APPLICATION OF MODERN TECHNOLOGY FOR INSTRUCTION DELIVERY IN SOCIAL STUDIES IN A GLOBAL WORLD

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Abstract

Social Studies came into being in Nigeria school system in 1963 as an interdisciplinary subject. The initial approaches to delivery of instruction were discipline, inquiry and reflective. As a result of growing public knowledge of new technology and its applicability to virtually, every facet of human endeavour, it is imperative to examine modern technology and its application to Social Studies in a global world. To lessen the emphasis on incorporating different techniques in contemporary delivery of teaching, the educational system is being repackaged and redefined in order to improve the quality of learners in the acquisition of necessary skills in this digital age. The paper therefore discussed the divergences of Social Studies in Nigeria, as well as roles of Information and Communication Technology in new Social Studies.

Keywords: Application, Modern, Technology, Social transformation, Global.

Introduction

In 1963, the Ford Foundation, the University of Washington, and the Agency for International Development (USAID) offered financial and technical support to experiment with integrating Social Studies into the Nigerian school system. When schools were ready for it in August 1973, the Ministry of Education of the now-defunct western states recommended them to embrace integrated Social Studies. The field was first formally acknowledged in theory at the national level during the 1968 Mombasa Conference, where Nigeria participated and the African Social Studies Programme (ASSP) was founded. The National Policy on Education report from the 1969 National Curriculum Conference placed a strong emphasis on the value of Social Studies because of this. Since the 1969 meeting, there has been consistent advancement, particularly by organizations like the Comparative Education Study.

In many developing nations around the world, incorporating new technology into education is a top priority. This is especially true because it has the ability to replace the antiquated "chalk and talk" educational model with more engaging and meaningful contemporary technical tools. Accumulation of knowledge appears to be a key booster for social interactions, dynamics, and change in current period of information boom caused by advances in modern technology. As a catalyst and tool for educational reform, new technology helps students transition from being only job seekers to being employers of labor. The increased usage of modern technology has provided the necessary push for the growth of electronic transactions between parties. As a result of the aforementioned, man's level of interaction with computers and internet resources has significantly expanded, making it a prominent role in the distribution of knowledge to human communities in the area of education.

The stakeholders in the education sector in most developing countries are involved in the repackaging and redefining of their educational system by focusing on various approaches of integrating new technology into the delivery of instruction in order to improve the quality of both teachers and learners in order to avoid falling

behind and take advantage of the paradigm shift in the global spectrum tilting towards modern technology. It is possible to accomplish this by placing a strong emphasis on competencies in the areas of cognitive disposition, decision-making process, management of dynamic situations, teamwork, and effective communication, as well as the development of necessary skills and knowledge required in this digital age. The Federal government of Nigeria formed the National Policy on Information Technology Development Agency (NITDA) in 2001 to act as a regulatory agency for the implementation of the policy in an effort to completely realize the goal of integrating new technology into education (Adeyemi, 2017).

The majority of developing nations are working cooperatively to improve their domestic programs for integration into curricula. Policy planners are expected to create a thorough manual for participants/actors in the education industry on how to properly integrate computers and other new technology features into the educational system in order to prevent the misuse of new technology in education. Information is no longer considered a luxury but rather an essential component for human survival and progress, similar to how man is dependent on air, food, and shelter for survival. In today's society, information is regarded as one of the fundamental human requirements, along with oxygen, food, and shelter (Adoralege, 2018). The Nigerian government developed a strategy to integrate new technology into the elementary, secondary, and post-secondary educational systems in 2004 due to the rise in knowledge of new technology in all facets of human life. The rationale for adopting new technology in education is not implausible because its introduction was intended to boost the efficacy and efficiency of the educational sector and support the obligation to adopt IT educational practices into the school system, hence, the main thrust of this paper.

Roles of Information and Communication Technology (ICT) in New Social Studies

The advantages that accrue and the functions that modern

technology plays are too many to be ignored, notwithstanding the slow pace at which developing nations are integrating it into education. Secondly, because modern technology is infrastructure-based, there has been a steady rise in information-related activities important to a country's socioeconomic development. It also serves as a fulcrum for complex civilizations, facilitating the distribution of knowledge and rules among its numerous components for the smooth operation of the system (Abimbade, 2015). The benefits of modern technology are felt across all social strata, as evidenced by the e-learning, job training, healthcare, food security, environmental management, government efficiency, e-commerce, and e-banking industries, among others. Due to the abundance of powerful tools available to improve teaching and learning, modern technology has a significant impact on education. With the proper environment and circumstances, such as the provision of sufficient facilities, adequate training, and support, new technology can positively impact teaching and learning. Through individualized instruction, in which students learn at their own pace, the promotion of equal opportunity for all learners, the provision of learning materials (Software), and the promotion of interdependence of learning among learners, modern technology also offers the potential to meet the needs of learners in terms of education. By simultaneously assessing its purpose and the extent of its reach on a global scale, it is crucial to determine the range of ICT use and its impact on our societies.

