

**Teaching and Learning in the Humanities
and Social Sciences:
Perspectives of Competence**

**Teaching and Learning in the
Humanities and Social Sciences:
Perspectives of Competence**

Edited by

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Foreword

I feel privileged to be requested to write the foreword to this book entitled: *Teaching and Learning in the Humanities and Social Sciences: Perspectives of Competence*, a publication put together by the School of Arts and Social Sciences, Adeyemi Federal University of Education, Ondo, Nigeria. The contributors to this book are seasoned scholars in their various fields with solid academic standing. Each of them has unveiled the most salient points in the emerging issues in multi-dimensional pedagogical perspective.

The three-module book, has been broken down into units, which no doubt provides a clear discussion of each of the topics. Of great interest are the first five units of the first module which engaged critical areas of teaching profession. The second module centres on lesson planning and methodology of teaching courses in Arts and Social sciences. Module three focuses on instructional materials for teaching and learning. This ranges from improvisation to utilisation of materials that could be gainfully used in the teaching of courses in Economics, Theatre Arts, History, Geography and Political science in Nigeria school system.

I wish to commend and congratulate the Dean and her team for coming up with this noble idea and nurturing it to fruition. The quality, readability and language used to convey ideas in this book will appeal to students, educational practitioners and general readers.

I therefore, strongly recommend the book as a special and general text for students at all levels as well as practising teachers in tertiary educational institutions.

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UNIT 3

Utilization of Instructional Materials for History Teaching and Learning in Nigerian Schools: Prospects and Challenges

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Introduction

This study concerned itself with the assessment of instructional materials to the teaching and learning of history in the growing pace of technological innovations, focusing on Nigerian schools. The last few years has witnessed a kind of resonance, well vibrated by the national government to reinvigorate the potentials of History as a tool for societal reconstruction in the basic academic curriculum. The reasons for this resonance are not farfetched from the fact that societal values, especially in retrospect, are better learned through the subject of History than any other related subjects at all school levels. History has been differently defined by various scholars, and the definition point to the common belief that it is the art of studying the past in a skillful and organized manner (Carr, 1961). Invariably, it is a narrative based on scientific interpretation of past human endeavours (Ajetunmobi, 2010). By this definition, History is not story telling because its interpretation requires professional skills that differentiate the historian from a story teller or any king of mythology. Therefore, the relationship of History with other academic disciplines is essentially impacting on societal classification and engagement. As such, the dissection of the genealogy of History as an academic engagement unequivocally presented it as eclectically related to other disciplines in every area of study. In other words, the relevance of history to the old and modern societies

remained constantly undebatable.

Marwick (1970) argued that the society cannot escape from history because our lives are been directed by our past actions, through which our decisions form the embodiment of knowledge for lightening our future. Hence, assessing the benevolence of the Nigerian government towards reintroducing history as a stand-alone subject in the academic curriculum of primary and secondary schools greatly enhanced a critical reconsideration of the statements of the great Historians, well propagated by Marwick, Ade-Ajayi, Biobaku and others. Universal Basic Education Commission (2021), posited that the nature of History as a unique and interesting subject in the field of the arts, requires that the teacher and learner devise a way of understanding some of the difficult concepts in it. The above was testified to by Ajayi, (1970), when he expressly emphasized the stark truism characterizing the complexities marring the teaching and learning of History irrespective of the period and environment, within the specified academic curriculum at any educational level.

Teachers of History in Nigeria are still using conventional approaches in teaching and learning history, as a result, students are not interested in studying history due to their poor understanding of the process (Adu-Peters, 2022). Thus, this study unit focuses on harnessing the various instructional materials, including the ultramodern multi-media technological gadgetry in facilitating teaching and learning of history inside and outside the classroom. However, identifying and using instructional materials by the classroom teacher in solving teaching and learning difficulties in History remain the main focus of this work. Adu-Peters (2022), defined instructional materials as those items, written, unwritten, real or improvised, in term of figures or other objects that make teaching and learning of history very easy and learnable. This definition tends to be universally admitted to understanding the teaching and learning of historical concepts. Munich and Meyer (2019), Bayrout (2022), attested to the potency of instructional materials in discharging pedagogical responsibilities by the well trained and talented teachers. Also, Ajetuberu (2000), clarified that

instructional materials constitute an integral part of classroom components that make learning real, closer, convenient and appealing to sense organs. In summary, instructional materials are indispensable to teaching and learning process by way of reducing the teacher's tasks and making learners assimilate a greater percentage of the topic by mere observation and practice. The study of History in Nigerian schools is related to the sustainability of the socio-political and economic strength of the nation, therefore, the objective of this chapter is to identify the sources and varieties of instructional materials for teaching and learning of History; establish the mode of utilization of the identified materials and the proper perspective for the use of instructional materials in the teaching and learning of History.

