
EXPLORING E-LEARNING RESOURCES FOR INSTRUCTIONAL DELIVERY IN SOCIAL STUDIES

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Abstract

It has been indicated in literature that utilization of innovative teaching methodology such as E-learning tools as an instructional strategy can enhance instructional delivery and improve the learning of students. Understanding of Social Studies concepts is vital to teachers and students alike for Social Studies instruction to be meaningful. Thus, it is necessary to select and utilize appropriate instructional strategies that will facilitate not just instructional delivery but the all-round development of students. Although, it should be noted that, no one mode of instructional delivery is the best to fit all learning situations. The rapid development of innovative technologies has caused in increased utilization of technology resources in teaching. This is coupled with the fact that the transfer of knowledge and skills in our present 21st century generation requires adoption of modern innovation to keep pace in our educational system. One innovation that is capable of enhancing instructional delivery is the utilization of e-learning resources by teachers. In view of taking advantage of modern technology into teaching, the traditional classroom activities which was strictly centred on the utilization of chalkboard and transferred through note-

taking have gradually been replaced though the utilization of information and communication technology-based resources in the form of e-resources. This paper, therefore, examined the concept of E-learning with “E” implying Evolving or Everywhere or Enhanced, Extended or Electronic learning. The paper explained the concept of instructional delivery. The paper extensively examined three information resources (Internet Resources, Interactive Whiteboard (IWB) and Multimedia Projector) which have been integrated into education for instructional delivery. From the reviewed literature, e-learning appears to motivate and engage students, and these are vital components of teaching and learning. Another aspect of e-learning resources is that it is appreciated by students and teachers as its capacity helps teachers deliver instruction in a variety of ways. In view of the above, it is expedient that access to internet resources and information and communication technology should be made available at little or no cost for schools.

Keywords: E-learning, Instructional Delivery, Interactive Whiteboard (IWB), Internet Resources, Multimedia Projector.

Introduction

Instructional delivery of knowledge and skills to stakeholders (students) in the educational system requires the integration and use of innovative instructional resources to keep pace with the emerging trends in the 21st century educational system. One innovation which is capable of influencing or enhancing instructional delivery is the integration and use of technology-mediated resources in the form of e-learning (Onu & Ezhim, 2019) especially in the teaching of Social Studies. No doubt, the use of information technology by Social Studies teachers can help them in improving their instructional delivery and consequently improve students' learning achievement. If properly adopted and utilized, E-learning can create improved learning atmosphere that is student-based, facilitate proficient and mutual learning by

stimulating increased teacher/student interaction, hence, Miima, et al. (2018) recommended its adoption for classroom instructional delivery. Thus, the use of e-learning resources in the teaching of Social Studies is necessary if teachers are to improve the quality of their instructional delivery.

The activity of instructional delivery comprises the application of a collection of instructional resources and master plans to interact and communicate with students around academic domain to support student engagement (Onu&Ezhim, 2019). Looking at the peculiarity of students' learning ability and the dynamic needs of students, it therefore calls for a serious review of Social Studies teachers' instructional resource utilization and methods of instructional presentation. This can be adequately attained subject to the teachers' ability to utilize various instructional styles which will in order to equip Social Studies students with the desired type of skills and values to make them functional citizens of the society for national development. Given this background, it is expected that a functional kind of teaching and learning process be adopted by teachers to effectively teach Social Studies. In the 21st century it is expected Social Studies teachers integrate e-learning resources into instructional delivery, since it has been noted by researchers (Onu&Ezhim, 2019; Miima, et al., 2018; Ziden et al, 2011) to improve instructional delivery and enhance learning. E-learning is defined as the delivery of learning using purely internet and digital technology (Al-Busaidi, 2013). It uses a computer and software programs for its learning process, and was first designed for working adult students who were unable to receive formal education as full-time students (Moore et al., 2011).

