

YESTERDAY *&* TODAY  
NO.3, OCTOBER 2008

The *Yesterday&Today* is an educationally focused journal, currently published in conjunction with The South African Society for History Teaching (SASHT) under the auspices of the School of Basic Sciences, Vaal Triangle Campus, North-West University. An electronic format of the journal is also available on the SASHT website:

<http://www.sashtw.org.za>

Educational and fair-use copying of the *Yesterday&Today*, for research and teaching and not for profit, is permitted. The use of correct citation methods and acknowledgement of authors' work is a prerequisite.

Opinions expressed or conclusions arrived at in articles and book reviews are those of the authors and are not to be regarded as that of the North-West University, as custodian for the *Yesterday&Today*, or the SASHT Editorial committee. Two editions of *Yesterday&Today* are annually published.

#### **Notes to contributors from 2009 and onwards**

Manuscripts, (2 per author) in any of the official languages, not exceeding fifteen pages, double spacing (12 font) and accompanied by a stiffy/CD disk in Word are welcome. Electronic contributions can also be send to [elize.vaneeden@nwu.ac.za](mailto:elize.vaneeden@nwu.ac.za). A summary/abstract must also be included in a different language to that of the manuscript.

Contributors are asked to write clearly and simply and to avoid technical terms as far as possible. The language of all articles must be edited by a professional language editor. Evidence must be supplied.

The use of informative subheadings is important.

For general style and the editorial policy of articles, contributors are recommended to the last pages of this publication. THESE WILL APPLY FROM THE OCTOBER 2008 EDITION. One copy of the entire issue will be sent to a contributor of an article. Page fees will be asked if the contributor of an article is not a member of the SASHT.

### **Editorial Advisory Committee**

Mrs. Heidi Roupp (World History Association, Aspen College, USA)  
Prof. Sonja Schoeman (University of South Africa, Pretoria)  
Prof. Arend Carl (University of Stellenbosch, Stellenbosch)  
Dr. Pieter Warnich (North-West University, Potchefstroom)  
Dr. Louisa Meyer (North-West University, Vanderbijlpark)  
Dr. Nishana Parsard (DoE, Gauteng Region, Pretoria)  
Mr. Patrick McMahon (Crawford College, Pretoria)  
Mr. Jimmy Verner (St Bishop's Bavin College, Johannesburg)  
Mr. Chitja Twala (Free State University, Bloemfontein)  
Mr. Nick Southey (University of South Africa)

### **Editor**

Prof. Elize S van Eeden (North-West University, Vanderbijlpark)

### **Layout & Coverdesign**

**Artz Studio** +27 (0)82 553 6463 / **Email:** yolandi.yevents@gmail.com

### **Postal address - New Contree**

The editorial staff *Yesterday & Today*  
School of Basic Sciences  
North-West University  
P.O. Box 1174  
Vanderbijlpark  
1900

Telephone: (016) 910 3451  
**Send information and contributions to:**  
elize.vaneeden@nwu.ac.za

**Local subscriptions**  
R 150.00 for institutions  
R130.00 for individual members

**Overseas subscribers**  
US \$30 or GB £20  
ISSN 0379-9867



## CONTENTS

<i>Chairman's Report 2008</i>		
Report by the SASHT Chairperson (Jimmy Verner)		I
<i>Conference 2008</i>		
A celebration of history teaching in the 350th year of schooling in South Africa (Jimmy Verner)		III
<i>Constitution</i>		
The South African Society for History teaching (SASHT)		VII
<i>Carol Bertram</i>		
Exploring the concept of an 'historical gaze'		1
<i>Elize van Eeden</i>		
Transcontinental Reflections in the Revised South African History Curriculum on Globalism and National Narratives		11
<i>Barbara Wahlberg</i>		
An investigation into the implementation of oral history in the Further Education and Training (FET) phase based on the views of first year history education university students	41	
<i>Pieter Warnich</i>		
Secondary school History teachers assessing Outcomes - Based Education (OBE): a case study	59	
<i>Edmund Mazibuko</i>		
Teaching how to make specific historical causal claims	74	
<i>Johann Strauss</i>		
What is in a name?	86	

## **Special Section: Technology and History**

<i>Leevina Iyer</i>	
Using Ipods to teach History	94
<i>Sekitla Makhasane</i>	
Windows Movie maker and the teaching of History	106
<i>Marshall Tamuka Maposa</i>	
Can power point enable history learners to “do history?”	120
 <i>2009 SASHT CONFERENCE</i>	
<i>Yesterday &amp; Today editorial policy and reference guidelines for using footnotes</i>	134

## CHAIRMAN'S REPORT 2008

*Jimmy Verner*  
(Chairperson, SASHT)

I must start by again thanking Johann Wassermann and his committee for the very successful 2007 conference at Edgewood campus of the University of KwaZulu-Natal. It was a very successful conference and can be relived through the pages of the May 2008 edition of *Yesterday&Today*. I would encourage people to look again at Prof. Kadar Asmal's keynote address to the conference in the journal.

*Yesterday&Today* brings me to the role played in our society by Prof. Elize van Eeden who is not only our secretary and treasurer, but also the editor of our journal - a publication of which we can be justly proud. I do not think it would be at all possible for me adequately to express my thanks to Elize for all her work on behalf of the Society and would like her to accept this token of my personal appreciation of all she does for the SASHT.

I would also like to thank Prof Rob Siebörger and his team for their work in putting together this year's conference at the UCT which has so far been very interesting and stimulating. Like Rob, I prefer not to have parallel session because I always feel I am missing out when I cannot be in two or three places at once. I must thank the presenters who have stimulated thought and discussion and have been very good about keeping to time limits and other constraints. We have been fortunate to have enjoyed a good attendance at the conference - over seventy at most sessions - for what is really a small society. We do, however, need to recruit more members so that the society can grow and be less dependent on the goodwill of universities and others for financial help especially in terms of journal publishing costs.

I would also like to compliment Rob on the inspired choice of venue for our first day. Where better to explore the issues of our past and our heritage than the slave museum? Where might we more easily be aware of the need to explore and publicise those hidden voices Prof Soudien reminded us about? To move away to the Houses of Parliament where the voice of the nation was debating issues around free speech and the controversies of naming and transforming our society, was another reminder of the issues our speakers were raising such as the need to develop an historical gaze for ourselves and our learners/students.

The excellent dinner was made memorable by the celebration of history teaching by our keynote speaker, Jacqui Dean, with her different approach to the subject. With such stimulation, I am sure the society can only go from strength to strength and urge you to do your bit and recruit so that the society can become stronger financially and in the eyes of the nation.

We had thought of a Lesotho venue for our 2009 conference but that was not to be and so the plan is to meet in Johannesburg where we have been invited to meet at Crawford College in Benmore. We hope to see all of you and your new recruits, there on 25 and 26 Sept (the Heritage Day holiday will fall on a Thursday so make a long weekend of it).

Thank you for your support and attention.



**CONFERENCE 2008**  
**A CELEBRATION OF HISTORY TEACHING IN THE 350TH**  
**YEAR OF SCHOOLING IN SOUTH AFRICA**  
**(CAPE TOWN, 26-27SEPT 2008)**

After an initial welcome to the slave Lodge Museum and the Conference by Prof. Rob Siebörger a formal welcome was proposed by Prof Rudi Laugksch (Director of the UCT School of Education) who pointed out that as the conference theme was “Celebrating History Teaching” it was appropriate to meet in the Slave Lodge which had housed the very first school in South Africa. It had been for slave children. He made the point that the SASHT was able to bring together teachers, academics and department officials to share ideas and to motivate and stimulate each other.

A further welcome reviewed aspects of 350 years of schooling in SA when Prof. Crain Soudien of the UCT School of Education spoke of a new approach to history which looks carefully at the idea of *agency* or the ability of people to act in a given situation. It was a very thought provoking talk in which he encouraged us to consider what the recorded archives and histories ignored. In taking note of this we need to proceed beyond the traditional binary system of writing history - conqueror and conquered/black-white/believers-unbelievers and so on. We need to go beyond these ideas and to look at the hidden aspects of history remembering that archives are constructed in dominance and history written by the victors. We need to find and tell the story of the forgotten people.

In April 1658 the first school was established in the Cape for slave children so that they would be of more use when they were older. This idea that the purpose of schooling was to make useful workers was to continue for the next 350 years and the slave children’s resistance by running away was a part of the pattern of youthful resistance that led to the events of June 1976. Another example of where the traditional histories need revision is in their perspective of the Khoi peoples who are often seen as aimless and disorganised but the story of Genadendal disputes this. We need to look at how the displaced peoples can speak from places of submission and be autonomous as people beyond the politics of domination.

After tea the first session of conference papers began with Pieter Warnich (North-West University) analysing problems that teachers were experiencing in the FET phase because of Outcomes Based Education (OBE) and Outcomes Based Assessment (OBA) in particular. He had found in his research that most teachers' knowledge of OBE was theoretically adequate but that they had difficulty in putting OBA into practice. This was also partly through time constraints. As a teacher in the classroom I felt he had identified very much with the way many of us felt - in theory fine but too time-consuming and complicated to put into practice when pressed for time.

Johann Wassermann (University of KZN) then looked at the June 2007 history examination papers as well as looking at the exemplar papers for November 2008 grade 12. These examinations all have some serious flaws and perhaps a more rigorous system of review is necessary. Barbara Wahlberg (University of KZN) looked at the question of oral history among first year students in the FET phase and found that many schools still neglects this aspect of history research. Students often have no idea of how to structure an interview and the need for consent and release form agreements. It is important that educators are to look at those "stories of the forgotten people" Prof Soudien spoke of as these stories are often only to be found orally in the memories of parents and grandparents. Barbara used the expression of "oral history as giving voice to the voiceless". Teachers at all levels need to encourage more use of oral research.

The conference then adjourned for a tour of parliament which was of great interest, not only for the history of the buildings but for the debate on free speech which which the conference attendees heard. The tour was followed by lunch, then back to conference papers.

Gail Weldon (Western Cape Education Department) spoke of the "Facing the Past" programme which aimed to help the youth to become good citizens by using history education to encourage people to engage with their personal legacies of apartheid. It expects teachers to act as agents of change and does appear to be successful in making learners more sensitive to issues around human rights and discrimination.

Johann Strauss (North-West University) spoke of what is in a name and the recent spate of name changes for roads, etc. Although seemingly light-hearted in his approach, his talk did generate some strong views, which is probably inevitable as such a political issue does tend to rouse emotions. Names are more significant than Shakespeare indicated when he said a rose by any other name would smell as sweet.

Gill Sutton (Herzlia High School) looked at ways of bringing stories into our classrooms, taking the opportunity of arms deal publicity to link the sailing of our new submarine SAS Queen Modjadji from Kiel harbour to Simonstown in April this year to the story of the Rain Queen. She

showed how she used photographs to help link the story to the learners' lives and to help form a basis for their worksheets.

A break for tea and then an interesting introspection by Rob Siebörger (University of Cape Town) as he "Owned up to the past". He spoke of his experiences in writing the *Turning Points in History* series and how our own backgrounds inevitably colour the way we see things. We need to be especially open to things like race which may have a very subtle influence on our thinking. Louisa de Sousa (North-West University) then spoke of her experience in the use of multi-media such as DVD in teaching at FET level and the impact it had on the students. Although in most cases the students enjoyed the multi-media presentations there was little statistical difference in their achievements.

The final presentation of the afternoon was from Carol Bertram (University of KZN) who explored the idea of "an historical gaze". This links to the way we look at events and try to ensure that learners are aware that contexts change and that this affects the way people react. She stressed the need to ensure that history is made accessible to those wanting to learn and one way of achieving this is to develop an historical gaze (which links to the introspection Rob spoke of and which should help us to hear the hidden voices of those Prof Soudien referred to as "God's forgotten people").

For dinner we moved venue to the School of Education building on UCT Upper Campus after which we were given the keynote address on Celebrating History Teaching by Jacqui Dean of the Nuffield Primary History Project. Not so much a talk as a workshop in which we were a class and "did" history. She used an interesting and innovative way of teaching and one which whet the appetite for her Saturday workshop. It also ensured our attention by making us do much of the work - often in groups where discussion could be quite lively on issues such as what particular pictures relevant to the ancient Olympic Games actually showed.

Saturday morning began with the society's AGM which was surprisingly well attended. The meeting went beyond the set time but the business of the meeting was achieved - various annual reports and the election of a new committee. We then moved on to the only parallel sessions of the conference: Dylan Wray on "Facing the past, transforming our future"; Simon Haw on "Extended writing" and Jacqui Dean on the Nuffield Primary history. I attended Jacqui's session as I was intrigued by hints of historical detective work mentioned before we left on Friday evening. I was not disappointed and enjoyed the story of the unravelling of Henry's schooling and how he got to move school.

Over tea we looked at various book displays before moving off to a session on textbooks. First a panel of textbook writers who all have different publishers and to some extent different target markets within

the secondary school. Despite this many of the frustrations (and satisfactions) were the same. After the panel had given their views and a question and answer session with the audience the panel dispersed and Prof Elize van Eeden (North-West University) spoke on the revised history curriculum and textbooks from a Transcontinental Perspective. She looked at issues like the balance between globalisation issues and a national perspective; at the textbooks' treatment of issues like OBE, IKS, assessment and methodology and the need to bring diverse voice to join their "my" histories to create a "we" or "our" history.

The conference over with a few votes of thanks to people involved, we picked up our lunch packs and dispersed. A day and a half of intense thinking about our subject, with a lot to digest slowly over the coming weeks, and new perspectives and ideas sown in our minds, was over. It had been a busy and successful conference which should help to ensure that the 2009 conference in Johannesburg will be well attended.



# THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)

*(An association of History educators, organisations, publishers and people  
interested in History teaching)*

## CONSTITUTION\*

### **1. CONSTITUTION**

There shall be constituted a body known as the SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT). The provisions herein contained shall be known as the Constitution of the Society, which provisions may be altered by a majority of those members present at a general meeting of members, considering that:

- 1.1 the precise terms of any proposed alteration shall be set out in the notice convening the meeting;
- 1.2 the purpose and objects of the Society shall not be altered without the consent of 66% of all the members.

### **2. OBJECTIVES**

The objects of the Society (since date of founding in 1986) shall be to assist its members in every possible way and in particular to:

- 2.1 to improve the contacts between educators of history training at tertiary level with teachers in the broad educational field;
- 2.2 to renew a training in the Didactics of History education;
- 2.3 to utilize the expertise of educators teaching History to assist with the training of future history teachers;

\* The SASHT constitution has been approved by the Executive members via electronic mail in October 2008.

- 2.4 to continuously debate the content of basic and advanced educational programmes in the training of history teachers with the intention to continue to improve quality;
- 2.5 to make history educators and student teachers aware of the relationship between History as an academic discipline and the didactics and teaching of History at school level in order to keep abreast with development and academic debates;
- 2.6 to encourage educators of History to strive towards achieving and sustaining high academic standards in the teaching methodology and in the general knowledge of History as a discipline;
- 2.7 to make educators of History and student teachers in History aware of the relevance or “value” of History for the community and nation as such;
- 2.8 to explore, if the SASHT grows in membership, the idea of identifying and organising committees that can explore and develop certain fields in History to benefit all the educators of History in South Africa.

### **3. MEMBERSHIP**

- 3.1 Membership shall consist of two types:
  - 3.1.1 Ordinary members (individual history educators or members from institutions) who are fully paid up members of the association (Annual fees will be determined by the Executive each year and communicated timeously to members and potential members).  
The individual members (and only one member representing an institution) will be eligible to vote or serve on the SASHT Executive and any committees, and will receive electronic correspondence as well as a copy (twice annually) of the SASHT Journal, the *Yesterday&Today*.
  - 3.1.2 Interested members (Organizations & Publishers) that will pay an annual membership fee determined by the Executive Committee on a yearly basis which will include a membership provision of more than one individual. These members will not be eligible to vote or serve on the committees and only receive electronic correspondence as well as a copy (twice annually) of the SASHT Journal,

the *Yesterday&Today*.

- 3.1.3 Ordinary members from outside the borders of South Africa that will pay the annual fee as determined by the Executive Committee in Rands or in another currency as indicated on the SASHT membership form. The individual members will be eligible to vote or serve on the committees and will receive electronic correspondence as well as receiving a copy (twice annually) of the SASHT Journal, the *Yesterday&Today*.
- 3.2 The following persons are eligible as members of the Society:
- 3.2.1 any history educator/organization/publisher who subscribes to the objects of the Society; and
- 3.2.2 is approved by the executive committee as a member.
- 3.3 Any member may resign by notice to the chairperson or secretary/treasurer. Such member remains liable for membership dues up to the date of receipt by the chairperson of the letter of resignation.
- 3.4 Membership will be held confidential, and it is up to individual members to disclose his or her membership to the general public.

#### **4. MANAGEMENT**

- 4.1 The interests of the Society shall be managed by a *ten*-member committee consisting of a chairperson, a vice-chairperson (when required), a secretary-treasurer (this position can also be divided into a secretary and a treasury position) and *seven* additional members (if a vice chair has not been appointed) who shall be elected at each annual general meeting, usually to be held in September on an annual basis. Two additional members (the guest hosting a conference during the following year and a history educator abroad) may be elected. The temporary member hosting the next conference may be nominated fully on the Executive as well, but if not he/she only have a

temporary executive position to smooth the conference organization process with efficient communication. As far as the educator abroad is concerned, this position can be reconsidered on an annual basis. The intention is to have an informed educator on the board to assist the Executive with any valuable input regarding history educational developments abroad.

- 4.2 An election of a new SASHT executive during an Annual General SASHT meeting should be conducted by one of the SASHT members or an executive member as appointed (and not the current Chairperson). From the ten nominees fully accepted, the position of Chairperson should be voted for by all the SASHT members that represents a legal vote.
- 4.3 Retiring committee members are eligible for re-election via e-mail.
- 4.4 Only ordinary members and one member of an institution in the Society are eligible for election as executive committee members. Interested members are not eligible.
- 4.5 The SASHT executive committee may co-opt a member to the committee in the event of a vacancy occurring for the remaining period of the term of office of the person who vacated the position OR the opening of a vacancy due to any other reason and with the consent of the rest of the SASHT executive.
- 4.6 The executive committee of the Society may appoint sub-committees as it deems fit.
- 4.7 Each sub-committee of the executive shall be chaired by a committee member and may consist of so many members as the committee may decide from time to time.
- 4.8 A sub-committee may co-opt any member to such sub-committee.

## 5. MEETINGS

### 5.1 Committee Meetings

- 5.1.1 Committee meetings shall be convened by the secretary-treasurer on the instructions of the chairperson or vice-chairperson or when four committee members jointly and



in writing apply for such a meeting to be convened. Three committee members shall form a quorum. Most of the correspondence will be done via e-mail.

- 5.1.2 Meetings by the Executive and Committee members during a SASHT conference will take place BEFORE the conference starts and AFTER the conference has ended when new executive members have been elected.
- 5.1.3 Committee decisions shall take place by voting. In the event of the voting being equal the chairperson shall have a casting vote.
- 5.1.4 Should a committee member absent himself from two successive committee meetings without valid reason and/or not replying twice on e-mail requests in decision making, he/she shall forfeit his/her committee membership.

## **5.2 General Meetings**

- 5.2.1 The Annual General Meeting (AGM) of the Society shall take place during the annual SASHT Conference.
- 5.2.2 A special general meeting may be convened by the committee on the signed, written request of at least ten registered members of the Society which request must be accompanied by a motivated reason for the requesting of such a meeting.
- 5.3 The committee may call a general meeting as it deems fit.
- 5.4 The following procedures shall apply to all general meetings:
  - 5.4.1 A minimum of *ten* members will form a quorum. In the absence of such a quorum, the members present may adjourn the meeting for a period of seven days where the members present at the adjourned date will automatically constitute a quorum.
  - 5.4.2 Decisions shall be taken by a majority vote.

**5.5 Finances**

5.5.1 All the income of the Society shall be deposited in an account at a bank and/or other approved financial institution.

One or two members, consisting of either the chairperson, the vice-chairperson or the secretary-treasurer, shall be empowered to withdraw and deposit funds for the use of/on behalf of the Society.

5.5.2 Proper accounts shall be kept of all finances of the Society as set out in the regulations published in terms of the Fundraising Act, 1978.

5.5.3 A financial report shall be produced by the secretary-treasurer at the annual general meeting or upon request from the executive committee.

5.5.4 Financial contributions will be collected from all persons and/or organizations, worldwide, which support the objects of the Society.

5.5.5 Society members shall be held only responsible for i) their annual membership fee ii) and the remaining income obtained from organizing an annual conference on behalf of the SASHT as part of the effort of the SASHT to strengthen its financial capacity. Any contributions, towards the covering of expenses of the Society are on a strictly voluntary basis.

**6. RIGHT TO VOTE**

Each individual subscribed member (and one member of a subscribed institution) has one vote at any meeting.

**7. CONSTITUTIONAL AMENDMENTS**

Any amendment to this Constitution shall only be effected by a two thirds majority decision at a general meeting or special general meeting and further provided that seven days' prior notice was given of the proposed amendment. Notice is to be given in the same manner as a notice for a general meeting.

**8. DISSOLUTION**

8.1 The Society may be dissolved, or merged with any other

association with similar purposes and objects in each case only on:

8.1.1 on a resolution passed by the majority of members present at a duly constituted general or special general meeting of members; or

8.1.2 an application to a court of law by any member on the ground that the Society has become dormant or is unable to fulfill its purpose and objects,

8.2 On a merger, the assets of the Society shall accrue to the Society/Association with which the merger is affected.

8.3 On dissolution, the assets of the Society shall be realized by a liquidator appointed by the general meeting or the court, as the case may be, and the proceeds shall be distributed equally amongst such Societies/Associations with similar objects as may be nominated by the last committee of the Society.

**9. MISCELLANEOUS**

9.1 Every executive member/ordinary member of the Association shall be entitled at all reasonable times to inspect all info of the SASHT account and other documents of the Society which the custodian thereof shall accordingly be obliged to produce.



# EXPLORING THE CONCEPT OF A 'HISTORICAL GAZE'<sup>1</sup>

Carol Bertram  
School of Education and Development  
Faculty of Education  
University of KwaZulu-Natal

## Abstract

*The purpose of this paper is to interrogate what makes history a specialised and particular discipline; to ask what does it mean to do history and to know history. I draw on the work of those working within the field of the sociology of knowledge, particularly the work of Dowling, to begin a discussion around the concept of an historical gaze. I argue that this concept may provide an analytic tool to help us to keep the intertwined strands of procedural knowledge and substantive knowledge in history from unraveling and coming apart.*

## Introduction

I begin this paper with three examples of questions asked of history learners over the past three years.

In a Grade 10 textbook, there is a drawing labelled 'a drop of London water as seen by Punch magazine'. There is a task entitled "Stop and think. In South Africa water in rivers and dams has become contaminated. Has this happened in your community? What steps were taken to improve the situation? Ask your family whether they can tell you of such a situation. Find out what can be done to prevent the spread of germs in a water source."

From a test set for Grade 10 learners in 2006 in a well-resourced high school:

"Imagine that you were having a discussion on life in the Industrial Revolution towns and cities. One of your class-mates says "If things were

---

<sup>1</sup> Paper presented at the South African Society Of History teaching Annual Conference, Cape Town, 26 and 27 September 2008. This is a discussion paper – please do not quote without author's permission.

so bad, why didn't they just pack up and move back to the country-side?"  
How would you respond to this comment?

Learners wrote things such as: you couldn't move back because you were too poor, because you couldn't find your way back; because you didn't have a map; because there were no jobs in the country. What the teacher wanted was the Acts of Enclosure meant that they no longer had land to move back to.

In a Department of Education exemplar paper, 2006, learners are given an excerpt from a diary written by a missionary in 1923 in the section on the Mfecane. The diary entry describes how homes had clearly been quickly abandoned; some were destroyed and even a child had been left behind. The question asked of learners is:

"The child was a mere skeleton, unable to stand from weakness'. Explain your response to this kind of child abuse.

The common question to ask about each of these, is why is this an historical question?

### **School knowledge and everyday knowledge**

The South African curriculum is strong on integration, both between academic and everyday knowledge, and between disciplines. This means that the boundaries between 'school' knowledge and everyday knowledge have become more permeable, as have the boundaries between particular disciplines (Taylor, 1999). To use a concept developed by Bernstein, classification refers to the strength of the boundaries between objects (Bernstein, 1996). Thus the curriculum becomes weakly classified, as the boundaries between objects become weaker. The argument is that this makes knowledge more relevant, more accessible and easier to learn.

However, there are also a significant number of researchers working in the field of knowledge from a sociological perspective who argue that academic knowledge and everyday knowledge are differently structured and therefore, differently acquired (Dowling, 1998; Muller & Taylor, 2000). Much of this work has been in the field of mathematics (such as Adler, Pournara, & Graven, 2000), where it is perhaps easier to distinguish between mathematical knowledge and everyday knowledge. In history, perhaps the distinction is not that clear-cut. This then brings me to the focus of this paper, which is: what makes history a particular

and specialised discipline? Is there such a thing as an 'historical gaze'?

To get to this, I am going to take a detour via mathematics education.

### Mathematics and History

Paul Dowling (1998) describes four domains of mathematical discourse. Working with the concept of classification, he considers the strength of classification as varying according to two dimensions – classification of content and classification of mode of expression. This means that the content can either be strongly classified (ie. Easily recognisable as mathematical) or weakly classified (where content is not easily recognisable as mathematical). Mode of expression too can either be strongly classified (the language is unambiguously mathematical) or weakly classified (the language is relatively unspecialised or not strongly mathematical). What this means is that there are four domains of mathematical discourse, which are described below.

**Table 1: Dowling's domains of mathematic discourse**

(from Ensor and Galant, 2005; 292, adapted from Dowling, 1998)

	C+	Mode of expression	C-
C+	<p><b>Esoteric domain</b> (universe of highly specialised abstract mathematical statements) eg. Solve for <math>x</math>: <math>18x+92=137</math></p>		<p><b>Expressive domain</b> (universe of mathematical statements which are unambiguously mathematical in content, but are couched in relatively unspecialised language) e.g. Here is a machine chain. What is its output? <math>3 - x2 - x8 \rightarrow</math></p>
C-	<p><b>Descriptive domain</b> (universe of mathematical statements which appear from the language in which they are couched to be mathematical, but where the content is not so.) e.g. A café orders <math>p</math> white loaves and <math>q</math> brown loaves every day for <math>r</math> days. What does the expression <math>(p+q)r</math> tell you?</p>		<p><b>Public domain</b> (universe of statements which are not unambiguously mathematical, either in terms of the content that they refer to, or in the language which is used to do this) e.g. What is the bill for buying 1 kg of bananas at R7 per kilo and a bag of oranges at R10 per bag?</p>

What Dowling (1995, 1998) concluded from his research of mathematical textbooks in the UK, is that excessive use of the public domain means that learners are in fact not inducted into the speciality of the discipline of mathematics. Bernstein suggests that acquirers of any discipline develop a tacitly acquired 'gaze', which means that they learn how to 'recognise, regard, realise and evaluate legitimately the phenomena of concern' (1996: 170). Dowling believes that gaining mastery of the esoteric domain (where both content and mode of expression are clearly mathematical) equips one with a mathematical gaze with which one can look out upon the world, and the 'see' mathematics in it (Ensor & Galant, 2005).

So the question I want to debate is, can any of this be relevant for the discourse of history, which has a very different knowledge structure to mathematics?

Dean (2004) suggests that history is made up of two complementary, inter-linked strands, which are content and process. She draws on Schwab (1978) who described these strands as (a) syntactic or procedural knowledge, which is knowledge about conducting historical enquiry or 'know-how' knowledge and (b) substantive or propositional knowledge which represents the statements of fact, propositions and concepts of history, which are constructed as a result of the procedural investigations carried out by historians.

History's speciality does not come from the vertical sequencing of its content into ever simplifying analytic abstractions (such as in the discipline of physics); rather its speciality comes from its mode of interrogation and the criteria for the construction of historical texts (Bertram, 2008). Historian John Tosh describes the work of the professional historian as opposed to popular 'social memory' like this:

Professional historians insist on a lengthy immersion in the primary sources, a deliberate shedding of present-day assumptions and a rare degree of empathy and imagination. Popular historical knowledge, on the other hand, tends to a highly selective interest in the remains of the past, is shot through with present-day assumptions and is only incidentally concerned to understand the past on its own terms (2006: 12).

Tosh seems to be describing both procedural knowledge – that of a deep reading of primary sources, as well as a way of being and thinking. This is a historical gaze, which encompasses an ability to understand the past



in its own context and to approach it with empathy and imagination.

### **Students and historical evidence**

Wineburg's (2001) empirical work is to understand how historical thinking really works by studying how students and historians interact with original historical evidence; how they come to understand history. He gave eight historians a set of documents about the Battle of Lexington and asked them to think aloud while they read these. He noticed how they comprehended a sub-text, 'a text of hidden and latent meanings' (p 65). For the historians, even those not reading in their specialist area, '(T)he comprehension of the text reaches beyond words and phrases to embrace intention, motive, purpose and plan – the same set of concepts we use to decipher human action' (p 67). When historians were asked to rank the relative trustworthiness of the documents, they ranked the excerpt from an American history textbook last.

Wineburg asked eight high achieving high school students to do the same task. Many of the students rated the textbook excerpt as the most trustworthy, failing 'to see the text as a social instrument skilfully crafted to achieve a social end' (p 69). The students also did not read the source of the document before reading the text; the text's attribution was not that important, whereas for the historians what is said is inseparable from who said it and under what circumstances. Wineburg surmises that one of the reasons these students had so little sense of how to read an historical text, is that textbook texts dominate the history classroom, and these are often written without any indication of judgement, interpretation or uncertainty (p 78).

Thus, there are certain procedures that inform what historians do, most notably linking any primary text to its author and the context in which it was written, reading the subtext of the document and understanding the text in its original context. Texts are seen as 'slippery, cagey, and protean, reflecting the uncertainty and disingenuity of the real world' (Wineburg, 2001: 66). This kind of in-depth reading of sources can only happen with an in-depth knowledge of the context and time in which they were written. Leinhardt (1994) shows that historians understand their work as holistically encompassing a deep engagement with primary sources and the use of this evidence to construct a convincing case. This

gives us some understanding into what it means to do history or to think like an historian.

We could say that procedural knowledge or ‘doing history’ maps onto Dowling’s ‘mode of expression’. However, I think that ‘mode of expression’ can also be understood as knowing about the specialist ways in which history uses the language of time, chronology and explanations of cause and effect (Martin, 2007; Coffin, 2006). A deep knowledge of the context and time in which a source is written, together with a substantive knowledge of the propositional knowledge accumulated by historians over many years, makes up the content domain. The substance of historical knowledge is to know what key events shaped the past, and how these events did so. It also means developing a sense of period, or an understanding of a particular era or human society (Dean, 2004), as well as an understanding that different people interpret historical events in different ways for different purposes.

