Micro-teaching

Over the years, many microteaching clinics have made modifications in the basic training protocol that detract from the effectiveness of microteaching training, but are thought necessary, given the constraint of resources.

One of the modifications is increasing the size of the microteaching class. Sometimes. An entire class of twenty to thirty-five students is used as the microteaching class. This is necessary for scheduling reasons and because of the lack of facilities and staff for multiple, simultaneous sessions. The number of students in each class means that students teach very frequently, often only once, and usually have no opportunity to re-teach.

Another modification is the use of longer lesson, often fifteen or twenty minutes in length, because it is difficult to fit some lesson concepts into a five-minute lesson. Longer lessons in micro-teaching greatly increase the complexity and duration of training sessions, reduce the number of sessions possible for each individual trainee and tend to cause the training sessions to lose focus. Micro-teaching research at the Stanford University repeatedly showed that a five-minute lesson is sufficient for the practice of many useful teaching skills in all subject areas.

Another modification is the development of elaborate micro-teaching facilities, sometimes with permanent installations of multiple cameras, one-way glass partition, and even audio capability of each student desk. Though well intentioned, such clinic facilities have not proven cost-effective for the widespread use of micro-teaching. These facilities are even more personnel intensive. Often special technicians are assigned along with a supervisor.

These facilities would be more effective if the video-taping capacity was entrusted to students, thereby reducing the cost. When lessons are not video-taped, the training results have been found to be quite acceptable, though not optimal. Asking trainees to view these tapes together is an effective way to highlight and demonstrate the essential aspects of the skill being taught.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ is a scaled-down simulated teaching encounter designed for both pre-service and in-service teachers. (a) project (b) seminar (c) micro-teaching (d) teaching practice

2. The purpose of micro-teaching is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching _____ (a) practice (b) skills (c) knowledge (d) experience
3. Stanford University showed that a _____ lesson is sufficient to practice many useful teaching skills in all subject areas. (a) fifteen-minute (b) ten-minute (c) three-minute (d) five-minute

5.3.3 Characteristics of Micro-Teaching Method

Its characteristics are derived from the activities that are undertaken in the process of actualizing the method. These include:

i. Instruction or materials to be taught are specific rather than general.

ii. Instructions are taught in micro-units or lesson, with each in sequential, systematic and incremental relationship to the other.

iii. Relevant and effective models are used.

iv. Effective and immediate feedback are provided. This enables the teacher to have information about teaching behaviour in two or more comparable situations;

v. Use of mechanical recording of the micro-lesson and video-tape, for instance, is encouraged.

vi. The feedback affords the teacher through the supervisor, colleagues or peers and participating pupils, are invaluable.

After each micro-lesson, the teacher should immediately jot down his impressions of his performance and students learning in relation to earlier stated objectives. All the members of the team should complete their teaching tasks before reviewing and criticizing the teaching exercise of each other. During the criticism, good points in the teaching exercise should also be mentioned while the mistakes made and how the teaching can be improved upon should be highlighted.

5.3.4 Some key questions in planning micro-teaching lesson

Micro-teaching is a demonstration form of teaching that introduces a new teacher to the art of teaching. It is aimed at boosting his (teacher's proficiency) as well as helping him to acquire the necessary techniques and skills that will equip him for actual teaching exercise. In planning a micro-teaching lesson, the following are the questions that the participants should bear in mind:

1. What kind of things do you want the pupils to learn? (Skills, facts, concepts, attitudes and values).
2. What are your precise instructional objectives?
3. What is the most appropriate sequence of topic and tasks?
4. What are the most appropriate techniques?
5. How should the teaching and learning be evaluated?

Planning Micro-teaching Session

The duration of a Micro-teaching session depends on the number of participants. It should take in two separate classrooms where the second room is required for videotape viewing.

Equipment for Micro-teaching session

1. TV/Computer set
2. Video recorder/camcorder
3. Camera
4. Tapes for Camera
5. Black or White board, flipchart, pin board, markers with different colours.