UBEC (2021) posited that instructional materials in the teaching of History could be sourced from three different sources. They are:

1. Primary Source

They are instructional materials in their original form, acquired directly for teaching and learning of History. The interpretation should be carefully done to avoid falsification. Thus, History teacher making use of instructional materials from the primary source should try to be objective in the process of interpreting the data for teaching the students. The materials are usually in three major forms, such as oral, written and materials. Oral data are testimonies from mouth to mouth such as the family history or legendary stories. Written primary source (Archival materials) are instructional materials in written forms, usually deposited in public outlets such as Archives. An instance is National Archives Ibadan, where original documents relating to the colonial history of Nigeria and Southwestern Nigeria are repositied for knowledge acquisition. Such available materials in the archives include; past documents of District/Divisional Officers, Residents, Provincial officials, Lieutenant. Governors, Chief Secretary's Official reports, Reports on Districts, Letters of reigned Kings and great leaders, including Merchants in various Districts and Divisions. Instructional materials

could also be sourced from private archives, museums, cultural centers. The third type which is called materials were items excavated or discovered from past activities of man. Such among others were the Bronze head, terracotta, Ife pavements, Nok culture, pot-herds, polished stones, human bones and pictures of past heroes and heroines.

2. Secondary Source

These are written documents of individuals. They are often written based on the information derived from primary source. They are either published or unpublished materials that are used to teach History. Published materials include books, journals, monographs, mimeographs. Unpublished secondary source include thesis dissertations such as doctoral degree, conference and seminar papers.

3. Tertiary Source

This is the most recently used source in the teaching and learning of History. The wave of globalization and technological innovation has not left out the History teacher in the race to imbibing the dynamism of pedagogical issues. Here, Offorma (2018) and Olulibe (2020), reiterated that technological innovation has become an impetus to teaching and learning process, most of the scarce materials are rightly at the doorsteps of the committed teacher for effective delivery of his lessons. They further clarified that the modern society is deeply enmeshed in the dividends of technology for knowledge derivation and manipulations. In view of the above, this study has considered the effective use of modern technological materials and methods for effective delivery of History lessons. Part of the tertiary source is the use of the knowledge of other disciplines to interpret historical data. This source is also known as ancillary source. Disciplines such as Geography, Economics, Social Studies, Sociology Anthropology and many more are used to relay concrete information about historical events by the History teacher.

Prospects of the Use of Instructional Materials in History Teaching

1. Instructional materials make teacher's lesson preparation less cumbersome. The teacher prepares his note of lesson from known to unknown or simple to complex.
2. Instructional materials enhance a meaningful and concrete understanding of past events.
3. Learners are able to appreciate the roles of past heroes and heroines and such knowledge is transferred to real life experience, rather than imagined.
4. Learners appreciate the interdisciplinary approach to teaching-learning process, emphasis are laid to the fact that subjects relate to one another and History cannot be taught in isolation.
5. Enhance learner's consciousness about inter-group relations, promotion of national values for functional co-existence.

The Use of Modern Technology in Teaching History (Digital History)

Unless history is interpreted and deconstructed using the realities of the 21st century, motivation to learn will disappear over time and this in turn will affect the subject matter of history as an academic field of study. It is on this note that this paper proffers a modern way of learning history in a more fascinating ways which will promote the overall appreciation of the subject matter and encourage teachers and learners to make use of the best opportunities of technological resources to intensify the propensity of the teaching learning process. The modern history classroom should be relevant to students navigating their way through a rapidly changing world which has been shrunk by technology and in which there has been an explosion of knowledge. It is the history teacher who can put that knowledge to work, if he/she meets the student at the intersection of technology and of the past. Knowledge alone is of little use if not tempered by wisdom, and it is the historian who can apply "reason" to snippets of information.

Hence, the Internet, Virtual Reality, Timeline and Bookshark, Projector, Podcast, Music and Film usage are instructional sources under digital History. Digital history is an approach to examining and representing the past that takes advantage of new communication technologies such as computers and the Web. It draws on essential features of the digital realm, such as databases, hypertextualization, and networks, to create and share historical knowledge. Digital history complements other forms of history—indeed; it draws its strength and methodological rigor from this age-old form of human understanding while using the latest technology. Teaching History in the Digital Age is intended to serve as a guide for practitioners on how to fruitfully employ the transformative changes of digital media in the research, writing, and teaching of history.