A possible map from the discipline of History onto Dowling’s domains can be done in the following way:

	C+ <b>Mode of expression</b>	C-
<b>C+</b>	<p><b>Esoteric domain</b> (content clearly historical, and language specialised and procedures specialised)</p> <p>e.g. Read two newspaper reports on the Boston Tea Party.</p> <p>Identify which side each source supports, identifying the bias in each source.</p>	<p><b>Expressive domain</b> (unambiguously historical in content, but are couched in relatively unspecialised language)</p> <p>e.g. “why not move back to the countryside?”</p>
<b>Content</b>	<p><b>Descriptive domain</b> (universe of historical statements which appear from the language in which they are couched, and the procedures to be historical, but where the content is not so.)</p> <p>e.g. ‘child abuse’ question</p>	<p><b>Public domain</b> (universe of statements which are not unambiguously historical, either in terms of the content that they refer to, or in the language which is used to do this)</p> <p>e.g. Textbook example of water contamination</p>
<b>C-</b>		

### **Domains for History from the Dowling structure**

I would place an assessment question such as “Read two newspaper reports on the Boston Tea Party. Identify which side each source supports, identifying the bias in each source.” Into the ‘esoteric’ domain. The question has both clearly historical content and specialised language and procedures because learners are required to engage with the sources in an historical way.

I place the question about “Why did people not move back to the country side?” in the domain of clear history content (the Industrial Revolution) but non-specialised language. Many of the learners did not recognise that this question required a historical response, so they responded from their ‘every day’ knowledge viz. People did not know the way, or did not have a map to go back to the countryside.

I place the question about “Explain your response to this kind of child abuse” in the descriptive domain of weak historical knowledge, and specialised procedure. This is because learners are required to interrogate a source, so it appears to be an historical procedure. However, the question is asking learners to read the source from the perspective of the twenty-first century and human rights, rather than engaging ‘a deliberate shedding of present-day assumptions’ (Tosh, 2006), which is how historians would read such a source. There is no ‘historical’ knowledge drawn on here, rather learners asked for their own opinion on a relatively new construct ‘child abuse.’

I place the task about interrogating water sanitation and contamination in the ‘public’ domain, which has neither historical content nor specialised language or procedure. The content is about water (which would appear to ‘fit’ into natural science or geography) and there are no specialised historical procedures required.

I suggest that these domains give us an analytic tool to interrogate the kinds of tasks that history learners are required to perform at school. I do not suggest that all school history tasks must be located in the ‘esoteric’ domain, since it is obviously important to make links with learners’ everyday knowledge and knowledge of other subjects. And of course the purpose of school history in South Africa is not only to induct learners into the discipline, but also to support the principles of transformation, democracy, human rights and social justice (Department of Education, 2003). However, we should recognise the power of this domain to give learners mastery over both history content and mode of expression.

When learners gain mastery over the esoteric domain, they will develop an historical gaze.

### **Conclusion**

The FET National Curriculum Statement is strongly in favour of the procedural aspect of history, although it does not ignore the importance of substantive knowledge, which is clearly described. It is clear that “Learners who study history use the insights and skills of historians. They analyse sources and evidence and study different interpretations, divergent opinions and voices.”(Department of Education, 2003; 10).

As we have seen the FET curriculum unfolding over the past three years, I think there is evidence to show that the curriculum’s strong emphasis on doing history, on the cycle of enquiry and on source-based assessment can easily mean that **not sufficient attention is being paid** to substantive knowledge. Educators who themselves have a historical gaze are able to hold together the content and the procedural aspects. Educators, who do not have a strong historical gaze, easily slip into the technical requirements of ‘covering’ the Learning Outcomes and Assessment Standards in atomistic and fragmented ways. An analysis of a selection of Grade 10 assessment tasks from 2006 showed that many questions required very little historical knowledge to answer them, and that questions were not historical in procedure but merely comprehension questions. We see in many assessment tasks the form but not the substance of history enquiry (Bertram, 2008).

I suggest that the concept of an historical gaze may help us to keep focused on the importance of keeping the inter-twined strands of procedural knowledge and substantive knowledge from unraveling and coming apart.

### **Acknowledgements**

These ideas are drawn from a PhD study on the recontextualisation of the Grade 10 South African History curriculum, which was partially funded by the National Research Foundation (Thuthuka grant No 61985).

## References

- J Adler, C Pournara & M Graven, (2000). Integration within and across mathematics. *Pythagoras*, 52, 2-13.
- B Bernstein, (1996). *Pedagogy, symbolic control and identity. Theory, research, critique*. London: Taylor Francis.
- C Bertram, (2008). *Curriculum recontextualisation: a case study of the South African high school History curriculum*. University of KwaZulu-Natal, Pietermaritzburg.
- J Dean, (2004). Doing history: theory, practice and pedagogy. In S Jeppie (Ed.), *Toward new histories for South Africa: on the place of the past in our present*. Cape Town: Juta Gariep.
- Department of Education. (2003). *National Curriculum Statement Grades 10 -12 (General) History*. Pretoria: Department of Education.
- P Dowling, (1995). Discipline and mathematise: the myth of relevance in education. *Perspectives in Education*, 16(2), 209-226.
- P Dowling, (1998). *The sociology of mathematics education: mathematical myths/ pedagogic texts*. London: Falmer.
- P Ensor, & J Galant, (2005). Knowledge and pedagogy: sociological research in mathematics education in South Africa. In R Vithal, J Adler & C Keitel (Eds.), *Researching mathematics education in South Africa. Perspectives, practices and possibilities*. Pretoria: HSRC Press.
- G Leinhardt, (1994). History: a time to be mindful. In G Leinhardt, IL Beck & C Stainton (Eds.), *Teaching and learning in history*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- J Muller, & N Taylor, (2000). Schooling and everyday life. In *Reclaiming knowledge: social theory, curriculum and education policy*. London: Routledge Falmer.
- JJ Schwab, (1978). Knowledge and the structure of the disciplines. In I Westbury & N. J Wilkof (Eds.), *Science, curriculum and liberal education*. Chicago: University of Chicago Press.
- N Taylor, (1999). Curriculum 2005: Finding a balance between school and everyday knowledges. In N Taylor & P Vinjevoold (Eds.), *Getting learning right. Report of the President's Education Initiative Research Project*. Johannesburg: The Joint Education Trust.
- J Tosh, (2006). *The pursuit of history. Aims, methods and new directions in the study of modern history* (Fourth ed.). Harlow: Pearson Longman.
- S Wineburg, (2001). *Historical thinking and other unnatural acts. Charting the future of teaching the past*. Philadelphia: Temple University Press.



# TRANSCONTINENTAL REFLECTIONS IN THE REVISED SOUTH AFRICAN HISTORY CURRICULUM ON GLOBALISM AND NATIONAL NARRATIVES (AND ITS REFLECTION IN GRADE 12 TEXTBOOKS)

*Elize S Van Eeden*  
*School of Basic Science*  
*North-West University (Vaal Triangle Campus)*

## **Abstract**

The early twenty-first century evidenced a worldwide change in History teaching through the means of several revised History curricula in the further education and training (FET) phase (high schools) and the developments of textbooks as a result of this. In South Africa, these trends have coincided with a period of educational transformation since the African National Congress took over as the leading political party in 1994. After close to 15 years, the transformational outcome also marked a change in the approach to History in the school curriculum and textbooks. This paper is structured to concisely debate globalisation and national narratives as foci in South Africa's revised History curriculum within current transcontinental reflections in history teaching. The implementation of these aspects in the revised South African History curriculum in the FET phase for specifically the Grade 12 level regarding textbook writing is only shortly discussed, accentuated, and critically analysed.

## **Curriculum transformations in History in South Africa**

Transcontinental trends as highlighted by LaSpina (2003:667-696) very well fit the South African shoe. The multicultural, global-like model of representation in History signals its visibility in the History curriculum statement of South Africa, as approved in 2003. Educational trends, in many ways, were also fed by the ideological trends of the day and started having an impact on debates regarding the representation of the history of South Africa (compare Chisholm & Leyendecker, 2008:195-205; *Yesterday & Today*, 2008; 2007; Dryden-Peterson & Siebörger, 2006:394-

403; *Yesterday&Today*, 2006; Chisholm, 2003:1-20; Van Eeden & Van der Walt, 2000:85-95; Christie, 1996:407-416).

### *The period 1994-2008*

Curriculum development in South Africa after 1994 (as also before 1994) was part of the national political process. In 2003, Professor Linda Chisholm (2003:2), a leading role player in the curriculum transformations in South Africa, remarked the following to an international academic community:

Curriculum revision was undertaken in three main stages of waves: the first involved the 'cleansing' of the curriculum of its racist and sexist elements in the immediate aftermath of the election. The second involved the implementation of outcomes-based education through C[urriculum] 2005. And the third involved the review and revision of C[urriculum] 2005 in the light of recommendations made by a Ministerial Review Committee appointed in 2000.

This Review Committee suggested a major revision to the curriculum with the major function of making the curriculum more digestible with an all-inclusive user-friendly approach. In the process, ordinary interest groups within a Babel of role player or stakeholder voices were able to make proposals, but not all were able to eventually impact on the Revised National Curriculum Statement, featuring an orientation to rights and outcomes (Chisholm, 2003: 1-5). It was mainly those few voices with social power that, as in Chisholm's words, "constructed the overall score" (2003: 4). In this regard, the African National Congress (ANC) and several bodies or associations within education as well as individual intellectuals (for example, Jansen, 1999: 1-17) are typified by Chisholm as the dominant power behind the eventual changes.

In the transformation progress approach to History, for example, the emphasis was on historical skills, and the diversity of voices in the making of the South African history was somehow underscored, probably not to follow the path of the past, namely, a dominant narrative of white progress (compare Chisholm, 2003: 1-5).

In South Africa, education was made universal and compulsory in 1994, followed by a new programme (called Outcomes-based Education, Curriculum 2005) in 1998 (compare Chisholm & Leyendecker, 2007: 1-14; Jansen, 2002: 1-2; Asmal & Wilmot, 2001: 189-190). Since then,



educational experts have been tasked with transforming, among others, the pre-1994 History curriculum of South Africa into a more inclusive History. This includes alternative interpretations to the so-called Afrikaner-nationalist perspective of South Africa's past (compare Van Eeden & Vermeulen, 2005), as well as an inclusion of a dimension of social history. Concerns were then raised that developments in History teaching methodology internationally may pass the South African educational scene for many years to come (compare Van Eeden, 1998; Van Eeden & Van der Walt, 2001) because of the key emphasis on establishing a non-racial approach and content. The value of world history and the influence of global trends on the history of South Africa were given some serious attention at national history conferences and in publications (compare Van Eeden, 1999; 2000). This trend has received some consideration in the revised History curriculum for South Africa.

According to Gail Weldon (2006: 1-2), a leading role player in the revision of the History curriculum in South Africa, the revision of the History curriculum was driven by top-down, politically motivated and human rights forces, which were not discussed and debated at the levels of curriculum construction. Also, a key drive in the revision of the History curriculum was to "redress 'the visibility of the formerly marginalized and subjugated voices'" (in Weldon, 2008, p. 7, as quoted from the DoE 2002 National Curriculum Statement) and to engage with a typical post-conflict society such as South Africa (compare Weldon, 2008: 7-14).

Lawson (2003: 1-170), on the other hand, argues that black educators at least had an opportunity to engage in the revision of the History curriculum. So serious was the focus on a change of the History curriculum to the satisfaction of the Government and Ministry of Education that any offerings of assistance from history educators, who were – as a result of perceptions – labelled as Afrikaner nationalists, were ignored or "politely" turned down after 1994 (compare Warnich, 2008: 187, 212-221). By the late nineties, historians and historical associations also raised their concerns regarding the content and future status of History as subject within the History curriculum transformation approach (Warnich, 2008:107-108).

For a selected group of experts, the process of transforming History curricula undoubtedly was a great challenge. One requirement was to

compile content for all grades that would, in a so-called post-conflict society (Weldon, 2006: 2; 2008: 7-14), reflect historical moments of positively and negatively perceived national events in order to support the development of an acceptable human identity. With this approach, the ideal eventually is to reflect a multi-diverse understanding and “higher levels of tolerance amongst users, learners and the public, as well as to envisage a collective healthiness among learners” (compare Asmal & Wilmot, 2001: 186). This move towards a multi-diverse approach and an inclusion of expanding voices (also related to genres) from a variety of sources and views is not new and is well debated, for example, in historical literature all over the world (compare Coffin, 2006: 3, 44, 47, 66, 72, 130, 158-159, 169-170; Van Eeden, 1999: Ch. 9-10).

Roughly four to six years after education in South Africa had been made compulsory for all, it was recorded (by the Minister of Education himself, as an expert in law, and his co-writer, as an expert in diversity studies, in Asmal and Wilmot, 2001: 194-195, 200) that “learners should receive more education in global challenges and ethical values in order to rebuild social cohesion in a democratic South Africa”. The strengthening of History teaching and the training of teachers in History were also mentioned as key factors in establishing change (also compare Van Eeden, 1998; Asmal and Wilmot, 2000: 200).

### *Other aspects regarding the revised History curriculum*

South Africa is regarded as one of several countries that had to change their History curriculum to be more multi-perspective and multi-diverse (compare Coffin, 2006: 139-140). The views and contributions of academics from a variety of disciplines including History – a selection of historians labelled or known as revisionists – were utilised because their approach to, and/or additional views of, the South African past were welcomed as a refreshing “other” compared to the History curriculum content before 1994 (known as the apartheid era). As mentioned earlier, the focus on a far more “inclusive and nuanced view of the world” was also another aspect to consider in developing the History curriculum. Eventually, it impacted on the national History curriculum, but with some concern (see textbook discussion later).

In 2003, the development of the History curriculum framework

reached its final stage of implementation when the National Curriculum Statement was adopted (Asmal, 2007: 7-14). Textbooks for Grades 8 to 11 followed. In December 2007, the last of a textbook series by four publishers operating in South Africa was introduced for Grade 12 learners. In many ways, these products reflect the curriculum content of what developers and the Department of Education (DoE) would like to present – content-wise and within broader Curriculum 2005 parameters – to further education and training phase (FET) learners (compare Weldon, 2008: 1-14). To historians and experts of history didactics, the textbook efficiency is not only reflected in covering the curriculum content, but also in utilising accepted history teaching methodologies in such a way that learners are always exposed to diverse voices within balanced themes of content – an efficient teaching approach and a balanced meaningful assessment. Some aspects of globalisation and national narratives in the History curriculum, and how it is represented in the Grade 12 textbooks, are debated.

### **Transcontinental reflections in History teaching and the South African scenario – some impressions**

During the recent conference of the International Society of History Didactics in Tuzing, Germany, from 8 to 10 September 2008, the key focus of the conference was the status and trends of empirical research in the teaching of History and how “results” – as obtained from research – do find their way into the teaching of History (which includes the curriculum and textbook development). In virtually all key plenary papers, the one concern shared by all was that empirical findings in History teaching did not necessarily find their way into the teaching of History and into the training process of History educators. Training as focus, therefore, has received some substantial attention, but likewise the teaching methodological qualities such as assessment and concerns in ways of dealing with assessment, the utilising of the museum and visual literacy aspects, advanced placement,<sup>1</sup> historical consciousness, utilising of primary sources, and the progress towards textbook research in some countries. The usual questioning of learners to enquire regarding their attitude towards History was also a topic of discussion (compare IGG

---

<sup>1</sup> The concept of advanced placement in the context of the USA is a description of the curriculum and assessment procedure of secondary school students/learners to obtain university-level credits for courses typically given at the introductory level.

Conference Program, and compare Lindmark, 2008; Ecker, 2008; Mork, 2008; Haydn et al, 2008; Hasberg, 2008; Tutiaux-Guillon, 2008) .

What we as History educators can observe from the current transcontinental trends in History teaching as observed in their debates, actions, and discussions – and as recorded only a few years ago by LaSpina (2003) – also traceable in the South African debate (but not necessarily in an efficient way yet), are the following:

- Visions of a national identity that will be appreciated and recognised by a pluralistic society
- Research on the interpretation of the curriculum by publishers of textbooks
- The urgent requirement for basic facts to move from surface to depth in historical presentations
- Globalisation and its liaison with national history

The following transcontinental issues in History teaching are indirectly urged in South Africa, but not fiercely/efficiently given some sufficient thought yet:

- The imposing of a dominant myth of modernity named “progress” (Lockard, 2000: 230-241) that conforms to a national framework, which is designed for diversity in a symbolic and logical story line (LaSpina, 2003: 283)
- The ongoing vision of nation building by focusing on collective contributions and heritages of groups
- A question such as how a nation accommodates the minority to let them speak and relate their own story

If educational ‘progress’ implies a “forward moving” (to the benefit and not to the detriment of ...) “of both the teaching and learning process of knowledge, proper conduct and technical competency through a focus on the cultivation of skills, trades or professions as well as mental, moral & aesthetic development”, we still have a long way to go to ensure that these traits of ‘progress’ are reflected in the curriculum, in the teacher training, and in the textbooks as the ultimate outlet for what History teaching principles present.

Aspects of uniqueness in the research and discussions of trends in

History teaching and didactical research in South Africa of which the transcontinental academic world can take cognisance as far as teaching methodology and educator training are concerned are:

- teachers' identities, training, and training for the disadvantaged educator;
- outcomes-based education in History and teacher training;
- the indigenous knowledge system focus;
- assessment in History teaching;
- globalising as methodology in teaching history; and
- textbook research and textbook developments.

Though all the societies on the different continents represent different stages of its historical development, the focus of History teaching will always remain the same if the teaching methodology and a striving towards an all-inclusive history, with the intention to present a genuine multi-diverse view on some or all topics, are the non-negotiable focus. The curriculum developers – in an effort to address South Africa as a post-conflict society – have, therefore, developed a curriculum to reflect just that. The constraint (or should I say problem) in doing so is that learners are more confronted with international history, and the remarkably lower percentage allocated to national history indeed reflects a “redressing of the visibility of the formerly marginalized and subjugated voices” (in Weldon, 2008, p.7), but alas in a distorted way in textbooks and similar like to pre-apartheid history textbook approaches.

### **Globalisation, national narratives, and textbooks**

The selection of content in the revised History curriculum of South Africa lends itself to provoking some fierce debate with regard to, among others, the choices of themes that were selected, the chronology rationale, the sometimes inefficient liaisons between themes on the global and local/national, etc. These and other issues on the curriculum are vital concerns to address on another day. The focus selected for this discussion is narrowed to the curriculum's reflection of global and national narratives and a concise discussion of how it has been negotiated within the Grade 12 textbooks available.

Though research on the content selection of History textbooks after 1994<sup>2</sup> in general is currently being done by some higher education institutions in South Africa, the ideal is actually to create opportunities in which an input can be made by a broader user group (for example, teachers, learners, critics, publishers, and writers) if we as South Africans are serious in listening to each other within a democratic dispensation. The following subsections should serve as motivation why South African history educators should brainstorm and improve textbook content and so provide direction to even fellow History educators abroad of the *how* and even to writers/publishers before they start with the writing process of textbooks.

#### *The Grade 12 textbooks (published 2007)*

The nine Grade 12 History textbooks that were approved and made available in December 2007 are:

- *Focus on History: Looking into the Past* (Maskew Miller Longman) (also available in Afrikaans as *Verken die Verlede*);
- *History for all* (Macmillan SA);
- *Making History* (Heinemann Publishers);
- *Moments in History* (Juta Gariep);
- *New Africa History* (New Africa Books) (also available in Afrikaans as *New Africa Geskiedenis*);
- *New Generation History* (New Generation Publishers) (also available in Afrikaans as *Geskiedenis vir 'n Nuwe Geslag*);
- *Oxford in Search of History* (Oxford University Press Southern Africa);
- *Shuter's History* (Shuter & Shooter); and
- *Viva History* (Vivlia Publishers).

These textbooks cover seven broad themes as prescribed in the History curriculum. Parts of the South African history are interwoven with international events and trends. For South African learners and educators, this approach is new. From 2008, examinations at the Grade 12 level will also not accommodate papers that distinguish between South African history and “general” history.

---

<sup>2</sup> It is accepted that, though not much is available in research, there are certain publications available that suggest a methodology of how to assess History textbooks. Chernis (in his Chapter 2) and Nicholls in his article on “Methods in School Textbook Research” have touched on criteria for assessing textbooks.

The concise curriculum themes for the Grade 12 level are: “The impact of the Cold War in forming the world as it was in the 1960s”; “The realisation of *uhuru* in Africa, 1960s-1970s”; “Forms of civil society, 1960s-1990s”; “The impact of the collapse of the USSR in 1989”; “The emerging of South Africa as a democracy from the crises of the 1990s”; “Globalisation: meaning and trends”; and “Ideologies and debates around the constructed heritage icons from the period and today” (the use of “period” in this context probably implies the time frame as it is covered by the other themes, meaning at least 1960-2004).

In essence, the curriculum appears impressive, especially in theory, but it is open to criticism concerning everyday practicality and its textbook applications.

#### ***Globalism as section (and globalisation as approach) in the curriculum and in History textbooks***

Recently, Rob Siebörger (Siebörger, 2008:9; 2008:19), an expert in South Africa in History teaching, remarked the following in a local newspaper:

Finally, the Grade 12 curriculum contains an innovative and extensive section on globalisation which is designed to give school leavers a critical understanding of the forces that shape today’s world within an historical perspective.

Indeed so if the “forces that shape today’s world”, with South Africa and Southern Africa as part of the influenced world or making a contribution as the “influential”, had been covered efficiently in the Grade 12 History textbooks. In this regard, Macmillan’s *History for all* has produced a workable chapter to utilise for debate, whereas the *New Africa History* devotes an extraordinary number of pages to globalisation (38 pages) and the *Shuter’s History* a solid 70 pages. With more space available, it was possible for Shuter’s to cover in-depth content and an exciting variety of usable sources, though the publication generally appears to be very “busy” and scary. In most of the textbooks, however, a substantial amount of in-depth content is lacking with regard to specifically the topic of globalisation, and therefore, History teachers will have to invest more energy in creativity to ensure that learners do have a reasonable idea regarding globalism and the effects of globalisation.

Apart from globalism as a refreshing new theme, the focus on world history in the curriculum and its connections with the national history (and vice versa) should also not be overlooked. In basically all of the revised curriculum themes, the world, African, and South African connection could have been made. Only a few of the Grade 12 textbooks were creative and expansive in their thinking in this regard through all the sections/chapters. The developers of the revised curriculum could also have been more supportive (thematically and in historical chronology) by combining issues with the potential to be dealt with, in broader sense, more efficiently (see, for example, the distinctive making of the collapse of the USSR in 1989 one separate discussion instead of categorising it as part of the influences on Cold War strategies of the past and how it has affected South Africa in the process). In this regard, South Africa then could have formed part of the “Cold War discussion”. The Maskew Miller Longman publication *Looking into the Past* did well in this regard. Some other textbooks have indeed tried to create innovative linkages between themes and South Africa, but this is mainly accentuated in the sources and sometimes does not even feature in the basic or fundamental content that is supposed to guide the History educator and learner towards using the sources to follow.

In academic treatises, others supported this curriculum innovation of globalism and the utilising of the global/world history teaching approach even before and also after the final curriculum revision (compare Van Eeden, 1998; 1999; Beukes et al., 2008:1-32). However, experts of the History methodology also warned against a possible imbalance in the curriculum and its eventual reflection in textbooks, as they stated that a decreasing of European content in history textbooks would lead to the elimination of valuable cultural content (De Wet, 2001; Reuter & Döbert, 2002), as the South African nation is as much the product of European intervention as of African tradition (Bundy, 1993; Pretorius, 2006; Van der Steinen, 1997).

In *circa* 2004, the University of Cape Town even hosted colloquium sessions on writing and teaching national history in Africa in an era of global history. Based on the feedback by Howard Phillips (2004:215-221) then they were picking up the vibes from historians abroad (with specific reference to Professor Toyin Falola of the University of Texas and Patrick Harries of the University of Basle, France) that the concept



of “nation” and national history from the bottom up is meaningful and vital in a current era of globalisation.

Though it can probably not be ignored that global history is an important means to seriously understand modern processes and events, Falola accentuated that national history was a “means of survival against the dominant brand of global history in the contemporary world”, which Falola viewed as “a narrative of western power and expansion” that tended to turn national history into a metanarrative of global history. Then, easily, the experiences of the “so-called local identities” are erased and the “dust of ethnic under the carpet of the national, and the national itself under the table of the universal”. To specifically guard against this kind of out-of-balance approach, sufficient articles were published and structures proposed as guidelines (compare Van Eeden, 1998). Phillips (ca 2004:216) also quotes Falola’s words, with which many historians who attended this colloquium agreed:

National history could and should not ignore global history, but it should not be superseded by it either ...

It is interesting to note that Dr June Bam, as representative of the Department of Education and leading the South African History Project, assured the historians concerned at this UCT colloquium that the “national curriculum for schools sought to avoid such narrow conceptions of the past by stressing South Africa’s position in wider regional, continental and global contexts”. With the revised History curriculum, this may have been the intention, but the product to be utilised in practice, namely, the History textbooks, voices a different tone because the curriculum is too open and vague in this regard.

Against the empirical debate, in South Africa and elsewhere, the educational didactical guidance, and the key features of the revised History curriculum, the international history appears to be remarkably dominant in the Grade 12 textbooks, with the South African history clearly to partially visible in three of the seven themes and not always efficiently linked to these international and African scenarios and within “globalism” as theme. Indications of how South Africa was influenced are sometimes visible, but this option as focus could be expanded much more on how world history has influenced South Africa and even how South Africa perhaps has influenced continental and world histories. After all, we are dealing with the highest-level learners – Grade 12

– so they should be exposed to this multidimensional methodology of teaching (and content-wise) in History.

Currently, in textbooks, Grade 12 learners will know *how* the Cold War transformed the world of the sixties and also *how* it affected the outcome of African history in a period of aspiring *uhuru* or freedom after an era of colonial transgression. After the first two themes, another two follow that also reflect world events that hold promises of gradually working their way towards South African history. They are forms of civil society protest that emerged from the 1960s up to the 1990s, and the impact of the collapse of the USSR in 1989 and South Africa as an emerging democracy from the crises of the 1990s (see more about this discussion in national narratives further down).

The last two sections of the Grade 12 curriculum are new further education and training themes focused on providing an interesting scope on globalising on a wide community front and on exchanging reflections on ideologies and debates regarding the heritage of the country. South Africa, in most textbooks in Grade 12 (apart from those mentioned earlier), does not really feature in the globalisation theme. In only one subsection, some discussion is devoted to how South Africa has made a contribution in Africa after 1994. The *Shuter's History* textbook has made a reasonable effort to accentuate Africa in the global context with themes on Aids and environmental problems. Why the writers of the textbooks have shied away from themes such as post-colonial theft in Africa's biodiverse heritage is debatable.

### *National narratives in the curriculum and in textbooks*

#### Teaching History ...to promote whom and what ...?

An ironical part, however, is that it appears as if textbook development and the results from empirical research on textbooks of the past (as well as guidance on how it should be approached and pitfalls to be avoided) are not being utilised efficiently in the marketplace. Publishers do have their focus (compare Apple & Christian-Smith, 1991:1-22). In South Africa, that focus at the moment appears to be (as in the pre-1994 period) to keep the Government's Ministry of Education happy by not stepping too much on political toes and by ensuring that textbook activities reflect the political majority of the day, regardless of whether

they do not efficiently present the (open, vague) History curriculum, which appears, though, to want to reflect multiple voices, etc.

Because History will probably always have some controversial attachment to content selection when it involves different cultures and a racial sensitivity in cosmopolitan environments, it is a necessity for researchers of History Didactics to address issues of this nature. In this way, History educators are supported in the best possible way to deal with controversial concerns. However, personally, I am not convinced that it should be the assignment of History Didactics and its educators of History in the teaching process to be forced to utilise topics in history teaching for external purposes beyond its methodological scope. The actual methodological scope of teaching in History is, among others, to – as scrupulously and objectively as possible – present a balanced multiple-voice approach to teaching history content and to focus on a reasonably fair analytical response. In this way, dealing with human issues such as tolerance of differences, understanding human rights, and avoiding racism could and should spontaneously be exposed and not enforced in a compulsory way as if it should be an assignment of History being a “social agent” for whomever. History can also not act as a social agent to teach learners about the ultimate moral way to live. It can only present ways in which people lived and cherished certain moral values.

Teaching History in a diverse, non-prejudiced, balanced, and methodologically passionate way already requires from the educator an implementing of scientific and professional morals to the discipline/subject that should always be respected.

**Some research, proper teaching methods, and diverse expertise cooperation is lacking in ...**

Though oral history is recognised as an upcoming and thriving branch of practicing and teaching History in South Africa, some empirical research in how to accommodate this branch and its methodology in History teaching in schools is clearly lacking. Also, debates on developing indigenous knowledge systems within the African context of living in the History teaching focus are valuable, but should be approached with more seriousness in theory and in practice. With regard to both of these foci of teaching, it is, therefore, not at all strange currently to

find that – though much is made of heritage as a compulsory section of the revised History curriculum – educators most of the time battle in putting theory into practice. With such an overemphasis on assessment that especially should, as some might say, “for heaven’s sake not require too much learning from the learners”, other equally important methodological aspects of teaching History have, in many ways, been overlooked, and even efficient assessment has, in many ways, thus far been utterly distorted.

Among others, there are silences and ignorant trends in dealing with global content in an efficient way to accentuate the role of local history in it. As far as the effective utilisation of instructional media and sources is concerned, there appears to be an improvement in methodology, but not necessarily an improvement in depth, variety, and diversity. In all of this, it can be stated that empirical and/or observational research in higher education institutions has provided some solid methodological guidelines since 1994, but not enough of these suggestions as outcomes have been absorbed into the revised History curriculum and textbooks that have followed from 2003. A simple solution to this unfortunate event is that a closer cooperation among all who regard themselves as role players and custodians of teaching History in the school phases is required. If South Africa’s History teaching custodians so dearly want to be certain that they present South Africa’s revised History curriculum in a global context (an approach I have fully supported since 1992 when my academic career started), DoE leaders in History should listen to educators of History Didactics regarding how it could best be done. They should also get a wake-up call from teaching trends regarding History from a transcontinental perspective, though other countries equally can learn from the trends in South Africa and the ways in which the teaching and training of History educators are done.

Lastly, as far as the academic contribution analysis is concerned, the training of History educators in South Africa for the twenty-first century definitely requires some brainstorming shifts to accommodate valuable and reasonable methodological teaching trend shifts (as developed from outside local needs and borrowed from transcontinental spheres). An efficient selection of the content of History teaching courses in higher education and the practical aspects of training History teachers as well as regular efficient in-training workshops to address needs most

certainly will be the most important investments to ensure wisdom among educational forces in effectively utilising the revised History curriculum.

### Inclusivity?<sup>3</sup>

Whatever historical thinking (in “my” and “we” histories), methodologies, or personal ideas and a reasoning for inclusiveness may ultimately give rise to a curriculum, it is the textbook developers who are eventually responsible for providing substance and direction to curriculum content in the form of a variety of historical enquiry genres and voices (compare Coffin, 2006:44-65). Although a genre and a voice in history are not tightly bound, a key distinction is that a genre is the style or way in which a historical text is written, whereas a voice can be either the group or person that was involved in making a piece of history in a specific history context. On the other hand, a voice can also be defined as the learner in the process of arguing a genre as adjudicator (compare Coffin, 2006:158). An application of this knowledge should also be put to use in the textbook interpretation of the revised South African History curriculum.

Cole and Barsalou (2006:3) argue that it remains difficult to decide what history content should be taught in a post-conflict society. Questions such as who decides what version(s) should be taught and what impact choices may have on promoting stable, cohesive, and tolerant societies are indeed key issues. The relationship between the (re)writing of history by academic historians and the development of secondary school history textbooks can also be debated.