Steps in Micro-teaching and Rotating Peer Supervision

1. **Preparation:**

Each participant of the session prepares a teaching segment. The presenter gives a brief statement of the general objectives of his/her presentation to be addressed. The group members may be asked to focus their attention on particular elements of the lesson or of the teaching style.

2. **Presentation and Observation:**

Each participant presents his/her 10-minute teaching segment. He/she is allowed to use the media available. During the presentation, other participants serve as members of a supervisory team and take notes for the group feedback. Each lesson is video-taped. Although the lesson is short, objective and procedures should be clear to generate useful discussions.

3. **Videotape Viewing:**

The presenter watches the tape of his/her presentation and decides whether or not the objectives were accomplished

4. **Discussion and Analysis:**

While the other presenter goes to another room to view the videotape, the supervisory team discusses and analyses the presentation. The discussion should focus on the identification of recurrent behaviours of the presenter in the act of teaching. Only those patterns which seem possible to alter are selected for this discussion with the presenter and these should be emphasized in order to improve his presentation in the future. Objectives of the lesson plan are

also examined to determine if they were met. Suggestions for improvement and alternative methods for presenting the lesson are formulated. Finally, a member of the supervisory team volunteers to be the speaker in giving the collected group feedback.

5. **Giving and Receiving Feedback:**

Under the guidance of the teacher, the presenter is first asked to present a self-feedback to his mini-lesson. With the new information taken into account, the spokesman of the supervisory team summarizes the comments generated during the analysis session. This session is intended to provide positive reinforcement constructive criticism.

The way in which feedback is given and received contributes to the learning process. Feedback should be objective and direct, constructive, focusing on the ways the presenter can improve, and containing personal observations.

Tanja Gavrilovic, et al made the following suggestions on how to give and receive feedback in a micro-teaching workshop. They divided it into two, namely, giving feedback and receiving feedback.

Giving Feedback

According to them, when you are giving feedback try to:

a. Be specific rather than general. For example, rather than saying "You weren't clear in your explanation "tell the presenter where he/she was vague, and describe why you had trouble understanding him/her. Similarly, instead of saying "I thought you did an excellent job" list the specific things that he/she did very well.

b. Be descriptive and specific rather than evaluative. Avoid starting a sentence with "you", it is better to start with "I"

c. Describe something the person can act upon.

d. Choose one or two things the person can concentrate on. When giving feedback, call attention to those areas that need the most improvement.

e. Avoid conclusion about motives, or feeling. For example, avoid saying something like "You don't seem very enthusiastic about the lesson".

f. Begin and end with strengths of the presentations. If you start off with negative criticism the person receiving the feedback might not even hear the positive part, which will come later.

Receiving Feedback

When you are receiving feedback try:

a. Not to respond to each point, rather listen quietly, hearing what others' experiences were during their review, asking only for clarification. The only time to interfere with what is being said is if you need to state that you are overloaded with too much feedback.

b. Be open to what you are hearing. Being told that you need to improve yourself is not always easy but it is an important part of the learning process. Although, you might feel hurt in response to criticism, try not to let those feelings dissuade you from using the feedback to your best advantage.

c. Take notes, if possible. If you can, take notes as you are hearing the other people's comments. You may discover that the comments that seemed to be the harshest were actually the most useful.

d. Ask for specific example if you need to. If the critique you are receiving is vague or unfocused, ask the person to give you specific examples of the point he / she is trying to make.

e. Judge the feedback by the person, who is giving it. You do not have to agree with every comment. Ask other people, if they agree with the person's critique.

In summary, be practical, tactful, and open towards others' ideas and opinions in the micro-teaching workshop and in your classes as well.

5.3.5 Advantages of Micro-teaching

1. Through the teaching-learning situation, the method addressed is a contrived one, it is nevertheless one in which real teaching and learning can and have actually taken place. It helps to sharpen and develop practical teaching skills.

2. It reduces drastically the complexities of the actual classroom situation since class size, the scope of the lesson and the amount of time are all reduced which are the features of normal class situation. It allows the class to proceed at the teacher's rate.

