

THE SELECTION AND INTEGRATION OF INSTRUCTIONAL MEDIA FOR THE TEACHING OF HISTORY

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ABSTRACT

Key concepts : Instructional media; History teaching; Media Selection; History and OBE; Practical suggestions of media in History teaching; Media usage model for History.

With the new technological advances on the eve of the end of the 19th century, a multitude of intrinsic and extrinsic instructional media became available to both teachers and pupils. For effective use of the available instructional media it became increasingly necessary to become both audio and visually literate in order to interpret and understand messages from audio-visual materials/instructional media. This, however, confronted teachers with the urge to become more acquainted with the ways of how to address media selection and integration in a proper way.

History as a subject taught at school lends itself to the application of instructional media in a variety of forms. Since the selection of the appropriate or the available media for the teaching situation is no easy task, a literature study was undertaken with the purpose of identifying factors that become apparent from media selection models and that need to be considered when instructional media are selected for the teaching of history. Apart from the problem of the lack of an instructional media selection model designed specifically for history teaching, it was possible to propose suitable guidelines based on research findings for the selection of instructional media for history teaching.

As far as the empirical research contained in chapter three is concerned, a questionnaire has been developed to determine to what extent history teachers in the present school situation use instructional media, and whether the media available is used effectively. A random sample of fifty (50) schools in the northern region of the Free State was used. Teachers with three years or more experience were asked to complete the questionnaire. An evaluation of the situation was created from the results. One of the most important findings was that a limited number of teachers received training in the effective use of instructional media, or in instructional media science. It appears that the choice of instructional media is considered no easy task by them.

Chapter four is devoted to the practical application of instructional media in the teaching of history at the junior secondary level. There lessons have been prepared according to the model that has been developed in this project, which contain aspects of the new outcomes based on education. During the process a selection of media has also been made, ranging from what would be applicable in a school that is fairly adequately equipped with media, to schools that are only partially equipped with media.

The study is concluded with a synthesis of all the findings as set out in chapters one through four, where the applicable guidelines for the teaching of history are confirmed.

ABSTRAK

Sleutelwoorde: Opvoedingsmedia; Geskiedenisonderrig; Mediaseleksie; Geskiedenis en Leeruitkomsgerigte Onderwys; Praktiese voorstelle van mediabenutting in Geskiedenisonderrig; Mediabenuttingsmodel vir Geskiedenis.

Die nuwe tegnologiese gevorderdheid op die vooraand van die einde van die 19e eeu het onder meer meegebring dat 'n massifikasie van essensiële en bykomende opvoedingsmedia beskikbaar gemaak is vir die benutting van beide die onderwyser en leerling. Om die beskikbare opvoedingsmedia effektief en met die nodige begrip te kan gebruik, het geletterdheid in die wyse waarop oudio-media en ander visuele media gebruik moet word, 'n noodsaaklikheid geword. Onderwysers is hierdeur as't ware gekonfronteer met die eis om mediageletterd te raak om só mediaseleksie en -integrasie effektief te kan benut.

Geskiedenis as vak soos wat dit tans in die skoolonderrig aangebied word, leen hom daartoe om 'n verskeidenheid van opvoedingsmedia te kan benut. Aangesien die seleksie van toepaslike media geen maklike taak is nie, is daar besluit om 'n literatuurstudie te onderneem met die doel om kriteria van 'n verskeidenheid van modelle te identifiseer wat vir die doel van mediaseleksie in Geskiedenis geskik sou kon wees. Dit is nodig om te vermeld dat nie een van die mediamodelle net so vir Geskiedenisonderrig gebruik kon word nie. Vervolgens is 'n model ontwikkel om hierdie behoefte te vervul.

Sover dit die empiriese navorsing betref wat in hoofstuk drie voorkom, is 'n vraelys ontwikkel om vas te stel tot watter mate Geskiedenisonderwysers opvoedingsmedia in die huidige skoolopset benut, en of media tot beskikking na behore aangewend word. 'n Steekproef van 50 skole in die noordelike dele van die Vrystaat provinsie is gebruik. Onderwysers met drie jaar en meer ervaring is gevra om die vraelys te voltooi. 'n Evaluering van die situasie is hieruit gemaak. Van die vernaamste bevindinge was dat 'n beperkte getal onderwysers opleiding in die sinvolle aanwending van opvoedingsmedia of in opvoedingsmedia as wetenskap ontvang het. Dit blyk dat hulle die keuse van opvoedingsmedia as geen maklike

taak beskou het nie.

Hoofstuk vier is gewy aan die praktiese toepassing van opvoedingsmedia in die onderrig van Geskiedenis in die junior sekondêre fase. Hiervoor is drie lesse volgens die selfontwerpte model voorberei waarin fasette van die nuwe uitkomsgebaseerde onderwys vervat is. In die proses is 'n mediaseleksie ook gemaak van wat vir skole geskik sal wees wat redelik toegerus is met media, tot dié skole wat redelik swak toegerus is.

Ter afsluiting is 'n sintese uit al die bevindinge, soos in hoofstuk een tot vier uiteengesit, gemaak om die riglyne te bevestig wat vir die onderrig van Geskiedenis sou kon geld.

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CHAPTER 1

1. INTRODUCTION, ACTUALITY AND PROBLEM STATEMENT

1.1 INTRODUCTION

The teaching of History in the senior school phase (former Junior secondary phase, std 5-7) and further Education and Training phase (former senior secondary phase std 8-10) has become very important to pupils as society changes and develops. The new education system for South Africa (OBE) puts more emphasis on the outcomes. Outcomes are known to be statements about knowledge, understanding, skills and attitudes and values that a pupil should demonstrate as a result of a learning programme. This defines the curriculum in terms of what the learner should be able to do in a real-life context and what s/he needs to know and understand in order to do it (Educum, 1997:5). This implies that training must provide for basic educational skills that can be of use for the community in any sphere of life.

One of the outcomes of teaching Human and Social Sciences, that is related to History is to:

“demonstrate a critical understanding of how South African Society has changed and developed” (Educum, 1997 : 47)

This will obviously provide the pupils with the education that will best equip them to live in a complex and changing world in which employable skills and skills useable for so-called life-long learning will be compatible with international equivalents (Education 2005).

Much of what is being taught in History in accordance with OBE is to:

*“equip learners with attitudes, skills, knowledge and critical understanding to locate themselves in their own history and country in a global context”
(Educum, 1997 : 1)*

Education in South African schools is currently in the first phases of curriculum reform. Learning in a formal setting has in the past been viewed as the result of teaching. The teacher has been considered both the storeroom of requisite knowledge and the medium of transmission. Having to compete in an environment that is currently continuously changing and that is characterised by the phenomenal scientific and technological advancement which requires a critical analytical approach, the advances in information storage and retrieval technology have increased both the amount and type of information directly accessible to learners.

Currently the teacher's role, as both source and medium of information for learners, is being modified. Consequently the emphasis has of necessity shifted to developing basic understanding of concepts and or instructional objectives with various subjects. The key objective of instruction has shifted from sole teaching by the teacher to a participatory mode and learning by the student (Kemp, 1980, Danzer, 1992; De Bod, 1996).

Therefore, teachers in all subject areas and at every grade level need to use a variety of approaches and techniques to assist students in reaching educational objectives (the range statements as in OBE) (Morlan & Espinosa, 1989 : 9) that will enhance/support the new way of instruction.

1.2 LEARNING AND TECHNOLOGY

In the past, education has not been characterised by technical innovation; rather, instruction had depended on verbal expression. However, in the last decade technology increasingly made its

impact felt. Since electronic technology has become a part of people's everyday life, educators gradually began to see the impact of media in education (Chin, 1995 : 178). The teacher has at his/her disposal a wealth of materials, equipment and software which are intended to make him/her a much more efficient communicator of knowledge (Conacher, 1981 : 20). Computers, television, tape-slide series, filmstrips and audio-tutorial facilities are a part of many schoolroom situations. However, it might be said that in South Africa these media in the average school for black pupils, are not so common. The education departments have also seen fit to enhance and support this development by the establishment of media centres at schools.

1.3 LITERATURE REVIEW

According to the sources mentioned below, there is increasing evidence that positive learning results occur when carefully designed, high quality instructional media are used either as an integral part of classroom instruction and training or as the principal means of direct instruction (Kemp & Smellie, 1989 : 3; Editorial 1990:42; Davies 1991:49; Ellington et al 1993:61; Lyons 1992:51; Bourdillon 1994:73 and De Bod 1996:39).

The integration of instructional media into the teaching-learning process will offer teachers a variety of approaches by which they can make learning more meaningful and more effective to the learner. Literature points to the fact that instructional media can facilitate, and in some instances provide for, intellectual development (Heinich et al., 1989:11; Reiser & Gagné, 1983:6).

1.3.1 Media

Educationists and media specialists are not in total agreement on a definitive description of the concept of "media". Broadly speaking, media can be defined as "... any person, material or event that establishes conditions which enables the learner to acquire knowledge, skills

and attitudes ...” (Gerlach & Ely in Fourie, 1988 : 4). Gillet (1973, in Smit, 1989 : 92) supports this definition and adds that media may indeed include “... anything - object, person (and situation) that is a carrier of communication”.

1.3.2 Instructional Media: A Definition

If the two concepts 'instructional' and 'media' are to be separated, the information we gather from the literature is that 'instruction' is basically the arrangement of information to produce learning while 'media or medium' can be referred to as a source or either teaching aids (used by the teacher) or learning aids (used by the pupil), which makes it a channel of communication transferring the information to the receiver or to a destination, which in a school situation is the learner (Heinich et al., 1982 : 4). This implies that a teacher/instructor has to arrange the information and use media to transfer the information to the learner or to instruct the learner.

However, it should be noted that in any 'instructional situation', there is a message to be communicated (Heinich et al., 1989 : 7). The message is usually subject-matter content, directed at the learner, questions about the content, feedback on the appropriateness of responses or other information and discussion.

Briggs et al., (1967 : 29) supports Gerlach and Ely's view that, “... *media refers to any and all physical means representing the entire set of stimulus conditions required in the instruction of a learner*”.

This definition is confirmed by Reiser et al., (1983 : 5) when they define instructional media as: “... *the physical means by which an instructional message is communicated*”.

In the literature on media, educationists have identified two major aspects of media. The teacher, as an individual, can be seen as a medium in his/her own right. (Marais, 1981. in Smit, 1989 : 96-100) refers to this as “intrinsic mediation” and labels all other teaching aids

as “extrinsic mediation”.

All definitions are similar in that each encompasses the teacher, various groupings, and all forms of hardware and software.

From the above description of media, it seems evident that, although there are many things which a child can learn without a teacher, there are many other things which a child will never learn unless the teacher teaches him/her carefully (Gerlach & Ely, 1988 : 48). It is the task of the teacher to facilitate learning by establishing conditions which make it possible that learning will occur within a reasonable period of time and to arrange the learning environment for pupils.

Generally, instructional media are selected on their ability to present the events of instruction (Reiser et al., 1983 : 5) and to facilitate the achievement of stated objectives (Gerlach et al., 1980 : 240). At this stage it will be more appropriate to give some examples of instructional media.

1.3.3 Examples of Instructional Media

The ‘instructional media’ include the teacher, various groupings, and all forms of hardware and software as indicated above, but hardware and software are two related but distinguishable areas. The hardware side is considered as the actual equipment, for example, overhead projectors, slide projectors, tape recorders, video cassette recorders, television monitors, microcomputers, etc.

The software side is concerned with the various items that are used in conjunction with these equipment, such as overhead transparencies, slides, audio tapes, video recordings, computer programmes, etc. It is evident from the literature research that by making appropriate use of hardware along with suitable software, it is often possible to improve the efficiency or quality of learning in a given situation (Ellington et al., 1995 : 2).

The mere integration of instructional media into the teaching-learning process does not produce

positive learning results because the didactical integration of media into instruction requires carefully thought out purposes and a judicious selection of instructional media appropriate to the learner's subject and the environment (Brown et al., 1973 : 130; Reiser & Gagné, 1983 : 7).

Teachers therefore need to employ systematic procedures in the selection of instructional media and the selection process has to form an integral part of the instructional design and development process (Romiszowski, 1992 : 99).

1.3.4 The Role of Instructional Media in the Teaching/Learning Process

The principal role of instructional media is to help improve the overall efficiency of the teaching/learning process. Ellington et al. (1995 : 3) are of the opinion that in education and training, improved efficiency can manifest itself in the following ways:

- increasing the quality of learning or the degree of mastery;
- decreasing the time taken for learners to attain desired goals;
- increasing the efficiency of teachers in terms of numbers of learners taught without reducing the quality of learning;
- reducing costs, without affecting quality;
- increasing the independence of learners and the flexibility of education and training provision.

These are enhanced by the following properties of instructional media which influence teaching and learning.

1.3.4.1 The fixative property of instructional media

This property allows for the preservation or reconstitution of an event or article (Gerlach et al., 1980 : 244). Information can be saved and reproduced at a later date. An additional advantage

is that group or individual performances can be reviewed, evaluated or analysed.

1.3.4.2 The manipulative property of instructional media

An event or object can be transformed in various ways, i.e. slow motion, speeding up a process or the rapid sequencing of events that would normally occur over a long period of time (Gerlach et al., 1980 : 245; Marais et al., 1983 : 64).

1.3.4.3 The distributive property of instructional media

Instructional media can be reproduced at any time and distributed anywhere (Gerlach et al., 1980 : 246; Marais et al., 1983 : 64).

1.4 HISTORY AND THE SELECTION OF MEDIA

History as subject on secondary school level concerns itself with various aspects of the past. One of its main aims is to study recognisable actions of the human race in a society, in particular those actions and behaviour that are of importance to a society. Furthermore, history also focuses on the past in such a way that the present situation becomes more understandable. Any questions and solutions that therefore have to be addressed at present, and in future, may be taken care of in a more manageable way (Department of History, PU for CHE, Information Pamphlet, 1994 : 1).

To ensure that aims in history teaching are attainable and are as relevant as possible, the teaching of History needs to be presented in such a way that it unlocks the societies of the past and present so that the historical aspects revolving around it become a “reality”. Teaching methods and instructional media can be used effectively to meet various aims of History teaching (see chapter four for examples according to the new OBE draft).

1.5 PROBLEM STATEMENT

1.5.1 Instructional Media in Teaching and Learning

From the discussion above, it is evident that positive learning results occur when instructional media are carefully and thoughtfully integrated in a teaching and learning situation.

Although it is evident that instructional media can facilitate and in some instances provide for intellectual development (Reiser & Gagné, 1983 : 6) it is also evident that the selection of instructional media is a problem to many teachers (Van Zyl, 1981 : 1). A huge catalogue of instructional materials has over the years been produced for instruction. Teachers therefore seem to be overwhelmed by the problem of selecting items to be used for the instruction of their own subjects from among huge catalogues of available material (Briggs, 1980 : 46).

There are statistics in many countries of the number of teachers who use films, videos and computers in their classrooms and those who show educational broadcast to their classes (Danzer, 1992 : 46; Porter, 1992 : 74-82; Puzey, 1992 : 64; Schlene, 1990 : 45-57). This is widely practised in America. The integration of instructional media, when considered with reference to the number of teachers' lessons and the number of subjects in South African schools, is still found to be a minority activity in schools. This implies that the use of instructional media in many schools has not yet become accepted education to the point where all teachers regard it to be as important as their own voices and personalities, or a piece of chalk or the printed word (Tucker, 1986 : 19).

That the level of teachers' use of instructional media is a matter of great concern is well reflected in the literature (Briggs, 1980 : 45-60; Conacher, 1981 : 72; Marais, 1985 : 27; Kemp & Smellie, 1989 : 3). Several papers read at the Educational Technology Symposium of 1980 reflected a concern of educationists about the use of instructional media in teaching different subjects (Instructa 80). That was several years ago but it is still the situation today (See

Romiszowski, 1992; De Bod, 1996).

1.5.2 Instructional Media Selection Models

To ensure the effective use of technology in instruction, a wide range of instructional media selection models and some guidelines have over the years been designed by educators to improve and facilitate instruction (Gagné, 1971; Briggs, 1980; Wilkenson, 1980; Marais, 1985; Gidan, 1985; Heinrich, 1989; Schiferl, 1994).

These models assume various forms and their groupings or categories for the classification of instructional media differ from model to model. Certain instructional media selection models emphasise the physical features of instructional media, others refer to different categories of human sensing as well as the principles of learning, while some models consider the degree of “teacher control” (Briel, 1983 : 15; Gagné & Briggs, 1974 : 13; Gerlach & Ely, 1980 : 247; Marais, 1990 : 6; Romiszowski, 1992 : 61). Despite these differences, each model advocates selection of instructional media to promote clarity of communication and to further the achievement of stated objectives.

It is, however, essential to note that the availability of instructional media selection models is not a sufficient requisite for the utilisation of instructional media which will lead to the improvement of students’ academic achievement and attitude development. The teacher still needs to have clearly set out objectives and properly selected instructional strategies and media that will enable him to achieve the set objectives. It is therefore essential that teachers follow systematic procedures in the selection of instructional media.

Since the literature research has shown no indication that any guidelines for the selection and integration of instructional media have been designed specifically for History teaching in South African Schools, this study will seek answers to the following problematic questions:

1.5.2.1 What are the actual procedures that are employed by History teachers in their

selection and integration of available instructional media?

1.5.2.2 What are the procedures, criteria and didactic principles that, according to the literature, ought to be employed in the proper selection and integration of instructional media into the History teaching/learning process?

1.5.2.3 Which are the popular instructional media used by History teachers?

The answers to these questions as well as investigation into the existing instructional media selection models will however enhance the possibilities of designing as model which will best suit the teaching of History.

1.6 ACTUALITY

It is, however, to be noted that the integration of instructional media into the teaching/ learning process will produce positive learning results only if the selection of instructional media is appropriate to the subject, and the environment is given careful thought (Brown, Lewis & Harclerod, 1973 :150; Reiser & Gagné, 1983:7).

The problem is that most teachers in secondary schools do not employ systematic procedures or use any media selection models in selecting and integrating instructional media into their daily classroom practices. This kind of indiscriminate utilisation of instructional media will not, however, yield the desired result and this in turn, will deter teachers from integrating instructional media into their daily classroom teaching.

It is therefore imperative for teachers to:

- be acquainted with theoretical and didactical principles which will guide them in the selection of specific instructional media and media methods by knowing the relationships

between instructional media, learning and teaching;

- have knowledge of the nature and characteristics of instructional media; and
- use the knowledge of how to utilise instructional media (Heinrich et al., 1989 :11, Wilkinson, 1980 : 2).

1.7 AIMS OF THE STUDY

The aims of this study are:

- 1.7.1 To determine the actual procedures, criteria and didactic principles or models that, according to literature (both nationally and internationally), ought to be employed in the proper selection and integration of instructional media into the teaching-learning process.
- 1.7.2 To outline the instructional media which History teachers actually use.
- 1.7.3 To identify some practical procedures History teachers ought to employ in their selection and integration of available instructional media into their routine classroom teaching activities.

1.8 LITERATURE STUDY

A literature study was undertaken to investigate the various media selection models and the criteria that influence the selection and integration of instructional media in the teaching-learning process.

Both international and national media selection models were identified and a suitable model for

History teaching was selected to determine the following:

- Objectives of learning History;
- Typical media used in History teaching.