Former Minister of Education of South Africa, Prof. K. Asmal (2007:11-12), at the South African Society for History Teaching (SASHT) Conference in 2007, remarked as follows about textbook writing in the FET phase:

One of the pleasing aspects of the new FET curriculum is that we now have what we never had before: a generous selection of school History textbooks that have been carefully screened and approved nationally ...  
Less pleasing ... is that there has been slow progress in transforming the

---

<sup>3</sup> Inclusivity in the context of this discussion implies the aim of ensuring that a multi-diverse range of genres, events, and/or voices represents the outcome of a specific topic in history. If the discussion involves more than one group of people claiming to represent different cultures, then it requires sensitive thinking and writing to involve all the “my” histories to achieve an ultimate “we” representation 1.

writing of History books. While it is essential to use the best expertise available ... there is an urgent need to develop a new generation of black writers to ensure not only a balanced representation, but to ensure that the rich diversity of backgrounds and opinions that characterises our nation informs the History being studied at school ...

As elsewhere (compare LaSpina, 2003), newly developed History textbooks in South Africa were also submitted to state-appointed review panels to be evaluated (compare De Villiers, 2008). However, the South African approach differed in the sense that the public sector was not given an opportunity for any input, and no votes were cast for one textbook or another. In many ways, the publishers did not even know much about one another and the sensitive loopholes all of them should avoid. In this regard, a representative of one of the publishers (De Villiers, 2008) recalls:

We do not know what comments other publishers receive – this is not common knowledge. The comments are often almost illiterate, the evaluators do not read the texts thoroughly and assume content is missing if it doesn't have a heading of its own, and the feedback is often contradictory – for example they tell us to delete a section but then [afterwards] complain that those very outcomes are [were] not sufficiently covered.

A lack of sufficient time to carefully prepare Grade 12 textbooks and expose them to a broader academic community dealing with history was recorded. Evidently, it would have been the most feasible and long-term solution to ensure quality. Unfortunately, this did not happen in South Africa. Nevertheless, Asmal (2007:12-13) continued by saying the following:

... More than any other discipline, good History put to good use taught by imaginative teachers can promote reconciliation and reciprocal respect of a meaningful kind, because it encourages a knowledge of the other, the unknown and the different. It has the role of raising the awareness of learners to the issues of their own identity and the way that they interact with the multiple identities of South Africans around them

...

What Asmal probably meant by referring in his explanation to “good” History is a History supposed to be all-inclusive and focused on balance, variety, and sensitivity to promote a healthy attitude towards nation building. Sensitivity and all-inclusiveness as means towards creating a platform, for example, for nation building, are indeed explored in

especially the fifth and seventh themes in the Grade 12 curriculum, as both of them cover South African history content. However, it appears far from “healthy” and still requires extensive refinement in bringing together the “my” histories in themes in balance and so contribute in presenting a reasonable “we” history.

#### A “healthy” identity presented in textbooks?

A healthy identity in a historical context can imply a hearty, active, or blooming passion for one’s country and its broader groups of people and having a sober knowledge of the role and achievements of the specific group the individual represents as “my” history.

As broad as the revised national curriculum content structure may be, among others to evoke a healthy identity, so intellectually thin does the fundamental core of some Grade 12 curriculum themes in the new textbooks appear to be. When this is the scenario, it simply means that it becomes impossible to balance diversities, multiple perspectives, inclusivity, and healthy identities all in one. Then Asmal’s concerns are shared, though the process he has suggested to address it, referred to in the previous section, does not necessarily guarantee success (for example, more black writers, a more balanced presentation, etc., as Asmal puts it). The basic historical method of ensuring multi-perspectivity and a diversity of genres and voices in any historical publication should apply.

Colour and culture diversity among academics and educators in the process of writing history textbooks does not guarantee a balanced perspective, but what is indeed required is ample knowledge regarding examples of a specific content theme and the simple but important application of the history methodology in a professional way. It may be (as a bonus, I should say) that a representative group of writers with all these skills may benefit from one another’s personal cultural, linguistic, and racial experience in the process of content development and designing assessment tasks. On its own, it is not enough to ensure depth, balance, cohesion, tolerance, and progress. In many ways, historians and skilled history educators should always be reminded of the way in which a magistrate as a law practitioner should manage, consider, and interpret the voices of evidence with which he/she is working, regardless

of the typically human obstacles such as colour and race.

In the new Grade 12 textbooks, the trend in the nationally focused themes 3, 5 and 7 seems to be to present discussions that the majority of South Africans “will accept” instead of rather demonstrating multi-perspective modes in these themes and sub-themes that will allow progress towards a balanced representation and multi-diverse understanding that will eventually build up towards a collective identity that may reflect healthy attitudes and a sound historical consciousness. The absence, then, of a multi-diverse representation, as an inevitable requirement in the methodology of History and also accentuated in current transcontinental perspectives, leads to products that are sadly no different from all the curriculum interpretations in textbook productions in South Africa prior to 1994. In fact, they can hardly be called a transformational approach towards creating a healthy, nation-building democracy.

#### Heritage as theme still a Cinderella

In the heritage theme, which is the seventh and last theme of the curriculum discussed in textbooks, the problem of historical amnesia in balancing all South Africa’s diverse “my” histories in an informative and collective “we” theme on heritage is striking. Although the broader curriculum theme provides room for a broader historical perspective on heritage in its time frame allocation, the writers of all the textbooks have preferred to focus more on how the majority of black people in South Africa may perceive the ideologies and debates regarding the heritage theme. Although acts of denial regarding the rich heritage of all cultural groups by governing bodies before 1994 are a reality, an overindulged presentation of these events should not be the cause of a distorted diverse presentation or total lack of any multi-diverse presentation of people in South African heritage associations. This also concerns the interesting and valid archaeological findings that ought not to occupy all the content space.

Ironically, assessment assignments regarding heritage in all textbooks are more practically oriented and provide room for the “own experience” in the learner’s own region or town. However, I am not convinced that the educators are sufficiently equipped (with little of an empirical nature to embark on) to address this section of the revised History curriculum



sufficiently.

### *Other concerns*

#### \* History or “his story”?

The “struggle” towards creating a democracy for South Africa presented in the above-mentioned theme also covers the political trends of the nineties with the Truth and Reconciliation Commission’s role as a closure of the theme. The tragedies brought about during the National Party rule were new to all ordinary South African citizens. Nevertheless, the approach of “dealing with this past and facing the future” (as phrased in the curriculum) is an incomplete perspective and representation of the time before 1994. Examples that are ignored in textbooks are, among others, the voice outcome of the white minority in both the 1982 and 1993 referendums and the political opinions of newspapers reporters of the time (for example, Max du Preez) and opinion formers such as Dr Frederick van Zyl Slabbert. Some of these people even voiced opinions under difficult circumstances. The only examples used in the Grade 12 textbooks (and then specifically in the textbook *In Search of History*) to portray the resistance of so-called Afrikaner whites against political transformation in South Africa (as if it represents the majority voice of white people) is that of a very small, white, and politically focused movement called the Afrikaner Weerstandsbeweging or AWB (Afrikaner Resistance Movement) and the Herstigte (Restored) National Party or HNP. Though the role of resistance movements such as mentioned undoubtedly forms part and parcel of the South African history, their presentation in textbooks – as if they represent all so-called Afrikaner whites – can be interpreted as a stereotypical and distorted historical presentation of the reality of the time. In the early 1990s and later, South Africans also had to witness conflicts among civilians, especially among black groups, that resulted in the brutal deaths of people. Although the government of the time is accused in textbooks of being the prime instigator of these events – and it certainly could be debated because these speculations were covered in academic articles – the actions of groups against civilians cannot be underscored in textbooks to portray only a seemingly innocent history of the majority against a white minority regime. Ironically, Grade 12 learners are only “introduced” to this brutality in the history of South

Africa in some textbooks as an assignment where they are tasked to find out more. When this approach is followed, it simply means that it will always be a compulsory assignment and not part of the main content that reflects a distorted national narrative and a lack of multiple perspectives. Methodologically, all content in all the themes should link with assessment assignments and not rely on neutral, broadly covered assignments only. If the critical and learning outcomes (linked to the assessment standards) were critically followed, some distortions and imbalances perhaps would have been spotted in the writing process.

**\* Sources utilised?**

Most of the textbooks display an extraordinary wide and creative variety. Some just go the extra mile further with sources and source creativity than others. The problematic issue in utilising sources is the ways of approaching them as assessment activities. Just to refer to a specific example that made news early this year, namely, the Buthelezi cartoon in the publication of Oxford University Press. Rob Siebörger's (Siebörger, 2008:9; 2008:19) response recently was as follows:

News of another kind was that the IFP had taken exception to what was contained in an Oxford University Press history (Grade 12) textbook, in particular the use of a cartoon by Zapiro, which depicted Mangosuthu Buthelezi's pen dripping with blood at the time of the pre-election violence in 1994. The cartoon, however, was not an illustration. It was used in an exercise to analyse bias, set out in a sophisticated and thorough way. Ironically, in the light of the criticisms made, the most likely conclusion of the exercise is that the media in 1994 was biased in its treatment of Buthelezi and that history ought to reflect that. It is, thus, again a reflection of a lack of good history teaching in school that gives rise to an inability to see that the intention of the textbook was sympathetic to Buthelezi.

I beg to differ on this argument of Siebörger, though the merits of reflecting a wrong approach to a cartoon as a "lack of good History teaching" perhaps should not be overlooked. The writers of the textbook may have certainly been sympathetic to the personality in the cartoon, but they have, because of a lack of creativity in the assessment questions and possible options for debate, failed in guiding the learners towards identifying bias efficiently. Only one activity question is asked with no guidance whatsoever of additional facts to assist learners and educators

to contradict or to support the views of the cartoonist Zapiro.

\* **Distorted foci?**

Publishers of the aforementioned textbooks have made admirable efforts to produce a variety of useful and interesting sources, but not all will be that efficient in the teaching process. It is always worthwhile if a variety of sources on a specific theme cover multiple voices (a variety of sources) and perspectives (thoughts of people at the time). The lack of an in-depth content presentation can also distort the actual value of exploring source activities. Grade 12 textbooks, with distinctions here and there, fail in providing solid basic content.

In the second theme on how uhuru was realised in Africa, the History curriculum requires a discussion of mainly the 1960s and 1970s. The textbook *Looking into the Past* covers health as an issue mainly by requesting assessment tasks from contemporary examples. Thus, a solid foundation for a history in diseases and illnesses is basically ignored. An example is the learner activity on page 94, in which Aids (a health problem much later) is used under the heading “Health and Education” (meaning health and education in especially the 1960s and 1970s). Assignments given to learners, such as “Do some research to find out more about the possible impact of the AIDS virus on Africa’s population, economy and social structure” should be categorised under the theme of globalisation. Furthermore, the question/assignment phrased “How can the spread of AIDS be prevented?” does not lie within the boundaries of History to be debated at all.

\* **Snippets on language usage and stereotyping in Grade 12 textbooks**

The use of the word “regime” as a random replacement for “government” in contexts in *Looking into the Past* could confuse learners. Normally, a regime in politics is a form of government in both the formal (rules) and informal (common law, cultural, and social norms) contexts that regulates the operation of government and its interactions with society (compare the definition with [www.Wikipedia.org](http://www.Wikipedia.org), 2008). In the context of *Looking into the Past*, the word “regime” appears to refer mainly to governments where white minorities abused their position of power.

Consequently, learners may develop a distorted impression of when it is advisable to refer to a government as a “regime” (for example, compare p. 82 in the publication where Zimbabwe is referred to as “Mugabe’s government”).

Although a lack of space has prevented me from writing about the teacher’s guides of these publications, the following example should be shared for all to take note: in *Looking into the Past* and *Shuter’s History*, the answers to activity questions are referred to as “suggested answers”. In *In Search of History*, these answers are simply referred to as “answers”, whereas in *Moments in History*, the words “Guidelines for answering the questions” are used. Although debatable, the last option is a personal choice because history can provide “answers”, but they are not necessarily shared by all. Textbook publishers should be more careful of still getting stuck in traditional forms of writing if their vision for history publications is to accentuate a multi-diverse focus.

Apparently, the aspect of “answering” and “phrasing” assessment activities is also regularly debated in other countries. LaSpina (2003:682) critically reviews the way in which the New Zealand History textbook *Talking about the Treaty* (published in 1994) approaches History assessment assignments based on letter fragments and interviews (which also require a regular testing of their “feelings” about certain issues) as follows:

... the lesson [namely to understand the Maori] engages students in a typical social studies enquiry strategy. In therapeutic tones, they [the learners] are asked how they ‘feel about the Treaty of Waitangi [1975] now!’ ... but the deeper social paradox embedded in these interviews eludes this simplistic instrument. Wholly subjective, these opinions reflect a complex range of ambivalence, misunderstanding and ignorance. In fact, even the more insightful interviews are hard to interpret as pro or con. And, as with generic social studies exercises, intractable complex issues tend to get flattened out and reduced to the terms of a high school debate, resolved with a formulaic feel-good consensus. The stories of actual history, the competing version of rights and obligations which sparked a bitter and brutal war and have produced simmering racial divisions in present day New Zealand [based on a publication in 1986], are nowhere in evidence.

Several similar examples appear in some sections of the aforementioned textbooks. See the question about Aids commented on earlier.

A remark Tully made in 1995 (quoted by LaSpina 2003:682-683), which

most historians will endorse, is that learners “must listen to voices past in order truly to engage the ‘strange multiplicity’ of incommensurable cultures. Therefore, the ideal of accentuating a ‘history of progress’ of a nation is not negative, but to act ‘tone-deaf to deep-seated conflict’” (LaSpina, 2003:682; also compare Coffin, 2006). Underplaying the diversity in the South African heritage may only set the table for another kind of conflict.

### **Analysis and conclusion**

When looking at South Africa from a transcontinental perspective, the trends abroad will appear very familiar, though with a different look. Constraints on developing and interpreting the revised South African History curriculum in especially the 12<sup>th</sup> grade have been discussed. Another recent external constraint to be mentioned regarding teaching History in general in South Africa, but that does not form part of this discussion, is the 2006 introduction of a new curriculum for the final three years of schooling. This change impacted on the subject choices schools make in the further education and training (FET) phase (Siebörger, 2008:9; 2008:19).

From transcontinental discussions of curriculum revisions, it is clear that educators of History in South Africa do not fight a lonely battle in curriculum development and its textbook interpretation with regard to ensuring that multi-diverse perspectives are covered (compare Coffin, 2006; Cole and Barsalou, 2006:1-16; LaSpina, 2003:683; IGGD Conference, 2008).

It is more than a fact, so to speak, that different views of history affect ways of writing about the past (Coffin, 2006:3). The same applies to assembling and presenting content within the structures of History curricula that eventually find their way to textbooks and supporting materials. Another complexity that goes hand in hand with especially the writing process of History textbooks is the use of different styles (for example, a gripping story-telling narrative style or a detached logical argumentative analysis). In using supporting materials, the idea is also to allow learners not to rely on the interpretation of the textbook writer/historian, but to use primary material and, based on the assessment focus, come to their own conclusions.

However, to be able to approach primary source material in the above-mentioned way, the perceived basic secondary source content – related to a specific theme as utilised in a textbook and written by History educators or historians – should be multi-diverse and moulded in a discourse analysis. If not, it implies that the selection of source material may also not reflect a multi-diverse approach and a richer understanding of the range of texts that operate within a specific linguistic make-up, different dimensions of context, and with perhaps different cultural dimensions, for example, the historical discourse of History for Grade 12. It is also then likely that an effective utilisation of a supposedly “arguing genre” style (as discussed by Coffin) in Grade 12 will be absent because secondary and primary basics are not representative (compare Coffin, 2006:18, 27-28, 42, 47).

Difficulties in the evaluation of historical interpretation are a matter of concern abroad and in South Africa. History educators and learners still have to use different interpersonal strategies and new ways of organising text in the process of utilising the arguing genre. According to Coffin (2006:77-87, 130-131, 138), this genre mainly unfolds into an *exposition* (arguing for a particular interpretation), *discussion* (considering different interpretations before reaching a position), and *challenge* (arguing against a particular interpretation).

Because Grade 12’s should primarily be occupied with the arguing genre, the key argument of this article is that recently published Grade 12 textbooks in South Africa, as based on the revised History curriculum, do not sufficiently live up to this requirement in their content, their language style, and their assessment tasks. Furthermore, the content of the approach to globalism and globalising trends that have impacted on the history of South Africa is insufficiently organised and equipped to be able to provide a multi-diverse setting.

Cole and Barsalou (2006:9) accentuate the requirement of a social consensus that must be reached to ensure approval and adoption of History textbooks that break old myths that glorify one group and demonise others. Cole and Barsalou (2006:9) continue by saying the following:

... much of history depends on the viewpoint of those writing it. Although post-conflict societies could benefit from accounts of history that play down the differences between former enemies, some truths do

exist: ... Denying them results in dangerous moral relativism ...

It must be admitted that the Grade 12 publications are the first within the revised History curriculum of South Africa and admirable efforts, but efforts that will certainly require revision in especially structure, in-depth content, and efficient history methodology practices. Although textbooks are not produced every year, publishers and the DoE and the broader educator community should take cognisance of the key ideal in a presentation of History, namely, to search for multiple narrative views and voices to present the broader nation's historical development in a balanced, healthy, and nation-building way within the global environment. This is not a request from minority voices, but a serious requirement in History as a discipline. The transcontinental perspectives highlighted earlier also boil down to these basics for efficient textbook writing and teaching History.

A drawback in writing one's national history within a global context to cover an inclusive diversity is that breadth tends to cancel out depth. Content then becomes fragmented and skimpy. LaSpina (2003:685) refers to it as "self-contained as a graphic advertisement. Potentially, the 'story' becomes as thin as the page it is printed on". He continues by reflecting other authors on this:

... as long as textbooks tend to re-inscribe thematically the path of progress and its apogee ... its 'mythmaking' apparatus remains obscure, and in doing so the large historical processes which structure the local history of nations will remain safely at the margins of an emerging global context ... (LaSpina, 2003:686).

The question is not whether the nation's story should be reflected from a broader context of world systems or not, but *how* it should be done. The reality is that constraints still tend to dispose people to think and act locally in terms of modernity. All nations are caught up in a "rapidly developing and ever-densening network of interconnections and interdependences". Therefore, to get "inside" a particular "my" history in the broader "us" and "them" context, a global and comparative look at it from past to present is required.

## References

MW APPLE & LK CHRISTIAN-SMITH, (Ed). (1991). *The politics of the textbook* (Routledge: New York).

- K ASMAL, (2007). "Keynote address: Interrogating the History Curriculum after ten years of OBE" (SASHT Conference, KwaZulu-Natal, 21-22 September), pp. 7-14.
- K ASMAL & J WILMOT, (ca 2001). "Education and democracy in South Africa today", pp. 185-204.
- J BAM, (1993). J Bam, Considerations for a new history curriculum for secondary schools in. South Africa (Cape Town, M. Ed., UCT) as in [www.info.gov.za/otherdocs/2000/hapanelr.pdf](http://www.info.gov.za/otherdocs/2000/hapanelr.pdf).
- LD BEUKES; LJ DE JAGER; A ENGELBRECHT; A NIEMANN; R SWART; CN VAN DER WESTHUIZEN, (2008). "Changes and continuities in history textbooks after apartheid", Draft article copy presented for peer reviewing to the *South African Journal of Education*, pp. 1-32.
- L CALLINICOS, (1991). Popularising history in a changing South Africa. *South African historical journal*, 25:22-37.
- L CHISHOLM & R LEYENDECKER, (2008). Curriculum reform in post 1990's sub Saharan Africa. *International Journal of Educational Development*, 28(2), pp. 195-205.
- P CHRISTIE, (1996). Globalisation and the curriculum: Proposals for the integration of education and training in South Africa. *International Journal of Educational Development*, 16(4). pp. 407-416.
- C COFFIN, (2006). *Historical discourse* (British Library: London), pp. 1-208.
- EA COLE & J BARSALOU, (2006). "Unite or divide? The challenges of teaching history in societies emerging from violent conflict", *United States Institute of Peace*, Special Report 163, June, pp. 1-16.
- G CUTHBERTSON & A GRUNDLINGH, (1992). Some problematical issues in the restructuring of history education in South African schools. *South African historical journal*, 26:154-171.
- DEPARTMENT OF EDUCATION, South Africa (2003). *National Curriculum Statement*, History, pp. 22-33.
- P DE VILLIERS, (2008). E-mail interview with ES van Eeden, 23 February.
- S DRYDEN-PETERSON & R SIEBÖRGER, (2006). Teachers as memory makers: Testimony in the making of a new history in South Africa. *International Journal of Educational Development*, 26(4), July, pp. 394-403.
- RE DUNN, (Ed.), (1999). *The New World History: A Teacher's Companion* (Boston, MA:Bedford/St Martin's), pp. 230-241.
- A ECKER, (2008). "The structures and standards of initial training for History teachers – results of the first comparative study on a European level", (ISHD/IGGD Conference, Tuzing, Germany, 8-10 September 2008).
- D HAMMETT, (2007). Constructing ambiguous identities: Negotiating race, respect



- and social change in “Coloured” Schools in Cape Town, South Africa, <http://hdl.handle.net/1842/2084> as retrieved in 11 February 2008, pp. 1-3.
- W HASBERG, (2008). “Jeopardies and opportunities regarding empirical research for historical learning”, (ISHD/IGGD Conference, Tuzing, Germany, 8-10 September 2008).
- T HAYDN; R HARRIS, (2008). “Children’s ideas about what it means ‘to get better’ at History: A view from the UK”, (ISHD/IGGD Conference, Tuzing, Germany, 8-10 September 2008).
- HISTORY EDUCATION GROUP (1993). *History Matters: Debates about a new history curriculum for South Africa*, University of Cape Town: Heinemann-Centaur.
- J JANSEN, (2002). Curriculum reconstruction in post-Colonial Africa: A Review of the literature, *International Journal of Educational Development*, pp. 1-2.
- D JOHNSON & F STEWART, (2007). Education, ethnicity and conflict. *International Journal of Educational Development*, 27(3), pp. 247-251.
- PH KAPP, (1992). “The place and role of History in the New Syllabus”, US [Draft Report]
- H KLUG, (2000). *Constituting democracy. Law, globalism and South Africa’s political reconstruction* (Cambridge: Cambridge University Press).
- JA LASPINA, (2003). Designing diversity: globalization, textbooks, and the story of nations. *Journal for Curriculum Studies*, (35)6, pp. 667-696.
- CA LOCKARD, (2000). *Global history, modernization, and the world-system approach; a critique*. In
- R LAWSON, (2003). Black teachers (re) negotiation and (re) construction of their pedagogical practice within South Africa’s post-apartheid curriculum (Ph.D., Ohio State University), pp. 1-170.
- D LINDMARK, (2008), “Empirical research in the teaching and learning of History in Sweden”, (ISHD/IGGD Conference, Tuzing, Germany, 8-10 September 2008).
- G MAZABOW, (2003). “The development of historical consciousness in the teaching of History in South African schools”, (Ph.D., Unisa, Pretoria), pp. 1.-304.
- GR MORK, (2008). “Auditing and redesigning Advance Placement History in the USA: Reforms based upon empirical considerations of History Education”, (ISHD/IGGD Conference, Tuzing, Germany, 8-10 September 2008).
- J NICHOLLS, (ca 2003). “Methods in school textbook research”.
- T NUTTALL; J WRIGHT; J HOFFMAN; N SISHI and S KHANDLELA, (1998). *From apartheid to democracy: South Africa, 1948-1994*, (Shuter & Shooter, Pietermaritzburg), pp. 1-134.
- SAPA, (2000). “Give more time to History”, *Educ-History*, Pretoria, December 14.

- R SIEBÖRGER, (2008). "Don't deprive pupils of chance to study history", *Cape Times*, 12 June, p. 9; "Don't rob pupils of our rich history", *The Star*, 19 June, p. 19.
- PN STEARNS; P SEIXAS and S WINEBURG, (ed) (2000). *Knowing teaching & learning history* (New York: New York University Press). pp. 1-477.
- E THERON, (1983). *Sonder hoed of handskoen* (Tafelberg, Kaapstad).
- E THERON & JB DU TOIT, (1971). *Kortbegrip van die Theron-verslag* (Tafelberg, Kaapstad).
- J TULLY, (1995). *Strange Multiplicity: Constitutionalism in an Age of Diversity* (Cambridge: Cambridge University Press).
- N TUTIAUX-GUILLON, (2008). "Researches in history didactics about learning: Methodologies for analyzing results and bringing to the fore processes" (ISHD/IGGD Conference, Tuzing, Germany, 8-10 September 2008).
- A VAN DER MERWE, A VERMAAK & S LOMBARD, (1991). *An empirical investigation into the teaching of History in the RSA*. (Pretoria: Human Sciences Research Council, HSRC Education Research Programme no.19, 232p.).
- ES VAN EEDEN, (1997). "Historiographical and methodological trends in the teaching of History in a changing South Africa", *Historia*, November.
- ES VAN EEDEN, (1998). "An approach to the teaching of universal global history concepts in world history practice in South Africa", *International World History Bulletin*, XIV(1), Spring.
- ES VAN EEDEN, (1999). *Didactical guidelines for teaching History in a changing South Africa* (Keurkopies: Potchefstroom), pp. 1-450.
- ES VAN EEDEN & T VERMEULEN, (2005). "Christian National Education and People's Education: Historical perspectives on some common grounds", *New Contree*, 50, (March).
- ES VAN EEDEN & JL VAN DER WALT, (2000). *Creating a future for History within South Africa's 'Curriculum 2005'*, *Journal for Theory and Research in Social Education*, Birmingham, USA, 28(1), Winter, pp. 85-95.
- WP VISSER, (1993). *People's history en Geskiedenisonderrig op skool: 'n alternatiewe geskiedenis vir die nuwe Suid-Afrika*. *Gister en vandag*, 25:32-39, Mei.
- G WELDON, (2006). *A comparative study on the construction of memory and identity in the curriculum of post-conflict societies: Rwanda and South Africa*, <http://www.centres.ex.ac.uk/historyresource/journal11/...>, pp. 1-16.
- G WELDON, (2008). "History education and the democratic nation in post-apartheid South Africa", Conference, South African Society for History Teaching (SASHT), 26-27 September.
- PG WARNICH, (2008). "Uitkomsgebaseerde assessering van Geskiedenis in Graad

10". (Potchefstroom NWU, PhD), pp. 187; 212-221.

WIKIPEDIA SEARCH ENGINE (2008) [www.Wikipedia.org](http://www.Wikipedia.org).

J WILMOT & K ASMAL, Ed. (2000). *Values, Education and Democracy*, Department of Education, Cape Town.

*YESTERDAY & TODAY*, (2006). Special edition, March (covers articles on the current History debate, OBE utilizing and curriculum changes in South Africa). Also available on <http://www.sashtw.org.za>.

*YESTERDAY & TODAY*, (2007). 1, May, (covers articles on the current History debate, OBE utilizing and curriculum changes in South Africa). Also available on <http://www.sashtw.org.za>.

*YESTERDAY & TODAY*, (2008). 2, May, (covers articles on the current History debate, OBE utilizing and curriculum changes in South Africa). Also available on <http://www.sashtw.org.za>.

BG YUILL, (2002). "The History workshop's teacher conferences, past and present assessment of its educational value", (M.A. – University of the Witwatersrand).



# AN INVESTIGATION INTO THE IMPLEMENTATION OF ORAL HISTORY IN THE FURTHER EDUCATION AND TRAINING (FET) PHASE BASED ON THE VIEWS OF FIRST YEAR HISTORY EDUCATION UNIVERSITY STUDENTS

*Barbara Wahlberg  
History & Social Sciences Education  
Faculty of Education  
University of KwaZulu-Natal, Edgewood Campus*

## **Abstract**

With the introduction of Outcomes Based Education (OBE) in South Africa in 1998, simultaneously a new curriculum, Curriculum 2005 (C2005), was developed. This curriculum confronted past problems with the way history had been taught in schools – both in terms of the methodology and content. It was envisaged that learners should now play an active role in their learning experiences through investigation, researching, debating and interpreting history through various sources. One practical means of doing so is emphasised through the study of hidden and neglected histories, such as, for example local histories. In this regard the Department of Education (DoE) purposefully emphasised the importance of oral history as an alternative and effective methodological approach to constructing a social history with learners in schools.

As such oral history can be seen as a link between the intended aims of the curriculum for history education, and a pragmatic means of achieving this. The skills that are involved in oral history are also key to what C2005 envisaged for history in terms of being learner-centred, outcomes based and being able to form a part of the historical process of researching, recording, documenting and writing.

This paper will critically examine the implementation of oral history in schools, as seen through the experiences of first year history education students, who have recently completed an oral history project in their Grade 12 year at school.

## Introduction

“History is not just a collection of dead facts, it is the story of how the world of today came to exist. It is the record of the lives, the experiences and the struggles of those who have gone before – and of how their lives shaped ours” (*Report of the History and Archaeology Panel*, 2001).

After South Africa’s first democratic elections in 1994, education in South Africa underwent a much needed and imperative change, the African National Congress (ANC) led government vowed to overhaul the apartheid-era education system, which was seen as a pillar of the old white-supremacist order (Polakow-Suransky, 2002). The previous prejudiced system of Bantu education was abolished and a new curriculum was implemented. Alongside this many academics and educational theorists interrogated and proposed new methodologies as well as a new syllabus that needed to be enforced as a mark of a new and democratic country that wanted to develop a better education system. Recognising the potential for history to be used as a means to redress previous imbalances relating to the perceptions of the past and to achieve the ideals embodied in the National Curriculum Statement (NCS), it became necessary for a transformation of both the content taught and the methodologies employed within schools. One of the issues that had to be confronted and dealt with was the way in which the apartheid education system presented history as being a grand narrative of “big” men. In this sense, the historical record for a whole generation was heavily biased and characterised by a Eurocentric perspective. As a result the history of ordinary people and people of colour was falsely interpreted, went unrecorded or was silenced altogether (Kallaway, 1995). Within this context, Africa and Africans were often seen as being backward and with no “real” history to discover or teach. Consequently a thorough revision of the history curriculum and teaching methodology was needed in order to redress areas of race, gender and class inequalities, which had become synonymous with the apartheid era (Kallaway, 1995).

As mentioned earlier, the remaking of history had to go beyond the content envisaged. It had to include a different pedagogy. This necessitated a paradigm shift that changed the focus from “knowing” history to “doing” history (*Report of the History and Archaeology Panel*, 2002), with the emphasis on learner-centredness and skills-based active participation within the study of history. A means of achieving

this would be for learners to develop and study through investigation, researching, debating and interpreting history through various sources. One practical and pragmatic way of doing so is emphasised through the study of hidden and neglected histories.

The Department of Education (DoE) therefore purposefully emphasised the importance of oral history as an alternative and effective methodological approach to recording and constructing unbiased histories. As such oral history is seen as providing a voice to the voiceless, and as compatible with the 'doing' history approach and skills-based learning as outlined above. Furthermore, oral sources provide active documentation of ordinary peoples' lives that can be used towards recording valuable histories as an important component of social history. The valuable link between OBE's recognition of a people's history is commented on by Cubbin formerly of the Department of History, University of Zululand: "In order to bring History in line with OBE the focus of the subject should shift to community or microhistory... local History is a powerful means of restoring academic History to the realm of the active, relevant and real in our community lives" (Cubbin, 1998 as quoted in De Bruyn, 2002).