1. Using the Internet in History Lessons

As Stradling (2003), stated, internet has become a new teaching and learning source in history lessons. Some of the most important advantages of internet are low cost, information update, use of digital format and use of voice, video and text in classrooms. The internet enables students and teachers to reach the following:

1. Summarize full texts of main sources and documents.
2. Consult many different sources such as; documents, journal articles, magazine and periodicals, letters, card postal, memories, photographs, posters, video clips, documentaries, news, programs about actual events, other related visual or audio materials.
3. Find some secondary sources related to important events in 20th century; some were written at the same time with these events and the others were written later.
4. Ascertain many perspectives of different historians, different countries and different ages Stradling, (2003). When History is viewed as a science, Ajetunmobi (2010), lessons are generally taught by presentation method. In

this approach various techniques are being used in order to make the learning process enjoyable and students are actively involved because they are able to observe and make comments about the instruction. Therefore, using internet in History lessons is inevitable when considering its easy access to the visual and audio sources and animations. Internet is a cyber-library with relevant, quick and diverse information opportunities across the globe to the teaching of History. Therefore, in history lessons students and teachers have chance to surf on the internet. Hence, with the use of internet, it would be easy to:

- a. have cyber museum tours related to the subject.
- b. connect with different sample events.
- c. make the lesson rich by accessing online drama.
- d. access sources such as memories, poems, stories, tales, legends related to the subject.
- e. access visual or audio materials such as pictures, miniatures, documentaries and films related to the subject; and
- f. access various games, animations, simulations, puzzles, maps. Therefore students get chance to do practice besides theoretical information.

Uche and Umoren (2018), succinctly remarked that a dedicated History teacher should be sufficiently knowledgeable and skillful in the use of the internet, computer and other technological devices. Also, Ulusoy (2012), posited that teacher should be able to carefully select the websites that are relevant to the age and topic he wants to teach at any period. Search Engines such as Google or Bing, Wikipedia wide range of information will be accessible to the students. Relevant information will not only be made available, but the student will also discover discrepancies in information. This will readily provide them the knowledge that not all event happened in the way they have been presented by a particular source. The skill of critical thinking can therefore begin to develop as students will try to analyze and find connection or disconnection between events,

actors, and timelines, and in the end create a body of understanding or line of thoughts as regards the topic under study.

2. Social Media or Social Networking

Another technology through which History can be efficiently taught and effectively learned is the social media/social networking. In a social network student are to log in on a media platform (facebook, yahoo mail and WhatsApp, which enable them to create a profile page, where they can often add pictures, sounds, and other related contents as well share thoughts. They can then connect with people they know or might have met from the site by becoming their “friends” (Osakwe, 2017).

3. Using Virtual Reality (VR) to Teach History

Virtual Reality is a simulated environment and experience that could be similar to or completely different from that of the real world in which a user is physically situated. Virtual reality is becoming incredibly popular across education and one of the obvious subjects to benefit from this technology is history. Teachers can now use VR to bring a subject to life and provide pupils with a first person perspective of a particular topic.

4. Learning Applications

When teaching history it is best to make students experience the history, instead of just reading or hearing about it. When teaching about the Berlin Wall, Johannes like to pass around a piece of the wall that he has; students think it is cool to say they have touched the wall we are learning about, and it is not hard to obtain a piece either. But most of the history we teach is hard to obtain and as such the advent of mainstream VR offers a very valuable opportunity in the search for meaningful lessons. VR tours allow you to take the class on fieldtrips that simulate a physical place without ever leaving the classroom. There are many varieties, but common tours allow users to navigate freely in a ‘museum’ type space that allows for

interaction, manipulation, and more. VR kits with motion controllers will often allow for much more immersive experience.

5. Analyze the Past

With VR technology, scholars may now be able to use that sense of presence to analyze history in new ways. Textual and visual documents along with oral accounts have been the primary sources historians use to access fragments of the past. They provide us with documentation and evidence about the past, but to what extent can they convey a sense of presence? Historians have used other methods to recreate the materiality of the past from food historians using historical recipes to the use of 3D printers to recreate objects from the past. Spherical photography and 3D virtual environments may provide historians with new ways of analyzing the past through presence.

Historians can now travel ten years into the past and experience a sense of presence with this tool. This type of primary source and the ability to stand in the past isn't limited to twenty-first century photography. Historical panoramic photographs from the late nineteenth and early twentieth centuries can also be viewed in VR.

6. Represent the Past

The public history applications of VR are ample and many institutions and organizations have already begun to experiment with the technology. There are now several short historical documentaries shot in spherical video on YouTube. With a VR headset, users are placed within the video. While these videos may just be another medium for representing history to broad public audiences, the capability of VR technology to generate a sense of presence and situate those audiences within past environments represents something different. The experience of viewing a historical panorama in a VR headset can be powerful. It can generate a sense of presence.

