



## REPOSITIONING HISTORY EDUCATION IN THE AGE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR NATION BUILDING

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### ABSTRACT

Knowledge as being said is infinite, Information and Communication Technology (ICT) seems to be the emerging trend in teaching, learning and research. It has so become relevant in everyday life and permeates into the society. However Nigeria is yet to embrace and fully apply it as a potentially powerful tool for effective teaching and learning. To take full advantage of this new technology we need to fundamentally rethink our approaches to teaching and learning of history which is viewed as old and static. This paper examines Information and Communication Technology in the teaching and learning of history in schools, its policy in Nigeria and the Millennium Development goals (MDGs). It further examines the value of history in the society such as molding citizen to develop a true sense of national identity and patriotism. History also serves as a unifying factor in nation building as it avail citizens with the needed ideals, norms, and aspirations of their nation and so on. It goes further to discuss the application of (ICT) in teaching of history in schools. The paper concludes that appropriate application of ICT has the capacity to repositioned history education in the age of Information and Communication Technology (ICT) for Nation building and the realization of Millennium Development Goals (MDGs).

### INTRODUCTION

*Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many Countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy (UNESCO, 2002).*

ICT is the abbreviation for information communication and technology. History education cannot but go along with modern trends in the age of information and communication Technology (ICT) in order to meet the Millennium Development Goals (MDGs) for nation building. In order to do this successfully, repositioning history education becomes expedient in order to actualize the stipulated development goals.

In this jet age information and communication Technology operates in a wide range of discipline, ICT are not only machines but also the programmes applications, because computers are only one part of the internet and mobile networks, after which constantly

flows an incredible amount of data, mediated communication telecommunication networks and satellites Lee (2012)

History subject is often associated with the old and static in the teaching and learning. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and its plays roles such as Improving educational outcomes and enhances the quality of teaching and learning (Adesota & Fotok:2013)

Scholars such as Onasanyo, (2009), Garrison & Anderson (2003) argued that the application of ICT in the teaching and learning process can enhance quality, effectiveness and efficiency, motivates and engaged students, skill acquisition and enhances Research and development.

Odelola, (2007) assert that repositioning is the act of placing in a better way on order to give new direction to a particular programme. Information and Communication Technology application in History education places it in a better position at achieve the millennium Development Goals.

History is one of the subjects offered in some secondary schools and tertiary schools in Nigeria in general and Bauchi State in particular its value and sustenance requires the appropriate application of ICT. It is against this background that this paper is divided into six sections. Section one is the introduction, section two focuses on the concept and place of history in the Nigerian school curriculum. The third section examines the concept and challenges of ICT in education. Section four discusses the millennium Development Goals and ICT Policy in Nigeria. Section five examines the application of ICT In the teaching and learning of history followed by the conclusion.

## **THE CONCEPT AND PLACE OF HISTORY IN NIGERIAN SCHOOLS CURRICULUM**

At every age and epoch understanding about the concept of history seems to be expanding even though there are many definitions of history proffer by many historians. For the purpose of this discourse we will take a few ones. Carr (1954) defines history as the continuous dialogue between the historian and his facts, an unending dialogue between the present and the past. By implication history bothers itself with the past, present and future circumstances in the light of their connectivity.

Collinwood (1973) assert that history is the interpretation of traces and relics of the past in the light of imaginary idea of the historian which is self depending, determine and justified form of thought. This applies that the historian has access to the traces of the past in terms of monument, relics and documents for his interpretation based on his understanding and imagination (Osokoya, 1997). Collinwood further declared that “All history is the history of thought”. The definitions viewed above from different perspective can be deduced to say that history though deals with human past which requires interpretation of the past based on evidence available to the historian. History is also perceived as the study of the totality of human experience in a continuum.