In addition to encouraging redress and the inclusion of left out voices, oral history promotes indigenous languages, introduces new research methodologies and nurtures the crucial skill of listening (Callinicos, 2001).

In relation to what is expected of history learners in the FET phase, oral history also forms the link between OBE and the teaching of a social history. On closer examination of the *Guideline Document for Grade 12 Continuous Assessment Programme*, awareness is drawn to the difficulty of conducting research with learners in less affluent, under-resourced schools, and therein suggests that an oral history project (OHP) within the classroom should consist of interviews with people from the local community, so as to eliminate the issue of not having adequate resources. This can provide a service both to the community and as a practical way for learners to reflect on what they have been studying (Spivey, 2005).

Additional South African produced reports suggest the possibilities of using oral history as a corrective, as the study of oral history enriches us by introducing new methodological approaches to the recapturing of the past, while also promoting the study of indigenous languages, which

is essential for the re-writing of a more inclusive South African history for coming generations (DoE, 2002).

As a result of the above positive arguments for, implementing oral history, it has become a compulsory component of the Grade 12 history curriculum, which serves to encourage learners to research and discover local and neglected histories. Recent developments within KZN have come to call attention to the need for oral history to be conducted in Grades 10 and 11 as well. Learners who conduct an oral history project will engage in the practise of an authentic social history and in the process of historical writing, will become active contributors to the recording, saving and documentation of South Africa's history.

While oral history teaching within schools has been implemented with great success in Britain and the USA, very little research has been done to investigate its possibilities in South African schools (De Bruyn, 2002). Studies around the implementation of oral history in the above mentioned two countries have shown that learners respond positively to it as a teaching method, when compared to the more traditional teacher-centred methods of teaching history (Thompson, 1988; Ritchie, 2003). The rewards and benefits have been well documented. These include a general upliftment and a renewed interest for the subject as well as the development of numerous skills, such as: research, language, technical, social, cognitive, critical thought and values that are obtained through the methodology of oral history (Graves, 1983; Ritchie, 1995). This success has been made accountable to the fact that learners are able to, with the facilitation of their teachers, to construct histories on their own (Ritchie, 1995; Thomson, 1999; Edwards, 2006). In the words of Edwards (2006): "However imaginative and enquiring classroom History may be, the History itself is usually constructed by a Historian, a textbook author or a teacher. It is rare that pupils gain the opportunity to construct original Histories of their own. Oral History can offer this opportunity".

In light of the above, this paper becomes an important and necessary study towards the investigation into the implementation of oral history within South African schools. Furthermore this study will provide insight into the overall experiences and outcomes achieved by learners who conduct oral history as part of the NCS requirements.



## Background

The discourse that oral history feeds into is that of researching, writing and documenting a social history. Social historians study the lives of ordinary people and how they have made an impact within their communities and the world, rather than the stories and events related to 'big' men. This is known as a 'history from below', or 'grassroots history'. In this process social historians make use of a range of different types of sources and methodologies in constructing a history of ordinary people. Source evidence used by social historians can include fiction, poetry, songs, pictures, as well as an oral methodology – i.e. oral history. Within this context social historians have viewed their work as a means to 'give voice' to the experiences of previously marginal groups and to recover the stories of regular people. The recovering of these 'hidden histories' has become synonymous with the democratisation of the historical record (Minkley & Rassool, 1998).

The study of social history “fosters an understanding of multiple identities – the identities of colour, class, gender, culture, urban/rural community, sexual orientation, association, national consciousness”... [and therefore] “to nurture a respect for the experiences and cultures of the diverse populations in our country” (Callinicos, 2001). Oral history, as a means of overcoming the silences and biases of written sources, and as a principally useful means of focusing on the voices of ordinary people in order to teach and encourage a better understanding of communities and surrounding cultures, is therefore firmly rooted in the discourse that defines what a social history is (Apartheid Museum, 2006).

For learners to practise a social history as outlined above, within the South African context, it is necessary to tap into the rich oral history culture of the country (Callinicos, 2001). Attempts at this form of historical understanding have been undertaken through the history NCS in the FET phase, which regards oral history as a key principle of history education and therefore has made it a compulsory component (NCS, 2003). As such it is foreseen that learners in the FET phase must record and save previously neglected and left out histories through the methodology of oral history. This educational process is in accordance with the importance of being taught a social history, which embraces a discourse claiming that 'voices from below' can be recovered to create a less biased history about average people and their lives. The rationale

behind this, is that, through the practise of oral history, learners in schools can form an active part of the documenting of social history that feeds into Indigenous Knowledge Systems (IKS) and in an attempt to produce “local knowledge that is unique to a given culture or society” (Warren, 1995). This paper is therefore located within a social history theoretical framework, as it feeds into the need and importance of rewriting biased histories and to give recognition to previously marginalised people and their histories.

### **Learner’s experiences and views**

The University of KwaZulu-Natal was approached in gathering a group of first year history education students to determine who had studied or conducted an oral history project in the FET phase during their schooling career. The results included five focus groups of between two to three students per group. The motivation for using these particular students was to centre the study within the realm of history and education. These students who have all conducted an oral history project in the past, are presently all studying to be history teachers themselves, and therefore their views, experiences and perceptions were key to acquiring rich data from past history learners who would have a deep understanding and passion for the subject. In addition these students were representative of varying schools within KZN, this being ex-model C schools, township schools, rural schools, affluent schools and under resourced schools.

The method of focus groups was decided upon as the participants all bear something in common in relation to my study’s key questions. In addition it allowed for a relaxed and familiar environment as the participants in the focus group are all from the same history class at the university and therefore share a common interest and identity. Through sharing their perceptions and experiences of conducting oral history they were able to connect with each other and therein trigger off similar experiences and comment and discuss in a relaxed environment.

I began the focus groups by establishing a basic understanding of the process that the individual students underwent from the start of the project to the end. I already had an expectation that the students would have differing experiences and different outcomes, possibly determinable due to the schools resources, the teacher’s commitment

and understanding of oral history and the curriculum document policies and how it was taught and instructed to the learners. This then lead to a discussion around their teachers' assistance and role throughout the OHP and finally I looked at the students' feelings, experiences and opinions of oral history in the classroom.

The students' experiences of the process of conducting oral history varied in terms of the amount of guidance, direction and mentoring given by their respective teachers. Some students spoke about endless help from their teachers, which included; choosing an appropriate topic and checking this with the teacher, creating interview questions and handing these into the teacher for scrutiny and then finally going out into the field and writing up a final essay of the findings. Other students were given brief instructions on what an OHP is and then left entirely to cope and manage the project on their own. Similarly some students were given set topics to do by the teacher and some classes included a final oral presentation of their findings while others handed in their final projects and never heard about them or saw their marks. It is difficult if not impossible to make a conclusion around the different experiences in relation to their teachers and would serve no purpose within this study.

### **The nature of an interview**

Most of the students interviewed understood the nature of what an interview is and the importance of being prepared for an interview and having set to semi-structured questions for the interview, however two students interviewed went to their interview with no set questions and referred to the interview as more of a relaxed conversation as commented by one student, "well I thought then that it didn't really matter, but now I see that I wasn't prepared for it, I just arrived and grabbed a piece of paper and pen and wrote some things down and that was it and I didn't think it was so important to have set questions" (Focus group one, 22nd April 2008). Similarly some students also used either a tape recorder or their mobile phones to record the interviews, but these students were in the minority of the students interviewed. Furthermore, not a single student interviewed out of the 13 interviewees used a consent form with their interview, they were not aware of the consent form and none of their teachers had mentioned the necessity or reasons behind one (See

Appendix A). A consent letter, filled out and signed by the interviewee is a necessary part of the process and is mentioned in the curriculum policy documents. The students should in fact gain written and signed permission to use their interviews and stories. This is a main part of the entire process and hones in on respect and appreciation of one's life. A consent form, also known as a release form is an integral part of the interviewing process and plays a deeper role in the philosophy, purpose and nature of oral history.

### *The nature and purpose of oral history: an understanding*

In light of the above, it becomes necessary for me to comment on the lack of real understanding of the nature and purpose of oral history amongst the interviewed students. The majority of the students responses showed little awareness of the importance of the project in terms of giving a voice to the voiceless and only came to this realisation some time after handing in the project but did not really realise the full benefits of it during the actual process, as one student replied during the focus group, "even though I didn't realise it at that time, but now I know I have to involve myself with other people and give them an opportunity to talk" (Focus group one, 22nd April 2008). This appears to be due to a lack of discussion and interaction with the mechanisms behind oral history and its purpose itself, and only after being made aware of oral and social history at a university level did the students comment on the importance of oral history in attaining the histories of all people. This will be examined further in relation to the students' comments around the poor instruction given by some teachers.

### *The role of the educator/teacher*

In relation to the above point, the focus groups were given the opportunity to comment on the role of their teacher and whether they thought that their teacher helped with the process and provided adequate knowledge as to the purpose of the project and the nature of oral history. In light of this I asked the students on their understanding of the nature of oral history and if they were aware of the reasons behind its place in the curriculum and the DoE's intentions behind it. A very small percentage of the students interviewed, were given adequate knowledge

or instruction on the actual nature of oral history, social history and the reasons for conducting such a project, it was merely viewed by the students as “just another assignment to do in class” (Focus group one, 22nd April 2008). However, through examination of the curriculum document policies, my own research and interviews that I conducted with history subject advisors, there is a real and important reason to the inclusion of oral history in the FET curriculum, as was discussed earlier in this paper.

### **Research issues in conducting the oral history project**

Another interesting point is the extreme time differences in which the interviewed students conducted their OHP’s, these ranged from a meagre 2 weeks to a term, and this vast difference in allocated time leaves one with many questions as to how the teachers are interpreting and assisting this project and how they view the project in terms of its weighting within the Matric year. Most of the students interviewed were expected to do further research before and after their interviews, this was done either in libraries, community halls and archives, community newspapers or the internet depending on their topics.

The students interviewed in one of the groups said that they enjoyed the project, but that they found some aspects of it quite difficult, for example the time factor. They found that in Grade 12 it is quite stressful with all the content that needs to be covered and the project was an extra stress. They suggested that it would have been more beneficial and less stressful to do the project in Grade 11.

In terms of the final project handed in some students referred to the written work as a report on the interview and topic and others referred to it as an essay or extended writing piece. Some were required to include thoughts around their personal feelings and experience of the process of the project and others were merely expected to report on their findings. Similarly some students were expected to bring photos and other memorabilia from their interviewees and others were not.

In terms of the choice of topics chosen for the OHP, it appears the teachers were generally quite open with what the students could choose. One student was told they could choose anything, as long as it was interesting. This doesn’t give the students much direction or guidance in

terms of choosing a topic, and is rather too open-ended. Disappointingly another student commented that they couldn't find anyone to interview as their teacher told them that the interviewee had to be someone that lived through something of importance, that it couldn't just be a neighbour or family member. It had to be an important person, and "related to the major events in history that we learnt about in the school syllabus" (Focus group 3, 6th May 2008). This teacher was obviously not aware of the nature of oral history and its connection towards obtaining a social history, in that anyone can and is involved in history, that through this bottom up approach, anyone's lives can reflect experiences and interesting stories. The student said that she was so stressed out by what her teacher had said that she battled to find someone to interview. She eventually saw in the newspaper an article about a man who had received and collected awards from fighting in World War II, and she eventually contacted this man and interviewed him for her project.

This is in stark comparison to another teacher who encouraged her students to base their project around their community and to "pick one of the townships in the area and research about it" (Focus group one, 22nd April 2008). This presents the different understandings of oral and social history by the teachers themselves and therein the effects on the students in terms of their experiences and conceptualisation of the nature of this form of historical source.

The next area that was looked at was the overall outcomes of the project. Students commented on the skills that they had achieved, such as typing, empathy and acquiring a broader mind to life and people within history, and that "everything is not as it seems or as it is written perhaps" (Focus group one, 22nd April 2008). They also enjoyed doing something outside of the classroom and having a different learning experience. I asked the students if they would want to one day conduct an oral history project with their students, to which one student replied, "yes, personally I would really like to do an oral interview with my students, then they can see from experience how other people have their own history and that will open up their minds to the fact that there is more than one side to a story, this is their facts this is their truth, because this is the other truth of what ever happened so they can also get that diversity" (Focus group one, 22nd April 2008).

Similarly, another student commented, "I liked the idea of interviewing

someone, because that was someone else's history and then I could relate to them by what I've learnt about history and they could maybe even change the ideas that I had as maybe someone else's ideas are better than your own opinion" (Focus group one, 22nd April 2008).

Lastly I enquired into the individual students feelings regarding oral history based on their personal experiences. The students' views and experiences were rather different, some students enjoyed the project and others did not. One particular student did not enjoy conducting interviews, but interestingly this comment came from the same student whose teacher had given very little direction and assistance during the process and had not provided the students with any examples. This student felt that she did the project because it was for marks and therefore was necessary, and never really experienced much enjoyment from it, rather confusion and stress. In addition the assessment of the project was never stressed, the teacher never emphasised that it was quite a major project in the Grade 12 year, and this is possibly why this student never took the project seriously.

Another student said that "it contributed to my knowledge as an individual, as I got to know what happened there and it builds on my knowledge and contributed to my values and the history of the people who fought against the apartheid government" and "I enjoyed it very much, I think it is an excellent way to get to know other people's history, because they experienced it first hand, and you are the secondary source, hearing it from first hand people, and you have actually experienced it" (Focus group four, 15th May 2008). This is in comparison to another student who merely commented, "I gained nothing from the project" (Focus group 3, 6th May 2008).

Reflections also included the importance of giving recognisance to people and to record and remember their stories and give awareness to their lives, as "a lot of people outside are being unnoticed, and by us interviewing them, we will be showing that there are still people who care, even if they are not noticed by the whole world" (Focus group four, 15th May 2008). In addition this student commented on the questioning, research and referencing skills that she acquired through the project. "When you interview other people you find out how these people were involved in a certain part of history, that were previously never noticed or recorded and that it is important to share other peoples information

and voices” (Focus group four, 15th May 2008). Another student in this focus group agreed with this discussion and had similar views on the importance of hearing people’s stories and life experiences, and that interviewing someone “helps the people who are not as famous as other people, and those are the only people whose histories are recorded, where as other people live normal lives but they also have their own history and difficulties that they have to go through and not only people who are famous, we must notice them too as everybody has a history” (Focus group four, 15th May 2008). Similarly another student added that, “I learnt about the difficulties that people went through to get to where we are today, and the freedom that we have today and not only the recognisable people like Nelson Mandela, but other people also played a major role in developing freedom in South Africa today” (Focus group four, 15th May 2008). In addition this student made a comment on how connected the African community used to be with their culture, origins and that today due to westernisation many youth don’t even know who their ancestors were and what their culture is about, and that oral history helps young people to go and find out about where they come from and understand the importance of heritage.

In terms of the methodology of oral history and interviewing someone, a student commented that he had never done something like this before and it was interesting and daunting finding out someone’s point of view of a topic, as opposed to just going to the internet and getting information from there, ‘to go out and just interview someone, even though it was my grandmother, someone I’m close to, is nerve wracking, because you are asking them personal questions about their lives, their real experiences” (Focus group five, 16th May 2008). He emphasised how he enjoyed interacting with people rather than merely “being behind a computer screen” (Focus group five, 16th May 2008 and because of this he found the project challenging, but enjoyable.

### **Negative responses - some thoughts**

Negative responses generally were linked to a lack of understanding and assistance from the teachers as commented by the students interviewed, some felt that their teachers were complacent or unhelpful during the process. One student said that she felt that the teacher never explained the project properly and that she never expressed how



interesting it could be to get someone else's view. The teacher seemed to fail at teaching history as consisting of a range of different views and perspectives and relied heavily on a singular textbook only in teaching history to their students. Another student replied that the interview process was difficult, especially having to write down endless notes during the interview, as it became stressful. However this same student did enjoy learning about what her interviewee said during the interview, she learnt about South Africa's role in World War II, as seen in the following quote, "it also taught me at the time that these people who were in the war are basically forgotten, he [the interviewee] lives in a house and everything but he is so old, he's about 80 something, but he's not rich, he's not important no one knows about him. I felt really bad, this person fought for his country and he's just left there, no one really cares about him, probably if he hadn't been in the newspaper no one would have come to interview him, no one would have heard his story" (Focus group one, 22nd April 2008). This remark is highly significant as it brings to the fore one of the key aspects of oral history, an appreciation and awareness of other people and the different lives they lived and their contribution specifically to South Africa's history. This student showed real empathy and understanding for this interviewee and his experiences during World War II. She also mentioned the effect that the interview had on the interviewee, she said he was excited and that she stayed and spoke to him for three hours, as he was so eager to talk and was excited that someone wanted to listen to his story and life. "He just spoke about everything, his family and other stuff not even relevant to the war and his part in the war, but I just thought it was nice for him too, I think he's lonely and he felt the need to elaborate on everything" (Focus group one, 22nd April 2008). This brings in the importance of one's community and therefore the OHP can provide an outlet to become in touch with one's community and form a much-needed bond and reliance within our current society. Another interesting point made by the student when I was interviewing her was that she made a comparison to her life today and how it would effect her if her brother or father had to go and fight in a war today, that she is happy that she doesn't have the risk of possibly losing a loved one due to fighting in a war.

A disappointing experiences for one student interviewed was that his class were never told how they did and were never given their final mark for the project, "my teacher was not strict about the project, he wrote

the topic on the board and said we must find information, he forgot and never paid attention to the assignment, we kept asking him what was happening, we never got feedback from the assignment, he left the essays till the end of the year” (Focus group 3, 6th May 2008). This is in comparison to another student whose class were required to report back on their questions, the people they interviewed, and their writing up of the essay, as part of a continual process that the teacher kept close watch over. This aspect is also required by the curriculum document policies, which include a monitoring sheet for the teacher to use in verifying the learners progress and the various oral history stages (See Appendix B). This student found the project overall quite difficult but very worthwhile as, ”it wasn’t easy because we had to devote much of our time doing it and selecting the people, it really made us go through a hard time as we even had due dates for reporting back our progress” (Focus group two, 5th April 2008).

## **Conclusion**

I have included a range of the varying experiences of former history learners who have all conducted an OHP during their Grade12 year. These experiences and opinions shed light on the validity of oral history and similarly expose the areas that still need attention and focus in aiding the implementation of oral history. A greater emphasis on the philosophy and nature behind oral history is needed in the learners understanding and conceptualisation of this project. They need to be aware of the idea of giving a voice to the voiceless and the reasons as to why oral history was introduced into the curriculum in view of South Africa’s past education system and the need to revamp history as a subject and expose its usefulness within society.

Through my investigation of the curriculum document policies and the additional guides provided by the history subject advisors I strongly feel that there is enough instruction, documentation and help in these guides for teachers to use in assisting them in conducting oral history. In addition subject advisor support is available in most cases and workshops are offered.

I feel that some teachers are for whatever reasons are somewhat failing in their application of oral history, as the most important factor here is

that history is all around us and includes all people, not just a select few. Oral history in schools needs to gain more prominence specifically within South Africa, and if a greater understanding about its functionality can be passed on to the learners of our country, the rewards and benefits will be numerous, both in terms of working towards an unbiased and objective history and the skills and values that go alongside an OHP. This can already be seen through the comments made the students interviewed in this study.

**Appendix A**

Release Form

I.....of.....(address),  
having been interviewed by....., a learner  
at.....(name of school) on ..... (date) as part  
of his/her research for the Grade 12 Oral History Project do hereby  
agree to the following (Please indicate whether you are agreeing to a full  
release, conditional release or withholding of release by crossing out the  
sections which do not apply.)

FULL RELEASE – I agree that the facts and opinions expressed during  
the interview may be used feely by the learner in the compilation of his  
project. I further give permission for my name to appear in the report.

CONDITIONAL RELEASE – I agree that the learner may use  
the material gathered from me in an interview under the following  
conditions:

.....  
.....  
.....  
.....

WITHHOLDING OF RELEASE – I do not give permission for the  
material given during the interview to be used by the learner in any  
published material. I further do not wish my name to be published in  
connection with this project.

Name of Interviewee .....

Signature of Interviewee .....

Name of Interviewer .....

Signature of Interviewer .....

Date: .....

## Appendix B

<b>Monitoring sheet for oral history project</b>
--

Name of Learner ..... Grade (HG or SG) .....

Title of Project .....

Names and Contact Details of People to be interviewed

No.	Name	Address	Telephone Number

### Monitoring Log

Date	Activity	Comment
	Commencement <sup>1</sup>	
	Preparatory research <sup>2</sup>	
	Vetting of questions <sup>3</sup>	
	Progress check <sup>4</sup>	
	Progress check	
	Inspection of draft <sup>5</sup>	
	Final copy handed in	
	Feedback <sup>6</sup>	

Educator's Name .....

Educator's Signature .....

Learner's Signature .....

- 
- 1 This is the date on which training of the learners came to an end and learners were told to proceed with the project.
  - 2 This preparatory phase includes research, the finalisation of a topic and the identification of persons to be interviewed. It should be completed about 2 to 4 weeks after commencement.
  - 3 This refers to the questions that are going to be asked of the interviewees. Are they open-ended enough? Do they cover all aspects of the topic? This is a chance for teachers to guide learners on this important aspect.
  - 4 At least two progress checks should take place during the researching and writing of the project.
  - 5 Learners should hand in a draft copy of their project so that teachers can make inputs relating to improving the final project.
  - 6 It is important for teachers to check to see whether there has been feedback to the interviewees. Have they been thanked in some way for the part they played in the successful completion of the project?

## Reference

- Apartheid Museum (2006). *Understanding Apartheid: Learner's book*. Oxford University Press, South Africa.
- Callinicos, Luli (2001). Reconceptualising the History curriculum: Additional comments to The Report of the history and Archaeology panel to the Minister of Education. paper delivered at the *Values, Education and Democracy in the 21st Century, National Conference: 22-24 February 2001*, Kirstenbosch, South Africa. (D:\My documents\2008\semester one\PGCE - HISTORY\Unit 5\Report Callinicos.htm).
- De Bruyn, Derek (2002). Teaching Oral History: A South African Perspective. In *The Power of Oral History: Memory, Healing and Development*. Volume 3. (eds) Denis.
- Department of Education (2001). *Report of the History and Archaeology Panel, to the Minister of Education*. Pretoria: Government Printer.
- Department of Education (Update 2002). *Report of the History and Archaeology Panel, to the Minister of Education*. Pretoria: Government Printer.
- Department of Education (2003). *National Curriculum Statement for Grades 10 – 12, History*. Pretoria: Government Printer.
- Department of Education (2007). *National Curriculum Statement Grades 10 – 12 Subject Assessment Guidelines, History*. Pretoria: Government Printer.
- Department of Education (2008). *National Curriculum Statement Grades 10 – 12 Subject Assessment Guidelines, History*. Pretoria: Government Printer.
- Philippe & Worthington, James. Sinomlando project, University of KwaZulu-Natal, Pietermaritzburg.
- Dryden-Peterson, Sarah & Sieborger, Rob (July, 2006). Teachers as memory makers: testimony in the making of a new history in South Africa. In the *International Journal of Education Development*. Volume 26, Issue 4.
- Edwards, Chris (June, 2006). Putting life into History: how pupils can use oral history to become critical historians. In *Teaching History No 123*. Academic Research Library.
- Fernandez, Mario (1998). *Ideology Challenged: aspects of the history of St. Columbia's High School and there application to an Oral History project in the high school classroom*. A dissertation produced at the University of Cape Town, faculty of Education.
- Huerta, G & Flemmer, L (May/June 2000). Using student-generated Oral History research in the secondary classroom. In *The Social Studies*, Washington D.C. 91 no 3 ([http://vnweb.hwwilsonweb.com/hww/results/results\\_single\\_fulltext.jhtml](http://vnweb.hwwilsonweb.com/hww/results/results_single_fulltext.jhtml)).
- IJR (Institute for Justice and Reconciliation) (2004). *Pass Laws in the Western Cape*:

- Implementation and Resistance: An Oral History Resource Guide for Teachers.
- Kallaway, Kruss, Fataar and Donn. (1997) *Education after Apartheid*. University of Cape Town Press.
- Kallaway, Peter (2002). *The History of Education under Apartheid*. Longman Publishers.
- Kallaway, Peter. (1984) *Apartheid and Education: The education of Black South Africans*. Raven Press. Johannesburg.
- Minkley, G. & Rassool, C (1998). Orality, memory, and social history in South Africa. In Nuttall, S. & Coetzee, C (eds). *Negotiating the Past: The Making of Memory in South Africa*. Oxford University Press, Cape Town.
- Perks, Robert; Thomson, Alistair (eds). (1996) *The Oral History Reader*. Second Edition. Routledge: London and New York
- Polakow-Suransky (2002). Reviving South African History. The chronicle of higher education, June 14. (<http://chronicle.com/world>)
- Ritchie, Donald (1995). *Doing Oral History*. Twayne Publishers. New York.
- Thomson, Alistair (1998). Unreliable memories? The Use and Abuse of Oral History, in Lamont, W (ed). *Historical Controversies and Historians*, London.
- Thompson, Paul (2000). *The voice of the past: oral History*. Third Edition. Oxford University Press.
- Tonkin, Elizabeth (1992). *Narrating our pasts: The social construction of Oral History*. Cambridge University Press.
- Ziphora, Moichela. (2002) *The relevance of oral tradition and testimony in the History curriculum and History teaching*. Vista University.
- Province of KwaZulu-Natal Department of Education (2008). Provincial Document. *Guideline Document for Grade 11 Continuous Assessment Programme, History*. Pretoria: Government Printer.

# SECONDARY SCHOOL HISTORY TEACHERS ASSESSING OUTCOMES-BASED EDUCATION (OBE): A CASE STUDY

*Pieter Warrnich*

*Faculty of Education Sciences*

*Department of History/Social Sciences*

*North-West University (Potchefstroom Campus)*

## **Samevatting**

In 2008 was dit 'n dekade gelede dat Kurrikulum 2005 met 'n uitkomsgebaseerde benadering deur die ANC-regering geïmplementeer is om onder meer die ongelyke Suid-Afrikaanse onderwysstelsel van die apartheidsbewind te herstruktureer. Hierdie nuwe onderwysbenadering is deur sommige opvoedkundiges beskryf as 'n "paradigma skuif" omdat dit op radikale wyse afgewyk het van die vorige kurrikulum in terme van teoretiese begroning, struktuur, organisasie, die onderrig- en leerprosesse en assessering.

Uitkomsgebaseerde Onderwys (UGO) verteenwoordig 'n gewysigde metodologie van 'n suiwer inhoudgerigte transmissie-model onderwys (waar die onderwyser hoofsaaklik kennis aan passiewe leerders oordra) na 'n interaktiewe en leerdergesentreerde benadering. Voorsiening moet vir elke leerder in die klas gemaak word om teen sy eie tempo en volgens sy eie doelwitte te kan vorder na die bereiking van die leeruitkomst. Van die onderwyser, as die fasiliteerder van leergebeure, word verwag om 'n groter mate van individuele aandag aan elke leerder te skenk, addisionele leerbehoefes te diagnoseer en om verrykende en alternatiewe remediërende leergeleenthede te ontwerp. Op sy beurt beteken dit dat addisionele assesseringsgeleenthede en -strategieë ook deurentyd geskep moet word. Al hierdie veranderinge het outomaties ook die Geskiedenisonderwyser beïnvloed.

In hierdie artikel word gepoog om deur middel van 'n gevalle-studie sekondêre Geskiedenisonderwysers (n=85) van voorheen bevoordeelde Model C-skole sowel as benadeelde skole se houding, ingesteldheid, oortuigings en ervarings te peil ten opsigte van hierdie onderwysmodel.

Die vernaamste bevindings is dat meer as die helfte van die deelnemers 'n positiewe ingesteldheid teenoor UGO gehad het en gemaklik daarmee was om dit in hulle onderrig- en leerpraktyke te inkorporeer. Ten

spyte hiervan is ook probleme geïdentifiseer, waarvan die belangrikste was: 'n toename in werkslas wat meegebring word deur groot klasse en administratiewe take wat met te veel assessering verband hou; die aard en omvang van indiensopleidingskursusse; die beskikbaarheid en toeganklikheid van onderrig-en leersteunmiddele en om die leeruitkomste en assesseringstandaarde te bely.

## **Introduction**

In 2008 it was 10 years since the then Minister of Education, Kader Asmal, launched Curriculum 2005 (C2005). In 1998, this curriculum was hastily implemented in what become known as Outcomes-Based Education (OBE) with the aim to transform the inequalities of the past educational system. After initial problems were experienced with the implementation thereof, a Ministerial Committee reviewed it in 2000. The recommendations of this Committee suggested a revised “streamlining and strengthening” of C2005. It was accepted by Cabinet and resulted in the Revised National Curriculum Statement (RNCS) for grades R-9. This was not a new curriculum and affirmed the commitment to OBE (DoE, 2002a: 4-6). The RNCS is now commonly referred to as the National Curriculum Statement (NCS)(DoE, 2006:14). The NCS confirmed OBE as one of its main principles by setting learning outcomes to be achieved by the end of the education process. (DoE, 2003a:2).

The new approach was described as a “paradigm shift” in South Africa’s education system. It represents a radical departure from the previous curriculum in terms of theoretical underpinnings; structure and organization; teaching and learning processes; and assessment (Du Toit & Du Toit, 2004:4-8). All these changes obviously also influenced the History teacher. OBE goes beyond content-driven rote learning and memory skills and is characterised by a learner-centred and activity-based methodology. It also brought about a new way of assessment where learning outcomes and assessment standards have to be taken into account (DOE, 2003a:1-2). The way in which secondary school History teachers handled this change in the ten years that have now lapsed will, to a great extent, be determined by their understanding, attitudes, beliefs and experiences towards this educational model. It will also be determined by the quality of in-service training they received (should they not be trained in the new educational approach) and the extent to



which the backup and support from the Department of Education and school management were adequate.

In an effort to define secondary school History teachers' understanding, attitudes, beliefs and experiences towards OBE, a case study was undertaken. This will provide one with a worm's eye view (certainly not a bird's eye view) on how some History teachers view and handle certain aspects (e.g. assessment) of the outcomes-based approach.

### **Sampling**

Use was made of a nonprobability sampling design using the purposive type with the intention to provide quantitative and qualitative information. In purposive sampling a representative subset of people are chosen (History teachers in secondary schools), as the name implies for a particular purpose for answers on certain research problems (Leedy & Ormrod, 2001:219). In this case, it was used to establish secondary school History teacher's, attitudes, beliefs and experiences with regard to OBE. The representative group of people included secondary school History teachers from the old Model C schools as well as from the former disadvantaged schools. They all attended a History workshop in June 2006 in one of our provinces. All teaches who took part teach History in one or more of the Grades (8-12) and thus experience OBE in one or another way. Those who teach Grade 8-9 History have already experienced OBE through the RNCS in the Learning Area Social Sciences where History and Geography are presented as "separate but linked disciplines" (DoE, 2002b:4). The NCS was introduced in 2006 in Grade 10 (Ngqengelele, 2006) while those teachers who only teach History in Grades 11 and 12 experienced outcomes-based practices through the "interim" syllabi known as Report 550 (DoE, 2003b:2). Eighty-five of the nearly 120 teachers that attended the workshop completed the questionnaire.