3. It allows the teacher, any teacher for that matter, to focus upon the acquisition of certain teaching skills, attitudes, abilities, etc. or the accomplishment of certain tasks.

4. It is a reliable method which facilitates learning easily. Learning that takes place in each programmed mini course setting is always by immediate positive reinforcement.

5. It enables the teacher to describe in considerable detail and in sequence the immediate on-going pattern of classroom events. Audio-visual machines can be set automatically to record the teaching which can later be discussed after the teacher has carried out the teaching process.

6. It helps to eliminate gross errors. It helps in building confidence.

7. It does not change the personality of the teacher overnight.

8. It does not make the trainee a brilliant and gifted teacher but just a better one.

9. It can serve as a useful means of self-criticism on the part of the teacher and students. In addition, it encourages student-teacher dialogue, and misconceptions about the subject matter being taught can be allayed.

10. It has the enormous advantage of being able to offer immediate feedback following performance. This source of feedback at the teacher's disposal with the help of which he can maximize his teaching behaviour.

11. It offers close supervision, manageable objectives established according to individual trainee needs, and progress.

12. It offers an unprecedented opportunity for self-evaluation and immediate guidance in area deficiency.

When these advantages are combined with the economy of resources required to obtain them, micro-teaching becomes a valuable training method under many conditions throughout the world.

5.3.6 Demerits of Micro-teaching

a. It cushions the teacher from the complexities of the actual and teaching-learning situation.

b. Certain problems can arise. For example, the role ascribed to student participants could either be unrealistic or otherwise in-appropriate especially where insufficient thought has been given to the choice and the preparation of instructional materials.

c. The method may become boring as a result of repetition of the recorded visual material in the process of arriving at an assessment of the teacher.

d. It will produce homogenized teachers with standard smiles and procedures.

e. Skills may not be internalized.

f. The camera may affect the performance of the trainee.

g. Putting up adequate teaching content for the period of ten minutes may be a problem.

h. Creating an artificial environment which may be totally different from real classroom situation.

i. The entering behaviour of the members of the team in respect of the topic under discussion may be difficult to determine.

Self-Assessment Exercise (s) 2

> Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.
>
> 1. The characteristics of micro-teaching are derived from the activities that are undertaken in the process of actualizing the _____ (a) method (b) content (c) lesson plan (d) scheme of work
> 2. Micro-teaching is a _____ form of teaching that introduces a new teacher to the art of teaching. (a) discussion (b) demonstration (c) dramatization (d) dissolution
> 3. In micro-teaching, the way feedback is given and received contributes to the _____ process (a) examination (b) evaluation (c) teaching (d) learning

5.4 Summary

In this unit we have learnt the concept of micro-teaching in history with the merits and demerits associated with the method as a strategy for impartation of knowledge.

5.5   References/Further Readings/Web Resources

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5.6   Possible Answers to SAEs

Answers to SAEs 1
1. C
2. B
3. D

Answers to SAEs 2
1. A
2. B
3. D

Module 6: Evaluation in History

Module Structure

Unit 1: Meaning and Importance/Purpose of Evaluation in History

Unit 2: Techniques of Evaluation in History I (Essay, Objective Questions)

Unit 3: Techniques of Evaluation in History II (Teacher- Made Test and Observation)

Unit I: Meaning and Importance/Purpose of Evaluation in History

Unit Structure

1.1 Introduction

1.2 Learning Outcomes

1.3 Meaning of Evaluation

    1.3.1 Purpose of Evaluation

1.4 Summary

1.5 References/Further Readings/Web Sources

1.6 Possible Answers to Self-Assessment Exercise(s) within the content

1.1   Introduction

The 1st three modules earlier discussed centered on the overview of history, dimensions of planning in teaching history, methods and instructional materials in teaching history. In this module attempts will be made to examine evaluation in history. What has a beginning must have an end. The only way to end your teaching activity is to evaluate the entire exercise. Hence, the need for this last module which commences with a unit that addresses the meaning, and importance/purpose of evaluation in History.