The National Policy on Education provides in the curriculum of Junior Secondary school in Nigeria the teaching of Social Studies. The policy makes provision for six years of primary school, three years of junior secondary school, three years of senior secondary school, and

four years of university education (6.3.3.4). In the first tier of this programme, students learn Social studies while in the senior secondary school, the second tier, students may choose either History or Government as one of their Arts subjects. Government now promotes the learning of Social studies, a junior class subject, above the study of History with the notion that the study of social studies is needed for the understanding of Nigerian cultures. Despite the fact that History education has been relegated to the background and the practice has been to promote the sciences and social studies which teaching are considered a viable option for the achievement of cohesion among the various ethnic groups in Nigeria. The intensity in ethno-regional polarisation was an indication that different strategies used by government to resolve this ethno-regional problem had had no effect. The only option left for government was to recourse to history, as the situation tended to suggest that Nigerians' problems stemmed from lack of historical consciousness. The adoption of history as an approach to achieve nation-building in Nigeria could only be meaningful if a modest teaching technique such as critical thinking was used in the classroom. Nigeria's efforts at nation-building could effectively be anchored on the knowledge of the historical antecedents of Nigeria's current travail (Ibukun & Aboluwodi, 2010).

In Malaysia for instance, History subject are taught as one of the subject in the primary school, by 1984 history subject is being taught in secondary schools as one of the humanities area of subjects. From 1992 history subject has become the core subject at form one to form five, in 2002 the history syllabus was review to ensure current and relevant aspect included. One focus of the reform of 2002 is to prepare students to face future challenges, the changing world of information, communication and technology (ICT). Here the Malaysian ministry of education (MOE) found and realised the potential of (ICT) in teaching and learning of history. It is interesting to know that since 1997 the Malaysian government has launched the smart school (The Malaysian Smart School 1997) (Lee, 2012).

At independence, Nigeria system of education has no Nigeria at heart. All policies and programmes of educational system were to serve the interest of the missionaries and colonial masters. The Nationalist movement and struggles for independence was like a wind change that affects all aspects of African life, Education inclusive. There were series of public outcry for the need to make education relevant to the peculiar needs of Nigerian society. This movement was cherished by newly independent African countries. In Nigeria, this movement was halted by the civil war which many believe or attribute it as a consequence of the colonial education that promoted ethnic fragmentation, parochialism, fragile political institution and divide and rule in order to perpetuate colonialist interest. The colonial education has failed to build a common social, political orientation devoid of parochialism on which the sense of nationhood could be cultivated for nation building.

This was more echoed by (Fafunwa, 1974) who assert that: "*The present education system instead of developing positive values in the society in which the African child lives tends to alienate him from his cultural environment in other words, the system educates the child out of his environment*". Consequently within the first two decades of Nigeria's independence, the educational system and policy were characterised by series of conferences and committees. Many national curriculum conferences were convened to elucidate and clarify

issues on the right and type of education needs of the country. Among such conference include:

- i) The National Education Research Council (NERC) Curriculum reform 1966
- ii) The National Curriculum Conference in 1969
- iii) The National Primary Education Curriculum Workshop in 1971
- iv) The Teacher Education Curriculum Worksop in 1971
- v) The Secondary Education Curriculum Workshop in 1972
- vi) The Seminar on National [Policy on Education in 1973

It was the seminar on National Policy on Education that led to the production of the Federal Republic of Nigeria National Policy on Education 1977, 1981, 2004 and 2014. The main aims and objectives of Nigeria's education policy arising from the 1977, 1981, 2004 and 2014 edition are as follows:

- 1) The inculcation of national consciousness and national unity
- 2) The inculcation of the right type of values and attitudes for the survival of the individuals and the Nigeria society
- 3) The training of the mind in the understanding of the world around; and
- 4) The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society

(National Policy on Education, 2014: 5)

At present the issue of nation-building is contentious in Nigeria. Bandyopadhyay and Green (2008) explain nation-building in terms of "nation integration" in societies with multiple ethnic, religious and racial cleavages." Gambari (2006) defines it as a process of socialising the people politically into becoming good citizens of the political order and making them feel they have a stake in the community worth fighting for. It may be difficult for Nigeria to weld together its different ethnic groups owing to what Mustapha (2006: 46) classifies as the problem of ethnic mobilisation. The most challenging issue today is suspicion among the three major ethnic nationalities and this is best illustrated by the view of some individuals from Southern Nigeria who contends that the federal structure as presently constituted in Nigeria does not allow each region to develop at its own rate. Indeed, this feeling from a section of the country constitutes a wrong signal which is capable of destroying the corporate existence of the country. Perhaps the teaching of History may help to reduce this tension.