Throughout the past two decades, research at local, national, and worldwide fora have mostly focused on the integration of Information, Communication, and Technology in education. These studies evaluated the suitability, significance, and application design of new technology facilities that are available as well as the difficulties associated with using technology to deliver instruction, such as Social Studies in schools and the impact of computers on students' academic performance. Several studies have shown a strong association between instructors' attitudes and behaviour towards the use of computers as a teaching tool (Michiele, 2017). The attitude of instructors toward knowledge acquired outside of the conventional modes of instruction and their level of readiness

to use new knowledge obtained through technology will determine how successfully new technology is incorporated into the educational system. With a greater focus on the students than the teachers, more opportunities for the students to connect with peers, and the best possible use of the computer and internet to meet their learning needs, teachers have the ability to change their instructions and foster better understanding. Yet, many teachers seem more at ease using their traditional teaching methods than the current method; as a result, modern technology tools are used in educational settings in an unprepared, edgy, and inadequate manner. According to a study by Anderson and Weert (2018), teachers would prefer computer literacy over computer applications, even while they do not use modern technology to conduct instruction. Yet, a related study found a substantial correlation between teachers of social science's computer awareness and their use of computers, which led to an increase in the use of computers in the classroom on their part. Should society follow the global information technology revolution that has swept across all countries in the previous 25 years, or should it remain enmeshed in the cocoon of traditions and customs? Social transformation must be urgently discussed in order to put this subject in its proper context.

Social Transformation

The tidal waves that changed social norms, cultural norms, political and economic interactions, and had an impact on local communities and the experience of the nation are an accurate way to characterize social transition. According to this notion, technology has made the entire universe into a global village, speeding up the rate at which people and goods move across nations. When this occurs, a certain area or feature of society can be easily changed. Social transformation is a synonym for social change; it is a change made for improved quality of life, which denotes development, progress, or modernization. Values, beliefs, and religion can all be reflected in social transformation. It can also consider material behaviors such as technology, material customs (family, travel), and constructed environment (architecture, planning).

The dislocation in structural thinking that differs from the pursuit of the highly desired change prevents ICT from being completely realized as a tool for empowerment and social transformation. This explains the failure of underdeveloped countries to implement the concepts of ICT as a tool for empowerment and social change. There is no question about the role that education plays in reshaping society in emerging nations, and this is seen in how society and culture respond to political, social, and economic ills. The progress of our country, Nigeria, has been aided by social change. The decrease in the rate of illiteracy in the nation's educational institutions as a result of magnificent private sector activities and minimal government subsidies is one of the prominent substantial beneficial effects of social transformation (Ejiaku, 2014).

Information and Communication Technology (ICT) in Developing Countries and the Promotion of Social Causes

In developing nations, deliberate attempts are being made to harness modern technology to address social concerns or produce information aimed at ensuring an improvement in the people's standard of living. Nigeria's national progress has been aided by social transformation. One of the notable potential effects of social transformation is in the area of education, where facilities are provided by private organizations, individuals, missionaries, international organizations, as well as the government at the federal, state, and local government level, leading to a significant decrease in the number of illiterate people. The growth of satellite campuses and distant learning centers at various colleges and universities also provides the general population with the possibility to go to school. The emergence of distance learning centers and satellite campuses of various institutions of higher learning also offer the opportunity of schooling to members of the public who do not have time for full-time university academic programme.

The National Open University (NOUN), established by the Nigerian government, offers students the chance to learn at their own pace by providing course materials on compact disks (CDs) that they may access. "Talkback and break the silence" is an

educational television program about health and education that airs in Botswana every Tuesday at noon. Its goal is to raise awareness among teachers and students about preventing the spread of HIV/AIDS and incorporating control measures into teaching and learning. According to reports, the show has a significant impact on the listeners. In Twende Na wakati, a radio soap opera in Tanzania, is aimed at reducing population size and combating the epidemic of HIV/AIDS infection. Fifty-five percent of Tanzanians, according to Erwat (2016), listened to it. Almost 23% of listeners reported adopting family control strategies, and 82% reported a mechanism for preventing HIV as a result of the radio program, which was broadcast continuously for a while. This indicates that the program had a significant impact.