This is based on the principle that says the teaching process is never complete without the evaluation process. It then means that evaluation in history is also an important ingredient for a teacher in any teaching activity. It is for this reason that this unit will be dedicated to the meaning and purpose of evaluation in History.

1.2 Learning Outcomes

    By the end of this unit, you should be able to:

1. Explain the process of evaluation.

2. Discuss the purposes of evaluation in history.

1.3 Meaning of Evaluation

Evaluation, assessment and testing are used to mean the same thing in this unit. Evaluation in a school setting is the process of assessing achievement and to encourage and instill confidence in the right direction. It is a way by which the teacher determines the extent to which learning had actually taken place. In other words, evaluation is carried out to assess the extent to which set objectives have been achieved and to effect necessary changes for improvement. Tests, examinations and assignments are usually conducted to find out to what extent students have been able to learn the factual knowledge or information being taught to them. On the other hand, evaluation is carried out to determine the extent to which stated objectives have been accomplished.

1.3.1 Purpose of Evaluation

➢ Evaluation is very indispensable in History. In fact, every lesson in history course must be evaluated. Why then do we evaluate?

➢ To assess the effectiveness of instruction. i.e. to check the effectiveness or quality of teaching.

➢ To assess the effectiveness of instructional materials such as textbooks, teaching aids and other resources for teaching and learning.

➢ To determine to what extent students have learned what they are expected to learn.

➢ Evaluation gives the students a clue as to how well he is doing in relation to his classmates.

➢ Parents gain first-hand information on their children's performance.

➢ Evaluation helps to give the designer of the course important feedback information necessary for the purpose of amending, modifying, changing, accepting or rejecting the entire curriculum package.

Self-Assessment Exercise (s) 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. _____ is assessing achievement and encouraging and instilling confidence in the right direction. (a) method (b) content (c) lesson plan (d) scheme of work (a) evaluation

2. A test given to the student during the lesson is referred to as _____ evaluation (a) formative (b) examination (c) continuous assessment (d) summative

> Examination is associated with _____ type of evaluation in micro-teaching, (a) formative (b) examination evaluation (c) on the process (d) summative

1.4 Summary

This unit has successfully examined the meaning of evaluation in history. It has also looked at the purposes of evaluation in history. We will go further to list and discuss some evaluation methods in History.

1.5 References/Further Readings/Web Resources

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1.6 Possible Answers to SAEs

Answer to SAEs 1

1. A
2. A
3. D

Unit 2: Methods of Evaluation in History I (Essay and Objective Questions)

Unit Structure

2.1   Introduction

In the last unit we examined the meaning of evaluation. We went further to discuss the purposes of evaluation. In this unit we will examine some methods of evaluation in History. Different evaluation techniques could be used in History. In this unit, we shall look at the essay and objective techniques.

2.2   Learning Outcomes

By the end of this unit, you will be able to:

1.   Set questions signifying essay and objective methods of evaluation.

2.   Explain the advantages and disadvantages of each method.

2.3 Essay Techniques

Essay method is a very popular method of evaluation in our educational system. It is through the use of essay that the cognitive, affective and psycho-motor domains are tested. The essay method gives the students the opportunity to react to the questions given to them in whatever form by using their own approach and language and they could write at length. Responses in essay questions are usually in written form.

2.3.1 Advantages and Disadvantages of Essay Techniques

i. Advantages of Essay Techniques

1. It is easy to set essay questions within a short period of time and less expensive in terms of materials and production.

2. It enhances good written expression and good organization and presentation of ideas.

3. Essay test determines the degree, depth and quality of the knowledge students have acquired.

4. It does not give room to guessing.

5. Through essay test, attitudes, feelings, values and skills of the learners are assessed.

6. There is freedom of expression unlike in an objective test where there is restriction in response to a question.

ii. Disadvantages of Essay Techniques

Critics have been very skeptical about essay method of evaluation on the basis of the following:

1. Only a few questions are set and answered making it impossible to adequately cover the total area taught or to be assessed in history.

2. The awarding of marks in an essay test is influenced by the mood of the examiner. In other words, the marking and grading of students' test are usually subjective.