### **The Questionnaire**

The questionnaire consisted of four sections. Section A comprised of 13 questions based on the biographical detail of the respondents. In this section, questions were asked about their number of years of teaching experience, training and qualifications. Section B comprised of seven

statements to which a “yes” or “no” answer indicated the respondents understanding, attitudes, beliefs and experiences toward OBE in general. Section C had four questions on aspects that are related to assessment, followed by section D that had two open-ended questions on OBE assessment.

## Findings

### *Section A (biographical detail)*

In Table 1 to follow, the respondents teaching experience in the teaching profession (in years) as well as teaching experience in History (in years) are displayed.

Table 1 Number of years of teaching experience in the teaching profession and in History teaching				
Number of years	Response rate of number of years in the teaching profession	Percentage (%)	Response rate of number of years teaching experience in History teaching	Percentage (%)
1-5 years	9	10,59	20	23.53
6-10 years	13	15,29	16	18.82
11-15 years	19	22,35	27	31.76
16-20 years	22	25,88	10	11.76
21 years plus	22	25,89	12	14.13
Total	85	100,00	85	100,00

In the response rate of the 85 teachers, (of which 58,82% were male) it is interesting to note that:

- Just more than a half of the respondents, 44 (51.76%) had more than 16 years of teaching experience, while in the case of History teaching it is

- only 22 (25.89%) with more than 16 years of experience.
- On the other hand, it shows that quite a significant number of 36 (42.35%) of the respondents had ten years and less experience in the teaching of History. Taking into consideration that 51.76% of the respondents indicated that they had more than 16 years of teaching experience, one can possibly conclude that they did not always teach History as a subject throughout their teaching career.
  - To a great extent 42.35% of the respondents with less than ten years of experience in History teaching would be largely dependent on in-service programmes (in cases where they have not received training at a tertiary institution) for the successful implementation of the outcomes-based principle.

In general, the respondents' professional educational qualifications were good as 48 (56.47%) held a Bachelor's degree and/or a teaching diploma. 19 (22.35%) obtained a Degree in Education and 17 (20%) were post-graduates of which 13 (15.29%) obtained an Honours degree and 4 (4.70%) a Masters degree.

As far as qualifications in History are concerned, 47 (55.29%) had History as a major until third year (History III); 12 (14.11%) an Honours in History and 2 (2.35%) a Masters in History. There was one respondent who teaches History with a Grade 9 History qualification and 9 respondents teach History with a Grade 12 History qualification.

### *Section B (Understandings, attitudes, beliefs and experiences)*

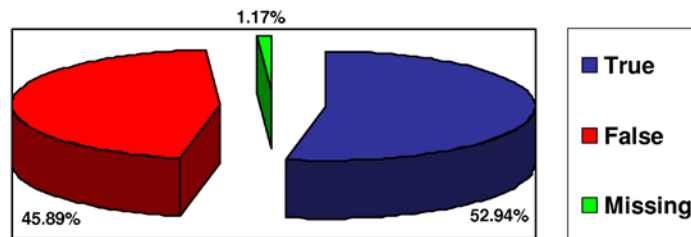
In this section, seven statements were made on selected aspects of OBE, to which the respondents only had to answer "yes" or "no".

The first statement, concerning there being currently too much assessment in History, "yes" was answered by 54 (63.52%). An overwhelming 80% of those who answered "yes" came from the category of respondents with 16-20 years of teaching experience. This category of respondents whom also experienced the former educational model was in a good position to judge whether the outcomes-based principle of teaching involves more assessment.

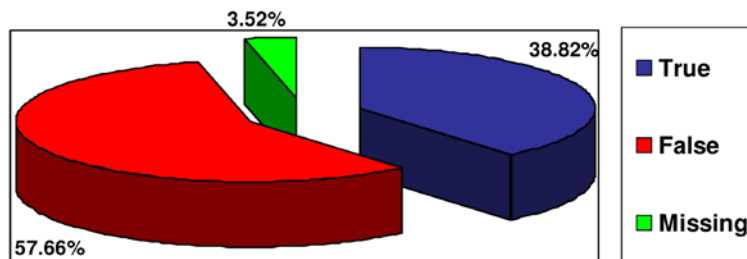
The following two statements in this section dealt with the in-service training programmes. The pie chart below as Tables 2 and 3 indicates the opinion of the respondents on the statements: "The in-service

training programmes on OBE equipped me with sufficient (i) theoretical knowledge and (ii) practical knowledge.”

**Table 2: Sufficient theoretical knowledge on OBE during in-service training programmes**



**Table 3: Sufficient practical knowledge on OBE during in-service training programmes**

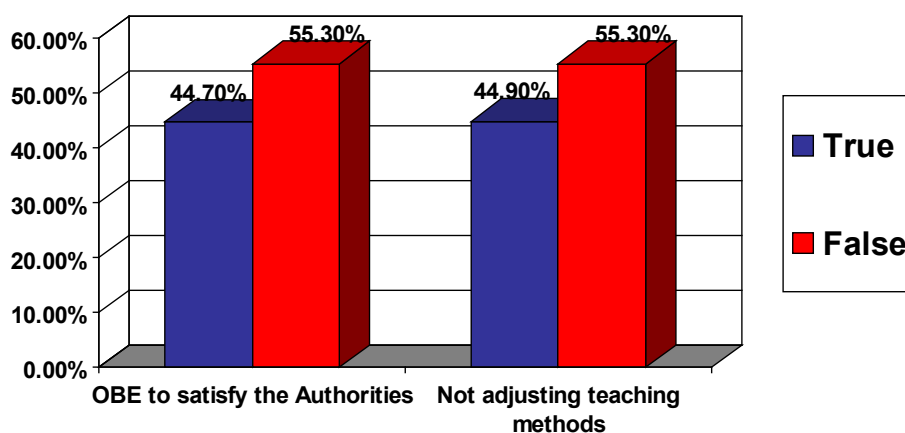


From the above information, it is clear that the respondents are generally satisfied with the theoretical knowledge they gained during the in-service training programmes, but felt there is room for improvement as far as the practical component of these programmes is concerned.

The next two statements in the questionnaire were made in an effort to determine how far the respondents adapted their teaching and learning strategies to accommodate the outcomes-based teaching principle (see graph below). Response to the first statement: “I don’t believe OBE is a great teaching model, but use it to satisfied the authorities”, reveals

44.70% of the respondents commenting that it was true, while 55.30% were convinced that the statement was false. Response to the second statement: “I did not adjust my teaching methods to incorporate OBE and still use to a great extent the traditional method of chalk and talk.” the percentage outcome was more or less the same. 44.90% opted for the “yes” and 55.30% for the “no” (also see Table 4):

**Table 4: Respondents comments on their experience with the OBE model**



The percentage outcome was nearly identical in these two statements. It is clear that more than half of the respondents (55%) believe in the merit of an outcomes-based educational approach and therefore are quite willing to adjust their teaching and learning strategies to accommodate it. On the other hand, it is interesting to note that 44% of the respondents felt OBE is not a great teaching approach and therefore did not adjust their traditional teaching approaches. This attitude also correlated with the 43.52% of the respondents that answered “yes” to the statement regarding their feelings of uncertainty on how to implement OBE.

Although there is a relatively positive feeling towards the outcomes-based approach an overwhelming majority of the respondents (90.58%), as indicated, believe that the principle of OBE definitely contributes to an increase in their work burden.

**Section C (Aspects related to assessment)**

In this section, the focus is on data relating to aspects of assessment. The respondents could choose one of three categories in their answer: (i) in no way problematic (ii) moderately problematic and (iii) very problematic. The respondents answered as follows to the statements below (see Table 5):

<b>Table 5 Aspects related to assessment</b>			
The related aspects	In no way problematic	Moderately problematic	Very problematic
First choose the theme (knowledge focus) and then the outcomes and assessment standards	24.70%	45.88%	18.82%
Have relatively easy access to OBE History policy documents at my school	44.70%	31.76%	18.82%
The availability of learning and teaching support material	23.52%	41.17%	31.76%
Informal collaboration with colleagues from other schools	42.35%	32.94%	20.00%

From the above information, it is clear that there were no major problems related to these aspects of assessment. The highest percentage in the category of “very problematic” was only 31.76% where some of the respondents indicated that they still experienced serious problems with the availability of learning and teaching support material for assessment. This problem seemed to become even more serious taking into consideration the 41.17% that also indicated it as a “moderately

problematic” issue. The relatively high percentage of 45.88% (moderately problematic) and 18.82% (very problematic) also indicates that the respondents still do not feel comfortable with their understanding of the interrelationship between content, learning outcomes and assessment standards. From this information it is also clear that 44.70 % of the teachers find easy access to OBE policy documents at their school which is the highest percentage in the category of “in no way problematic”. It also seems that the respondents are working together in assessment related practices where 42.35% indicated they find it in “no way problematic” in doing so.

#### *Section D (Open-ended questions)*

In this section, two open-ended questions were posed with the aim of indicating the positive and negative attitudes the respondents experience toward OBE assessment in general.

Although 17.2% of the respondents answered “nothing” or did not fill in an answer, the most informative comments were submitted in reply to: “What positive attitude do you have towards OBE assessment”?

#### **Participation of learner**

An overwhelming response was received regarding the learner’s active involvement in assessment. It was generally agreed that OBE assessment was better for the reason that learners work toward an outcome; it is learner centred, continuous and holistic. In this regard, the respondents’ attitudes were in general personified by the following comments:

- “I enjoy the OBE [assessment] method, we love [to] worked out activities that suit us. Things are done to a high standard, which is very good”
- “More interaction with learners. Open-mindedness in accepting different views pertaining to History.”
- “Learners know what they will be assessed [on]...working towards an outcome.”
- “It allows learners to be assessed holistically and on a continuous bases.”

### **Development of different skills**

A high percentage of respondents also indicated that they experienced OBE assessment as positive because it promoted difficult skills:

- “OBE equips learners with independent skills ...”
- “The use of specific skills and they do away with rote learning”.
- “Has a variety of teaching methods, has usable outcomes, more skill orientated.”

### **Other responses**

Other positive responses on assessment included:

- “It is fair for each and every learner.”
- “Creates expanded opportunities for teachers.”
- “Lessons no longer being teacher-centred....gives learners the opportunity to be unique.”
- “Learners explore.”
- “Learners assessed over a variety of issues.”
- “The rubrics are easy to understand.”
- “OBE assessment is a very good way of assessing learners because even a poor learner is going to have some marks if using rubrics for assessment.”
- “Learners progression to be systematically recorded and learners progress easily monitored.”
- “It teaches learners critical thinking; encourages teamwork; there is practical activity during lesson presentation.”
- “Team teaching and teamwork.”
- “Learners are able to think for themselves”.
- “Teaching is easier.”
- “I am very positive because I still learn new ways of making history alive! I think it is the way to go, teaching our learners to think for themselves.”
- “It is mentally challenging which is exciting.”

The second question:” What negative attitude do you have towards OBE assessment”? the following concerns were raised by the respondents:

### **Increased workload**

The respondents felt that assessment contributed to their increased workload. 43.20% of the respondents indicated that “too much paper work/administration/red tape” as a substantial stumbling block when



assessing their learners. According to the respondents, it inhibits the quality of their teaching. Some answers below:

- “We do more recording and assessing than teaching. No time to teach but more paper work and recording.”
- “There is a lot of paper work which is very time consuming. Paper work is to satisfy the authorities not the learners...more of a clerical job.”
- “When you teach 4 to 5 different Grades, it is difficult to do proper planning, assessment etc. The whole process takes over your life.”
- “The focus lies upon paper work, the work load is too much...the teacher is left with too much to mark.”

#### **Size of classes**

Respondents felt that big classes prevent them to do assessment properly:

- “Due to the number of learners in our classroom it is time consuming and difficult to assess and you have to finish your work on time.”
- “The huge class numbers and amount of marking makes many elements of OBE impossible.”

#### **Access to resources**

The lack of access to proper resources to effectively implement OBE assessment showed to be still a worry:

- “Implementation [of assessment] is not effective because many schools do not have the necessary resources that are needed to make it work.”
- “...our learners won't have resources if the school lacks some. I find myself in a scary situation.”
- “No specific learning material for it and the educator has to go the extra mile in search of information.”

#### **Inadequate training**

This research showed that some of the respondents had strong attitudes regarding in-service training as being inadequate and plead for the continuation and improvement thereof:

- “Let teachers receive adequate training. An assessment should be conducted to identify the number of teachers that never received OBE training workshops. There is a lack of development activities arranged at

- school level or district level to constantly empower the educator.”
- “We are not well trained. In my Education diploma, I was trained for 2-3 years, but OBE is a matter of 40 hours. Too much assessment on certain aspects that one is not yet equipped in.”
- “No computer and internal training on OBE assessment is given to the educator...more workshops could be of great assistance.”
- “I am willing to learn, but there are not enough workshops.”

### **Other responses**

Other negative responses relating to OBE assessment included:

- “There is less content to work with.”
- “Learners don’t want to do research on their own.”
- “Learners are slow in submitting their research work.”
- “Learners find it difficult to express themselves because of the language problem.” (Where the medium of instruction is English).
- “Learners don’t take assessment seriously.”
- “Frustrated when dealing with assessment.”
- “CASS carries less weight than the final examination.”

### **Conclusion and recommendations**

It seems clear from this case study that more than half of the respondents reveal a positive attitude towards the outcomes-based approach and are comfortable to incorporate it into their teaching and learning practices.

Some of the aspects of the OBE approach that finds approval are the structure that it gives to assessment in general. According to the respondents, the learners know what they are going to be assessed on. Learners work towards mastering outcomes, which makes progress easier and more systematic to monitor. The holistic and continuous nature of assessment also finds approval. The interaction with the learners and the skills that this approach equips learners with, are other aspects that the respondents feel positive about. The fact that learners must explore by themselves and encourage critical thinking is also positively experienced.

Irrespective of this positive state toward the outcomes-based approach, this case study identified problems that are still encountered. The

largest percentage of the respondents, namely 90.58% believed that the principle of OBE contributed to an increase of their workload. Huge class numbers and the administrative tasks, which are related to assessment, are seen as reasons for this. A significant amount of the respondents (63.52%) also felt that there is too much assessment in History.

The respondents also experienced certain problems with the in-service programmes. Some were of the opinion that there was too little training or the training was too short. More than half indicated that the training did not equip them with enough practical knowledge so as to implement OBE effectively. This can serve as a possible reason why the respondents in this research indicated that they still struggle with, for example, understanding, the interrelationship between learning outcomes and assessment standards. Others would like to see computer training as part of the training programme.

A lack of access to and the availability of learning and support material to effectively implement the outcomes-based approach was another aspect that this study highlighted as problematic. Indeed 64.70% of the respondents experienced it as “moderate to very problematic”.

From the stumbling-blocks History teachers still experience in executing the outcomes-based approach, it is clear that there is a great need for a specific training model in History teaching. In the structuring of this model provision can be made for certain criteria levels of mastering. One can start with a beginner’s level and eventually this will lead up to an advanced level. Computer training can be integrated in the final advanced level as it is something the respondents asked for. This will empower the History teachers to use the Internet and the World Wide Web as a resource and communication tool in their teaching and learning. This will compliment the government commitment to use Information and Communication Technology (ICT) in education and the Department of Education’s phase 1 strategy. According to this strategy, every teacher will have access to basic training in the use of ICTs by the end of 2007, and 50% of all schools will have access to a network computer facility for teaching and learning. Phase 3, to be reached by the end of 2013, foresees that all schools will have access to a networked computer facility where all learners and teachers are trained in ICT (DoE, 2003(c):31-32). On completion of the respective levels of this training model, some form of accreditation should be given. In this

regard, universities and other tertiary institutions can be of help.

## **Bibliography**

- GF Du Toit & ER Du Toit (2004). "Understanding outcomes-based education (obe)", JG Maree & WJ Fraser, Eds. *Outcomes-based assessment* (Sandown: Heinemann, p. 1-27).
- PD Leedy & JE Ormrod, 2001. *Practical research planning and design*, 7th ed. (New Jersey: Merrill Prentice Hall).
- National Department Of Education (DoE). 2006. National Curriculum Statement , grades R-9. Orientation programme, grades 8 & 9. Participant's manual, Part A: Generic. Pretoria: Department of Education.
- National Department Of Education. (DoE). 2003a. National Curriculum Statement, grades 10-12 (general), History. Pretoria: Department of Education.
- National Department Of Education. (DoE). 2003b. National Curriculum Statement, grades 10-12 (general), Overview. Pretoria: Department of Education.
- National Department Of Education. (DoE). 2003c. Draft White Paper on e-Education: Transforming Learning and Teaching through Information and Communication Technologies. Pretoria: Department of Education.
- National Department Of Education (DoE). 2002a. Revised National Curriculum Statement, grades R-9 (schools) policy, overview. Pretoria: Department of Education, May.
- National Department Of Education (DoE). 2002b. Revised National Curriculum Statement, grades R-9 (schools) policy, overview. Pretoria: Department of Education.
- L Ngqengelele, (2006). Preparing grades 10 and 12 for the national senior certificate in 2008. <http://www.education.gov.za/dynamic/dynamic.aspx?pageid=310&id=2140> Date of access: 9 Sep. 2006.
- Statsoft, Inc. (2004). Statistica (data analysis software system), version 7. [www.statsoft.com](http://www.statsoft.com).

# TEACHING HOW TO MAKE SPECIFIC HISTORICAL CAUSAL CLAIMS

*Edmund Zizwe Mazibuko  
Examinations Council of Swaziland*

## **Abstract**

The theme of the conference is a celebration of history teaching in the 350<sup>th</sup> year of schooling in South Africa. A lot of developments have happened during with regard to the teaching and understanding of history as a subject. In order to appreciate these developments in the classroom, students should be able to make specific historical claims. Making specific historical causal claims of the form 'A caused that B' is one of the most important things that a person learns.

However, the making of causal claims is not confined to the teaching and learning context. School children of whatever age, are in a position of making specific historical causal claims, and do this in varying degrees of skill and standards. The purpose of effective history teaching should be to develop in students a deeper understanding of historical processes. Whilst historical claims can be made about all sorts of things, in this paper, attention will be confined to those claims that have direct relevance to the teaching and learning situation in history. The paper identifies critical issues that need to be considered to make this succeed in the history classroom.

## **Introduction**

One of the important things a person learns is how to make specific historical causal claims of the form 'this X caused that Y'. Such claims are; (a) specific in that they specify the particular occurrences (X and Y) about which the claim is made; (b) historical in that they are about some effect (Y) which either occurred in the past or is now occurring and about some cause (X), which occurred at some time prior to Y and, finally; (c) causal claims insofar as they make appropriate use of any of the numerous locutions which express causal relations. Making specific historical causal claims is not confined to professional historians or to teachers and students of history alone..

Children at any age can make specific historical causal claims. I asked some young children “What caused the light to go on?”, I got varying responses. Muzi, a four year old boy said “On”, Siphos a five old boy said “The Sun”, and Lile an eight-year old girl said “You turning it on”. In answer to the question “What caused the light to off?”, the respective replies were “Off”, “The Moon”, and “You turning it off”. I then asked “Why did that cause it to go on?” Muzi said “Cos I want it on”, Siphos said “It is light”, and Lile said “Because you turned it on”. In response to the question “Why did that cause it to go off”, Muzi and Lile answered as before except that they substituted ‘off’ in place of ‘on’. Muzi said “Dar\_\_\_, it is light but darker”. Although none of the children could give the meaning of ‘cause’, in answering the first two questions they were making specific of ‘cause’, in answering the first two questions they were making specific historical causal claims and in answering the third and fourth questions they were attempting to defend their claims.

This example illustrates that children can make specific historical causal claims and they are able to do so with varying degrees of skill and differing standards of relevance. Part of the formal education of these children will be to improve their skill in making specific historical causal claims and to enable them to make such claims regarding an ever increasing range of topics. One could assume that the formal education of these, and other, children would be improved if their teachers were to understand specific historical causal claims and their use in the subject matter being taught. The paper indicates some of the issues to be considered in defending the assumption stated above with particular reference to the teaching and learning of school history.

### **Making specific historical causal claims**

While historical causal claims may be made on all sorts of things and for all sorts of reasons, in this discussion it is confined on such claims as are of direct relevance to teachers and students of history. However, it may be that there are no specific historical causal claims which are relevant to teachers and students of history, notwithstanding the prevalence of such claims in professional historical writing and in history examination answers. One reason for holding that specific historical causal claims are irrelevant for teachers and students of history is that the demise of ‘cause’ in science was predicted by Russell and advocated in history by

Oakeshott. Nagel contends that

“Nevertheless, though the term may be absent, the idea for which it stands continues to have currency. It not only crops up in everyday speech, and in investigations into human affairs by economists, social psychologists, and historians; it is also pervasive in the accounts natural scientists give of their laboratory procedures, as well as in the interpretations offered by many theoretical physicists of their mathematical formalism.”

Another reason is that advanced by Barraclough in his Presidential Address to the Historical Association,

“The results, the consequences, of actions are there to be seen; the causes, the motives, are hidden in men’s minds, and only God can disentangle them. If one-tenth of the energy which has gone into trying to apportion responsibility for the outbreak of war in 1914 had been devoted to studying its consequences, we might be further forward. For the causes belong entirely to the past, their study serves only the purpose of saving national honour; but the consequences are with us still.”

Provided that it is recognized that the consequences of the unification of Germany, the unification of Italy, imperialist scrambles in Africa and elsewhere, the decline of Turkish power in the Balkans, the arms race, etc., can be studied as the causes of the 1914-18 war, then the identification of causes with hidden motives can be rejected. Moreover, the consequences, which Barraclough is so keen to have studied, include the Weimar Republic and the League of Nations and neither of those consequences of the war “are with us still”. A more serious objection to the relevance of causal claims to teachers and students of history is that raised by Oakeshott who suggest that

“It is a presupposition of history that every event is related and that every change is but a moment in a world which contains no absolute hiatus. And the only explanation of change relevant or possible in history is simply a complete account of change ... The relation between events is always other events, and it is established in history by a full relation of the events. The conception of cause is thus replaced by the exhibition of the world of events intrinsically related to one another in which no lacuna is tolerated.”

Although one may agree with Oakeshott that a complete description is sufficient and that causal explanation is, in such circumstances, quite irrelevant, it may be objected that no such complete description does exist because some events are not recorded and that no such complete description could exist because, as “the relation between events is always

other events”, it involves infinite regress. Yet if the historian sets out to give a causal explanation in terms of necessary and sufficient conditions, it is incumbent upon him to show why he should not give a complete description of the kind required by Oakeshott. Oakeshott claims that there is no more reason to isolate some of the events of the past as the cause than there is to isolate any other of the past events, and Thompson presents a similar view when he argue that

“Isolation and identification of a few specified ‘causes’ is thus an entirely artificial procedure .... To unravel from the intricate mesh of historical change one strand and to present it as the determinant of the whole pattern is a crudity alien in spirit to the historical attitude.”

The way by which the argument will show that specific historical causal claims are relevant to teachers and students of history, is to illustrate the point of doing history and to focus attention on the reasons for isolating some past occurrences as causes. The paper adopts this course because giving a complete description is something the historian cannot and need and an analysis of ‘cause’ in terms of necessary and sufficient conditions is inapplicable to specific historical causal claims in that all past events are necessary and jointly sufficient for a particular event.

There are two related but distinct points of doing history suggested. These are the content or subject matter to be studied and the procedures or methods used in the discipline. The content or subject matter to be studied is selected because it is not possible to study everything in history and the selection is “an entirely artificial procedure” but one which is, contra Oakeshott, based on reasons or clear criteria. In attempting to understand an aspect of human activity, either present or past, it is necessary to see that activity as a part of a developing sequence rather than an instantaneous time slice. Furthermore, what we can see in the world depends upon what there is in the world to be seen and upon our reasons for looking at the world. Our specific reasons for looking (or purposes) are, of course, determined by larger theoretical or disciplinary frameworks; but such frameworks are relatively stable and need not concern us here.

The other aspect to be considered as part of the point of doing history is the procedure or method used in the discipline. Instead of studying history or doing history in an attempt to understand modern, or any other, times we may seek to learn how to use the methods or procedures



which are developed to high degree in history. For the purposes of this argument, One would assume that there are certain procedures which are common both to history and other disciplines as well as ordinary straight thinking and, further that there are some procedures which are either peculiar to, or very highly developed in, the discipline of history. The procedures which are common to a wide variety of fields are the sort of thing which formal logic, among other things, seeks to render explicit and the peculiarly historical procedures are the sort of thing which form the tacit professional knowledge of professional historians. Instead of studying to gain an understanding of an aspect of the one has selected to comprehend, one may study history in order to develop mastery of the historian's procedures. What content is to be selected for study is dependent on the reason the student has for studying history, in particular, whether the content should be an extended treatment of a historical period or an intensive treatment of something which exemplifies a methodological problem. Having determined the point of studying history in a particular case and having isolated the aspect one seeks to understand or the method one wishes to master, only then is one able to begin to select the content to be studied. It is true that the reason for studying history in the particular case arose from prior consideration of some content. In this way the formulation of the reason for studying history, the selection of the content for study, and the study of the content may interact and be continuous. What is not done by historians is to give a full account of the relations between all and every event, for those relations are the given, albeit in many cases unknown, but rather what is done is to refine the selection of the relations to be considered. When the relations which are taken to satisfy the point of the particular study of history have been selected then the historian may choose to set these relations out in narrative form or in the form of a collection of documents or as an argument to support generalizations.

It may seem that the task of the historian, as set out here, is one of great complexity and requiring great skill and yet one may feel that Boswell<sup>9</sup> had the historian summed up when he said "Great abilities are not requisite for an Historian; for in historical composition all the greatest powers of the human mind are quiescent."

As each person undertakes part of the task of the historian every time they make a specific historical causal claim it is perhaps just as well that

so little talent is required. However, the professional historian does make things a little more difficult for himself by setting some rather imaginative questions which require considerable penetration, accuracy, colouring and varying degrees of invention. The professional historian is required to develop a theoretical framework, undertake empirical research to discover the facts and exhibit literary skill in presenting the results of his endeavours. Where he differs from others who make specific historical causal claims is because he confines his attention to aspects of past human actions which he deems to be of professional interest.

As a first step towards showing that specific historical causal claims are relevant to teachers and students of history, an indication of the point of doing history has been given which focuses attention on the reasons for selecting some occurrences rather than others as relevant for the historian. The next step is to stretch out some of the aspects of specific historical causal claims, of which some examples were given at the beginning of the paper, and the use of specific historical causal claims in historical explanation.

In making a specific historical causal claim of the form 'this X caused that Y', the speaker is identifying one or more of an indefinite number of relations as being a causal relation, that is, the relation between X and Y is a causal relation and X is the cause of Y. That some relations are seen as causal and others are not in a particular case is the result of the point of how one looks at the world. At least in principle, any relation could be a cause and whether one chooses to identify something as a cause or as a partial cause and whether that identification is justified depends upon his/her purposes or reasons. That something is properly identified as a cause is the result of the combination of the existence of that thing in the world together with the criteria established by the person's purposes.

To say "this X caused that Y" is not only to say something but also to do something which is not done by saying "this X is related to that Y". What is done is to make a causal claim and in so doing the speaker is giving his guarantee that (1) X and Y existed at the time in question and (2) the relation between X and Y is of significant importance for his purposes. The significance of the identified causal relation is indicated by saying either "this X caused that Y" or "this X was a cause of that Y". If "this X caused that Y" is said then the discovery that X does not exist or

the discovery that the relation between X and Y is not the most salient relation for the speaker's purposes thereby defeats his causal claim. Note that alternative utterances do not share the same fate of retroactive disclaimer. If "this X is related to that Y" is said then to show that the relation which holds between X and Y is that which holds between a mythical object or event and an actual object or event. To show that the relation between X and Y is, for the purposes of the speaker, trivial only indicates the nature of the relation and not that the speaker was wrong to say "this X is related to that Y".

It is the purpose, either of the person asking for the specific historical causal claim or of the person making an unsolicited claim, that determines which of an indefinite number of possible replies is appropriate. For example, if I am asked "What caused this paper to be read to this meeting?" then the following may or may not be appropriate answers; (1) "The intellectual stimulation provided by Ennis caused this paper to be read to this meeting"; (2) "When required to produce a dissertation, Haynes began writing and that caused this paper to be read to this meeting"; (3) "Someone asked Haynes if he would like to say something and that caused this paper to be read to this meeting"; (4) "Some to Haynes that he had nothing at all worth saying and that caused this paper to be read to this meeting"; (5) "The selection committee for conference papers made a mistake and that caused this paper to be read to this meeting". Without further information about the questioner's purpose it is unclear as to how we can decide which, if any, of the answers is appropriate. Each of the answers may be appropriate if the questioner had in mind one of the following roles of specific historical causal claims as outlined by Ennis:

- to help allocate credit and blame (and perhaps also reward and punishment) for the production of effects that are of interest...
- to help understand the past and present in the light of the past...
- to ground causal possibility statements, which can serve as warnings...
- to ground broader causal generalizations, which can serve as recipes...
- to suggest a place where we might have interfered in the course of events, if we were able and sufficiently interested in doing so."

If we are aware of the questioner's purpose and the role of the specific historical causal claim which was given in answer, we are in a better position to assess the claim. That either X or Y did not exist at the

time in question is sufficient to show that the claim is unjustified but to show that they did exist at the time in question is not to support the claim in any significant way. The claim is to be supported, or rejected, on the basis of the relevance of X's relation to Y given the purposes for which the claim was made and the appropriateness of the role of the claim in terms of those purposes. A further ground for criticizing the specific historical causal claim by using an expression like "But X didn't really cause Y", is that the questioner's purpose was inappropriate, given the theoretical framework which gave rise to that purpose, or that the theoretical framework itself was inadequate because it was incoherent, irrelevant or merely different from that held by the person criticizing the claim.

Rather than open the floodgates of subjectivism, the emphasis on purposes provides criteria for judging what are causal relations which are totally lacking if one adheres strictly and exclusively to an account of causality of the kind which says "In its most rigorous form, causality denotes the sum of necessary and sufficient conditions for the occurrence of any event". By referring to purposes we are able to avoid Oakeshott's position where either everything is a cause and we have no basis upon which to discriminate between them or else nothing is a cause. It is in this way that we are able to avoid losing a useful way of speaking about the world.

A historian making specific historical causal claims is required to be objective, that is, not allow bias to override his professional judgement by ignoring evidence which does not suit his claim or misrepresenting his claim. What is not required of the historian is that he enters the field with a "tabula rasa" and presents the results of his endeavours with the inter-subjectively ascertainable facts in a neutral observation language. It should be recognized that a most difficult and important task of the historian is the sorting out of his theoretical framework so that he can ask the right questions.

Questions asked by historians require specific historical causal claims for answers, although generalizations can be obtained as the result of such investigations and may form the bulk of the written output of some historians. The historian does not, in seeking an explanation of a particular occurrence, produce a deductive argument with a set of facts as the minor premise, a set of laws or generalizations as the major

premise and a specific historical causal claim as the conclusion. It is not simply that this is not how the historian sets out his argument in thought or in print but that such an account omits the salient feature of the historical reasoning. No account is provided for determining which set of facts are to constitute the minor premise or for determining which of a number of valid arguments with true facts and laws is to produce the conclusion. Further, Adelman has suggested recently that the models of historical explanation given by Hempel and Dray are both based on a notion of rational selection of alternatives which does not fit the examples they use as well as does an account of historical explanation based on “opportune decision”.