Nigeria needs its past to be able to forge ahead in order to build a nation out of its diversified ethnic groups. The essence of teaching history in schools, therefore, is to achieve national integration and in the case of Nigeria to reduce tension among the various ethnic groups in the country. In 1975, Kenya resorted to using education to promote nation-building while President Samora Machel was said to have promoted a new nationalist 'People's History' through efforts to not only collect local histories but emphasise their national communalities (Bandyopadhyay and Green, 2008). Atofarati (1992) seems to capture the mind of the Nigerian leaders when he says that "the Nigerian authorities believe that the past can be ignored, that no mistakes of the present can be as serious and grievous as the mistakes of the

past.” A similar view has equally been held by Cole and Barsalou (2006) in their remark about the teaching of History where they contend that “in much of Africa and in post-Shining Path Peru, for example, history, social studies, humanities are relatively low priorities in education, with more emphasis on subjects seen to have practical values, such as foreign languages, math, science, technology, and vocational training.” For them history education would have served as potential for schools to promote social reconstruction in society.

Ironically Nigeria does not see the need to promote the teaching of history in secondary schools. Its teaching in the tertiary institutions is more academic than practical to life as the contents of what is taught and the approach to them hardly relate to the life experience of the people. Atofarati (1992) believes that Nigeria’s unwillingness to promote the teaching of history in primary and secondary school rests on the belief “that the past can be ignored; the present is what matters, that no mistakes of the present can be as serious and grievous as the mistakes of the past.” Nigeria’s inability to mend its cracks and weld together its numerous ethnic groups is an indication that slogans, jingles, propaganda, transformative or change agenda may not work. Many prominent Nigerians have made pronouncements on the need to reintroduce history education in our Schools curriculum including the current minister of Education however words need to turn to actions. History can provide the needed education that can make our democracy more effective as Usman, (2001) clearly pointed out that: *“Democracy is built on the equality of citizens; the freedom of these citizens to associate with one another for the realization of their ideals and the defence and promotion of their interest... This is only possible if the citizens are well informed about their country.... Put all this in a very simple word requires Knowledge, History”*

## **THE CONCEPT AND CHALLENGES OF ICT IN EDUCATION**

The concept of ICT has been viewed by many scholars from different perspectives. The term information and Communication technology ICT introduced in the early 1990s to replace that of Information Technology (IT). The term Information and Communication technology refers to a broad field encompassing computers, communications equipment and services associated with them (Lallana and Margaret, 2003). This implies that ICT is not just considered as applications and systems but as a skill for life, it is viewed in line with; literacy and numeracy as a fundamental skill required for every individual in this modern or contemporary society in order to operate effectively and independently (Clark, 2006) This concept involves transfer and use of all kinds of information. ICT is the foundation of economy and a driving force of social changes in the 21st century. Distance is no longer an issue when it comes to accessing information; for example, working-from-home, distance learning, e-banking, and e-government are now possible from any place with an Internet connection and a computing device. Information and Communication Technology (ICT) is defined as computer based tools used by people to work with the information and communication processing needs of an organisation. It encompasses the computer hardware and software, the network and several other devices (video, audio, photography camera, etc.) that convert information (text), images, sound, and motion, into common digital form (Milken Exchange on Education Technology, 1999). It is an eclectic application of computing, communication, telecommunication and satellite technology (Onasanya, 2009).

Teachers at all levels of education are usually involved basically in two things: teaching and research, with auxiliary administrative assignments. ICTs have the potentials of not only ensuring effectiveness and efficiency in these two areas (teaching and learning); they have the potentials of easing the administrative duties. ICT stand for information and communication technologies and is defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching - learning processes in addition to personal use. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. ICT is that technology which uses the information to meet human need or purposes including processing and exchanging (Heathcoat, 2000). Information and communications technology (ICT) in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education. All these definitions combine Communication technology and Information technology that have thin line between them but cannot do away without each other. When these technologies are applied n the field of education, it is termed as ICT in education. The term too can be used as the connotation to the term Educational; technology because it also uses any hardware and software approaches that can enhance yield better learning outcomes. In the era of Computer technology the term ICT mainly focuses on the infrastructure, devices and sources of computer technology and thus it is imperative to discuss about the use of ICT in education by focusing mainly on Computer based technology. Therefore ICT in education is considered as discipline, resource and key skill and within these three areas ICT offers enormous benefits to the society. This is because ICT education and ICT for education are propelling the development of Knowledge, skill, economic and political advancement of the country (Akudolu, 2007).

ICT has also been cited as encompassing potential innovations within and among organizations by enabling the use and sharing of information. The benefits of ICT in organizations include the potential to reshape and reformulate organizations internally, as well as reshape their interactions with other organizations and individuals within the networks in which they lay. The networks also offer to corporations the opportunity to engage in organizational learning and knowledge management due to the ability to store, retrieve, calculate, and reformulate information (McKenzie, 2005).

Report according to (Global ICT Chart, 2012) revealed that the readiness of ICT in Sub-Saharan Africa is still low with most countries are not connected because of insufficient development of ICT infrastructure and lagging behind due to poor quality services. While the developed world continue to advance in the development of ICT. The report also ranked Nigeria 112<sup>th</sup> on the global ICT chart (Guardian, Friday April 2012 p.6).

By the end of 2016, 3.9 billion people - 53% of the world's population – is not using the Internet. In the Americas and the CIS regions, about one third of the population is offline. While almost 75% of people in Africa are non-users, only 21% of Europeans are offline .In

Asia and the Pacific and the Arab States, the percentage of the population that is not using the Internet is very similar: 58.1 and 58.4%, respectively (Sanou, 2016).

The networked readiness framework (NRI) Launched by the World Economic Forum in 2001 and significantly extended in 2012, the NRI can help to assess countries' ability to capitalize on the digital revolution and their preparedness to benefit from the emerging Fourth Industrial Revolution. The Index aggregates data from 53 indicators, organized on the basis of the networked readiness framework. Networked readiness rests on whether a country possesses the drivers necessary for digital technologies to unleash their potential, and on whether these technologies are actually impacting the economy and society.

Recent report by (The Global Information Technology Report 2016) revealed that Nigeria did not move overall in the Networked Readiness Index 2016 (NRI) rankings, staying in 119th position out of 139 countries, this fact masks significant heterogeneity in terms of moves in individual dimensions of networked readiness—in particular, a six-spot move up in Readiness (to 117th) and a ten-spot move down in Impacts (to 114th). The improvement in Readiness is to a large extent thanks to Nigeria reaching full mobile coverage this year; broadband prices have also fallen slightly, although they remain high. The political and regulatory environment are perceived to be improving on several fronts, while at the same time the business and innovation environment are perceived as deteriorating. Government usage and engagement is perceived to have dropped significantly over the course of the last year, yet this may change under the new government that came to power in 2015. Overall, conditions for ICT impacts seem to have deteriorated: both economic and social impacts record a decline. A policy priority with far-reaching benefits in other areas should be to address the country's skills gap (134th). Other countries in the African continent like Mauritius, South Africa, Morocco, Rwanda, Tunisia, Kenya, Botswana, and Senegal were ranked 49<sup>th</sup>, 65<sup>th</sup>, 78<sup>th</sup>, 80<sup>th</sup>, 81<sup>st</sup>, 86<sup>th</sup>, 101<sup>st</sup> and 107<sup>th</sup> respectively.

The report indicated that African countries suffer from severe weaknesses in all components of the index of ICT which ranges from poor connectivity caused by poor quality ICT infrastructure to lack or low levels of basic skills and a weak framework for technology (The Global Information Technology Report 2016). Generally other factors affecting the use of ICT in education includes, lack of funding to support the purchase and installation of the needed technology, lack of training of teachers, lack of motivation to adopt ICT as teaching tools by teachers in the classroom instruction. Accordingly, the most common problems associated with the teaching and learning of ICT today as noted by Kwache (2007) are:

1. Government Attitude:- The attitudes of the various arms of governments in and outside schools towards the provision and deployment of computer and its related outfits such as internet in our schools is rather slow and in some instances absent.
2. Lack of qualified teachers and ICT technical staff in almost all the public schools despite mass production of National Diploma Graduates from our polytechnics and universities who could be employed for such jobs.

3. Corruption:- The corrupt nature of our leaders and policy implementers do not allow them to release fund for the procurement of computer and computer technology related facilities as well as training personnel that will support and manage ICT equipment in schools

4. Currency devaluation: - With the current global economic meltdown and devaluation of Nigeria's currency coupled with our leaders unwillingness to release fund, the procurement of computers and ICT infrastructure has become difficult and in most instances unaffordable

5. Inconsistent and erratic power supply: - The irregular supply of power coupled with the non affordability of generator by most public schools contributed immensely to the deployment of computer and ICT related infrastructure.

### **Millennium Development Goals and Information Communication Technology ICT Policy in Nigeria**

In order to address the problem of poverty and promote sustainable development, the Millennium Development Goals (MDGS) has been adopted by the United Nation in October 2000 as the key development targets for the first part of the 21<sup>st</sup> century. Committing countries both rich and poor to do all they can to eradicate poverty and sustain development. The brief outlined the United Nations Millennium Development Goals as thus:

- a. Eradicate extreme poverty and hunger.
- b. Achieved universal primary education.
- c. Promote gender equality and empowered women
- d. Reduce child mortality
- e. Improve maternal health
- f. Combat HIV/AIDS, malaria and other diseases
- g. Ensure environmental sustainability.
- h. Develop a global partnership for partnership

Each of the goals has target for the first part of the ICT 21<sup>ST</sup> Century (Daniel, 2005)

In order to achieve these goals and have the target met, the federal government of Nigeria has put in place National policy on information and communication technology (ICT) Whose vision, mission and general objectives states thus:

**Vision:** To make Nigeria a IT capable country in Africa and a key player in the Information society by the year 2005, using IT as the engine for sustainable development and global competitiveness.

**Mission:** To use IT for: Education, Creation of Wealth, Poverty Eradication, Job Creation, and Global Competitiveness.

#### **General objectives:**

1. To ensure that Information Technology resources are readily available to promote efficiency national development.
2. To guarantee that the country benefits maximally, and contributes meaningfully by providing the global solutions to the challenges of the Information Age.

3. To empower Nigerians to participate in software and IT development.
4. To encourage local production and manufacture of IT components in a competitive manner.
5. To establish and develop IT infrastructure and maximize its use nationwide.
6. To promote tourism and Nigerian arts and culture.
7. To enhance planning mechanisms and forecasting for the development of local infrastructure.
8. To enhance the effectiveness of environmental monitoring and control systems.
9. To re-engineer and improve urban and rural development schemes.
10. To empower the youth with IT skills and prepare them for global competitiveness.
11. To integrate IT into the mainstream of education and training.
12. To create IT awareness and ensure universal access in order to promote IT diffusion in all sectors of our national life.
13. To create an enabling environment and facilitate private sector (national and multinational) investment in the IT sector.
14. To stimulate the private sector to become the driving force for IT creativity and enhanced productivity and competitiveness (National Information Technology policy, 2000).

Furthermore, the National Policy on Education state that Educational services facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system. The goals of educational services shall be to:-

- (a) Develop, assess and improve educational programmes;
- (b) Enhance teaching and improve the competence of teachers;
- (c) Make learning experiences more meaningful to children;
- (d) Make education more cost effective;
- (e) Promote in-service education; and
- (f) Develop and promote effective use of innovative materials in school.

To achieve these goals each state and local government authority shall establish Teachers and educational resource centre with appropriate information and communication technology ICT facilities at all levels of education in Nigeria. (National Policy on Education, 2014)

Computer Technology today cannot be separated from information and communication technology ICT. Due to global developments in information, information policies in Nigeria is aimed at complete mobilization of all the structures of human interaction, information changes and sharing of experiences in the society (Alabi, 2004). With this there has been general trend in information activities in Nigeria. Government recognizes IT as a strategic imperative for national development and taking cognisance of its immense benefits, government has resolved to provide considerable national resources, both financial and otherwise for the realization of the National IT. This of course has led the government to

introduce computer education at the secondary and primary levels. Computer literacy has been introduced and made compulsory and a pre-requisite qualification for academics and top government officials. Today it seems as if after water, air and other basic need of life, information is the next, hence the need for the application of information and communication technology in human resource development, infrastructural development, economy, national security and law enforcement and education in general.