This paper is underpinned by the diffusion of innovations theory by Rogers (1995) which he explained as "the spread of new ideas from its origin of invention to its targeted users" (Rogers 1995). This means that with inventions in Information and Communication Technology (E-learning) in the external world, teachers and learners in schools should be seen to be utilizing such invention in enhancing teaching and learning. By scrutinizing previous research associated with technology, certain signals are

present that show variations between the five categories of adoption, such as, laggards, early adopters, early majority, late majority, and innovators (Rogers & Shoemaker 1971). This paper therefore examined the concept of instructional delivery, concept of e-learning, internet resources and instructional delivery and as well as multimedia projector utilized for instructional delivery.

Concept of E-Learning

Electronic learning has been spreading since the use of electronic means to address lessons in the conventional classrooms and the use of multimedia in the processes of education and the quarterly self-education, the construction of smart schools and virtual classrooms that allow students to attend , interact with lectures and seminars held in other countries through Internet and interactive technology where the mathematics revolution has made rapid progress and it became necessary to learn that it will benefit from This modern technique has entered all areas of daily life and has actually become one of the greatest areas of benefit of this mathematics revolution, In the early 1990s, the term e-learning emerged as one of the uses of technology in learning.

Aparicio, Bacao and Oliveira (2016) aver that the concept of e-learning was not the initial term in formulating the use of computerized systems to enhance learning activities. Several definitions of e-Learning appear similar. Some people hold that e-Learning is limited to what takes place entirely within a Web browser without the need for other software or learning resources. Such a pure definition exclude many of the proven uses of related technologies for learning. “Given the unstable nature of communication technologies, it is essential to adopt an inclusive definition of e-Learning that can harmonize extreme range of technologies” (Bowles, 2004). As observed by Shultz and Fogarty (2002) “On-line learning or e-Learning is a constant changing system”. E-learning should not be mistaken for concept blended learning, which is described as “the effective integration of face-to-face and online learning predicated on the educational objectives and goals (Garrison, 2009).

Sangrà, Vlachopoulos and Cabrera (2012) discovered four general forms of e-learning: (1) Technology-driven: Use of technology to obtain learning and training programs; (2) delivery-system-oriented: Using electronic means to train and learn; (3) communication-oriented: Learning enhanced through the use of digital materials and content that include some form of interactivity and; (4) educational-paradigm-oriented: Information and communication technologies used to support students to improve their learning. Rodrigues, Almeida, Figueiredo and Lopes (2017) view e-learning as a modern web-based system anchored on digital technologies and other types of educational materials whose focus is to equip students with requisite knowledge in an interactive learning environment.

Garrison (2017) describes e-learning as the latest technology that is currently transforming learning approaches in an educational context. Dron and Anderson (2016) recognized four generations of e-learning methods: The behaviorist, the connectivist, the social constructivist, and the holistic generation. The significance of each pedagogical approach relies on the technological capabilities that it utilizes. The characteristics of this next generation of teaching approaches are: (a) Distributed technically, socially, Student-centered and organizationally; (b) Student-centered (c) Crowd-driven support and emergent; (d) Integrated, just-in-time, and authentic; (e) Courses will play a less significant role; and (f) learning will be separate from accreditation. Adelaja and Muraina (2018) refer to E-learning as E-teaching; when the technology media is handled, controlled and used by the teacher rather than students. E-teaching is seen as the use of computer, internet and other electronic equipment to transfer knowledge and skills from a teacher to a learner(s). In e-teaching, electronics are left to extending the reach information from individual to entire groups either large or small (Adelaja&Muraina, 2018).

Adelaja and Muraina (2018) noted that e-learning makes teaching available everywhere and every time; it makes teaching cheaper and authenticated. They highlighted that e-learning is

modifiable, enhanceable and can be in embedded resources such as e-text books. The advantages derived from implementing e-learning in any institution according to Bates and Poole (2003); Bates (2005); Karrer (2006) are highlighted below. Scheme of work can be designed around personal and professional schedule thereby reducing traveling cost and stress. Learners are at liberty to choose requisite learning materials. Learners are opportune to learn anywhere they are able to have access to Internet. Self-paced learning modules allow student to learn at their own speed. It permits various learning styles through acquisition of computer and Internet skills. The disadvantages of e-learning according to Bates and Poole (2003); Bates, (2005); Karrer (2006) are that unmotivated learners or those with poor study habits may fall behind; lack of familiar structure and routine may students getting used to the technology; students may feel isolated or excluded from social engagement; instructors may not always be accessible regularly; fluctuating Internet connections can hamper learning coordination of learners and that software involved in the instructional delivery can be unpredictable thereby making some courses to be difficult to understand.

Concept of Instructional Delivery

Teaching and learning being two sides of the same coin implies that learning is derived from teaching. Many styles and design have been serially used in the teaching-learning process to attain desired objectives of classroom activity. The most utilized form of instructional delivery is the conventional style of presentation which is the face-to-face lecture mode mostly devoid of the use of any form of instructional resources outside the chalkboard and textbooks. This mode of presentation has been variously perceived as not being able to address the challenges of learning in a technology powered age. The student in this learning circumstance is inactive (Anderson, 2013) because it is the teacher's responsibility to present the lesson. This learning situation reduces in-depth knowledge since evaluation of students is most often based on rote learning. Merriam (2019) defined

instructional delivery as the process of encoding information and procedures for easy understanding by the receiver. It implies that the teacher through this process carefully selects the method and technique for handing down learning experiences to learners through appropriate mediums of communication. In the context of this paper, instructional delivery entails preparing and sending learning experiences in Social Studies to learners via e-learning resources.

Internet Resources and Instructional Delivery

In order to function effectively in the classroom in this information age, teachers are required to possess vital competencies to use the internet for instructional delivery. Yusuf and Balogun (2011) cited Kirschner and Woperies to have highlighted the following major Internet teacher abilities: competency in proficient use of the Internet, adequate knowledge of a range of educational pattern that use internet and other information communication technology, mastery of ICT as mind stool, proficiency in the use of E-learning media as a material for teaching, competency in mastering a range of evaluation models which employ Internet and electronic media resources; and competency in internalizing the policy dimensions of the use of ICT for effective teaching and learning. In the face of endless choices, it becomes difficult to make any choice at all. Some internet resources which can be utilized for effective instructional delivery in Social Studies are discussed below.

Facebook Groups

Almost two-thirds fraction of the world's population is on Facebook, and this present an ample opportunity to use this social platform as a unique informal learning tool. While most workers should employ formal company platforms (like websites and email) to stay "plugged in" to main corporate developments, an increasing number of competent employees are more connected to Facebook. Setting up Facebook Groups, and using them to initiate discussions can be an essential informal medium of delivering

desirable learning to a dispersed and expanded groups of employees (Snelson, 2011).

Interactive Whiteboard (IWB) and Instructional Delivery

Interactive Whiteboard (IWB) is a large touch-sensitive display unit, connected to digital data projector and computer. IWB acts as interactive board, computer screen, and mouse simultaneously. Users can change monitor to whiteboard and vice versa, or use them concurrently. The Users can make use of their fingers, specially designed electronic pen and pointer to operate the board and/or control computer icons (Al-Faki& Khamis, 2014).

The works done on IWB, could be saved and recaptured for revision and examination preparation etc., even the handwriting of the teacher's and/or students could be stored and retrieved at any time. Many people refer to it as Smart Board because SMART Technologies Company was a pioneer consultant to the educational sector. There are several types of IWBs versions because of the development of software and manufactures. According to design, there are two kinds of Interactive Whiteboards (IWBs) as noted by Al-Faki and Khamis (2014). They are the (1) Front projection board and (2) Rear projection board.

The former works with an existing data projector and computer. The IWBs are always attached to classroom walls while the projector is hung dangling from the ceiling of the classroom. British Educational Communication and Technology Agency's (2003), Walker (2003) and Glover & Miller, (2001) summarized several tremendous effects of interactive of interactive whiteboard on teaching. The summary indicate that interactive white boards enable teachers in: using web-based resources in whole-class teaching; linking objects which is a better way to make classes divergent; employing multimedia resources to present and explain different concepts; saving and printing what is on the board, in addition to notes made during the lesson; and forestalling duplication of efforts and enhancing revision for future use. They further highlighted that the use of interactive whiteboard: enables teachers to provide original materials and information via pictures, text, animation and video segments; it enhances

students' engagement more than traditional teaching method; promotes diverse, easy and creative use of teaching materials; and enables teachers to disseminate and re-use materials thereby reducing workloads.