1.9 METHOD OF RESEARCH

1.9.1 Empirical investigation

The empirical investigation consisted of a questionnaire directed to History teachers in the northern Free State region who studied History as a subject at least on second year university level and who also have more than three years teaching experience. The questionnaire investigated the following:

- The availability of instructional media.
- The methodological approaches that History teachers employ in the planning, selection and integration of instructional media into their teaching practice, the sources from which they obtain media (software), and their attitudes towards the use of media.

1.9.2 Population

Fifty schools in the northern Free State region with resources (electricity and hardware) to operate media were used as a sample. A name and address list of all the schools under the control of the northern Free State region was obtained from the Goldfields Area Office of the Free State Education and Culture Department.

On this list the names of the schools are arranged in alphabetical order. Schools appearing on the list that offer History, were numbered consecutively and fifty (N=50) schools were selected

randomly.

On this basis, the selection comprised 21 historically black schools, 21 multiracial schools and 8 private schools. The questionnaire was directed to all the History teachers at those schools with at least two years university training in History as well as at least three years teaching experience. The questionnaire that was used was in accordance with an accepted model that is used by the Faculty of Education, PU for CHE.

1.9.3 Statistical technique

On the basis of responses to the questionnaire, an appropriate statistical technique was chosen with the assistance of the Statistical Consultation Services of the PU for CHE (Smit, 1992:85-92).

1.10 CHAPTER OUTLINE

The remaining text of this dissertation is further divided into four chapters.

In Chapter 2, both international and national media selection models are identified and guidelines for the instructional media selection criteria for History are formulated.

Chapter 3 examines the availability of instructional media in schools in the northern Free State region and the methodological approaches that History teachers in the northern Free State region employ in the planning, selection and integration of media into their teaching practice, the sources from which they obtain media and their attitude towards the use of media. In short, this deals with the empirical research on the selection and integration of instructional media in the northern Free State region.

Chapter 4 is devoted to the practical procedures History teachers ought to employ in their routine

classroom teaching activities, and Chapter 5 contains recommendations and conclusions.

1.11 CONCLUSION

This chapter has set the scene for what is to follow by outlining the main aims and procedures needed to enquire about the learning situations in which instructional and support material can be used. It gives a general overview of instructional media in literature, the apparent problems and the aims of the study.

In this chapter, it is established that a huge catalogue of instructional media has been provided by Education Departments and various models for the selection of instructional media in general are available, but no guidelines for the selection of instructional media for teaching History specifically exist.

A variety of instructional media models are available but these occur in many forms and are classified differently and emphasise various criteria. The criteria for the selection of instructional media for History teaching will be formulated from these models.

CHAPTER 2

2. GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MEDIA

1. INTRODUCTION

Although consensus exists that educational technology can never replace the teacher, it is equally true that such technology can be a vital means of teacher support and harnessed effectively can lead to more effective teaching (Wilkenson, 1980; Heinerich, 1989; Kemp, 1989; CUP, 1990; Danzer, 1992; Schiferl, 1994 & De Bod, 1996).

In the conference held in May 1990, the Minister of Education expressed his concern about the renewal of a strategy for education in R.S.A. A working group was elected as a matter of urgency and they finally found that educational technology would provide more effective instruction and alleviate problems of a shortage of teachers (CUP, 1990 : 17 - 18).

The above working group and other researchers in the field of media instruction, like Schramm (1977), Cohen (1979), Brown et al., (1983), Farmer (1986), Kemp, (1989), Marais (1990), Danzer (1992), Schiferl (1994), Chin (1995), Grabe (1996) and De Bod (1996), present increasing evidence that positive learning results occur when carefully designed, high quality instruction media are used, either as an integral part of classroom instruction and training, or as a principal means of direct instruction. Farmer (1986 : 10) also calls on teachers to keep pace with changes in education and to constantly adapt and review teaching techniques in order to effectively prepare students for a changing future. Although this seems to be practically impossible, especially in South African schools which have few or no facilities, teachers should try to be creative and make means of providing and using available instructional media effectively especially in the history class. It is evident from the above that much has been written about instructional media selection in general but less has been written about specific subject didactics and the teaching of different subjects.

This chapter therefore sets out to establish the guidelines for the selection and integration of instructional media for History teaching. The classification of media as seen by educationists, as well as the media selection models and how best they can be developed through using a historic environment when teaching, will be demonstrated. The teaching of History as a school subject and the use of instructional media as well as the aims and objectives of History teaching in outcomes based education (OBE) will form the basis of this chapter. The discussion is mainly based on the theoretical basis of media selection in the literature, which will be practically demonstrated in chapter 4 following the outcome of the empirical research conducted in the northern Free State region on History instruction.

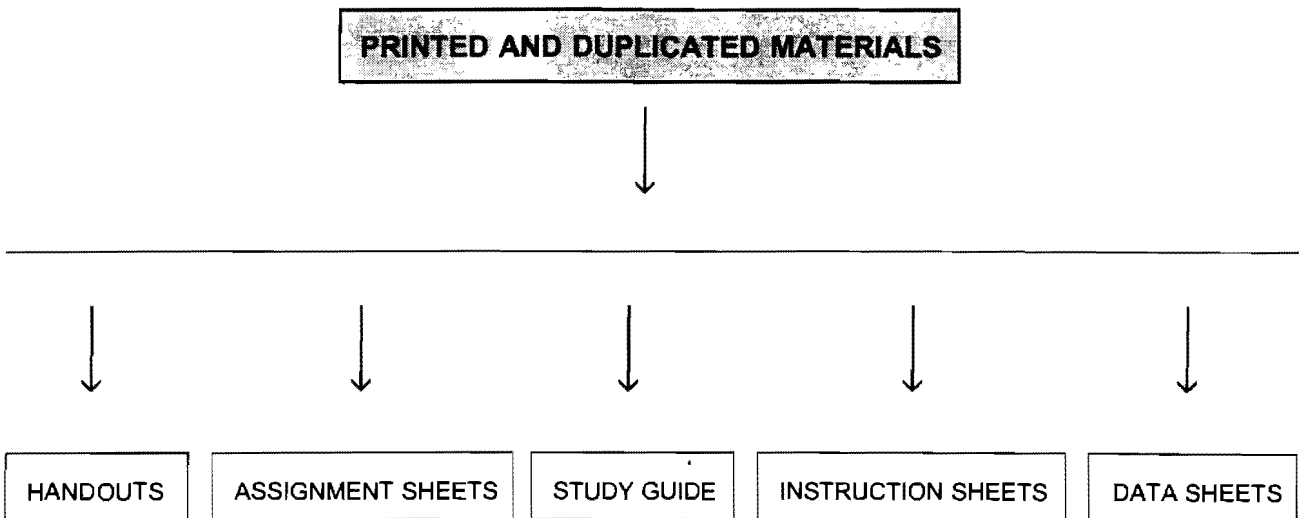
2.2 CLASSIFICATION OF INSTRUCTIONAL MEDIA

There is currently a huge catalogue of instructional media. This implies that modern teacher trainers have a vast and bewildering range of instructional materials at their disposal. The different types of instructional materials available to the classroom teacher are listed below for more clarity. These media help the teacher to be creative because repeating a well-worn approach, however successful it might once have been, is certain to induce boredom. Once pupils lose interest, learning becomes insufficient and teaching becomes hard work and largely unproductive. Hence, the integration of media in teaching and learning becomes essential, for *"... studies have indicated that student achievement is positively related to a classroom where a variety of instructional procedures and materials are provided ... and where the teacher varies the student task ..."* (Rosenshine & Furst, 1971 : 45).

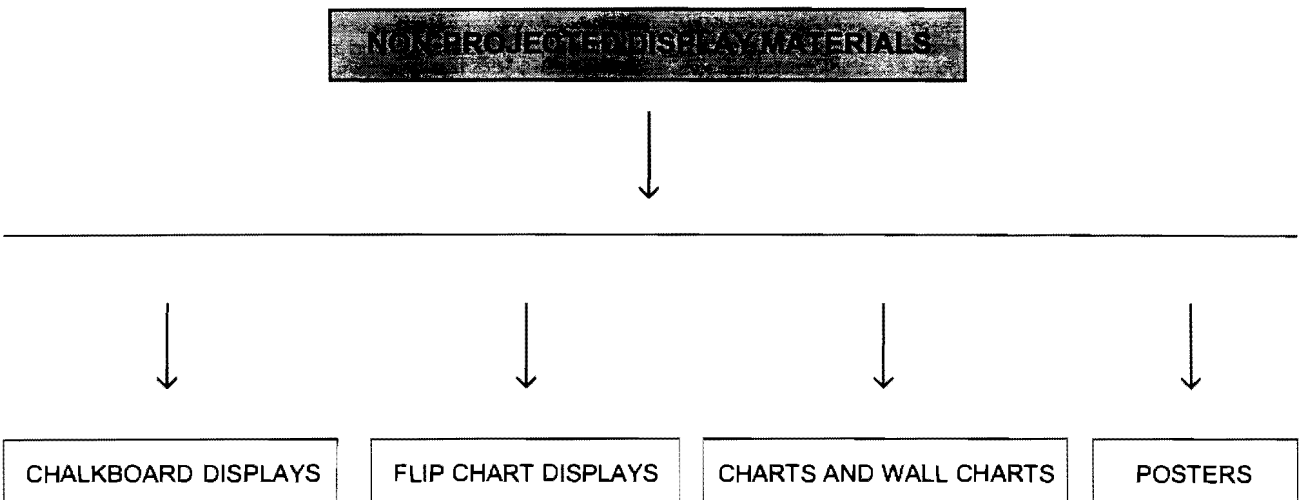
Media specialists have classified media in different ways (i.e. De Bod, 1996; Ellington & Race, 1994). For the sake of this study, the classification of Ellington and Race is used to show the various types of instructional materials. This classification of instructional media includes classification provided by Gerlach and Ely, (1980 : 247); Marais et al., (1983 : 75) and Marais, (1992a : 37).

Figure 1 - Classification of educational media

(as given by Ellington & Race 1994:36)

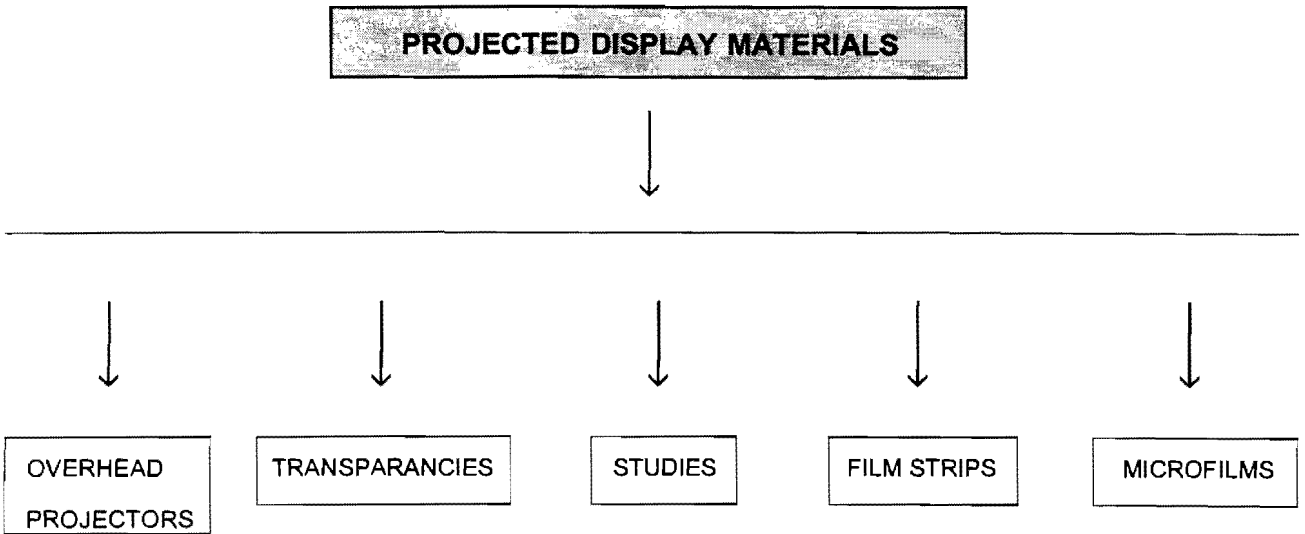


These comprise all textual and handout materials to be used by students, which can be run off in large numbers by printing machines, or as photocopies and duplications. These have become the most basic and widely used of all educational tools.

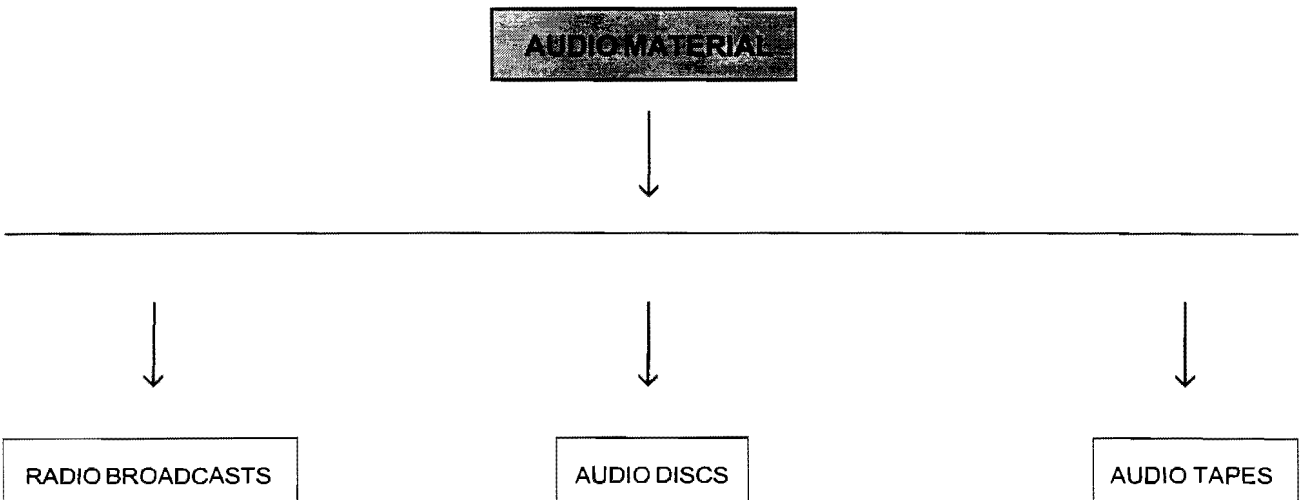


This category includes all visual materials that can be shown to a class, small group or individual student without the use of an optical or electronic projector of any sort. It includes

a number of the most basic and most useful visual aids.

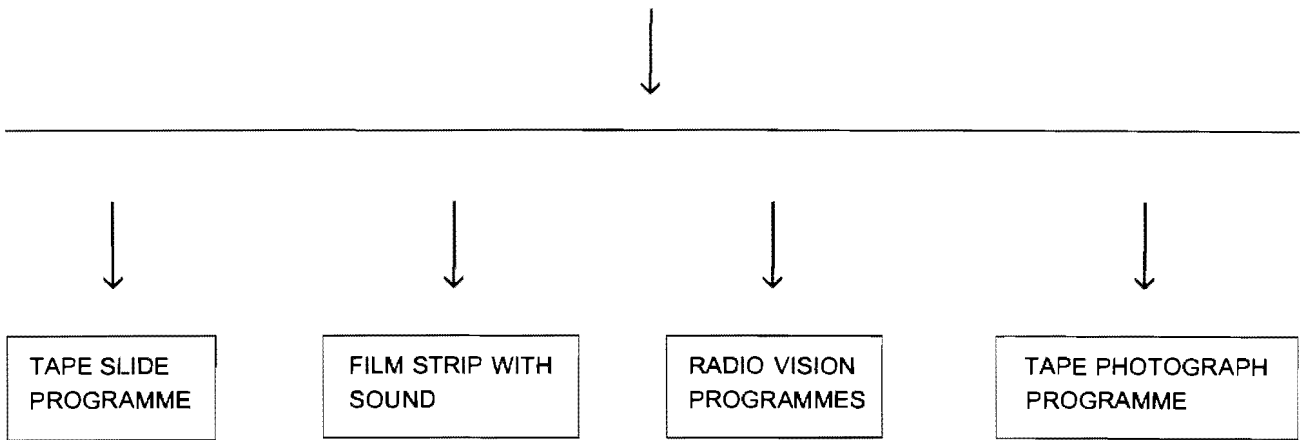


This category includes all the visual display materials which do not incorporate movement and which require an optical projector of some sort in order to show them to a class or group or enable them to be studied by an individual learner.



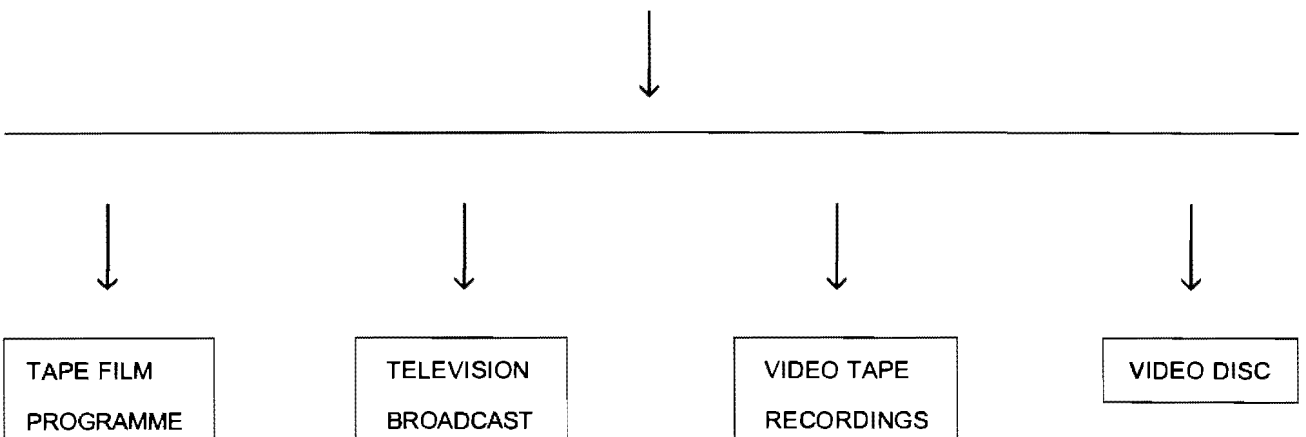
These include all the various systems whereby straight forward audio signals can be played to or listened to by a class, group or individual.

LINKED AUDIO AND STILL VISUAL MATERIALS



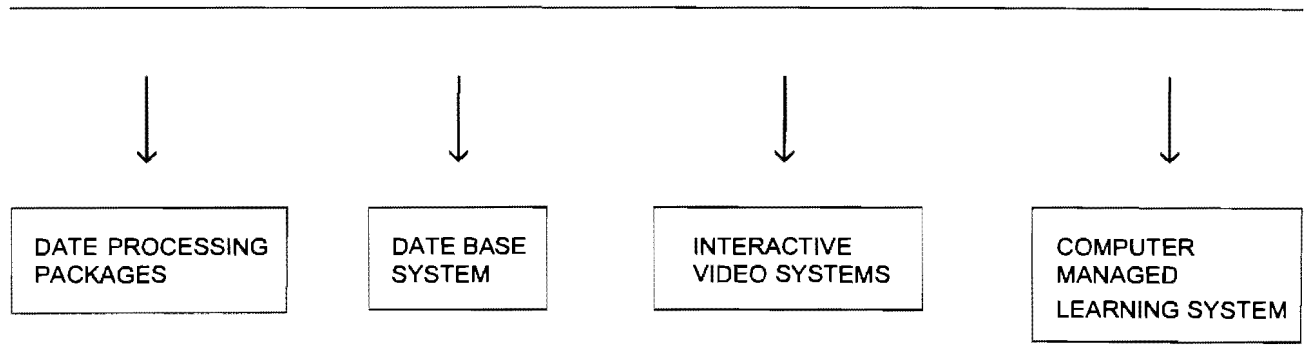
In this category, audio and visual materials are combined to form integrated instructional systems and includes a number of media that are particularly suitable for use in individualised instruction.