Using a multi-media campaign strategy, the worrisome HIV/AIDS pandemic was fought in Bida, Niger state, North Central Nigeria. The program, which was supported by the United States of America, was carried out by the Center for Communications and Reproductive Health Service (CCRHS), Bida. The project aimed to inform a target demographic of 50,000 men, women, and youth on HIV/AIDS, sexually transmitted infections (STIs), human sexuality, and reproductive health. A few examples of the multimedia tools employed are TV, radio, outreach music and theatre programs, radio cassettes, in-person visits and workshops/seminars in secondary schools, posters, handbills, and stickers. The outcome showed an increase in HIV/AIDS awareness from 83.3% in the baseline data to 100% in the final results. 85% of people could name several forms of birth control. Additionally, 91.6%, as opposed to 12% in the pre-intervention survey data (Ezeliora, 2014), indicate that blood and sex transfusions are a means of HIV/AIDS transmission.

Radio Nigeria educates the general public about the activities and responsibilities of Police titled "Police your Friend". The programme helps majority of people to know the obligations of Police to theentire citizens as well as to be security conscious. Apart from Radio Nigeria, some other radio stations aired the programme of "Pay your Tax", this programme enable the people to know the usefulness of paying tax and the benefits accrued to all as tax payer (Olaoye, 2022).

In an effort to overhaul the agricultural industry, the Peruvian government has reached out to rural farmers through video-based teaching. The use of audio-visual tools increased the training activities for extension agents' efficacy and helped combat the high levels of illiteracy in rural areas. The initiative has trained and reached one hundred and forty (140) producers and one hundred and twenty thousand rural farmers, respectively (UNICEF, 2016). The Meso-structure is a unit that is both large enough (Meso-structure) to enable a noticeable network effect and similarly tiny enough (to cater to local users to retain their inter-personal ties) to show the impact of ICTs social structure on community-based interactions. There is also a move toward larger operations, but this is limited by the lack of adequate resources to maintain communication among its components.

Global growth is moving at an incredibly fast rate, particularly in ICT-enabled societies where large corporations rule the roost and have shifted the social paradigm through corporate-mediated means. IT currently determines policy and social projects, therefore the pace is unmatched by the production systems put in place. They have a monopolistic business model and a global breadth of activity, which results in little state regulation. The arrival of ICT caused a social paradigm shift that changed protagonists' inclinations toward social change, which was reflected in the roles performed by corporate forces in our society. What are ICT's main contributions to the expansion of corporate power in modern societies? First off, because the ICT industry is mostly driven by the private sector, the central/national government has little to no regulatory influence over these enterprises globally. Second, information communication and technology (ICT) company operators are empowered by the interconnectedness of fundamental social processes of communication, information, and association to ICT services. Finally, as information and communication technology is still in its infancy, ICT industry pioneers took advantage of the lack of resources to mislead the public sector and pass it off as primarily a private sector endeavor. As a result, the public sector's influence has completely diminished. The lack of the regular government-mandated checks and balances between public and private actors

in the ICT domain led to a leeway that helped define the new social information process in a changing society.

As a result of the interconnectedness between communities on a worldwide scale, the development of ICTs established an atmosphere that made it possible to conduct business easily and more affordably with the outside world. It established a platform for interaction with the outside world, providing access to global markets and a range of financial, employment, and economic advantages. Technology has made the world a global village by reducing the distance barrier, easing communities' former isolation caused by distance. Such official linkages entail the development of a suitable new community at the intermediate level for the public's moral well-being. This is being done not only to ensure that everyone in the community has equal access, but also to make sure that the community is not negatively impacted by the rising power dynamics in the new arrangement with outside bodies. This element should be considered deliberately from the beginning of any project, before the community starts using ICTs, rather than waiting and hoping that things will start to take shape as the facilities are used. Although ICT has achieved significant advancements in the social and economic lives of people over the past two decades, developing countries, particularly in the domain of ICT and Information and Communication Technologies for Development (ICT4D) nations, have yet to fully experience these effects.

Conclusion

It is impossible to undervalue the role of education as a fundamental tool for modernisation and social change. The quality of education in a community determines its level of growth, so for a country to be on par with others, it must give citizen education substantial consideration. To fully profit from the advantages of contemporary technology, people must be literate. It serves as both the engine and the foundation of national development. Modern technology has the potential to empower individuals to bring about social change and is a tremendous weapon for social transformation. Governments of developing nations have a responsibility to ensure the development

of ICT so that their nations can participate in global information flow and avoid the risk of being isolated from the rest of the world. The socioeconomic development of every country is today viewed as being significantly influenced by Technology and information.

Way Forward

For ICT to be an effective instrument for advancing social causes, ICT applications must be tailored to the needs of the general public, and this must be supported by training programs and system development for IT experts who can adapt ICT to fit regional demands. In order to properly and effectively implement modern technology for social transformation in a global environment, the Nigerian government must work in partnership with the private sector, the educational sector, and international donor bodies/ agencies. This is a significant and resource-intensive task.

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