### **The Value of history and the Application of ICT in the Teaching and Learning of History**

The value or relevance of History in the school curriculum is so enormous. It is vital for all citizens in a democracy, because it provides the only avenue we have to reach an understanding of ourselves and of our society, in relation to the human condition over time, and of how some things change and others continue. We can be sure that students will experience enormous changes over their lifetimes. History is the discipline that can best help them to understand and deal with change, and at the same time to identify the deep continuities that link past and present. For, personal growth, history is the central humanistic discipline. Falola (1989) added that

History enables people to orientate themselves  
amidst the bewildering current of human diversity,  
such as that of Nigeria... it familiarizes us with  
variations in social forms and cures of a morbid  
dread of other cultures and change.

It can satisfy young people's longing for a sense of identity and of their time and place in human story. Well-taught history is naturally engaging to students by speaking to their individuality, to their possibilities for choice, and to their desire to control their lives. It can reveal the human effects of technological, economic, and cultural change, and hence the choices before us. Most obviously, an historical grasp of our common political vision is essential to liberty, equality, and justice in our multicultural society. To help us develop Judgment in worldly affairs by understanding the past behaviour of people and societies. To help us understand change and how the community, nation and world we live in came to be. To help us develop essential skills for good Citizenship. Citizens are not born capable of ruling. They must be educated to rule wisely and fairly. Therefore History serves as a unifying factor in Nation Building. The cornerstone of democracy is the informed citizen.

Furthermore the National Commission for Colleges of Education (NCCE) has set out objectives in the Minimum Standards which the body uses to regulate the teaching of History as follows:

- 1) To encourage in the student the growth an awareness of his responsibilities and opportunities as a Nigerian citizen.
- 2) To stimulate an appreciation of the world in which the student find himself and to encourage students to develop mentalities which are suitable to post colonial era and compatible with national and intellectual integrity.

- 3) To enlarge students knowledge and appreciation of the world beyond Nigeria and Africa and to appreciate the common heritage of mankind.
- 4) TO enable students to develop an appreciation and understanding of the historical development in Nigeria and the contributions of our past heroes.
- 5) To develop in the students capability of analyzing issues critically.
- 6) T o develop skills of the post –secondary approach to the study of history on order to inculcate professional attitude in the student so that he can effectively teach History in the primary and secondary schools in the Nigeria of the 21<sup>st</sup> century.
- 7) To give students solid foundation for further studies and research in history both at local and national levels.

The teaching and learning of History in Nigerian schools most importantly in the 21<sup>st</sup> century has developed within the frame work of theory and practice. In this age of technology, the effective means of communication in the classroom instruction requires the application of communication technologies. *“The illiterate of the 21<sup>st</sup> century, will not be those who cannot read and write, but those who cannot learn, unlearn and relearn”* Alvin Toffer cited in (Shikshak, 2009). This statement expresses the relevance of ICT revolution in the 21<sup>st</sup> century education. Information and Communication Technologies offer several opportunities in education as Lemke (1999) states that:

“To days students live in a global knowledge based age,  
and they deserve teachers whose practice embraces the  
best that technology can bring to learning”

Therefore, in other to apply ICT in the teaching and learning process, the teacher needs to be competent enough. Kirschner and Davis (2003) summarized these competencies required by teachers in the ICT application in education. These are that teachers become competent to make personal use of ICT; competent masters of a range of educational paradigms that make use of ICT; sufficiently competent to make use of ICT as mind tools; competent to make use of ICT as a tool for teaching, learning, research and development. The usage or application of ICT in teaching and learning can be viewed in two aspects namely the aspect of teaching by teachers and aspect of learning by students. Many suspect that ICT will revolutionize the world in the 21<sup>st</sup> century through changes in work methods, access to wealth of information resources, aspect of education are also exposed to changes when teachers and students can access resources easily. History teachers who are sensitive to changes will encourage students to develop skills appropriate to the need of the ITC world (Lee, 2012).

Teaching aids usage in classroom teaching has become a common phenomenon in recent years, in the context of ICT education in schools. Tools that are commonly used are the Notebook, PC, LCD Projector, LCD screen and speakers. To facilitate the delivery of instruction shown usually result in Microsoft power point presentation, open office presenter, both software’s are very easy to handle and can inhaled videos, pictures and animations. This has helped teachers simplify teaching materials in an interacting form (Intel Education, 2007).