While there is not the time, nor is this the place, to enter into the details of the controversial area of rationality and explanation in history, certain points have arisen in the course of this paper that seem to indicate the relevance of specific historical causal claims for teacher and students of history, viz.,

- Children, professional historians, teachers and students of history all make specific historical causal claims and they do so with varying degrees of skill and for different purposes;
- The purposes for which the specific historical causal claims are made are what determine which of the relations in the world will count as a causal relation;
- In order to criticize a specific historical causal claim one may seek to show that the relation posited in the causal claim did not exist or that the claim is somehow irrelevant, given the purposes for which it was made, or that the theoretical framework which gave rise to the purpose is defective in a particular way;
- The point of doing history may be to understand the content under study or it may be to develop methodological skills.

## **Conclusion**

With regard to the teaching and studying of history, it would seem that understanding the historical content is intimately bound up with making specific historical causal claims rather than with memorizing immutable facts. Textbooks which are fundamentally chronologies should therefore be recognized for the stultifying things they are. Courses, in which history is taught so that students memorize and regurgitate facts, even if the facts are learnt from an excellent narrative textbook, should also

be seen to miss the point of doing history. Provided that teachers and students of history concentrate on the specific historical causal claims of professional historians as presented in adulterated summary form in textbooks or as conclusions in historical works, that is, so long as the emphasis is on learning the content, then the methodological skills of the historian together with the development and use of theoretical frameworks may be seen to be irrelevant. What is required is that teachers and students of history recognize the commitment they make when they make specific historical causal claims. In making such claims they offer their guarantee that the relation they have selected meets the criteria appropriate to the purposes for making the claim. As such, this requires that teachers and students of history are aware of the criteria, purposes and theoretical framework they and others use in making specific historical causal claims and that part of doing history is attempting to improve their ability to make such claims by attending to these aspects of the process.

One would assume that recognition of the aspects of specific historical causal claims outlined in this paper would indicate that introductory courses in history would have, as their content, exemplars of historical method and puzzle-solving so that students could be initiated into the discipline of history. After such an initiation, the student would then be in a position to choose to pursue the study of historical topics of interest at greater depth and further develop his methodological skills. Teachers would then be in position to use these skills in their classroom to develop the students' enjoyment and deep understanding of history.

Too often history curricular have been based on the notion that there is a body of fact which is good for the student to know and which may, perhaps, help make the student into a good citizen. One would suggest that the teaching of history may be more fruitful if it is thought of as teaching how to make specific historical causal claims in history. This is not to say that teaching how to make specific historical causal claims is the only fruitful aim of history teaching for it may be that the teaching of history could also be usefully thought of as developing the notion of time. Nor is it claimed that teaching specific historical causal claims is the sole responsibility of history teachers as it is also the responsibility, for example, of those who teach natural science.

History is a complex subject and teaching history is even more

complex. Effective teaching of history is more than the transmission of knowledge, but rather it is a process where students and teachers interact in the classroom as they share ideas, reflect and engage in reasoning. The process of teaching students how to make specific historical causal claims is a process of getting students to participate in their own learning and in constructing their own understanding resulting to deep learning. The general claim underlying this paper is that, at an appropriate point in their formal education, children should be initiated into major disciplinary studies by way of consideration of the central methodological features of those disciplines.

### References\*

- E Nagel, 1965. *Types of causal explanation in science*, in Cause and Effect, ed. Daniel Lerner, The Free Press, New York, p.12.
- Geoffrey Barraclough, 1967. *History and the common man: Presidential address to the Historical Association*. Historical Association, London, p.12.
- Michael Oakshott, 1966. *Historical continuity and causal analysis*, in ed. William H. Dray, Philosophical analysis and history, Harper and Row, New York, p.209.
- D Thomson, 1969. *The aims of history*, Thames and Hudson, London, pp. 60 – 61.
- The selection is artificial in that it is man-made rather than natural and not artificial in that it is based on reasons rather than arbitrary.
- M Scriven, 1959. *Truisms as the grounds for historical explanations*, in ed. Patrick Gardiner, Theories of history, The Free Press, New York, p.471.
- RH Ennis, 1973. *On causality*, Education Researcher, 2 (6), p. 7.
- MR Cohen, "Causation and its application to history," Journal of the History of Ideas, 1, p. 209-224, 1974.
- H Adelman, 1974. *Rational explanation reconsidered: Case studies and the Hempel – Dray Model*, in History and Theory, 1, p 209-224.
- T Popkewitz, 1998. *Dewey, Vygotsky and social administration of the individual*. Constructivist pedagogy as systems of ideas in historical space. American Educational Research Association, 35, (4), p. 535-570.
- SM Wilson and SS Wineburg 1998. *Peering at history through different lenses: The role of disciplinary perspectives in teaching history*, Teacher's College Record, 89(4), p. 24-37.

---

\* I am pleased to acknowledge the helpful comments from my history methods students in the M. Ed programme. Some may argue that the cause and the effect may occur simultaneously but I think that nothing in this paper hangs on that issue. The point of 'historical' in 'specific historical causal claims' is to distinguish such claims from specific causal claims of the form 'this "X will cause that Y'.

- EZ Mazibuko and P Godonoo (2002). *Contemporary issues in the teaching and learning of history*. AEP, Manzini.
- EZ Mazibuko, 2008. *Developments in history teaching at secondary school level in Swaziland: lessons from classroom research*, May, Yesterday and Today, 2, p.1.
- S Gamedze, 2003. *Perceptions of history students and teachers about the status of school history: towards an effective application of the constructivist approach*, Unpublished M. Ed dissertation, University of Swaziland.



# WHAT IS IN A NAME? (SOME PERSONAL THOUGHTS)

*Johann Strauss*

William Shakespeare said:  
"What's in a name?  
That which we call a rose,  
By any other name would smell as sweet.  
So Romeo would, were he not Romeo called,  
Retain that dear perfection which he owes  
Without that title. Romeo, doff thy name  
And for thy name which is no part of thee  
Take all myself."  
(Romeo and Juliet, by Maskew & Miller)

## **Abstract**

Name changing goes hand in hand with new governments; this has happened all over the world. Name changing has become part of South Africa in recent times and seems to continue in the near future. Name changing confuses the man on the street, teachers and learners. Text books and atlases become outdated and this involves costs. Most names represent the history, people and topography of the area.

## **Introduction**

In other words Romeo can just change his name and Juliet will still love him, because he is still the same person.

Once upon a time there was a man called John Smith and his wife Jenny. He was sent by the DEIC to build a refreshment station at the Cape of Winds in South Africa. He came from Holnether with 5 ships named V, W, X, Y and Z ... Do you know this part of history? Did you immediately recognize the Jan Van Riebeeck story.

A name tells a story. Everybody is known by a name. Sometimes even a nickname. This person stays in a certain street (a street with a name)

in a town known as ... (name). If the name/s change to something else there is confusion as well as costs involved. New atlases or text books will “change” the history. Tourism could be affected. Supporters of the current regime would be happy with the new names, but the opposition will be upset.

### **Consequences of name changing**

Let us take a look at five of the possible consequences: Confusion; Costs; Atlases and text books; Tourism and dissatisfied citizens:

#### *Confusion*

The proteas played cricket in Chennai (India). In my atlas there was no such a place, until I found out it used to be Madras. You are driving in Che Guevara Street in Durban, but you are looking for Moore Street, which actually is the same street. Durban, according to me, is the pioneer in name changes, because, at the moment, they indicate both names. The old name has a thin red line through it, to make it easier for the visitor. The new technology of the GPS is outdated and you will have to rely on coordinates instead of names. Emergency services such as the police, ambulance, and fire brigade rely on the correct addresses to deliver a service otherwise it could be fatal. But what is the effect on learning. Atlases are outdated. So if teachers are not aware of name changes, how will they be able to guide the learners?

#### *Costs*

According to the Beeld newspaper it will cost R1,2 million to change the names of Groblersdal and Marble Hall. R400 000 will be needed just to start a committee and to do research on the proposed names. Opposition usually feels the money is wasted and could have been better spent on housing and urban services. The changing of the name of Cape Town will affect almost the whole of South Africa, because every road sign with the name of Cape Town must be replaced. Once again, how will it affect the learners and the schools? Name the school with enough funds to replace atlases and textbooks regularly.

### *Atlases and text books*

With the rate of names changing in South Africa, almost all atlases and text books will be outdated. We must remember that most households will not buy atlases on a regular basis, meaning your atlas at home is outdated.

### *Tourism*

The general feeling is not to change brand names like Kruger Game Park, Robben Island and Sutherland, because it can be the reason for a decrease in tourists to our beautiful country.

### *Dissatisfied citizens*

Usually the change of names by the newly elected government is a display of power. The opposition has just lost the power and now the changing of names is to rub their noses in it. This usually leads to a divided population instead of a united population and an increase in the sales of spray-paints.

As soon as a new regime takes over, the names will or might change. The new regime wants to give credit to loyal supporters by using their names. Their names can be used to name or rename a street, suburb, airport, park, hospitals, etc.

### **Name changing as a broad phenomena**

The changing of names is a world wide phenomenon, but takes place most of the time in under developed and developing countries. The reason is that in under developed and developing countries the government changes frequently or more often. The more developed countries are politically more stable and only minor changes will take place if any. Do you still remember places like Nieu Amsterdam (today called New York), Peking (Beijing), Upper Volta (Burkina Faso), Ceylon (Sri Lanka), Bombay (Mumbai), Birma (Myanmar), Olijvenhoutdrift (Upington), University of Potchefstroom (NWU), RAU (UJ – University of Johannesburg). In Sebokeng in the Vaal Triangle people stay in Zone 7 and house or stand 14930. (Vaal Triangle Telephone Directory 2006/7)

It is an address without feeling/emotion and rather boring. This is where new names can make a difference.

Compare name changing to the changing of our flag and the Coat of Arms and our motto. The flag wasn't accepted easily, while the Coat of Arms did not stir much emotion, but is still unknown to a lot of South Africans and the motto is almost the same as it used to be.

Interesting names in South Africa are:

- Cape Town (Kaapstad) – Cape is a landform into the sea and town is a small urban settlement, while “Kaap” is a cape, but a “stad” is a large/big urban settlement. Which one – Cape Town or Kaapstad – is the correct one?
- De Deur – used to be De Deurgang, the Dutch word for gateway  
Vereeniging – The last part of the original name of the first mine in this area used to be vereeniging (the Dutch word for union) and the locals start to call the settlement Vereeniging. Confusion occurred and eventually the mine changed its name and the name stuck to the settlement. (Vereeniging, Ramon Lewis Leigh, p22, Courier-gazette Publishers, 1968)
- Soweto – **S**outh **W**estern **T**ownship So – we - to Amanzimtoti – sweet water – Located where a river (sweet/fresh water) runs into the sea (salt water)
- Hotazel – Hot as hell – located in the warm Kalahari in the Northern Cape
- Augrabies – from Korana Khoikhoi word aukurabis – place of the loud noise or water that thunder. (Op pad in Suid-Afrika, BPJ Erasmus 1995, p334)
- Oviston – Acronym for **O**ranje – **V**is – **T**onnel – (O - vis – ton)
- Emfuleni – In Vaal Triangle meaning at/by/close to the river

In the beginning of the twentieth century, in Vereeniging the west-east avenues were renamed from Fourteenth Avenue to De Villiers Avenue and all the north-south streets were renamed from First Street to Union Street. Maybe we should thank those who changed the boring street names. In another Vaal Triangle town, Meyerton, the streets were renamed to current members of the leading political party.

The policy on changing names include aims, avoiding insensitive names, guide-lines with the choice of names, processes to be followed and evaluation of proposal to name changes. (Beleid op die naamsverandering

van strate, openbare plekke, natuurgebiede, en geboue, fasiliteite en artefakte in raadsbesit. Goedgekeur 30 Augustus 2005. C32/08/05)

The change of names leads to the changing of data. But is the change of names a good or a bad thing? It can be either – good or bad – it all depends on your view of the subject. May I dare to say that women will accept name changing easier than men? In some cultures, after women got married, they will accept the surname of their husbands. Sometimes the ladies are quite eager to get rid of the old surname and to start a new life. This also includes a lot of paperwork, but is accepted.

Since 1996 at least 800 names have been changed. Sometimes the names are changed just for sake of change. (X-kit FET, History grade 12, p132) The popular Marine Parade in Durban is now called O R Tambo Street. Marine Parade said so much more. Everyone knew exactly where it was situated due to its name.

### **Conclusions on the possible effects of name changing**

Although one of the seven roles of the teacher is that all teachers should become “life long learners”, the question can be asked as how many teachers keep up with name changes. Here I don’t only refer to worldwide or national name changes, but also to local name changes. Most people only notice changes of names once it appears on street corners and bill boards. A small scale research project among prospective teachers revealed that the concept of “life long learner”, does not apply when it comes to name changes. If teachers are not aware of name changes, teaching and learning will be influenced over a wide spectrum. In languages, in a comprehension, learners (as well as the teacher) might not know what places are referred to. Geography and history lessons will be outdated and confusing. (Dr. Louisa Meyer, NWU)

Murphy’s Law states that if something can go wrong, it will.

My law (Strauss’s Law) states that if a name, in South Africa or Africa, can change, it will.

Perhaps our next conference should be in Mokopane (Potgietersrust), Mogwadi (Dendron), Morebeng (Soekmekaar) or “Tswane” (Pretoria), if only all of us will be able to find our way there.

## References

- Beleid op die naamsverandering van strate, openbare plekke, natuurgebiede, en geboue, fasiliteite en artefakte in raadsbesit. Deur die raad goedgekeur:30 Augustus 2005. C32/08/05
- A Boddy-Evans. *New names in South Africa*, About.com, African History, Internet.
- BPJ Erasmus, 1995. *Op pad in Suid-Afrika*, p127, p231, p274, p322, p334. Jonathan Ball Uitgewers.
- R Lewis Leigh, 1968, Vereeniging, p. 22. Courier-gazette publishers.
- M Louw-Carstens, Beeld, 8 September 2008. R1,2m. vir naamsveranderinge in arm streek.
- L Meyer, Dr. North West University, 2008.
- News 24. [http://www.news24.com/news24/south\\_africa](http://www.news24.com/news24/south_africa). (R Fourie and S Samayende).
- W Saunders, 2008. *Romeo and Juliet in modern English*, Act 2, Scene 2, p. 60.
- Yellow pages and Telephone Book, Vaal Triangle 2006/7, p. 161.
- X-Kit. History, Grade 12, p. 132.

**SPECIAL SECTION:  
TECHNOLOGY AND HISTORY**





# USING IPODS TO TEACH HISTORY

*Leevina Iyer (Student)*  
*History Education*  
*UKZN*

## **Abstract**

The development of modern technology is the gateway to a completely different world, one where education is governed not by the educator's ability to teach; or his / her capability to pass on knowledge to learners, but rather by the availability of technological advancements which can be used as educational tools as well as a way in which to access, manipulate and create data and information. In this essay I shall discuss the use of Information and Communication Technology (ICT) in History Education, while paying special attention and focusing a great deal on the use of iPods as a newly emerging and promising medium through which to teach History.

## **Introduction**

Notes, lesson plans and even school textbooks are now being influenced by ICT in numerous ways. Educators all over the world are turning to the internet for up-to-date information on topics which are relevant to their teachings. They do this in the hope of finding and keeping abreast of new discoveries, investigations, and so on. This helps to fulfil the educator's role as a lifelong learner in that there will be an on-going acquisition of knowledge and skills. According to Marcus, when selecting what ICT to use in class educators must ensure that they provide correct and accurate insights into social and political history "for their potential to engage learners' interest [as well as] for the appropriateness of age groups". If the type of ICT used can ensure that all of the above can be accomplished, then it will also ensure critical thinking, more questioning and closer examination and interpretation of visual, audio and textual material.

Even though it is helpful and poses as a great learning tool, not all

ICT are safe to use in the History classroom as they may pose as a huge threat to the safety of our learners. One such example is the internet. With new applications such as Face-book and MXIT, the world is becoming smaller and more dangerous in the sense that children may be lured into situations which may warrant monetary gain. With the rise in this antisocial behaviour, it would be best for us to use an educational tool which will provide an ICT-based learning environment with technological advancements while at the same time ensuring safety among our learners in the history classroom. One such tool which can achieve this is the iPod.

### *The Ipod as teaching tool*

One of the latest, more technologically advanced gadgets making its way into the pockets of learners is that of the iPod. The iPod is a brand of portable media players which has been designed and marketed by Apple Incorporated. The sales of iPods have dramatically increased with just over 22 million iPods being sold in the first part of the 2008 fiscal year. These devices serve as external storage gadgets and present an opportunity for learners and educators to communicate with each other via podcasts. A podcast is a news feed which appears in the form of audio files and which are catalogued in online directories. They exist in 3 types of formats which are audio files (MP3 formats), enhanced files (images) and video files (movies and MP4 formats).

### *I-Tunes*

One of the most important features on the iPod is the iTunes. This is an application which is used for organising and playing digital audio and video content. The iPod and ITunes work together in order to synchronize music, videos and other files available on a computer. When an iPod is connected to a computer which has iTunes already installed, the iTunes library will automatically become synched (copied) to the iPod. The iTunes application can also be used to connect to the iTunes store to download purchased music, television shows, feature length movies as well as free podcasts. It provides endless access to a multitude of resources and this allows the integration of visual, textual and auditory resources for an exciting and highly interactive experience.

With the emergence of iPods and the iTunes application, many history educators in schools all around the world are now opting to use iPods as an educational tool in the teaching and learning environment. This does however seem to be evident of a first world phenomenon as mostly European and American schools have implemented iPods and use podcasts to teach their learners. One of the many reasons for this course of action is due to the fact that “podcasting demonstrates the power of voice over text and listening over reading”. In today’s society children are becoming increasingly interested in the more technologically – advanced devices. In order to encourage learners to develop an interest in history as a subject, we as facilitators must find new ways and new sources of attraction with which to entice, interest and encourage learners to spend more time than they usually do, on historical thinking.

### *The role of educators*

When attempting to find sources of attraction for learners, we as educators must take into account several factors which may influence our teaching and assessment methods. One of these factors is the assortment of needs and differences amongst our learners. One of the main differences which we will be faced with is that of gender. Activities involving iPods for teaching History with iPods should be chosen with care and developed according to the topic preferences of learners. For example, when teaching in an all girls’ school, the type of activities most suited to them should include topics which emphasize groupwork, adventure and creativity. These topics should also entail “a broad spectrum of subjects, ranging from looking for solutions for complex social [and historical] problems ... to ... travel”.

### *Differences between the sexes*

According to Fiore, tasks that are best suited to girls involved having to compete with themselves rather than compete with other people. Fiore’s research has shown that girls consider self-competition while still interacting together as a group. It is for this reason that individual assessments should cater for the above, while still catering for groupwork.

Boys, on the other hand, seem to prefer action and 3-D diagrams to text and formal notes. Activities using iPods should therefore be exciting, fast-paced and allow for competition amongst them; while at the same time ensuring that activities are educationally - enriching and highly stimulating. Teaching history in the form of podcasts, which are visually and audio-based would be a perfect educational tool when teaching history to both boys and girls.

### **Other advantages of iPods as teaching tool**

There are numerous advantages of using iPods to teach history in schools. Firstly, lessons which learners have been absent from, on account of having to leave school early or having to go on fieldtrips and so on, become available to learners after the actual lesson has taken place. This makes teaching and learning history more effective in that the educator does not have to re-teach the lesson and re-teaching does not have to be scheduled after school or in other free time.

#### ***Audiobility and visual qualities***

Based on several theories of 'multiple intelligences', and the fact that all learners learn differently (often according to their personal strengths) the way in which content is presented in the teaching-learning environment must aim to cater for all learners. iPods offer audio and visual files which can be effectively utilized in the formal classroom situation while still assisting visual-spatial and auditory learners a non-restricting educational environment in which to acquire knowledge. Learners engage in producing several types of creative presentations which include making slideshows, podcasts, websites, documentaries, motion videos and musical sound tracks. In this way, learners of all learning types become involved in activities which they are interested in carrying out and successfully completing.

#### ***Portability***

The portability of the iPod is also advantageous in that when learning for a test, learners can do exercise, ride their bicycles, walk to the shop, and eat, etc, while still being able to go through their work and no time

is wasted. Instead of taking down notes for history while the educator is speaking, learners can use their iPods to record the lesson or acquire the educators' podcasts after the lesson. If need be, learners can replay their podcasts so as to get a better understanding of their work. This will also prompt learners to get practice in good record keeping in that all of their activities will be correctly and conveniently recorded for future reference. Using iPods ensures that all learners acquire notes, and unlike printed or paper notes, podcast notes will not get lost or stolen. iPods are also an effective tool to use when conducting interviews in that firstly learners record every word that the interviewee says without the hassle of scribbling down notes with a pen and page. Secondly, interviewees will not be intimidated at the thought of being interviewed and they will feel more relaxed to speak comfortably.

### **A new learning approach**

Learners are often afraid of and frustrated by the sight of typed out notes or History textbooks and they exhibit these feelings by the poor results they produce. iPods, in the other hand, create a non-threatening learning and teaching environment, as learners are engaging in an up-to-date device which they are keen and excited to use. Not only do they become experts on how to use the iPod creatively, but they also become actively involved in the actual process of learning History without having to cope with the monotony of a constant stream of written notes. When learners gain an interest in school-related activities their comprehension skills will be enhanced especially through the intent listening and reading skills.

Richard Mayer (a representative of Apple Inc.) has developed a cognitive theory so as to understand the role played by iPods in History with regard to the teaching and learning context. Mayer's cognitive theory consists of 7 principles which is firstly the Multimedia Principle which states that learners tend to learn better from both words and pictures rather than from words only; secondly, the Spatial Contiguity Principle which claims that learners learn better when related pictures and words are represented near or close to each other on a page or screen instead of being far apart. Thirdly, the Temporal Contiguity Principle states that learners learn better when related pictures and words are represented simultaneously rather than successively. The fourth principle is the

Coherence Principle where learners are said to learn better when extraneous words, pictures and sounds are not used. The fifth principle, the Modality Principle affirms that learners learn better from animation and narration. Sixth, the Redundancy Principle states that learners learn better from animation and narration than from animation, narration and onscreen text. The last principle, the Individual Differences Principle asserts that the design effects are stronger for low-knowledge learners than for high-knowledge learners and for high-spatial learners than from low-spatial learners. iPods are able to achieve all of the above due to its advanced audio-visual files and downloads.

### *The value of Podcasts*

Podcasts help to minimize the chance of learners completing their activities incorrectly by providing succinct instructions which has been downloaded by the history educators. In this way they will be given clear guidance and supervision on a portable and convenient hand-held device which can be carried around everywhere the learners goes. This can be particularly helpful when they are doing research on a specific Historical topic in the library, as the important information can be stored and quick reference can be made. In addition, learners can easily download the necessary information from the internet which is quick and easy to do. It allows learners to access information outside of the classroom and so learning occurs beyond the classroom walls.

Not only does the iPod allow history educators to provide accurate feedback to their learners, it also gives learners the chance to reflect on their own progress and individual development within the subject. iPods can also contribute to the “cognitive development of learners by stimulating them to articulate ideas, ask questions, participate in discussion ... and receive feedback on their ideas” from their colleagues, peers and educators,. It also allows learners to observe details and make speculations or inferences about historical content, which is what history, as a subject, aims to achieve. Since learners are often expected to preview their podcasts on assignments or discussion topics before they attend each lesson, it allows time in class for class discussion and the development of higher order skills. It eliminates the time spent in class going over readings and assignment topics and learners are able to do extra research on the topic/s for discussion in the history classroom.

Thus lessons become more learner-centred and make way for continuous and active engagement in classwork activities.

### **Discipline and Ipods**

iPods help to develop more discipline in learners' working habits. This is due to the fact that learners have to plan, prepare and do more research on their assignments so as to create outstanding podcasts. Also, the fact that some schools publish their podcasts on the internet further encourages learners to perfect their work. Listening and reading skills can be enhanced in this way as they will attempt to listen to and proof-read their podcasts over and over again to ensure that the assignment is good enough. Knowing that there is a global audience who are going to view their podcasts, prompts learners to do their very best to ensure that their podcasts are spectacular and enjoyable. iPods, in addition to this, enhances other skills as they learn how to shoot and edit videos, create flash animation, manipulate photographs, record digital audio, and so forth.

Podcasts assist special needs learners in that when in a test situation, for instance, instead of acquiring the assistance of Para-professional history educators, disabled learners can use their iPods to listen to or see the test questions. This can be done at the learner's own individual pace and he/ she can repeat the questions over and over until they actually understand it. Second language speakers can also benefit from using iPods with regard to learning history. With 1 in every 5 learners in the United States coming from a background where English is spoken as a second language, it is often a challenge for educators to communicate work to them, especially in another discipline such as history. iPods therefore present the perfect aide for assisting both, learners and educators. By teaching with audio and visual pictures / images, texts as well as videos related to historical events and people, important work can be easily communicated in a very effective way.

### ***Ipods and legative implications***

On the other hand, there are negative implications of the usage of iPods for History Education. First of which is the matter of finance. iPods are not exactly made for and marketed in the poorer areas of South

Africa. This goes back to the saying, “the rich get richer and the poor get poorer.” In addition to this, a large sum of money has to be set aside for the maintenance of iPods as it does not have a very long battery life and it does not support replaceable batteries. Many schools, therefore, can not afford to invest in such an expensive device. Beside the iPods technical flaws, it also has certain disadvantages in the history teaching and learning context and despite these incidents occurring in overseas countries, similar problems may be experienced in South Africa in the future. Many incidents of cheating have been observed and it is for this reason that some of the schools in the United States have banned iPods from school. Many accidents, usually that which involved pedestrians, have been the result of people listening to or paying more attention to their iPods. Another disadvantage is that if left to them, learners would rather utilise the iPod for entertainment purposes instead of a knowledge-imparting devices and they would not benefit enough.

### **The global view of Ipods**

Despite this, when looking at the implementation of iPods in schools for History Education, from the perspective of a globalization point of view, it is clear that these hand-held, technologically advanced devices can effectively fulfil the role as an educational tool to teach History. iPods can be used to connect learners to the outside world, one which they may never physically travel or experience. Yet through the use of iPods, the world comes to them in the form of various history-related podcasts which cater for all learners, irrespective of caste, creed, learning ability or geographical position. In fact podcasting crosses all known physical and mental barriers and can make the world a ‘smaller place’ by allowing access to all types of information to everyone, anywhere in the world. It is therefore evident that globalization is the theory which underpins the use of iPods as a teaching and learning medium and although it might take sometime to equip South African history classrooms with this kind of technology, we should attempt the giant leap into transforming South Africa into a country which can provide the latest educational tools to our learners and also let them have a similar schooling experience that learners in other developed countries are having.



### **Obtaining skills to utilize the Ipod technology**

One of the first steps in achieving this is to ensure that our educators are equipped with the adequate knowledge and skills to be able to implement the iPod into the history classroom. When attempting to teach History with iPods in disadvantaged schools, educators should allow groupwork to be done so as to allow all learners to experiment with the gadget, as there may not be enough iPods for each learner. iPods can be used effectively to achieve the following Learning Outcomes (LO's) based on South Africa's National Curriculum Statement (NCS) for History: LO 1 – Historical enquiry which states that the learner should be able to use enquiry skills to investigate the past and present, LO 2 – Historical knowledge and understanding. This expects the learner to demonstrate historical knowledge and understanding and LO 3 – Historical interpretation; here the learner should be able to interpret aspects of History. In order to assess learners' assignments and podcasts, educators can use the Assessment Standards (AS's) from the NCS which depends on their respective learning outcomes. For instance, the AS for the intermediate phase differs to the senior phase in that basic skills may be required in the former phase when compared to the senior phase.

When setting tasks for learners using the iPod, educators must ensure that the use of iPods is coupled with stimulating, relevant activities so as to prevent learners from using applications other than what is meant to be used. For instance, when searching the internet for information to make a PowerPoint presentation, learners may be tempted to explore other websites which they may perceive as being highly interesting with regard to their hobbies or favourite preferences. Learners are bound to be curious and will often attempt a new exploration of technology. It is therefore imperative that we as educators learn to manage the classroom as well as individually supervise and monitor learners' activities.

### **Conclusion**

A great responsibility lies on the shoulders of educators because as history educators we must strive to familiarize ourselves with the different types of ICT which we plan to use in our classrooms. We should also keep abreast of new programs and applications which may either be beneficial or detrimental to our learners. iPods seem to be not only

the safer ICT option, but also one of the more effective learning tools with regard to teaching and learning History Education. The historical video files or history-related podcasts assist in stimulating the interest and attention of learners by providing images of the past so as to make them acquire a better, more 'real' experience and knowledge of historical people and events.

iPods are fast becoming the common medium through which the acquisition and application of knowledge is being conveyed. We should not avoid, but rather embrace it with an open mind. The only limitation of iPods is the educator's ability to channel his/ her creativity and imagination in order to make podcasts exciting, interactive and appealing to all learners.

- 
1. Van Eck and Volman. (2001). "Gender equity and information technology in education". *Review of Educational Research*, 71(4), 613-634. Retrieved 28 March, 2008, from <http://links.jstor.org/sici?sici=0034-6543%028200124%297153a453C613%3AGEAITI%E2.0.CO%3B32-A>
  2. Marcus, M. (2003) "Big history in little places: Hometown glimpses of the human web." *World History Connected*, 3(3), 1-14. Retrieved 27 March, 2008, from <http://www.historycooperative.org/journals/whc/3.3/marcus.html>.
  3. Xing MXit Mixers. Retrieved 4 April, 2008, from <http://www.45664mxit.iblog.co.za/?m=200707>.
  4. Rainie, L and Madden, M. (2005). Podcasting. Retrieved 30 March, 2008, from <http://en.wikipedia.org/wiki/Podcasting>.
  5. Pasnik, S. (2007). iPod in education: The potential for teaching and learning, pp.1-11. Retrieved 27 March, 2008, from <http://www.apple.com/>
  6. Parrott, J. (2007). Using iPods in the classroom promotes interactive learning and more effective studying, pp.1-2. Retrieved 30 March, 2008, from <http://www.apple.com/iPods.htm>
  7. Vess D. (2006). History to Go: Why iteach with iPods. *The History Teacher*, 39(4) pp.478-492. Retrieved 12 March, 2008, from 2. <http://www.historycooperative.org/journals/ht/39.4/vess.html>
  8. Campbell, G. (2005) There's something in the air: Podcasting in Education, pp33-46 Retrieved 25 March, 2008, from <http://www.educase.edu/ir/library/pdf/ERM0561.pdf>>
  9. Van Eck and Volman. (2001). Gender equity and information ... *Review of Educational Research*, 71(4), p.613.
  10. Van Eck and Volman. (2001). Gender equity and information ... *Review of Educational Research*, 71(4), p.613.
  11. Fiore (1999) as cited in Van Eck and Volman. (2001). Gender equity and information ... *Review of Educational Research*, 71(4), p.623.
  12. D Detterman, (2005). Intelligence. Microsoft Encarta 2006 (CD). Redmond, WA: Microsoft Corporation.
  13. S Pasnik, (2007) iPods in education ...p. 7.
  14. S Pasnik, (2007) iPods in education ...pp. 6-7.
  15. J Parrott, (2007). Using iPods in the classroom ... p. 1.

