Use of Digital Historical Material and Alternative Teaching Tools in History Lessons Project TEBIT

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EXECUTIVE SUMMARY

The aim of this chapter is to provide history teachers with digital historical resources and alternative teaching tools that they can use in history education in order to help students gain high-level thinking skills in addition to knowledge in history courses. To achieve this, a needs analysis for Turkish history teachers was performed to determine which subjects should be focused on in history courses, and what kind of digital historical resources and alternative teaching tools are required. The findings have shown that history teachers face difficulties in teaching ancient civilizations. Teachers have expressed that they remain abstract and incomprehensible to the students due to the inefficacy of materials and teaching tools. It has been determined that they need proper digital historical sources and alternatives most fitting for the subject at hand.

INTRODUCTION

The developments and problems -such as the development of computer technology, unlimited access via the internet, combined with students who are bored with the classical teacher role and classroom atmosphere- that have arisen with the 21st century have raised the need to train students who can deliberate on and question information they are given. This emphasizes the importance of teaching history, which is a pool of human experience with the potential to bring solutions to the problems of the present by taking advantage of the past. For this reason, it is important to provide students with high-level cognitive skills such as analysis, interpretation, critical thinking, historical empathy, reasoning, problem solving and questioning in addition to knowledge in history courses.

Developing these skills in history lessons is related to the epistemological beliefs of history teachers, the training they receive, and their tendency to integrate different practices into the classroom. Researches support this situation. Gómez-Carrasco, et al. (2021) in their study to analyze the teaching approaches of trainee history teachers and future secondary school teachers, they revealed that there are important gender differences. In the Approaches to Teaching Inventory (ATI) questionnaire, which was used as a data collection tool in this study, men gave a more positive opinion on the items related to the subject-based approach, while women presented statistically significant data in favor of the items related to the student-based approach. There are also studies showing that women are more prone to student-based teaching approaches, as well as have a more positive view of innovative methods for teaching history, especially the use of ICT resources and mass media (Gómez Carrasco et al., 2021)

In a study examining the difficulties faced by prospective history teachers in understanding and applying the history curriculum focused on historical reasoning (Paricio, et al. 2022), it has been revealed that the prospective history teachers who have advanced epistemic beliefs do not think of the curriculum in terms of an inquiry-based approach to historical problems and exhibit a transmissive-productive understanding of history teaching. Based on the results of the research, it is suggested that history teachers should adopt a learning approach that considers knowledge as questioning and reasoning.

There are studies showing that the prominence of skills as well as knowledge in history lessons is related to the epistemological beliefs of history teachers. For example, Wansink (2017) focused on teachers' beliefs in his study and revealed that pre-service and experienced teachers mentioned interpretive history as an important goal, but teachers had contradictory beliefs in this sense. History teachers combine historical knowledge with the objectives of history education, representing factual and interpretive; revealed that pre-service teachers had difficulty in balancing between teaching and interpreting the facts.

The question then becomes how can history educators integrate skills into history lessons? How can these skills be developed through courses? How does a historian work in the 21st century, and how can this work process be included in the history class? Finding the answers to these questions may lead history teachers to make methodological, pedagogical and technological changes to their approach. The COVID-19 pandemic quickly increased the need for technological changes in education, and led to the use of online applications and ongoing hybrid applications . The pandemic has raised the need in the field of history education for a methodological change that integrates active learning methods, digital resources and emerging technologies so that students can participate in non-current courses. The work carried out within the scope of this project is partially meant to address these needs.

Before the pandemic, the first steps towards helping with the needs of history teachers in Turkey, the development of historical thinking skills and historical awareness in students and the creation of an innovative understanding of history teaching were taken in 2010 by Euroclio activities and teaching

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