3. It is tedious to mark an essay test in terms of time and energy.

4. It is disadvantageous to those who lack written communication skills.

5. It attaches much importance to the ability of students to recall information and therefore places much premium to verbal ability.

2.**3.2**   **Objective Techniques of Testing-Types**

Vernon (1956) defined an objective test as a test or examination in which every question is set in such a way as to have only one right answer. Objective test cover a wider area than the essay type. However, they require more time for planning and writing. The question can be answered with either 'Yes' or 'No', 'True' or 'False' or making a choice from a group of alternatives.

i.   **True or False**

Examples:

History is the study of man and his environment in relation to his past. (True or False)

Umaru Musa Yar'Adua became the President of Nigeria in 2008. (True or False)

Barrack Obama is the first black man in the United States of America's White House. (True or False)

Here you are required to indicate the appropriate response.

ii. Filling in Blanks or Completion of Item Type Examples:

Supply the missing words in each of the following sentences:

(a) Mansa Musa was a great ruler in _____ (b) The first military coup in Nigeria occurred in the year _____ (c) Nigeria gained her independence in the year_____

Here you are to supply the right answer.

iii. Multiple Choices

Example:

Underline the correct answer or put an (x) in the box that represents the correct answer.

(1)   The first Nigerian president in 1960 was

(a)   Dr. Nnamdi Azikiwe

(b)   Chief Obafemi Awolowo

(c)   Alhaji Sir Ahmadu Bello

(d)   Alhaji Sir Abubakar Tafawa Balewa

iv.   **Matching Pairs**

Example:

Match the following states in Nigeria with their correct capitals using arrows pointing from the states to their capitals.

	State	Capital
1.	Kwara	Minna
2.	Benue	Lokoja

3.	Plateau	Ilorin
4.	Niger	Makurdi
5.	Kogi	Jos

v. One Word Answers

Examples:

(a) Who was the first President of Ghana?

(b) Who is the first lady of Nigeria?

(c) When did Nigeria get her independence?

2.3.3 Advantages and Disadvantages of Objective Tests

i.   Advantages of Objective Tests

1. It is argued that objective test seems better than the essay type because of the objectivity which is built into it. There is only one correct answer for every item, thus the examiner's mood is not affected.

2. It does not give room for beating about the bush, because there is restriction in expression.

3. It is easier and faster to mark objective test.

4. Writing skill, good expression and presentation of ideas is not a barrier to a student performing well.

5. It can be used to test a wide range of information and skills in history.

6. It tests one item at a time and marking is standardized.

ii. Disadvantages of Objective Test

1.   Setting objective test is tedious and time consuming.

2.   There is a great deal of guessing and cheating.

3.   It does not assess actual mental knowledge.

4.   It makes it impossible to assess writing and language skills.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

Match the following states in Nigeria with their correct capitals using arrows pointing from the states to their capitals

State	Capital
1. Kwara	Minna
2. Benue	Lokoja

3. Plateau	Ilorin
4. Niger	Makurdi
5. Kogi	Jos

2.4 Summary

In this unit we have succeeded in examining two methods of evaluation in history. i.e. essay and objective tests. We looked at what the methods involve and how to go about using them. We also examine the advantages and disadvantages of both.

2.5 References/Further Readings/Web Resources

Baiyelo, T. D. (1992). Critical review of models in curriculum evaluations. In K. A. Adegoke & D.
Ajeyalemi (Eds.). *Fundamentals of Curriculum Theory and Practice*. Nigeria: UNILAG

   Press.
Baiyelo, T. D. (1993). Curriculum evaluation. In U.M.O. Ivowi (ed.). *Curriculum development in Nigeria*. Ibadan: Sam Bookman.

Gronlund, N. E. (1981). *Measurement and evaluation in teaching* (4th ed.). London: Collier

   Macmillan.
Kyriacou, C. (1986). *Effective teaching in schools*. Oxford: Basil Black Well Ltd.

Vernon, P. E. *(1962). Personality tests and assessments*. London: Methuen

.

2.6 Possible Answers to SAEs

Answer to SAEs 1

State   **Capital**

Kwara — Minna

Benue — Lokoja

Plateau — Ilorin

Niger — Makurdi

Kogi — Jos

Unit 3: Methods of Evaluation in History II (Teacher Made Tests and Observation)

Unit Structure

3.1 Introduction

In the last unit we looked at two methods of evaluation in history. i. e. essay and objective techniques. In this Unit, efforts will be made to examine two more techniques of evaluation i.e. teacher-made test and observation techniques.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

1.   Evaluate history lessons using teacher -made test

2.   Initiate some desirable changes in children using the observation method of evaluation in History.

3.3.1 Teacher-Made Test

This technique has its root in the belief that the teacher is all knowing. The teacher at the end of his teaching periods constructs some questions to assess his learners. He may decide to use any of the two methods discussed in Unit 2 or even the two in constructing his test.

Teacher- made test can be used to an advantage when such tests are constructed to test certain concepts, knowledge and understanding of work done in the course of any history class.

Teacher -made test can be used to evaluate the students, growth in certain skills in history e.g. skills in locating historical places in their community. All Tutor Mark Assignments in this study manual are examples of teacher- made test.

3.3.2   Observation

The method involves the process of noting and recording specific categories of behaviour as they occur in the natural setting.

The result could be used to describe or explain a child's affective behaivour. The observation has a considerable potential to assist a teacher initiate desirable changes in the affective area of learners.

i. Types of Observation

a) There are basically four types of observation techniques. These include:

b) Systematic observation: It is the type which has the procedure, range of situation and recording system clearly specified in advance. A greater degree of control and organization direct the observation from the beginning to the end. That is it is planned from the beginning to the end.

c) Unsystematic observation: It is the type which is not planned and does not impose any control or strict organization in the way it is conducted. The observer is given absolute freedom and discretion to decide and direct his observation in a way he deems fit.

d) Participant observation: It is that which has the observer as part and parcel of the observed so that the observer is placed in a better position to know and understand the nature and justification of the behaviour of the observed.

e) Non-participant observation: This is where the observer is detached from the activities of the observed. Here the observer is given ample opportunity to plan, record, and direct his/her observation while the observed may be so engrossed in their activities such that they may forget to record some significant behaviour.

ii. Advantages and Disadvantages of Observation

Advantages of Observation

The following are some of the advantages of observation method.

1. Observation offers the best means of noting and recording behaviour as it occurs in natural setting devoid of any pretence.
2. It provides the best supplementary information that will assist the history teacher in taking dependable decisions aimed at improving the teaching and learning process.
3. It assists in assessing the all-round behaviour of children that are incapable of verbalization.
4. Observation provides relevant information that could be used for counseling and reporting on students' behaviour.

iii. Disadvantages of Observation

Some critics have the following against observation method of evaluation in history.

1. It is time consuming and energy sapping.

2. In some cases, it may involve financial cost.

3. The person being observed may not give honest response especially if he/she gets to discover the same.

4. There is the tendency for the observer to become bias in his reporting of observed behaviour.

Self-Assessment Exercise (s) 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Observation offers the best means of noting and recording behaviour as it occurs in natural setting devoid of any pretence. **True/False**

2. Teacher-Made Test belief that the teacher is all knowing. **True/False**

 3.4 Summary

In this Unit, we have been able to examine two more techniques of evaluation in History. There are some techniques not discussed in this course material because of time and the degree of their importance to a History teacher. This Unit brings us to the end of this course material. Stay back, read well and enjoy your study period.

 3.5 References/Further Readings

Baiyelo, T. D. (1992). Critical review of models in curriculum evaluations. In K. A. Adegoke & D. Ajeyalemi (Eds.). *Fundamentals of Curriculum Theory and Practice*. Nigeria: UNILAG Press.

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Kyriacou, C. (1986). *Effective teaching in schools*. Oxford: Basil Black Well Ltd.

Vernon, P. E. (1962). *Personality tests and assessments*. London: Methuen.

3.6 Possible Answers to SAEs

Answers to SAEs 1

1. True
2. True