16. S Pasnik, (2007) iPods in education ...p. 3.
17. G Campbell, (2005) There's something in the air..., pp. 34-35.
18. F Shen, (2005, 19 October). iPods fast becoming new teacher's pet. *Washington Post*, p. 1. Retrieved 25 March, 2008, from [http://www.nitc.state.ne.us/news/0511/EC\\_ipods.htm](http://www.nitc.state.ne.us/news/0511/EC_ipods.htm).
19. B Jordan, (2007, 20 October). New school textbooks show future of SA history. *The Sunday Times*, p. 1. Retrieved 16 April, 2008, from <http://www.thetimes.co.za/News/Article.aspx?id=591718>.
20. M Thomas, (2006) The knowledge tree: going aural. *E-Journal of Learning Innovation*, 10. Retrieved 7 March, 2008, from <http://kt.flexiblelearning.net.au/.../ipods-in-educationinnovations-in-the-implementation-of-mobile-learning.html>.
21. S Pasnik, (2007) iPods in education ...p. 2.
22. Van Eck and Volman, (2001). Gender equity and information ... *Review of Educational Research*, 71(4), p. 615.
23. Harasim, (1996) as cited in Van Eck and Volman, (2001). Gender equity and information ... *Review of Educational Research*, 71(4), p. 615.
24. S Pasnik, (2007) iPods in education ...p. 3.
25. S Simo, (2006). Discuss the perspective and purpose of history. Retrieved 7 March, 2008, from <http://www.planetpapers.com/Assets/4611.php>.
26. S Pasnik, (2007) iPods in education ...p. 5.
27. G Campbell, (2005) There's something in the air... , p. 38.
28. L Rainie and M Madden, (2005). Podcasting.
29. S Pasnik, (2007) iPods in education ...p. 4.
30. P Sue, (2007). Turn the ipod into a teaching tool for special needs students. *The inclusion revolution - technology in Special Education*. Retrieved 17 March, 2008, from <http://www.classroom20.com/group/technologyinspecialeducation/forum/topic/show?id=649749%3ATopic%3A75857>.
31. W Hu, (2007) In some schools, iPods are required listening, pp. 1-5. Retrieved 15 March, 2008, from [http://www.nytimes.com/2007/10/09/education/09ipod.html?\\_r=1&oref=slogin](http://www.nytimes.com/2007/10/09/education/09ipod.html?_r=1&oref=slogin).
32. A Kempen, (2008). Are there lasting alternatives to the traditional rod. Retrieved 26 March, 2008, from [http://www.servamus.co.za/index.php?option=com\\_content&task=view&id=158&Itemid=9](http://www.servamus.co.za/index.php?option=com_content&task=view&id=158&Itemid=9).
33. J Parrott, (2007). Using iPods in the classroom ... p. 1.
34. L Barrs, (2004). Apple iPods: causing deaths in New York, pp. 1-4. Retrieved 30 March, 2008, from <http://www.apple.com/iPods.htm>.
35. M Thomas, (2006) The knowledge tree... *E-Journal of Learning Innovation*. p. 1.
36. National Curriculum Statement, (2005). Retrieved 14 April, 2008, from [http://wced.wcape.gov.za/ncs/grade9/gr9\\_ss2.html](http://wced.wcape.gov.za/ncs/grade9/gr9_ss2.html).
37. S Pasnik, (2007) iPods in education ...p. 3.

Leevina Iyer \_\_\_\_\_

# WINDOWS MOVIE MAKER AND THE TEACHING OF HISTORY

*Sekitla Daniel Makhasane (Student)*

*University of KwaZulu Natal*

*History of Education*

## **Abstract**

Competence in the use of Information Communication Technology (ICT) is a buzz word today given the fact that ICTs have impacted almost all sectors of the global society. Most employers, for example, require people who possess skills in certain ICT when they look for potential employees. Thus, Department of Education 's White paper on e-Education indicates "The ICT revolution has had impact of curriculum development and delivery and continues to pose new challenges for education and training systems around the world." In this regard, schools as social institutions charged with the responsibility of developing human resources cannot overlook the need for inclusion of ICT in the process of teaching and learning so as to empower and equip learners with necessary skills that they will need to function and meet challenges awaiting them. It is against this background that educational researchers are advocating the integration of ICT in the learning and teaching of history in particular and other subjects in general. The purpose of this article, therefore, is to discuss the implications of the turn to ICT for history teaching and learning with particular reference to Windows Movie Maker and history teaching. The essay will mainly focus on: opportunities, costs, the implications on history teachers' professional practice and challenges in integrating Windows Movie Maker into history education. Possible solutions to the challenges will also be emphasised.

## **Introduction**

Not much has been written about the integration of Windows Movie Maker into history education. However, Shaw 's discussion of this software provides a useful and suitable explanation for this essay. According to this author Windows Movie maker is a software that is bought with Microsoft as a package. It is a video editing tool that can

be utilized to capture raw video footage, edit it and then add titles, transitions and video effects. In simple forms, Windows Movie Maker also allows users to create films from still pictures and sound clips.

The integration of Windows Movie Maker in history education provides learners with an opportunity to create and watch their own film and this enhances their attitude to history. In the process of making a film learners get engaged in a number of tasks including role playing or dramatising a certain historical event. The learning activities such as role playing do not only break the monotony of listening to the teacher narrating historical events but they also act as attitude enhancer to learners since they naturally enjoy playing. In support of this, Stirzaker indicates that her own learners enjoyed role playing and found it to be funny when they made a film. Sharing the same sentiments is Rob De Lorenzo who points out that learners become eager to learn history when they interact with the drama of human history in an active manner and they see themselves as having fun rather than learning. In this sense, they learn best because they are engaged and learn because they want to learn. On the basis of these quotations, it can be concluded that history education can be an interesting process to learners when they are actively involved in it hence Windows Movie Maker as a teaching and learning aid is an appropriate attitude enhancer. Thus, effective teaching and learning of history can be realised through the use of Windows Movie Maker since this learning and teaching aid has a potential of arousing and maintaining learners' interest in history. It is, indeed, a common knowledge that learners learn a subject better when they like it. Farrant captures it well when he claims "The engines of human motivation are interest and desire. When these are working at full power in an individual, remarkable feast of learning can be achieved." It is apparent that the integration of Windows Movie Maker in history education is an endeavour worth undertaking by history teachers.

### *The Windows Movie Maker (WMM) as a teaching tool*

The inclusion of Windows Movie Maker in history education creates an opportunity for learners to acquire, promote and practice skills necessary not only in the learning of history subject but also in the learning of other subjects. As Taylor puts it: "Through animation and digital film, they (learners) are being creative, working collaboratively, becoming stronger

writers, and building self skills.” Learners need to develop these skills in order to learn effectively and efficiently. The integration of Windows Movie Maker in the learning and teaching of history, therefore, afford learners with an opportunity to put into practice abstract theories that they learn in class. Learners, for instance, need writing and other skills to respond to examination questions. Such skills can be acquired and practised when they edit their film in Windows Movie Maker. When editing the film they have to write brief but clear captions, titles in the beginning and at the end of the film and these enhance the skills of note making and summarising.

Through Windows Movie Maker learners are able to produce a film that assists them to visualise and retain historical events and concepts. These may be historical events that commercial film makers are not interested in producing due to lack of profit attraction. According to Stirzaker, films produced in Windows Movie Maker help learners to understand history as a discipline better and retain their knowledge of the past. Drawing from Stirzaker’s observation, it is apparent that films produced using Windows Movie Maker enables learners to conceptualise and comprehend abstract and remote historical concepts and events. This is not to suggest that films produced utilising other tools or facilities other than Windows Movie Maker cannot assist learners to visualise historical events. However, the underlying fact is that through the use of Windows Movie Maker learners and history teachers can make films that they could otherwise not find anywhere else since commercial film makers are mainly interested in producing films for the market. In this regard, historical events that seem to be of little interest to film consumers are not filmed by commercial film makers hence Windows Movie Maker is of paramount importance in history education since such historical events can be filmed by learners. By producing a film, learners can easily see the relevance of history to real live situation. This is so because they watch films at home and producing films portrays a message that history is not only about the knowledge of stories of the past as described in the text, but that knowledge can be interpreted and transmitted in other forms of media.

Windows Movie Maker allows learners to develop skills to understand films better. The whole process of producing a film enlightens learners on issues surrounding film making projects. Most importantly, learners

will be aware that films do not portray facts throughout their scenes. This is well captured by Simkin who indicates:

By far the best way to get students to engage critically with film is to first put them behind a camera and then in front of a screen of video editing software. As a consequence of making films, students become sensitized to the various techniques employed by the film maker; camera angle and distance, lighting, focus, music, narrative technique, and editing e.t.c. consequently, they begin to understand how they are manipulated, they begin to see through magic.

It can, therefore, be inferred that learners need hands on experience to understand films better than when they are explained by the teacher. It is of paramount importance to note that learners' knowledge of the past is also influenced by films that they see at home or in cinemas primarily because some of these films explore historical events. Teachers may make learners aware that not all what is shown by the films is true, but films' portrayals may convince learners that the shows are the facts. Information in the beginning of the film, for example, may show that the film is a true story of true events performed by real people. Upon reading such words the learners may be tempted to believe every thing they see on screen. In support of this, Edgerton and Rollins claim that television must be understood as the primary way that children and adults form their understanding of the past. However, when learners are exposed to the process of film making through the use of Windows Movie Maker they may not easily be led astray by distorted historical information shown on television. It is against this background that Windows Movie Maker should be viewed as an important learning and teaching tool by history teachers and learners.

Windows Movie Maker is simple to use and as such teachers and learners do not have to be experts in computers to be able to use it. They only need to know the basics of operating a computer. Jones indicates that he has been using Windows Movie Maker with his learners to make films for a while. His observation is that after a few minutes of showing learners the steps to follow in importing film into Windows Movie Maker and editing it, they can be left to work out the rest by themselves. Apparently, the learners referred to here understand the basics of operating a computer and as such they required to be guided on using Windows Movie Maker. However, the fact that it only takes a teacher few minutes to demonstrate how to edit the film in Windows Movie Maker indicates that it is easy to



use this software. History teachers, therefore, can use Windows Movie Maker with learners without spending too much time on instructing learners on the methodology of using this technology.

The integration of Windows Movie Maker into history education helps history teachers and learners to achieve the ultimate goal of education which is to prepare learners for future. In this regard Windows Movie Maker exposes learners to film making process which requires multi-skills. These skills include, but are not limited to, proper use of a video camera, editing a film and conducting a research. Thus, the integration of ICTs in general and Windows Movie Maker in particular in the teaching and learning of history open a wide range of career opportunities to learners. According to the American Historical Association, careers for historians in the field of television and cinema may be limited but more opportunities are becoming available in the rapidly burgeoning field of history-related website creation and production of CD-ROMS. Here, a combination of historical training and knowledge of new technologies for dissemination of information will be valuable. In this sense, the historical knowledge that learners acquire through history training coupled with skills in using Windows Movie Maker can put them in a better position to work as film makers, documentary editors and work in other fields in which their expertise may be required.

Windows Movie Maker can also be viewed as a tool that can assist history teachers to put into practice a learner centred approach teaching method. This is the approach that is highly encouraged today. The importance of ICT as an agent of change in teaching practice is well captured in the Department of Education's White paper on e-Education which states:

ICTs are most effectively applied when viewed as integral to teaching and learning by both learners and teachers. ICT integration supports outcome-based education, which encourages a learner-centred and activity-based approach to education and training. Any ICT integration requires that teachers engage in rethinking and reshaping their engagement with the curriculum.

### ***The Educator as facilitator in the WMM Approach***

In this learning and teaching setup there is a teacher role shift from the instructor to the facilitator. He/ she in collaboration with learners, map

the way forward on the project that learners have to undertake. Learners work independently but consult their teachers wherever they encounter problems. At the same time the teacher monitors the process to ensure that it is carried out as planned. In producing a film, for example, learners have to engage in a number of activities including gathering information on a historical event, analysing and evaluating such information, using the video camera and editing the film in Windows Movie Maker. In all these activities learners work on their own, but the teacher acts as a facilitator. As a result a learner-centred approach is enhanced. Most importantly, learners acquire different skills and historical knowledge during the whole process.

Windows Movie Maker allows history teachers to keep a rich bank of audio visual teaching resources from which to draw whenever a need arises. Since films edited in Windows Movie Maker can be saved in the computer and other removable disks, history teachers can keep the films for future use. According to Jones, it is easy to record, copy and transfer information into and from a digital video camera and the computer. It is against this background that Windows Movie Maker should be used by history teachers as learning and teaching tool necessary to assist them to produce and save appropriate historical films. While films available in the market may not necessarily explore historical events as perceived by history teachers, through Windows Movie Maker history teachers have an opportunity to determine the nature of historical audio visual products appropriate for usage in the classroom situation.

Windows Movie Maker makes it possible for users who are connected to internet to send their films to other users through electronic mail. History teachers, therefore, can exchange films with one another from different parts of the world. According to Jones, there are awesome online resources from the sites connected with history such as school History.co.uk site. It is through the use of these links that history teachers can establish agreements on exchanging films. History teachers in Africa, for example, can e-mail their European counterparts films produced in Africa by African learners in suitable and appropriate settings. This exchange of films can also be done by teachers living in the same country. In this sense, history teachers can cross the digital divide and access historical information from many parts of the world. Internet connection can connect history teachers from both urban and rural

areas within nations and internationally. In this way, history learners can benefit from watching films made by other learners regardless of the location in which they are living.

It can help in making history as a subject to retain its place in the school curriculum. In this fast changing world where technology as a driving force has conquered all the societal domains, history does not have to be a stagnant subject in which teachers only use traditional methods of teaching. To this effect, Windows Movie Maker provides learners with alternative method of learning history. Instead of learning solely by listening to the teacher describing the past, learners can learn by doing, watching and listening through the use of Windows Movie Maker. The gist of the apparent impact of ICTs in education is well described in the Department of Education's white paper on e-Education as thus:

A global revolution is currently taking place in education and training. It is driven by changing nature of work, the realities of information age, new global partnerships and awareness of the need for equal distribution of educational opportunities.

The changes in education and training do not only affect history, but they also affect other subjects in that learners no longer have to be taught only the subject content, but they also have to learn how to use ICTs in relation to different subjects. Learners who aspire to be accountants, for example, will hardly find work if they lack competence in the use of computers even if they have passed their course. This is because many sectors use computers to keep their financial records. It is, therefore, apparent that sooner than later all historians will need to be competent in some ICTs to perform their tasks. In this regard, schools should start preparing learners for future demands hence the need for integration of Windows Movie Maker and other ICTs in the teaching and learning of history.

### **ICT (WMM) integration in History teaching**

The integration of ICT into the teaching and learning of history will have far reaching consequences on history teachers' professional practice. The use of ICTs in general and Windows Movie Maker in particular require teachers to have skills that some of them do not have especially teachers who did not do computer literacy at the teacher training institutions. The methods of teaching history will definitely be affected.

The changes might not be dramatic, but they are inevitable given the rate at which ICTs are utilised in many sectors of the society globally. The potential revolution or evolution of teaching methodologies in the classroom is well summarised by Gouh-Jones et al who indicate: "Because of the widespread use of computers, most professions have been influenced by them in one way or another. Some of the skills which used to be necessary are no longer that important." It is apparent that the traditional approaches of teaching history are likely to be less used in future. This implies that serving teachers will have to be trained in the new methods of teaching. They will also have to learn the skills of using ICTs. Skills in the use of computers are required for teachers to be able to teach learners how to use Windows Movie Maker. Teachers acquire these skills during their pre-service training. In relation to serving teachers, training and workshops are needed not only to improve the skills on teaching methods, but also as a means of getting them involved in the process of implementing and integrating ICTs in the teaching and learning of history. It is also worth noting that ICTs are swiftly evolving technologies and as such even the most ICT fluent teachers need to continuously upgrade their skills and keep abreast of the latest developments and the best practice.

The process of making a film requires teachers to supervise learners in multi tasks. It is only when they have skills in these tasks that they will be in the position to help learners hence the need for training. However, some history teachers resist change and have many excuses pertaining to acquiring necessary skills to enable them to integrate ICTS into history education. Such skills include the use of video camera, role playing and ability to edit films in Windows Movie Maker. The tendency of the said teachers is to show negative attitude towards implementation and integration of ICTs in history education. As Fleming argues, "It is often more difficult for experienced teachers to start using drama because there is more at stake; for the beginning teachers who is already vulnerable the exposure provided in drama is perhaps less of threat." It can, therefore, be inferred that the integration of ICTs in schools is not necessarily a smooth process without any challenges.

The operation of computers depends on availability of electricity. Unfortunately some parts of South Africa especially the rural areas do not have electricity infrastructure. Thus, Don Hellriel et al argue that there

is still a long way to go before all South Africans can enjoy the benefits of ICT because a significant proportion of the total population does not have access to electricity. In this sense, schools without electricity will have to devise means of generating power essential for the operation of computers. Moreover, appropriate computer laboratory is needed to house the computers and to allow proper electrical wiring, cooling, ventilation and security.

### **Other requirements and possible constraints**

The support of school management in creating appropriate conditions and making available resources necessary for integration of Windows Movie Maker into the teaching and learning of history is the cornerstone. Lack of support from the school management may frustrate the implementation of the whole process. According to Sife, Lwonga and Saga administrative support is of paramount importance to the successful integration of ICTs into the teaching and learning process since administrators can provide necessary conditions such as ICT policy, incentives and resources. School management teams can easily support the integration of ICTs into the process of teaching and learning when they know the importance of ICTs. In this regard, Windows Movie Maker is software that is available as a package of Microsoft windows with many programmes that can be used by school management. Microsoft excel for example can be used to prepare budget and financial statements. Through the use of Windows Movie Maker, history teachers and learners can assist principals by making schools' films to market such schools to potential learners and donors. Potential donors for certain school projects may need history of school and this can well be communicated as a film through the use of Windows Movie Maker. In essence, Windows Movie Maker can be used as a teaching and learning aid and by school management. Thus, the integration of Windows Movie Maker in history education is a viable enterprise to be undertaken by schools.

Furthermore, provision for technical support has to be made. These include installing, operating and maintaining computers. However, most schools in developing countries do not have sufficient funds to secure the services of an expert. In schools that offer computer studies education, teachers who specialised in this subject at a teacher training

institute can help, otherwise history teachers will have to acquire basic skills needed to keep the computers in good working conditions. In support of this Sife, Lwoga and Saga point out that technical support is an important part of the implementation and integration of ICT in education system. They go further to show that “in most cases, however, technical support is not available, which implies that trainers (teachers) and students require some basic trouble shooting skills to overcome the technical problems of using ICTs.” The central point is that history teachers need to have computers functioning properly in order to use Windows Movie Maker.

Another key factor in the integration of ICTs in history education is availability of financial resources. Schools need to have money in order to buy computers hardware and software. The installation and maintenance of such computers need to be financed. According to Sife, Lwoga and Saga availability of financial resources is a basic ingredient to the successful integration of ICT in education. While the availability of money may not be a problem with schools that are economically well off, most schools do not have enough funds. However, for history teachers and learners to use Windows Movie Maker, computers and digital camera have to be bought. Poor schools may have to wait for the government to supply them with the needed resources, but it is not possible for the government to provide all schools with the required infrastructures within a reasonable time. Alternatively such schools can request potential donors, locally and internationally, to extend a helping hand. Indeed, there are stories of schools that have successfully secured technological resources from donors in South Africa and other countries.

Despite all the challenges discussed above, it is possible for schools in South Africa and other developing countries in general to integrate Windows Movie Maker into the teaching and learning of history. In this regard, all stake holders in education including schools, parents, government departments and potential donors need to work together in an effort to make the integration of Windows Movie Maker in history education a success. Khanya project in Western Cape Province (South Africa) epitomises the notion that collaboration among many stakeholders in education can lead to successful projects in schools. According to the Western Cape Education Department, Khanya project

was launched in 2001 to coordinate efforts by different stakeholders and donors to support education using technology, while striving to bridge the digital divide and helping to prepare the Western Cape for the digital economy of the 21<sup>st</sup> century. So far a total of 18306 computers are used in Khanya schools while 13034 educators have been empowered to use ICT basically for curriculum delivery. This success is credited to partnerships between the project, private businesses, non-profit making organisations and other government departments. Against this background, it is apparent that necessary infrastructures and computers in all South African schools and schools in other developing countries can be made available. Thus, the integration of Windows Movie Maker in history education is possible. The developments in schools obviously cannot happen simultaneously. However, collaboration between different stakeholders in education is a prelude in realising organisational goals and aims including the integration of ICTs in education.

## Conclusion

In this article it was essay argued that the integration of Windows Movie Maker in history education can be of benefit to history teachers and learners. In the world that is dominated by the use of ICTs, the essay illustrated the need for teachers and school administrators to be competent in the use of ICTs. Against this background, it is clear that history teachers' professional practice is going to be affected since teachers will have to adopt new methods of teaching. Thus, training, workshops and refresher courses are going to be necessary in ensuring that all history teachers are able to use Windows Movie Maker and other ICTs. The essay showed that there are challenges which have to be addressed in order to ensure proper integration of ICTs in education.

- 
- 1 Department of Education, White paper on e-Education, *Transforming learning and teaching through Information and Communication Technologies (ICTs.)* (South African Department of Education,2003), section 1.5 p. 1.
  - 2 J Shaw, " Introduction to Digital Media and Windows Media 9 series", January 2004.
  - 3 R Stirzaker, "Mughal moments made memorable by movie maker", *Teaching history*, (130), 2008. PP. 32- 38.
  - 4 Rob De Lorenzo, "Learning history through engagement and by using multimedia tools", April 2007 (available at: <http://www.canuckhistpry.wordpress.com>, as researched on 13 Mar. 2008).
  - 5 JS Farrant, *Principles and practice of Education* (England, Longman Group UK Ltd, 1992), p. 113.

6. E Taylor, "Global learner: Students film making", June 2007(available at: <http://www.princianteglobal.blogspot.com/2007/06/student-filmmaking.html> as researched 13 Mar. 2008), p. 2.
7. R Stirzaker, "Mughal moments made memorable... .
8. J Simkin, " History teachers' forum: professional issues and development", July 2004 ( available at: <http://www.schoolhistory.co.uk/forum>, as researched on 17 Mar. 2008) p. 5.
9. GR Edgerton & PC Rollins, *Televisions Histories* (Bellarmine University, University press of Kentucky, 2001).
10. R Jones, "Using Digital Video in History classroom: why, what and how?" July 2004 (available at: <http://www.schoolhistory.co.uk/forum>, as researched on 17 Mar. 2008).
11. American History Association, "Careers for history majors", July 2007 (available at: <http://www.historians.org/pubs/free/careers/business.htm>, as researched on 02 May. 2008).
12. Department of Education, White paper on e-Education: *Transforming learning and teaching through Information and Communication technologies*, section 4.1, p. 17.
13. R Jones, "Using Digital Video in history classroom..."
14. R Jones, "Using Digital Video in history classroom..."
15. Department of Education, White paper on e-Education: *Transforming learning and teaching through Information and Communication technologies*, section 1.1, p. 1.
16. VJ Gough-Jones et al, *Computer Studies for today pascal std 10* (Johannesburg, Lexicon publishers, 1995), p. 277.
17. M Fleming, *Starting Drama Teaching* ( London, David Fulton publishers, 1994), p. 64.
18. Don Hellriel et al, *Management: Second South African Edition* (Cape Town, Oxford press Southern Africa, 2004).
19. As Sife, ET Lwoga & c Saga, "New technologies for teaching and learning: challenges for higher learning institutions in developing countries", *International Journal of Education and Development using ICT*, 3(2) 2007 (available at: <http://www.ijedict.dec.uwi.ed/index.pnp>, as researched on 13 Mar. 2008).
20. AS Sife, ET Lwoga & C Saga, "New technologies for teaching and learning: challenges for higher learning institutions in developing countries...", p. 7.
21. AS Sife, ET Lwoga & C Saga, "New technologies for teaching and learning: challenges for higher learning institutions in developing countries..."
22. Western Cape Education Department, "WCED/ Khanya bridge the digital divide", January 2008 (available at: <http://www.wcape.gov.za>, as researched 02 May, 2008.

## References

- American History Association, (2007). *Careers for history majors*. Retrieved May 02, 2008, from <http://www.historians.org/pubs/free/careers/business.htm>.
- D Helleiegel. et al. (2004). *Management: Second South African Edition*. Cape Town: Oxford Press Southern Africa.
- Department of Education. ( 2004). White paper on e-Education: Transforming Learning and Teaching through Information and Communication Technologies( ICTs).
- GR Edgerton & PC Rollins. (2001). *Television Histories*. Bellarmine University: the



University press of Kentucky.

VJ Gough-Jones, e tal. (1995). *Computer Studies for today pascal std 10*. ( 2<sup>nd</sup> ed.).  
Johannesburg: Lexicon publishers.

J Farrant & T Farrant. (1980). *Principles and Practice of Education*. ( 2<sup>nd</sup> ed.).  
England: Longman Group UK Ltd.

M Fleming. (1994). *Starting Drama Teaching*. London: David Fulton publishers.

R Jones. (2004). *Using Digital Video in history classroom: why, what and how?*  
Retrieved March 17, 2008, from [http:// www.schoolhistory.co.uk/forum](http://www.schoolhistory.co.uk/forum).

R De Lorenzo. (2007). Learning history through engagement and by using  
multimedia tools. Retrieved March 13, 2008, from <http://www.canuckhistory.wordpress.com>.

A Sife & S Sife; E Lwoga & T Lwoga; C Saga. (2007). *New technologies for teaching  
and learning: challenges for Higher learning institutions in developing countries*.  
Retrieved March 13, 2008, from <http://www.ijedict.dec.uwi.ed/index.pnp>.

J Simkin. (2004). *History teachers' forum: professional issues and development*.  
Retrieved March 17, 2008, from <http://www.schoolhistory.co.uk/forum>.

R Stirzaker. (2008). Mughal moments made memorable by movie maker. *Teaching  
history*, TH (130), 30- 38.

E Taylor. (2007). *Global learner: Students film making*. Retrieved March 13, 2008,  
from <http://www.princianteglobal.blospot.com>.

Western Cape Education Department. ( 2008). *WCED/ Khanya bridge the digital  
divide*. Retrieved May 02, 2008, from [http:// www.wcape.gov.za](http://www.wcape.gov.za).



# CAN POWER POINT ENABLE HISTORY LEARNERS TO “DO HISTORY?”

*Marshall Tamuka Maposa (Student)*

*University of KwaZulu*

*History Education*

## **Abstract**

The use of technology in History teaching is not a new phenomenon, but its impact has been varied depending on the context, teachers and, more importantly, the nature of the innovation. For years, I have come across the “history is boring” comment ad nauseum. For some History teachers, the adoption of technology in the classroom might seem to be the antidote to this problem. One of the most common pieces of Information and Communications Technology (ICT) to be used in the classroom is Microsoft’s Power Point program. A common, but not necessarily proven assumption is that if the History teacher employs this program then the classroom will be set alive with learner participation and enjoyment. The contention in this essay is that the technology in the History classroom is what the teacher makes it – implying that on its own Power Point can not create an active teaching and learning process. To be more specific, from a constructivist point of view, History teaching and learning is an interactive process whereby the learners are expected to “do History,” that is, to practice the construction of their own histories with the guidance of the teacher and it is up to the teacher to create a particular learning atmosphere and culture in his/her history classroom.

## **Introduction**

The intention of this paper is to discuss the merits and demerits of using Power Point in the light of the fundamental argument of constructivism which advocates for History learners to “do” rather than simply “know” History. The first part of the paper will briefly describe the methodology used in amassing information and this will be followed by a short explanation of the fundamentals of constructivist History. In discussing the topic under focus, I will firstly thrash out the arguments brought

forward by the critics of Power Point. After that I will then consider its value and give examples of how teachers can take advantage of these to enable their learners to practice History rather than learn it. For every issue under discussion recommendations will for given which History teachers can take note of so as to critique and improve their own practice.

### **Methodology**

This paper was produced as a result of qualitative research which was mainly conducted as a desktop investigation of the use of Power Point in History Education. It is therefore basically a review of literature that was found in relation to the use of Power Point. During the research, I realised that much as these sources are useful, there is a disturbing dearth of sources which directly refer to the South African context, since most of the sources used were predominantly produced in North America and Europe. It should be acknowledged from the onset that this state of affairs is sad, but not surprising since most schools still struggle to provide basic resources such as furniture and textbooks. To make this literature more relevant, I made use of reflections on my own practice in the History classroom at both secondary and university level. One can therefore note that the methodology used is a combination of literature review and personal reflection. The reflections will be used to elucidate the arguments from scholars in an attempt to suggest to History teachers (myself included) the positive use of Power Point. Reminiscence

### **Constructivism and “doing History”**

The post-Apartheid curriculum in South Africa was influenced heavily by constructivism. It is for this reason that this paper focuses on pedagogy from a constructivist point of view. Constructivism has a lot of variations and one should avoid generalising. Vianna & Stetsenko rightly point out that it “represents a heterogeneous body of theoretical approaches across different disciplines that has forged diverse alliances, as well as both attracted and antagonized vast audiences within these

disciplines.”<sup>1</sup> Vygotsky views learning from a different, though not totally antagonistic, but rather complementary constructivist perspective. Vygotsky here implies that “the quantity or contingency (e.g. moving to less intervention after success and to more intervention after failure) rather than the quality (i.e. content) of teaching and adults’ assistance in general plays a major role in development.”<sup>2</sup> This means that the History teacher’s role is not only manifested in the imparting of knowledge, but rather more importantly in helping the learners to construct their own knowledge. Piaget and Vygotsky can be said to concur on that the learner is not an empty vessel who comes to class to be filled. Instead the learner will be at a certain stage of development and the teacher faces the challenge to facilitate further development in an active process. Their main argument is that learning is an active process during which learners construct their own meanings cognitively through trial and error.<sup>3</sup> The teacher thus retracts from being the dominant individual in class and plays a facilitation role. In History teaching and learning this would imply providing as much sources as is necessary so that learners will be given a chance to make their own interpretations and conclusions.

Constructivist theory in History Education has been promoted by theorists such as Jerome Bruner, Martin Booth and Denis Shemilt who have tried to apply Piaget’s and Vygotsky’s theories to History Education. Bruner’s theory was more inclined to Vygotsky’s and his argument was that in the process of learning the learners develop around three stages of enactive representation (“learning by doing”), iconic representation (“learning through connected images”) and symbolic representation (“learning through symbols”).<sup>4</sup> The implication of Bruner’s theory is that the teacher should be able to make use of such representations to help learners through a scaffolded process of constructing their own knowledge. In this way History can be taught to any student of any age if the correct methods are applied. Booth concurred and added that historians use adductive instead of deductive or inductive reasoning meaning that they cite evidence to explain the historical process<sup>5</sup>. He also added that “if pictorial materials were used a high level of

---

causation could be established<sup>6</sup> (Hemming, p. 3). The point is that if opportunities are given for history learners to undertake interpretive work of predominantly primary historical sources, then they can develop sophisticated understandings of the past. These constructivist ideas were used by Denis Schemidt and developed in an effort to change history curriculum in Britain through the Schools History Project. Although there seems to be diversity of ideas propounded by different constructivists, these ideas can be reconciled and used as a general framework of how the history teacher can practice a teaching and learning process that enables the learners to “do History.” The South African History curriculum policy evidently adopts constructivism and states that “Learners who study History use the insights and skills of historians.”<sup>7</sup> It is in this context that this paper will attempt to discuss the effectiveness of the Microsoft Power Point application in facilitating active history learning.