Possibilities and Limitations of VR in the Classroom

VR Culminating Activity

Due to the current financial and technical state of VR, it is out of reach for many. However as mentioned, one does not need to have VR equipment in order to experience some of what VR has to offer. For this culminating activity, you are to choose a virtual tour of your choice that you can access with your browser (no VR needed).

In sum, the possibilities of VR for historians are exciting and certainly worth further exploration and critical analysis. Are these examples simply flashy gimmicks or do they represent future tools for history educators, public historians, and scholars? There are clearly some current applications of VR for history. Through our teaching and scholarship, we may find more ways to use presence to better understand the past.

When paired with traditional pedagogical practices, like primary source analysis, immersive technologies can be a useful educational tool. As virtual reality systems and the hardware required to run them become more affordable, virtual reality will likely become more ubiquitous in the classrooms.

7. Using Projector to Teach History

Offorma (2020), explained that technology is speedily transforming teaching and education, there's no doubt about it. The days of schools having a separate computer lab that students had limited access to are long gone. Instead, redesigned learning spaces are taking over, and today, every classroom needs to be a smart classroom. The smartest element of any classroom today is its projector system – a visual learning tool that takes education to an entirely different level like never imagined in traditional classrooms. Smart projectors are not just tools to make taking classes easier for teachers; they make every lesson significantly impactful, make much better use of class time, and place student learning at the core of every activity.

8. Transforming the Teaching Methodology Itself

Smart Projectors today come with inbuilt memory and storage while giving a free hand to the teachers to download the Android Package Kit (APK) files as per the requirement of the school without any hassle. Easy access to video conferencing apps and other educational apps allows them to unlock all the features they bring with them. Smart projectors come with many superior features that can amplify the learning experience as a whole.

9. Boosting In-class Engagement to Unlock Improved Learning

Interactive projection systems can take the teaching-learning process to another level altogether. Studies suggest that students are encouraged to attempt to solve problems independently instead of looking at the answers when using collaborative learning tools. They are excited to solve the problem collaboratively and independently instead of wanting to solve it ahead of their classmates in a hurried or unfair manner. Projectors also ensure that everyone in the class gets an equal and clear view of what is being taught by the teacher, encouraging them to pay more attention.

10. Amplifying Classroom Productivity Like Never Before

Interactive classroom projectors save time for both teachers and students – they give teachers the luxury of not having to write everything on the board and students the freedom to not write everything down. Projectors also substantially reduce distraction for the students as there aren't many windows for them to disrupt the class flow. With collaborative features, teachers can also involve students in devising lesson plans and take student engagement to new heights.

11. Providing an Impactful And Interactive Learning Experience

Through projectors, students are able to learn substantially more

they can with just text and images in textbooks via multimedia visualization. Imagine using Google Earth for a geography lesson, watching an informational visual of how a seed becomes a fruit, witnessing a time in history through a documentary, and more. The possibilities are endless with projectors in classrooms. From using webcam functionalities to get in touch with teachers and classmates to clarify doubts to streaming videos to learn some complex information mentioned in their lessons quickly, there is so much that students can do with smart learning that projectors amplify even more.

12. Offering Much More Enhanced Teaching Versatility and Value

Manish Bakshi (2022), opined that the use of a projector in the classroom allows teachers to step away from the blackboard and access a plethora of better learning opportunities for their students. With smart projectors, teachers can use a variety of videos, infographics, tools, and information to clarify the doubts of their students. Moreover, projectors make each lesson much more valuable as teachers then spend less time repeating and rewriting the same information again and again. Innovative education projectors are equipping both students and teachers with better technology to create advanced teaching and learning experiences. Teachers who use them can feel an apparent difference as they can host much more interactive and collaborative lessons while students are able to imbibe and learn much more in the same amount of time.

13. Improved Class Participation

There is something inherently more engaging to students about projected content than if it was a handout or simply written upon the whiteboard. When the whole class participates in practice tests and review, with content displayed via a projector in a clear format that can be read from anywhere in the classroom, the class does better overall on the actual assessment. There is, of course, added

benefit for the teacher here too. By projecting a Word document, or a slide presentation, uniform content is available across the four to seven classes a teacher might be responsible for in a day – without having to rewrite notes, an outline, or a prompt. And no one can say they couldn't read your writing.

14. Current Events

Those who do not understand history are doomed to repeat it. By displaying engaging content detailing current events, and how it ties in with history and precedent, history students are able to better understand the world around them. Students then create their own presentations based on current events and discuss the historical similarities and implications of events today.

13. Journal and Essay Prompts

As mentioned above, projectors are great for displaying uniform content across different classes, for displaying writing prompts in a clear manner, without having to re-write it or distribute handouts. As an added bonus, many projectors destined for the classroom have a built-in presentation timer, which can be used not just for limiting student presentations, but to provide a running clock for timed writing exercises (Chris Kahl, 2018).

14. Students' Presentations

Presentations done by students require extensive research, and nowadays, students have unprecedented access to information via their smart phones – many cannot get it out of their hand! By having information at their fingertips around the clock, students are better able to do this research.

Also, speaking of smart phones – many projectors have capabilities that allow for the wireless projection of iOS and Android mobile devices, making presenting all the more easy for both teacher and student. Presentations are an ideal use of classroom projectors since student groups and individuals can create their content easily,

and on a large screen share with the class. When students are asked to do their own presentations, teachers can see if the students fully comprehend the material, and make adjustments in their lessons so that they can focus deeper on the subject.

15. Note Taking

Some teachers preferred to create an outline of their lectures to project while speaking, with images to refer to. This assists in controlling the flow of information being discussed in an organized manner, and helps to not overwhelm the students, allowing them to keep up and keep their notes organized. Additionally, having all these files in digital allows History teacher to send the lessons to students electronically so that they may stay connected with the teaching/learning process.

Age as a Determinant of the Use of Instructional Materials

Choosing a teaching technique is greatly determined by the age of the students. This is illustrated in the table below, having primary school pupils as a case study. There are various techniques adopted by the History teachers but he should try and make use of about four of the techniques at primary and secondary school levels, bearing the tenderness of the pupils or students' age brackets into consideration. Those major techniques according to UBEC (2021), are; play-way, story-telling, guest speakers, field-trip or excursion and role-playing, as illustrated in Table 1.

Table 1: The Use of Teaching Techniques and Relevant Instructional Materials

Class	History Topic	Teaching Technique	Instructional Materials
Primary 1-3	Family History	Play-way and story-telling	Puzzles, (assembling the picture of any member of the family. Telling the story of a family by the teacher, then, the pupils are allowed to tell theirs
Primary 4-6	Heroes and Heroines	Role-play, Guests Speaker, film show	Video-camera, statues, almanac, photos, costumes depicting the outlook of the Heroes and Heroines from museum , archives or cultural centres
Basic 7-9	Religious Practices in Nigeria	Guest speaker of religious interest, field trip (short distance), role-play	Bible, Quran, rosary, traditional worshipper, ifa oracle, cowrie-shells, video of the religious performances through internet.
SSS1-3	Nationalism in Nigeria	Excursion, Guest speaker/discussion, role-playing	Almanac or photos of the nationalists such as Obafemi Awolowo, Ahmadu Bello, Nnamdi Azikwe, video of the nationalists in action, flashcards showing their words of patriotism, national anthem, pledge and many more.

Source: Universal Basic Education Commission, 2021.

Conclusion

Instructional materials are indispensable to teaching and learning process. Every topical issue in History requires a relevant instructional material and they are improvised in case of scarcity. A benevolent teacher can easily source for instructional materials within the school environment without necessarily causing any

delay or making untenable excuses. Using various teaching techniques depend largely on the age of the students and the nature of the topic he wants to teach. However, wrong use of instructional materials could lead to futility in the learning process. In other words, a teacher of history should be able to use his professional skills in determining the most suitable instructional materials for each of his lesson topics. More importantly in this era of technological advancement, contemporary students are practically born with a cell phone in one hand and i-pad in the other. They have grown up in a world of bits and bytes, social media and global access to knowledge. This is unlike the previous generation which relied solely on books. A new generation of youngsters can navigate the world of technology with the greatest of ease. They are gaining more exposure to the world of explosive knowledge at their fingertips of the deft-handed QWERTY keyboard whizz. It is at this point that the History teacher has to meet the modern teenager with the modest, relevant and modern teaching technique and materials. The History teacher can help to connect the dots - and these are dots which can only be connected with hindsight. In view of the foregoing, we can put all the knowledge at the disposal of the youngsters to work. It is in the History classroom that the strands of these divergent snippets of information can be pulled together and it is here the young technophile can learn to apply reasoning, emotional savvy and a liberal smattering of common sense to navigate their complex world. The world may well, have shrunk in the last century, but it is certainly no less complex. Life changing decisions about managing the complex world of information and the unrelenting march for change are being made in an increasingly bewildering wave for sustainable development.

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