VIDEO MATERIALS



This class includes media that enable audio signals to be combined with moving visual sequences; thus a further dimension is added and has to be integrated.

COMPUTER MEDIATED MATERIALS

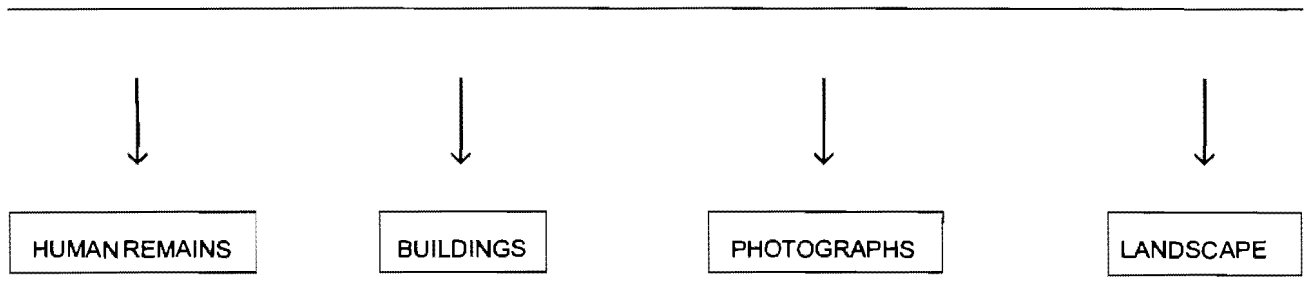


This category includes all the various materials that require a computer of some sort to enable them to be displayed, studied or used.

The instructional materials mentioned above have different characteristics. Some are most suitable for individual instruction, and others for in mass instruction or group learning. In addition, some can be produced by the teachers and trainers, while it is not easy with others.

All materials in the above figure can be used in a History class, depending on the teacher's creativity and his/her objectives in teaching a particular lesson. However, they include:

DEMONSTRATION MATERIALS



This category includes all the elements from the past that surrounds us. They are found in both urban and rural areas, in museums and galleries. These materials are mainly for use in History class and especially for outside the classroom activities. Bourdillion (1994 : 197) refers to these as the “history environment”, which are the typical media used for History teaching.

2.3 THE TEACHING OF HISTORY AS A SCHOOL SUBJECT AND THE USE OF INSTRUCTIONAL MEDIA

History is a systematic study of the past. It is a study based on evidence, a selection of facts and events that are arranged, interpreted and explained. History, in addition to this content aspect, also consists of a mode of enquiry, a way of investigating the past which requires the acquisition and use of both these latter skills. The events, communities and people of the past are studied in order to develop an appreciation of other times and places (History Interim Core Syllabus, 1995).

History is a too vast a subject to be confined to written words. It contains limitless opportunities for integrating media for effective instruction or teaching and learning. The above diagram (figure 1) on the various types of instructional materials will be used to show which media are best suited to the teaching of History.

Furthermore, according to Voster (1995 : 28) History focuses on the behaviour of man through the ages, and cannot exist without a specific place and space. In view of this, every historical event or trend must be studied in the geographical space where it occurred and must also consider of the influence of geographical factors on man in his environment. In this sense, maps become effective tools for instruction. Detailed scrutiny of only a single map drawn with care and understanding may yield as much information as many pages of the printed word. The teacher saves lengthy explanations by using a map which encapsulates the main points of a lesson. Thus, printed and duplicated materials, visual materials and visual display materials as seen in figure 1 must be regarded as an integral part of the History teacher’s craft. Furthermore, the first two

categories in figure 1 (i.e. printed and duplicated material and non-projected display materials) can be shown to a class, small group or individual student without the use of an optical or electronic projector of any sort.

2.3.1 Aims and objectives of History teaching according to Outcomes Based Education (OBE Draft, 1997)

The newly developed Outcomes Based Educational framework for setting new curricula for developing learning units at present, also have something to say for instructional materials, or educational materials, as it is referred to. Broad guidelines given for: “ good educational materials” are :

- Encourage a love of lifelong learning
- Promote critical thinking and problem solving as essential life-skills
- Encourage a “hands-on” approach
- Be sensitive to gender bias
- Follow an integrated approach to learning
- Recognise that all individuals learn at their own pace, and that learner-paced education should be promoted
- Acknowledge that there are diverse cultures in our society
- Ensure that they promote emotional, ethical and social development.
- Take into account that there are differing views on most issues
- Allow for learners knowledge to develop over time (Educum, 1997 : Handout 1). History interrelates to all as seen in 3.2.1

The first specific outcome (SO) of the Learning Area Social and Human Science, according to the OBE, is *to demonstrate a critical understanding of how societies have changed and developed*. The intention of this SO, which specifically focusses on history, is to equip learners with the attitudes, skills, knowledge and critical understanding to locate themselves in their own society, history and country in a global context. This background will enable pupils to develop,

meaningfully and critically, a sense of self-worth and identity (Educam 2005 draft 1997).

The above- mentioned SQ can be realised more effectively with the aid of carefully selected instructional media as seen in figure 1. To be able to identify the sources from which knowledge of societies are constructed, the historic environment (elements from the past that surround us) should be used as learning tools. In this sense historical learning can take place outside the classroom with the utilisation of the following instructional materials:

- Archaeological sources (e.g. fossils, skeletal remains, rock paintings and engravings)
- Sources of material culture (e.g. pottery remains, beadwork, iron tools)
- Documentary sources (e.g. letters and diaries, government records, newspapers)
- Cartographic sources (e.g. maps, aerial photographs, land-use surveys, charts)
- Statistical sources (e.g. population census, financial records, opinion surveys)
(Educum, 1997).

These can be utilized more in a situation where there is lack of facilities and where teaching is mainly taking place outside the classroom. However, this can also be used to supplement what is achieved inside the classroom. The main focus for History in OBE appears to be on evaluating a wide range of sources and evidence, integrating them to arrive at reasoned judgements, after they have been used to construct knowledge . This is, amongst others, to develop relevant information processing skills as well as skills related to using evidence in arguments (Educum, 1997 : 8).

An educational resource which can be applied to teach History effectively in a retarded, or well equipped, school environment are handouts (as referred to in table 1) in for example newspapers and magazines (see the use thereof for History in Chapter four).

In addition the more sophisticated instructional materials (e.g. television, film, video programmes, computer, film strips, tape slides, audio tapes, radio, overhead projector etc) can be utilised to examine the key features of a specific time (e.g. dispossession, migration, socio-economic relations, formation of states, etc). These contribute to a better and empathetic appreciation and understanding of one's world and the society one lives in (Jorgensen & Thompson, 1989 : 64).

The implications for the use of instructional media are well documented (Pride 1994; Romiszowski 1990; Kintoch, 1993; Hasselbring, 1994). Research has shown that almost 98% of all communication consists of a combination of the visual, audio and verbal modes (Smith, 1989 : 62). It is therefore evident that integrating the instructional media, i.e. film, video, computer, television, chalkboard, maps, archaeological sources, sources of material culture, etc. with the study of History seems logical and relevant in our modern technological society.

Jorgensen and Thompson (1989), Cooper (1989), Romiszowski (1990) and Hasselbring (1994) recommended the use of audio materials, linked audio and still visual materials and video materials (examples can be seen in the diagram above) in the study of History. These can play an important role in the teaching of basic ideas and concepts in the "cognitive realm and in helping students to empathise with the feelings involved in the affective realm". Hasselbring (1994:56) Since History is the story of mankind and a film is a representation and an interpretation of that story, the effective application of media (either in a video, television, film strip with sound, tape slide programmes, audio-tapes etc) in the History classroom should contribute to a better and more empathetic appreciation and understanding of our world and the society we live in (see eg. chapter four).

Pride (1994) recommends the use of computers in the effective teaching of History. Pride used the American Economic History as an example of teaching History with a computer. He stated that several high quality computer programmes are specifically designed to incorporate economics into US History. The use of these programmes help reinforce economic thinking in a historical context. This can also apply to political or social History. Colonisation, the Revolutionary War, a period of high immigration and a period of urbanisation can be incorporated in computer programmes. These programmes can effectively be applied in history classes in South African schools.

While the assumption may have been true that instructional media may enhance effective History teaching and learning, it appears that if the actual procedure that teachers employ in their selection and integration of instructional media is not systematic and judicious the integration of media into the teaching-learning process will simply become mechanical with the result that what is presented may not be meaningful to the learner (Heinrich, et al., 1989 : 10). For the sake of this study the criteria for the selection of media as provided by media specialists will be discussed and from it the guidelines for the selection and integration of instructional media for History will be proposed.

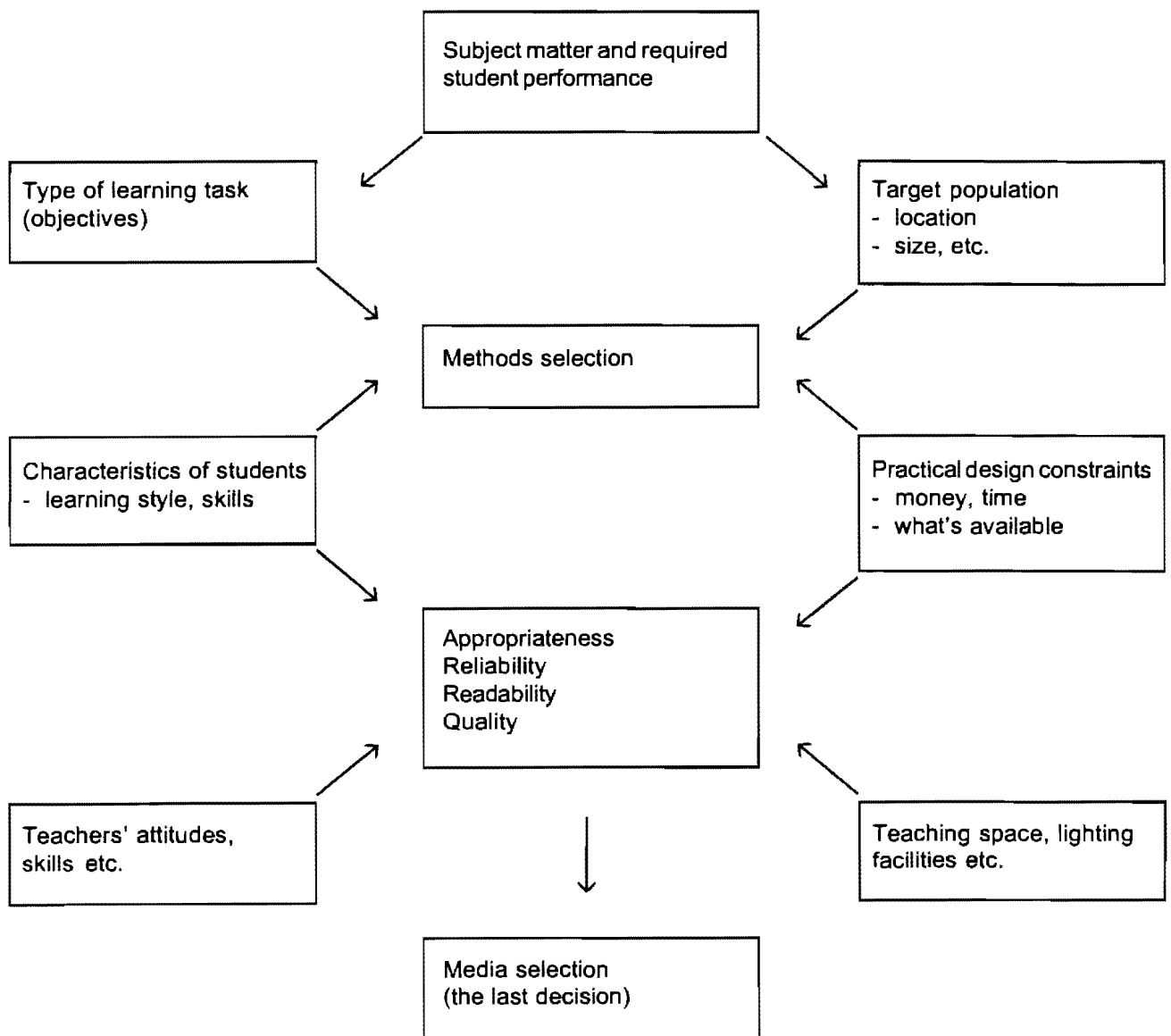
2.4 INSTRUCTIONAL MEDIA SELECTION AS RECOMMENDED BY VARIOUS MEDIA SPECIALISTS

Several instructional media selection models have been designed by media specialists to assist teachers and trainers with the selection of instructional media for their subjects. This can be seen in the work produced by Reiser et al, 1983, Romiszowski (1988), Briggs (1970), Gerlach & Ely (1971), Reiser & Gagné (1982; 1983), Anderson (1976), Smeltze (1984), Marais (1990), etc. These specialists are united in the opinion that various factors should be considered by teachers before deciding upon the events of instruction and selecting media. These factors may often determine or limit the choice of instructional media that could be used in a specific teaching-learning situation as can be seen in the following model by Romiszowski.

2.4.1 Media selection model as recommended by Romiszowski (1988 : 57)

Romiszowski presented a detailed structure of steps to be followed before selecting media for instruction. It is a self-explanatory model in which facts which might affect decisions about the choice of a particular medium are considered, as can be seen in figure 2.

Figure 2 - Factors influencing Media Selection (Romiszowski 1988:58)



Firstly, the model of Romiszowski uses a flow chart to guide the selection process. Kemp (1971; 1980), Anderson (1976) and Reiser and Gagné (1983) also presented a model that uses a flow chart. Romiszowski emphasises the importance of subject matter and the required student performance.

This implies that the aims of the lesson must be known and clearly stated. In addition, the **objectives** should constitute the steps to achieve these aims. This will, however, provide help in **selecting the correct media, technology and methods** (Heinrich, Molenda and Russel, 1989). This cannot be done with the exclusion of **target population** (i.e. location, size, etc.) that will enhance the selection of methods to be used, as well as media. The **problems** that may be encountered in gaining access to the selected media is also of the utmost importance (i.e. money, time, what is available, etc.). The **appropriateness, reliability, readability and quality** of media cannot be left out. At times media can be good but they may be ineffective because of teacher attitudes or a lack of skills, or even because of the environment (i.e. teaching space, lighting, facilities, etc.). Media selection must be the last step to be taken when all the other factors have been considered.

2.4.2 INSTAN : A Computerised Media Selection Model (Smeltze, 1984)

Smeltze (1984) formulated the INSTAN programme. This is a computerised media selection model which leads the teacher towards a particular medium selection through directed questions. The INSTAN programme is composed of three main sections which are inter-related, viz.:

2.4.2.1 Identification of instructional objectives

The instructional objectives of Smeltze followed Bloom *et al*'s taxonomy, with cognitive and affective objectives divided into high and low orders. According to Smeltze, a teacher must have some knowledge of behavioural objectives and knowledge of the objectives of the lesson being

analysed. The teacher must also know the primary objective for the lesson (i.e. cognitive, psychomotor or affective). If the lesson has either cognitive or affective objectives, a discussion of high and low order objectives ensues. This implies that a lesson without objectives cannot be analysed.

2.4.2.2 Selection of instructional environment

The second part of the INSTAN programme concerns the environment in which the instruction will take place. First, the teacher must select the teaching style (i.e. teacher-centred, student- teacher-centred, or student-centred). If the teaching style selected is not recommended for the type of objective of the lesson, a different teaching style should be recommended. The next aspect of the instruction environment is class size (i.e. individualised, small group or large group). As with other areas of the programme, INSTAN briefly describes the different class sizes and how to select an appropriate size.

2.4.2.3 Selection of instructional materials

The final section of INSTAN concerns the selection of an appropriate medium for the lesson. When the instructional environment is known, the selection of an appropriate teaching strategy as well as the medium to be used during the lesson becomes easier (Smeltze, 1984 : 26-29).

In short, all the above mentioned models suggest that before selecting media for instruction, the first step is to establish a clear picture of the learning outcomes that are intended to be achieved. This can be achieved by working out appropriate instructional objectives, which specify exactly what it is intended that learners should become able to do. Once these learning outcomes are established, teachers and trainers need to examine the various instructional methods (and the various situations) so as to enable them to select the most appropriate method to use.

The target audience of learners should also be considered so that the learning situation can be as appropriate and relevant as possible for different groups of learners. Lastly, teachers need to decide what supportive or illustrative materials they will need to enhance the quality and effectiveness of learning.

2.4.3 Marais : instruction media selection model

Marais (1990) reviewed several media-selection models and formulated his own media selection model. Marais' model derived the criteria for the selection of instructional media from previously mentioned models but he classified the factors determining instructional media selection into different categories. The first category contains the teaching/learning factors influencing instructional media selection, and these factors are classified as didactic determinants (Marais, 1990 : 6). The second category entails the practical and technical determinants influencing media selection, and these factors are referred to as educational media logistics (Marais, 1990 : 14).

2.4.3.1 Teaching/learning factors influencing instructional media selection

Figure 2 presents these factors in a summary form. Marais added some factors which are also to be considered when selecting instructional media and these are:

The capabilities, developmental levels, cognitive development and previous experiences of pupils. These are referred to by Romiszowski (1988 : 57) as characteristics of students. The individual characteristics of pupils may influence the selection of instructional media. Teachers should take cognisance of the reading abilities, socio-economic backgrounds, learning styles and levels of motivation of these pupils (Brown *et al.*, 1973 : 7; Briel, 1983 : 15; Romiszowski, 1988 : 58; Marais, 1990 : 6-15).

History teachers may have slow learners or pupils with language problems, or who lack

communication skills or historical knowledge, present in a class. These pupils may experience difficulty in taking part in discussions because good discussion requires historical background to make connections between the past and the present. Furthermore, the students we face every day are tuned into a visual, active world (Kintosh, 1993 : 5).

The technology of interactive media will therefore give educators tools to help students acquire and use historical background to form opinions and draw conclusions about events (Pride, 1994 : 48).

The capabilities and past experiences of teachers should also be taken into account. The personal preferences of an educator for particular types of instructional media will determine how frequently they are utilized (Brown et al., 1977 : 73; Ellington, et al. 1985 : 288; Kemp, 1980 : 47; Reiser et al., 1983 : 26). Apart from this, teachers have a tendency to use the material that is available in the classroom, irrespective of the lesson taught and its effectiveness in communicating the message.

Both Romiszowski (1988 : 57) and Marais (1990 : 8) are of the opinion that the nature and complexity of the subject matter and the type of learning task facing the pupils will influence the selection of instructional media.

Functional education time, the time required to implement any educational programme, will determine the educational media to be selected. The concept of functional time incorporates teaching time, learning time and the length or duration of a lesson.

Class grouping also influences the selection of media. The size of groups, i.e. individual, small group or large group, as well as the nature of the learning task and the types of activities planned, will determine the selection of instructional media (Marais, 1990 : 9).

2.4.3.2 Practical and technical factors influencing instructional media selection

These factors are referred to as **education media logistics** by Marais (1990 : 14).

The encoding or communicative properties of instruction media should be evaluated (Marais, 1990 : 16; Romiszowski, 1974 : 72-3). Teachers should consider which medium would communicate a message more effectively, that is auditory, visual or tactile instruction media.

Most educational courses require several types or forms of learning, which necessitate a variety of different stimuli to be presented during lessons (Briggs, 1968 : 64). Teachers need to identify the most appropriate education media for presenting these stimuli.

The availability, reliability and condition of equipment and materials should also be considered (Brown et al., 1970 : 10; Ellington, 1985 : 28; Gerlach et al., 1980 : 262; Kemp, 1980 : 347; Marais, 1990 : 17; Reiser et al., 1983 : 25; Romiszowski, 1974 : 76). The suggestion is that the available and reliable instructional media should be selected to accommodate the type of objective to avoid a tendency of selecting media and not considering its reliability. A medium should be selected on the basis of its potential for implementing a stated objective (Gerlach & Ely, 1971 : 56).

Inappropriate physical conditions may deter the effectiveness of instructional media, that is poor lighting, a noisy environment, inadequate ventilation or improper acoustics (Brown et al., 1977 : 71; Romiszowski, 1974 : 76).

The cost of instructional media should be calculated and compared to the anticipated learning benefits (Gerlach et al., 1980 : 262; Kemp, 1980 : 45; Marais, 1990 : 17; Marais, 1983 : 85; Reiser et al., 1983 : 25). Teachers should consider whether it is economically viable and time-or cost-effective to purchase, hire or produce instructional media.

The manoeuvrability of instruction media is also an important consideration (Marais, 1990 : 16). Teachers should take into account whether darkened areas are available for projection and if not, how they could improve the existing venue or consider an alternative venue.

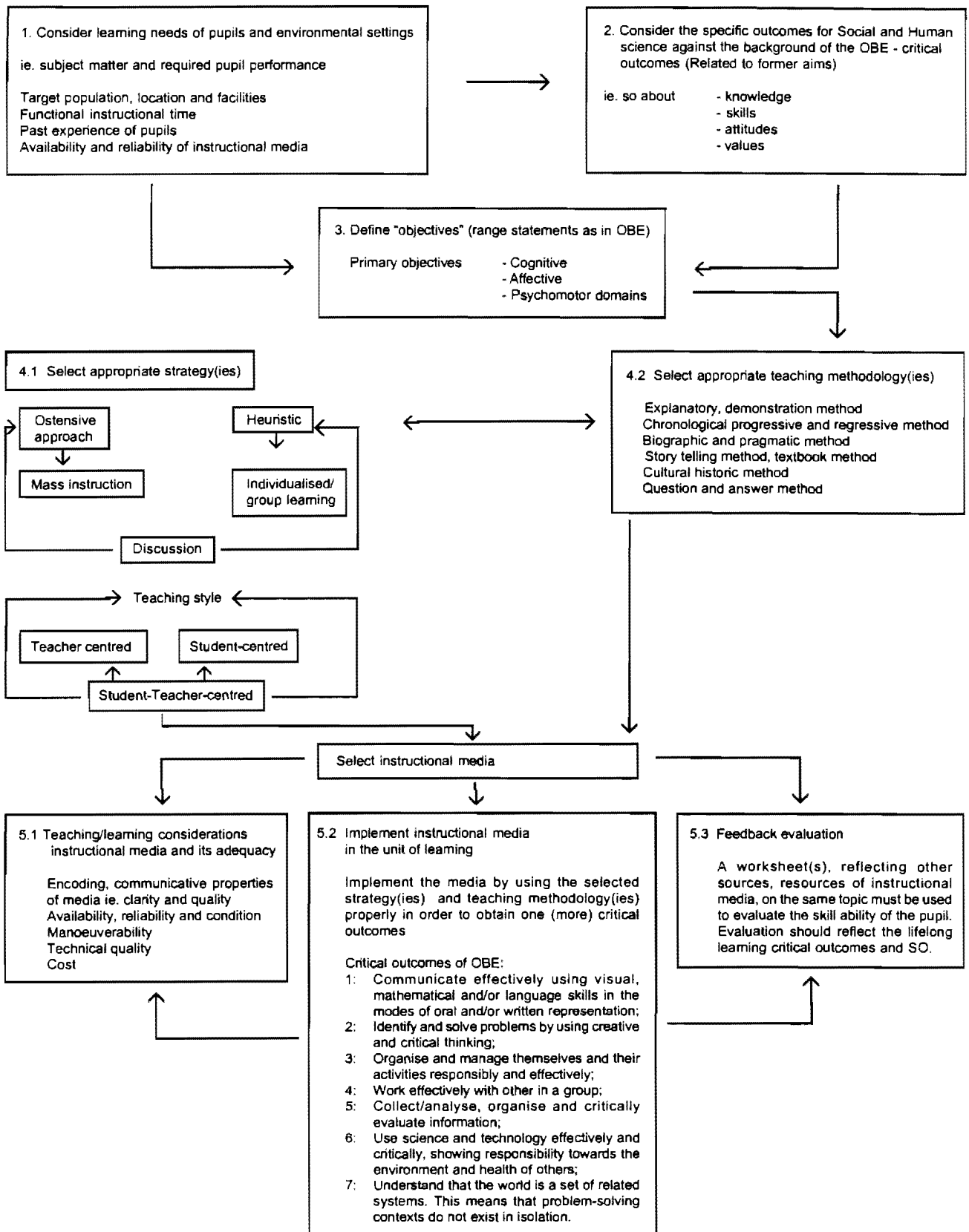
Finally, to add to the model of Marais, instructional media should be selected on the basis that it can help the learner reach the general aims and objectives of any discipline, as is specifically the case with History.

2.5 PROPOSED GUIDELINES FOR THE SELECTION OF INSTRUCTIONAL MEDIA FOR HISTORY

As previously mentioned, the proposed guidelines for the selection of instructional media for History teaching in the senior phase (former junior secondary phase) and further education and training phase (former senior secondary phase) is derived from the guidelines given by various educationists in the instructional media selection models as discussed in 2.4. The OBE guidelines for human and social science and the model for designing instructional media for History learning as prescribed by Brown & Grant (1993 : 17) is accommodated in the proposed model (see figure 3) for the selection of instructional media, specifically for History teaching. The Romiszowski' and Marais, models form the basis of this model, against the background of the new OBE's specific outcomes for Human and Social Science (see NDE, OBE Draft, 1997 and the practical suggestions in chapter four). The teaching methodology which Van Jaarsveld and Rademeyer proposed (1964 : 106-111) has also been considered in the model.

See figure 3 on page 33.

Figure 3 Proposed guidelines for the selection of instructional media for history teaching (designed by E.S. van Eeden and M.F. Molwantwa 1997)



2.5.1 Recommended instructional media for History teaching

Step1: Environmental settings

In developing lessons on OBE-principles, in which instructional media is used, the media needs will always be adapted according to the environmental setting. The following suggestions are made (also see figure 3, step 1) for the selection of instructional media in a few environmental settings/backgrounds:

1 For a school with serious backlogs in facilities

- Accounts passed on from generation to generation
- Praise songs in a selection of cultures
- Interviews with inhabitants of the local community
- Archeological cultural remains i.e. skeletal remains, rock paintings, fossils
- Newspaper cuttings, flip charts, displays
- Handouts from textbooks or other books, if not available

2 For a school which is partially equipped with instructional media

- Chalkboard
- Textbooks
- Wall charts
- Maps
- Demonstration materials

3 For a school which is fully equipped with modern instructional media and media centre

- Film, video programmes, television, computers, etc.

In chapter four, three practical suggestions have been developed along the criteria of figure 3.

Step 2: Consider specific outcomes against the background of OBE-critical outcomes (Related to former aims)

The starting point for OBE programming must be a clear definition of the outcomes that the learner are to achieve. The outcomes are statements about; knowledge, skills, attitudes and values, that a pupil should demonstrate as a result of a learning programme. This focuses on the curricula and it implies that the purpose for teaching a course or subject should be clearly stated (what pupils should be able to do in real-life context). These outcomes provide the framework for a coordinated and articulated History program. Different types of outcomes have been identified to guide the teaching and learning process from macro to micro level, namely:

- Critical or essential outcomes
- Learning area outcomes
- Specific outcomes for learning area
- Content outcomes.

Steps 3 and 4: Definition of “objectives” (Range statements new OBE)

The objectives entail what the pupils should be able to do at the end of the lesson. Detailed outcomes and range statements should constitute the steps to achieve effective learning. In addition to stating what pupils will do or how they will change perceptions, “objectives”/range statements provide help in selecting correct media, instructional strategies and methods (see figure 3, 4.1 and 4.2). The final version of lesson planning should match instructional objectives

(Range statements) with instructional methods and evaluation procedures. As school systems proceed with instructional media integration, “objectives”/range statements act as statements of instructional direction and need. Focussing on instructional media the preliminary effort involves matching instructional media to stated instructional “objectives” range statements and pupils’ needs.

When a teacher has mastered his/her instructional objectives, there remains the problem of how these objectives are to be reached. It becomes essential that the teacher should make himself/herself acquainted with valid methods and techniques of different types.

The method to be adopted will depend on

- (a) the age category into which the class falls, its maturity, level of proficiency and experience,
- (b) the standard of intelligence of the class,
- (c) the purpose underlying the lesson,
- (d) the nature of the study material, and
- (e) the personality of the teacher (Van Jaarsveld & Rademeyer, 1964:106).

The methods appearing in the model are specifically recommended for the teaching of History and some of them are practically demonstrated in chapter four.

The theoretical explanation of this method is derived from Van Jaarsveld & Rademeyer, 1964:106) and are as follows:

- (a) Explanatory and textbook and story telling methods lend themselves in presenting the study material orally with intensive explanation of the content and their concepts.
- (b) The chronological-progressive is more suitable for the study of History because it amounts to presenting the study material chronologically, that is to say in the order of sequence of the actual occurrences.
- (c) Biographic method means the use throughout of historic personalities about whom the

period of history to be studied will have to revolve.

- (d) Pragmatic presents historical facts without evaluation or interpretation. This gives the students the opportunity to study the material, to think, to reason, to pass judgement and to interpret.
- (e) The cultural-historical theory proceeds from the premise that the development of the individual is a repetition of the development of mankind through the ages.
- (f) Question and answer method is usually used to evaluate the pupils on the objectives of the teacher.

Step 5: Selection of media

In selecting media the following are to be considered;

- the teaching/learning determinants and the practical and the technical qualities of instructional media (see 5.1)
- the adequacy of instructional media in the implementation of a lesson (see 5.2)
- the adequacy of instructional media in feedback evaluation (see 5.3)

In considering the teaching/learning determinants and the practical and technical quality of instructional media the focus should be on instructional productivity of the selected medium. Matching appropriate instructional media to specific outcomes is at the heart of SO-based integration. To insure an appropriate match instructional media evaluation should include requirements that all the acquired media must;

- directly relate to an established lesson objectives
- be educationally sound in design and presentation.

Step 6: Implementation of instructional media

Implement the instructional media by using selected strategy(ies) and teaching methodology(ies) properly in order to obtain one(more) critical outcomes (see figure 3).

Step 7: Feedback evaluation

Feedback evaluation should reflect the life-long learning critical outcomes and SO. Evaluative procedures are established to determine changes in instruction that will increase efficiency of instructional media. Evaluative procedures are also established to review and modify periodically the SO matches with respect to changing pupils' needs. The instructional media standards should establish the characteristics of effective implementation and evaluation in the areas of instructional media selection, instruction and curriculum and pupils' needs assessment.

2.6 CONCLUSION

In this chapter the classification of instructional media as recommended by Ellington and Race has been demonstrated in a diagrammatical form with the intention of identifying and selecting media which can be used for History instruction. The intention of presenting instructional media selection models as recommended by various educationists, i.e. Romiszowski, Marais and Smeltze, was to establish guidelines for the selection of instructional media for History teaching. Although these models are generally for all subjects, they helped find guidelines on how to select media for History teaching. The aims and objectives of History teaching in outcomes based education (OBE) are important, for a History teacher needs to know his/her aims and objectives before selecting media for instruction.

It was concluded that the critical evaluation and interpretation of media messages can lead to improved perception of the learning material, and the exercising of challenging mental activities. Furthermore, it was concluded that the instructional media selected for History teaching should help the students recall the basic information represented by media of the instructor's choice. Media selected for History teaching must enhance understanding, application (e.g. having dealt with a film on industrialisation in Germany, this knowledge can also be applied when discussing industrialisation in South Africa), synthesis (e.g. in order to achieve a deeper understanding and appreciation of the historical events, the characteristics of and other forces responsible for and

dealing with the same theme must be available to pupils for them to be able to compare and analyse the themes) and evaluation in which pupils employ their ability to judge and draw certain conclusions based on his/her acquired knowledge.

Finally, following on from Chapter 2 where the guidelines for the selection of media are proposed, Chapter 3 concerns itself with the actual procedures, and the didactic principles or models that History teachers in the northern Free State region employ in the selection of the available media in their daily routine classroom teaching activities. The proposed instructional media selection model for History teaching will be practically implemented in Chapter 4.

CHAPTER 3

3. AN INVESTIGATION INTO THE SELECTION AND INTEGRATION OF INSTRUCTIONAL MEDIA IN HISTORY TEACHING IN THE NORTHERN FREE STATE REGION

3.1 INTRODUCTION

The actual procedures, criteria and didactic principles that, according to literature (both national and international), ought to be employed in the proper selection and integration of media in teaching history are discussed in chapter 2.

It was found that although the instructional media selection models mentioned in chapter 2 emphasise different features and differ in format and classification, they all refer to the importance and relevance of the systematic selection of instructional media to promote clarity of communication and to further the achievement of stated objectives.

3.2 AIMS AND OBJECTIVES OF THIS CHAPTER

The following research aim was formulated for the empirical investigation.

- To determine the actual procedures, the criteria and the didactic principles of models that History teachers in the northern Free State region employ in their selection and integration of the available instructional media into their daily routine classroom teaching activities.

3.3 RESEARCH QUESTIONS

Two basic sections of questions are used in this empirical research, that is the biographical particulars in section A and the information with regard to instructional media and History teaching in section B.

The broad aims of section B questions were as follows:

- What kind of instructional media do teachers use in the history class?
- What is the purpose of media used?
- How do teachers evaluate their own use of media?
- What problems do teachers encounter when using media in a history class?
- What responses have teachers observed from the students?
- What criteria do teachers use in the selection and integration of instructional media?

3.4 DESIGN OF THE QUESTIONNAIRE (see Appendix A)

As the proposed procedures, criteria and didactic principles given in chapter 2 were based on theoretical premises, it was decided to test the theoretical guidelines by means of a structured questionnaire directed at History teachers in the northern Free State region.

The format of this questionnaire is such that the questions contain exclusive categories of responses from which the respondent selects the one category that most suits his/her response (see questions 1 - 6).

- **Dichotomous questions**

Dichotomous questions are included in the questionnaire where respondents were requested to respond either "Yes" or "No" to certain facts. These questions are frequently

used where facts are investigated, circumstances clearly defined and clear answers expected, as it allows for only one of two response alternatives (viz. questions 7 - 13, 17 and 19).

- **Multiple-choice questions**

A graded series of alternative responses are presented to the respondent to exercise a choice. Here provision was made for three or more response categories which allow for closer distinction between viewpoints. This type of question is used to obtain information which can be grouped into fairly fixed categories (viz. questions 14 - 16, 18, 20 - 23).

- **Rank order questions**

Rank order questions designate a relative value to a series of aspects. Respondents rank items in terms of importance, frequency of use, size, or preference. Respondents are asked to rank the most important factors (viz. questions 24 and 26).

3.5 THE TARGET AND SAMPLE POPULATION

A stratified sample of fifty schools in the northern Free State region was randomly selected (as stated in Chapter 1) from those schools with resources (electricity and hardware) to operate media. Fifty teachers who have at least History education on second year university training level and who also have more than three years teaching experience comprised the population of this study.

Since all the schools now fall under the Department of Education and Culture, permission to conduct research in schools was obtained from the Free State Provincial Government. On this basis the sample comprised historically black schools, multiracial schools and private schools.

3.5.1 Procedure of random sampling

A name and address list of all the historically black secondary schools, multiracial schools, and private schools under the control of the Department of Education and Culture was obtained from the Welkom Regional Office of the Department of Education and Culture. Schools appearing on the list that offer History and that also have resources (electricity and hardware) to operate media were numbered consecutively and fifty (N = 50) schools were selected randomly (see chapter 1).

A questionnaire was sent via post to the headmaster or headmistress of each selected school with the request to forward it for completion by the teachers responsible for History. Some questionnaires were given to the circuit inspectors in person/directly with the request to forward it to selected schools for completion by the relevant teachers.

Names of teachers responding to the questionnaire were not to be given. Hopefully the anonymity of respondents enabled them to respond and answer questions honestly.

3.6 STATISTICAL ANALYSIS OF THE SAMPLE DATA

3.6.1 Response to questionnaire

Of the fifty teachers who received the questionnaire, forty-eight returned the questionnaire, and the data are set out in table 3.1 below.

Table 3.1 Response to questionnaire

Response	N = (50)	%
Respondents	50	100
Received	48	96
Not received	2	4

As mentioned above, a questionnaire was forwarded to each of the 50 secondary schools for completion by the History teacher. Forty-eight teachers (96%) responded to the questionnaire, while two teachers (4%) failed to return the questionnaire.

3.6.2 Sex of respondents

This question became essential to determine the male/female ratio of teachers teaching History.

Table 3.2 Sex of respondents

Respondents	N	%
Female	16	34
Male	31	64
Frequency missing	1	2

Sixteen female history teachers (34%) responded to the questionnaire and 31 male teachers (64%), while one teacher did not indicate sex. The majority of the respondents were thus male.

3.6.3 Highest qualification

It had to be determined how qualified the respondents were in order to reflect that against their use of media in the teaching of History.

Table 3.3 Highest qualification (in teaching).

Qualification	N	%
Primary Teacher's Diploma	4	8,7
Senior Education Diploma	17	37,0
Four year Teacher's Diploma	4	8,7
Degree	18	39,1
Honours	2	4,3
Other	1	2,2
Missing frequency	2	4,3

Eighteen (39,1%) teachers with junior degrees responded to the questionnaire and seventeen (37,0%) teachers with Senior Education Diplomas responded to this questionnaire. Since research was done on secondary schools, only 4 teachers (8,7%) had four year Teacher's Diploma and another 4 teachers (8,7%) who responded to the questionnaire had Primary Teacher's Diplomas while two (4,3%) had Honours Degrees. Two teachers did not indicate their qualifications.

This implies that a high percentage of the teachers taking part in this research were qualified to teach in the secondary school.

3.6.4 Standards/groups responsible with regard to History.

The standards/groups which individual respondents are responsible for are tabled below.

Table 3.4 Standard/groups responsible for:

	Frequency	%
Junior classes (std. 6-7)	17	37
Senior classes (std. 8-10)	17	37
Both groups	12	26

An equal number of respondents namely 17 (37%) were teaching Junior classes (senior phase according to the new OBE) and senior classes (further education and training according to the new OBE) while only 12 (26%) were teaching both phases. This implies that there is still a shortage of teachers in schools.