### **Advocates versus detractors**

Just like most forms of ICT, Power Point has received varying responses from history classroom practitioners. This program has made its mark in well-resourced contexts and is now a common feature at conferences, presentations, workshops and presentations. However, the viability of this program in History Education, particularly in lectures and lessons has to be scrutinized more. History is a unique subject with unique practice and outcomes, thus historical learning should not be judged from the perspective of other subject disciplines. Power Point was not originally meant for the History classroom and it was adopted for use in the humanities well after being adopted in the Maths and Science rooms<sup>8</sup>. In using this program one should therefore understand both the background of Power Point and the nature of historical learning. According to Maxwell, Power Point can be examined from the points of view of two polarised positions: the advocates and the detractors<sup>9</sup>. The use of Power Point by the History teacher does not necessarily guarantee a good and memorable learning experience for the learners. In the wrong hands, Power Point can easily become the new blackboard

---

and school History will retain its wrongfully labelled “boring” tag. The attitude that Power Point is not of great use for presentations in general and in the classroom in particular has been pronounced by the detractors of Power Point. However, the advocates try to prove that Power Point can be an essential teaching tool for the History teacher which can be used to great effect in promoting active learning. In the light of these opposed standpoints the History teacher must be wary of the criticisms and bring the best out of the technology to help the History learners to process and construct new knowledge and skills in History.

### **Criticism of Power Point**

It should never be taken for granted that all the History teachers in well-resourced schools value Power Point as support material. In fact, it is in such contexts where the fiercest critics are found. This criticism might be resultant from different factors, however it can not be denied that wrong use of the program by certain teachers strengthens the detractors’ voices. The first and basic mistake that the users (or misusers) of Power Point tend to make is to “cram the slides with text”<sup>10</sup>. When this happens, the slides end up being just like the notes teachers write on the blackboard in the much condemned rote-teaching style or in the contexts where there are not enough textbooks. In another way, the slides become nothing but electronic pages - something that the learners can otherwise access on their own from electronic resources - or worse still, just like the textbook that they have. DenBeste rightly points out that, “If Power Point is used as a textually heavy application; one could just as well create handouts or overhead transparencies.”<sup>11</sup> My experience has been that the most widespread teaching method that is employed in cases where Power Point slides contain a lot of wording, is reading the words aloud. In this way the teacher will be abdicating their real responsibilities of ensuring that History learners are given the chance to be critical and therefore come up with interpretations and constructions of their own. The learners are in this way made passive recipients of “historical knowledge” from the teacher. This is in direct contrast to Levi Vygotsky’s argument that the “growth of understanding is a collective process.”<sup>12</sup> Reading slides aloud means that there is no teacher-learner

and learner-learner dialogue. If learners can not be allowed or helped to construct their meanings of knowledge, then they will not move out of their “zone of proximal development” signifying no learning. This clearly demonstrates that if Power Point is not used correctly, learners will not develop the skills of historians.

The effort to give learners a lot of information textually tends to force the History teacher to prepare a presentation which consists of too many slides in the process limiting the flexibility and creativity of the teacher.<sup>13</sup> This is more so if the teacher follows the readily provided templates by Microsoft. This in turn leaves the History teacher with no chance to digress or explain concepts that learners are struggling to grasp. The teacher will become a slave of his/her own Power Point creation principally in the fear of running short of time. I have always felt that if my slide show is cut short as a result of using up the prescribed lesson time, it leaves me with a poor outlook because the lesson does not get to the conclusion stage. That is the reason why Maxwell goes to the extreme and advises that Power Point should never be used as a lesson outline, because teachers will rush to go through the content instead of ensuring that learning has taken place.<sup>14</sup> Support for this idea is put forward by Haydn who points out “one of the things which many pupils find difficult about history is that it is so vast and seemingly unmanageable” and this can lead to learners just accumulating information uncritically.<sup>15</sup> History is supposed to develop learners’ critical skills, but in such circumstances the historical skills are sacrificed for content coverage. Thus one might be tempted to dismiss Power Point as inadequate when it comes to historical learning, yet it is the teacher’s pedagogy which makes it seem ineffective.

Those who condemn the use of Power Point draw attention to even more disadvantages in addition to the above. Well intended efforts by the History teacher to select and give learners the most important information might also be viewed as denying the learners the chance to develop historical skills such as “sifting and selecting, organizing and classifying, prioritizing and discarding and synthesizing and marshalling information.”<sup>16</sup> As a result Power Point can simultaneously – and at two extremes – “dominate” and “trivialise” content because in trying



to simplify the text, there might end up being an oversimplification. Tufte argues that in this way Power Point “weakens verbal and spatial reasoning.”<sup>17</sup> The argument is that History learners end up not learning the standard written communication skills and neither will they develop the requisite understanding of the concept of space. It is in such circumstances whereby Power Point is viewed as a program that can neither do wrong nor right to the extent that the importance of the History teacher’s exploitation of the application comes to the fore. Only the History teacher can make the technology as useful as he/she wants depending on the planned outcomes of the lesson.

### **Advocacy for Power Point**

The above criticisms of Power Point should not necessarily be taken to imply that it has no place in the History classroom. Neither should it be viewed as “new wine in old bottles” or the new chalkboard. If it is used well, just like any tool, it will reward the consumer well. The advocates of Power Point argue that its main advantage is the simplicity it gives to History lesson preparation and delivery. As already noted, most schools that afford Power Point can afford various other resources for the teachers. Power Point, as a single facility, substitutes a plethora of other forms of technology and media that the History teacher would have to carry into the classroom. These include ordinary slides, tape recorders, books, maps, overhead and slide projectors and VCRs.<sup>18</sup> It would be inconvenient, if not practically impossible, for the teacher to gather all these and drag them into one lesson and manage to use them without looking rather confused. Gallagher & Reder remind us that Power Point has the capacity to make the learning environment smarter and more professional, in the process increasing the value of the learning course of action.<sup>19</sup> For learners to be able to “do History,” they have to be exposed to a wide variety of sources and more so to primary sources and if the teacher is able to incorporate different forms of ICT using Power Point, learners will get the chance to analyse, interpret the sources and construct their own historical understanding.

In the context of few primary resources Power Point can prove to be very useful. One might add that Power Point saves a lot of time and

helps in saving collected primary resources. After the initial effort of collecting relevant sources the teacher will not have to bother about filing paperwork. All I do is to find the saved presentation and adjust it according to the variables that affect the learning process, such as the ability of the learners. As argued by Bruner, knowledge can be represented “iconically” whereby learners work with visuals to construct knowledge.<sup>20</sup> Once the History teacher has collected the useful primary sources, Power Point can be used to great effect in teaching in a learner-centred way. It is possible to spend an entire lesson on one or two slides with learners working on the source/s provided.

Revisiting the issue of text from another perspective; if the teacher limits text on the slide show, then the learners might be afforded the chance to “do History.” While extreme detractors would call for a complete “ban” of the bullet point, a more useful rationale is the limit of text.<sup>21</sup> A leading constructivist, Dede, is quoted to have asserted that, “It isn’t that assimilation of knowledge isn’t a good place to start, because it is hard to investigate something unless you know about it. But assimilation is a terrible place to stop.”<sup>22</sup> The implication of this argument is that definitely the History teacher should at times take the time to “provide” information and explain certain concepts – especially the abstract ones – if the learners are going to make sense of them on their own. However, if information is indiscriminately passed down to the learners they will not develop the vital skills of research, investigation and construction of historical knowledge. Therefore, while Power Point can be used by the History teacher to “present” information it should still be used sparingly, as should any other teaching aid. Its role should not only be limited to presentations if History learners are to develop skills and attributes of historians from the classroom.

In making cautious use of the bulleted slide shows, the text should be of an easy to read font and a “six times six rule” has been forwarded by Maxwell, whereby each slide should have at most six bullets and each bullet should have an average of six words. The number of the slides should be limited as well, an average presentation having about 15 slides with the teacher using up three minutes per slide.<sup>23</sup> The point is that the learners should not always be focused on the slides, but they

should at times focus on what the teacher is trying to convey. In this way, the learners give attention to both the slide show and the teacher. Where weak and exceedingly teacher-centred pedagogy is employed, the learners might end up just copying down the text on the slides as notes. Out of habit, even in cases where there is limited text on the slide, the learners may – instead of listening to the teacher after copying down the text – just wait rather impatiently for the next slide. Such a process will not empower the learners with critical historical skills. From the constructivist perspective, the teacher should therefore ensure that the slide show is accompanied by interactive History activities so that the learners are always engaged.

There is also a temptation for the History teacher to get carried away, when creating a slide show, with the features provided on the Microsoft Power Point program, dozens of which, according to Maxwell, are not always useful.<sup>24</sup> It is thus urged that the teacher should limit the amount of animated text, sounds and fancy transitions such as spirals, bells and whistles. The History teacher should not be engrossed in uncritically utilizing the design templates as they are, because they might end up limiting flexibility – since they are not ready-made for History education in the first place. While ICT or any other modern teaching aid can be an integral part of history teaching it should not stifle the teacher, but it should retain characteristics of “a chameleon-like tool that can be used with almost any content”<sup>25</sup> The teaching and learning of History is unique in its own way and therefore the History teacher can not consume wholesale a template made for general conference presentations.

### **Opportunities for the History teacher**

Possibilities abound for the History teacher to be innovative with the Power Point program. The teacher can add audio and video clips, nevertheless bearing in mind that the main guiding factors will be computer memory and educational content. Audio and video clips can be very useful sources especially when teaching History to the present day cohort of learners who are literary gripped by the ever ubiquitous forms of ICT. In endorsement of the use of such primary sources in History lessons, Henry argues that video clips on Power Point “speak

---

of historical periods more eloquently than even the most accomplished historian ... they bring forward dramatic human interaction of particular times and places.”<sup>26</sup> The downside to this is that teachers might be inappropriately tempted to only use the combination of Power Point and audio and visual clips to keep the class awake or – as most would pronounce – “under control.” While technology can definitely be of great help in retaining learner attention, it should always be borne in mind that the clips should not be only of entertainment value without helping in equipping the learners with important historical skills.

Power Point can also be a very useful tool for learners to actually “do History” while simultaneously affording the History teachers an assessment opportunity. In a well resourced school, teachers can ask their learners to do historical research projects and then present their findings in Power Point format. Randall asserts that Power Point can be most effective if teachers use it “as a means of teaching effective research and source analysis techniques, and the need for clear expression of findings.”<sup>27</sup> Since it will be a project, by the end of their presentation, learners will be equipped with a lot of historical skills such as analysis evaluation, communication, synthesis, historical enquiry, critical thinking and empathy. For such a project the learners know they have little space so “Power Point requires well-structured thinking and selection of the most essential information.”<sup>28</sup> On top of that the conclusion of a well prepared project gives the learners a great sense of achievement. According to DenBeste, the good thing about Power Point is that “given proper guidance and a sufficient amount of time, the Power Point project can allow even mediocre students to excel.”<sup>29</sup> This will no doubt increase their interest in the subject and this in turn leads to more participation in class which in fact is what Vygotsky refers to as active learning in a social context.

It does not mean, however, that Power Point project presentations have in themselves the power to make learners “do History.” In fact, learner Power point presentations can be one of the most dreary classroom activities a History teacher might ever experience. Ultimately the teacher has to play a great role in making it successful. The learners need constant monitoring from the teacher beginning with explicit

explanation on the project followed by checking on learner progress in the form of scrutinising the draft projects. I have discerned that learners have a tendency to grasp computer skills quickly, at times at a better rate than the teacher. While monitoring and assessing learners, the History teacher “also becomes a student as the children discover new procedures and instruct the teacher in their use.”<sup>30</sup> If the teacher does not give the learners time and supervision, then the projects might fail. At the same time while the History teacher has a role to play in bridging the digital divide, he/she must not turn into an ICT teacher. Harrison reveals that in several lessons, use of Power Point is characterized by emphasis on product rather than process, and this occurred at the expense of historical thinking.<sup>31</sup> Learners may thus waste time experimenting with fonts, clip art, bells and whistles and experimenting with the features found on the program rather than doing History. The onus is on the History teacher to always keep in mind whether he/she is teaching History through ICT or teaching ICT through History.

### **Power dynamics**

Finally, it must be noted that the growing use of technology in the teaching and learning process has given rise to new power relations in the classroom. The teacher now has to find ways of negotiating his/her position with the learners, the discipline (History), the education system, the community and most importantly ICT itself. Power Point is one of the more ubiquitous and commonly used types of ICT in history education. If used in a constructivist approach which proclaims learner-centred teaching and learning, suddenly it might seem to be a threat to the teacher’s position in class which for centuries had remained unchallenged. However, the History teachers should know that they still control the learning and teaching process and can conduct it in the way that they believe is relevant to the needs of the learners whilst within the framework of the curriculum. It is not surprising then that a lot of History teachers who have access to technology in their school still choose not to use it. In reference to the growing use of technology in history classrooms Riel contends that, “The power is not in the tool, but in the community that can be brought together and the collective vision that they share for redefining classroom learning.”<sup>32</sup> If the teacher uses

---

Power Point as an instrument to promote cooperative learning, every one in the classroom will end up the winner. In addition, as Maxwell argues, Power Point is not the end in the learning of History and can serve as “a supplementary point of interest.”<sup>33</sup> It may, nevertheless be a useful means to an end. This point of view is corroborated by DenBeste who claims that in her classroom practice, she does not allow Power Point to “replace classroom discussion.”<sup>34</sup> Maybe if History teachers do not adopt a Luddite attitude towards this programme, but rather accept it and try to bring the best out of it, then teachers could reap the emancipatory benefits of Power Point.

## **Conclusion**

One can note that Power Point is one form of ICT which is mostly used in History teaching in schools which can afford ICT. The situation in South Africa still leaves a lot to be desired; however those teachers that have access to ICT should start questioning the use or lack thereof of Power Point. It offers a wide range of features which can both be very useful or redundant in creating an active learning situation. If the History teacher decides to employ this application merely as a presentation program, it will end up being just another chalkboard, or rather an OHP that offers colour. If examined from the constructivist standpoint, History teachers can not afford to hang on to the traditional teacher-centred approaches, but new technologies must be made use of to suit the critical aims of studying History. My acceptance of Power Point and use of it without restrictions has made me realise how liberating this application can be. As Martin Booth rightly concludes, history teachers should not be “wedded to techniques which deaden rather than inspire.”<sup>35</sup> Maybe it is because of the fear of failure to use Power Point correctly that we still have the detractors.

The purpose of this paper was to discuss the use of Microsoft Power Point in the age of “doing History” in the classroom. The literature reviewed and my personal experiences in class have made me come to the conclusion that Power Point can indeed enable History learners to “do History.” However, this is only possible if the individual History

---

teachers are committed to helping their learners practice historical skills in class. This argument was reached after discussing the merits and demerits of Power Point and an analysis of the opportunities for the History teacher to make the application work according to his/her wishes. It is unfortunate that only a minor percentage of History teachers enjoy such opportunities in South Africa because of the digital divide. It should be noted that the methodologies adopted for this research do not adequately cover the issue under focus in relation to the local context. This is in addition to the noted absence of literature from Africa. Therefore further research needs to be done on the use of Power Point and indeed other forms of ICT in South African History classrooms.

- 
- 1 E Vianna & A Stetsenko, Embracing history through transforming it: Contrasting Piagetian versus Vygotskian (activity) theories to expand constructivism within a dialectical view of history. *Theory and Psychology*, 16(1), 2006. p. 81.
  - 2 E Vianna & A Stetsenko, Embracing history through transforming it: Contrasting Piagetian versus Vygotskian (activity) theories to expand constructivism within a dialectical view of history. *Theory and Psychology*, 16(1), 2006. p. 91.
  - 3 H Cooper, *The teaching of history: Implementing the National Curriculum* (London, David Fulton Publishers, 1992), p. 177.
  - 4 R Philips, *Reflective Teaching of History 11-18: Meeting Standards and Applying Research*. New York: Continuum International Publishing Group Ltd. 2002,
  - 5 M Booth, *History Betrayed*. (London, Longmans, Green and Co. Ltd, 1969), p. 122.
  - 6 C Hemming, *Children's thinking in history: Developing concepts in relation to citizenship*. Retrieved 30 June 2008, 2008.
  - 7 *National Curriculum Statement: Grades 10-12. History*. 2003, p. 10.
  - 8 M DenBeste, "Power Point, technology and the web: More than just a slide projector for the new century?", *The History Teacher*, 36(4), 2003, p. 496.
  - 9 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 39.
  - 10 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 40.
  - 11 M DenBeste, "Power Point, technology and the web: More than just a slide projector for the new century?", *The History Teacher*, 36(4), 2003, p. 496.
  - 12 H Cooper, *The teaching of history: Implementing the National Curriculum* (London, David Fulton Publishers, 1992), p. 26.
  - 13 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 46.
  - 14 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 42.
  - 15 T Haydn, "Computers and history: rhetoric, reality and the lessons of the past.", in T. Haydn & C Counsell

- (Eds.), *History and ICT in the secondary school*. (London: Routledge Falmer, 2003), p. 19.
- 16 T Haydn, "Computers and history: rhetoric, reality and the lessons of the past.", in T Haydn & C Counsell (Eds.), *History and ICT in the secondary school*. (London: Routledge Falmer, 2003), p. 19.
  - 17 EV Gallagher & M Reder, "Power Point: Possibilities and problems", *Towards the Best in the Academy*, 16(3), 2004, p. 1.
  - 18 SE Dinan, "Technology in the classroom: Microsoft Power Point slide shows", *The History Teacher*, 31(2), 2000, p. 454.
  - 19 EV Gallagher & M Reder, "Power Point: Possibilities and problems", *Towards the Best in the Academy*, 16(3), 2004, p. 1.
  - 20 H Cooper, *The teaching of history: Implementing the National Curriculum* (London, David Fulton Publishers, 1992), p. 26.
  - 21 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 46.
  - 22 T Haydn, "Computers and history: rhetoric, reality and the lessons of the past.", in T Haydn & C Counsell (Eds.), *History and ICT in the secondary school*. (London: Routledge Falmer, 2003), p. 17.
  - 23 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 46.
  - 24 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 50.
  - 25 EF Strommen & B Lincoln, "Constructivism, technology and the future of classroom learning", *Education and Urban Society*, 24(4), p. 469.
  - 26 M Henry, "Constructivism in the community college classroom", *The History Teacher*, 36(1), 2002, p. 68.
  - 27 I Randall, "Using ICT to develop historical understanding," in T Haydn & C Counsell (Eds.), *History and ICT in the secondary school*. (London: Routledge Falmer, 2003), p. 188.
  - 28 I Randall, "Using ICT to develop historical understanding," in T Haydn & C Counsell (Eds.), *History and ICT in the secondary school*. (London: Routledge Falmer, 2003), p. 188.
  - 29 M DenBeste, "Power Point, technology and the web: More than just a slide projector for the new century?" *The History Teacher*, 36(4), 2003, p. 498.
  - 30 EF Strommen & B Lincoln, "Constructivism, technology and the future of classroom learning", *Education and Urban Society*, 24(4), p. 472.
  - 31 Harrison. (2003). In T Haydn & C Counsell (Eds.), *History and ICT in the secondary school*. London: Routledge Falmer.
  - 32 EF Strommen & B Lincoln, "Constructivism, technology and the future of classroom learning", *Education and Urban Society*, 24(4), p. 472.
  - 33 A Maxwell, "Ban the bullet point! Content-based Power Point for historians", *The History Teacher*, 41(1), 2007, p. 44.
  - 34 M DenBeste, "Power Point, technology and the web: More than just a slide projector for the new century?", *The History Teacher*, 36(4), 2003, p. 479
  - 35 M Booth, *History Betrayed*. (London, Longmans, Green and Co. Ltd, 1969, p. 122.



## **Yesterday & Today Editorial Policy and Reference Guidelines for using footnotes**

### ***Editorial Policy***

1. Y&T is a national journal for research in especially the fields of history teaching and research related findings to improve the teaching of History. With the North-West University as custodian this Journal is edited and published in the School of Basic Science, Vaal Triangle Faculty of North-West University in South Africa.
2. Contributions may be in the humanities (theoretical discourses) or from education (practical workshops or focused content with a firm theoretical basis). Articles, in which an interdisciplinary collaboration between the humanities and education are explored, are most welcome.
3. Regionally editorial content can be based on empirical research in Southern Africa.
4. Authors can make individual contributions or submit work, done in teams.
5. The Y&T strives towards becoming a peer reviewed journal by 2011. Contributions of authors will from 2009 be subject to review by two or more reviewers in disciplines used in the research and writing of an article.
6. Language of the journal: Articles must be in English only whereas abstracts can be in any of the 11 official languages of South Africa.
7. Abstracts: Contributions must be accompanied by an abstract of not more than 250 words in the language in which the article is written OR in another language of preference as indicated in point 6.
8. Titles of articles: The titles of articles should preferably not exceed 20 words.
9. Names of authors: The names of authors and their institutional affili-

### *Reference guidelines*

ation must accompany all contributions. Authors also have to enclose their telephone and fax numbers, email addresses and postal addresses.

10. Reference system: The reference system of authors will be respected by the editorial management, providing it is current in the academic writing in the particular disciplines used to research and write the article. References must also be clear, lucid and comprehensible for a general academic audience of readers. The Harvard and APA reference styles are acceptable. The conventional footnote system of references may also be used (see the example attached). The most recent *Yesterday&Today* could also serve as a basis for guiding writers.
11. Illustrations: Editorial material, with illustrations, photographs, tables and graphs is welcome. The illustrations should however be of a high-density quality. Should the files be large, they have to be posted in separate emails and appropriately numbered in sequence.
12. Articles should be posted to the editor electronically at [elize.vaneeden@nwu.ac.za](mailto:elize.vaneeden@nwu.ac.za). Notification of receipt of material will take place within 48 hours.
13. Text format: Text must be in 12pt text, with double spacing. Text should preferably be in Microsoft Word.
14. The length of articles should preferably not exceed 8 000 to 10 000 word or 15 to 20 journal pages.
15. Articles that have been published previously in other journals may not be republished in the *Yesterday&Today* journal. The Journal is also electronically available on the SASHT website at [www.sashtw.org.za](http://www.sashtw.org.za)

### ***References and footnotes***

The footnote method for references is accepted in articles for *Yesterday & Today*. Footnote references should be placed at the bottom of each page. Footnotes should be numbered sequentially throughout the article and starting with 1. No other numerical system is allowed. Archival sources/published works/authors referred to in the text should be cited in full in the first footnote of each new reference. Thereafter it can be reduced to a shorter footnote

reference. Do not refer to the exact same source and page numbers in footnotes that follow each other.

The use of the latin word “Ibid” is not allowed. Rather refer to the actual reference again (its shortened version) on the rest of a page(s) in the footnote section.

The first letter of most words in titles of books, articles, chapters, theses, dissertations and papers/manuscripts should be capitalised. Only the first letter of the surname of authors should be capitalized, not the complete surname. No names of authors, in full, is allowed. The following practical examples may help:

### Examples of an article in a journal

GJJ Oosthuizen, “The South African Defence Force versus SWAPO and its allies: Operation Askari, 1983-1984”, *New Contree*, 50, November 2005, pp. 3-10.

S Marks, “Khoisan resistance to the Dutch in the seventeenth and eighteen centuries”, *Journal of African History*, 3(1), 1972, p. 76.

### Example of a shortened version of an article in a journal

#### From:

P Erasmus, “The ‘lost’ South African tribe – rebirth of the Koranna in the Free State”, *New Contree*, 50, November 2005, p. 77.

#### To:

P Erasmus, “The ‘lost’ South African tribe...”, *New Contree*, 50, November 2005, p. 77.

**[Please note: only the title of the article is shortened]**

### Examples of a reference from a book

WF Lye & C Murray, *Transformations on the Highveld: The Tswana and the Southern Sotho* (Cape Town, David Phillip, 1980), pp. 7, 10.

JJ Buys, *Die oorsprong en migrasiebewegings van die Koranna en hulle rol in die Transgariet tot 1870* (Universiteit van die Vrystaat, Bloemfontein, 1989), pp. 33-34.

## Reference guidelines

**[Please note the reference variety to page numbers used]**

### Example of a shortened version of a reference from a book

#### From:

JA Conforti, *Samuel Hopkins and the New Divinity Movement: Calvinism, the Congregational Ministry, and reform in New England between the Great Awakenings* (Washington, Christian University Press, 1981), p. 23.

#### To:

JA Conforti, *Samuel Hopkins and the New Divinity Movement...*, p. 23.

### Example of a reference from a chapter in a book

S Brown, "Diplomacy by other means: SWAPO's liberation war", C Leys, JS Saul et.al, *Namibia's liberation struggle: The two-edged sword* (London, Oxford University Press, 1995), pp. 19-39.

#### Shortened version:

S Brown, "Diplomacy by other means...", C Leys, JS Saul et.al, *Namibia's liberation struggle...*, pp. 19-39.

### Example of a reference from an unpublished dissertation/thesis

MJ Dhlamini, "The relationship between the African National Congress and the Pan Africanist Congress, 1959-1990" (Ph.D, NWU, 2006), pp. 4,8,11.

### Examples of a reference from a newspaper

P Coetzee, "Voëlvlugblik ATKV 75 op ons blink geskiedenis", *Die Transvaler*, 6 Januarie 2006, p. 8.

or

*Zululand Times*, 19 July 1923.

### Archival references:

- **Interview(s)**

Provide at least key details such as: Name of interviewee and profession; the interviewer and profession and date of interview

- **Example of interview reference**

K Rasool (Personal Collection), interview, K Kotzé (CEO, Goldfields, Johannesburg Head Office)/E Schutte (Researcher, NWU, School of Basic Science), 12 March 2006.

- **Example of shortened interview reference** (after it has been used once in article)

K Rasool (Personal Collection), interview, K. Kotzé/E Schutte , 12 March 2006.

- **Example of an Electronic Mail - document or letter**

E-mail: W Pepler (Bigenafrika, Pretoria/E van Eeden (Researcher), 22 October 2006.

- **National archives** (or any other archive)

National archiving (NA), Pretoria, Department of Education (DE), Vol.10, Reference 8/1/3/452: Letter, K Lewis (Director General) / P Dlamini (Teacher, Springs College), 12 June 1960.

**[Please note: after one reference to the National Archives or Source Group, It can be abbreviated to e.g. NA or DE]**

### **A source accessed on the Internet**

A Dissel, "Tracking transformation in South African prisons", Track Two, 11(2), April 2002 (available at <http://ccrweb.ccr.uct.ac.za/two/11-2transformation.html>, as accessed on 14 Jan. 2003), pp. 1-3.

### **A source from conference proceedings**

**First reference to the source:**

D Dollar, "Asian century or multi-polar century?" (Paper, Global Development Network Annual Conference, Beijing, January 2007), p. 7.

B Sautmann, "The forest for the trees: Trade investment and the China-in-Afrika discourse" (Paper, Public Seminar: China in Africa: Race, relations and reflections, Centre for Sociological Research, University of Johannesburg, 28 July 2007), p. 7.

#### **Shortened version:**

D Dollar, "Asian century..." (Paper, GDN Conference, 2007), p. 7.

B Sautmann, "The forest for the trees: ..." (Paper, Public Seminar: China in Africa: ..., University of Johannesburg [or UJ]), p. 7.

### **GENERAL:**

#### **Illustrations**

Photographs, sketches, tables, diagrams; graphics, maps etc should be numbered consecutively (Eg. Figure 1-4; Sketch 1-2; Diagram 1-3; Photo 1-6). The appropriate positioning of the illustration should be indicated in the text. Original copies should be clearly identified on the back. High quality scanned versions are always welcome.

#### **Authors, PLEASE obtain copyright and reproduction rights on photographs and other illustrations**

Copyright on all material in *Yesterday&Today* rests within the Editorial Advisory Committee of *Yesterday&Today*.



**Crawford College**



**Crawford College Sandton**

Crawford Estate, Waterstone Drive, Benmore Gardens, Sandton  
P.O. Box 1937, Houghton 2041  
Telephone: (011) 784-3447 • Fax: (011) 784-3458  
E-Mail: sandtoncollege@crawfordschools.co.za  
0860 SCHOOL (724665)  
Website: [www.crawfordschools.co.za](http://www.crawfordschools.co.za)

**Crawford College and the South African Society of History Teachers invite you to the Society's annual conference to be held at Crawford College, Sandton, Gauteng on 25<sup>th</sup> and 26<sup>th</sup> September 2009.**

The theme of the conference is:

**History and Technology - Media Makes Magic!**

An effective utilisation of science and technology to enhance the experience of history teaching and learning.

The South African Society for History Teaching (SASHT) is calling for submissions for papers and for workshops related to the above theme showing how one can enhance the experience of history education by using the latest means available - as well as the best from the past!

The focus should be on the current schools history curriculum and we would like creative ideas on this matter, so that teachers and learners can have an amazing experience in the classroom and leave feeling invigorated and educated!

What can be discussed? The use of the internet for History teaching, as well as on cell phones, effective ways for using Ipods, DVDs, films, computer-based education...and others? Tertiary educators and researchers in Education and in History can participate by sharing research results in these fields.

Let us try and make the upcoming conference one that looks to enrich the experience of teaching history by using the latest technology available to enhance the study and values of the past!

Submission of papers by 30<sup>th</sup> April 2009, to Patrick McMahon or Elize van Eeden.

Contact details for Patrick McMahon (011) 784-3447 or [pmcmahon@crawfordschools.co.za](mailto:pmcmahon@crawfordschools.co.za)

**Registration fee** : R430 before the end of April 2009 or  
R490 thereafter.

Further details will follow by March 2009.



INVESTOR IN PEOPLE

SOUTH AFRICAN SOCIETY  
FOR HISTORY TEACHING  
(SASHT)



SUBSCRIPTION

2008 - 2009

I HEREBY WISH TO:

1. RENEW SUBSCRIPTION

2. SUBSCRIBE AS A NEW SUBSCRIBER

SOUTHERN AFRICA

{ - INDIVIDUAL MEMBER R130

{ - INSTITUTIONS R150

RESIDENTS AND  
INSTITUTIONS

{ - USA 30US\$

{ - EUROPE 20£

TITLE:

SURNAME:

INITIALS:

INSTITUTION:

ADDRESS:

CODE:

TEL: (W) ( )

CELL:

E-MAIL ADDRESS:

FAX:

THE AMOUNT INDICATED FOR THE YESTERDAY & TODAY JOURNAL ANNUAL SUBSCRIPTION, PAYABLE TO  
**THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING, AND CAN BE SEND TO:**

SASHT ACCONT DETAILS:  
ABSA  
POTCHEFSTROOM  
SASHT  
678209406

SASHT FAX NO.:  
(016) 910 3451

THE SECRETARY TREASURER SASHT/

PROF. E.S. VAN EEDEN  
SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING/

SCHOOL OF BASIC SCIENCE  
NORTH WEST UNIVERSITY  
VAAL TRIANGLE CAMPUS  
PO BOX 1174  
VANDERBIJLPARK  
1900  
SOUTH AFRICA

EVIDENCE OF PAYMENT CAN BE FAXED OR SEND TO: