ATTITUDE TOWARDS ELECTRONIC COURSEWARE IN LEARNING HISTORY AMONG HIGH SCHOOL STUDENTS

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Abstract: Most of history learning environment in the classroom is based on the textbook. A printed history textbook is limited by the constraints of size and practicality. Such practical issues have important consequences for the kinds of materials that go into the hands of readers. Limitation of size means that it is more practical to write history books that synthesize and make reference to large bodies of historical documents without being able to include very much or any of the documents. The present investigation aims to assess the attitude towards electronic courseware in learning history among high school students in Trichy districts , there are ten high schools were selected to the investigate present research, which shows the various level of attitude towards electronic courseware in learning history with various perspective related to electronic course ware.

Keywords: Classroom, Electronic courseware, learning, etc.,

INTRODUCTION

The discipline of history is intended to develop students' higher-order thinking skills in order to enable them to synthesize historical events so that they will have knowledge of foresight and hindsight. In the Tamilnadu schools, history is made a basic and compulsory subject by the Tamilnadu Ministry of Education. It has been regarded by the educators as an important subject for the younger learner to apprehend the nations, political, social, religious and economic problems; all of which can only be comprehended from the historical perspective. While history is considered an important subject to study, it has been viewed by many students as an enumeration of facts, figures, dates, and otherwise "useless" and "dull" events (Weiner, 1995). Even so, students have a very negative attitude toward history and find history instruction irrelevant and meaningless where the emphasis was on rote memorization of accepted facts and conclusions in the textbooks (Yilmaz, 2009). There are also a large number of students who have no interest in history and see no reason for studying it, apart from its place in the examination system. This is because much of the history classroom is geared to the simple transmission of information through the use of single-textbook; the lecture method and teacher controlled question and answer strategies. The teaching of history has been reduced to a recitation of trivia with heavy emphasis on factual information which has little or no application to the daily lives of most students (Russell, 2008). In other words, the study of history is concerned mainly with the actions of peoples, not living enough to comprehend many of the experiences, which become a sort of generation gap built into the subject (Weiner, 1995).

ELECTRONIC COURSEWARE-MEANING

Currently, electronic courseware, or online course software programs, is referred to by several different names in higher education, including "learning content management systems," "learning management systems," and "virtual learning environments." While these software programs share many features, differences in usage by nation and industry warrant a consideration of terminology.

GROWTH OF ELECTRONIC COURSEWARE

Since their development eight years ago, the use of electronic courseware has dramatically increased (Angelo, 2004) to the point that it has become an essential feature of instructional technology at institutions of higher education (Warger, 2003). Today 94 percent of American colleges and universities use at least one type of electronic courseware for distance education and/or as a supplement to the traditional classroom (Market Data Retrieval, 2003). And two–thirds of faculty members who initially use a CMS continue to do so for future courses (Morgan, 2003).

While electronic courseware is used as much for traditional classroom courses as distance courses (Warger, 2003), it is undeniable that the expansion of e-learning has paralleled the growth of electronic courseware (as electronic courseware is the platform for distance education). Today distance education or e–learning is an integral part of the landscape of higher education. Recent data shows that over 1.9 million students in the U. S. were studying online in the Fall of 2003, and 97.6 percent of all public higher education institutions in the U.S. offered online learning degree programs and courses (either in online or hybrid/blended formats). Equally significant, a projected growth in online enrolment of 20 percent a year is expected - a growth rate exceeding the overall expected growth for the entire higher education student population (Sloan Consortium, 2004). Globally, the figures are equally astounding. Worldwide there are more than 200,000 online courses offered today. In 2003, 11 percent of the world was able to go online, as compared to 4.5 percent in 1999 (Hesseldahl, 2005).

LITERATURE REVIEW

Computer and History Education

Most of history learning environment in the classroom is based on the textbook. A printed history textbook is limited by the constraints of size and practicality. Such practical issues have important consequences for the kinds of materials that go into the hands of readers. Limitation of size means that it is more practical to write history books that synthesize and make reference to large bodies of historical documents without being able to include very much or any of the documents.

A multimedia approach can be a very useful tool for teaching historical events, topic and issue in History. Initially the history teacher can introduce the topic and then the students can use a multimedia software package such as the one to reinforce the topic. Another researcher described one of the essential elements of learning history is through storytelling by use narrator voice. Storytelling remains an important mode through which individuals and cultures communicate who they are, what they value and fear, what they know and more

compelling and memorable than alternative ways of conveying information in the classroom. Narrative is fundamentally linked to cognition and so is particularly relevant to the design of interactive multimedia for history learning.

OBJECTIVES OF THE STUDY

❖ To identify the student's attitude towards electronic courseware in learning history.
❖ To identify if any significant difference between the different group of demographic variables such as gender, type of school, nature of school, religion, parents annual income in student's attitude towards electronic courseware in learning history.

NEED AND SIGNIFICANCE OF STUDY

In order to meet students' needs and to motivate them, efforts must be made in terms of electronic course ware which is help them to learn particular subject with various learning styles. Following steps can be taken for this purpose:

➢ helping students to get familiar with the technology used for delivery,
➢ making arrangements to respond promptly to the students' queries regarding contents,
➢ be aware of the students' needs in meeting standard University deadlines,
➢ making sure that students take an active role in electronic course delivery by independently taking responsibility for their learning,
➢ instructor should interact with individual students,
➢ instructor can distribute questionnaires and based on their feedback and interaction, he/she can meet the individual needs,
➢ Students should be given detailed remarks on their coursework and should be referred to additional resources for supplementary information.

The above stated information the present investigation is considered needed and significant one.

METHODOLOGY

Research Method

The present investigation was administered normative survey method to assess student's attitude towards electronic courseware in learning history among high school students.

Population and Sample

The population of this study was conducted at 10 secondary schools in Trichy district specifically we focused on Form 5 students who had taken From History background. However, for the sample of the study, we managed to get 10 schools to participate in this study with the returned questionnaire frequencies of attitude of electronic courseware.

Survey Instrument

After conducting an extensive literature review, we designed a list of questions that we believed were logically associated with the ideas and factors in identifying the student's attitude towards electronic courseware in learning history'. The survey instrument was administrated design based on dimensions of TAM and basic multimedia and electronic courseware elements purposely for identify perceived human computer interaction that can be used to measure descriptive students' subjective acceptance and perception on students attitude towards electronic courseware in learning history'. The survey questionnaire is in part adapted or selected from the commonly administered to the high school students who are studying at Trichy districts.

Table 1 shows that percentage level of attitude towards electronic course ware
for learning history with various dimensions

Potential benefits on using courseware in history learning from students' perception	
Benefits on using courseware in History learning	**Percentage**
Improving the quality of learning	87.4%
Class preparation become more easier	71.1%
Historical figure become more lively	74.2%
Information delivering become more easier to the students	87.4%
Appreciation on historical events	82.7%
Subject acceptance become more flexible	74.6%
Learning environment become more interesting	94.3%

RESEARCH IMPLICATION

The present investigation represent the attitude towards electronic course ware in learning history among high school students, which shows that level of attitude the same, in this view the in order to improve the attitude towards electronic courseware and also improve the computer knowledge among the high school students through various activities and training given the computer lab in concern school premises frequently by the computer teacher.

CONCLUSION

This paper presents attitude towards electronic course ware in learning history among high school students, it is concluded that level of attitude is found to moderate, in this perspective now the right time to improve the attitude towards electronic course ware and improve their level of learning capacity in the various school subject but exclusively in history needs some electronic oriented methods to study thoroughly specific concepts in the history curriculum.

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