History teachers can also use the internet in teaching, for example the teacher provides the materials and includes the historical site, and then students will be asked to make reference on the website provided. Teachers also provide useful web links as part of reference materials for this purpose history teacher should understand the basic needs of history learning (Leeuw-Roord, 1998).

However, validity of the materials on the internet is always questionable, thus the skills should be given to students so that they can critically evaluate the resources received.

ICT can also be apply in teaching and learning of history subject with the use of tutorials method, Tutorial method comprising; expository learning, demonstration, training or drill that are delivered and control by the system. More so, exploratory learning can be done through the provision of appropriate CD ROM or DVD ROM apart from the internet. This method is very useful in constructive learning approach that emphasis critical thinking, problem solving and knowledged construction through social interaction. This method also make student more active because it is learner centred and not teachers oriented or centred (Lee, 2012).

Information and Communication Technology (ICT) also served as a tool of communication in the teaching and learning of history. Communication aspect of s of the ICT equipment is only produced when the sources of history, teachers and students can received, send and share a historical substance from different locations. Communication is made in the form of personal computer PC, Notebook and Mobile phones. Barriers due to distance between resources, teachers and students or even across national borders and boundaries of time can share materials that come in form of text, graph, audio, video and multiple modes of combination. This form of teaching and learning can exit in three different ways:

- 1) This involves communication students or students- teachers. This method usually involves the usage of short messaging services (SMS) ON Mobile phones, E-Mail and chat.
- 2) This technique is usually done alone through the exploration of the materials on the internet which is done without the two-way communication.
- 3) This involves larger groups which apply the use of E-Mail, Chat, Forum and user groups on Yahoo or Gmail etc.(Curriculum Development Centre,2001)

This model can play an important role in collaborative learning where communication infrastructure is utilized by student, teachers to share resources, experiences and make comparisons. This method of learning is able to open the minds of teachers and student and makes learning more enjoyable, increased communication skills and hopes to raise students self esteem and competent to compete globally. Without open communication we may tend to produce students who are too rigid thinking and just rely on textbooks. History teachers should emphasize to students that the usage of ICT does not mean to make history a subject of ICT but ICT help facilitate understanding of the subject history.

## **CONCLUSION**

Repositioning history Education in the age of information and Communication Technology (ICT) for Nation building and the realization of the Millennium Development goals (MDGs) required people who are informed to bring about positive change in the society. ICT has become an integral part of information technology in teaching and learning of history, the

situation place increasing demands on information literacy and most schools in Nigeria are yet to fully integrate and utilised information and communication technology despite the fact that ICT offers innumerable benefits in enriching the quality of instructional materials accessible to both teachers and students. The rationales for the application of ICT in the teaching and learning includes among other to motivate the learners, to enriched learning across the curriculum, to learn IT skills, to support learners in thinking about their own learning, to prepare student for work, to make education more efficient and reduce cost, to support and stimulate the country's economic development and so on.

However the challenge for educationalist has been how to harness the potentials of ICT to complement the role of the teacher in teaching and learning process. David, Sara and Leonard (2010) assert that *“Teachers who do not have the chance to develop professionally in the use of emerging technology and acquire modern computer literacy and skill are under threat, the relevance of a teacher in the 21<sup>st</sup> century is determine by the will to develop appropriately”*.

Although some may argue that the use of ICT may jeopardize the quest for creativity, because it may encourage exceptional student to depend heavily on technology rather than working to improve their ability through interaction with natural means, ICT can still be a very effective tool in the hand of an experienced teacher. Information and Communication Technologies are not substitute to good teachers and teaching rather, they are valuable tools that help in the teaching and learning process effectively. There is need for teachers, researchers and students of History education to acquaint themselves with the current information and skills; otherwise they will be living in the 19<sup>th</sup> century while in the 21<sup>st</sup> century.

There is need for the government to have a rethink on the subject matter history and its relevance to nation building, so that the right policies will be put in place to bring back history education in our schools curriculum as a compulsory subject, in order for history education to serve its purpose of molding citizens to develop a sense of national identity, patriotism and nation building, rather than playing lips service on the matter. If Malaysia can provide the curricular to teach history at the primary school level and has since 1997 launched the smart school. Nigeria can take a cue.

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