Interactive whiteboard plays a vital role in the learning process, some of which, according to Al-Faki & Khamis (2014) include promoting learner's participation by helping students to interact with materials on the board; giving more opportunities for engagement in the classroom, especially when compared with other ICT teaching tools; it enhances communication among learners, and between learners and their teacher; various learning methods could fit in, as teachers could utilize a variety of materials to address special needs and that it encourages the involvement of learners in the subject and captures their attention.

Several studies have been conducted to examine the advantage of using Interactive Whiteboard for instructional delivery from the view point of teachers and students. For example, Paragina; Paragina and Jipa (2010) pointed out that advantages were more outstanding than disadvantages and that the use of smart board has led to better training course. In a study by Gursul and Tomaz (2010), the results revealed that the most essential merit of Interactive Whiteboard draws students' attention thereby increasing their vision and enabling students to actively participate in the classroom. In their view the technical problems and time spent in preparing the IWB constitute some of the striking disadvantages of IWBs.

Multimedia Projector and Instructional Delivery

Multimedia, according to Mohler (2001) gathers more than one of the five human senses, using the two basic senses vital for information reception – sight and sound. Due to sound and motion in multimedia, student's mind, motivation and interest in the process are captured. Studies show that computer-based multimedia can enhance instructional delivery, learning and retention of materials displayed during a class session or personal study period, when compared with "conventional" lectures or

study materials that do not employ multimedia (Mayer, 2001). The potential of multimedia learning, according to Mayer (2003) is that students learn better from well-structured multimedia messages comprising of words and pictures than from traditional modes of communication involving only words. Oshinaike and Adekunmisi (2011) were of the view that the relevance of multimedia is dependent on its multi-sensory and stimulation of the audience. The learning process is further enhanced by the engagement of different sensory organs by the computer-controlled multimedia system. Studies revealed that student motivation and satisfaction is increased in courses taught with the use of multimedia technologies (Astleitner & Wiesner, 2004). Patel (2013) pointed out that multimedia technologies in instructional delivery stimulate students' interest in learning.

However, since the traditional teaching methods and environment in education are not meeting the demands of the information age, multimedia technologies containing some forms of audio, video, animation and other technological effects naturally and humanely provides students with more interesting atmosphere for learning. Besides, multimedia technologies offer students a sense of reality, stimulate students' interest and motivate them to be actively involved in class activities. Multimedia technologies increase students' passion in studies especially the technical and abstract courses. Patel (2013) observed that multimedia technologies possess the capacity to enhance teaching effect, facilitate teaching exercise, sustaining the best of class time, erodes the "teacher centered" teaching style and basically enhance class efficiency. Due to class complexities, it is not easy for the students to have effective teacher-students interaction. The use of multimedia audio resources facilitates the individualized and co-operative teaching. The conventional teaching styles dominantly emphasized on teachers' instruction and the information so provided is limited due to the old conventional class platform. On the contrary, multimedia technologies go beyond time and space and create more vivid, visual and authentic environment for learning, stimulates

students' initiatives and economizes class time (Udim & Etim, 2016).

Conclusion

The use of e-learning seems to be generating a great deal of enthusiasm among educators, and for good reason. It appears to motivate and engage students, and these are vital components of teaching and learning. Another aspect of e-learning resources is that it is appreciated by students and teachers as its capacity helps teachers deliver instruction in a variety of ways. Although many benefits may be derived from using this e-learning, teachers need to remember that the e-learning resources are only tools and do not replace good teaching. Its value is dependent upon teachers who are already competent in using effective teaching strategies.

Suggestions

In view of the conclusions made, the study therefore, suggests the following. Access to internet should be made available at little or no cost for in schools Teachers on their part should create blogs, twitter account or Facebook account for their various courses so that they can interact with their students on areas of difficulty or coursework they were unable to cover during lecture hours. Teachers can also use this platform in giving out assignment and study materials. The government should fund the inclusion of information and communication technology into the teaching and learning process.

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