3.6.5 Type of school

This question was aimed at determining the number of respondents teaching in the historically black schools, private schools, Model "C" schools and T.E.D schools.

According to the new dispensation all the schools fall in one education department. As a result the rest of the schools were incorporated. Therefore only 8 (17.4%) private school teachers responded to the questionnaire while the large number of respondents 40 (82.6%) fell under the Department of Education and Culture.

3.6.6 Number of years teaching experience

The number of years teaching experience determine the experience which the teacher has in the teaching field.

Table 3.5 Number of years teaching experience

Experience	N	%
4 - 8 years	24	52,2
9 - 12 years	11	23,9
13 - 16 years	4	8,7
17 - 20 years	3	6,5
More than 20 years	4	8,7

The largest percentage of respondents occur within the groups of 4 to 8 years (52,2%) and 9 to 12 years (23,9%) teaching experience. 8,7% Of the respondents had more than 15 years teaching experience and only 6,5% respondents had 17 to 20 years teaching experience. 46/ (96%) of the respondents had more than three years teaching experience.

3.6.7 Training in media science

The purpose of this question was to determine an overall view of respondents who received training in media science during teaching training. Among the 48 teachers who responded to this question the response was as follows:

- i) Received instruction in production of media programmes

Table 3.6 Training in production of media programmes

	N	%
Yes	16	33,3
No	32	66,7

- ii) Received instruction in handling media apparatus

Table 3.7 Training in handling media apparatus

	Frequency	%
Yes	22	45,8
No	26	54,2

iii) Received instruction in the selection of media

Table 3.8 Training in the selection of media

	Frequency	%
Yes	24	50
No	24	50

Twenty-four (50%) teachers who responded to the questionnaire indicated that they had received instruction in the selection of media, while only 22 (45,8%) teachers received instruction in handling media apparatus. Only 16 (33,3%) respondents received instruction in the production of media programmes. The largest group of respondents fell within the category of those who did not receive training in media science. Thirty-two (66,7%) respondents indicated that they had not received training in production of media programmes and 26 (54,2%) did not receive instruction in handling media apparatus. Twenty four (50%) had not received instruction in the selection of media.

From the responses it was indicated that the largest group of respondents, i.e. 27 (56,9%) were teachers who had never received even the basics in media science and the other 21 (43%) had received only partial training in media science.

3.6.8 Identification of the necessity of media instruction

To asses whether the school authorities have identified the necessity of instructional media a question was put to this effect. The results were that 27 (60%) respondents indicated that provision for media is made and 18 (40%) respondents indicated that no media provision was made in their schools.

3.6.9 Acquisition of hardware, i.e, computers, overhead projectors, videos etc.

In this case 34 (72,3%) indicated that hardware had been acquired by their schools and 6 (12,8%) indicated that no media had been acquired while 7 (14,9%) indicated that media had been partially available in their schools.

3.6.10 Provision of software i.e. transparencies

A three point scale question was asked and the results is as follows: 21 (44,7%) agreed that provision for software has been made; 20 (42,6%) made indications that no software was provided and 6 (12,8%) indicated that software was partially provided.

3.6.11 Staff members responsible for media selection

15 (31,9%) of the respondents have indicated that there are responsible staff members for media selection while 32 (68,1%) have shown that there are no specific staff members responsible for media selection. An evaluation of questions 8-11 has shown that media provision is not balanced in schools.

3.6.12 Criteria for the selection of instructional media

A Question was asked to determine the criteria used by teachers to select media in schools. The table below gives the number and the percentage of the positive responses to question 12 a-e.

Table 3.9 Criteria for the selection of instructional media

Criteria	Frequency	%
Teacher's responsibility	32	76,2
Principal giving guidance	21	56,8
D.E.T's responsibility	15	40,5
The principal's responsibility	14	37,8
The school committee	4	10,8

This figure gives an indication of the criteria used in the selection of instructional media.

3.6.13 Availability of instructional media

Table 3.10 gives the number and percentages of the positive response to questions 13a-13h.

Table 3.10 Availability of instructional media in schools

Availability of media	N	%
Provision of wide choice of instructional media	18	39,1
Selection of instructional media for the needs of every subject	27	57,4
Selection of instructional media for the specific historical needs of the History teacher and pupils	17	37,0
Provision of resources to permit teachers to construct various instructional media for use in teachers own projects	21	45,7
Provision of roneo machine	11	23,9
Provision of photocopying machine	43	91,5
Provision of software, i.e. transparencies	30	52,2
Trained teachers to order instructional material	16	34,0
Trained teachers to use media	23	47,9
Trained teachers to select media	19	42,2

The largest number of respondents (91,5% and 52,5%) indicated that provision had been made for photocopying machines and transparencies in their schools. The second largest number (57,4%) favour the selection of instructional media for the needs of every teacher, while only 39,1% of respondents indicated that provision for a wide choice of instructional media had been made in their schools. 47,9% of teachers had been trained to use media and 42,2%

had been trained to select media. According to the results of the data, provision had been made in 37% of cases for the selection of instructional media for the specific needs of the History teacher and his/her pupils. This indicates that media are provided in the northern Free State schools, although to a limited extent.

3.6.14 Characteristics of instructional media

The table below gives a general idea of the response to a four point scale question which aimed at determining the characteristics of instructional media in teaching and learning situation and to assess how the respondents rate important findings about media usage.

Table 3.11 Characteristics of instructional media

Characteristics	N	Mean	Std. Dev.
Facilitate learning	46	1,6	1,1
Provide intellectual development	46	1,8	1,1
Results of the effective use of instructional media			
Provide necessary concrete experiences	46	1,7	1,1
Relieves a situation of "talk and chalk" approach in the presentation of subject content	47	1,8	1,1
Result in better learning when integrated into the traditional instructional program	46	2,0	1,1
Results in accomplishment of equal amounts of learning in less time	47	2,1	1,2
Help to illustrate aspects which are sometimes impossible to describe, analyse or explain in current scientific language	38	2,0	1,1

This table indicates the number of teachers who responded to each question, the mean value and the standard deviation are given to give a general idea of the response to each question. The mean (average) implies the balancing point of data or a measure of central tendency while the standard deviation implies the typical difference between a group of values and their mean (average). This question assessed the characteristics of instructional media as seen by respondents. In a four point scale question, the average number of respondents circled 2 (see Appendix A, question 14). There is clear indication from the results that many respondents are not familiar with media usage (see questionnaire).

3.6.15 Assessing the application of various teaching strategies

Table 3.12 gives frequencies and percentage of teachers' using certain teaching strategies.

Table 3.12 Assessing the application of various teaching strategies

Teaching strategies	Frequency	N	%
Group learning	Frequently	28	58,3
	Seldom	19	29,6
	Never	1	2,1
Individualised instruction	Frequently	19	39,2
	Seldom	26	54,2
	Never	3	6,3
Mass instruction	Frequently	34	72,3
	Seldom	12	25,5
	Never	1	2,1

It seems that the application of various teaching strategies is more feasible with mass instruction (72,3%) and group learning (58.3%). Many respondents do not use various teaching strategies with individualised instruction. This implies that applying media in mass instruction simply lends itself better to using teaching strategies.

3.6.16 Strategies of pupils interaction during History lessons

To determine the method by which pupils interact best.

Table 3.13 Use of media in different teaching methods

Type of interaction	Frequency	%
Group discussion	Always	56,3
	Seldom	41,7
	Never	2,1
Demonstration	Always	37,0
	Seldom	52,0
	Never	10,9
Identification	Always	37,0
	Seldom	47,8
	Never	15,2
Tests	Always	74,5
	Seldom	23,4
	Never	2,1

A large number of respondents (74,5%) indicated that they always use media during tests and in group discussions (56,3%). Only 37,0% of the respondents always use media during demonstrations and identifications. Identification implies that the pupils are exposed to the content by using different kinds of media. According to responses, respondents still appear to think of interaction when drawing up a test. Media use in other ways than for test interaction must be strongly advanced.

3.6.17 Constraints inhibiting pupils' involvement

To assess which are the most important constraints inhibiting pupils' involvement in the History lesson when media are used for instruction. Only the positive responses to the question have been given.

Table 3.14 Constraints inhibiting pupils' involvement

Constraints	N	%
Very large groups	36	81,8
Insufficient time	30	66,7
Pupils of mixed ability	31	68,9
Insufficient equipment	37	82,2
Inadequate funds	28	62,2
Poor venue	28	62,2

The percentages of responses are all very high. This indicates that many schools falling under the Department of Education and Culture are experiencing the same problems. Only a few schools which are privately administered are not experiencing problems of very large groups, insufficient time, and poor venues. The problem of pupils of mixed abilities in the

private schools is solved by selecting the pupils according to their capabilities by means of entrance tests. Parents in these schools have taken the responsibility to provide funding for equipment and everything else needed in the school.

3.6.18 Use of instructional media in conceptualising

The use of instructional media to define concepts seems to be ineffective. The results of respondents were as follows: media are used occasionally by 33 (71,7%) respondents in defining concepts, 11 (23,9%) do not use it for this altogether and 2 (4,3%) used media every day to define concepts.

3.6.19 Using instructional media for different learning styles of individual pupils

This seems to be effective as 26 (55,3%) respondents indicated that they use instructional media to cater for this purpose while 21 (44,7%) indicated that they do not use media for this purpose.

3.6.20 The human and situational resources which are effective in teaching History

Table 3.20 gives the number of respondents, the mean and the STD deviation of respondents to a five point scale question which answers required the following responses, (1) very effective, (2) quite effective, (3) unsure, (4) a little effective, (5) less effective. The table below gives a general idea of the respondents to each question.

To assess how often and with which strategy or teaching method pupil interact best during History lessons, a five piont scale question was set and the results are as seen in the table below.

Table 3.15 The human and situational resources which are effective in teaching History

Situational resources	N	Mean	Std. Dev.
Role play situation	46	1,7	0,64
Case studies using group members	46	1,7	0,69
Field trips	47	1,2	0,49
Group participation in decision making	45	1,2	0,47

This figure gives the mean and the standard deviation of the respondents to the situational resources. It indicates that respondents regard role play situations and case studies using group members as quite effective which was numbered 2 and field trips and group participation is regarded as the most effective which was numbered 1.

3.6.21 Utilisation of instructional media

To determine how good would the utilization of media be in History teaching, a five point scale question was set. The table gives the mean and standard deviation of responses regarding the utilisation of instructional media out of five possible answers.

Table 3.16 Use of instructional media.

Utilisation of instructional media	N	Mean	Std. dev.
To gain/stimulate interest during the introduction of a lesson	47	1,5	1,1
Solely for the main body of the lesson	46	2,3	0,9
Reinforce concepts, recapitulation of theory	46	1,9	1,1
Provide information with regard to pupils progress	44	2,1	1,0

The implication here is that the utilisation instructional media are fairly good when used to gain/ stimulate interest during introduction of a lesson which is rated 2 in the option of responses; when it concerns the reinforcement of concepts and the recapitulation of theory as well as when it is utilized to provide information with regard to pupils progress. It is significant that most of the teachers have indicated that they'd rather utilise instructional media as a framework for their lessons or for administrative purposes, rather than for the body of a lesson.

3.6.22 Use of instructional media in the presentation of a History lesson

This question was put to determine the popular media used for History instruction. A four point scale question was set to determine how often some instructional media are used for History teaching.

Table 3.17 Popular instructional media for History teaching

Instructional media	N	Mean	Std. dev.
Documents	46	3,4	0,9
Magazines	47	3,3	1,0
Workbooks	47	3,2	1,0
Handout	47	2,9	1,2
Computer	48	2,7	1,1
Films	48	2,6	1,1
Video	48	2,4	1,1
Maps	46	2,3	0,9
Slides	46	2,1	1,0
Chalkboard	47	2,0	0,9
Graphs	46	2,0	1,0
Textbook	47	1,9	1,1
Film strips	46	1,7	0,8

This figure is self-explanatory. The first six instructional media are rated 3 out of 4 which is everyday. This implies that these medium are used more often than the rest which are rated 2, which is seldom.

3.6.23 Instructional media for History teaching

This question was put to determine which instructional medium is the most effective for use by History teachers.

Table 3.18 Suitable instructional media for History teaching

Instructional media	N	Mean	Std. dev.
Textbooks	46	2,0	1,0
Graphs	46	2,0	0,9
Magazines	47	2,0	0,7
Filmstrips	48	1,9	0,8
Documents	46	1,8	0,9
Slides	47	1,8	0,6
Films	48	1,8	0,9
Videos	48	1,6	0,8
Computers	46	1,8	0,9
Chalkboard	47	1,8	1,0
Workbooks	47	1,7	0,7
Handouts	46	1,7	0,9
Maps	47	1,5	1,0

This table gives the mean and the standard deviation of the most effective instructional materials for History. Respondents rated it as above, which indicates that textbooks, graphs and magazines are seen as the most effective material, followed by filmstrips and the rest as seen in the table. It is, of course, from an instructional media point of view, and a purely methodological point of view, disturbing that so many teachers still use the textbook as their basic/as the most

important medium.

3.6.24 Use of projected still visuals

This question was put to determine which of the projected still visuals are more effective in History teaching when supported by verbal messages. Respondents were requested to rate them in order of importance. The transparencies were rated higher in 31 (56,1%) instances followed by slides in 13 (21,7%) instances and then filmstrips in 5 (12,2%) instances. The hologram was regarded as ineffective.

3.6.25 Criteria for the selection of instructional media

This question was put to determine whether there were a specific criteria for the selection of instructional media in schools. Twenty (69%) respondents indicated that there were criteria for the selection of media and nineteen (31%) indicated that there were no specific criteria for the selection of media in their schools. This can imply that teachers use what is available.

3.6.26 Criteria for the selection of instructional media (follow up question)

This question was put to determine which criteria were used for selection of instructional media. Respondents were requested to rank them in order of importance.

Table 3.19 Criteria used for the selection of instructional media

Criteria used in selection	N	Mean	Std. dev.
Safety	29	7,06	2,6
Portability	29	6,79	2,4
Validation	29	6,72	2,8
Responsibility	29	6,17	3,0
Operatability	29	5,68	2,0
Cost	29	5,58	3,8
Standardisation	29	5,03	2,3
Technical quality	29	4,79	1,78
Performance reliability	29	4,27	2,2
Appropriateness	29	2,75	2,4

This table gives the mean and the standard deviation of the criteria used to select media. Respondents rank ordered the criteria as seen in the table above. The list above shows what is considered first, second, third, etc. It is ordered from the lowest to the highest to indicate what is to be considered most important in media selection.

3.7 CONCLUSION

In this chapter the data collated from the structured questionnaire were tabled and analysed. The results collated from the questionnaire are congruent with the proposed “*Guidelines for the selection and integration of instructional media for History teaching at Secondary School level*”, as shown in chapter 2.

The research questionnaire has shown that the actual procedure, criteria and didactic principles that ought to be employed according to literature (see chapter 2) in the proper selection of media in teaching History are not applied by the respondents from the northern Free State region.

From the statistics given, it is apparent that the methodological approaches employed by History teachers in the planning and integration of instructional media into their teaching practice leave much to be desired. Teachers may have good intentions but are somehow misled because of the conditions under which they work, especially in the historically disadvantaged schools in South Africa.

Although it is evident from the questionnaire that instructional media as materials are available in schools (in limited supply), there are indications that the criteria for the selection of instructional media and the integration of those media is a problem to many History teachers. While in countries abroad according to literature they utilise films, video and television more in the History classroom, responses to this questionnaire indicates that textbooks, the chalkboard, maps and workbooks are still found to be the media that suit History instruction best in the northern Free State region. However, teachers are probably not to be blamed for this because it might be the most accessible material in their History classrooms.

Instructional media can be of great value to the teachers only when they see where their needs are and how they could tackle them effectively in the unique situation in which they find themselves. Teachers have to deal with the problems of bigger classes, an unfavourable environment, etc.

This makes the choice of media difficult for teachers. It is, however, true that the presence of media in the class makes teachers approach a topic differently than usual, but problems are experienced with the selection of those media.

In chapter two it was stated that lessons had to be structured better, and diverse teaching methods had to be considered but this can only be done if the teacher has access to all the teaching materials. According to Chin (1995 : 185) instructional media must be fully integrated with the textbook to be meaningful to students. This is true but it depends on the careful selection of media.

In chapter 4 a practical model for selecting and integrating instructional media for History teaching is proposed, based on the theoretical guidelines for the selection and integration of instructional media as given in chapter 2 and adopted for History teaching.

CHAPTER 4

4. APPLICATION OF INSTRUCTIONAL MEDIA IN THE TEACHING OF HISTORY - PRACTICAL SUGGESTIONS

4.1 INTRODUCTION

Throughout this study the main aim has been to focus on the educational benefits and the position of amongst others the teaching of History (see chapter 1). The empirical research has shown the didactic and logistical problems encountered by History teachers in selecting and integrating media in History teaching in the northern Free State region. The investigation has revealed that many History teachers have little or no training in media science; as a result, effective utilization of media is a problem to them. Many History teachers regard insufficient time, very large groups, insufficient equipment, pupils of mixed ability, inadequate funds and poor venues as major constraints preventing them from incorporating a variety of teaching methods in History lessons.

In this chapter the practical application of instructional media in History teaching will be proposed which will incorporate the aims and objectives of History teaching within the *broad OBE* framework, which also implies the utilisation and implementation of various skills. Three practical suggestions in the senior and further education and training phases of the new Qualifications Framework of Outcomes Based Education will then be introduced. The fact that teachers educate in different environments, of which some are apparently disadvantaged is also considered in the practical suggestions made.

4.2 THE ROLE OF THE TEACHER

It is essential to note that in the process of teaching History with the use of instructional media, the teacher remains instrumental in the successful execution of the learning outcome. Clark (1984 : 17) and Davis (1991 : 48) agree that instructional media have tremendous potential

which could be fully exploited by educators to promote effective learning.

The History teacher as the facilitator therefore needs to be familiar with the contents of his/her subject, the new OBE educational framework and the various media that are available or can be put to use in the educational environment, which appears to be in many respects, a disadvantaged environment.

4.3 THE SELECTION OF INSTRUCTIONAL MEDIA IN THE TEACHING OF HISTORY

History teachers have the responsibility for designing and selecting their own learning materials, appropriate to their subject and the local context. To do this successfully a systematic approach is necessary. The proposed guidelines for the selection and integration of instructional media (see chapter 2), which are the adapted version of Romiszowski, Smeltze and Marais' models, show one way in which the history teacher can organise his/her thoughts in order to produce a unit of learning for pupils.

Planning by designing flow-charts clarifies a teaching situation and assists in providing a methodological approach to organising activity in a sequential way. Whether the pupils' interest will be awakened and whether they can be activated to show a lively creative interest in History will be totally dependent on the teacher. At the same time a balance should be maintained between the teacher, his/her instructional materials and the method s/he employs. According to Heinrich et al., (1982 : 256) integrating media with instruction requires attention to three areas of activity, viz pre-presentation, presentation and post-presentation. More details are given below about these areas of activity.

Pre-presentation

In preparation for using the materials with the intended learners, the educator should review the materials to familiarise himself with sequencing and details (Heinrich et al., 1982 : 245). The learners' objectives and instructional content within which the materials will be used have to be

kept in mind. This implies that the educator must start with the development of a plan that includes preparatory learner work, decision making as to how the materials will be introduced to learners, participation activities by learners and for the educator during use, as well as follow-up activities.

At the same time, facility and equipment arrangements need to be considered for using the materials with groups and individuals. Ellington (1985 : 12) classified teaching-learning systems into three broad groups:

- mass instruction,
- individualised instruction
- group learning

According to him, mass instruction techniques place the teacher in a traditional expository role as controller of the teaching-learning process as a source of information. Pupils are generally passive and work at a rate determined by the teacher (Ellington, et al. 1985 :13). It is therefore essential to take note of this when preparing media for instruction.

Individualised instruction techniques tend to be more student-centred. Pupils work at their own pace and the role of the teacher is more supportive, either as tutor or guide. With the individual spending more time working on his or her own, it is necessary to provide opportunities for direct contact with instructors and with other learners. Special materials can therefore be prepared for the purpose of motivating discussion, illustrating concepts, presenting problem situations for group consideration and evaluating learning (Heinrich, et al., 1984 : 361).

Group learning techniques are concerned with communicating, interpersonal skills in group dynamics. In these instances, the role of the teacher is that of a facilitator or organizer of group activities (Ellington, et al., 1985 :12). Here a real need exists for media materials imaginatively designed for use in the situation.

Presentation

The presentation component includes preparing the learner for seeing and hearing the materials and then the actual use of the materials with the learner. During the presentation activity the teacher develops a plan for using media in implementing the plan. To do this he should do the following (Heinrich et al., 1982 : 358):

- Consider learning needs of pupils and environmental setting
- Consider the related outcomes and the specific outcomes
- Introduce the topic or subject treated by the media
- State the objectives to be served, range statements (OBE)
- Point out new vocabulary or concepts that will be used
- Indicate what each person may or should do during the presentation
- Describe activities that will follow media use
- Present the materials and carry out the participation activities planned.

Post-presentation

After the presentation the teacher should use the questions, discussion topics and activities that were developed for integration and instruction, and for follow-up. Finally, the teacher should evaluate individual students' learning and the value of the materials. This should include a written or performance test of the learning which had taken place and an opinion questionnaire completed by persons experiencing media. S/he should also, question the value and suitability of the instructional media. It is essential to consider all results to improve media use the next time.

The practical suggestions which follow are adapted according to the proposed guidelines as given in chapter 2.

4.4.1 Practical suggestion Lesson no. 1 (Based on the newly designed model of figure 3, chapter two)

This practical suggestion is developed to be applied in the senior educational phase, grade 9 (the former std 7 phase). The suggestions are formulated in the understanding that it is for the purpose of an educational environment with some serious backdraws in facilities (such as lack of classrooms and too many pupils per teacher) and lack of educational instruction materials, such as books, chalkboards (compare with figure 3 of chapter 2).

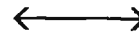
NQF Level 1
GRADE 9

Designing instructional media for history teaching as learning unit or part of learning unit

1. Learning needs of pupils and environmental setting:

Learning needs: To get to know the sources from which a knowledge of the South African society is constructed. The pupils will have to be introduced to these sources.

Environmental setting: The number of grade 9 pupils are three classes of 45 pupils each. Teaching most of the time is outdoor due to lack of classrooms. The pupils don't have textbooks and the basic media and source materials are not readily available.



New OBE. Learning area outcomes and specific outcomes (SO's) are basically related to aims as in the former terminology.

LO: The social and human science pupil should be able to use primary sources to analyse in a written report a political problem/aspects in South African History.

SO: Demonstrate a critical understanding of how South African society has developed and changed.

FOCUS: To develop an awareness of the wide range of sources available and means of accessing them with special reference to oral sources in South Africa. Skills to use evidence will be developed.



3. Range statements as in OBE (Former objectives basically related to objectives as in the former terminology)

- 3.1 To become acquainted with a variety of sources from which history derives and the uses of sources in general (critical outcome knowledge).
- 3.2 To focus on oral tradition as component of sources and construct knowledge as evidence (critical outcome skills based work).
- 3.3 To identify contemporary oral and archeological sources and practically construct knowledge as evidence on a cultural diverse basis (critical outcomes of skills, attitudes and values).

4. Strategies and methodologies in relation to “objectives”/ range statements.

4.1 Pragmatic method

This method is applied to explain range statement 3.1. The teacher presents a variety of sources from which history derives to give the pupils the opportunity to study the material, to think, to reason, to pass judgement and to interpret. (See the selection of media in figure 1, chapter 2)

4.2 Cultural-historical theory

This method will be applied to explain range statement 3.2. To show the pupils that the world made progress, the pupil always has to commence at the dawn and experience the various phases of world's culture. To put the theory into practice the most important period of development of the human race have to be established and the corresponding periods in the life of the individual have to be determined by critically examining accounts passed from generation to generation, and praise songs in the selection of cultures (see sources A, B, C, D, and E).

4.3 Fieldwork methods

To explain range statements 3.3 and assist pupils in how to do an interview with people (the elderly or people involved in important events locally) this method is recommended. It can also be used to identify archeological cultural remains, skeletal remains, rock paintings and reminences of utilities.



5.1 Selection of instructional media

In a year one class considered to be low attainers learning in a condition of some serious backdraws in facilities, the facilitator makes a collection of sources from which history derives. These compose of the following.

Oral tradition in pictorial form

- Picture materials are used to portray accounts from generation to generation, praise songs, poetry and dance forms. This will equip the pupils with knowledge of the South African society's way of living (pictures attached).
- Archeological sources (eg. skeletal remains, rock paintings and engravings) are presented to give the pupils the evidence of the earlier discussed information (pictures attached).
- Contemporary oral sources (eg. interviews of old people; interviews of people who lived during important events; oral testimony in courts and the Truth and Reconciliation Commission) are also used to give more evidence of historical events (fieldwork to be undertaken).

The facilitator must frame questions to familiarise the pupils with the source. Questioning sources should support pupils in:

- comparing sources
- deducing information
- making judgements

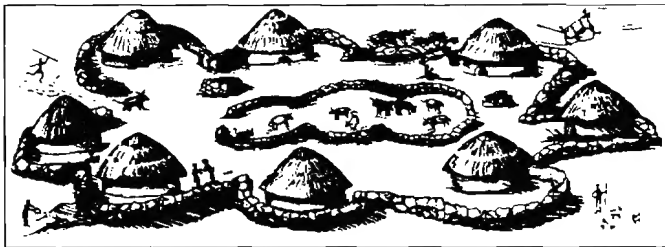
This will help the pupils to do critical evaluation of sources.

5.2 Implementation of instructional media in the learning unit

Step 1: Pragmatic method: Group discussion

Pupils are divided into groups. To acquaint the pupils with a variety of sources from which history derives and the uses of sources in general for critical outcome knowledge, provide the pupils with pictorial materials depicting various aspects of the past of the African farmers in Southern Africa.

The first group is provided with the oral tradition of the African farmers in Southern Africa ie. pictures on African farmers' way of living source A, B, C, D. The events in each picture had some aspects familiar to most pupils eg. ploughing, cattle, round huts, burying the dead etc. although the details were not familiar. Pupils used their own knowledge and experience as starting points.

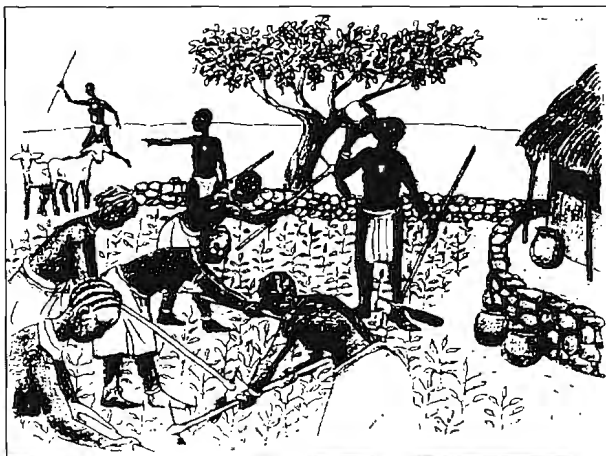


Source A

Cameron & Spies, 1986:13



Source C



Source B

Cameron & Spies, 1986:18



Source D

The second group is given pictorial materials on archeological evidence ie. rock paintings and engraving, skeletal remains and dance forms.



Potenza, 1992:13

Source E



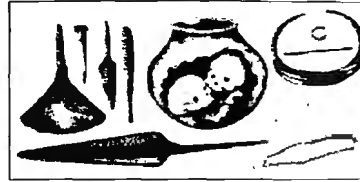
Taung skull
Day, 1977:78

Source F



San rock paintings
Manyane, 1996:6

Source G



Potenza, 1992:10

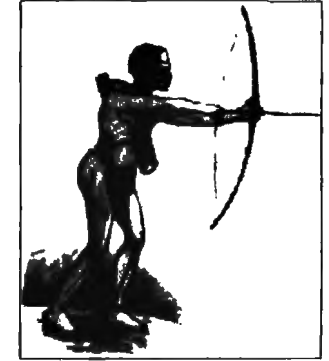
Source H



Source I

Rock engravings are found in many parts of southern Africa, especially on boulders in the Karoo and the highveld regions of the Transvaal, OFS, northern Cape and Namibia.

Potenza, 1992:18



San rock painting
Manyane, 1996:8

Source J

The third group is given materials on oral sources portraying evidence of accounts passed from generation to generation through poetry and dance forms.



Source K



Sowetan, 1997:7 March

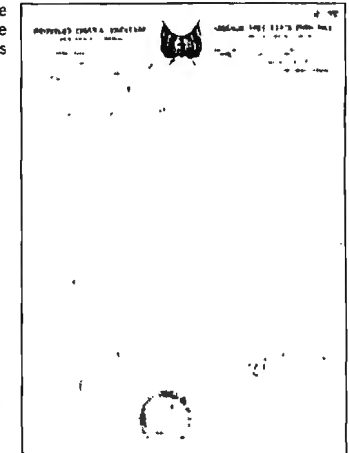
Source L



Source M

Interviewing older members of the community.

Welkom: Capital to the Orange Free State Goldfields



Source N

Worksheet

Instructions given to the groups:

1. Each group should tell the others what they think is happening in picture A, B, C, and...
2. Do you agree with the description they have given?
3. If the class members disagree they should tell why.
4. Ask if they had anything they want to add to the description.
5. In summary form the pupils must tell what do the pictures tell them about the South African societies in the past.
6. Would you have liked to live in that period? Why?
7. Now as a group, write a description of the variety of sources from which history derives. Add other materials that can be used to derive history which are not mentioned above.

The aim of this was to help pupils to study the pictures, interpret and describe what is going on and begin to form opinions about what the pictures show. In practice this process was able to provide pupils with knowledge of sources from which history derives and the uses of sources in general.

Step 2: Report back and whole-class discussion

After the group discussion and writing session, each group report back its discussion/answers to the whole class. The pictures they had been studying are compiled on to a hardboard as all the pupils could see and focus on them. The pupils used these in their reporting. The pictures are also used to extend the pupils's answers/discussions by pointing out what they missed in the pictures.

The pupils are more ready to accept new information when it extends and clarifies what they had already explored.

The aim of doing this was to enable pupils to focus on oral tradition as component of sources and construct knowledge as evidence and to critically examine the reliability of sources, to compile a more complete picture of a historical event or period, use pupils's own values and opinions as a framework for evaluating the past and select sources to support a point of view (critical outcome skills based work).

Worksheet

5.3 Feedback evaluation

To identify contemporary oral and archeological sources and practically construct knowledge as evidence on a cultural diverse basis (critical outcomes of skills, attitudes and values), the pupils and teacher undertake fieldwork. Since this is suggested for a school with serious backdraws in facilities, the pupils are instructed to interview the elderly or people involved in important events locally. Ask them about the new discoveries of cultural remain, skeletal remains, etc., and get pictures if possible. Collect photographs, letters, accounts passed from generation to generation in poetry, story telling, dance forms, locally. Research information about the Truth and Reconciliation Commission.

After the interview pupils are asked to write an individual report on their findings about the historical past of local people.

Role play:

As a group dramatise the oral evidence given to the Truth and Reconciliation Commission, held in Welkom in 1996. Imagine that you have to testify about the tragic events you have caused in the past. Imagine that one of your family members was murdered some years ago, now you suddenly heard about his/her tragic death. How will you feel and what will you do?

A few pupils are chosen to be the interviewers. One has to testify about the tragic death or event he/she caused. One should be the interviewee. (One of your family members was murdered during the apartheid regime.)

The rest of the class members are the people who came to listen to the commission.

The chairman of the Truth and Reconciliation Commission, Archbishop Desmond Tutu.



Former Ciskei Defence Force head, General Marius Oelschig and former Chief of Staff Operations, Horst Schobersberger, testify at the Bisho hearing.



The three subcommittees of the TRC.

4.4.2 Practical suggestion Lesson no. 2

The practical suggestion is developed to be applied in senior phase, Grade 9 (the former std 7 phase). The suggestions are formulated in the understanding that it is for the purpose of an educational environment which is partially equipped with instructional media (books, chalkboard, charts, overhead projector and a classroom with wall maps and electricity) are provided but the school is not provided with modern instructional media (such as television, video films etc. and media centre is also not provided).

NQF Level 1
GRADE 9

Designing instructional media for history learning as learning unit or part of learning unit

1. Learnings need of pupils and environmental setting:

Learning needs: To get to know the interrelationships between South Africa, Africa and the rest of the world. The pupils will have to be introduced to the aspect of diplomatic and international agreements and organisations (eg. UNO, SADC or OAU).

Environmental setting: The number of grade 9 pupils is one class of 35 pupils per teacher. Teaching most of the time is confined to the classroom because the school is partially equipped with modern instructional media.



2. Specific outcomes for the human and social science learning area are in OBE-SO part of educational former teaching aims.

SO: Demonstrate a critical understanding of how South African society has developed and changed.

ASSESSMENT: Criterium: To explore the interrelationships between South Africa, Africa and the rest of the world.

FOCUS: To acquire a critical understanding of major international organisations, such as the UNO and to develop an awareness of the work of the major international organisation with specific reference to Southern Africa.



3. Range statements as in OBE (Former objectives basically related to objectives as in the former terminology)

- 3.1 To become acquainted with the formation of major organisations such as UNO and the aims of its formation, including its origin, main organs, and their task.
- 3.2 To focus on sources to deduce the relations, and the role of UNO in the South African general elections.



4. Strategies and methodologies in relation to “objectives”/ range statements.

4.1 Chronological progressive method

The method is applied to explain and demonstrate range statement 3.1. The teacher presents picture material of the signing of the charter of UNO (see source A).

- Describe source A with reference to the signing of the UN charter and tell in short what information this source contains.
- Which war resulted in the signing of this charter?
- What does the leaves in the UN symbol symbolise (Source B)?
- Which countries are represented in the emblem?

By using this source, peace relationships between nations are identified. Handouts are provided in the form of a transparency using overhead projectors to identify ideologies of nations with regard the formation, aims and the task of the main organs of UNO.

4.2 Pragmatic method

This method is applied to explain range statement 3.2. The discovery method is used to search for information about the activities of UNO in the South African general elections of 1994.



5.1 Selection of instructional media



A



B

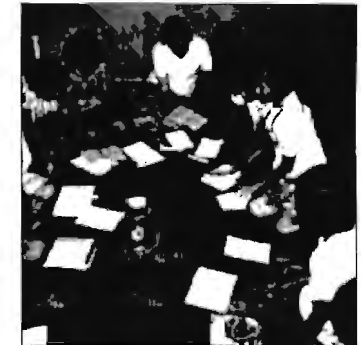
Emblem of the
United Nations
Organisation

Signing of the UN charter.



D

E



F

5.2 Implementation of instructional media in the unit of learning

Present the picture material of the signing of the UNO charter. Ask the pupils to describe the picture and to define the picture/give their opinions about the picture. Define the emblem of the UNO. Tell in short what it implies.

Present a handout on a transparency with overhead projector about the origin, aims and tasks of the main organs of the UNO while at the same time you use the chalkboard to clarify some concepts.

Research in the library:

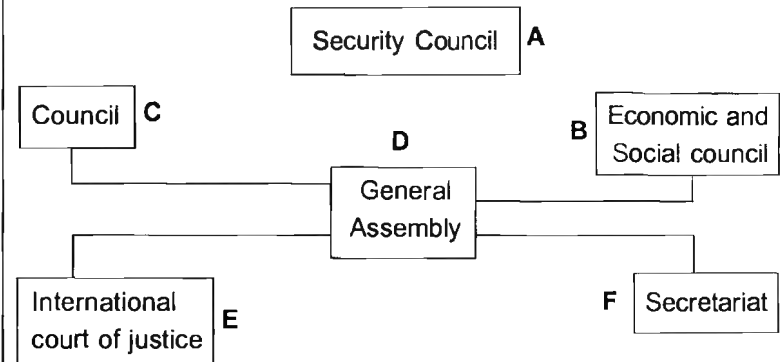
Pupils must do research in the library books to get more information about the UNO and the problems the organisation encountered and the successes and failures of the organisation in its activities throughout the world.

Write a short historical report giving the successes and the failures of the UNO in a written form. Make a survey by means of books, documents, and pictures found in the library and compile your own notes about the organisation.

Worksheet

5.3 Feedback evaluation

5.3.1 Structure of UNO



- Answer the following questions
 - a. In which city does the United Nations have its headquarters?
 - b. Name the South African statesman responsible for helping to formulate the preamble to the charter of the United Nations.
 - c. What is the purpose of the General Assembly?
 - d. Explain the composition of the Security Council.
 - e. What is the full name of Body C?
 - f. In which city is Body D to be found?
 - g. What purpose does the Secretariat fulfill?

5.3.2 UNO - today

Use a newspaper as an instruction medium and identify and cut out examples of reports where there is an indication of the role and the activities (social, political and economical) of the UNO in the 1994 South African general elections.

- Compare the definition of each of the various roles as may be understood from the newspapers.
- Choose (together with a motivation) the role played by UNO which was a sign of keeping peace in South Africa or one of its main tasks which were successfully met.

Eyes of the world on South Africa.
(1994 General Elections)

THE UNITED NATIONS

By far the largest and most experienced of the observer missions will be the United Nations. By the time the April election rolls around the UN hopes to have several thousand experienced observers on the ground.

According to mission spokesman James Kanu the UN has a "proactive" interpretation of its observer role. "We see our role not only as observing the election campaign but also one of being a catalyst, promoting dialogue between warring factions and promoting change in the police and army - all working through the peace structures." "Peace Structures" - one learns - is one of the favourite catch-words of the international observers.

Kanu says that the main focus of the UN observer teams on the ground come the end of April will be at the actual polling booths and agrees that such a focus may miss the very real threat of covert intimidation carried out far from the precincts of the UN teams.

What will the UN do about the youth - thinking it has of matches at suspected opposition rallies as they march off to the polls? What will it do about the youths already saying to voters that from the end of last month - the first of new

THE EUROPEAN UNION

The EU mission has been in South Africa for over 12 months, mainly to report on violence in the transition process and as such its members are heavily weighted in favour of politicians. Out of 30 in fact.

Their mission so far has been to observe the transition, help the government to reform the polling process and to assist the - you guessed it - peace structures.

THE COMMONWEALTH

Unlike the "mass action" approach of the UN, the Commonwealth Observer Mission has adopted a more low-key approach of putting key people - usually second-tier from member countries - into key situations to assist in the transition process.

For example, it is involved in training peace-keepers - once again in conjunction with the "peace structures", and has electoral experts from Australia and polling experts from

ORGANISATION OF AFRICAN UNITY

The OAU has long been a rival of the UN. Its head of mission Josiah Mphahlele is a Botswanaan. Legwaila was a northern Transvaal and top commander of the United Nationalist Party during the 1970s and subsequent election.

As such he has a keen insight into South African politics, but also a keen insight into the problems of the African continent.

While not dismissing the intimidation pressure, he sees a large problem in the fact that prevented from campaigning what he wants to see.

"Let's face it, one of the most serious problems in the world is that of a fair election is the right who they wish, and central parties to campaign."

"At present even the ANC is not a party in the eyes of the people in Tokozwa. If parties are to be fair and then we must have a fair election. He also says the main

4.4.3 Practical suggestion Lesson no. 3

The practical suggestion is developed to be applied in the General Education and Training Phase, Grade 8 (the former std 6). The suggestions are formulated in the understanding that it is for the purpose of an educational environment which is fully equipped with modern instructional media as discussed in chapter two and of adequate and fully equipped classrooms and media centres. The teacher-pupil ratio is as recommended by the Education Department.

**GRADE 8
(Former std 6)**

Designing instructional media for history learning as learning unit or part of learning unit

1. Learnings need of pupils and environmental setting:

Learning needs: To get to know the key features of change in South African society. The pupils will have to be introduced to this system and its impact on South African society.

Environmental setting: The number of grade 8 pupils are two classes of 35 pupils each. Teaching most of the time is confined to both the classroom and excursions because adequate facilities are provided.

New OBE: Learning area outcomes and specific outcomes (SO's) are basically related to aims as in the former terminology.

SO: Demonstrate a critical understanding of how South African society has developed and changed.

ASSESSMENT: Criterium: Key features of apartheid with specific reference to forced removals.

FOCUS: To acquire a critical understanding of the basic nature of the apartheid system and relate this to the everyday lives of ordinary people past and present.



3. Range statements as in OBE (Former objectives basically related to abjectives as in the former terminology)

- 3.1** To acquire knowledge of apartheid, and specific acts that featured in the concept.
- 3.2** To specifically identify the impact of forced removals on black people.

4. Strategies and methodologies in relation to “objectives”/ range statements

4.1 The chronical-regressive method and the global method

The chronological-regressive method and the global method will be applied to explain range statement 3.1. The teacher uses the question and answer method to acquire knowledge of apartheid from the present or modern time. The teacher works step by step into the past until eventually he/she reaches the period to be studied (see sources for detailed explanation of this practical suggestion).

4.2 The chronical-progressive method

To further explain 3.1, explain how the apartheid system was established and developed in South Africa. Explain the apartheid laws and how they affected the lives of South Africans. Emphasize the Group Areas Act No41 of 1950 which resulted in forced removals (see source).

4.3 The factual or pragmatic method

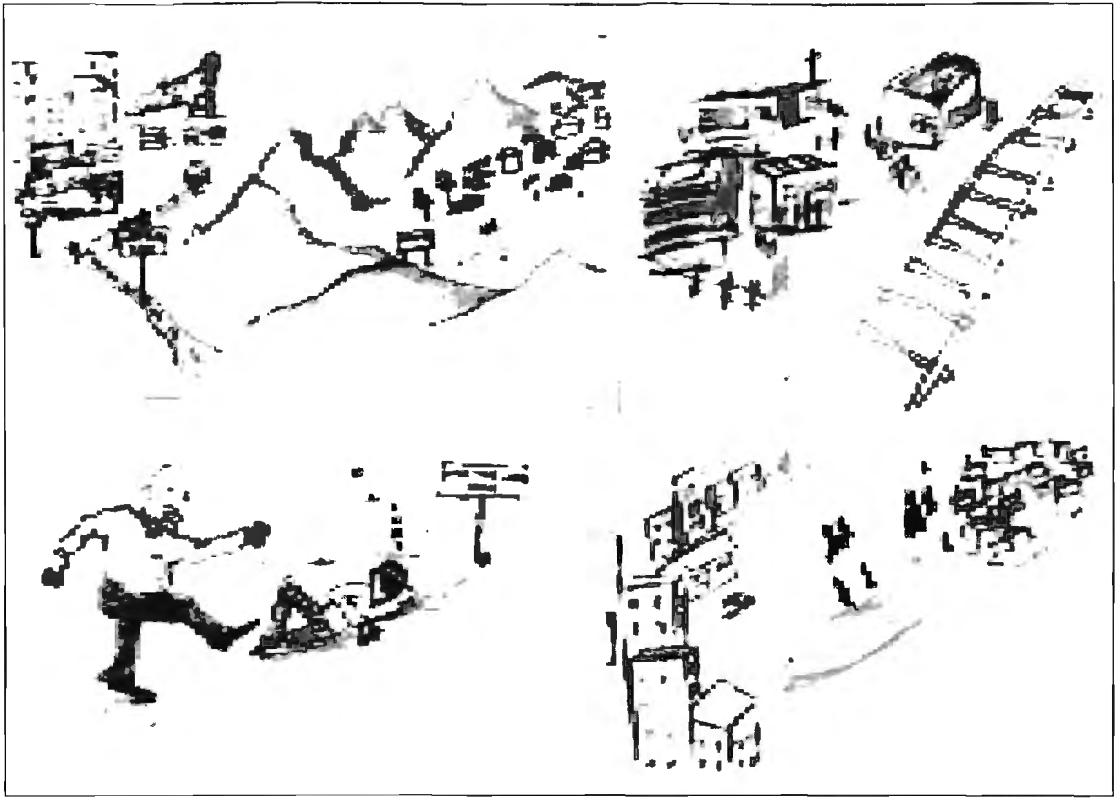
Present two selected instructional media to the pupils to give them the opportunity to study the material, to think, to reason, to pass judgement and to interpret their own way. No explanation is done by the teacher (see photographs).

5.1 The selection of instructional media

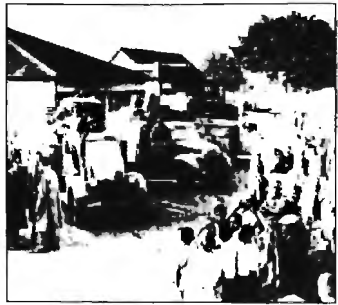


Source A

Continued on next page...



Source B



Bickford - Smith, et al., 1995:115
Source D



Unterhalter, 1987:91
Closer settlement in KwaZulu established for evicted farm workers and communities forced to move from black spots.
Source E

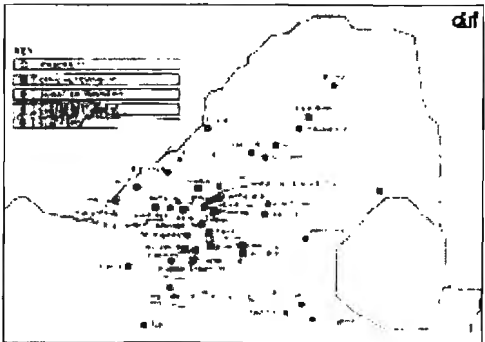


Source F

INDEPENDENT STATES: TRANSKEI, CISKEI, BOPHUTHATSWANA AND VENDA
KT: VGBC412 TD: 17 min.
PD: BUROIINL DT: 1988
GR: SPF-VOL RG: MAY COPY
FT: V

The independent states are discussed with reference to their government, industries, educational facilities, agriculture and housing.

Source G



Unterhalter, 1987:v
Source C



Troops erect barbed wire around the squatter township of Nyanga Bush to prevent residents, who fled during police and military action in May 1986, returning to their homes.

Unterhalter, 1987:95

Source H

5.2 Implementation of instructional media

Prepare pupils to view "Independent States: Transkei, Ciskei, Bophuthatswana and Venda," a video offering a 17 minute overview of the life in homelands from the introduction of the Group Areas Act No41 of 1950 which resulted in forced removals.

Activity 1

Using questions keyed in a computer ask the pupils the following questions:

1. What different groups of people do you have in South Africa?
2. What they know about apartheid, when people couldn't go to school with or live with anyone with different skin colour.
3. When were the first elections that everyone could vote in?

Using the cartoon of governmental acts explain how people were removed from their area of origin. Using the map of places affected by forced removals ask the pupils to identify any area they know which was affected or the area they have been to.

Using the photographs show the pupils how societies were removed, how their homes were demolished, and the photographs of the situation in the resettlement area.

Activity 2

To introduce the social system of the apartheid period, spell out word education, health, housing and landownership on different sections of the blackboard and ask the pupils what they know or problems people in their area face with regard to the said concepts. List the ideas from the pupils and encourage them to agree, disagree, add or subtract information.

Activity 3

View the video of "Independent States: TVBC". Discuss independent states with reference to their government, industries, educational facilities, health, agriculture and housing.

Worksheet

5.3 Feedback evaluation

Determine how realistically television portrayed the apartheid system by having pupils do the following:

1. Interview someone whose teen years were spent in the 1940's, 1950's, 1960's or 1970's (using a tape recorder).
2. Note the moral or ethical changes in characters from shows from each decade by analysing the following:
 - a. Treatment of blacks
 - b. Reaction to the apartheid regime
 - c. Make a list of what problems people in the apartheid regime faced with regard to education, health, economy,

issues around landownership and controlled housing.

- d. Let the pupils share their own views on the realism of the 1980's and 1990's.
- e. Present their interview findings in a report to the class.

Forced removals: cleaning up "black spots"



Ciskei

Source: Perry, 1992:81



A dumping ground.

Source: Perry, 1992:86



Working in a "homeland".

Source: Perry, 1992:79



Living in a "homeland".

Source: Perry, 1992:78

CHAPTER 5

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 ORIENTATION

Research into the various sources of literature on media and instruction has revealed that effective teaching and learning take place within an integrative learning environment where instructional media have been carefully selected and meaningfully integrated in instruction. It is further maintained that with a “mindful” didactic approach to the selected media, the teacher can internalise the learning outcomes in his/her classroom. Based on the literature study and the empirical research this study has attempted to establish a rationale for the deliberate selection and integration of instructional media in the didactic situation and more specifically in History teaching, while also considering the fact that most schools in South Africa are not fully provided with the infrastructure, nor with the instructional media peculiar to the technological age (Marais, 1990:26).

This chapter focuses on the findings and the results of the earlier chapters, and finally recommendations on the selection and implementation of instructional media in History teaching will be made.

5.2 RÉSUMÉ OF RESEARCH PROJECT

History as a discipline in the senior phase (former secondary phase) and further education and training phase (former senior secondary phase) has been very important to the “curriculum designers” for it concerns itself with various aspects of the human past which equip learners with attitudes, skills, knowledge and critical understanding to locate themselves in their own society, history and country in a global context. On this basis it enables pupils to develop, meaningfully and critically, a sense of self-worth and identity, and

helps empower them to exercise their full rights and responsibilities as citizens: it also intends to promote nation building. For these reasons, the development of an understanding and knowledge of teaching History is a perennial feature of every teacher's life.

5.2.1 Findings from the literature

The main aim of this study was to determine how effectively can media be integrated in the teaching and learning situation. Chapter 1 reflected the general opinion of media specialists and educationists about media usage in teaching and learning. It was established that almost 66% of educationist are adamant that technology is a vehicle to effective learning (see chapter 1).

The research came to the conclusion that an extensive catalogue of instructional material has been produced (see table 1 chapter 2). However the availability of instructional media is not sufficient for the utilisation of instructional media which will lead to the improvement of students' academic achievement and attitude development. Teachers and educators are aware that since media have become an integral part of South African children's daily lives, it should also become an integral part of instruction in the classroom.

The extensive catalogue of available instructional media confronts teachers with big problems of selecting media that suit the teaching of History best. Media selection models have been presented by media specialists. Although literature concerning media integration is available, very few sources deal directly with the selection and integration of instructional media in the teaching of History. Finally, research on the didactic use of instructional media in teaching has found that learning History can be an entertaining experience, it can teach a wide range of skills and expose the historical world to the learner.

In preparing this chapter, an aspect that was rather disconcerting was the lack of literature concerning the selection and integration of instructional media in South Africa and subject-specific material in general. Irrespective of this, the theoretical and didactic principles which

guide teachers in the selection of specific instructional media and the relationship between instructional media, learning and teaching provided by media specialists enhanced the proposal for the guidelines for the selection of instructional media for History teaching.

5.2.2 Media selection models

Chapter two reflected that History teachers should be familiar with the didactic implications and the utilisation of instructional media. These include the teaching/learning factors influencing instructional media selection (i.e. the identification of instructional objectives, the instructional environment, capabilities, developmental levels, cognitive development and previous experiences of pupils, functional time and the size of the class).

Secondly the practical and technical determinants influencing instructional media selection should be considered (see Marais' model). It is essential to note that the integration of instructional media into the teaching/learning process will produce positive learning results only if the selection of instructional media is appropriate to the subject and the environment is given careful thought, as well as the aims and objectives of History teaching within the framework of the present Educational programme Outcome Based Education.

Apart from having sufficient knowledge of the subject, the teacher of History should also be an active and intelligent media interpreter. By incorporating the use of any instructional media as an added teaching method into the already existing group of teaching methods, the teacher can create various intellectually stimulating learning experiences. In an attempt to focus on History teaching, the guidelines for the selection of media for History has been proposed in a diagrammatic form. The proposed guidelines directs the teacher towards the planning of History lessons and the approach is practically suggested in chapter 4.

5.2.3 Empirical research on History teaching and the use of instructional media

Chapter 3 concerns the empirical research. The empirical research aimed at establishing the didactic and the practical determinants influencing media selection in the teaching of History in the northern Free State region, and the typical media used by History teachers. It was significant to find that, though extensive catalogues of instructional media have been produced by various Departments and organisations in South Africa, many schools are not provided with media. The cause of the problem might be lack of skill. Furthermore, many teachers did not receive training in media science. As a result, some teachers do not utilise instructional media effectively in the teaching of History. It was also discovered that some schools have serious backlogs in facilities, and some are partially equipped, while others are fully equipped with modern instructional media and media centres.

5.2.4 Practical suggestions of media implementation in history teaching and findings

Chapter 4 is devoted to the practical implementation of instructional media in the teaching of History. In this discussion the teaching of History through the use of selected instructional materials has been proposed. An attempt was made to highlight another dimension of History teaching as well as materials which are mainly of use in a History class. This chapter is linked with the theoretical basis of chapter 2, which presents a few models, but a new adapted model is used for practical suggestions.

In designing the lesson presentation for History, it was reflected that teaching consists of a series of well-planned strategies. The development of a teacher is therefore an on-going process which, like that of a learner, never ends, and a good teacher is a learner all through life. There can be no more gratifying thought for a committed teacher than to know that a set of pupils have been helped to grasp some knowledge or a concept successfully, aspects which the former Educational aims as well as the present Outcomes Based Education set as goals.

The modern teacher must be a true professional who uses a battery of skills logically, and a variety of media creatively to induce productive learning that will enable pupils to adapt to an ever-changing and challenging technological world. Using information presented by printed materials, charts, overhead projectors, film, television and video, the learning activities can encompass the different aspects of the lecture and discussion methods, as well as group work, self-activities (such as project work, plays, self-study modules and field work) and demonstration materials such as human remains, as well as experimental learning which could include role plays, dramatisation and case studies.

5.3 RECOMMENDATIONS

- Teachers must be advised, perhaps by implementing in-service training programmes, on how to practically implement instructional media in history lessons.
- As we saw in practical lessons photographs and pictures are important sources of historical evidence. Teachers must therefore be provided with advised information on public libraries, museum and archives. And where to obtain specific instructional media sources for history, and places which keep historical documents. The updating thereof is urgently needed. Perhaps the development of media kits by the Departements involved, can also be useful.
- The Ministry of Education should adapt to these new technological changes and should accommodate examples of curricula (OBE Learning Units), as is visible in the OBE framework, as well as assure the production of media suitable for all educational circumstances which teachers hopefully will have easy access to.

Finally, following on this study, it is suggested that further research be undertaken in the didactic applications of instructional media in the teaching of History. The instructional media will continue to have an impact on education. Instructional designers will also continue to improve

the teaching of various subjects. With the media selection models of different subjects that will be developed, instructional media will serve an important function in the systematic design of instructional programmes.

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Appendix A

RESEARCH QUESTIONNAIRE

THE SELECTION AND THE INTEGRATION OF INSTRUCTIONAL MEDIA FOR HISTORY TEACHING

OFFICE USE

QUESTIONNAIRE NO.

1 - 3

INSTRUCTIONS

Complete each of the following questions by marking the appropriate square with a cross/tick.

A. BIOGRAPHICAL PARTICULARS

1. Your age in years.

20 - 25 years	1	<input type="checkbox"/>
26 - 30 years	2	<input type="checkbox"/>
31 - 35 years	3	<input type="checkbox"/>
36 - 40 years	4	<input type="checkbox"/>
41 - 50 years	5	<input type="checkbox"/>
Older than 50 years	6	<input type="checkbox"/>

4

2. Sex.

Female	1	<input type="checkbox"/>
Male	2	<input type="checkbox"/>

5

3. Highest qualification in history.

Primary Teachers Diploma	1	<input type="checkbox"/>
Senior Teachers Diploma	2	<input type="checkbox"/>
4 years Teachers Diploma	3	<input type="checkbox"/>
Degree	4	<input type="checkbox"/>
Honours Degree	5	<input type="checkbox"/>
Other Degrees	6	<input type="checkbox"/>

6

4. Indicate for which standards/groups are you currently responsible with regard to history.

Junior Classes Std. 6-7	1	
Senior Classes Std. 8-10	2	
Both Groups	3	

7

5. Type of School.

D.E.T.	1	
PRIVATE	2	
'C' MODEL	3	
D.E.	4	
T.E.D.	5	

8

6. Number of years teaching experience (to the nearest completed year).

4 - 8 years	1	
9 - 12 years	2	
13 - 16 years	3	
17 - 20 years	4	
More than 20 years	5	

9

7. Did you receive any instruction in media science or any facet thereof during your teaching training in the following :

- (a) Production of media programmes.

Yes	1	
No	2	

10

- (b) Handling of media apparatus.

Yes	1	
No	2	

11

(c) Selection of media.

Yes	1	
No	2	

12

B. INFORMATION WITH REGARD TO INSTRUCTION
MEDIA AND HISTORY TEACHING

8. Has your School authorities identified the necessity of media instruction?

Yes	1	
No	2	

13

9. Have they taken initiative to acquire media hardware, i.e. materials like computer, overhead projector, video, etc.?

Yes	1	
No	2	
Partially	3	

14

10. For the effective utilization of instructional media, has your School authorities provided software (consumables), i.e. transparencies?

Yes	1	
No	2	
Partially	3	

15

11. Are there specific staff members responsible for the selection of instructional media?

Yes	1	
No	2	

16

12. Which of the following is responsible for the selection of instructional media in your school?

(a) The Principal's responsibility.

Yes	1	
No	2	

17

(b) The Principal giving guidance.

Yes	1	
No	2	

18

(c) The School Committee.

Yes	1	
No	2	

19

(d) D.E.C.'s responsibility.

Yes	1	
No	2	

20

(e) Teacher's responsibility.

Yes	1	
No	2	

21

13. Has your School made provision for the following :

(a) A wide choice of instructional media?

Yes	1	
No	2	

22

(b) Selected instructional media for the needs of every subject.

Yes	1	
No	2	

23

- (c) Select instructional media for the specific historical needs of the teacher and pupils?

Yes	1	
No	2	

24

- (d) Resources to permit teachers to construct various instructional media for use in their own projects.

Yes	1	
No	2	

25

- (e) Roneo machine.

Yes	1	
No	2	

26

- (f) Photocopying machine.

Yes	1	
No	2	

27

- (g) Software, i.e. transparencies.

Yes	1	
No	2	

28

- (h) Trained teachers to help you :

- i. Order instructional material.

Yes	1	
No	2	

29

- ii. Use instructional materials.

Yes	1	
No	2	

30

iii. Select instructional material.

Yes	1	
No	2	

31

14. Here are some characteristics of instructional media. Mark the appropriate number for each action to show whether you agree or disagree.

1	Definitely
2	Think so
3	Not sure
4	Disagree

Instructional media can be used to :

(Please mark on appropriate number)

- | | | | | | |
|---------------------------------------|---|---|---|---|----|
| (a) Facilitate learning. | 1 | 2 | 3 | 4 | 32 |
| (b) Provide intellectual development. | 1 | 2 | 3 | 4 | 33 |

Effective use of instructional media

- | | | | | | |
|--|---|---|---|---|----|
| (d) Relieves a situation of 'talk and chalk' approach in the presentation of subject content. | 1 | 2 | 3 | 4 | 34 |
| (e) Results in greater learning when integrated into traditional instructional programme. | 1 | 2 | 3 | 4 | 35 |
| (f) Results in the accomplishment of equal amounts of learning in less time. | 1 | 2 | 3 | 4 | 36 |
| (g) Gives rise to effects which it is sometimes impossible to describe, analyse or explain in current scientific language. | 1 | 2 | 3 | 4 | 37 |

Comment on the following statements as in question 14...

Instructional programmes based upon a "systematic approach" frequently facilitate students learning more effectively than traditional institutions.

1 2 3 4 38

15. Do you apply various teaching strategies during the lesson for :

(a) Group learning?

Frequently	1	
Seldom	2	
Never	3	

39

(b) Individualized instruction?

Frequently	1	
Seldom	2	
Never	3	

40

(c) Mass instruction?

Frequently	1	
Seldom	2	
Never	3	

41

16. Do you plan for pupil interaction during History lessons :

(a) Group discussion?

Always	1	
Seldom	2	
Never	3	

42

(b) Demonstrations?

Always	1	
Seldom	2	
Never	3	

43

(c) Identifications?

Always	1	
Seldom	2	
Never	3	

44

(d) Test and questionnaires?

Always	1	
Seldom	2	
Never	3	

45

17. If you are partially able or unable to allow for pupil interaction during lessons, which of the following constraints prevent you from doing this?

(a) Very large groups?

Yes	1	
No	2	

46

(b) Insufficient time?

Yes	1	
No	2	

47

(c) Pupils of mixed abilities?

Yes	1	
No	2	

48

(d) Insufficient equipment?

Yes	1	
No	2	

49

(e) Inadequate funds?

Yes	1	
No	2	

50

(f) Poor venue?

Yes	1	
No	2	

51

18. Do you make use of instructional media to conceptualise, e.g. revolution, nationalisation and industrialisation?

Everyday	1	
Once or twice a week	2	
Never	3	

52

19. Do you use a variety of instructional media during History lessons to cater for different learning styles of individual pupils, i.e. auditory or visual?

Yes	1	
No	2	

53

20. To what extent are the following human and situational resources effective in History teaching?

1	Very effective
2	Quiet effective
3	Unsure
4	A little bit effective
5.	Not at all effective

- | | | | | | | | |
|-----|---|---|---|---|---|---|----|
| (a) | Role play situations. | 1 | 2 | 3 | 4 | 5 | 54 |
| (b) | Case studies using group members. | 1 | 2 | 3 | 4 | 5 | 55 |
| (c) | Field trips. | 1 | 2 | 3 | 4 | 5 | 56 |
| (d) | Group participation in decision making. | 1 | 2 | 3 | 4 | 5 | 57 |

21. In general, how good would you say the utilization of instructional media would be when used to :

1	Excellent
2	Fairly good
3	Unsure
4	Not very good
5	Not good at all

- | | | | | | | | |
|-----|---|---|---|---|---|---|----|
| (a) | Gain attention or stimulate interest during the introduction of a lesson. | 1 | 2 | 3 | 4 | 5 | 58 |
| (b) | Solely for the main body of the lesson. | 1 | 2 | 3 | 4 | 5 | 59 |
| (c) | Reinforce concepts, recapitulation of theory. | 1 | 2 | 3 | 4 | 5 | 60 |
| (d) | Provide information with regard to pupils progress evaluation. | 1 | 2 | 3 | 4 | 5 | 61 |

22. How often do you use the following instructional media in the presentation of a History lesson? :

1	Frequently
2	Seldom
3	Everyday
4	Never

- | | | | | | | |
|-----|------------|---|---|---|---|----|
| (a) | Textbooks. | 1 | 2 | 3 | 4 | 62 |
| (b) | Workbooks. | 1 | 2 | 3 | 4 | 63 |
| (c) | Magazines. | 1 | 2 | 3 | 4 | 64 |
| (d) | Slides. | 1 | 2 | 3 | 4 | 65 |
| (e) | Films. | 1 | 2 | 3 | 4 | 66 |
| (f) | Videos. | 1 | 2 | 3 | 4 | 67 |

(g)	Filmstrips.	1	2	3	4	68
(h)	Computers.	1	2	3	4	69
(i)	Documents.	1	2	3	4	70
(j)	Chalkboard.	1	2	3	4	71
(k)	Graphs.	1	2	3	4	72
(l)	Maps.	1	2	3	4	73
(m)	Handouts.	1	2	3	4	74

23. Which of the following instructional medias do you think are the most effective instructional materials to be used by History teachers ?

1	Most effective
2	Fairly effective
3	Less effective
4	Poor

(a)	Textbooks.	1	2	3	4	75
(b)	Workbooks.	1	2	3	4	76
(c)	Magazines.	1	2	3	4	77
(d)	Slides.	1	2	3	4	78
(e)	Films.	1	2	3	4	Kaart (2) 1 2
(f)	Videos.	1	2	3	4	3
(g)	Filmstrips.	1	2	3	4	4
(h)	Computers.	1	2	3	4	5
(i)	Documents.	1	2	3	4	6
(j)	Chalkboard.	1	2	3	4	7

(k) Graphs.	1	2	3	4	8
(l) Maps.	1	2	3	4	9
(m) Handouts.	1	2	3	4	10

24. Which of the following projected still-visuals do you think are more effective when supported by verbal messages (rank order 2)

Slides	1	
Transparencies	2	
Filmstrips	3	
Holograms	4	

11

25. Are there criteria for the selection of instructional media in your school?

Yes	1	
No	2	

12

26. Mark the following criteria for the selection of instructional media in order of importance.

Cost	1	
Technical Quality	2	
Appropriateness	3	
Safety	4	
Standardization	5	
Responsibility	6	
Operability	7	
Performance Reliability	8	
Portability	9	
Validation	10	

13 - 14

15 - 16

17 - 18

19 - 20

21 - 22

23 - 24

25 - 26

27 - 28

29 - 30

31 - 32

VRAELYS

DIE SELEKSIE EN INTEGRASIE VAN OPVOEDINGSMEDIA VIR GESKIEDENISONDERRIG

KANTOORGEBRUIK

VRAELYS NO.

1 - 3

INSTRUKSIES

Voltooi elk van die volgende vrae deur die regte blokkie met 'n kruisie te merk.

A. BIOGRAFIESE BESONDERHEDE

1. U ouderdom in jare.

20 - 25 jaar	1	
26 - 30 jaar	2	
31 - 35 jaar	3	
36 - 40 jaar	4	
41 - 50 jaar	5	
Ouer as 50 jaar	6	

4

2. Geslag.

Vroulik	1	
Manlik	2	

5

3. Hoogste kwalifikasie verwerf in Geskiedenis.

Primêre Onderwysdiploma	1	
Senior Onderwysdiploma	2	
4 jaar Onderwysers- diploma	3	
Graad	4	
Honneurs graad	5	
Ander grade	6	

6

4. Dui aan vir watter standerds/groepe u tans verantwoordelik is rakende Geskiedenis.

Junior klasse St. 6-7	1	
Senior klasse St. 8-10	2	
Beide groepe	3	

7

5. Tipe skool.

D.E.C.	1	
PRIVAAT	2	

8

6. Aantal jare van Onderwyservaring (tot die naaste voltooide jaar).

4 - 8 jaar	1	
9 - 12 jaar	2	
13 - 16 jaar	3	
17 - 20 jaar	4	
Meer as 20 jaar	5	

9

7. Het u tydens u onderwysopleiding enige opleiding in die mediakunde behaal, ten opsigte van die volgende :

- (a) Die produksie van media programme.

Ja	1	
Nee	2	

10

- (b) Die hantering van media apparaat.

Ja	1	
Nee	2	

11

(c) Die seleksie van media.

Ja	1	
Nee	2	

12

**B. INLIGTING MET BETREKKING TOT OPVOEDINGS
MEDIA EN GESKIEDENISONDERRIG**

8. Het u skool gespesialiseerde persone/kundiges vir mediaopleiding/-opvoeding?

Ja	1	
Nee	2	

13

9. Het u skool enige inisiatief geneem om mediatoerusting te bekom? (toerusting soos rekenaars, oorhoofse projektors, videos, ens.?)

Ja	1	
Nee	2	
Deels	3	

14

10. Het u skool voorsiening gemaak vir die nodige sagteware (by. transparante) vir die effektiewe benutting van opvoedings-media?

Ja	1	
Nee	2	
Deels	3	

15

11. Is daar spesifieke personeel wat gemoeid is met die seleksie van media?

Ja	1	
Nee	2	

16

12. Welke van die volgende persone is verantwoordelik vir die seleksie van media in u skool?

(a) Die hoof se verantwoordelikheid.

Ja	1	
Nee	2	

17

(b) Die hoof gee leiding.

Ja	1	
Nee	2	

18

(c) Die Skoolkomitee/-raad.

Ja	1	
Nee	2	

19

(d) Die verantwoordelikheid van die D.O.K.

Ja	1	
Nee	2	

20

(e) Onderwyser se verantwoordelikheid.

Ja	1	
Nee	2	

21

13. Het u skool voorsiening gemaak vir die volgende :

(a) 'n Wye verskeidenheid van opvoedingsmedia?

Ja	1	
Nee	2	

22

(b) Geselekteerde opvoedingsmedia vir die behoeftes van elke vak?

Ja	1	
Nee	2	

23

- (c) Geselekteerde opvoedingsmedia vir die spesifieke gebruik deur Geskiedenis- onderwysers en leerlinge?

Ja	1	
Nee	2	

24

- (d) Bronne en fondse vir die ontwerp van opvoedingsmedia deur onderwysers vir hulle gebruik daarvan in persoonlike projekte, ens.?

Ja	1	
Nee	2	

25

- (e) Roneo masjien.

Ja	1	
Nee	2	

26

- (f) Afolmasjien.

Ja	1	
Nee	2	

27

- (g) Sagteware en transparante.

Ja	1	
Nee	2	

28

- (h) Opgeleide onderwysers help u om :

- i. Opvoedingsmateriaal te bestel.

Ja	1	
Nee	2	

29

- ii. Opvoedingsmateriaal reg te gebruik.

Ja	1	
Nee	2	

30

iii. Opvoedingsmateriaal te selekteer.

Ja	1	
Nee	2	

31

14. Onderstaande is eienskappe van opvoedingsmedia.
Merk die toepaslike nommer vir elke handeling
om aan te dui of u saamstem al dan nie.

1	Beslis
2	Dink so
3	Onseker
4	Verskil

Opvoedingsmedia kan gebruik word om :

(Skrap asseblief die toepaslike syfer)

- | | | | | | | |
|-----|--|---|---|---|---|----|
| (a) | Die leerproses te fasiliteer. | 1 | 2 | 3 | 4 | 32 |
| (b) | Intellektuele ontwikkeling te stimuleer. | 1 | 2 | 3 | 4 | 33 |

Die effektiewe gebruik van opvoedingsmedia

- | | | | | | | |
|-----|---|---|---|---|---|----|
| (d) | Dit verlig die situasie van 'n "praat en kryt"
- benadering. | 1 | 2 | 3 | 4 | 34 |
| (e) | Lei tot verhoogde leer as dit geïntegreer is met
die tradisionele opvoedingsprogram. | 1 | 2 | 3 | 4 | 35 |
| (f) | Lei tot die bereiking van gelyke hoeveelhede
inhoud in minder tyd. | 1 | 2 | 3 | 4 | 36 |
| (g) | Verhoog die helderheid van sake en konsepte
wat moeilik verduidelik kan word of ontleed
en verduidelik kan word in die teenwoordige
vakwetenskaplike taal. | 1 | 2 | 3 | 4 | 37 |

Kommentaar op die volgende aannames soos in vraag 14...

Opvoedingsprogramme wat geskoei is op 'n sistematiese benadering" fassiliteer dikwels studente as die tradisionele benaderings.

1 2 3 4 38

15. Pas u gedurende u les 'n verskeidenheid van onderrigstrategieë toe vir :

(a) Groepwerk?

Dikwels	1	
Soms	2	
Nooit	3	

39

(b) Individuele onderrig?

Dikwels	1	
Soms	2	
Nooit	3	

40

(c) Klas onderrig?

Dikwels	1	
Soms	2	
Nooit	3	

41

16. Beplan u vir onderwyser/leering interaksie gedurende die onderrig van Geskiedenis?

(a) Groepsbespreking?

Gereeld	1	
Soms	2	
Nooit	3	

42

(b) Demonstrasies?

Gereeld	1	
Soms	2	
Nooit	3	

43

(c) Identifikasies?

Gereeld	1	
Soms	2	
Nooit	3	

44

(d) Toetse en besprekingsvrae?

Gereeld	1	
Soms	2	
Nooit	3	

45

17. As u volkome/deels in die posisie om leerlinginteraksie in die klaskamer te akkommodeer, watter beperkinge verhinder u om die gebruik van hierdie metodiek behoorlik te hanteer?

(a) Besonder groot groepe?

Ja	1	
Nee	2	

46

(b) Tyd te min?

Ja	1	
Nee	2	

47

(c) Leerlinge met 'n verskeidenheid vermoëns.

Ja	1	
Nee	2	

48

(d) Beperkte toerusting?

Ja	1	
Nee	2	

49

(e) Ongenoegsame fondse?

Ja	1	
Nee	2	

50

(f) Swak toegeruste bymekaarkomplek.

Ja	1	
Nee	2	

51

18. Maak u van opvoedingsmedia gebruik om te konseptualisering, bv. revolusie, nasionalisering en industrialisering?

Elke dag	1	
Een/twee keer per week	2	
Nooit	3	

52

19. Maak u van verskillende opvoedingsmedia gebruik om vir verskillende leerstyle van individue voorsiening te maak, bv. vir individue in die groepe of visueel?

Ja	1	
Nee	2	

53

20. Tot watter mate is die volgende menslike bronne, en die terplaatse, effektief in geskiedenis-onderrig?

1	Baie effektief
2	Meestal effektief
3	Onseker
4	Effektiwiteit skraal
5.	Geensins effektief

(a)	Rolspel situasies.	1	2	3	4	5	54
(b)	Gevalle studies deur die gebruik van groeplede.	1	2	3	4	5	55
(c)	Veldwerk.	1	2	3	4	5	56
(d)	Groepsdeelname deur besluitneming.	1	2	3	4	5	57

21. Hoe sien u die rol van opvoedingsmedia oor die algemeen wanneer u dit begin gebruik?

1	Uitstekend
2	Redelik goed
3	Onseker
4	Nie baie goed nie
5.	Geensins goed nie

- | | | | | | | | |
|-----|--|---|---|---|---|---|----|
| (a) | Om aandag te behou of belangstelling te prikkel gedeurende die inleiding van 'n les. | 1 | 2 | 3 | 4 | 5 | 58 |
| (b) | Hoofsaklik vir die hoofinhoud van die teorie. | 1 | 2 | 3 | 4 | 5 | 59 |
| (c) | Versterk konsepte, herhaling van die teorie. | 1 | 2 | 3 | 4 | 5 | 60 |
| (d) | Voorsien evaluerende inligting met betrekking tot leeringe se vordering. | 1 | 2 | 3 | 4 | 5 | 61 |

22. Hoe dikwels gebruik u die volgende opvoedingsmedia in die voorbereiding van 'n Geskiedenisles? :

1	Dikwels
2	Selde
3	Daaglik
4	Nooit

- | | | | | | | |
|-----|---------------------|---|---|---|---|----|
| (a) | Voorgeskrewe boeke. | 1 | 2 | 3 | 4 | 62 |
| (b) | Werkboeke. | 1 | 2 | 3 | 4 | 63 |
| (c) | Tydskrifte. | 1 | 2 | 3 | 4 | 64 |
| (d) | Skuifies. | 1 | 2 | 3 | 4 | 65 |
| (e) | Films. | 1 | 2 | 3 | 4 | 66 |
| (f) | Videos. | 1 | 2 | 3 | 4 | 67 |

KANTOORGEBRUIK

(g)	Filmstroke.	1	2	3	4	68
(h)	Rekenaars.	1	2	3	4	69
(i)	Dokumente.	1	2	3	4	70
(j)	Skryfbord.	1	2	3	4	71
(k)	Grafiese voorstellings.	1	2	3	4	72
(l)	Kaarte.	1	2	3	4	73
(m)	Aantekeninge.	1	2	3	4	74

23. Welke van die volgende opvoedingsmedia meen u is die effektiefste vir gebruik deur die geskiedenisonderwyser in die geskiedenisklas?

1	Baie effektief
2	Redelik effektief
3	Minder effektief
4	Swak

(a)	Voorgeskrewe boeke.	1	2	3	4	75
(b)	Werkboeke.	1	2	3	4	76
(c)	Tydskrifte.	1	2	3	4	77
(d)	Skuifies.	1	2	3	4	78
(e)	Films.	1	2	3	4	Kaart (2) 1 2
(f)	Videos.	1	2	3	4	3
(g)	Filmstroke.	1	2	3	4	4
(h)	Rekenaars.	1	2	3	4	5
(i)	Dokumente.	1	2	3	4	6
(j)	Skryfbord.	1	2	3	4	7

(k)	Grafiese materiaal.	1	2	3	4	8
(l)	Kaarte.	1	2	3	4	9
(m)	Aantekeninge.	1	2	3	4	10

24. Welke van die volgende visuele materiaal meen u is meer effektief as dit met 'n dialoog voorsien word?

Skuifies.	1	
Transparante	2	
Filmstroke	3	
Hologramme	4	

11

25. Is daar enige kriteria vir die seleksie van opvoedingsmateriaal in u skool?

Ja	1	
Nee	2	

12

26. Dui in volgorde van belangrikheid aan watter van die volgende kriteria belangrik is vir die seleksie van opvoedingsmedia.

Koste	1	
Tegniese kwaliteit	2	
Toepaslikheid	3	
Veiligheid	4	
Standardisasie	5	
Verantwoordelikheid	6	
Hanteerbaarheid	7	
Werkzaamheid betroubaarheid	8	
Vervoerbaarheid	9	
Geldigheid	10	

13 - 14

15 - 16

17 - 18

19 - 20

21 - 22

23 - 24

25 - 26

27 - 28

29 - 30

31 - 32